UNIVERSITY HIGH SCHOOL
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Course Description Catalogue and Educational Planning Guide
Grades 9-12
2015-2016

Irvine Unified School District
5050 Barranca Parkway, Irvine, CA 92604

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Irvine Unified School District Mission Statement

Our mission is to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

University High School Mission Statement

Our mission is to enable each student to become a contributing member of society with an appreciation for complexity and ambiguity, empowered with the knowledge, skills, and values necessary to meet the challenges of a changing world by providing the highest quality educational experience we can envision.

University High School Vision Statement

University High School will provide students with the means to acquire knowledge and develop habits of mind to prepare them for the world they will inherit. To this end, we foster skills in:

- Critical thinking /Problem solving
- Communications and Interpretation
- Artistic Creation and Aesthetics
- National and International Awareness
- Personal and Social Development
- Interrelationships of Science, Technology, Mathematics and Society
University High School Core Values

University High School’s learning environment is based upon a set of values shared among students, teachers, administrators, support staff and parents. These values become the unifying vision that guides our learning community.

Organization, Leadership, Vision and Purpose: The stakeholders
- Encourage open communication.
- Share governance through a decision-making process.
- Balance academic freedom with agreed-upon practices and policies.
- Implement and follow school policies consistently.

Curriculum: The stakeholders
- Develop critical thinking skills.
- Apply learning both inside and outside the school environment.
- Articulate and collaborate between and among levels and across curriculum.
- Meet and exceed state standards.
- Evaluate and revise the curriculum to meet student needs.

Instruction: The stakeholders
- Innovate and experiment.
- Foster autonomy within a collaborative culture.
- Coach students to think, to problem solve, and to exercise responsibility for their learning.
- Accommodate a variety of learning styles.
- Analyze student performance results to inform and guide instruction.

Assessment: The stakeholders
- Encourage reflection and self-evaluation.
- Design assessments to reflect state standards.
- Implement multiple types and sources of assessments to accommodate all students and learning types.
- Use benchmarks and common assessments to guide instruction.

School Culture: The stakeholders
- Pursue excellence.
- Practice ethical behavior.
- Embrace and respect the diversity of all cultures and individuals.
- Cultivate individual talents and interests.
- Encourage students to share meaningful life experiences and outside knowledge with their learning communities.
- Empower and inspire students to use classroom learning to ignite student passion for meaningful social, political, intellectual and creative activity.
- Balance mental and physical health.
## Expected School Wide Learning Results

Teachers at University High School work towards incorporating the six performance areas (ESLRs) into their curriculum and daily instruction, such that, by graduation, students should be able to demonstrate skills in the following areas:

<table>
<thead>
<tr>
<th>1. Critical Thinking/Problem Solving</th>
<th>4. National and International Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>A demonstrated ability to deal with complex, real-life problems logically</td>
<td>A demonstrated knowledge of national and international issues</td>
</tr>
<tr>
<td>These traits address the challenges of assessing and using information to make thoughtful decisions.</td>
<td>These traits deal with thoughtful human interactions that foster harmony and understanding.</td>
</tr>
<tr>
<td>- question</td>
<td>• consider and understand the perspectives of others</td>
</tr>
<tr>
<td>- think critically</td>
<td>• participate in discussions of school, community and world issues</td>
</tr>
<tr>
<td>- find, select, apply information</td>
<td>• act in a socially responsible manner</td>
</tr>
<tr>
<td>- problem solve</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Communications and Interpretation</th>
<th>5. Personal and Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>A demonstrated ability to communicate in the English language and also in an additional language</td>
<td>These traits direct personal skills and assets towards successful human interactions and make a person able to harness his/her talents for a productive life.</td>
</tr>
<tr>
<td>These traits relate to conveying and receiving information.</td>
<td></td>
</tr>
<tr>
<td>- read and listen for meaning</td>
<td>• participate and work cooperatively in groups</td>
</tr>
<tr>
<td>- speak, and write clearly</td>
<td>• demonstrate intellectual independence</td>
</tr>
<tr>
<td>- demonstrate basic proficiency in a language other than English</td>
<td>• adhere to the Trojan Code of Conduct, which includes honesty, respectfulness and accepting of differences</td>
</tr>
<tr>
<td>- demonstrate a basic understanding of numbers, and mathematical symbols</td>
<td>• be physically fit</td>
</tr>
<tr>
<td></td>
<td>• serve the school and/or community</td>
</tr>
<tr>
<td></td>
<td>• manage time</td>
</tr>
<tr>
<td></td>
<td>• conduct career exploration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Artistic Expression and Aesthetics</th>
<th>6. Interrelationship of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>A demonstrated ability to produce an artistic performance or creative product that reflects the student’s understanding of the arts</td>
<td>Mathematics, Technology, and Society</td>
</tr>
<tr>
<td>These traits deal with the appreciation and expression of creativity through images, sounds, movements, and words as a means of understanding culture.</td>
<td>A demonstrated ability to recognize the interrelationships of science, mathematics, and technology as they relate to everyday experiences in the world around us</td>
</tr>
<tr>
<td>- acquire knowledge and skills necessary to express themselves in an artistic manner</td>
<td>These traits enable the student to make decisions in a complex technological society.</td>
</tr>
<tr>
<td>- express themselves creatively using various artistic media</td>
<td>- draw conclusions using inductive and deductive reasoning</td>
</tr>
<tr>
<td>- make aesthetic judgments based on criteria</td>
<td>- use the scientific method</td>
</tr>
<tr>
<td>- identify the importance of art in diverse cultures</td>
<td>- demonstrate the use of current technology</td>
</tr>
<tr>
<td></td>
<td>- demonstrate technological literacy including the ethical issues and impact of technology on society</td>
</tr>
<tr>
<td></td>
<td>- understand and interpret scientific articles, graphs, and calculations</td>
</tr>
</tbody>
</table>
Support Programs

Long-block schedule two days per week: The school’s bell schedule includes a weekly long block period of instruction for each class. The long block period provides teachers the opportunity to structure activities that take more than a typical period to give students time to move deeply into an activity and construct meaning without interruption. Every discipline has particular kinds of activities that benefit from a longer block.

Office Hours: Two office hour periods are built into the weekly schedule. This time is used to meet individual student needs and provide teachers with time to meet with students outside the classroom period. Office hours provide many opportunities to make the work of our students more meaningful and thoughtful, as well as providing alternative ways of assessing student knowledge, including:

- Group and individual remediation
- Make-up exams
- Oral performances
- Practice for presentations
- Post-writing conferences
- Physical fitness

Library research
Individual work or work with peers
Work in the computer lab
Recitals
Attend a Speaker Series event

Homeroom: All students are assigned to a thirty-five minute homeroom period that meets each Friday. Homerooms are comprised of students of the same grade level who remain together with their homeroom teacher during each year at University High School. The homeroom provides opportunities for students to connect with peers and adults in a supportive environment. The Homeroom period also provides opportunities for students to participate in classroom activities, including activities organized by the ASB (Associated Study Body), attend assemblies and pep rallies, meet with counselors in grade-level groups, and listen to school announcements.

IMPACT: This is a student leadership program that provides upper classmen mentors for our incoming freshmen. The program develops leadership skills in upperclassmen and provides opportunities for incoming freshmen to establish an early connection to University High School. IMPACT student leaders are selected through an application and interview process and participate in leadership training workshops. Freshmen meet with their mentors for their first meeting during the registration day, followed with mentor connections during selected Homerooms.

Flexible scheduling: Students are encouraged to broaden their high school experience with enrollment in performing arts and service courses. In addition to a six period day, periods 1 through 6, students may request a 7th course in these areas. Prerequisites, limits on course enrollment numbers and commitment to attending a zero period apply.

Peer Tutoring: Teachers and student peer tutors are available to assist students in several subject areas during the after school tutorial held in room 518. This after school program is open Monday through Thursday, for one hour after school.

Disco: One teacher meets with a group of ten to twelve students during this afterschool program focusing on motivation and guidance to assist the student in her or her academic progress. Enrollment is by invitation only from counselors and requires parent permission and student commitment to participate.

Library: The library is home to many of our students on a daily basis. Afterschool, from Monday through Thursdays, during most weeks, the library is open for one hour as a quiet place for students to work on homework, complete group projects or do library research.

MyIUSD.org: The Irvine Unified District provides parents and students with access to student attendance, grades and class grade books. Both students and parents are encouraged to log in on a regular basis and keep track of assignments and grades and student attendance.

Canvas: Teachers utilize Canvas software to communicate curricular information, such as course syllabi, calendars, assignments, and educational links.
Counseling Services

The mission of the University High School Counseling Department is to provide all students with a comprehensive, developmental guidance and counseling program centered on academic, career and personal/social knowledge, attitudes and skills necessary to become responsible adults in a changing world. Some of the many support services provided are listed below. Counselor appointments are scheduled through the counseling office. Counselors are available on a walk-in basis for students who are in need of emergency counselor support during the school day. Included in the support provided by counselors are:

- New and continuing student enrollment
- High school educational planning and graduation status checks
- Personal, social and emotional support
- Grade level parent coffee presentations and evening informational sessions
- Referrals to school interventions and community resources
- Collaboration with students, parents, and teachers
- Advisement of college and university entrance requirements
- College entrance testing information
- Scholarship and financial aid information
- College/University letters of recommendation
- Career awareness and planning

Naviance

With the generous support of the Irvine Public Schools Foundation, Irvine students, parents and their counselors have access to the Naviance Family Connection, assisting students with academic, career, college and personal planning. Students have access to their individual accounts and are able to keep track of their preparation for post-secondary education programs, including college and university attendance and career planning.

9th Grade Program

Ninth graders are enrolled in freshmen classes based on middle school teacher recommendation. In the fall semester parents are invited to our Annual Freshmen Parent Coffee, co-sponsored by our PTSA. During this informative meeting parents are provided strategies to help their students through high school. At each progress report counselors review student progress and work with teachers, administrators and parents to implement support strategies, such as Student Review Team meetings, referrals to the district Progress Success program, and summer school course recommendations. During the spring semester counselors visit classrooms to provide curricular lessons related to graduation requirements, transcripts, college requirements, summer school and tenth grade course selection.

10th Grade Program

Counselors continue to monitor student progress and identify support programs and summer school recommendations for students to meet the graduation requirements. In conjunction with the College and Career Center Coordinator students participate in career exploration and complete a career inventory. Career and college planning becomes the focus of the sophomore conference meetings held during the spring semester with each student and his or her parents/guardians. The tenth grade conference also is an opportunity to develop the student’s academic plan and to discuss post high school options.

11th Grade Program

During the spring semester, juniors meet with their counselors in small groups to review graduation and college requirements, testing dates and course selection. Parents are invited to our Annual Junior Parent Coffee, co-sponsored by the PTSA, informing parents about graduation, the college and university application process, college requirements and post high school options. Throughout the year counselors monitor student progress in meeting high school graduation and the students’ college and university goals.

12th Grade Program

Monitoring student progress to meet high school graduation continues through the twelfth grade year and includes transcript and graduation checks provided to students and parents early in the fall semester. Parents are invited to the Annual Senior Parent Coffee providing information on assisting their students through the senior year and preparing for their student’s post-high school program. Counselors meet with seniors in groups to review graduation status, college admissions, and other post-secondary options. Individual student meetings are held with students requesting letters of recommendations. Throughout the year, counselors monitor student progress towards graduation and the students’ college/university or career goals.

Early Graduation

Students may request to graduate early (at the end of the 7th semester). In order for the request to be considered, the student must meet with his/her counselor by the end of their junior year, to create a plan that will include completion of: all high school graduation credits (215), course requirements and examination requirements (CAHSEE) and an Early Graduation Contract.

Life After High School Guidebooks

This guidebook has been created by a joint effort of IUSD high school counselors and is provided to students during their tenth grade planning conference. This is and also available through an on-line link from the school’s web page. Valuable information and web links in this publication are designed to assist students and families as they plan for college and career after high school.
1. Course Enrollment Expectations

Because many colleges and universities are increasing their admissions requirements, and leaders of business and industry are concerned about the academic preparation of people entering the work force, the faculty and administration at University High School expect all students in grades 9-11 to enroll in six courses during each year of high school. Seniors, whose plans allow them to meet graduation requirements with room to spare, may enroll in five classes in the spring semester, four of which must be on campus.

There is an opportunity for all students to attend periods 0 – 6. The guidelines for enrolling in a seventh course are:

a) The student commits to attending an early start, zero period class, and

b) The seventh course must be selected from the courses listed below, including open elective and school service courses.

- Drama (all levels)
- Dance Production
- Choir
- Madrigals
- Marching Band
- Wind Ensemble
- String Orchestra
- Concert Orchestra
- Symphony Orchestra
- Concert Band
- Symphonic Band
- Technical Theater (all levels)
- Wind Ensemble
- Symphony Orchestra
- ASB
- String Orchestra
- Concert Orchestra
- Directed Studies
- Literacy Skills
- Photojournalism
- Technical Theater (all levels)

University High School does not discriminate in enrollment in or access to any programs and activities. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework (where applicable). The lack of English skills shall not be a barrier to admission to or participation in the High School’s activities and programs. BP 5145.5

The Irvine Unified School District Governing Board desires to ensure equal opportunities for all students in admission and access to the district’s educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying of any student based on the student’s actual or perceived characteristics such as race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related condition, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1) BP 5145.5

2. Units of Credit/Variable Credit

University High School awards credit for the successful completion of semester courses at the rate of 5 credits per class per semester.

Exceptions:
- Physical Education: a student who is unable to participate at least 70% of the time will earn credit for work accomplished on a variable credit basis.
- Community Experience: 40 hours of work plus specified related instruction = 1 credit; maximum of 5 credits per semester, 20 credits for graduation. (Juniors and Seniors only)
- ROP: 18 hours on-the-job training plus related instruction = 1 credit; maximum 10 credits per semester.
- Other courses which award variable credit: Special Day/Speech Language courses, Independent Study, and Departmental and Office Aide courses.

3. Attendance

The staff at University High School believes that regular attendance is essential to learning in the classroom. To this end an attendance policy has been established to affect improved attendance with persistent attendance infractions resulting in detentions, assignment to Saturday School and referral the district’s Student Attendance Review Board (SARB). Parents and students have access to student attendance records through the district’s on-line parent portal, MyIUSD.org. Parents are notified when excessive absences accumulate. The attendance office, counselors, and administrators, as well as the classroom teacher, are all willing to work with parents to improve student attendance.

Parents/Guardians are encouraged to report their student’s absences directly to the 24-hour attendance line. To leave a message, call 936-7601. Absences not reported within 3 days will be considered truant, and will result in follow-up with the
Attendance Dean and possible assignment to Saturday school. A student who must leave school early for an appointment (medical, dental, court, etc.) must obtain an early dismissal pass from the attendance office before leaving school.

Parents may view their student’s daily attendance through a secure web based access [https://my.iusd.org/abi](https://my.iusd.org/abi)

4. Adding Courses to a schedule
   Semester Course: A student may add a course up to the last day of week 3 in a semester.
   Quarter Course: A student may add a course up to day 8 of the quarter.

Students may be responsible to make up all work assigned from the 1st day of class as determined by the teacher. Arrangements for time allowed for make-up work is to be arranged with the teacher.

Student Assistant, Community Experience, and Special Education courses are exempt from the above deadlines.

5. Withdrawal from Courses and Level Changes
   Semester course:
   A student may drop a course without penalty up to the last day of week 7 in a semester.

   If a student withdraws from a course between weeks 7 and 12 of a semester, they will receive a Withdraw Pass/Fail grade on their transcript. (Grades: W/P = Pass; W/F = Fail)

   If a student withdraws from a course after week 12, they will receive an F grade on the transcript.

   Quarter course:
   A student may drop a course without penalty up to the last day of week 3 in a semester.

   If a student withdraws from a course after week 3, they will receive a Withdraw F (W/F) grade on the transcript.

6. Program Changes
   Prior to schedule distribution, sufficient time is planned for students to make changes and adjustments to their schedules. Once the semester begins, students must follow administrative procedures and time lines for any further changes.

   Changes will not be made for teacher preference. If a student alleges a conflict with a teacher, consideration for a change may be given only if a parent conference has occurred with the administrator, teacher and student working as a team to determine the best outcome for the student. Changes will only be made if space is available in other classes. This may necessitate multiple period or class changes.

   Last day to change a course level is the last day of week 12. (Example: from Honors or AP to College Prep)

   Requires teacher recommendation and space availability. The student’s grade may move with the student to the new class.

7. Repeating Courses
   When a student repeats a course to improve his/her grade, credit for that course is only awarded once. If the course repeated originally earned a D or an F grade, and earns a repeated grade of C or better, the repeated grade is used in calculating the GPA. If a student repeats a course in which he/she received a C or better, the original and repeated grades are averaged for GPA calculation. In both cases the original grade remains on the transcript.

   Courses in Pageantry, Pep Squad, Performing Arts, Physical Education, and special programs such as Leadership, Advanced Journalism and Yearbook, may be repeated for credit.

8. Concurrent Instruction
   Concurrent College Courses
   The posting of concurrent instructional credits to IUSD transcripts requires prior approval by the counselor, principal or designee and will be limited to courses that help a student fulfill minimum graduation requirements, A-G requirements, or NCAA requirements. Prior approval is required from the counselor or administrator within two weeks of the start of the course.

   For units earned through concurrent instruction, at a college or university, no honors or advanced placement designation shall be made on the IUSD transcript. Grades may be transferred from Western Association of Schools and Colleges (WASC) or
California Department of Education (CDE) accredited institutions only.

Community College Courses (including summer enrollment)
To enroll in a Community College course the student must complete a request form specific to the college and prior to enrollment in a course. The California Education Code provisions limit the number of eligible students that can be approved by the high school (Ca.Ed.Code 48800). Recommendation for summer session requires the students to meet all of the following:

a) Demonstrate adequate preparation in the discipline to be studied
b) Exhaust all opportunities to enroll in an equivalent course at the high school
c) For any particular grade level, recommendation is limited to 5% of the total number of students who completed that grade immediately prior to the time of recommendation

Procedure: Obtain written approval from the counselor or administrator within two weeks of the start date of the course.

For the grade to appear on the transcript, the student must submit an official transcript from the college or university of completed work to the records clerk at University High School or a counselor generated grade report from the college web site.

<table>
<thead>
<tr>
<th>Community Course</th>
<th>High School Course</th>
<th>College Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE credits</td>
<td>HS Credits</td>
<td>Units (qtr or semester)</td>
</tr>
<tr>
<td>2.5</td>
<td>8.0</td>
<td>2.5 – 5.0</td>
</tr>
<tr>
<td>2.0</td>
<td>6.5</td>
<td>2.0</td>
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<tr>
<td>1.5</td>
<td>5.0</td>
<td>1.5</td>
</tr>
<tr>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>0.5</td>
<td>1.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*Transferable mathematics courses: Transferable math credits assumes continuance of a University of California practice whereby the university will credit the student with having met the year-long Algebra requirement, even though the transcript shows 5 credits, providing the student sends a transcript from that community college, or college, to U.C.

On Line Courses
The course must be approved by the US Dept. of Ed., WASC or ASC accrediting agencies. Prior approval from an administrator or counselor is required. A maximum of 10 credits per year with a maximum of 40 total credits are accepted. A Pass grade will be awarded.

Independent Study/Correspondence
Units earned through Independent Study programs outside the Irvine Unified School District and/or through correspondence schools may be credited on an IUSD transcript as a Pass grade, providing the granting agency is accredited by an institution recognized by the U.S. Department of Education. Students should verify transferable credit with a counselor or administrator prior to enrollment. A maximum of 20 credits may be earned in this manner.

Religious Credit
No credit for religious training, independent study or otherwise, will be awarded for students during the period of their enrollment in Irvine Unified School District.

Private Foreign Language
Units of elective credit shall be awarded based on the time spent in class. Pass/Fail grades will be awarded. The program of instruction must be on the approved IUSD list of foreign language programs. A maximum of 10 credits may be earned in this manner. Completion of the Private Instruction form obtaining prior approval from an assistant principal is required. Forms are available in the Records Office. Appropriate transcript entries shall be made. However, the course title used shall not appear on the University of California approved course list.

Adult Education
All adult education enrollments require prior approval of a counselor or administrator.
San Joaquin High School Independent Study
All concurrent independent study enrollments through the district's independent study program, SJHS, require prior approval from a counselor or administrator.

Adult School Concurrent Satellite Credit Recovery Program.
Enrollment in the Irvine Adult School Concurrent Satellite Credit Recovery classes requires permission from the student’s counselor and administrator.

9. Grading Procedures
Grading Options
All courses at UHS are graded on an A to D scale for the earning of credits. The grade of F receives no credit.

Note these exceptions:
Pass/Fail Courses: (Student Assistant, Private Instruction, Community Experience, and Off Campus Independent Study)
A student receives a grade of Pass (P) by meeting the minimum standards established by the teacher. A Pass evaluation is not computed in the student Grade Point Average. A Failure results in 0 grade points and is part of the Grade Point Average.

Reporting Periods
Progress Reports: Grade issued for those students earning a C- or lower in one or more classes at the end of the fifth week of each nine-week period. A progress report grade of D- or F indicates that the student is in danger of failing a course.

Quarter Grade Reports: Mid-term grades are issued during each semester. These progress grades show student status in the class at that time. These grade reports carry unit credit only in the case of quarter classes.

Semester Grade Reports: Final grades are issued at the end of each semester. These grades are recorded on the student's academic record and transcript.

Progress and Grade reports can be viewed on the district's secure web based parent portal https://my.iusd.org/

Grade Correction Policy
When grades are given for any course, the grade given to each student shall be the grade determined by the teacher of the course. The determination of the student’s grade by the teacher, in the absence of error, shall be final. Teacher errors or data entry errors shall be corrected using the proper form, obtainable from the records office.

Grade Point Average
Grade Point Average (GPA) is a term that is used to indicate the average of a student's grades. The Principal's Honor Roll is designed to honor those University High School students who, at the end of each semester, have earned a 3.5 or above academic grade point average, and are enrolled in six classes.

Academic GPA: For selection of school honors including principal’s honor roll, all grades except P.E./Athletics or any "P" grades from grades 9 through 12 are used.

Activity/Athletics GPA: All grades including P.E. from grades 9 through 12 are used. If full credit is not earned in a variable credit class an F is averaged in for the amount of credit not earned.

Total GPA: All grades including P.E./Athletics from grades 9 through 12.

10-12 Academic GPA: UC/Cal State Eligibility Grade point average at University High School is computed as follows:

A = 4 points   B = 3 points   C = 2 points   D = 1 points   F = 0 points

Bonus points for AP and Honors courses: Students taking the courses listed below during the 10th, 11th and 12th grades will be awarded bonus points by IUSD, Cal State and UC (courses are designated in this book by a ‡ symbol). Courses approved for bonus points are listed on the UC web site https://ucop.edu.

Chinese 4   French 4   Honors Chemistry   Honors Pre-Calculus
Latin 4
Spanish 4
AP Art History
AP Biology
AP Calculus AB, BC
AP Chemistry
AP Chinese
AP Computer Science
AP Economics
AP English Language
AP English Lit & Comp
AP Environmental
AP Latin
AP Music Theory
AP Physics 1
AP Political Science
AP Studio Art: Drawing
AP Studio Art: 2D
AP Spanish Language
AP Statistics
AP Studio Art: 2D
AP US History
AP World History

The calculation of a GPA for a given semester will reflect a grade point average using the typical 5-4-3 averaging system.

Incomplete Grade (I)
A grade of incomplete is given by a teacher only when a student misses a final examination or does not turn in compulsory work due to illness or a reason beyond the student’s control. The student must complete the course work to remove the incomplete. The student has nine weeks following the incomplete to complete the required work. If the course work is not completed in the allotted time during the nine weeks after which it is assigned, the incomplete is converted to a Failure (F).

10. Academic Honesty Policy
Students are expected to demonstrate honesty and integrity while in completing all assignments and assessments at University High School. Each student is expected to do his or her own work. This includes test taking, homework, class assignments, and the creation of original essays, compositions, term papers, artistic projects and scientific research. Sharing work with another student during a test, on in-class essays or other assignment, or on homework is considered cheating. If submitted work is not a true reflection of a student’s own effort, thought, and ability, then the student has manifested unacceptable academic behavior. Any behavior which can be defined as cheating represents a violation of mutual trust and respect essential to education at University High School. (Academic Honesty Policy. B.P. 6010)

Students violating the academic honesty policy should expect to be confronted by their teacher, having their parent notified, and referred to an Assistant Principal.

Consequences for violating the Academic Honesty Policy
The school and district have instituted a three tier sequence for Academic Honesty Violations, incorporating an education component in the administrative disciplinary actions. Students should be aware that consequences for this behavior may lead to being dropped from a class with an F grade on the transcript.

FIRST VIOLATION:
- The student is referred to the Assistant Principal and his/her parent is informed of the violation by the teacher.
- The student may receive a “0” on the assignment or assessment.
- Student is assigned to attend a Saturday School or participates in the alternative educational program.
- Alternative Program: In lieu of a Saturday School assignment, the student will complete a written assignment.

SECOND VIOLATION (DURING ANY CLASS OR TERM):
- The student is referred to the Assistant Principal and his/her parent is informed of the violation by the teacher.
- The student may receive a “0” on the assignment or assessment.
- Student is assigned to attend a 4 Hour Saturday School.
- Student is dropped from the class with an “F” grade or participates in the alternative educational program.
- Alternative Program: In lieu of being dropped from the class with an F grade, the student completes a written assignment.

THIRD AND SUBSEQUENT VIOLATION (DURING ANY CLASS OR TERM):
- The student is referred to the Assistant Principal and his/her parent is informed of the violation by the teacher.
- Student dropped from the class with an “F” grade

Definitions
Cheating: The use of notes, documents or answers during a test, or the copying of one student’s completed assignments or answers by another; allowing another to do the same, or having access to information such as formulas, calculations, or notes. Giving or receiving limited help in trouble-shooting a part of an assignment is not normally considered cheating. However, allowing another student to write any part of an assignment, copying another’s file or assignment, and excessive collaboration on assignments: all these are considered cheating (unless specifically approved otherwise). The student providing such assistance is considered to be cheating as well. Students should never allow another student to look at his/her assignment nor to borrow an electronic file.
Plagiarism: The use of another’s words, ideas, or creative productions without assigning credit to the original source. To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously, it is not necessary to state the source of well-known or easily verifiable facts. But students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether those expressions are quoted directly or paraphrased. To provide adequate documentation is not only an indication of academic honesty, but also a courtesy which enables the reader to consult your sources with ease. Failure to do so constitutes plagiarism.

11. Athletic and Extracurricular Eligibility
California Interscholastic Federation eligibility policies will govern the participation of all students participating in athletics in the Irvine Unified School District.

Students participating in any school sponsored activity which requires extensive time outside of the regular school day shall comply with eligibility requirements, including:

- Athletic Team Sports
- Associated Student Body (ASB)
- Pep Squad
- Color Guard
- Performing Arts productions (including Drama and Dance competitions and performances).

Requirements:
- Participation
- Previous Quarter GPA > 2.0
- Pass 4 classes in the previous quarter (20 credits)
- Current enrollment in at least 4 classes

Participants who do not maintain the required GPA and pass 4 classes are placed on academic probation for the subsequent quarter. Students on academic probation will work with school staff to monitor progress and provide guidance and support. Two consecutive quarters of failure to meet the GPA requirement for participation will result in ineligibility for the subsequent quarter. Ineligible status will continue until eligibility requirements are met. Students participating in athletics should be aware that changing schools without changing primary residences may jeopardize athletic eligibility.

During the four high school years, no student will be placed on academic probation more than once. Students not passing 4 classes are not eligible for academic probation and are ineligible from participation. BP 6145.2 Policy Adopted: 3/17/83, Revised: 8/27/2002

Notice of Non-discrimination in Athletics:
IUSD does not discriminate in enrollment in or access to any athletics program available. Admission to these programs is based on age appropriateness, team roster space, aptitude and meeting academic and behavioral eligibility requirements. The lack of English skills shall not be a barrier to admission to or participation in the District’s activities and programs. IUSD’s facilities and equipment provided for students are comparable and equitable to both sexes without disparity or imbalance, consistent with his or her gender identity, irrespective of the gender listed on the pupil’s record. For additional information see [www.iusd.org](http://www.iusd.org) (Board Policy 5145.5)

12. Graduation Requirements
Detailed information about graduation requirements are reviewed during 10th grade counselor conferences. These meetings focus on post high school goals and course planning to ensure a path is set to meet all graduation requirements.

Credits
Students must complete a total of 215 credits.
Each semester course passed earns 5 credits.
Each quarter course passed earns 2.5 credits.

California High School Exit Exam (CAHSEE)
All students must pass the California High School Exit Exam in order to obtain a diploma. Students will take the test in the spring of their sophomore year. Thereafter, they will have five available testing dates a year to work on passing the test.
**Graduation Course Requirements**

Students must complete the following course work:

- **English** .................................................................40 Credits
  Does not include ELD 1 or ELD 2
- **Math** ........................................................................... 20 Credits
  Must include Algebra 1/Math 1
- **Science** ................................................................. 20 Credits
  Life Science (10 credits)/Physical Science (10 credits)
- **Social Science** ......................................................... 30 Credits
  Global Perspectives (10 Credits)
  United States History (10 Credits)
  Political Science/Economics (10 Credits)
  - A full year of Virtual Enterprise also will satisfy the Economics requirement
- **World Language or Visual/Performing Arts or Career Technical Education Course** .......... 10 Credits
- **Health** .................................................................5 Credits
- **Physical Education** .................................................. 20 Credits
- **Elective Credits** ....................................................... 70 Credits
- **Total** .................................................................215 Credits

13. **Participation in Graduation**

A student may participate in the Commencement Ceremony provided he/she meets all graduation requirements prior to the commencement ceremony and meets all requirements of any behavior contract established with an administrator.

The student may still earn a University High School Diploma if the following condition is met: a contract outlining a plan for the completion of completed graduation requirements is signed by the counselor, parent, student and principal. This student may not participate in the commencement ceremony.

All appropriate transcripts must be submitted to the Records Clerk at a date determined by the student's administrator in order to earn a University High School diploma.

14. **Honors at Graduation**

**Cum Laude**: Seniors with an academic GPA of between 3.75 and 3.99 at the end of seven semesters will graduate with “distinction.” At Commencement these students will wear navy blue cords.

**Summa Cum Laude**: Seniors with an academic GPA of 4.4 and above at the end of seven semesters will graduate with "highest distinction." At Commencement these students will wear silver cords.

**Magna Cum Laude**: Seniors with an academic GPA of between 4.0 and 4.39 at the end of seven semesters will graduate with "great distinction." At Commencement these students will wear blue cords.

15. **California Scholarship Federation**

The California Scholarship Foundation is a scholastic scholarship institution in the state of California with a chapter at University High School. Membership is based on scholarship in academic subjects and citizenship. Members fulfill the academic requirements for CSF membership and participate in chapter activities.

To become a member of this organization the student must submit an application during each semester the student is eligible and earn sufficient points from a pre-approved course list. Visit the CSF web site or contact the faculty advisor for more information about membership and deadlines to apply. [http://www.csf-cjsf.org](http://www.csf-cjsf.org)

16. **Community Service**

The benefits of a community service experience for high school students are well known and include not only significant contributions to the community, but also personal growth rewards that cannot be achieved in other ways. Many high school students, whether community service is a formal part of their program or not, make special note of volunteer experiences on their college applications. This background is well received by college admissions officers for students who have made substantial contributions of time and talent to charitable organizations.
Irvine Unified School District recognizes graduates who voluntarily engage in at least 25 hours of community service during the school year in any given year prior to graduation. Service will be noted on student transcripts as "community service" for each year that a student completes 25 hours. This notation does not list hours served, nor does it specify the nature of the volunteer work.

To receive a notation on the transcript for the current year completed Community Service forms must be received by the College and Career Center four weeks before the end of the school year.

17. College and Career Resources
The College and Career Center at University High School provides students and parents with a wealth of resources relative to both career pursuits and college admission. The Career Center offers many valuable resources to help select colleges or career pathways. Students are encouraged to use the center on a regular basis to acquire knowledge that will be essential in making informed decisions about their future.

18. Coastline Regional Occupational Program (ROP)
The Coastline Regional Occupational Program (ROP) provides practical, hands-on career exploration and career guidance to high school students. Career pathways offering a wide variety of career preparation courses are available to students who are at least sixteen years of age or in their junior and senior years.

Whether a student plans to go on to a university, college, or directly into the workforce, effective job skills and experience is an asset. ROP courses may give students an edge in obtaining entrance into a variety of occupational settings and/or related college/university majors. Examples of the value of the ROP experience for a university/college bound student may be evidenced in a variety of ways, i.e., letters of recommendation from professionals in the field, employability in a career-related area during the university/college years, experience to make appropriate career decisions, etc.

See the ROP Coordinator or your counselor for additional information and current listings of courses offered and locations. More information is available on the Coastline ROP web site http://www.coastlinerop.schoolloop.com/
Post High School Information

All information contained herein is for educational purposes only. Every effort has been made to provide accurate third party information, including colleges, universities, schools and agencies. Students and parents should be aware that published dates, requirements and other information may have changed since publication of this course catalog. Students and parents are advised to always obtain current information directly from the college or organization resources.

College Entrance Requirements

Below are listed minimum entrance requirements for the three tax-supported California post-high school institutions. Private schools and programs or conditions within the institutions listed may require more specific criteria. Admission to most colleges and universities is partly dependent on entrance examinations taken in the junior year or during the senior year. Refer to the program web sites for more information.

Community College

The California Community College System serves 2.6 million students at 110 college campuses throughout California. Most community colleges, like four year institutions, provide a large variety of services to assist students in pursuing their educational and career goals. Refer to the official community college web site for specific information for each campus, http://www.cccco.edu/. The community college matriculation program includes placement testing in English language arts, college reading, and mathematics. Orientation helps students select classes and understand the transfer process.

Community College Transfer Program

High school graduates may attend a public community college. Community colleges and the universities collaborate to ensure a smooth transition from the community college to the college or university. Students should discuss their plans with the community college counselor. Refer to the Assist web site for more information about transfer options, http://www.assist.org

Community College Vocational Program

The community colleges provide a variety of vocational programs lasting from six months to two years. Students earn certificates upon completion of programs.

Five steps to enrolling at the Community College:

1. Apply: Each college has an on-line application process. Some colleges have an early admission program.

2. Testing: Make an appointment for placement testing as soon as the application is submitted, or take advantage of testing opportunities that are offered at our high school.

3. Orientation/advisement: After testing is completed, arrange to complete the orientation program.

4. Registration: You will be given an appointment time line for registration. You may register on that date or any time afterward.

5. Counseling: Make an appointment for counseling to discuss career goals, transfer programs, or to update your program.

A hint for easier registration: Get a jump start on registering for classes by taking a spring or summer school course at the community college (on the campus or on-line) or apply early, a student will be given an earlier registration appointment as a continuing student and avoid the later registration “crush” with all new students. Students who participate in special programs provided by the community colleges may also receive priority registration.

College/University Admissions Testing

Most 4-year colleges and universities in the United States require students to complete a college admissions test as part of the application procedure. These tests are either the ACT or the SAT. The admissions testing requirements for specific colleges and universities should be verified with each institution. The web sites for the California public universities are listed below.

ACT web site: http://www.act.org
SAT web site: http://www.collegeboard.org/
California State University (requirements):

1. High school diploma
2. Subject Requirement: 15 year long college preparatory courses

   English.................................................................4 years
   Mathematics.........................................................3 years
   (Algebra 1, Geometry, Algebra II) All students are encouraged to continue taking mathematics through the senior year)
   Social Science......................................................2 years
   (1 year of US History, or 1 semester of US History and 1 semester of Political Science, and 1 Year of World History)
   Science...............................................................2 years
   with laboratory (one biological science and one physical science)
   Foreign Language....................................................2 years
   (in one language other than English)
   Visual and Performing Arts.................................1 year
   Elective................................................................1 year
   (Selected from the above areas)

3. Admissions
   Refer to the school web site for information about admissions tests, scholarship and academic eligibility requirements. An interactive eligibility calculator is available at http://www.csumentor.edu/.

University of California (requirements):

1. High school diploma.
2. Subject Requirement

   To satisfy the subject requirement, students must complete the high school courses listed below with a grade point average defined by the Scholarship Requirement. This sequence of courses is known as the "a-g" requirements. To be acceptable to the University, the courses must appear on a list certified by the high school principal as meeting the University's minimum admissions requirements.

   a) History/Social Science: 2 yrs. required
      Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

   b) English: 4 years required
      Four years of college preparatory English. Students may only use 1 year of ESL/ELD English. Not more than two semesters of grade 9 English can be used to meet this requirement.

   c) Mathematics: 3 years required, 4 years recommended
      Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part, or all, of this requirement.

   d) Laboratory Science: 2 years required, 3 recommended
      Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics.

   e) Languages other than English: 2 years required, 3 recommended.
      Two years of the same language other than English.

   f) Visual & Performing Arts: 1 year required
      One year of same course.

   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, history, social science, English, advanced mathematics, laboratory science, and in languages other than English, a third year in the language used for the "e" requirement or two years of another language.

3. Admissions
   Refer to the school web site for information about admissions tests, scholarships, and academic eligibility requirements. For yearlong courses, both semesters are accepted. An interactive eligibility calculator is available on the UC web site under the admissions and freshmen link. http://www.universityofcalifornia.edu/

   The University High School UC approved course list is available on the Internet and listed in this course catalog.

‡ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3
Independent Colleges and Universities
The hundreds of independent, privately supported institutions in the United States have a wide range of opportunities. Since tuition is paid by the student rather than public tax dollars, the cost to the family may be greater than the cost in a public university. Financial aid may be more available than at a public university. In addition to the typical admission requirements of subjects, grades, and test scores, independent colleges often look more closely at individual students by requiring letters of recommendation and, sometimes, personal interviews.

There are great differences in size, educational purpose, and emphasis among these institutions. Some are large and offer both undergraduate and graduate programs; most are relatively small and offer students a personalized campus community life. Some campuses may stress a particular vocation or religious emphasis. Specific information about the requirements and educational opportunities available at many independent colleges in the United States is available in the College and Career Center and through the school web sites.

Trade and Technical Schools
Over 10,000 private vocational schools offer a variety of career training and choosing a school is no easy matter. Admission requirements for these schools vary, as do tuition costs. Accreditation is an important indicator because an accredited school has passed a thorough examination of its business practices and teaching ability by an accrediting agency. Students are encouraged to compare programs with those offered by the California Community Colleges.

Military Opportunities
Advantages of military service include educational and career training (technical and professional); travel; medical and dental care; guaranteed pay; promotion opportunities; and access to a cadre of trained consultants and counselors, with wide resources and references.

Military Scholarships and Student Aid Programs
If you are willing to serve for a period of time in the U.S. Army, Navy, Air Force, or Marine Corps, you will find that some very generous scholarships and student aid programs are available to you. In some cases, you can receive an education first, and serve an equivalent amount of time in the military after you graduate. There are also programs that permit you to enter the service first, and accumulate money for an education while you complete your enlistment period. All of the military services participate in the Montgomery GI Bill Program supporting academic, vocational, technical, and independent study.

Visit the academy websites for information regarding admission requirements and the application process. In order to be considered for admission, except for the Coast Guard, you will need to obtain a Congressional Nomination. Begin seeking nominations in the spring of your junior year. The academy web sites provide information on how to obtain a nomination.

United States Military Academy Locations:
Coast Guard Academy: New London, CT www.cga.edu
Merchant Marine Academy: Kings Point, NY http://www.usmma.edu/
Naval Academy: Annapolis, MD www.usna.edu
U.S. Military Academy, West Point, NY www.usma.edu

ROTC scholarships
As a back-up, you should apply for a ROTC scholarship if you are applying to an academy. You must apply to and be accepted by the college of your choice offering ROTC. Contact an academy liaison office and develop plans to meet all academy requirements and timelines for admission.
The athletic program is designed for students who wish to participate in interscholastic competition. The goals of the athletic program are as follows:

- To teach the athletic skills of specific sports
- To build student responsibility and self-discipline
- To develop good sportsmanship among students
- To develop in each student a competitive team spirit

League
University High School is a member of The Pacific Coast League and is also a member of the C.I.F. Southern Section. The league includes Beckman High School, Corona del Mar High School, Irvine High School, Northwood High School, University High School, and Woodbridge High School.

Notice of Non-discrimination in Athletics
University High School does not discriminate in enrollment in or access to any athletics program available. Admission to these programs is based on age appropriateness, team roster space, aptitude and meeting academic and behavioral eligibility requirements. The lack of English skills shall not be a barrier to admission to or participation in the District’s activities and programs. IUSD’s facilities and equipment provided for students are comparable and equitable to both sexes without disparity or imbalance, consistent with his or her gender identity, irrespective of the gender listed on the pupil’s record. For additional information see [www.iusd.org](http://www.iusd.org) (Board Policy 5145.5)

Requirements for Participation
Students must:
1. Have a C (2.0) grade point average and have earned at least 20 units of new work during the quarter grading period preceding participation. For eligibility calculations all courses are treated as 5 unit classes.
2. Maintain a C average during the team’s competitive season and all students must be enrolled in at least five classes.
3. Be successful in the team’s try-out procedures.
4. Adhere to any and all school and team rules concerning the participation in any sport and meet all requirements for OSS, if enrolled.

Procedures to Participate
If a student is interested in trying out for an athletic team, he/she must register for that sport along with other course selections. The student will receive further information about the sports from the athletic department. Students successful in try-outs will be scheduled for the appropriate athletic sport; others will be scheduled in Physical Education.

Athletic Clearance
To participate, even for the practice times, the school must have a completed Athletic Clearance packet on file in the athletics office. Required forms are available on the University Athletics web page, [http://www.iusd.org/UHS/Athletics/index.html](http://www.iusd.org/UHS/Athletics/index.html). Required forms must be on file in the athletics office and include:
1. HS Athletic Consent Form – completed and signed
2. Pre-Participation Physical Exam Form
3. Heads-Up Concussion Form
4. Proof of medical insurance. This is a 2-sided form is available on our web site in the athletics link.
5. Medication form – for athletes needing medication during the school day and school sponsored activities

Completed Athletic Clearance forms are to be turned in to the health office during the school year or to the coach prior to summer practice. The Athletic Clearance is valid for one school year and covers all the sports teams offered at University High School. If you are cleared for summer practice, you do not need a new form for the start of the school year.

Time commitment
A student who joins an athletic team is scheduled into one period of athletics during the school day. In addition to this period, the student is required to practice before school or after school with the team and to attend all scheduled events during the team's competitive season. Athletes must participate the entire season and/or quarter in order to receive full credit.

Withdrawal from an athletics course
A athlete may withdraw from an athletic team without penalty if he/she drops the team sport on or before the following:
Fall Season Sports – 15th day of the season*
Winter Season Sports – 5th day of the season*
Spring Season Sports – 5th day of the season*

*Day 1 for any athletic team is the date of the first contest as posted on the CIF calendar web site. Refer to the current season of the sport linked on the California Interscholastic Federation Central Section web page http://www.cifstate.org/

Grade reporting for an athletic team will be based on completion of a season, not a particular quarter. Therefore, if a student were to drop or quit a team after the designated UHS Athletic Department grace period from the beginning of the season, this would be reflected as a withdraw fail (W/F) in the student's current quarter grade.

Physical Fitness Test
All students, including students enrolled in athletics and PE Private Instruction, are required to take the California Physical Fitness Test and pass five out of the six fitness areas. The test is first given in grade 9, during the spring semester. Students not passing at least 5 out of the 6 fitness areas are required to enroll in a Physical Education course each of the following years and retake the fitness test until the student meets the passing criteria. The six fitness areas tested are:

- Aerobic Capacity
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Body Composition
- Trunk Extensor Strength and Flexibility
- Flexibility

NCAA approved list of courses
Refer to the NCAA web site for specific information about Division 1 and Division II requirements. http://ncaa.org

The NCAA requirements for college-bound athletes include the criteria listed below.
1. Complete 16 core courses (10 must be completed before the 7th semester of high school, 7 must be English, Math or Science courses.
2. Minimum GPA of 2.3
3. Meet the competition sliding scale requirement of GPA and ACT/SAT score
4. Graduate from High School

Sports Seasons
The season of a sport is that time period between the first inter-school contest and the final contest for that particular sport. The seasons are Fall- August through November, Winter- November through February, Spring- February through June.

<table>
<thead>
<tr>
<th>Fall Sports</th>
<th>Try Outs</th>
<th>Winter Sports</th>
<th>Try Outs</th>
<th>Spring Sports</th>
<th>Try Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country, Boys &amp; Girls</td>
<td>Yes</td>
<td>Girls Basketball</td>
<td>Yes</td>
<td>Boys &amp; Girls Track</td>
<td>Yes</td>
</tr>
<tr>
<td>Girls Tennis</td>
<td>Yes</td>
<td>Boys Basketball</td>
<td>Yes</td>
<td>Boys &amp; Girls Swimming</td>
<td>Yes</td>
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<tr>
<td>Girls Volleyball</td>
<td>Yes</td>
<td>Boys Soccer</td>
<td>Yes</td>
<td>Softball</td>
<td>Yes</td>
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<tr>
<td>Girls Golf</td>
<td>Yes</td>
<td>Girls Soccer</td>
<td>Yes</td>
<td>Baseball</td>
<td>Yes</td>
</tr>
<tr>
<td>Boys Water Polo</td>
<td>Yes</td>
<td>Wrestling</td>
<td>No</td>
<td>Boys Golf</td>
<td>Yes</td>
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<tr>
<td>Football</td>
<td>No</td>
<td>Girls Water Polo</td>
<td>Yes</td>
<td>Boys Volleyball</td>
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<tr>
<td>Pep Squad</td>
<td>Yes</td>
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<td>Boys Lacrosse</td>
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<td>Girls Lacrosse</td>
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<td>Pep Squad</td>
<td>Yes</td>
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</tbody>
</table>

Athletic Team Sports: Boys and Girls (each team sport is described below)
Credits: 2.5 units per quarter (fulfill PE requirement) Grade Level: 9-12 Length: 1 or 2 quarters
Prerequisites: vary by sport
Successful completion includes meeting the time commitment stated above as well as full participation in the physical activities during the time the sport is in season. At the completion of a sport, students with on-campus coaches will remain with the team in related activities. Students with off-campus coaches will transfer to off season sports.

Baseball
Competition is offered on the Frosh/Soph, Junior Varsity, and Varsity levels. Athletes will have an opportunity to play in
competitive situations in both single game and tournament play. Fundamentals and team play will be stressed.

**Basketball: Boys and Girls**
Competitive opportunities are offered for both Boys and Girls teams on the freshmen, Frosh/Soph, Junior Varsity and Varsity levels. Athletes will have the opportunity to compete in tournaments and single games. Team play in all situations will be stressed on both offense and defense.

**Cross Country: Boys and Girls**
Competitive opportunities are offered on the Frosh/Soph, Junior Varsity, and Varsity levels. Athletes will be given the opportunity to compete in both dual and invitational meets. Runners will be expected to train under a well-structured program to prepare them to safely compete in long distance races.

**Football**
Competitive opportunities are offered with Freshmen, Junior Varsity and Varsity teams. Athletes will be trained in the proper fundamentals of receiving, passing, running, blocking and tackling. Off-season weight training and agilities will be heavily stressed of all players in the program.

**Golf: Boys and Girl**
Golf is offered on the Varsity level only. Players will compete in tournament as well as dual single matches.

**Off Season Football**
All participants in the off-season football class must participate in spring practice. Failure to do so will result in a W-F grade. The off-season football class is structured to prepare participants for the up-coming football season. This class is only for students who are playing football next season.

**Lacrosse: Boys and Girls**
Competitive opportunities are offered for both Boys and Girls teams on the Junior Varsity and Varsity levels. Athletes will have the opportunity to compete in tournaments and single games. Fundamentals and team play will be stressed on both offense and defense.

**PEP Squad**
The Pep Squad is chosen through competitive tryouts in the spring semester. The students perform at athletic contests, assemblies and community events. The purpose of the Pep Squad is to foster positive attitudes toward all competitive sports, support our athletes, and bring pride and school spirit to the school.

**Soccer: Boys and Girls**
Competitive opportunities are offered for both Boys and Girls teams on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes will have the opportunity to compete in tournaments and single games. Fundamentals and team play will be stressed on both offense and defense.

**Softball**
Competitive opportunities are offered on the Junior Varsity and Varsity levels. Opportunities will be given to athletes to compete in both tournament and single games.

**Swimming: Boys and Girls**
Competition is offered on the Junior Varsity and Varsity levels. Athletes will compete in relay and dual meets. A great deal of training will be required for successful competition which may include more than one practice per day.

**Tennis: Boys and Girls**
Competitive opportunities are offered on the Frosh/Soph, Junior Varsity and Varsity levels. They will have an opportunity to compete in individual and team tournament play as well as dual match competition.

**Track and Field: Boys and Girls**
Competitive opportunities are offered for both Boys and Girls teams on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes will have the opportunity to compete in invitational in both individual and team events as well as compete in team dual meets. There are no limits placed on the number of athletes who may compete and all are welcome who try out.
**Volleyball: Boys and Girls**
Competitive opportunities are offered on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes will be given the opportunity to compete in pool play tournaments as well as single game matches.

**Wrestling**
Competitive opportunities are offered on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes may compete in individual and team tournaments as well as dual meet matches. Due to the high degree of training and weight control required for this sport, athletes will be required to follow strict training methods.

**Water Polo: Boys and Girls**
Athletes will have the opportunity to compete on the Frosh/Soph and Varsity levels. Players may be able to compete at the Novice or Junior Varsity levels if the number of players warrants that level. Athletes will compete in both tournament and single game competition. Training may include more than one practice per day.

**Off-Season Sports (OSS)**
This class is offered only to athletes who have either been granted permission by their coach or have participated on a team at University High school the previous season. This class prepares and develops an athlete’s condition prior to and following their athletic team season. Emphasis is placed on the development of cardiovascular endurance, agility, flexibility, and strength. Three (3) unexcused non-suits or lack of participation will result in the student being dropped from the class. These standards are higher than a regular PE class as this class is a privilege for athletes to either remain in shape for the upcoming season or stay in shape after their season has ended. If a student is medically unable to meet the expectations of the class, they will be transferred to another class.

All Athletes in OSS must have completed their athletic packet within the 2nd week of the start of the grading period and have a signed parent/athlete contract or they will be dropped from OSS.
Business and Career Technical Education

Business and Career Technical Education courses prepare students for college or university and community college degrees, certificate programs, or employment in one of California's fifteen industry sectors. CTE courses offer students an opportunity to attain the skills needed for successful entry into challenging jobs. These courses assist students in exploring potential careers and developing the skills in specific industry sectors as well as foundation skills needed to be successful in any career, including career planning and management, leadership and teamwork. The University of California has approved many CTE courses as meeting the a-g requirements.

Business and Career Technical Education course offerings include courses leading to careers in the industry sectors of; Arts, Media and Entertainment; Transportation; and Finance and Business. The Irvine Unified School District works in collaboration with the Coastline Regional Occupation Program (ROP) to support many of the CTE courses offered on our campus. Coastline ROP offers additional course options after school and during the summer at various campuses in the county. The ROP Coordinator can assist students in enrolling in these courses.

Career Technical Education courses qualify for high school graduation as meeting the 10 credits in World Language, or Visual/Performing Arts or Career Technical Education Course.

Age Criteria for enrolling in an ROP (Coastline Regional Occupation Program) course
Students must be 16 years old or 15 years old as long as the student meets the prerequisites and receives career counseling.

Business and Career Technical Education Course offerings
See additional course offerings through the Visual and Performing Arts Department.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt</th>
<th>Length Year Semester</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Auto (ROP)</td>
<td></td>
<td>S</td>
<td>None. Meet the ROP age criteria</td>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Advanced Auto (ROP)</td>
<td>S</td>
<td></td>
<td>Introductory Automotive and teacher permission, and meet the ROP age criteria</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Automotive Tech Intern (ROP)</td>
<td>S</td>
<td></td>
<td>Advance Automotive and teacher permission. Meet the ROP age criteria</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Virtual Enterprise (ROP)</td>
<td>g</td>
<td>Y</td>
<td>Teacher permission and meet ROP age criteria</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Introductory Automotive**
Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 semester  
Prerequisites: Meet the ROP age criteria

This course is recommended for students with an interest in the operation of the automobile or for those who wish to pursue the automotive field as a career. The course will provide the basis for advanced automotive courses. The student will be introduced to the design, function, and operation of the various systems within the automobile. About 50 percent of the course will be lecture-demonstration, and 50 percent will be practical lab experience. Mathematics to be stressed will include: metric and English measurements, engine volume/displacement computations and interpretation of horsepower and torque output charts.

Upon completion of the course, the student will be able to:
- Perform a minor electrical engine tune-up; Know the engine and its systems: ignition, power train, suspension, and braking
- Identify engine parts and describe the operation
- Perform minor servicing on the automobile
- Troubleshoot problems of the automobile.

**Advanced Automotive**
Credits: 5 units per semester  
Grade Level: 10-12  
Length: Spring Semester/ and Year long  
Prerequisites: Introductory Automotive and teacher permission, and meet the ROP age criteria

This course is designed for the advanced occupationally oriented student. The course provides training and inspection for students who wish to enter the automotive industry.

Upon completion of the course, the student will be able to:
- Service brake systems
- Service ignition systems
- Service lubrication systems
- Service engine systems
Automotive Tech Intern (ROP)
Credits: 5 units per semester  Grade Level: 11-12
Length: 1 semester
Prerequisites: Advance Automotive and teacher permission.

Automotive Occupations is a unique program that provides the skills, technical information and on the job experience for students who seek employment in automotive related areas. Students will be provided the opportunity to work with on-line certified mechanics in an agency environment leading to employment in the automotive field. The course meets 2 ½ hours each day, 2 days a week for 45 hours of classroom instruction. 45 hours of actual on the job experience with certified mechanics, equals a total of 90 hours of instruction.

Upon completion of the course, students will be able to:
• Determine proper usage of tools and equipment
• Service the ignition system
• Service lubrication systems
• Service various engine systems
• Service drive line components
• Service brake systems.

Virtual Enterprise (ROP)
Credit: 5 units per semester  Grade level: 11-12
Length: fall semester or year
Prerequisites: Meet the ROP age criteria

In this course, students will create and operate a virtual business modeled under the US Network of Virtual Enterprises, International. “A Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. With the guidance of a teacher ("consultant") and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. Emphasis is placed on using current business software, communications, and the Internet for business transactions. Students may participate in trade fair competitions organized through California Virtual Enterprise network. Refer to the CA Virtual Enterprise web site for more information, http://www.virtualenterprise.org

Students who complete the full year of this course may use credit earned to fulfil Economics requirement for graduation.
The English language is the primary medium through which we come to know and to express ourselves. Competency in this language is essential for our young people to function in today's society; therefore, the English curriculum addresses the basic skills in reading, writing, speaking, and listening. The integration of literature, the Common Core Standards and the California State Content Standards are the core of the curriculum for all students.

Through reading, class discussion, and writing experiences, students will develop in vocabulary, comprehension, and critical thinking skills. All students are expected to achieve proficiency in basic language skills and to develop an appreciation for literature. High School Credit, College Preparatory, Honors and Advanced Placement credit levels are offered.

Enrollment in an Honors or Advanced Placement English course requires prerequisite skills indicating the student has the skills to be successful in the advanced English course. Refer to the chart below to determine eligibility. Students must meet the criteria listed to be eligible to take a placement test. Placement tests are held in the spring semester for currently enrolled students and during the fall semester registration for transfer students. Refer to the school website for date, time and location.

Successful Honors/AP English Students have the following prerequisite skills

- The student reads, independently, beyond assigned reading, for pleasure.
- The student appreciates and applies constructive criticism to improve his or her writing.
- The student demonstrates enthusiasm for reading, writing, discussion and other classroom activities.
- The student's writing demonstrates control of English syntax, diction, and grammar, as well as perceptive analytical skills. This control is demonstrated on timed, in-class essay performances that occur at least five times a term.
- The student understands that the Honors/AP course is graded predominantly on essays and exams.
- The student is interested in following current events, reading newspapers, and expressing carefully considered opinions.

Criteria for English Honors/AP Placement eligibility.

<table>
<thead>
<tr>
<th>Current Course enrollment</th>
<th>Performance on writing/essay</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHS English Honors or AP English course</td>
<td>In class essay grades are B (83%) or higher</td>
<td>May enroll in Honors English or AP English course</td>
</tr>
<tr>
<td>UHS English Honors or AP English course</td>
<td>In class essay grades are B (80-82.9%)</td>
<td>1. The student must meet with his/her current Honors English teacher and the teacher verifies that the student has the prerequisite skills identified above for Successful Honors/AP English Students. 2. The student must pass a placement exam, demonstrating Honors or AP level reading and writing skills</td>
</tr>
<tr>
<td>UHS CP English course</td>
<td>In class essay grades are A (93%) or higher</td>
<td>May enroll in Honors English or AP English course</td>
</tr>
<tr>
<td>UHS CP English course</td>
<td>In class essay grades are A (90-92.9%)</td>
<td>1. The student must meet with his/her current English teacher and the teacher verifies that the student has the prerequisite skills identified above for Successful Honors/AP English Students. 2. The student must pass a placement exam, demonstrating Honors or AP level reading and writing skills</td>
</tr>
<tr>
<td>Students transferring from another school.</td>
<td>Must recent Honors English course grade is A. Must recent English course has a strong literary analysis and writing component.</td>
<td>1. The student must meet with his/her counselor who verifies that the student has the academic record to be successful in an Honors or AP English course at UHS. 2. The student must pass a placement exam, demonstrating Honors or AP level reading and writing skills</td>
</tr>
</tbody>
</table>

English Course Offerings

All English courses require recommendation from current English teacher in addition to meeting the prerequisites.
Enrollment in Advanced Placement requires the commitment noted in the Academic Program of this catalog.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt</th>
<th>Length Year Semester</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Skills</td>
<td></td>
<td></td>
<td></td>
<td>Concurrent enrollment in English 1 and teacher or counselor recommendation</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>English 1 CP</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>9th grade status</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>English 1 Honors</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>Placement based on performance in 8th Grade English course and teacher recommendation. Refer to the Criteria for English Honors/AP Placement</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>English 2 CP</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>10th grade status</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>English 2 Honors</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>B in English 1 Honors with a B or above essay grade and teacher recommendation; or an A in English 1 CP with A essay grades and teacher recommendation. Refer to the Criteria for English Honors/AP Placement</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>English 3 CP</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>11th grade status</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>b</td>
<td>‡</td>
<td>Y</td>
<td>B in English 2 Honors with B or above essays and teacher recommendation; or A in English 2 CP with A essays and teacher recommendation. Refer to the Criteria for English Honors/AP Placement</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>English 4 CP</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>12th grade status</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
<td>b</td>
<td>‡</td>
<td>Y</td>
<td>B in English 3 Honors with B or above essays and teacher recommendation; or A in English 3 CP with A essay grade and teacher recommendation. Refer to the Criteria for English Honors/AP Placement</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Career Prep English</td>
<td></td>
<td></td>
<td></td>
<td>Teacher recommendation. 11th grade students must be concurrently enrolled in English 3.</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>g</td>
<td>S</td>
<td></td>
<td>None.</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Speech and Debate</td>
<td>g</td>
<td>S</td>
<td></td>
<td>None.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Contemporary Studies in Language and Literature</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>Concurrent enrollment in English 1 Sheltered, English 2 Sheltered, English 3 or English 4.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Beginning Journalism</td>
<td>g</td>
<td></td>
<td>Y</td>
<td>≥ C in prior English course or teacher recommendation</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Journalism</td>
<td>g</td>
<td></td>
<td>Y</td>
<td>for incoming 10th graders, ≥ B in Beginning Journalism; for incoming 11th-12th graders ≥ B in previous English class or permission</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>ELD 1</td>
<td></td>
<td></td>
<td></td>
<td>CELDT test placement test</td>
<td>9</td>
<td>12</td>
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<tr>
<td>ELD 2</td>
<td></td>
<td></td>
<td></td>
<td>ELD 1 or CELDT test placement</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>ELD 1 English</td>
<td></td>
<td></td>
<td></td>
<td>Concurrent Enrollment in ELD 1</td>
<td>9</td>
<td>12</td>
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<tr>
<td>ELD 2 English</td>
<td></td>
<td></td>
<td></td>
<td>Concurrent Enrollment in ELD 2</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>English 1 (Sheltered)</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>CELDT test placement test</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>English 2 (Sheltered)</td>
<td>b</td>
<td></td>
<td>Y</td>
<td>English 1 (Sheltered) and CELDT test placement</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>
English: Suggested Course Sequences

- Electives may be taken concurrently with some required courses. Refer to course descriptions.
- Refer to prerequisites for each course in the sequence. Honors and College Prep Course are available to all students meeting the course prerequisites.
- Honors and College Prep Course are available to all students meeting the course prerequisites.

<table>
<thead>
<tr>
<th>Community College Bound, College Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  English 1</td>
</tr>
<tr>
<td>10  English 2</td>
</tr>
<tr>
<td>11  English 3</td>
</tr>
<tr>
<td>12  English 4 or Career Prep English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Bound, College Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  English 1</td>
</tr>
<tr>
<td>10  English 2</td>
</tr>
<tr>
<td>11  English 3</td>
</tr>
<tr>
<td>12  English 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Bound, Most Rigorous Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  Honors English 1</td>
</tr>
<tr>
<td>10  Honors English 2</td>
</tr>
<tr>
<td>11  AP English Language</td>
</tr>
<tr>
<td>12  AP English Literature and Composition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>May be taken concurrently with required courses</td>
</tr>
<tr>
<td>9  Literacy Skills (requires recommendation)</td>
</tr>
<tr>
<td>9-12 Beginning Journalism</td>
</tr>
<tr>
<td>10-12 Advanced Journalism</td>
</tr>
<tr>
<td>12  Career Prep English</td>
</tr>
<tr>
<td>10-12 Communication Studies</td>
</tr>
<tr>
<td>11-12 Contemporary Studies in Language and Literature</td>
</tr>
<tr>
<td>10-12 Speech and Debate</td>
</tr>
</tbody>
</table>

All English courses require recommendation from current English teacher in addition to meeting the prerequisites.

*College Prep (meets a UC a-f requirement)  * College Prep (meets UC-g requirement)  ‡ Honors/AP course bonus point

**Literacy Skills**
Credits: 5 units per semester Grade Level: 9
Length: 1 year
Prerequisites: Concurrent enrollment in English 1 and teacher or counselor recommendation

This ninth-grade course is designed for students who have a demonstrated need for support in meeting the literacy demands specific to Earth Systems Science, Global Perspectives, and English 1. Instructional time focuses primarily on the development of reading, writing, and speaking skills required for success across disciplines. A secondary emphasis involves the development of a range of study skills and learning strategies.

**English 1**
Credits: 5 units per semester Grade Level: 9
Length: 1 year
Prerequisites: 9th grade status

Structured around the study of genres, this literature and writing program asks students to construct meaning in their study of fiction and non-fiction that is relevant to their own lives and to their work in other disciplines. Students respond to their reading in the form of written analysis, group discussion and formal presentation.

Student writing generally takes the form of explanatory or argumentative essays; the sequence of assignments moves students from the basics of paragraph construction through to the production of substantially more complex multi-paragraph essays. Students are also given the opportunity to develop creative writing skills. The vocabulary program is literature-based but also involves the study of Latin and Greek etymology. The language skills program identifies various skills important to the development of students’ sentence-level control in writing.

In terms of standards performance outcomes, the English 1 program focuses primarily on the development of critical thinking/problem solving, communication and interpretation.

Upon completion of this course, a student will be able to:
- Read and study multiple genres of literature (poetry, short stories, novels, drama) with an emphasis on beginning literary analysis
- Learn and practice active reading skills, including, but not limited to, decoding difficult text and annotating works for theme, character, plot, and literary device
- Develop and polish academic writing skills, advancing from single paragraph response to literature to fully-
developed analytical essays
- Students will also be introduced to writing of narrative and creative pieces; increase and implement vocabulary and etymology knowledge.
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules.
- Think critically and communicate effectively at a level appropriate for students’ age/maturity.

**English 1 Honors**
Credits: 5 units per semester Grade Level: 9
Length: 1 year
Prerequisites: Placement based on performance in 8th Grade English course and teacher recommendation. Refer to the Criteria for English Honors/AP Placement.

Like the English 1 College-Prep program, English 1 Honors is genre-based in focus; however, it offers students a closer and more representative study of world literature, and it challenges them to reach a sophisticated level of critical analysis possible only through rigorous discussion and significantly more complex writing assignments. Additional emphasis is placed on language and vocabulary skill development. In terms of standards performance outcomes, the English 1 program focuses on the development of critical thinking/problem solving, communication and interpretation.

Upon completion of this course, a student will be able to:
- Read and study multiple genres of literature (poetry, short stories, novels, drama) with an emphasis on beginning literary analysis.
- Learn and practice active reading skills, including, but not limited to, decoding difficult text and annotating works for theme, character, plot, and literary device.
- Develop and polish academic writing skills, advancing from single paragraph response to literature to fully-developed analytical essays. Students will also be introduced to writing of narrative and creative pieces.
- Increase and implement vocabulary and etymology knowledge.
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules.
- Think critically and communicate effectively at a level appropriate for students’ age/maturity.

**English 2**
Credits: 5 units per semester Grade Level: 10
Length: 1 year
Prerequisites: B in English 1 Honors with a B or above essay grade and teacher recommendation; or an A in English 1 CP with A essay grades and teacher recommendation. Refer to the Criteria for English Honors/AP Placement.

This accelerated study of American literature surveys the development of the literature of the United States from its colonial beginnings through the 20th Century. The program addresses a high level of development in composition, critical thinking, vocabulary, and mechanical and grammatical skills. Students must independently read and write at a highly proficient level. In terms of standards performance outcomes, the English 2 program focuses on the development of critical thinking/problem solving, communication and interpretation.

Upon completion of this course, a student will be able to:
- Read and study American Literature from a chronological focus, with an emphasis on literary analysis as well as historical development of the American literary experience.
- Practice and improve guided active reading skills, including, but not limited to annotation of text.
- Develop and polish academic/composition writing skills, with an emphasis on greater independence. Students will also write more in-depth narrative and creative pieces.
- Increase and implement vocabulary knowledge, including literary terminology.
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules.
- Think critically and communicate effectively at a level appropriate for students’ age/maturity.
level appropriate for students’ age/maturity.

*English 3
Credits: 5 units per semester Grade Level: 11
Length: 1 year
Prerequisites: 11th grade status

English 3 surveys British literature, including texts from the Medieval period through the 20th century, with special emphasis on major writers and their work. In terms of standards performance outcomes, the English 3 program focuses on the development of critical thinking/problem solving, communication and interpretation through reading, writing, listening and speaking.

Upon completion of this course, a student will be able to:
- Read and study British Literature from a thematic approach, with an emphasis on literary analysis and response
- Practice and improve increasingly independent critical reading skills
- Develop and polish academic/composition writing skills, with increased sophistication and a focus on various modes of writing
- Increase and implement vocabulary knowledge, including literary terminology
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules
- Think critically and communicate effectively at a level appropriate for students’ age/maturity.

†*AP English Language and Composition
Credits: 5 units per semester Grade Level: 11
Length: 1 year
Prerequisites: B in English 2 Honors with B or above essays and teacher recommendation; or A in English 2 CP with A essays and teacher recommendation. Refer to the Criteria for English Honors/AP Placement

This course aids students in becoming skilled readers of British literature from a variety of time periods, disciplines, and rhetorical contexts. The course also prepares students for the college level AP Language and Composition exam, which requires writing for a variety of purposes. Both writing and reading instruction prepare students to recognize writers’ purposes, audience, and subjects, with emphasis on conventions of writing and effective rhetorical strategies. Students must show an interest in following current events, reading newspapers and expressing carefully considered opinions. Incoming students must have strong basic writing skills of syntax, diction, and organization.

Upon completion of this course, a student will be able to:
- Read challenging works of literature independently with understanding of both explicit and implicit meaning
- Analyze prose style, recognizing the functions of diction, syntax, organization, rhetorical strategies, and tone
- Write essays in a mode appropriate to purpose and audience: narrative, persuasive, analytical, etc., incorporating relevant evidence, appropriately cited as needed
- Write essays that require pre-writing research and/or investigation, composing, revising, and editing within the classroom setting
- Write essays on demand that require reading of a previously unseen work and writing in response to the reading within a class period
- Think critically and communicate effectively at a level appropriate for students’ age/maturity.

*English 4
Credits: 5 units per semester Grade Level: 12
Length: 1 year
Prerequisites: 12th grade status

This college preparatory course is recommended for college-bound 12th grade students and designed to integrate reading, writing, and thinking. This course focuses on world literature, both classical and contemporary. It emphasizes critical thinking through discussion and writing activities that respond to the literature that has been independently read.

Upon completion of this course, a student will be able to:
- Read and study World Literature, with an emphasis on making connections between the literature and the students’ social, political, and personal environments. Non-fiction is also a valued part of the reading curriculum
- Practice and improve independent critical reading skills, with increasingly complex texts
- Develop and polish academic/composition writing skills, with an emphasis on transitioning students toward college writing expectations, including composition of extended research papers
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules
- Think critically and communicate effectively at a level appropriate for students’ age/maturity.

†*AP English Literature and Composition
Credits: 5 units per semester Grade Level: 12
Length: 1 year
Prerequisite: B in English 3 Honors with B or above essays and teacher recommendation; or A in English 3 CP with an A essay grade and teacher recommendation. Refer to the Criteria for English Honors/AP Placement

Learning experiences will emphasize development of student proficiency in school-wide performance areas related to college-level literary studies and composition. Emphasis of the course is the development and practice of college-level writing, reading, and analytical skills. As
The title suggests, demanding college-level coursework will require extensive reading and analysis of literature, in addition to significant writing in and outside of class.

Upon completion of this course, a student will be able to:
- Explain clearly, cogently, and even elegantly what they understand about literary works and why they interpret them as they do
- Analyze prose style, commenting on the function of diction, syntax, narrative method or rhetorical strategy, and tone
- Analyze a poem, commenting on the theme and the effects of diction, image, and form in enhancing sound and meaning
- Explain and apply critical theories that have shaped the way in which literature has been viewed over time
- Write polished analytical essays on works studied
- Write essay exams, answering a previously unseen question in a limited time period while maintaining organization, supporting evidence, and mechanical correctness
- Demonstrate improved reading comprehension and an increased literary as well as general vocabulary
- Demonstrate the ability to speak articulately about complex issues in both formal and informal situations

*Contemporary Studies in Language and Literature*
Credits: 5 units per semester     Grade Level: 11-12
Length: 1 year
Prerequisites: Concurrent enrollment in English 1 Sheltered, English 2 Sheltered, English 3 or English 4.

This is a comprehensive course that includes all the major components of the English language arts: reading, writing, listening, and speaking. This college prep course addresses the needs of primarily LEP students, providing them with the necessary skills to transition from ELD into regular English courses. Through the genres of non-fiction, poetry, short fiction and novels, the course addresses contemporary issues such as job discrimination, bullying, racial profiling, juvenile justice, and animal rights.

Upon completion of this course, a student will be able to:
- Formulate opinions based on facts and express them orally
- Write with clarity using thesis statements and topic sentences
- Write fully developed compositions, employing expository, narrative, descriptive and persuasive techniques
- Demonstrate increased vocabulary development and accuracy of usage
- Demonstrate an understanding, and appreciation of contemporary issues
- Employ critical reading and thinking skills.

*Speech and Debate*
Credits: 5 units per semester     Grade Level: 9 – 12
Length: 1 semester
Prerequisites: None.

This course counts for elective credit towards graduation.

This course is designed to recognize, develop and demonstrate oral communication skills. Through delivery of various types of speeches and participating in structured debate, students will gain the ability to publicly speak with poise, confidence and aptness. The student will learn to organize presentations within a given time frame and to consider appropriateness of content, tone, and diction to the intended audience. A major component of the course will be the study of both historical and contemporary political speeches that have proven to have a lasting impact on American society. Students will also learn the process and language of debate: how to structure and present arguments. This segment of the course will focus on current event issues for which students will be required to research and assess competing points of view.

Upon completion of this course, a student will be able to:
- Recognize the elements of effective oral communication: voice projection and inflection, posture, gestures, and facial expressions
- Understand the logic of organizing material for oral
- Develop the ability to use multiple sources of information and to cite them correctly both in oral and written communication
- Deliver both prepared and impromptu speeches
- Participate confidently in debates
- Think, write, and speak in logical patterns.

*Communication Studies*
Credits: 5 units Grade Level: 10-12
Length: 1 semester
Prerequisites: None

This course counts towards English or elective credit towards graduation.

The course seeks to provide students with knowledge of communication or the field of communication. This course appeals to students who desire an elective that complements language skills, develops public speaking skills, and enhances writing skills. It is a hands-on, group-friendly course designed to build social and life skills. Ideal candidates are those who would like to improve their own communication skills and/or those who are interested in a career in the growing field of communications: technology, human relations, public relations, marketing, advertising, sales.

Upon completion of this course, a student will be able to:
- Understand the importance of mass media news and entertainment and the effects of mass communication on society
- Determine the effect of mass media institutions on the American Political system
- Recognize the components of an effective speech to write, deliver, revise and critique original speeches
- Analyze various methods and conventions of effective marketing and advertising and apply these aspects to human behavior
- Develop and present multimedia presentations incorporating the most updated modes of technology.

*Beginning Journalism*
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year, but may be taken as a fall or spring course
Prerequisites: ≥ C in previous English class or teacher recommendation

This course will introduce the student to journalism and the greater field of mass communications. Students will learn about digital citizenship and media literacy, communications law, and other contemporary mass media issues.

Additionally, students will develop news writing skills, and learn about basic principles in journalism ethics, professionalism, and legal issues. A good grasp of basic English grammar and writing is necessary as these skills will be extensively applied in written assignments and required for online IUSD Canvas discussion responses.

*Advanced Journalism (Sword and Shield newspaper)*
Credits: 5 units per semester Grade Level: 10-12
Length: 1 year, but may be taken in fall or spring
Prerequisites: for incoming 10th graders, ≥ B in Beginning Journalism; for incoming 11th-12th graders ≥ B in previous English class or permission from Journalism teacher

This course will give the student, as staff member, the experience of writing for the student-run school newspaper and online news site. The class features a workshop environment, and assignments and deadlines are unique for each student. The ability to work with a high level of independence and individual responsibility is required. All students will apply interpersonal and problem-solving skills on a regular basis as they function as members of an organization. Select students will have the opportunity to perform various other functions such as editing, photography, artwork, and business management.

**ELD 1: English Language Development**
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year (student double enroll in this course)
Prerequisites: CELDT test placement Beginning English Language Development (ELD) is a class designed to meet the needs of students arriving in the U.S. with little or no English language skills.

Initially, emphasis is placed on acquisition of English through listening/comprehension and speaking activities. Progressively, reading comprehension and writing skills are developed. Learning experiences will emphasize development of student proficiency in communication and interpretation in the English language. Upon completion of this course, the successful student will be able to meet English language development standards at the high beginning level for:
1. Listening and speaking; 2. Reading and comprehension; 3. Writing strategies and conventions; 4. Literary response and analysis

**ELD 2: English Language Development**
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year (student double enroll in this course)
Prerequisites: ELD 1 or CELDT test placement

This course requires that the LEP student has already acquired the basic skills of listening comprehension, speaking, reading, and writing. The course continues the acquisition of these skills with more emphasis on generating oral and written English correctly in structure and grammar. Learning experiences will emphasize development of student proficiency in communication and interpretation in the English language.

Upon completion of this course, the student will be
able to meet English language development standards at the Intermediate level for
- Listening and speaking
- Reading and comprehension
- Writing strategies and conventions
- Literary response and analysis

**ELD 1 English**
Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: Concurrent Enrollment in ELD 1

This course is designed for the English Language Learner and coincides with the curriculum and instruction in the ELD Science and ELD Social Science course. Vocabulary and writing skills are supported through the ELD 1 course. This curriculum is linked to the California Standards for English and includes instruction in literature and writing. Students respond to their reading in the form of written analysis, group discussions and formal presentation. Vocabulary and writing relates to fiction and non-fiction literature and includes literary analysis.

Upon completion of this course, a student will be able to:
- Read and study fiction and non-fiction literature
- Decode difficult text and annotate works for theme, plot, and character
- Develop writing skills, advancing to multi paragraph essay
- Understand correct sentence structure and grammar usage
- Understand vocabulary and usage in the context of an introductory English literature course.

**ELD 2 English**
Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: Concurrent Enrollment in ELD 2

This course is designed for the English Language Learner. Vocabulary and writing skills are supported through the ELD 2 course. This curriculum is linked to the California Standards for English and includes instruction in literature and writing. Students respond to their reading in the form of written analysis, group discussions and formal presentation. Vocabulary and writing relates to fiction and non-fiction literature and includes literary analysis.

Upon completion of this course, a student will be able to:
- Read and study fiction and non-fiction literature
- Decode difficult text and annotate works for theme, plot, and character
- Develop writing skills, advancing to multi paragraph essay
- Understand correct sentence structure and grammar usage
- Understand vocabulary and usage in the context of an introductory English literature course.

**English 1 Sheltered**
Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: CELDT test placement

This course is comparable to the college-preparatory English 1 program in content, yet it addresses the particular needs of the LEP student, providing him/her with the necessary skills to transition from ELD into regular English courses. This is a comprehensive course, designed to increase the student's knowledge of the English language, to develop his/her writing, reading, speaking, and listening skills, and to expand his/her awareness and appreciation of different literary genres through exposure to appropriate world literature.

Upon completion of this course, a student will be able to:
- Write fully developed paragraphs and analytical essays
- Demonstrate strong writing mechanics, including grammar & punctuation
- Organize and deliver a short speech in front of his peers
- Comprehend and interpret core literature
- Identify primary literary genres and apply basic literary terms to literature studied
- Utilize vocabulary and contextual clues in reading and writing
- Increase vocabulary by using context clues
- Demonstrate proficiency on the reading/writing portion of the state High School Exit Exam.

**English 2 Sheltered**
Credits: 5 units per semester  
Grade Level: 10-12  
Length: 1 year  
Prerequisites: English 1 (Sheltered) and CELDT test placement

This course is comparable to the college-preparatory English 2 program in content, yet it addresses the particular needs of the LEP student, providing him/her with the necessary skills to transition from ELD into regular English courses. This is a comprehensive course, which includes all the major components of the English language arts: reading, writing, listening, and speaking. The course surveys the literature of the United States from its colonial beginnings through the 20th century.

Upon completion of the course the student will be able to:
- Express ideas orally and in writing with clarity and creativity
- Write fully developed compositions, employing expository, narrative, descriptive and poetic techniques
- Demonstrate increased vocabulary development and accuracy of usage
- Apply rules of grammar, spelling, punctuation, and usage
• Demonstrate an awareness, understanding, and appreciation of American literature, its authors, major literary periods, and genres
• Expand critical reading and thinking skills
• Write with clarity using thesis statements and topic sentences
• Write fully developed compositions, employing expository, narrative, descriptive and persuasive techniques
• Demonstrate increased vocabulary development and accuracy of usage
• Consistently apply rules of grammar, spelling, punctuation, and usage
• Demonstrate an awareness, understanding, and appreciation of contemporary issues
• Employ critical reading and thinking skills.
The Irvine Unified School District offers a one-semester, mandatory Health Education class for high school students. This class is required for High School graduation and is a comprehensive health class addressing many of the health issues students may face in their lifetimes. This course combines scientifically accurate, age-appropriate health content with extensive instruction, practice, and application of decision making skills necessary to achieve and maintain optimal health and wellness. Units of study include personal growth & development, healthy relationships, depression & suicide awareness, eating disorders, sexual assault awareness, nutrition, alcohol, tobacco, steroid, and drug education, communicable and non-communicable diseases and family life education.

The family life education includes growth & development of the fetus, abstinence as the only 100% effective protection from unintentional teenage pregnancy, sexually transmitted infections and includes HIV/AIDS prevention instruction as mandated by Education Codes. Parent Consent is required for the Family Life portion of Health class. A district final exam is administered upon completion of the course.

Upon completion of this course, a student will be able to:

- Define and learn how to manage stress
- Understand the warning signs of depression & suicide
- Develop an understanding and appreciation for one’s body-image
- Identify the warning signs of eating disorders
- Identify the signs of drug, alcohol & tobacco addiction
- Discuss the effects of substance abuse on the individual and society
- Understand the qualities of healthy relationships and the signs of verbal, physical, and emotional abuse
- Identify the symptoms, causes, and prevention of sexually transmitted infections
- Identify available health resources & services in the school & community
- Recognize one’s own values as they relate to family and human sexuality, while showing respect for the values of others
- Discuss the decision-making process as it relates to drug or alcohol use
- Identify the problems of teenage pregnancy
- Understand the principles of good nutrition and develop the habits of a health-conscious consumer
- Recognize the role of exercise in promoting cardiovascular fitness and weight control.
Mathematics

Mathematics is the study of quantities and relationships through the use of numbers and symbols. In today’s competitive environment, it is necessary for students to develop their skills in computation, reasoning, and problem solving. These skills, in addition to learning algebraic and geometric concepts will have a wide range of applications to each student’s vocational or professional occupation. Therefore, the mathematics curriculum is designed to offer a variety of learning experiences commensurate with the student’s abilities, needs and academic pursuits. A scientific calculator is recommended for all math courses. For the courses listed below, a graphing calculator (i.e. TI84) graphing will be used within the instruction.

Intermediate Algebra  Pre-Calculus
Algebra 2  Honors Pre-Calculus
H Algebra 2  AP Statistics
Functions, Statistics and Trigonometry (FST)  AP Calculus AB AP Calculus B

Criteria for Honors and AP Mathematics courses
The student
- Is recommended for an Honors or AP math course by his/her previous math teacher
- Appreciates and applies constructive criticism to improve his or her conceptual understanding.
- Demonstrates enthusiasm for math problems, discussion and other classroom activities.
- Has a desire for learning the meanings behind the material and not exclusively motivated by the grade desired.
- Understands that the Honors/AP course is graded with a higher expectation for accuracy.
- Is organized and manages time well, completing assignments and preparing for assessments without having to sacrifice work for other classes.
- Takes pride in his/her work and has an attention to detail, both on written assignments and projects.
- Is able to read complex text for understanding and able to work both independently and in groups, contributing as an active team member.
- Is an active learner and demonstrates enthusiasm for math discussions related to the course work.
- Enjoys exploring math concepts and discoveries beyond the classroom and textbook.
- Is intrinsically motivated to be in an advanced math course.

Mathematics Suggested Course Sequences
- Electives may be taken concurrently with some required courses. Refer to course descriptions
- Refer to prerequisites for each course in the sequence.
- Honors and College Prep Course are available to all students meeting the course prerequisites.

<table>
<thead>
<tr>
<th>Community College/College Prep</th>
<th>College Prep Humanities Interest</th>
<th>Option A</th>
<th>College Prep Humanities Interest</th>
<th>Option B</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  Math 1 A &amp; B</td>
<td>9  Math 1</td>
<td></td>
<td>9  Geometry</td>
<td></td>
</tr>
<tr>
<td>10 Math 1 C &amp; D</td>
<td>10 Principles of Geometry, or Geometry</td>
<td></td>
<td>10 Algebra 2 or Intermediate Algebra</td>
<td></td>
</tr>
<tr>
<td>11 Principles of Geometry or Geometry</td>
<td>11 Intermediate Algebra</td>
<td></td>
<td>11 Functions, Statistics, Trig. (FST) or Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>12 Intermediate Algebra</td>
<td>12 Functions, Statistics, Trig</td>
<td></td>
<td>12 AP Statistics, or AP Computer Science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Prep Math and Science Interest</th>
<th>Most Rigorous Course of Study</th>
<th></th>
<th>Additional Math Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  Geometry</td>
<td>9 Honors Geometry</td>
<td></td>
<td>May be taken concurrently with other math courses. Refer to prerequisites</td>
</tr>
<tr>
<td>10 Algebra 2</td>
<td>10 Honors Algebra 2</td>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td>11 Pre-Calculus</td>
<td>11 Honors Pre-Calculus</td>
<td></td>
<td>AP Computer Science</td>
</tr>
<tr>
<td>12 AP Calculus AB</td>
<td>12 AP Calculus BC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Courses listed reflect current offerings. Changes to the math pathways will be reflected as new courses are offered.
Prerequisites
The mathematics program is designed for students to build their mathematical understanding and competence skills in a sequential pattern and each course requires mastery from the previous course in this sequence. Refer to the course descriptions for prerequisite requirements. Participation in a summer math program, including a university sponsored gifted program, or obtaining high scores on college entrance tests do not qualify as meeting the prerequisites. Students who take a prerequisite course during the summer, from an accredited high school program or college may qualify for enrollment in a college preparatory level course; however a summer course does not qualify the student for an Honors or Advanced Placement mathematics course regardless of the grade earned. Equivalent prerequisite courses taken out of sequence do not qualify the student to circumvent the mathematics sequence of courses offered at University High School.

Criteria for placement in an Honors or Advanced Placement math class.
Students need the recommendation of their current math teacher to advance to the honors level. Teachers use a departmental rating scale to assure fairness. Courses taken on-line or courses taken in the summer at UHS, IVC, OCC, UCI or others will not qualify a student for the honors program. Generally, an 82.5% is required to remain in honors courses and a 97% with teacher recommendation is required to move from college preparatory to honors. Note: For Honors and AP enrollment, summer school courses (secondary or post-secondary) do not satisfy the prerequisites

Criteria for changing from an Honors or Advanced Placement course to a college preparatory course.
The math department recognizes the fact that students might find a course too much of a challenge and feel that they need to change the level of their course. They may do so until one week after the first major test in their honors math course. This change is on a space-available basis. All grades transfer, including assignment and assessment grades, as is and they may be required to make up all work for their new class.

Changing from a College Preparatory course to another College Preparatory Course (example: Algebra 2 to Intermediate Algebra)
Placement recommendations occur in the spring prior to the fall semester enrollment following the prerequisite guidelines. Any change thereafter is initiated by the current teacher and is based on the following criteria: 1) the student is giving his or her best effort to master the material, regularly attending class, completing homework, asking clarifying questions in class and during office hours, 2) the student’s grade is ≤ C-, 3) both the student’s parent and counselor support the change, and d) there is room in the new class and there are no schedule conflicts.

Mathematics Course Offerings
For Advanced Level, Honors and AP courses, Summer school course (secondary or post-secondary) do not meet prerequisites
All math courses require recommendation from current math teacher in addition to meeting the prerequisites. Enrollment in Honors and Advanced Placement requires meeting the Criteria for Honors and AP Mathematics courses.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt</th>
<th>Length Year Semester</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 1AB</td>
<td>Y</td>
<td></td>
<td></td>
<td>Teacher recommendation for a 2 year algebra course.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Math 1 CD</td>
<td>c</td>
<td></td>
<td>Y</td>
<td>Pass Algebra 1AB.</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Math 1</td>
<td>c</td>
<td></td>
<td>Y</td>
<td>Placement is based on performance in 8th grade or former accredited high school course.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Principles of Geometry</td>
<td>c</td>
<td></td>
<td>Y</td>
<td>Pass Algebra 1 CD (both semesters), or pass Algebra 1 (spring semester). Students who pass the 1 yr Algebra 1 course with a B average or higher in both semesters are not eligible for this course and should enroll in Geometry.</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Geometry</td>
<td>c</td>
<td></td>
<td>Y</td>
<td>≥ C- in Algebra 1 or ≥ B in Algebra 1 AB (spring semester). 9th grade enrollment requires recommendation from Middle School teacher.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>c</td>
<td></td>
<td>Y</td>
<td>Grade 9 A in 8th grade Algebra in all 3 trimesters Grade 10-12 A+ (97%) in Algebra 1 (both semesters)</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Refer to the Criteria for Math Honors/AP Placement
<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra 2</td>
<td>c Y</td>
<td></td>
<td>Principles of Geometry, or Geometry. Students passing Geometry with $\geq C$ or passing Honors Geometry are not eligible and should enroll in Algebra 2 or H Algebra 2.</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>c Y</td>
<td>$\geq C$ in Geometry (both semesters), or pass Honors Geometry. Students passing Geometry with a C- or D should enroll in Intermediate Algebra 2.</td>
<td></td>
</tr>
<tr>
<td>Honors Algebra 2</td>
<td>c Y</td>
<td>$\geq B$ in Honors Geometry, or A+ (97%) in Geometry. <em>Refer to the Criteria for Math Honors/AP Placement</em></td>
<td></td>
</tr>
<tr>
<td>Functions, Statistics and Trigonometry (FST)</td>
<td>c Y</td>
<td>$\geq C-$ in Algebra 2B, or Intermediate Algebra 2 (spring semester) from UHS or a Community College course.</td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>c Y</td>
<td>$\geq B$ in Algebra 2 (spring semester) or Functions, Statistics and Trig. Intermediate Algebra 2 from a Community College course does not meet the prerequisites.</td>
<td></td>
</tr>
<tr>
<td>Honors Pre-Calculus</td>
<td>c ‡ Y</td>
<td>$\geq B$ (not B-) in Honors Algebra 2, or A+ (97%) in Algebra 2. <em>Refer to the Criteria for Math Honors/AP Placement</em></td>
<td></td>
</tr>
<tr>
<td>AP Statistics</td>
<td>c ‡ Y</td>
<td>Grade 11: $\geq C$ (not C-) in Functions, Statistics and Trig. , Pre-Calculus, or Honors Pre Calculus Grade 12th grade: A in Algebra 2. <em>Refer to the Criteria for Math Honors/AP Placement</em></td>
<td></td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>c ‡ Y</td>
<td>$\geq B$ (not B-) in Pre-Calculus or $\geq C-$ in Honors Pre-Calculus. <em>Refer to the Criteria for Math Honors/AP Placement</em></td>
<td></td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>c ‡ Y</td>
<td>$\geq B$ in Honors Pre-Calculus, or A in Pre-Calculus. Complete summer assignment. <em>Refer to the criteria for Honors/AP math courses Students may not drop into Calculus AB once the semester has begun.</em></td>
<td></td>
</tr>
<tr>
<td>AP Computer Science</td>
<td>g ‡ Y</td>
<td>$\geq B$ in Algebra 2 and no grade less than B in upper level courses (Pre Calculus or higher level) <em>Refer to the Criteria for Math Honors/AP Placement</em></td>
<td></td>
</tr>
</tbody>
</table>

All math courses require recommendation from current math teacher in addition to meeting the prerequisites.

*College Prep (meets UC-c requirement)  * College Prep (meets UC-g requirement)  ‡ Honors/AP course bonus point

**Math 1AB – Math 1CD**

Credits: 5 units per semester

Grade Level: 9-11

Length: 2 years

Prerequisites: Teacher recommendation

The first year of this two-year course is designed to strengthen and build upon students’ prior understanding of mathematics, with a focus on linear algebra and statistics; the second year will expand on linear algebra through the study of exponential functions, as well as develop an understanding of congruence through transformations and algebra. This course is aligned with the Common Core state standards. Passing this two-year course will satisfy the Math 1 requirement for graduation.

Skills and Assessment:

- Students will connect concepts to the real world using mathematical modeling
- Reason quantitatively and use units to solve problems
- Explain and justify the processes they use in solving problems
- Communicate mathematical understanding and
problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols
- develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts
- demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests and performance tasks
- use appropriate technology to enhance learning and understanding.

*Math 1*

Credits: 5 units per semester  
Grade Level: 9-11

Length: 1 year

Prerequisites: Grade of “C” or higher in 8th grade mathematics and teacher recommendation

Math 1 is the first course in the college preparatory math sequence. It is a study of real numbers and their properties; linear and exponential functions; equations and expressions; statistics; transformations and congruence. This course is aligned with the Common Core state standards. Passing this course is a requirement for graduation.

Skills and Assessment:
- Students will connect concepts to the real world using mathematical modeling; reason quantitatively and use units to solve problems
- explain and justify the processes they use in solving problems
- communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols
- develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts
- demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests and performance tasks
- use appropriate technology to enhance learning and understanding.

*Principles of Geometry*

Credits: 5 units per semester  
Grade Level: 10-12

Length: 1 year

Prerequisites: Pass Algebra 1 CD (both semesters), or pass Algebra 1 (spring semester). Students who pass the 1 year Algebra 1 course with a B average or higher in both semesters are not eligible for this course and should enroll in Geometry

This course develops the mathematics skills necessary for successful entry into Intermediate Algebra. The course content is similar to Geometry and satisfies the requirements of the California State Standards. Concepts are learned through hands-on explorations and students will have opportunities to apply these concepts to real-world applications. Upon completion of this course, the student will be able to understand the following: 1. The Pythagorean Theorem; 2. Area and perimeter of elementary and irregularly-shaped plane figures and faces of pyramids and prisms; 3. The fundamentals of algebraic symbol manipulation, especially as applied to solving equations; 4. The problem solving strategies of looking for sub problems, looking for patterns, making tables and systematic lists, and drawing diagrams; 5. The fundamentals of angles and lines, including parallelism; 6. The fundamentals of triangles: types and their properties, interior and exterior angles, the Triangle Inequality, congruence, and similarity; 7. Spatial visualization and drawing skills, including: transformations, scale drawing, isometric and orthogonal representations, and mat plans; 8. Polyhedra, prisms, pyramids, cylinders, and cones: surface area, volume, three-dimensional drawing, and cross-sections; 9. Right triangle trigonometry, including the Law of Sines, special right triangles and the relationship between the tangent ratio and the slope ratio; 10. Similarity between plane figures, especially triangles, and similarity ratios for perimeter, area, and volume; 11. Properties of polygons, especially quadrilaterals; 12. Circles, including area, circumference, angle relationships, chords; 13. Geometric probability and area applications.

*Geometry*

Credits: 5 units per semester  
Grade Level: 9-12

Length: 1 year

Prerequisites: > C- in Algebra 1 or ≥ B in Algebra 1 AB (spring semester). 9th grade enrollment requires recommendation from Middle School teacher

Geometry is the second course in a two year sequence that develops the mathematics background necessary for successful entry into Algebra 2. The emphasis of Course Two is on the major ideas of algebra (review, re-teach, integrate with geometry), problem solving strategies, graphing, conjecturing, explaining, proving, spatial visualization, polygons, right triangle trigonometry, circles, congruence, similarity, geometric probability, and area and perimeter. The course is built around problems through which the students develop ideas and relationships, gain practical skills, and extend ideas in challenging applications. Homework is used to reinforce previously introduced concepts and skills. Algebra is integrated with the geometry to maintain and develop algebraic skills as well as to use algebra in appropriate situations to solve geometry problems. In particular, graphing permeates the course.

Upon completion of the course student should be able to understand and use the following:
- The Pythagorean Theorem
- Area and perimeter of elementary and irregularly-shaped plane figures and faces of pyramids and
• The fundamentals of algebraic symbol manipulation, especially as applied to solving equations
• The problem solving strategies of looking for sub problems, looking for patterns, making tables and systematic lists, and drawing diagrams
• The fundamentals of angles and lines, including parallelism
• The fundamentals of triangles: types and their properties, interior and exterior angles, the Triangle Inequality, congruence, and similarity
• Spatial visualization and drawing skills, including: transformations, scale drawing, isometric and orthogonal representations, and mat plans
• Polyhedra, prisms, pyramids, cylinders, and cones: surface area, volume, three-dimensional drawing, and cross-sections
• Logical argumentation and proof, including converses and indirect proof, and the clear presentation of same in various formats
• Right triangle trigonometry, including the Law of Sines, special right triangles and the relationship between the tangent ratio and the slope ratio
• Similarity between plane figures, especially triangles, and similarity ratios for perimeter, area, and volume
• Properties of polygons, especially quadrilaterals
• Circles, including area, circumference, angle relationships, chords
• Geometric probability and area applications.

*Honors Geometry
Credits: 5 units per semester Grade Level: 9-10
Length: 1 year
Prerequisites: Grade 9: A in 8th grade Algebra; Grade 10-12: A+ (97%) in Algebra 1 (both semesters)
Refer to the Criteria for Math Honors/AP Placement

Honors Geometry is designed primarily for the 8th and 9th graders who are accelerated and highly motivated. The course content is similar to Geometry; however, topics are explored in greater depth. Additional topics are included as time permits.

*Intermediate Algebra 2
Credits: 5 units per semester Grade Level: 10-12
Length: 1 year
Prerequisites: Principles of Geometry, or Geometry.
Students passing Geometry with ≥ C or passing Honors Geometry are not eligible and should enroll in Algebra 2 or H Algebra 2.

Intermediate Algebra is a course designed for students who intend to study liberal arts rather than science or math in college. It does not meet the prerequisites for Pre-Calculus. The course content is similar to that of Algebra 2, however, the approach is not as rigorous and emphasizes practical applications. Algebra 2 students may not enroll in Intermediate Algebra at the start of spring semester without teacher recommendation.

Topics include:
• Operations with real and complex numbers
• Solving linear and quadratic equations
• Solve systems on linear equations and inequalities using various methods
• Studying polynomial and rational functions
• Studying exponential and logarithmic functions
• Principles of counting and probability
• Using sequences and series.

*Algebra 2
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: ≥ C in Geometry (both semesters), or pass Honors Geometry. Students passing Geometry with a C- or D should enroll in Intermediate Algebra 2.
A graphing calculator (i.e.TI84) will be used in this course.

Algebra 2 maintains and improves skills learned in previous mathematics courses and increases the student’s ability to study, read, and write in general terms and in mathematical terms. Emphasis is on a more rigorous mathematical approach to the real and complex numbers, graphing concepts of relation, function, sequences and series. Continued emphasis is on deductive proof, and an extension of linear coordinate geometry into quadratics and various conic sections. Additional topics include matrices and probability.

Upon completion of the course, students will be able to:
• Understand concepts of mathematical models
• Solve linear functions, equations and inequalities
• Identify and perform algebraic operations with complex numbers
• Solve systems on linear equations and inequalities using various methods
• Utilize patterns and structure involving sequence and series
• Understand concepts of quadratic functions and relations
• Demonstrate knowledge of counting and arranging discrete objects
• Simplify and solve roots and powers
• Solve, simplify, and graph polynomials and polynomial functions
• Define and use exponential and logarithmic functions
• Understand concepts of right triangle trigonometry
• Be able to perform the basic operations of matrices.

*Honors Algebra 2
Credits: 5 units per semester Grade Level: 9-11
Length: 1 year
Prerequisites: > B in Honors Geometry, or A+ (97%) in Geometry. Refer to the Criteria for Math Honors/AP Placement
Upon completion of the course, students will be able to:

- Identify and graph transformations of functions and their inverses.
- Collect, analyze, and display data.
- Solve exponential and logarithmic functions to solve problems and model data.
- Demonstrate proficiency in using a graphing calculator to solve problems.
- Use exponential and logarithmic functions to solve problems and model data.
- Sketch graphs of trigonometric functions and their inverses.
- Solve triangles using trigonometry.
- Solve probability problems.
- Solve problems using series and sequences.
- Construct and interpret polynomials that model real-world situations.
- Use binomial and normal distributions to solve problems and test hypotheses.
- Prove trigonometric identities.
- Demonstrate proficiency in using a graphing calculator to solve problems.

*Functions, Statistics and Trigonometry (FST)*

Credits: 5 units per semester  
Grade Level: 10-12  
Length: 1 year  
Prerequisites: > C- in Algebra 2B, or Intermediate Algebra 2B from UHS or a Community College course.

A graphing calculator (i.e. TI84) will be used in this course.

This course is designed for students who do not intend to major in math or science in college. Students will be studying functions and trigonometry with strong attention given to statistics and data analysis throughout the course. Emphasis is on the use of mathematics to model and explore real world phenomena. Students will use graphing calculators to explore relations between functions and their graphs and perform statistical analyses.

Upon completion of the course, students will be able to:

- Understand the definitions of sequence, series, and limits.
- Sketch the graphs of polynomial, rational, and algebraic functions.
- Sketch the graphs of logarithmic and exponential functions.
- Demonstrate an understanding of the equations and graphs of conic sections.
- Use matrices and determinants in analytical problems.
- Demonstrate an understanding of limits.
- Identify basic circular functions and identities.
- Sketch the graphs of trigonometric functions and their inverses.
- Solve equations involving circular functions.
- Solve right and oblique triangles.
- Demonstrate an understanding of polar coordinates and be able to translate between polar and rectangular systems.
- Prove trigonometric identities.
- Demonstrate proficiency in using a graphing calculator to solve problems.

**Pre-Calculus**

Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: ≥ B in Algebra 2 (spring semester) or Functions, Statistics and Trig.

A graphing calculator (i.e. TI84) will be used in this course.

Pre-Calculus is designed for the student who plans to pursue mathematics or related fields at the college level. This course is a rigorous study of concepts including Trigonometry. The student studies circular functions, their inverses, and their corresponding trigonometric functions. Analytic methods and proofs are used in each of the topics in order to provide a firm foundation for calculus.

Students will review geometric concepts and properties of the straight line. They will study sequences, series, the conic sections, matrices, determinants, logarithmic and exponential functions, graph sketching, and limits.

Upon completion of the course, students will be able to:

- Identify and graph transformations of functions and their inverses.
- Collect, analyze, and display data.
- Solve exponential and logarithmic functions to solve problems and model data.
- Demonstrate proficiency in using a graphing calculator to solve problems.
- Use exponential and logarithmic functions to solve problems and model data.
- Sketch graphs of trigonometric functions and their inverses.
- Solve triangles using trigonometry.
- Solve probability problems.
- Solve problems using series and sequences.
- Construct and interpret polynomials that model real-world situations.
- Use binomial and normal distributions to solve problems and test hypotheses.
- Prove trigonometric identities.
- Demonstrate proficiency in using a graphing calculator to solve problems.

**Honors Pre-Calculus**

Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: > B (not B-) in Honors Algebra 2, or A+ (97%) in Algebra 2. Refer to the Criteria for Math Honors/AP Placement.

A graphing calculator (i.e. TI84) will be used in this course.

Honors Pre-Calculus is designed for the Calculus bound student who has a strong interest in math and science. The course content is similar to the Pre-Calculus program, however, topics are explored in greater depth and detail. A strong emphasis is placed on solving non-routine problems. Courses taken in the summer at UHS, IVC, OCC, UCI, or others will not qualify a student for Honors Pre-Calculus.
Upon completion of the course, students will be able to:

- Identify basic circular functions
- Prove identities involving circular functions
- Sketch the graphs of trig functions and their inverses
- Solve equations and inequalities involving trig functions
- Solve right and oblique triangles
- Demonstrate an understanding of polar coordinates and be able to translate between polar and rectangular systems
- Sketch graphs of polar equations
- Understand the definition of sequence, series, and limits
- Sketch graphs of polynomial, rational, and algebraic functions
- Use polynomial curve fitting to solve analytical problems
- Sketch the graphs of log and exponential functions and be able to use the functions to solve problems
- Demonstrate an understanding of vectors and their use
- Sketch graphs of conic sections
- Understand the concepts of probability
- Demonstrate an understanding of limits including delta-epsilon proofs
- Demonstrate a basic understanding of derivative
- Demonstrate proficiency in using a graphing calculator to solve problems.

**AP Statistics**

Credits: 5 units per semester Grade Level: 11-12
Length: 1 year
Prerequisites: Grade 11: > C (not C-) in Functions, Statistics and Trig., Pre-Calculus, or Honors Pre-Calculus 12th grade: A in Algebra 2. Refer to the Criteria for Math Honors/AP Placement.

A graphing calculator (i.e.TI84) will be used in this course.

This course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include exploring data, planning a study, anticipating patterns, and statistical inference.

Upon completion of the course, students will be able to:

- Explore Data
- Observe patterns and departures from patterns
- Interpret graphical displays of distributions of univariate data
- Summarize distributions of univariate data. c. Compare distributions of univariate data
- Explore bivariate data
- Explore categorical data: frequency tables
- Plan a study: decide what and how to measure
- Overview data collection methods
- Plan and conduct surveys and experiments
- Anticipate patterns: produce models using probability and simulation
- Use probability as a relative frequency
- Combine independent random variables
- The normal distribution
- Use statistical inference: confirm models
- Confidence intervals
- Tests of significance
- Special cases of normally distributed data.

**AP Calculus AB**

Credits: 5 units per semester Grade Level: 10-12
Length: 1 year
Prerequisites: > B (not B-) in Pre-Calculus or > C- in Honors Pre-Calculus. Refer to the Criteria for Math Honors/AP Placement

A graphing calculator (i.e.TI84) will be used in this course.

AP Calculus AB is a course for student who has completed Pre-Calculus or Honors Pre-Calculus successfully. The student will acquire a firmer grasp of the fundamental concepts and skills of advanced high school mathematics while they apply definitions and theorems of calculus to theoretical and practical problems.

Upon completion of the course, students will be able to:

- Use derivatives to sketch the graphs of the following types of functions: polynomials, rational, trigonometric, logarithmic, and exponential
- Understand properties of limits, derivatives, and continuous functions
- Use derivatives and antiderivatives in applications
- Apply several methods of integration to definite and indefinite integrals.

**AP Calculus BC**

Credits: 5 units per semester Grade Level: 10-12
Length: 1 year
Prerequisites: > B in Honors Pre-Calculus, or A in Pre-Calculus. Complete summer assignment. Refer to the Criteria for Math Honors/AP Placement. Students may not drop into Calculus AB once the semester has begun.

A graphing calculator (i.e.TI84) will be used in this course.

The BC course is a more comprehensive course than the AB course. It is for the student who is able and willing to work at a faster pace to cover about 50% more material.

Upon completion of the course, students will have completed all topics of the AB course and also be able to:

- Evaluate improper integrals
- Understand some of the fundamental results of infinite series and use them to represent functions in a new way
- Use parametric and polar equations of curves in familiar applications
- Use vectors in the applications of calculus
- Solve basic types of ordinary differential equations.

**AP Computer Science JAVA (Programming)**

Credits: 5 units per semester  
Grade Level: 10-12  
Length: 1 year  
Prerequisites: ≥ B in Algebra 2 and no grade less than B in upper level courses (Pre Calculus or higher level). Refer to the Criteria for Math Honors/AP Placement

This course is approved as a UC “g” elective course. This course is an Introduction to programming in the language of JAVA. Topics include problem solving and data structures, procedural and data abstraction, algorithms, and Object-Oriented programming. Students will be prepared to take the Advanced Placement Computer Science exam A.

Upon completion of the course, students will be able to:
- Understand the advantages of a compiled language
- Understand basic program structure, JAVA syntax, and organization
- Use the classes and methods located in the JAVA library
- Design programs using object oriented design
- Write JAVA programs using arrays, array lists, two dimensional arrays, classes and objects
- Write programs involving recursion
- Write programs using advanced sorting and searching techniques
Physical Education
The high correlation between positive body image and positive self-image and between physical health and mental wellbeing is well documented. Physical Education offers each student an opportunity to experience success, to demonstrate measurable progress at his own speed, to understand the function of your body systems, and learn sound health practices. We seek a balance between the development of motor skills, and the development of skills in lifetime sports activities. We recommend that students participate in physical education or athletics throughout their four years in high school. A minimum of four semesters is required for graduation.

Physical Fitness Test
All students, including students enrolled in athletics, marching band, pageantry/color guard and PE private instruction are required to take the California Physical Fitness Test and pass five out of the six fitness areas. The test is first given in grade 9, during the spring semester. Students not passing at least 5 out of the 6 fitness areas are required to enroll in a Physical Education course each of the following years and retake the fitness test until the student meets the passing criteria. The six fitness areas tested are:

- Aerobic Capacity
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Body Composition
- Trunk Extensor Strength and Flexibility
- Flexibility

Physical Education Make Up Policy
Because Physical Education necessitates participation in order to receive a grade, the following guidelines have been put in place to communicate the expectations on students should they be required to miss one or more class periods.

If a student misses up to three consecutive days due to illness or injury, the days missed may be made up during office hours with the respective teacher on a one for one basis.

If a student receives a doctor’s note requiring him/her to miss class for more than three consecutive days, but not more than two weeks, the days missed may be made up during three office hours in addition to a one page paper (related to Physical Education) for each day beyond three days with the respective teacher. For example, if a student misses five consecutive days, he/she will be required to make-up three days during office hours, and write two one page papers to received full credit for the absences. Sprained ankles or other injuries necessitating prolonged rest are examples of this type of doctor excused situation.

Any student required to miss class for more than two consecutive weeks and provides a doctor’s note may work with the teacher/counselor on the following options: Broken bones or serious muscle strains are examples of this type of doctor excused situation.

Physical Education Course Offering

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Length Year</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>COED Physical Education</td>
<td>S</td>
<td>Grade 9 status</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Physical Fitness</td>
<td>S</td>
<td>None</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Basketball</td>
<td>S</td>
<td>None</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Tennis</td>
<td>S</td>
<td>None</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Weight Training</td>
<td>S</td>
<td>None</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Dance Technique 1</td>
<td>Y</td>
<td>None</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Dance Technique 2</td>
<td>Y</td>
<td>Dance Tech 1/Audition</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>
Coed Physical Education
Credits: 5 units per semester  Grade Level: 9
Length: 1 semester to 1 year  Prerequisites: none

The class is designed to follow the California State framework for Physical Education.

Emphasis will be in three specific areas:
1. Movement skills and movement knowledge which includes motor learning and physical fitness
2. Self-image, Self Esteem and Self Realization which encompasses human growth and development in nutrition, cardiovascular conditioning and heart rate monitoring
3. Social Development and Social Interaction based on co-operative learning strategies in the area of physical fitness.

Physical Fitness
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 semester to 1 year  Prerequisites: none

The course will emphasize physical fitness, exercise, and activities to enhance the self-image of young people.

Students will develop an understanding of how their bodies function and respond to ongoing exercise. Activities will include stretching, aerobic exercise, and warm down.

In addition, students will be exposed to other aspects of personal fitness and stress management.

Upon completion of this course, students will be able to:
- Show how to demonstrate an increase in flexibility, strength, and coordination in all body parts
- Demonstrate an increased level of fitness and endurance in aerobic activity as measured at the beginning and end of the quarter
- Show an increased understanding and knowledge of personal fitness and hygiene by discussion of specific topics and a written exam
- Be able to maintain optimum aerobic heart rate for 20-30 minutes by the end of the semester
- Be familiar with proper techniques of basic strength training
- Will be familiar with the basic food groups.

Basketball
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 semester to 1 year  Prerequisites: none

This course will emphasize fundamental skills in the game of basketball. Students will be instructed in the fundamentals of dribbling, passing, shooting and skill play.

Emphasis will be placed on increasing the knowledge of how to play in situations presented during the play of a game. These will include co-operative learning situations in 1 on 1, 2 on 2, and 3 on 3, 4 on 4, and 5 on 5 games. Students will be taught to improve their skills.

Tennis
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 semester to 1 year  Prerequisites: none

This class is for the beginning through advanced student. Emphasis will be on stroke development, ground strokes, volleys, lobs, and overheads. Both singles and doubles play will be experienced, as well as numerous drill/game situations. Students will be encouraged to progress at their own rate.

Upon completion of the course, students will be able to:
- Demonstrate stroke production from grip to proper execution (all strokes)
- Demonstrate both singles and doubles play strategy, theory, scoring, and etiquette
- Demonstrate numerous drills/games as they pertain to specific tennis strokes and situations.

Weight Training
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 semester to 1 year  Prerequisites: none

Students will be shown how to properly use free weights. Weight training programs will be set up to help the student improve their strength and muscle endurance. The lifting program will take place Monday, Wednesday, and Friday (at times this schedule will be modified due to holidays, assemblies, and minimum days). Cardiovascular conditioning will also be included in this program. On Tuesday and Thursday the students will run, jog, walk, swim, jump rope, or play a team sport.

Stretching and warming down will be utilized.

Upon completion of the course, students will be able to:
- Have a working knowledge of all muscle groups as they pertain to weight lifting workouts
- Set up a workout program including: flexibility, strength development and cardiovascular improvement.

* Dance Technique I
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year  Prerequisites: none

Dance Tech I is the beginning study of dance as a theatrical art form. Students will study the history, basic dance techniques and vocabulary used in choreography, jazz, ballet, world dance, and modern dance. Basic choreography theory will be taught through the use of sculpture – space, internal motivation – energy, and time – tempo. Students will study improvisation and choreography theory by developing dance projects.

Students will be involved in critical thinking and problem solving when utilizing choreography elements to create a dance. Students will develop fundamental artistic and aesthetic understanding when writing critiques on live
dance concerts, and dance video. They will analyze the use of costumes, lighting and choreography. Students will use communication skills in a recital, which will include choreography, costuming and music in a public performance.

Upon completion of the course, students will be able to:
- Execute proper elementary warm up exercises for jazz, ballet, and modern dance
- Demonstrate simple dance combinations, center work and across the floor using techniques in jazz, ballet, and modern dance
- Develop use of basic dance vocabulary and terminology
- Choreograph dances solving problems involving parameters within counts, ideas and patterns
- Show aesthetic valuing when analyzing both live and taped dance concerts
- Experience performing ballet, modern and/or jazz in a theatrical performance
- Demonstrate Dance vocabulary knowledge through written and oral assessment: written and oral evaluation of projects by the teacher, written reports on specific choreographers and written critique of an amateur or professional dance performance.

* Dance Technique II
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Dance Tech 1 or audition.

Dance Tech II is the continued study of dance as an art form. Students will study dance techniques and vocabulary used in jazz, ballet, world dance, modern dance and choreography. This will include learning about choreographers and styles of dance such as: Duncan, Graham, Dunham, Duato, McKayle, Aliley, Kylian, Lewitsky, Balanchine, and Petipa. Students will understand, appreciate and demonstrate dance as a way to create and communicate meaning and emotion. Students will identify and demonstrate movement elements and skills, and the understanding of choreographic principles, processes, and structures. The theory of choreography will be taught through the use of theme and variation, unity and rhythmic organization. The elements of choreography using critical thinking and problem solving will be used in group projects and improvisation. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live dance concerts and dance videos. Students will use communication and interpretation skills in a recital, which will include choreography, costuming and music in a public performance.

Upon completion of the course, students will be able to:
- Execute proper warm up exercises for jazz, ballet, and modern dance
- Demonstrate complete dance combinations, center work and across the floor, using techniques in jazz, ballet and modern dance
- Critique self, peer and professional performances
- Choreograph dances solving problems involving set parameters within set parameters in rhythmic organization, unity and space
- Show aesthetic valuing with written critiques on live and taped dance concerts
- Demonstrate knowledge performing ballet, modern, jazz dance and world dance in a theatrical setting
- Write a paper on the history of dance including world cultures, historical periods and its relationship to other arts
- Demonstrate Dance vocabulary knowledge through written and oral assessment Techniques: written and oral analysis of student dances by the teacher, based on choreography technique, written tests on dance terminology and history, written and oral critiques, by students of professional and amateur dance concerts.
**Science**

The importance of science in modern living and the need for scientific literacy on the part of all citizens are widely accepted beliefs. The curriculum, therefore, is designed around multiple course offerings for students throughout the range of interests and abilities. Moreover, the curriculum reflects the educational demands for living in our scientific-technological-industrialized society as well as the human values of this age. We seek a balance among the traditional science disciplines, the personal use, the application of science and science as a means of solving current problems and shaping the future.

**Criteria for Honors/AP science courses**

The student:
- Is recommended for an Honors or AP science course by his/her previous science teacher
- Understands that the Honors/AP course is graded predominantly on exams, lab activities, and problem sets.
- Is organized and manages time well, completing assignments and preparing for assessments without having to sacrifice work for other classes.
- Takes pride in his/her work and has an attention to detail, both on written assignments and laboratory explorations.
- Has demonstrated excellence in writing in previous science courses and is able to synthesize complex processes.
- Is capable of writing detailed lab reports, analyzing data and formulating conclusions.
- Is able to read complex text for understanding Is able to work both independently and in groups, contributing as an active team member.
- Is an active learner and demonstrates enthusiasm for reading, writing and discussions related to the course work.
- Enjoys exploring science concepts and discoveries beyond the classroom and textbook.
- Is intrinsically motivated to be in an advanced science course.

**Science Course Offerings**

All Science Courses require recommendation from current science teacher in addition to meeting the prerequisite. Enrollment in Honors and Advanced Placement requires the commitment noted in the Academic Program of this catalog.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt</th>
<th>Length Year Semester</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth System Science (ESS)</td>
<td>g*</td>
<td>Y</td>
<td>None</td>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>d</td>
<td>Y</td>
<td>Grade 9: 8th grade science grade of 96% and course recommendation to two of the following: a. Geometry or higher level of mathematics, b. Honors English 1 c. Honors Global Perspectives Grade 10-12: A (93% and above) grade in both semesters of the previous college prep science course (ESS) and teacher recommendation Refer to the criteria for science Honors/AP Placement</td>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>d</td>
<td>Y</td>
<td>None</td>
<td></td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>ELD Science</td>
<td></td>
<td>Y</td>
<td>CELDT test placement</td>
<td></td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Earth System Science (ESS) (Sheltered)</td>
<td>g*</td>
<td>Y</td>
<td>CELDT test placement</td>
<td></td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Biology (Sheltered)</td>
<td>d</td>
<td>Y</td>
<td>CELDT test placement</td>
<td></td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>d</td>
<td>Y</td>
<td>Grade 10: ≥ 9th Grade Honors Science course Grade 11-12: ≥ C in Algebra 1 (both semesters)</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
| Honors Chemistry | d ‡ Y | Grade 10: ≥ C in 9th Grade Honors Biology  
 Grade 11-12: All of the following:  
 a. B average grade in all math courses  
 b. Concurrent enrollment in Algebra 2 or higher level math  
 c. ≥ B+ in 10th grade science course  
 Refer to the criteria for science Honors/AP Placement | 10 12 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine Science</td>
<td>d Y</td>
<td>Pass an introductory Life Science and Physical</td>
<td>11 12</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>d Y</td>
<td>Pass and introductory Life Science and Physical Science course (Completion of semester one with a passing grade is required for enrollment in semester two)</td>
<td>11 12</td>
</tr>
<tr>
<td>Physics</td>
<td>d Y</td>
<td>≥ B in Algebra 2 CP or Honors and concurrent enrollment in FST, Pre-Calculus or higher level math</td>
<td>11 12</td>
</tr>
<tr>
<td>AP Biology</td>
<td>d Y</td>
<td>≥ B avg in 9th &amp; 10th Grade Honors Science courses, or ≥ B+ avg in 9th &amp; 10th grade CP Science courses. Refer to the criteria for science Honors/AP Placement</td>
<td>11 12</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>d Y</td>
<td>&gt; C in 10th grade science course and concurrent enrollment in Algebra II or higher level math. Refer to the criteria for science Honors/AP Placement</td>
<td>11 12</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>d Y</td>
<td>≥ B in Honors Chemistry, or A grade in Chemistry (both semesters). Refer to the criteria for science Honors/AP Placement</td>
<td>11 12</td>
</tr>
<tr>
<td>AP Physics 1</td>
<td>d Y</td>
<td>≥ B grade in Algebra 2 or Honors Algebra 2 and concurrent enrollment in Pre-Calculus or higher level math. Refer to the criteria for science Honors/AP Placement</td>
<td>11 12</td>
</tr>
<tr>
<td>Intro to Engineering Design</td>
<td>g Y</td>
<td>None.</td>
<td>9 12</td>
</tr>
</tbody>
</table>

**Science High School Requirements**

Two years of science is required for high school graduation. All courses are one year in length and should be entered in the fall of the year, except for Marine Science which can be entered at the semester. All science course enrollments for returning students requires teacher permission for enrollment.

**Science Suggested Course Sequences**

<table>
<thead>
<tr>
<th>Community College or Career Bound, College Preparatory</th>
<th>College Bound, College Preparatory</th>
<th>Science Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Earth Systems Science (ESS)</td>
<td>9 Earth Systems Science</td>
<td>10-12 Chemistry</td>
</tr>
<tr>
<td>10 Biology</td>
<td>10 Biology or H Biology</td>
<td>10-12 Honors Chemistry</td>
</tr>
<tr>
<td>11 Science elective (optional)</td>
<td>11 Chemistry or Physics</td>
<td>11-12 Anatomy and Physiology</td>
</tr>
<tr>
<td>12 Science elective (optional)</td>
<td>12 Science elective</td>
<td>11-12 Marine Science</td>
</tr>
</tbody>
</table>
All Science Courses require recommendation from current science teacher in addition to meeting the prerequisites

*College Prep (meets a UC d requirement)  * College Prep (meets UC-g requirement)  ‡ Honors/AP course bonus point

**Earth System Science (ESS)**
Credits: 5 units per semester  Grade Level: 9
Length: 1 year  Prerequisites: none

Earth Systems Science is a comprehensive laboratory science class providing students with a holistic view of science. Earth Systems Science integrates knowledge in several fields of science to achieve a higher level of understanding necessary to comprehend the complex interactions that drive the earth. Students will learn that the earth consists of many separate, but interacting parts and a change in any one part can produce changes in any or all of the other parts. The course will begin with an understanding of earth’s place in the universe and then develop knowledge regarding the geosphere, hydrosphere, atmosphere, and biosphere in order to adopt a more integrated view of the planet. This course is developed around four unifying questions about the earth as a system, in order to provide the student with a level of inquiry in their study and a context for their learning: 1) Is there life elsewhere in the universe? 2) To what extent can we predict where and when natural disasters happen and how destructive they will be? 3) Could we generate all our energy needs from renewable resources? and 4) What will the world be like in 100 years?

Upon completion of this course, students will be able to:
- Develop critical thinking, problem solving, and analysis skills necessary for successful performance in future courses
- Be able to integrate the various disciplines of biology, chemistry, physics, and mathematics to solve earth science problems
- Develop a broad-based background and appreciation of their ever-changing planet and its place in the universe
- Use quantitative analysis and experimental tools to develop the student’s scientific and critical thinking skills
- Be able to test the validity of scientific research as well as the soundness of scientific models and will be able to organize their thinking and resolve the issues of their scientific inquiries.

**Honors Biology**
Credits: 5 units per semester  Grade level: 9-12
Length: 1 year  Prerequisites:

Grade 9: 8th grade science grade of 96% and concurrent enrollment in a minimum of two of the following courses:
1. Geometry or higher level of mathematics
2. Honors English 1
3. Honors Global Perspectives

Grade 10-12: ≥93% grade in both semesters of the previous college prep science course (ESS) and teacher recommendation

Refer to the criteria for science Honors/AP Placement

The study of biology provides students with opportunities to develop an understanding of our living world. Biology is the study of life and its evolution, of organisms and their structures, functions, processes, and interactions with each other and with their environment. The course content of Honors Biology is similar to the Biology program; however, topics are explored in greater depth and detail and assessments are more rigorous. Critical thinking and problem solving skills are a major component of this and all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:
- Conduct experiments using the scientific method in order to solve a problem or answer a question
- Use lab equipment properly and safely
- Compare and Contrast the major classes of organic molecules and their formation from small precursors
- Differentiate prokaryotic and eukaryotic cell structure and function
- Explain how light energy is captured by photosynthetic organisms producing organic compounds and how these organic compounds are broken down to produce chemical energy in animals
- Describe the flow of genetic information from one generation to the next and predict the
Upon completion of the course, students will be able to:

- Explain how the genetic composition of an organism can be manipulated and how DNA technologies affect our lives
- Examine how the frequency of an allele is a gene pool of a population depends on many factors and how this frequency may be stable or unstable over time
- Examine the theory of evolution and its evidence and explain how natural selection is a major mechanism of evolution
- Explain how the body is able to maintain homeostasis by analyzing the interrelationships among organs and organ systems
- Describe how the interactions between living organisms and their physical environment influence the distribution of organisms and lead to a diversity of life.

*Biology

Credits: 5 units per semester
Grade level: 10 - 12
Length: 1 year
Prerequisites: none

The study of biology provides students with opportunities to develop an understanding of our living world. Biology is the study of life and its evolution, of organisms and their structures, functions, processes, and interactions with each other and with their environments. Critical thinking and problem solving skills are a major component of this and all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:

- Conduct experiments using the scientific method in order to solve a problem or answer a question
- Use lab equipment properly and safely
- Compare and Contrast the major classes of organic molecules and their formation from small precursors
- Differentiate prokaryotic and eukaryotic cell structure and function
- Explain how light energy is captured by photosynthetic organisms producing organic compounds and how these organic compounds are broken down to produce chemical energy in animals
- Describe the flow of genetic information from one generation to the next and predict the inheritance of traits in offspring
- Explain how the genetic composition of an organism can be manipulated and how DNA technologies affect our lives
- Examine how the frequency of an allele is a gene pool of a population depends on many factors and how this frequency may be stable or unstable over time
- Examine the theory of evolution and its evidence and explain how natural selection is a major mechanism of evolution
- Explain how the body is able to maintain homeostasis by analyzing the interrelationships among organs and organ systems
- Describe how the interactions between living organisms and their physical environment influence the distribution of organisms and lead to a diversity of life.

*Earth System Science (Sheltered)

Credits: 5 units per semester
Grade level: 9-12
Length: 1 year
Prerequisites: CELDT test placement

This course is comparable to the college-preparatory Earth Systems Science course in content, yet it addresses the particular needs of the LEP student, providing him/her with the necessary skills to transition from ELD into regular Science courses. Please refer to the description of Earth Systems Science to see specific details and expected outcomes of the course.

*Biology (Sheltered)

Credits: 5 units per semester
Grade level: 10 – 12
Length: 1 year
Prerequisites: CELDT test placement

This course is comparable to the college-preparatory Biology course in content, yet it addresses the particular needs of the LEP student, providing him/her with the necessary skills to transition from ELD into regular Science courses. Please refer to the description of Biology to see specific details and expected outcomes of the course.

ELD Science

Credits: 5 units
Grade level: 9-12
Length: 1 semester
Prerequisites: CELDT test placement

Students enrolled in ELD Science will learn that scientific study is critical to understanding our world and our place in the universe. Focus will be on the fact that the earth consists of many separate, but interacting parts and a change in any one part can produce changes in any or all of the other parts. ELD Science emphasizes the acquisition of English vocabulary and language patterns and basic science concepts through the "doing" of science. It develops both background knowledge of science concepts and experimenting skills to allow successful mainstreaming for the targeted population. The course content uses the themes of measurement, cycles, patterns, changes, classifying, and interdependence to explore the earth sciences. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.
**Chemistry**  
Credits: 5 units per semester  
Grade Level: 10-12  
Length: 1 year  
Prerequisites: Grade 10: > 9th Grade Honors Science course; Grade 11-12: > C in Algebra 1 (both semesters)

Chemistry deals with the structure of matter and the changes matter undergoes. Laboratory experiments are performed by students to reinforce their understanding of basic concepts. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, the student will be able to:
- Understand the role of chemistry in our daily lives
- Use an electronic balance, graduated cylinder, buret, and meter stick to make various measurements
- Arrive at conclusions through independent investigations
- Understand common scientific vocabulary used in chemistry
- Use laboratory equipment properly and safely
- Identify and use basic principles involving:
  a. Dalton’s Atomic Theory
  b. Chemical reactions
  c. Chemical bonding
  d. Kinetic Theory of Gases
  e. Acids and bases
  f. Nuclear chemistry
  g. Equilibrium
  h. Oxidation reduction
  i. Energy changes in chemical reactions
  j. Stoichiometry
  k. Chemical nomenclature
  l. Mole concept
  m. Periodic Table
  n. Reaction Rates

**Marine Science**  
Credits: 5 units per semester  
Grade Level: 10-12  
Length: fall semester or one year  
Prerequisites: Pass an introductory Life Science and Physical Science course

Marine Science is designed to provide an in-depth study of physical and biological properties of the world’s oceans. The first semester focuses on physical oceanography and includes a study of plate tectonics, seawater chemistry, currents, tides, beach processes, waves, sediments, and marine pollution. The second semester focuses on marine biology and includes a study of marine habitats, classification, evolution, marine ecology, and marine mammals. Voluntary after school field studies are used to reinforce concepts studied in class. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:
- Describe how waves and tides are generated
- Explain how the physical features of the ocean influence marine creatures
- Describe the basic marine habitats and their characteristic organisms
- Describe various forms of marine pollution and possible corrective measures that could be taken.

**Anatomy and Physiology**  
Credits: 5 units per semester  
Grade Level: 10-12  
Length: 1 year  
Prerequisites: Pass an introductory Life Science and Physical Science course (Completion of semester one with a passing grade is required to continue in semester two)

This course in human anatomy and physiology is designed to give the student an understanding of the structure and functions of the human body. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society. All students must participate in cat and various organ dissections.

Upon completion of this course, students will be able to:
- Describe the interrelationships of the various body systems
- List the primary functions of each of the body systems
- Define major pathological conditions of the human body
- Understand the roles of various professions in human medicine
- Identify various organs and systems from student dissected specimens.

*Physics*

Credits: 5 units per semester  
Grade Level: 11-12  
Length: 1 year  
Prerequisites: ≥ B in Algebra 2 CP or Honors and concurrent enrollment in FST, Pre-Calculus or higher level math

Physics is a survey course of the systematic principles that govern the physical world. Emphasis will be placed upon a conceptual and mathematical understanding of physical phenomenon. The concepts presented are: mechanics, heat and thermodynamics, electricity, magnetism, and electromagnetism, light and optics, sound relativity, and science and human affairs. This course is designed to meet the needs of all college bound students. Critical thinking and problem solving skills are a major component of all science classes.  By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:
- Relate concepts in the abstract to actual experience
- Conduct laboratories and communicate the observations through written and graphical presentations
- Identify vectors and use vector diagrams to graphically solve problems
- Show the interrelationships between the basic properties of matter
- Demonstrate the importance of an understanding of physics to the technological, social, and economic problems
- Express concepts mathematically.

**AP Biology**

Credits: 5 units per semester  
Grade Level: 11-12  
Length: 1 year  
Prerequisites: ≥ B in Algebra 2 CP or Honors and concurrent enrollment in FST, Pre-Calculus or higher level math

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It will include those topics regularly contained in a high-quality college program in introductory biology. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:
- Describe how organic polymers are formed by repetitive combinations of simple subunits and that their chemical properties can be predicted from their structure
- Examine how metabolic pathways are regulated and explain the relationship between enzyme structure and enzyme specificity and function.
- Differentiate between prokaryotic cells, eukaryotic cells, and viruses in regard to their complexity, general structure and function
- Discuss how the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins
- Explain the genetic basis for Mendelian genetics and predict the probable outcome of phenotypes in a genetic cross
- Know that specialization of cells in multicellular organisms is usually due to differential gene expression and signals in and between cells
- Examine how genetic engineering is used to produce novel biomedical and agricultural products and be able to manipulate DNA technology materials (restriction digestion by endonucleases, gel electrophoresis, transformation, and protein purification)
- Examine how natural selection determines the differential survival of groups of organisms and how a great diversity of species increases the chance that at least some organisms survive major changes in the environment
- Outline the major phylogenetic branches of the animal kingdom based on grades of organization
- Compare and Contrast the complementary activity of major; body systems and explain how this provides animals with the ability to maintain homeostasis.

**AP Environmental Science**

Credits: 5 credits per semester  
Grade level: 11 ~ 12  
Length: 1 year  
Prerequisites: ≥ C in 10th grade science course and concurrent enrollment in Algebra II or higher level math.  
Refer to the criteria for science Honors/AP Placement

This course is designed to be the equivalent of an Environmental Science course taken during the first year of college.  AP Environmental Science is a full year college level laboratory course.  Students will examine
environmental issues from an economic, scientific, sociological and historical point of view. The goal of this 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.

Upon completion of this course students will be able to:
- Use the scientific method to solve problems
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements
- Exhibit, organize and present the results and conclusions of experiments and research
- Demonstrate proficiency in the use of laboratory equipment
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem
- Explain how energy conversions underlie all ecological processes
- Describe how the Earth is one interconnected system
- Identify and explain how humans alter natural systems
- Understand that environmental problems have a cultural and social context.
- Investigate human survival based on the development of practices that will achieve sustainable systems.

**‡‡AP Chemistry**

Credits: 5 units per semester   Grade Level: 11-12
Length: 1 year
Prerequisites: ≥ B in Honors Chemistry, or A grade in Chemistry (both semesters). Refer to the criteria for science Honors/AP Placement

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institutions or to register in courses in other fields where general chemistry is a prerequisite. For other students, Advanced Placement Chemistry fulfills the laboratory science requirement and frees time for other courses. Advanced Placement Chemistry is designed to be taken only after the successful completion of a first course in high school chemistry. The advanced work in chemistry should not displace any other part of the student’s science curriculum. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. The physics course can well precede the college-level chemistry. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:
- Solve complex stoichiometric problems
- Predict products of chemical reactions
- Solve solution equilibrium problems
- Describe phenomena predicted by quantum theory
- Describe the electronic structure of atoms
- Describe molecular bonding
- Understand and apply the Kinetic Molecular Theory
- Calculate energy and entropy changes in chemical systems
- Relate free energy and equilibrium
- Relate nuclear stability with nuclear decay.

**‡‡AP Physics 1**

Credits: 5 units per semester   Grade Level: 11-12
Length: 1 year
Prerequisites: ≥ B in Algebra 2, CP or Honors, concurrent enrollment in Pre-Calculus or higher math, and recommendation of current science teacher. See the criteria for Honors/AP science courses

Advanced Placement Physics 1 is a first year trigonometry based program that prepares students to take the Advanced Placement Physics 1 exam. The concepts presented are: kinematics; Newton's Laws of Motion; torque; rotational motion and angular momentum; gravitation and circular motion; linear momentum; work, energy, and power; conservation laws in classical mechanics; simple harmonic motion, waves and sound; and electrostatics and an introduction to electric circuits. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society. This course at University High School is unusual in the fact that it also prepares students to take the AP Physics 2 test in May. The additional concepts presented are: Fluid Mechanics; Thermodynamics and Gas Laws; Electricity & DC Circuits; Magnetism; Lenses, Mirrors and Optics; Modern Physics, and an Intro to Special Relativity.

Upon completion of the course, students will be able to:
- Through critical thinking process, apply the laws of physics to real life physical situations
- Read, understand, and interpret physical information, verbal, mathematical, and graphical data
- Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem
- Communicate their experiences in a lab situation through well written responses
• Apply instrument based data collection for various applications and show the mathematical relationships that underlie the physical world
• Develop a broad-based background and appreciation of their ever-changing planet and its place in the universe
• Use quantitative analysis and experimental tools to develop the student’s scientific and critical thinking skills
• Be able to test the validity of scientific research as well as the soundness of scientific models and will be able to organize their thinking and resolve the issues of their scientific inquiries.

*Intro to Engineering Design
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year Prerequisites: none

Introduction to Engineering is a high school level course that is appropriate for 9th to 11th grade students who are interested in design and engineering. The major focus of the course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. It gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community. Introduction to Engineering Design™ is one of two foundation courses in the Project Lead The Way® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.
Social Science

A major goal of the Social Science Department is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and an increasingly interdependent world. The curriculum should reflect a balance of personal, local, national, and international issues.

Criteria for Honors and AP Social Science courses:
The student:
- Is recommended for an Honors or AP social science course by his/her previous social science teacher
- Reads, independently, beyond assigned reading, for pleasure.
- Appreciates and applies constructive criticism to improve his or her writing.
- Demonstrates enthusiasm for reading, writing, discussion and other classroom activities.
- Demonstrates advanced writing skills in at least 5 timed, in-class essays, including: control of English syntax, diction, grammar as well as perceptive analytical skills.
- Understands that the Honors/AP course is graded predominantly on essays and exams.
- Is interested in following current events, reading newspapers, and expressing carefully considered opinions.

Social Science Course Offerings

All Social Science Courses require recommendation from current science teacher in addition to meeting the prerequisite

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UC</th>
<th>Bonus</th>
<th>Length</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Perspectives</td>
<td>a</td>
<td>Y</td>
<td></td>
<td>Enrolled in DHH Program, and teacher recommendation</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Honors Global Perspectives</td>
<td>a</td>
<td>Y</td>
<td></td>
<td>Placement based on performance in 8th grade humanities / history course.</td>
<td>9</td>
<td>9</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Refer to the criteria for Honors/AP social science courses</td>
<td></td>
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<tr>
<td>Global Perspectives (Sheltered)</td>
<td>a</td>
<td>Y</td>
<td></td>
<td>CELDT test placement</td>
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<td>12</td>
</tr>
<tr>
<td>ELD Social Science</td>
<td>a</td>
<td>Y</td>
<td></td>
<td>CELDT test placement</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>United States History</td>
<td>a</td>
<td>Y</td>
<td></td>
<td>None</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>AP United States History</td>
<td>a</td>
<td>S</td>
<td></td>
<td>Prerequisites: ≥ B+ (86%) in Global Perspectives, H or CP, and maintaining a high level of achievement. Take and pass a Document Based Question Essay exam. Refer to the criteria for Honors/AP social science courses</td>
<td>10</td>
<td>12</td>
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<tr>
<td>United States History (Sheltered)</td>
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<td>Y</td>
<td></td>
<td>CELDT test placement</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Political Science</td>
<td>a</td>
<td>S</td>
<td></td>
<td>None</td>
<td>12</td>
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</tr>
<tr>
<td>AP Political Science</td>
<td>a</td>
<td>S</td>
<td></td>
<td>Teacher recommendation from a previously taken core social science course. Refer to the criteria for Honors/AP social science courses</td>
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<tr>
<td>Economics</td>
<td>g</td>
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<td></td>
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<td>12</td>
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<td>AP Economics</td>
<td>a</td>
<td>S</td>
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<td>Teacher recommendation from a previously taken core social science course. Refer to the criteria for Honors/AP social science courses</td>
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<td>The American Experience</td>
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<td>Psychology</td>
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<td>Survey of World Religions</td>
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<td>Global Perspectives</td>
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<td></td>
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</table>
Social Science - Suggested Course Sequences

- Electives may be taken concurrently with some required courses. Refer to course descriptions.
- Refer to prerequisites for each course in the sequence. Honors and College Prep Course are available to all students meeting the course prerequisites.

<table>
<thead>
<tr>
<th>Career Bound, College Preparatory</th>
<th>College Bound, College Preparatory</th>
<th>College Bound, Most Rigorous Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Global Perspectives</td>
<td>9 Global Perspectives, Honors or CP</td>
<td>9 Honors Global Perspectives</td>
</tr>
<tr>
<td>10 United States History</td>
<td>10 United States History, AP or CP</td>
<td>10 AP United States History</td>
</tr>
<tr>
<td>11 Social Science elective (optional)</td>
<td>11 Social Science elective, AP or CP</td>
<td>11 Social Science Elective, CP or AP</td>
</tr>
<tr>
<td>12 Economics and Political Science</td>
<td>12 Economics and Political Science, AP or CP</td>
<td>12 AP Economics and AP Political Science</td>
</tr>
</tbody>
</table>

All Social Science Courses require recommendation from current science teacher in addition to meeting the prerequisites.

*College Prep (meets UC-a requirement)  ° College Prep (meets UC-g requirement)  ‡ Honors/AP course bonus point

**Global Perspectives**

Credits: 5 units per semester  Grade Level: 9  Length: 1 year  Prerequisites: none

In this course, students will examine major turning points that shaped the modern world. Students will focus on events which occurred in Western Europe, examining the political, social, and economic changes that occurred and how those changes affected the Modern Age. Students will begin the year with a geography unit that introduces geographic terms, themes, and maps that will be incorporated in the units of study throughout the year. Students will trace the beginnings of modern democracy in an introduction unit which focuses on the foundations of modern political thought found in Ancient Greek and Roman philosophies. Subsequent units will include the English Revolution, the French Revolution, the Industrial Revolution, and Imperialism. Second semester will begin with World War I and include Totalitarianism, World War II and the Cold War. The focus of the second semester will then shift to Globalization and the developing countries of Latin America, Africa, Asia, and the Middle East and how they have been affected by their contact with Europeans and other developed countries. The spring semester research assignment will allow students to work independently in order to improve skills in research.

Upon completion of the course, students will be able to:

- Identify major physical and political features of Europe, Latin America, Asia, and the Middle East
- Explain the variety of ways in which geography influences a culture and its development
- Make connections to the foundations of modern democracy found in Ancient Greece and Ancient Rome
- Analyze the political, social, and economic challenges to the Catholic Church posed by the Renaissance and the Protestant Reformation
- Identify examples of Absolute Monarchy and how they contributed to the rise of nation-states
- Analyze the effects of the Glorious Revolution in England
- Identify the important philosophers and their ideas and evaluate the effect their philosophies had on the Enlightenment and the French Revolution
- Evaluate the effects of the Industrial Revolution on modern society
- Explain how nationalism, militarism, and Imperialism...
led to World War I and the system of alliances
• Understand how the weapons of the Industrial Revolution changed how wars were fought
• Evaluate the Versailles Treaty and the rise of Totalitarianism as factors contributing to World War II
• Understand the causes and consequences of World War II
• Analyze the international developments in the Cold War era
• Understand and use terms which help to analyze the economic conditions of a country.

*Honors Global Perspectives
Credits: 5 units per semester  Grade Level: 9
Length: 1 year
Prerequisites: Placement based on performance in 8th grade humanities / history course.
Refer to the criteria for Honors/AP social science courses

In this course, students will examine major turning points that shaped the modern world. While the content for this class is similar to the College Prep course, it varies in the quantity and quality of work required. Students are expected to read and write analytically, to have good organization and study habits, and to be self-directed. Students will focus on events which occurred in Western Europe, examining the political, social, and economic changes that occurred and how those changes affected the Modern Age. Analytical analysis and writing using valid resources will be key components of the course. Modern problems will be discussed. The spring semester research assignment will allow students to work independently in order to improve skills in research.

*Global Perspectives (Sheltered)
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: CELDT test placement

This course is comparable to the college-preparatory Global Perspectives program in content, yet it addresses the particular needs of the ELD student. The spring semester research assignment will allow students to work independently and collaboratively in order to improve skills in research, presentation, and problem solving. Upon completion of the course, the student will be able to master the same content and skills developed in the non-sheltered course.

ELD Social Science
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 semester
Prerequisites: CELDT test placement

The class is presented to accommodate different levels of English mastery as well as provide the subject areas required by the Social Science Department. The student will read appropriate materials, complete written assignments, use technology, develop note taking skills and take tests on the material covered.

The basic areas of text instruction are the following:
1. Geography skills and concepts
2. American Government: organization and function of national, state, and local levels of government
3. Individual rights and responsibilities in a democratic society.

*U.S. History
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 year
Prerequisites: none

This course is a survey of 20th century America. The first quarter is a general review of United States history from its colonial inception to approximately the Civil War. It will focus on the origin and development of democratic institutions in America. The second quarter begins a more in-depth study of America in the 20th century and will focus on the Progressive movement, American involvement in imperialism, and World War I and the 1920s. The second semester covers the period from the 1930s to the current time period, with particular emphasis upon the Great Depression, World War II, the Cold War, Civil Rights, the Vietnam War, the rise of the Conservative political movement in the 1980s, and the new technological advancements into the 21st century. A research paper is required in the second semester.

Upon completion of the course, students will be able to:
• Understand the impact of geography on the development of the United States
• Achieve a general comprehension of the foundation of American society that was established during the 18th and 19th centuries.
• Trace the major changes in economic development in the United States during the 20th Century
• Identify the transition in the status of African-Americans, women, Mexican-Americans, and other ethnic/minority groups in the 20th Century
• Identify the major social trends and reform movements in 20th Century America
• Trace the ongoing struggle between Congress and the executive branch for political supremacy in America
• Trace the changes in American foreign policy from isolationism to the present, particularly in the post-World War II era
• Understand the current foreign policy of the United States within the world today.

**AP U.S. History
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 year
Prerequisites: ≥ B+ (86%) in Global Perspectives, H or CP, and maintaining a high level of achievement. Take and pass a Document Based Question Essay exam.
Refer to the criteria for Honors/AP social science courses
Upon completion of the course, students will be able to:
- Identify the major geographical features of the United States
- Identify characteristics and the chronological sequence of major eras in American history
- Define the basic economic terms, concepts, and developments in U.S. economic history
- Identify the characteristics and major contributions of the American presidents
- Trace the development of the American political party system
- Identify major Supreme Court decisions
- Identify the goals and accomplishments of major social reform movements
- Identify the major demographic trends in America
- Identify significant American writers, poets, artists, and architects
- Trace the development of American foreign policy
- Apply the skills and techniques of research to produce a position paper
- Identify the influence that frame of reference, bias and prejudice have on historical interpretation
- Write an interpretative essay based on primary documents.

*U.S. History (Sheltered)*
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 year  Prerequisites: CELDT test placement

This course is comparable to the college-preparatory U.S. History program in content, yet it addresses the particular needs of the ELD student. Upon completion of the course, the student will be able to master the same content and skills developed in the non-sheltered course.

*Political Science*
Credits: 5 units per semester  Grade Level: 12
Length: 1 semester  Prerequisites: none

The emphasis of study is the United States government. The student will learn about his/her own civic responsibilities in the political and economic aspects of his/her life. By the use of lectures, audio-visual materials, reading, and group work, the student will study the legislative, executive, and judicial parts of the American system on the national, state, and local levels.

Upon completion of the course, students will be able to:
- Define Political Science and discuss why a government is necessary
- Describe the three functions of government: legislative, executive and judicial
- Identify and describe the following political terms, concepts, and systems: autocracy, aristocracy, democracy, dictatorship, plutocracy, theocracy, authoritarian, despotic, totalitarian, coalition, federation, confederation, monarchy, parliamentary, republic, and anarchy
- Explain how each of the following political terms and concepts helps describe the United States government: democratic, republic, presidential, bicameral, constitutional, federal, sovereign, separation of powers, check and balances
- Explain the historical background/setting for the American political system
- Identify the parts of the American Constitution and their relationship to our system of government
- Explain the importance and influence of political parties, interest groups, political action committees (PACs) and the media
- Describe what is foreign policy and its application to the world
- Identify state, county and city governments

**AP Political Science**
Credits: 5 units per semester  Grade Level: 12
Length: 1 semester  Prerequisites: Teacher recommendation from a previously taken core social science course. Refer to the criteria for Honors/AP social science courses.

This course is concerned with the nature of the American political system, its development over the past two hundred years, and how it works today. We will examine in some detail the principal processes and institutions through which the political system functions, as well as some of the public policies that these institutions establish and how they are implemented. We will look primarily at the national government and national politics, but also examine the state, county and city governmental structures and functions. The goal of the course is to increase understanding of the American political system — of its traditions, values, and framework — as well as to understand how its components work together smoothly for the most part, but at times with substantial friction. The course will begin with an overview of selected comparative political systems to enable the student to engage in comparisons and contrasts of these governmental systems with the American government.

Upon completion of the course, students will be able to:
- Define Political Science and discuss why a government is necessary
- Describe the three functions of any government: legislative, executive, and judicial
- Identify and describe the following general types of...
government: autocracy, aristocracy, democracy, plutocracy, theocracy, authoritarian, despotic, dictatorship, totalitarian, coalition, federation, confederation, monarchy, parliamentary, republic, anarchy
- Explain how each of the following political terms help describe the United States government: democratic, republican, presidential, bicameral, constitutional, federal, sovereign, separation of powers, checks and balances
- Describe the cultural and ideological environment of the American experience
- Identify the parts of the American Constitution, apply this identification to the American political system, and analyze the document in relationship to the American federal system
- Generalize and hypothesize about the American political process and its effects on public opinion, the political process, political parties and elections
- Explain the general workings of the three branches of the American Government, plus the bureaucracy
- Explain the importance of the media, interest groups and political action committees (PAC's)
- Identify American civil liberties and civil rights and be able to analyze current and past issues related to these liberties and rights
- Identify state, county and city government structures and functions and apply these to the federal system.

*Economics
Credits: 5 units per semester
Length: 1 semester
Prerequisites: none

This course is designed to introduce students to the basic economic concepts and terms necessary for the understanding of economics. The course focuses on economic and political issues, such as scarcity, economic systems, supply and demand, gross domestic product, unemployment, inflation, monetary policy and fiscal policy. Students will learn to use economic and political models and theories to analyze, predict, and develop solutions to problems. They will be encouraged to consider alternative policies that best meet the needs of all peoples and develop action plans for implementing their policies. The course format is lecture, discussion, and activities. Students will be required to read excerpts from books, magazines, journals, and newspapers in addition to the textbook.

Upon completion of the course, the student will:
- Understand important micro and macro-economic terms and concepts essential for evaluating national/international issues
- Understand the factors that influence economic growth and development
- Understand the basic issues surrounding international trade
- Analyze and evaluate how economics influences political choices for national and international events
- Identify and compare the important ideas of Adam Smith, Karl Marx, and Keynes and how they have influenced current economic thought
- Understand how a nation's fiscal, monetary, and trade policies are influenced by a global economy.

**AP Economics**
Credits: 5 units per semester
Grade Level: 12
Length: 1 semester
Prerequisite: Teacher recommendation from a previously taken core social science course. Refer to the criteria for Honors/AP social science courses.

The purpose of AP Economics is to give students an understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. The course examines the nature and functions of product markets and factor markets and the role of government in promoting greater efficiency, equity and stability in the economy. The course places emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics.

Upon completion of the course, students will understand:
- Basic economic concepts: scarcity, nature of economic systems, opportunity costs, production possibilities, specialization and comparative advantage, and the functions of economics systems
- The nature and functions of supply and demand
- Factor markets and their efficiency, equity and the role of government to correct imperfect competition
- Measurement of economic performance: gross national product, gross domestic product, national income concepts, inflation, price indices and unemployment
- Macroeconomic models to analyze: Aggregate Supply, Aggregate Demand, Money, Banking and the Bond Market, Fiscal & Monetary Policy, and Trade-offs between Inflation and Unemployment
- International economics, including exports, imports, specialization: balance of payments, international finance and exchange rates.

*The American Experience*
Credits: 5 units per semester
Grade Level: 11-12
Length: Semester
Prerequisites: none

This course will examine the issues of gender, ethnicity and race throughout American history. It will be divided into five units; Beginnings, A Century of Intolerance, Hope, Revolution and Tomorrow. This course is specifically designed to be an interactive experience.

Upon completion of the course, the student will:
• Understand the perspective(s) of various individuals and groups as they relate to the American experience
• Demonstrate the ability to make relevant connections between various historical events
• Understand the relevance of historical events in relation to their individual daily life
• Demonstrate their knowledge of course material through the use of exhibitions and individual and group projects.

*Psychology
Credits: 5 units per semester  Grade Level: 11-12
Length: Semester  Prerequisites: none

This course is designed for students to explore who they are and how they relate to others. This course includes the study of sensation and perception, motivation and emotion, intelligence and creativity, memory, child development, adolescence, states of consciousness, conflict, stress and coping, socio-cultural influences, gender differences, theories of learning and personality, communication, mental disorders, treatment and therapy, and substance abuse.

Upon completion of the course, students will be able to:
• Compare and contrast classical conditioning, operant conditioning, and social learning as related to the principles of learning
• Trace human development from conception through gerontology
• Analyze the importance of sleep and dream patterns and complete a project regarding the nature of their own sleep, dreams and time management
• Analyze the interpersonal communication process
• Explore the similarities and differences between the two genders
• Demonstrate in writing and orally personal characteristics which evolve into self-concept
• Describe the nature of mental disorders and examine types of therapy and treatment favored by the major approaches in psychology such as behavioral and cognitive.

*World History
Credit: 5 units per semester  Grade Level: 11-12
Length: 1 year  Prerequisites: none

This course is a study of the world from ancient civilizations to the present. Students will study major turning points that shaped the modern world, including the cause and course of the two world wars. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic and cultural contexts. In addition to class lectures, discussions and tests, the student will be expected to complete a project and an approved outside reading each semester.

Upon completion of the course, students will be able to:
• Locate on a map the major topographical and political features of the world
• The moral and ethical principles in ancient Greek and Roman philosophy, Judaism, and in Christianity to the development of western political thought
• The Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty
• The effects of the Industrial Revolution in England, continental Europe and the impact on the developing world
• Judaism: ethical monotheism, covenant, relationship with God, the Torah; Christianity: Jesus of Nazareth, Messiah, relationship to Judaism, crucifixion and resurrection, sin, eternal life, the New Testament; Islam: Mohammad, relationship to Judaism and Christianity, The Five Pillars, The Koran; Buddhism: path of enlightenment, suffering, transmigration of the soul, Karma and Nirvana; Hinduism: monism, Brahma, impermanence, reincarnation, Karma, Hindu ethics, Upanishads and Baghavagita.
• The patterns of global change in the era of New Imperialism in at least two of the following regions or countries; Africa, Southeast Asia, Southwest Asia, China, India and Latin America
• The causes and effects of the First World War
• The causes and effects of the Russian Revolution and the subsequent spread of Communism to developing nations
• The rise of totalitarian governments after World War I
• The international developments in the post-World War II world
• Nation-building in the contemporary world in at least two of the following regions or countries; Africa, Southeast Asia, Southwest Asia, China, India and Latin America
• The integration of countries into the world economy and the information, technological and communications revolutions (e.g., television, satellites, computers).

**AP World History**
Credits: 5 units per semester Grade Level: 10-12
Length: 1 year
Prerequisites: ≥ B in AP U.S. History or A- in CP U.S. History and teacher permission. Refer to the criteria for Honors/AP social science courses.

The AP World History course is designed to comprehensively cover World History from approximately 8000 B.C.E. to the present. The course highlights the changes in the international framework, their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge used in conjunction with interpretive issues, types of historical evidence, and appropriate analytical skills. The course builds on an understanding of cultural, institutional, and technological patterns that, along with geography, set the human stage.

Upon completion of the course, students will be able to:
• Use historical data to support an argument or position
• Interpret and apply data from original documents, including images as well as text
• Effectively use analytical skills of evaluation, cause and effect, compare and contrast
• Demonstrate knowledge of the impact of the early beginnings: Mesopotamian, Egyptian, Hebrew and Greek, Indian, and Chinese
• Compare and contrast the development of early political structures: Greek, Persian, Roman
• Identify the significance and the impact of the Italian Renaissance on Europe, art, and political thought
• Explain the development and the impact of Christianity on the Roman Empire, on the Middle Ages; demonstrate knowledge of the worldwide impact of the Protestant Reformation and the Counter-Reformation
• Explain the development and importance of each of the following major regions with regard to world history: India, Japan, Africa
• Develop an understanding of the worldwide impact of the French and Industrial Revolutions
• Demonstrate knowledge of Industrialization and Imperialism
• Compare the development of modern political structures: absolutism, monarchy, constitutional monarchy, dictatorships, totalitarianism, and republicanism
• Explain the significance of major historical personalities
• Identify and explain the significance of major historical events
• Trace the economic development of Europe from the Renaissance to the present, and the impact on world societies
• Develop well-structured essays on given world topics.

**AP Psychology**
Credits: 10 units Grade Level: 11-12
Length: 1 year
Prerequisites: >B in US History, or A- in CP U.S. History. Refer to the criteria for Honors/AP social science courses.

The AP Psychology course will be designed to cover a wide array of topics including theories, personalities, and applications related to psychology.

Upon completion of the course, the student will be able to discuss, define, analyze and explain the following topics:
• Introduction and History of Psychology
• Research Methods
• Biological Bases of Behavior
• Sensation and Perception
• States of Consciousness
• Learning and Cognition
• Motivation and Emotion
• Developmental Psychology including childhood, adolescence, and adulthood
• Personality
• Individual Differences and Testing
• Psychological Disorders and their treatment
• Social Psychology
Visual and Performing Arts

The Visual and Performing Arts provide opportunities for aesthetic, cultural and affective expression. Such expressions reflect the heights of man’s achievement and the depths of his emotions. For the participant, the experience is at once an expression of self and an understanding of man. The Visual and Performing Arts Curriculum is designed to teach skills and pursue excellence among the widest possible form and type of activities. We believe all students can participate for enjoyment and with success. The interplay of the Visual and Performing Arts is encouraged. At all levels the performing arts emphasis is on individual personal development. Students may enter second semester if they have completed “A” semester.

All Visual & Performing Arts courses meet graduation requirement in fine arts. All college preparatory courses meet the California State University and the University of California entrance requirements in fine arts.

Requirements for Participation in all Visual and Performing Arts performances:
Students participating in any school sponsored activity which requires extensive time outside of the regular school day shall comply with eligibility requirements. Refer to the extracurricular eligibility requirements in the academic program section.

Eligibility requirements are:
- Previous Quarter GPA 2.0
- Pass 4 classes Previous Quarter (20 credits)
- Enrollment in at least 4 classes

Participants who do not maintain the required GPA and pass 4 classes are placed on academic probation for the subsequent quarter. Students on academic probation will work with school staff to monitor progress and provide guidance and support. Two consecutive quarters of failure to meet the GPA requirement for participation will result in ineligibility for the subsequent quarter. Ineligible status will continue until eligibility requirements are met.

During the four high school years, no student will be placed on academic probation more than once. Students not passing 4 classes are not eligible for academic probation and are ineligible from participation.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt</th>
<th>Length Year</th>
<th>Semster</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
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<tbody>
<tr>
<td>Studio Art</td>
<td>f</td>
<td>Y</td>
<td>None</td>
<td></td>
<td></td>
<td>9</td>
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<tr>
<td>Advanced Studio Art</td>
<td>f</td>
<td>Y</td>
<td>Art Studio or teacher permission</td>
<td>9</td>
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<tr>
<td>AP Studio Art -Drawing</td>
<td>f</td>
<td>‡</td>
<td>≥ B in Advanced Studio Art and teacher permission</td>
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<tr>
<td>Beg. Ceramics</td>
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<td>12</td>
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<tr>
<td>Intermediate Ceramics</td>
<td></td>
<td>Y</td>
<td>Beginning Ceramics and teacher permission</td>
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<td>Advanced Ceramics</td>
<td>f</td>
<td>Y</td>
<td>Intermediate Ceramics or teacher permission</td>
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<tr>
<td>Graphic Design Studio</td>
<td>f</td>
<td>Y</td>
<td>Art Studio or teacher permission</td>
<td>10</td>
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<tr>
<td>Adv. Graphic Design Studio</td>
<td>f</td>
<td>Y</td>
<td>Graphic Design studio and teacher permission</td>
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<tr>
<td>Art of Fashion</td>
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<td>Y</td>
<td>None</td>
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<td>12</td>
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<tr>
<td>Advanced Video Production P</td>
<td></td>
<td>Y</td>
<td>Video Production and teacher permission. Must attend summer workshop and meet the ROP age requirements</td>
<td>10</td>
<td>12</td>
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<tr>
<td>AP Studio 2-D Design (Photo)</td>
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<td>‡</td>
<td>Advanced Visual Imagery or teacher permission</td>
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<td>Course Title</td>
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<td>Length Year Semester</td>
<td>Prerequisites</td>
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<tr>
<td>Photojournalism</td>
<td>f</td>
<td>S</td>
<td>Y</td>
<td>Teacher Permission</td>
<td>9</td>
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<tr>
<td>UHS Dance Company/Production</td>
<td>f</td>
<td>Y</td>
<td>Y</td>
<td>Audition only</td>
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<td>Drama 1</td>
<td>f</td>
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<td>None</td>
<td>None</td>
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<td>Drama 2</td>
<td>f</td>
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<td>None</td>
<td>None</td>
<td>9</td>
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<tr>
<td>Advanced Drama</td>
<td>f</td>
<td>Y</td>
<td>Drama 1 and Teacher Permission</td>
<td>10</td>
<td>12</td>
<td></td>
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<tr>
<td>Technical Theatre</td>
<td>f</td>
<td>Y</td>
<td>Drama Teacher Permission</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Advanced Technical Theatre</td>
<td>f</td>
<td>Y</td>
<td>Drama Teacher Permission</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Advanced Theatre Production</td>
<td>f</td>
<td>S</td>
<td>Drama Teacher Permission</td>
<td>9</td>
<td>12</td>
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<tr>
<td>UHS Choir</td>
<td>f</td>
<td>S</td>
<td>None</td>
<td>None</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Madrigal Singers</td>
<td>f</td>
<td>S</td>
<td>Vocal music teacher permission</td>
<td>9</td>
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<tr>
<td>String Orchestra</td>
<td>f</td>
<td>S</td>
<td>Must be able to read music, have played a string instrument for at least two years, and provide own instrument</td>
<td>9</td>
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<tr>
<td>Concert Orchestra</td>
<td>f</td>
<td>S</td>
<td>Audition</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Symphony Orchestra</td>
<td>f</td>
<td>S</td>
<td>Audition</td>
<td>9</td>
<td>12</td>
<td></td>
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<tr>
<td>Concert Band</td>
<td>f</td>
<td>S</td>
<td>Appropriate skill level determined by teacher.</td>
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<td>12</td>
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<tr>
<td>Symphonic Band</td>
<td>f</td>
<td>S</td>
<td>Audition</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Wind Ensemble</td>
<td>f</td>
<td>S</td>
<td>Audition</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Marching Band (may receive P.E. credit)</td>
<td>S(FALL)</td>
<td></td>
<td></td>
<td>Appropriate skill level and concurrently in Concert Band, Symphonic Band, or Wind Ensemble. Student must attend summer rehearsals at UHS to participate.</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Color Guard (may receive P.E. credit)</td>
<td>Y</td>
<td></td>
<td>Audition</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Jazz Ensemble 1 &amp; 2</td>
<td>S(Spring)</td>
<td></td>
<td>Audition</td>
<td>9</td>
<td>12</td>
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<tr>
<td>AP Music Theory</td>
<td>f</td>
<td>‡</td>
<td>Y</td>
<td>Be able to read and write basic musical notation and teacher recommendations.</td>
<td>9</td>
<td>12</td>
<td></td>
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<tr>
<td>Music Technology (ROP)</td>
<td>f</td>
<td>Y</td>
<td>Able to play piano or guitar. Must meet ROP age criteria</td>
<td>10</td>
<td>12</td>
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</tbody>
</table>

*College Prep (meets a UC a-g requirement) ‡ Honors/AP course bonus point

**Visual Arts Program**

**Studio Art**
Credit: 5 units per semester
Length: 1 year
Grade Level: 9-12
Prerequisite: none

This is an introductory art course devoted to the understanding and application of artistic elements and principles of design. Students will use a variety of media as they learn fundamental art and design techniques. The work of historical and contemporary artists will be used as a backdrop for developing the student’s own creative work.

Upon completion of the course students will be able to identify and demonstrate:
- The visual elements (line, shape, color, value, texture, and space)
- The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportionSCALE, figure/ground relationships)
- Composition (placement and arrangements of visual elements)
- Drawing skills using a variety of media
- Expressive composition, communicating an idea, theme, or emotion
- The proper use and care of art tools and materials
- Visual and design elements in contemporary and historical art works through written and oral critique
- Project planning and time management.
**Advanced Studio Art**  
Credit: 5 units per semester  
Grade Level: 9-12  
Length: 1 year (this course may be repeated)  
Prerequisite: Art Studio or teacher permission.

This course is designed for the self-motivated student who wishes to continue developing his/her art skills beyond the fundamental Art Studio course. Independent projects are designed for the student's appropriate level, and include weekly sketchbook drawing assignments and investigation of historical works of art. Students will explore different periods of art history in conjunction with class projects through slides, texts, and written material. Outside work is required.

Upon completion of the course, students will be able to demonstrate:
- Complex problem solving skills applied to the use of visual elements, principles of design and composition to communicate one's individual voice through art
- In their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion
- Increased perceptual awareness and speed through weekly sketch book drawing assignments
- Creation of individual works of art of increasing complexity and skill in a variety of media that reflect the student's feelings and points of view
- Knowledge of universal concepts expressed in works of art from diverse cultures and periods of history
- Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.

**AP Studio Art - Drawing**  
Credits: 5 units per semester  
Grade Level: 11-12  
Length: 1 year  
Prerequisites: ≥ B in Advanced Studio Art and teacher permission

This is a college-level course designed for the highly motivated student that is willing to spend extra time outside of the course period to complete work and perform research. The student will submit a portfolio for evaluation during the month of May in one of three categories, Drawing, 2-D Design, or 3-D Design. The portfolio will consist of 29 pieces of original work that reflect quality, concentration, and breadth. Works should reflect areas in research and development of in depth ideas; demonstrate principles of visual organization; and the ability to work in color and black and white both two and three dimensionally.

Upon completion of the course, students will be able to:
- Analyze works of other artist in relationship to techniques, design elements and emotional impact of the work
- Demonstrate ability in problem solving and critical thinking by working on a personal interest in depth
- Demonstrate ability to work in several media
- Demonstrate technical ability in two and three-dimensional work.

**Art of Fashion**  
Credit: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: none

This is a course that explores the world of fashion and teaches the student basic concepts and fashion fundamentals. It incorporates several creative art projects related to fashion. Students will be introduced to basic fashion terminology, textiles and fibers, garment styles and parts, basic fashion and business concepts, retail merchandising categories, design and production of apparel, retail business fundamentals and fashion promotion. This course includes the physical, psychological and social aspects of clothing along with how political and economic events affect fashion.

**Beginning Ceramics**  
Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: none

Beginning Ceramics is an introductory course designed to give the students experience with basic hand building and potter's wheel techniques. Hand building techniques including pinch pot construction, coil construction and slab building will be explored in a variety of projects. Basic throwing skills on the potter's wheel will be introduced. This course also includes the basic of both low and high-fire glaze application. Students will learn the elements of design and how they relate to the ceramic form. This class is for anyone interested in learning to work with clay, regardless of talent or previous experience. The history of Ceramics and basic glaze chemistry will be discussed. Students will be asked to apply the elements of design, how they relate to ceramic form and how to successfully apply this language in an arts setting. Students will participate in individual and group critiques, complete one museum or art gallery/art exhibition per semester and written critiques and analysis of these experiences will be required.

**Intermediate Ceramics**  
Credits: 5 units per semester  
Grade Level: 10-12  
Length: May be repeated up to 6 semesters  
Prerequisites: Beginning Ceramics and teacher permission

Intermediate Ceramics is for the student who has shown both an interest and talent in working with clay. A variety of projects will give students the opportunity to increase their skills both on the potter's wheel and with a variety of hand building techniques. This course includes projects involving more advanced glazing techniques and wheel-thrown assignments. Students will be responsible for designing many of their own projects and are expected to produce a significant body of work,
both assigned and independent. Glaze chemistry will be discussed and students are expected to assist in making studio glazes. Students will also learn more about the processes of firing the kilns. The role of Ceramics in various cultures will be discussed.

Upon completion of this course, students will be able to:
- Demonstrate intermediate level techniques on a variety of challenging projects
- Demonstrate advanced decorating techniques, including original mark-making, and application of underglazes, resists, and slip design
- Develop a body of ceramic work
- Participate in individual and group critiques
- Complete one museum or art gallery/art exhibition per semester including written critiques and analysis of these experiences
- Discuss glaze chemistry, the role of Ceramics in various cultures, and different types of firings and kilns.

*Advanced Ceramics*

Credits: 5 units per semester  
Grade Level: 10-12

Length: May be repeated up to 6 semesters  
Prerequisites: Intermediate Ceramics or teacher permission.

Advanced Ceramics is for the student who has developed a talent in working with clay. This course is an independent study, with intermittent teacher-directed class reading, applied techniques, and individual challenges. Students will be responsible for designing their own projects and are expected to produce a significant, cohesive body of work. Glaze chemistry is further developed as students are expected to make and test glazes for use in their own work. The role of Ceramics in various cultures will be discussed.

Upon completion of this course, students will be able to:
- Demonstrate advanced building techniques on a variety of projects
- Demonstrate advanced decorating techniques that are appropriate for the body of work being individually explored
- Develop a body of ceramic work that is recorded and stored in a digital file
- Participate in individual and group critiques
- Complete one museum or art gallery/art exhibition per semester including written critiques and analysis of these experiences
- Apply knowledge of glaze chemistry, the role of Ceramics in various cultures, and different types of firings in order to create original works of art.

*AP Art History*

Credits: 5 units per semester  
Grade Level: 11-12

Length: 1 year  
Prerequisites: >B in previously taken core Honors English or Social Science course, or A in previously taken core English or Social Science course (CP level).

This Advanced Placement course is designed to give the secondary student the same challenges and opportunities as those provided by an introductory college course in art history. Students will examine the major forms of artistic expression of the past as well as the present. This class requires a high degree of commitment to academic work. In addition to class lectures, slide presentations and test, the student will be expected to do considerable reading and writing of in-class essays.

Upon completion of the course, students will be able to:
- Express an understanding of architecture, sculpture, painting, and other art forms
- Demonstrate knowledge and understanding of these art forms within historical and cultural context
- Examine works of art critically, with intelligence and sensitivity
- Articulate what they see or experience from a work of art.

*Graphic Design Studio*

Credit: 5 units per semester  
Grade Level: 10-12

Length: 1 year  
Prerequisite: none

This course is an intermediate level art course designed to introduce students to the fundamentals of two dimensional design concepts and to develop artistic skills and knowledge. Student will be develop an understanding of visual design, including typography and layout, logo and brand design, color theory, information design and composition. Through a series of projects and assignments students will explore the basic concepts of the Elements of Art (line, form, texture, color, light, space) and the Principles of Design (rhythm, balance, proportion, harmony). Students will use various mediums and tools to expand their understanding of visual concepts and expand their knowledge of the design process including basic sketching, pen and ink, collage, printmaking (mono-prints, linoleum prints, screen printing), photography, and basic computer imaging. Students will learn to discuss and critique their own work as well as the work of their classmates effectively and to make changes based on those discussions. An emphasis will be placed on visually solving a variety of real-life 2D design problems. This course is designed to facilitate a real-world working studio/office environment; students will participate in collaborative brainstorming activities and complete projects on an individual, pair and group basis.

Upon completion of the course, students will be able to:
- Produce individual work using the basic elements of art and principles of design
- Synthesize traditional art work and new technologies to design an artistic product
• Critique peer and professional 2D Design world
• Identify 2D Design in the media arts industry and analyze the effectiveness as a communication device
• Demonstrate responsibility for the care and maintenance of the equipment, tools and studio
• Demonstrate individual and teamwork responsibility to complete projects within the given parameters
• Research and report in oral and/or written form a historical aspect of the 2D Design field, such as an artist of product
• Utilize creative problem solving through multiple solutions

*Advanced Graphic Design Studio
Credit: 5 units per semester  Grade Level: 11-12
Length: 1 year
Prerequisite: Graphic Design Studio and teacher recommendation

This course is designed for the self-motivated student who wishes to continue developing his/her design skills beyond the fundamental Graphic Design Studio course and who wishes to become a part of the design community at UHS. An emphasis will be placed on independent projects and school service projects as well as an investigation of historical works of art and design. Students will explore different periods of design history in conjunction with class projects through slides, texts, and other written material.

*Visual Imagery (ROP)
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 year
Prerequisite: Students enrolled in ROP courses must meet age requirement.

Visual Imagery is an introductory course designed to give the student experience taking digital photographs while learning the fundamentals of composition and design. Students will use Adobe Photoshop as an editing tool to correct and manipulate photographs. Students will gain a working knowledge of a digital camera, scanner and digital printers. The emphasis will be on teaching students how to “see photographically.”

Advanced Visual Imagery
Credit: 5 units per semester  Grade Level: 11-12
Length: 1 year
Prerequisite: Visual Imagery and teacher permission.

This is an advanced photography course designed to instruct art students in software programs such as Adobe Photoshop and Illustrator. Students will apply graphic art and design principles with computer technology to visually communicate concepts and ideas.

Upon completion of the course, students will be able to:
• Visually demonstrate comprehension of the elements and principles of design

*Advanced Video Production
Credit: 5 units per semester  Grade Level: 10-12
Length: 1 year
Prerequisite: Video Production and teacher permission. Must attend summer workshop and meet the ROP age requirements.

Students enrolled in this course will be creating the DVD Yearbook along with *Film Ed. Students will work with professional equipment, such as high-end cameras, tripods, underwater casings, microphones and lighting. Students will edit using Final Cut Studio on Apple computers. Students will be responsible for producing, shooting and writing features to be included in the yearbook, as well as entering and attending film festivals.
*AP Studio Art: 2-D Design
Credits: 5 units per semester Grade Level: 11-12
Length: 1 year
Prerequisites: Advanced Visual Imagery or permission of instructor.

This is a college-level course designed for the highly motivated student that is willing to spend hours of outside work and research. The student will submit a portfolio for evaluation during the month of May in one of three categories. The portfolio will consist of approximately 25 to 35 pieces of original work that reflect quality, concentration, and breadth. Works should reflect areas in research and development of in depth ideas; demonstrate principles of visual organization; and the ability to work in color and black and white both two and three dimensionally.

Upon completion of the course, students will be able to:
- Analyze works of other artists in relationship to techniques, design elements and emotional impact of the work
- Demonstrate ability in problem solving and critical thinking by working on a personal interest in depth
- Demonstrate ability to work in several media
- Demonstrate technical ability in two and three-dimensional work.

Performing Arts Program

* Dance Technique I
For information regarding this course, refer to page # (Physical Education Department)

* Dance Technique II
For information regarding this course, refer to page # (Physical Education Department)

*UHS Dance Company
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year (may not enter at semester)
Prerequisites: Audition only

This class is devoted to the development of the choreography for various dance performances throughout the year. The class will also be involved in rehearsals for the development of a complete dance concert. This will include developing individual and group dances, coordinating costumes, and designing special effects needed to highlight the production. This class will also provide a continuing education in the areas of dance technique and choreography theory.

Upon completion of the course, students will be able to:
- Choreograph and/or dance in a group or solo dance
- Assist in the planning of a performance consisting of dances
- Choreographed in class. This includes costume design
- Publicity, rehearsals, music choice, stage crew, organization
- Demonstrate more advanced dance technique
- Comply with attendance procedures
- Demonstrate individual and teamwork responsibility by adhering to tardy restrictions, dress code, and behavioral expectations.

*Photojournalism
Credits: 5 units per semester Grade Level: 10-12
Length: 1 year Prerequisites: none

Photojournalism is a class designed to give the student experience in all of the processes and techniques utilized in the production of the "ODYSSEY", the University High School annual publication. Students are selected for this class on the basis of interest, good writing skills. Art/Photography experience, not necessary, but a definite plus as these skills are very important in the production of the yearbook, and a desire to be part of the production team, that produces the "Odyssey". The course is structured to give the student an understanding of the role of print media in society. To develop the skills of composition, page layout and the use of artwork and photographs in a publication and to gain a historical awareness of print media. The student will develop the ability to search out information, organize, edit and prepare it for publication, working individually and with other members of the staff. Students will participate in individual and group critiques, visit a production publishing business and submit a written analysis of their visit and conduct a feature interview, editing and producing a finished written article as a result of the interview.

Upon completion of the course, students will be able to:
- Develop an understanding of basic theatre techniques
- Participate in organized theatre
- Discover and cultivate individual talents

*Drama 1
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year (may enter at semester)
Prerequisites: None

This course will provide the student with group and individual activities in body control, voice and diction, pantomime, creation of a character and projection of ideas and emotions, and will provide opportunities to prepare and act scenes from plays. Included also are theatre games and relaxation exercises, the development and performance of two-person plays, and interpreting dramatic literature.

Upon completion of the course, students will be able to:
- Develop an understanding of basic theatre techniques
- Participate in organized theatre
- Discover and cultivate individual talents
• Develop a believable characterization in performance
• Gain self-discipline and learn self-evaluation.

*Drama 2
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 year  Prerequisites: Drama 1

Drama 2 is a continued study of the imagined world about human beings; it is the role of the actor to lead the audience into this visual, aural, and oral world. Students will continue to see the created world of theatre through the eyes of the playwright, actor, designer, and director. Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. Students will play a larger role in the planning and evaluation of their work. They will continue to use drama as a means of confidently expressing their worldview, thus developing their “personal voice.” Drama 2 will introduce students to plays that reach beyond their communities to national, international, and historically representative themes. Students will demonstrate acting skills (such as sensory recall, concentration, breath control, diction) to develop characterizations that suggest artistic choices. Students will compare and demonstrate various classical and contemporary acting techniques and methods. Drama 2 includes vocal training, pantomime and stage movement, improvisation, acting and directing techniques, scene and play study, performance analysis, and playwriting. Students will demonstrate an understanding of theatre and its components through creating, analyzing, and responding to theatre in all its forms. Students will demonstrate understanding of theatre components by improvising and developing scripts, acting, directing, and designing environments for formal and informal presentations.

Upon completion of this course, students will be able to:
• Create improvisations based on situations implied or alluded to in a scene to gain greater insight into character and given circumstances
• Demonstrate an understanding of dramatic form by creating a sketch with exposition, initial incident, rising action, crisis/climax, and falling action
• Demonstrate an understanding of “the method” acting technique by adapting each performance to fellow actors and to the audience
• Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance
• Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

*Advanced Drama
Credits: 5 units per semester  Grade Level: 11-12
Length: 1 year (may enter at semester)  Prerequisites: Drama Teacher Permission. Required participation in the Spring Musical.

This course is for the advanced student. Students will direct their own projects as well as those assigned by the instructor. Students will participate in the annual Spring Musical.

Upon completion of the course, students will be able to:
• Demonstrate leadership by organizing productions and shows for a class or school production
• Exhibit mastery of vocabulary, directorial skills and rehearsal technique
• Exhibit theater scheduling management skills
• Exhibit advanced performance level skills relating to a variety of styles of world theater and modern contemporary theater productions

*Technical Theatre
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year  Prerequisites: none

This course is a study of the basic aspects of technical theatre production with emphasis on construction techniques for theatrical stage settings. All areas of backstage crafts will be taught with a “hands on” experience approach including: sets design, safety, materials, fly rigging; lighting design and equipment; sound design and equipment; costuming, makeup artistry, props and special effects; along with stage management and various other phases of technical theatre. Students will be encouraged to go see other productions including high school, college, and professional shows.

Upon completion of the course, students will be able to:
• Develop an appreciation and understanding of basic technical theatre techniques.
• Be able to design a simple stage set; 3. Be able to light a simple stage set; 4. Acquire a working knowledge of theatrical makeup; 5. Acquire a working knowledge of sound for the theatre; 6. Demonstrate an understanding of the safety practices used in the theatre; 7. Demonstrate a working knowledge of the basic tools used in the construction of sets; 8. Demonstrate an understanding of stage management and box office procedures.

Advanced Technical Theatre
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year  Prerequisites: Technical Theater and teacher permission

This course continues the technical theatre production with emphasis on construction techniques for theatrical stage settings. Students will design and build sets, design and program sound and lighting and manage the house during theatrical productions.

*Advanced Theatre Production
Credits: 5 units per semester  Grade Level: 9-12
Length: one semester  Prerequisites: Drama Teacher Permission
The student will maintain and extend the skills and appreciation learned in Drama 1 and 2. Emphasis is on working with drama from the standpoint of both the actor and the director. Advanced Theater Production students participate in the school’s drama productions, including the fall play and/or spring musical. The student will also participate in dramatic competition at other schools and colleges as well as refine and expand development of acting skills; participate actively in organized theatre; develop background knowledge in history and basic theory of drama and participate in festivals and competitions.

*University Choir
Credit: 5 units per semester Grade Level: 9-12
Length: 1 year Prerequisites: none

This is a choir for students who have had or would like to learn the basic foundations in singing and music theory. Students will study two, three, and four part music, vocal techniques, music reading, and ear training. Training will include two or more public concerts, IUSD Honor Choir participation, and festivals.

Upon completion of the course, students will be able to:
- Sing independently, on pitch and in rhythm, with appropriate tone quality, diction, and good posture
- Sing expressively with appropriate dynamics, Phrasing, and interpretation
- Sing from memory a varied repertoire of songs representing styles from diverse cultures
- Sing music with and without accompaniment
- Demonstrate well-developed ensemble skills
- Develop musical responsiveness, involvement, and discrimination
- Develop skills necessary to become capable and intelligent performers, creators, and consumers of music.

*Madrigal Singers
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year Prerequisites: Vocal music teacher permission

This course is open by audition to the advanced student demonstrating skill in part reading. Literature is taken from early madrigal period to the twentieth century. Numerous public performances and participation in a dramatic musical production are included.

Upon completion of the course, students will be able to:
- Perform music on an advanced level
- Further develop good choral singing techniques
- Continue to develop an understanding of music theory
- Interpret music from many different styles
- Demonstrate appropriate performance skills.

*String Orchestra (Beginning & Intermediate)
Credit: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Must be able to read music, have played a string instrument for at least two years, and provide own instrument (UHS will provide string basses when available).

This course is intended to build basic instrumental techniques for students who play violin, viola, cello, bass, and harp at a beginner to intermediate level. Students will learn basic performance skills, a historical background of music, and music theory. Credit for this course is awarded on the basis of class participation at rehearsals, concerts, and festivals in addition to the instructor’s evaluation of each student’s performance ability.

Upon completion of this course, students will be able to:
- Demonstrate playing ability of all major scales
- Demonstrate a basic to intermediate level of performance skills on their instrument
- Demonstrate a basic knowledge of music theory
- Participate successfully in festivals and in concerts.

*Concert Orchestra (Intermediate & Advanced)
Credit: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Audition

This course is intended to build basic instrumental techniques for the students who play violin, viola, cello, string bass, piano and harp at an intermediate level. Students will learn technical performance skills, a historical background of music, and basic music theory. Credit for this course is awarded on the basis of class participation at rehearsals, concerts, and festivals in addition to the instructor’s evaluation of each student’s performance ability.

Upon completion of the course, students will be able to:
- Demonstrate the ability to play all major scales
- Demonstrate an intermediate to advanced level of playing ability on their major instrument
- Demonstrate knowledge of music theory at a level appropriate to intermediate musicianship
- Participate in festivals, competitions, and public performances.

*Symphony Orchestra (Advanced)
Credit: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Audition. Wind players must be enrolled in a wind band to be eligible for consideration.

This course is intended for the advanced student who plays violin, viola, cello, string bass, piano, and harp. The Symphony will be augmented by wind and percussion players from the Wind Ensemble. The Symphony performs

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concerts as well as special music for the school and community. Students will learn advanced performance skills, a historical background of music, and theoretical concepts in music. Credit for this class is awarded on the basis of class participation at rehearsals, concerts, and festivals in addition to the instructor’s evaluation of each student’s performance.

Upon completion of this course, students will be able to:
- Advanced level playing ability on major instrument
- A knowledge of music theory at a level appropriate to advanced musicianship
- Ensemble performance skills
- Participation in festivals, competitions, and public performances.

*Concert Band (Beginning)*
Credit: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: Appropriate skill level determined by teacher.

This course is intended to build basic instrumental techniques. Students will reinforce basic performance skills through regular scale work and technical exercises. They will also learn basic musicianship skills, a historical background of music, and basic music theory. Performances will include concerts and festivals. Credit for this class is awarded on the basis of participation at rehearsals, concerts, and festivals in addition to the instructor’s evaluation of each student’s performance ability.

Upon completion of the course, students will be able to:
- Demonstrate playing ability of all major scales
- Develop an intermediate level of playing ability on their major instrument
- Develop knowledge of music theory at a level appropriate to intermediate musicianship
- Participate in public performances.

*Symphonic Band*
Credit: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: Audition

This course is intended to build intermediate instrumental techniques. Students will reinforce intermediate performance skills through regular scale work and technical exercises. They will also learn musicianship skills, a historical background of music, and basic music theory. Performances will include concerts and festivals. Credit for this class is awarded on the basis of participation at rehearsals, concerts, and festivals in addition to the instructor’s evaluation of each student’s performance ability.

*Wind Ensemble (Advanced)*
Credit: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: Audition

Wind Ensemble is designed for the advanced wind player. This group will learn and perform high-level high school wind literature and perform in concerts and festivals. The most advanced players in this ensemble will be asked by the instructor to perform with the Symphony Orchestra when appropriate. The Wind Ensemble performs concerts as well as special music for the school and community. Credit for this course is awarded on the basis of participation at rehearsals, concerts, and festivals in addition to the instructor’s evaluation of each student’s performance ability.

Upon completion of the course, students will be able to:
- Demonstrate the ability to play all major scales and arpeggios
- Develop an advanced level of playing ability on their major instrument
- Demonstrate knowledge of music theory at a level appropriate to advanced musicianship
- Participate in festivals and concerts

Marching Band
Credit: 5 units per semester  Grade Level: 9-12
Length: 1 year (may be taken only fall semester)
Units may count towards P.E. Credit; Physical Fitness Test: All students, including students enrolled in marching band, are required to take the California Physical Fitness Test and pass five out of the six fitness areas.
Prerequisites: Appropriate skill level and concurrently in Concert Band, Symphonic Band, or Wind Ensemble. Student must attend summer rehearsals at UHS to participate.

The students in this class will perform at an intermediate to advanced level. They will develop the ability to play standard marches, concert selections, pep songs, and field music. They will also learn proper marching and maneuvering techniques. During the first semester, the group will work as a marching unit and perform at football games and field shows. Credit for this class is awarded on the basis of participation at rehearsals, concerts, field show performances, and parades in addition to the instructor’s evaluation of each student’s performance ability.
Upon completion of the course, students will be able to:

- Coordinate marching and playing skills
- Execute precision marching routines by memory
- Participate in parades, field shows, football games, and public performances
- Perform all music necessary for public performances by memory.

**Color Guard**
Credit: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Audition
Units may count towards P.E. Credit. All students are required to pass the California Physical Fitness Test.

Students will learn intricate and skilled body maneuvers, improving personal coordination and artistry by rehearsing daily to different styles of music. Students will work with short and tall flags and learn to spin other equipment. In the first quarter, the Color guard will perform with the Marching Band at football games and field show competitions. For the duration of the school year, the Color guard will develop and perform a show in the Winter guard circuit. Credit for this class is awarded on the basis of participation at rehearsals and performances in addition to the instructor’s evaluation of each student’s performance ability.

Upon completion of this course, students will be able to:

- Spin flags and other equipment
- Demonstrate dance and movement techniques
- Perform using all the above techniques.

**Jazz Ensemble**
Credit: 5 units per semester Grade Level: 9-12
Length: 1 semester (spring semester)
Prerequisites: Audition

This course concentrates on the study and performance of jazz styles which include swing, blues, Latin, jazz, rock, and big band. The student will be introduced to the art of jazz improvisation. This class will be taught at an intermediate to advanced level. This ensemble performs concerts as well as special music for the school and community. Credit for this class is awarded on the basis of participation at rehearsals, concerts, and festivals, in addition to the instructor’s evaluation of the student’s performance ability.

Upon completion of the course, students will be able to:

- Perform music in swing, blues, Latin, jazz, rock, and big band at an advanced level
- Demonstrate jazz solo skills
- Learn special ensemble techniques required in the performance of jazz styles
- Demonstrate knowledge of jazz history and aural traditions through listening skills.

**AP Music Theory**
Credit: 5 units per semester Grade level: 9-12
Length: 1 year
Prerequisites: Be able to read and write basic musical notation and teacher recommendations.

This course is designed for music students with advanced music skills and a strong interest in music. This course will prepare students for the Advanced Placement Music Theory Exam. This course integrates aspects of melody, harmony, texture, rhythm, form, music history and style, and performance practices.

Upon completion of this course, students will be able to:

- Compose a 32 measure musical composition in a chosen style
- Demonstrate developing speed and fluency in working with musical notation
- Exhibit advanced skills in melodic, harmonic, and rhythmic dictation
- Perform sight-singing in 4 to 8 measure melodies in major and minor tonalities.

**Music Technology**
Credit: 5 units per semester Grade level: 11-12
Length: fall semester or year
Prerequisites: Ability to play piano or guitar and teacher permission.

This is a practical course using computer software and electronic instruments to transform an idea into a sound. Students will explore music in the media arts including TV, film, advertisements, games. Students will use both their musical and technological creativity to create music compositions. Using sequencer and editing software, students will record audio or MIDI (Musical Instrument Digital Interface) musical compositions.

Upon completion of this course, students will be able to:

- Demonstrate an understanding of industry standards for producing music technology
- Record original work using electronic instruments
- Use sequencing software to create a music composition for a variety of projects
- Demonstrate an understanding of the processes of synthesizing
- Produce master tapes and CDs; produce live sound using mixing boards/effects producers
- Demonstrate that the parameters of music can be controlled using MIDI
- Understand copyright laws related to the music industry
- Create an electronic composition specific for different media (i.e. Movie trailer, advertisement, school broadcast news, etc.).
World Language

Knowledge of and proficiency in foreign languages are important tools in today’s world. They lead us to a better understanding of, as well as communication with, other people and nations. We offer programs in 4 languages: Chinese, French, Latin and Spanish. All offer five-year programs, including a fifth year of Advanced Placement. In all programs, reading, writing, speaking and listening skills are stressed as well as cultural studies. Our students use our language lab on a regular basis. We believe that all of these components together are necessary to achieve language proficiency and understanding. All of our courses are yearlong with entry in the fall.

World Language Department Course Offerings

9th grade students must be concurrently enrolled in Algebra 1 or higher math level for all World Language courses. All World Language courses above level 1 require permission from the current world language teacher. Enrollment in Advanced Placement requires the commitment noted in the Academic Program of this catalog.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt</th>
<th>Length Year Semester</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
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*College Prep (meets UC-e requirement) ‡ Honors/AP course bonus point
Chinese Program

*Chinese 1
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Must be a non-native speaker, 9th grade students must be concurrently enrolled in Algebra or higher math level

First year Chinese students will learn the basics of both the spoken and written language. A Romanized phonetic pronunciation system called “Pinyin” will be introduced. Listening, speaking and reading will be emphasized and students will be introduced to writing.

Upon completion of the course, students will be able to:
- Master the Pinyin system
- Build a primary vocabulary
- Comprehend basic conversational Chinese
- Construct both orally and in writing simple sentences about self, family, school and activities
- Identify different aspects of daily life and customs in Chinese culture.

*Chinese 2
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year Prerequisites: ≥ C in previous level

This course will continue developing students’ vocabulary, deepening their understanding of Chinese word formation and sentence structure and building upon listening, speaking and writing skills.

Second year students will be able to
- Speak with increased fluency
- Express themselves orally with a variety of sentence structures
- Demonstrate understanding of topics, such as school subjects, holidays and festivals, TV programs, movies, and sports
- Ask and give directions, explain health concerns at a doctor’s visit, make comparisons
- Recognize more Chinese characters
- Construct compound and complex sentences.

*Chinese 3
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year Prerequisites: ≥ C in previous level

The third-year student will be more fluent in speaking Chinese and will learn to read Chinese characters without relying upon the phonetic system. They are encouraged to apply their knowledge to “real” communicative situations.

Upon completion of the course, students will be able to:
- Talk about Chinese food, read menus order meals and interact in a socially appropriate way
- Demonstrate knowledge of traveling in China, make travel arrangements, take public transportation, and other related issues
- Express opinions both orally and through writing
- Read selected poems and short stories
- Write guided essays or stories.

‡ Chinese 4
Credits: 5 units per semester Grade Level: 10-12
Length: 1 year Prerequisites: ≥ C in previous level

Students in this advanced class will study various topics, from food to cultural differences and social issues. Chinese history and stories will also be introduced and discussed at this level. Students will be asked to express their own opinions through class discussions, presentations, and writing. It is the objective of this course to continue strengthening students’ Chinese language skills in listening, speaking, reading, and writing. They will simultaneously develop their critical thinking and problem-solving skills and make connections to the community.

Upon completion of the course, students will be able to:
- Understand Chinese at a normal speaking rate and in a wide range of situations
- Express opinions and abstract ideas orally with correct grammar and increased fluency
- Write short compositions, poems and stories
- Read letters, advertisements, newspaper articles and books intended for the young adult reader
- Understand some Chinese history and literature.

‡* AP Chinese Language and Culture
Credits: 5 units per semester Grade Level: 11-12
Length: 1 year Prerequisites: ≥ C in previous level

This course is designed to develop students’ Chinese language proficiency at an advanced level and is equivalent to a college course. This class will provide students with various opportunities to immerse themselves in the language and culture. The AP Chinese class follows the five C’s (Communication, Cultures, Connections, Comparisons, and Communities) and three modes suggested by the College Board to help students acquire comprehensive language and cultural skills.

Upon completion of this course, students will be able to:
- Communicate in linguistically and culturally appropriate ways in a wide range of situations
- Comprehend and interpret written Chinese texts that pertain to daily life
- Read short stories and selected literary works
- Write with accuracy and sophistication
- Skillfully use Chinese word processing software
- Understand Chinese society and apply cultural knowledge.
French Program

*French 1
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: None. 9th grade students must be concurrently enrolled in Algebra or higher math level

The first two semesters serve as an introduction to French language and culture. Our communication-based approach places students in situations that they might really encounter in a French speaking environment. When introducing structures and vocabulary, we move from controlled exercises to open-ended activities in which students are asked to handle a situation much as they might in the actual experience. Through this course, students increase proficiency in the following. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the students will be able to do the following in French:
- Talk about themselves, their family and friends
- Communicate in basic practical French travel, ordering food, making purchases. Discuss activities and interests
- Use appropriate language in a variety of social interactions.

*French 2
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year  Prerequisites: ≥ C in previous level

As students move through the French program, they will increase their ability to understand what others say and to transmit more of their own messages in ways that avoid misunderstanding. The emphasis is not on accumulating large quantities of knowledge about French grammar and vocabulary, but rather on using what is known effectively and creatively. Through this course, students increase proficiency in the following. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the student will be able to do the following in French:
- Communicate with others in French regarding travel, leisure, popular culture, health
- Understand and talk about the media and the arts in France
- Understand and write about a variety of literary texts from the French-speaking world.

*French 3
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year  Prerequisites: ≥ C in previous level

Students progress in developing skills in everyday functional French while developing analytical skills to approach language learning and activate their knowledge in real communicative situations. They develop a basis for understanding and appreciating authentic French literary texts, the media and the arts, including cinema. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the student will be able to do the following in French:
- Communicate with others in French regarding travel, leisure, popular culture, health
- Understand and talk about the media and the arts in France
- Understand and write about a variety of literary texts from the French-speaking world.

**French 4
Credits: 5 units per semester  Grade Level: 11-12
Length: 1 year  Prerequisites: ≥ C in previous level

Students will develop their fluency in written and spoken French by studying various genres of French and francophone literature from several centuries. Their appreciation of French cinema will be enhanced by the viewing of French films. The course will reinforce and improve the students' language skills through advanced grammar study, writing, and classroom discussion which will take place entirely in French. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the student will be able to do the following in French:
- Understand a variety of oral presentations at normal conversational speed, e.g. native speakers, films, tapes, etc.
- Express emotions, desires, opinions, and abstract ideas orally
- Understand literature and the print media (newspapers)
- Write formally and informally on a variety of topics.
Latin Program

*Latin 1
Credits: 5 units per semester Grade Level: 9-12.
Length: 1 year
Prerequisites: 9th grade students must be concurrently enrolled in Algebra or higher math level

The student will be introduced to the basic skills of reading, writing, listening to and speaking Latin. The course gradually develops these abilities through the reading of stories and plays which depict daily Roman life. The reading and discussion of true-to-life situations in Pompeii, Roman Britain and Roman Egypt provide the student an introductory background to the cultural, social, and political life and the history of the Romans. The course emphasizes the improvement of Basic English skills and vocabulary while learning Latin.

Upon completion of this course, students will be able to:
- Read short narrative passages in Latin and translate them into English
- Write simple phrases and sentences using most forms of verbs, nouns, and adjectives in Latin
- Demonstrate correct pronunciation of Latin
- Recognize and analyze basic grammatical structures of Latin and demonstrate a better understanding of English grammar
- Demonstrate an enrichment of English vocabulary through the study of Latin words, including prefixes, roots, and suffixes
- Describe major gods, heroes and stories of Roman and Greek mythology
- Discuss selected historical persons, places, and situations during the Republic and Roman Empire
- Identify various basic influences of Roman society and institutions upon the modern world.

*Latin 2
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: ≥ C in previous level

Stories and plays depicting life throughout the Empire further develop reading comprehension of the Latin language. The materials provide the student with additional cultural, social and historical themes which lead him into a greater understanding of the Roman influence upon modern man and events. The student will practice new grammatical features which provide a natural progression toward Latin literature. The course continues to emphasize the improvement of Basic English skills and vocabulary through learning Latin. Oral and written Latin is also practiced through individual, small-group, and class activities.

Upon completion of this course, students will be able to:
- Read and comprehend connected narrative passages in Latin and translate them into English
- Write Latin phrases and sentences using all forms of verbs, nouns and adjectives with various sentence patterns
- Demonstrate correct pronunciation of Latin;
- Demonstrate recognition of additional Latin grammatical structures and in turn demonstrate a better understanding of English grammar
- Demonstrate further enrichment of English vocabulary comprehension by identifying newly acquired Latin prefixes, roots, and suffixes
- Discuss additional aspects of Roman culture, society, and politics during the Empire and their influence upon the western world past and present
- Relate additional information regarding Roman religion and mythology
- Identify a broader range of historical characters, places, and situations with an emphasis on the city of Rome
- Discuss selected philosophical concepts popular during the Empire and their significance in the thinking of subsequent eras including the present.

*Latin 3
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: ≥ C in previous level

Latin 3 students will complete their study of grammar. They will read, understand and interpret Latin prose and poetry. They will read additional selections from Ovid's "Amores" and "Metamorphoses" as well as Cicero, Catullus and Horace.

Upon completion of the course, students will be able to:
- Demonstrate understanding of subjunctive, indirect statement and all tenses and cases of Latin nouns
- Appreciate characteristic or noteworthy features of Latin writers, including their use of imagery, figures of speech, sounds, and metrical effects
- Discuss particular motifs or general themes suggested by particular passages
- Identify context and significance of excerpts suggested from the passages studied
- Mark the scansion of meters studied
- Demonstrate further awareness of classical influences upon later literature, including that of modern times.

†*Latin 4
Credits: 5 units per semester Grade Level: 11-12
Length: 1 year
Prerequisites: ≥ C in previous level

The Advanced Latin student will begin to read selections from notable Roman writers of prose and poetry. These introductory selections include love poems by Catullus and Ovid, Ovid's mythology in his "Metamorphoses," epigrams by Martial. The student will begin to explore various
techniques for understanding and interpreting Latin in the original. This course amplifies the social, cultural, and historical themes already studied. The student will continue to observe the influence of ancient Rome and its language upon American law, society, medicine, philosophy, art, literature and its language.

Upon completion of the course, the Latin student will be able to do the following:

- Read selections from Latin poetry and prose, and accurately translate them from Latin into English
- Demonstrate mastery of the grammatical structures and vocabulary which authors have used
- Appreciate literature more fully by identifying, analyzing, and interpreting basic literary techniques used by Latin writers
- Identify and scan basic meters of selected poems and analyze their influences upon the interpretation of the poem
- Discuss the political, social, and cultural background of the writers being read and their works
- Demonstrate an elementary awareness of classical influences upon later literature.

**AP Latin**
Credits: 5 units per semester  Grade Level: 11-12
Length: 1 year
Prerequisites: ≥ C in previous level

This course is designed for advanced Latin students who, at the end of the third or fourth year of Latin, opt to prepare for the Advanced Placement AP examination for Latin. The student will read Vergil and his Aeneid and Caesar and the Gallic Wars. As in the courses beyond Latin 2, the basic objective is progress in reading, understanding, and interpreting Latin in the original.

Upon completion of the course, the Latin student will be able to do the following:

- Translate a prepared Latin passage from the Vergil accurately into idiomatic English
- Critically appreciate characteristic or noteworthy features of the poet’s mode of expression including his use of imagery, figures of speech, sounds and metrical effects, as seen in specific passages
- Discuss particular motifs or general themes suggested by specific passages but relevant also to the poem as a whole or to other poems studied in the syllabus
- Critically analyze characters and situations as portrayed in specific passages
- Identify the context and significance of short excerpts from the required reading
- Explain specific words or phrases in context
- Mark the scansion of the meters specified in the syllabus
- Discuss classical influences upon later literature

**Spanish Program**

**Spanish for Native Speakers**
Students who are native speakers and who have sufficient vocabulary and fluency skills are invited to participate in Spanish 2, 3 or 4 with their peers who are also Spanish native speakers. Permission from the instructor is required.

*Spanish 1*
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: 9th grade students must be concurrently enrolled in Algebra or higher math level

This class serves as an introduction to Spanish language and culture. Our communication-based approach places students in situations which they will really encounter in a Spanish speaking environment. When introducing structures and vocabulary, we move from controlled exercises to open-ended activities in which students must handle a situation much as they might in real life.

Upon completion of the course, the student will be able to do the following in Spanish:

- Talk about self, family, and friends
- Discuss leisure-time activities
- Talk about daily life and activities
- Talk about Spanish speaking countries and their various attractions
- Use appropriate language in a variety of social interactions.

*Spanish 2*
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisite: ≥ C in previous level and teacher recommendation. Entering freshmen need a B or higher grade in Spanish 1 and teacher recommendation.

As students progress through the Spanish program they will increase their ability to understand what others say (in a variety of mediums) and will transmit more of their own messages in ways that avoid misunderstanding and are more complete and/or complex. The emphasis is on using what is known and introduced to communicate effectively and creatively.

Upon completion of the course, students will be able to:

- Describe and compare people and things
- Describe home and surrounding
- Interact with others about daily, weekend and vacation activities
- Talk about the past and the future
- Demonstrate an expanded cultural knowledge of the Spanish-speaking world.
*Spanish 3
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year  Prerequisites: ≥ C in previous level
The third year of the study of Spanish serves to continue, reinforce and strengthen the skills and objectives of Spanish 2. The students expand their knowledge of Spanish through our communication-based approach so that they can adequately react to most situations in the target language. The students will learn about art, music and literature of the Spanish-speaking world.

Upon completion of the course, the students will be able to do the following in Spanish:
• Solve problems pertaining to travel plans
• Invite, accept or refuse an invitation
• Talk about pastimes and values
• Talk about the world in imaginary, unreal and contrary to fact situations
• Refer to outcomes that are imagined or depend on previous actions/

‡*Spanish 4
Credits: 5 units per semester  Grade Level: 11-12
Length: 1 year  Prerequisites: ≥ C in previous level
Students will develop their fluency and strengthen their skills in Spanish. They will study various genres of Spanish language literature. The course will reinforce and improve language skills through advanced grammar study, writing, and classroom discussions which will take place entirely in Spanish.

Upon completion of the course, the student will be able to do the following in Spanish:
• Understand the spoken language in a large range of situations
• Express emotions, desires, opinions, and abstract ideas orally
• Read and discuss short stories and plays
• Write compositions with a greater degree of sophistication
• Discuss Spain and Latin America: contemporary issues, civilization, and history.

‡*AP Spanish Language
Credits: 5 units per semester  Grade Level: 11-12
Length: 1 year  Prerequisites: ≥ C in previous level
This class is designed to help students speak at a level of fluency that is acceptable in the Hispanic world of today. Communication skills will be complemented by developing students' awareness of contemporary as well as historical issues and aspects of the Spanish speaking world. Writing ability will be refined through a review of the formal structures of the Spanish language and training in the organization and writing of compositions.

Upon completion of this course, students will be able to:
• Understand the spoken language in a wide range of situations, i.e., native speakers, films, tapes
• Understand the contemporary written language, e.g., short stories, essays
• Express self orally with fluency
• Write a well-organized and coherent composition of substantial length and sophistication
• Speak or write on contemporary as well as historical issues/topics concerning the Hispanic world.

American Sign Language (ASL)
*American Sign Language (ASL) I
Credits: 5 units per semester  Grade Level: 9-12
Length 1 year
Prerequisite: None. 9th grade students must be concurrently enrolled in Algebra or higher math level
This introductory course is designed to develop the fundamentals of communicative competence in conversational ASL. Finger spelling, sign vocabulary development, receptive and expressive skills development and basic sentence patterns of ASL, will be explored. The history of the Deaf in the United States and their culture will also be examined and discussed.

Upon completion of this course, students will be able to:
• Understand and perform a vocabulary of 1,000+ signs
• Demonstrate expressive finger spelling with correct placement and rhythm
• Demonstrate receptive comprehension of finger spelled words
• Demonstrate expressive and receptive signing skills for numbers and expressions of time
• Describe and demonstrate basic linguistic and grammatical structures of American Sign Language
• Describe the history of and current trends in Deaf culture and education
• Provide and receive basic information in ASL at a slow to moderate rate
• Explain the differences between ASL and other English based signing systems.

*American Sign Language (ASL) II
Credits: 5 units per semester  Grade Level: 10-12
Length: 1 year
Prerequisite: ≥C in previous level
This course reviews and expands the fundamental skills and concepts taught in ASL I. There will be a focus on the acquisition of additional sign vocabulary and complex grammatical structures. The improvement of basic receptive and expressive skills, and finger spelling will also be emphasized. The course will continue to explore and discuss the history of the Deaf and their culture.

Upon completion of this course, students will be able to:
• Demonstrate knowledge of intermediate concepts and grammatical structures of ASL
• Have the ability to identify and accurately produce approximately 1200 signs
• Demonstrate the ability to use intermediate receptive and expressive sign language skills in conversations, short stories, and dramatizations
• Exhibit a knowledge of all handshapes and classifiers
• Perform effective class discussions and conversations in ASL, demonstrating the ability to initiate conversations, pose questions, and sign spontaneously when given a topic
• Provide and receive information in ASL at a moderate rate.

Specialized Programs

English Language Learners
The English Language Developmental Program consists of two major areas of classes: English Language Development curriculum classes ELD and Sheltered classes. These classes are designed to meet the needs of the non-native English speaker who has limited English proficiency.

The goals of this program are to teach students English and academic skills while promoting their self-esteem. Students are placed into courses within the program which fit his or her language proficiency level as determined by standardized test results. Course designations as ELD have as their primary goal the advancement of the student’s proficiency in English to such a degree that he or she can access the high school curriculum in content-based classes. Courses designated as Sheltered require the student’s proficiency in English to be at such a level that he or she can continue to develop English proficiency while focusing upon content area standards.

Students learning English move from ELD to Sheltered to non-sheltered courses based on both the CELDT test of English Language proficiency and teacher recommendation. Students in the ELD program may also take courses in Mathematics, Visual and Performing Arts, Physical Education, and Athletics.

**ELD**
- ELD 1 (2 period block)
- ELD 2

**English**
- ELD 1 English
- ELD 2 English
- English 1 Sheltered
- English 2 Sheltered

**Science**
- ELD Science
- Earth Systems Science Sheltered
- Biology Sheltered

**Social Science**
- ELD Social Science
- Global Perspectives Sheltered
- United States History Sheltered

Special Education
Directed Courses
Directed courses are designed to meet the needs of students who receive specialized academic instruction through the Special Education program and have an Individualized Education Programs (IEP). Classes are offered in academic areas as needed. Students learn the major concepts and acquire the skills of core curriculum to meet state standards commensurate with their abilities.

Specialized Academic Instruction
This program is designed to meet the needs of the developmentally disabled student. Students enrolled in this program are identified and referred by the district program specialist. Placement in the program is determined at an Individualized Education Plan (IEP) meeting. Specialized Academic Instruction courses are specifically designed to meet the needs of the individual student and include courses in: health, life skills, pre-vocational skills, communication skills, English, math, and Adaptive P.E. The Program emphasis includes career preparation, workplace learning, independent living skills, functional academics and community based instruction.
Deaf and Hard of Hearing Program

The Orange County Deaf and Hard of Hearing Program (DHH) focuses on the educational competencies established by the State of California and the Irvine Unified School District. The DHH program provides intensive, specialized services to students whose primary educational needs are related to an educationally significant hearing loss. This program offers courses which parallel, as much as possible, those offered in the mainstream setting. The curriculum is based on the California Content Standards and the national Common Core Standards and includes a full-range of standards-based academic curriculum, appropriate prevocational and vocational preparation opportunities, and extracurricular activities.

Deaf and hard of hearing students either meet the graduation requirements established by the Irvine Unified School District and are awarded a diploma from University High School, or receive a Certificate of Completion, if they are unable to meet district and state diploma requirements.

The primary goal of the instructional program is to prepare each student to function successfully and independently in society upon graduation. In promoting student success, the individual student’s rate of learning, levels of academic performance, and social interaction are weighed carefully prior to preparation of IEP objectives and classroom placement.

Instructional experiences are designed to develop student proficiency in all six of the ESLRS: Critical Thinking and Problem Solving, Communication and Interpretation, Artistic Expression and Aesthetics, National and International Awareness, Personal and Social Development, and Interrelationship of Science, Mathematics, Technology, and Society.

The DHH Program uses a Total Communication approach in the education of students. Total Communication includes the utilization of American Sign Language, amplified residual hearing, speech and speech reading.

DHH Lab
Credits: 5 units per semester  Grade Level: 9-12
Length: 1-4 years  Prerequisites: none

This course is designed to provide resource and academic support services for the student in the DHH Program. Students work independently or in groups on projects and homework. Staff members provide one-on-one or group instruction to help students complete their work and improve their skills in the areas of math, reading, and English. Students explore areas of personal and career interests.

Upon completion of this course, students will be able to:
- Complete assignments through reinforcement of concepts taught in the classroom
- Improve skill levels through instruction and/or remediation
- Develop appropriate study skills and test-taking skills to foster independence
- Explore areas of personal and career interests
- Learn to work independently and in groups.

DHH Directed English 1
Credits: 5 elective units per semester  Grade Level: 9-12
Length: 1-4 years  Prerequisites: none

This course is a beginning language program for the student entering a secondary Deaf and Hard of Hearing program at the pre-reading level. Emphasis will be placed on an introduction to the English language and basic parts of speech.

Upon completion of this course, students will be able to:
- Recognize and write the following: alphabet, numbers, name, address, telephone number, days of the week, months and seasons of the year, and Dolch Basic Sight words
- Identify nouns and verbs by categorizing people, places, things, and action words
- Identify sentence patterns to include noun-verb and noun-verb-adjective
- Write three sentences to correspond to a given picture sequence or prompt
- Develop paragraph skills to include: punctuation, capitalization, indentation, margins and correct spelling
- Use Sign Language to formulate statements and answer simple questions
- Develop problem solving strategies in cooperative groups
- Employ technology and/or artistic media to complete creative projects.

DHH Directed English 2
Credits: 5 units per semester  Grade Level: 9-12
Length: 1-4 years
Prerequisites: DHH Directed English I, equivalent skills, or Teacher Recommendation

This course is a beginning language class designed to focus upon skill areas in written communication, vocabulary development, mechanics, syntax and grammar.

Upon completion of this course, students will be able to:
- Define the eight parts of speech to include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections
- Demonstrate correct usage of regular and irregular verbs in the past, present and future tenses
• Develop paragraphs using a variety of sentence structures and vocabulary
• Interpret and respond to writing prompts that ask the writer to answer a question or explore a topic
• Write short Persuasive, Descriptive, Narrative and Expository essays that include paragraphs with a topic sentence, at least three supporting sentences, and a concluding sentence
• Write friendly letters, thank-you notes, get-well messages, and notes of condolence
• Use Sign Language to answer and ask questions during discussions and lectures
• Develop problem solving strategies in cooperative groups
• Employ technology and/or artistic media to complete creative projects
• Discuss ethical issues as they impact society
• Expand vocabulary through a variety of vocabulary building exercises, emphasizing Latin roots, prefixes, suffixes, and vocabulary in various kinds of usages.

DHH Directed English 3
Credits: 5 units per semester Grade Level: 9-12
Length: 1-4 years
Prerequisites: DHH Directed English 2, equivalent skills, or Teacher Recommendation

This course is a comprehensive English class that aims to improve the student’s writing skills through the completion of essay assignments.

Upon completion of this course, students will be able to:
• Use a variety of multiple-meaning words in various contexts
• Use the correct part of speech for a given word in compositions
• Interpret and respond to writing prompts that ask the writer to persuade or convince
• Write a three-part thesis statement that states an opinion or addresses a question
• Write Persuasive, Narrative and Expository essays with an emphasis on argumentative/analytical writing
• Write a five paragraph essay to include a thesis statement, at least three supporting paragraphs and a conclusion with close attention being given to transition words and phrases
• Incorporate the three elements of essay writing into all written assignments: focus, organization, and support
• Plan a research paper, outlining the topic, writing, and editing the report
• Converse fluently using Sign Language
• Develop problem solving strategies in cooperative groups
• Employ technology and/or artistic media to complete creative projects
• Discuss ethical issues as they impact society
• Expand vocabulary through a variety of vocabulary building exercises.

DHH Directed Reading 1
Credits: Elective Grade Level: 9-12
Length: 1-4 years
Prerequisites: none

This course is a beginning reading program designed for the emerging reader. Emphasis will be placed on reading readiness, basic comprehension, survival and functional sight vocabulary, following directions, and reasoning skills.

Upon completion of this course, students will be able to:
• Recognize survival and functional vocabulary used out in the community
• Define words in context, with an emphasis on Dolch words and simple multiple meaning words
• Answer short questions about a simple paragraph
• Read and follow directions in a variety of real-life areas: recipes, transportation schedules, and laundering
• Answer basic who, what, when and where questions
• Follow directions on a simple worksheet or test
• Use technology to complete various assignments
• Work in cooperative groups.

DHH Directed Reading 2
Credits: 5 units per semester Grade Level: 9-12
Length: 1-4 years
Prerequisites: DHH Directed Reading 1, equivalent skills, or Teacher Recommendation

This course is designed to build on the student’s emerging literacy by increasing student reading comprehension, expanding vocabulary, and introducing literature and literary terms. Emphasis is on critical thinking and basic reasoning skills.

Upon completion of this course, students will be able to:
• Improve comprehension skills by recalling basic information, using deductive reasoning, and employing inferential thinking
• Develop critical reading skills in the areas of cause/effect, fact/opinion, predicting outcomes, making judgments, and citing evidence to support conclusions
• Improve and expand knowledge of vocabulary in the area of context clues, idioms, multiple meanings, synonyms and antonyms through a variety of reading exercises
• Define and cite examples of literary terms to include plot, setting, character and characterization, protagonist, antagonist, point of view, tone and mood
• Explore problem solving techniques through the completion of logic exercises
• Use technology to complete assignments
• Work in cooperative groups.
DHH Directed Reading 3
Credits: 5 units per semester    Grade Level: 9-12
Length: 1-4 years
Prerequisites: DHH Directed Reading 2, equivalent skills, or Teacher Recommendation

This course is designed to develop the student’s awareness and comprehension of various forms of literature and acquire the skills to analyze and critique major literary pieces. Emphasis will be on figurative language, in-depth vocabulary expansion, and inferential thinking.

Upon completion of this course, students will be able to:
- Increase reading comprehension through exposure to short stories and novels
- Identify and cite examples of literary terms to include plot, setting, character and characterization, protagonist, antagonist, theme, mood, tone, symbolism, point of view, irony, author’s purpose, and the elements of style
- Increase critical thinking skills in the areas of fact/opinion, cause/effect, making inferences, drawing and supporting conclusions, and predicting outcomes.

DHH Writing Workshop
Credits: 5 units per semester    Grade Level: 9-12
Length: 1 semester
Prerequisites: Enrolled in DHH Program, and teacher recommendation
IUSD Summer program only

During the first part of the course, students will explore the four kinds of Expository Writing: Persuasive, Descriptive, Narrative and Expository. Through the brainstorming process and classroom discussion, students will be guided through a variety of writing prompts that encourage them to think thoughtfully and critically on a range of topics. Emphasis will be on the three key elements of a standard essay: focus, organization, and support. Special attention will be given to the interpretation of the writing prompt and development of the thesis statement. The second part of this course will allow students to explore the fundamental skills of writing fiction, poetry, and personal narrative. We will examine the works of both established and emerging writers in hopes of discerning and emulating the qualities of good poetry and fiction. The course will include self-reflection, appreciation of literature, confidence-building, utilizing and improving creative instincts, writing poetry, prose, and literary non-fiction.

DHH Directed Global Perspectives
Credits: 5 units per semester    Grade Level: 9-10
Length: 1 year
Prerequisites: Enrolled in DHH Program, and teacher recommendation

This course is a study of the globe from several perspectives. The student will develop basic map skills through the study of regions of the U.S. and the world. The student will identify the regions of the U.S., the continents, and major oceans. The student will investigate the various physical and cultural characteristics of several countries and complete a research project. Current events are an integral part of this class. The students will also be introduced to major events in World History.

Upon completion of this course, students will be able to:
- Define functional vocabulary related to maps such as globe, earth, continent, country, region, state, ocean, mountain, etc
- Develop basic map reading skills to include directions, scales, legends, time zones, latitude, and longitude
- Read different types of maps including physical, political, climate, and transit maps
- List and discuss the states, capitals, climates, populations, resources, and points of interest for each region studied
- Identify and locate the seven continents, four major oceans, and major countries in the world
- List and discuss the various characteristics such as government, language, climate, resources, customs, traditions, foods and history of a country, and complete a research report
- Discuss current events as they apply to weekly lessons
- Employ current technology and/or various artistic media to complete creative projects.

DHH Directed U.S. History
Credits: 5 units per semester    Grade Level: 10-12
Length: 1 year
Prerequisites: Enrolled in DHH Program, and teacher recommendation

This course is a survey of American events from pre-colonial times to the present. Different aspects of American social, political, military, economic, and intellectual history will be examined. The major accomplishments of great political leaders, inventors, scientists, reformers, and humanitarians will be discussed. Current events will be covered as they apply to weekly lessons. An appreciation of American heritage will be developed.

Upon completion of this course, students will be able to:
- Identify and describe the chronology of major events, their causes and effects, from pre-colonial times to the present
- Identify and explain the causes, events, and results of the wars and treaties in which the U.S. has engaged
- Recognize the major accomplishments of great political leaders, inventors, scientists, reformers, and
Upon completion of this course, students will be able to:

- Develop an appreciation of American heritage through a study of major movements in American history such as slavery, immigration, labor, civil rights, etc.
- Think critically by resolving problems in cooperative groups.
- Expand knowledge and skills to include the development of artistic judgment.

**DHH Directed Economics**

Credits: 5 units per semester  
Grade Level: 11-12  
Length: 1 semester  
Prerequisites: Enrolled in DHH Program, and teacher recommendation

This course is a study of the three major economic systems in the world. Emphasis will be on capitalism and its effects on American economy. The student will investigate available public services and resources. The student will develop personal financial skills through the completion of class activities. Specific objectives will vary based on individual student’s ability.

Upon completion of this course, students will be able to:

- Identify the three major economic systems: communism, capitalism, and socialism. The student will explain their effect on world economy.
- Match each major economic system to its definition and list countries supporting each system.
- Identify and describe the government’s responsibility in providing public services such as schools, libraries, and law enforcement agencies.
- Discuss the system of taxation, complete forms, and explain the function and purpose of the Internal Revenue Service.
- Discuss ethical issues as they impact society.
- Think critically by resolving problems in cooperative groups.

**DHH Directed Political Science**

Credits: 5 units per semester  
Grade Level: 11-12  
Length: 1 semester  
Prerequisites: Enrolled in DHH Program, and teacher recommendation

This course is a basic study of American government at the national, state, and local levels. The student will focus on the foundations of American government, the Constitution of the U.S., and the function and purpose of the three branches of government. The rights and responsibilities of citizenship will be introduced and applied to daily life. Current events are an integral part of this study. Specific objectives will vary based on individual student ability.

Upon completion of this course, students will be able to:

- Define political science and discuss why government and laws are necessary.
- Examine and discuss the Constitution including the Preamble, Bill of Rights, Articles, and Amendments.
- Identify the three branches of government and explain the function and purpose of each branch.
- Describe and sequence the process by which a bill becomes a law.
- Describe the election process to include basic voting procedures.
- Identify current government officials and describe their responsibilities.
- Discuss the inter-relationships of the national, state, and local government.
- Discuss the rights and responsibilities of being a citizen and apply them in simulated situations.
- Discuss current events as they apply to weekly lessons.
- Discuss ethical issues as they impact society.
- Think critically by resolving problems in cooperative groups.
- Explain the role and purpose of political parties in the democratic process.

**DHH Directed Earth System Science (ESS)**

Credits: 5 units per semester  
Grade Level: 9-10  
Length: 1 year  
Prerequisites: Enrolled in DHH Program and teacher recommendation

Earth Systems Science is a comprehensive laboratory science class providing students with a holistic view of science. Earth Systems Science integrates knowledge in several fields of science to achieve a higher level of understanding necessary to comprehend the complex interactions that drive the earth. Students will learn that the earth consists of many separate, but interacting parts and a change in any one part can produce changes in any or all of the other parts. The course will begin with an understanding of earth’s place in the universe and then develop knowledge regarding the geosphere, hydrosphere, atmosphere, and biosphere in order to adopt a more integrated view of the planet.

This course is developed around four unifying questions about the earth as a system, in order to provide the student with a level of inquiry in their study and a context for their learning:

1. Is there life elsewhere in the universe?
2. To what extent can we predict where and when natural disasters happen and how destructive will they be?
3. Could we generate all our energy needs from renewable resources?
4. What will the world be like in 100 years?

**DHH Directed Biology**

Credits: 5 units per semester  
Grade Level: 10 - 12
The study of biology provides students with opportunities to develop an understanding of our living world. Biology is the study of life and its evolution, of organisms and their structures, functions, processes, and interactions with each other and with their environments. Critical thinking and problem solving skills are a major component of this and all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:

- Conduct experiments using the scientific method in order to solve a problem or answer a question
- Use lab equipment properly and safely
- Compare and Contrast the major classes of organic molecules and their formation from small precursors
- Differentiate prokaryotic and eukaryotic cell structure and function
- Explain how light energy is captured by photosynthetic organisms producing organic compounds and how these organic compounds are broken down to produce chemical energy in animals
- Describe the flow of genetic information from one generation to the next and predict the inheritance of traits in offspring
- Explain how the genetic composition of an organism can be manipulated and how DNA technologies affect our lives
- Examine how the frequency of an allele is a gene pool of a population depends on many factors and how this frequency may be stable or unstable over time
- Examine the theory of evolution and its evidence and explain how natural selection is a major mechanism of evolution
- Explain how the body is able to maintain homeostasis by analyzing the interrelationships among organs and organ systems
- Describe how the interactions between living organisms and their physical environment influence the distribution of organisms and lead to a diversity of life.

DHH Math
Credits: 5 units per semester Grade Level: 9-12
Length: 1-4 years
Prerequisites: Enrolled in DHH Program, and teacher recommendation
This course is designed to meet the needs of the deaf and hard of hearing student. It is divided into 3 levels which include:

**Level 1:**
To give the student basic survival mathematical skills. Whole number operations and real life application are emphasized.

**Level 2:**
Designed to expand the student’s computation skills including operations with whole numbers, fractions, and decimals. Practical application is emphasized.

**Level 3**
Further expands a student’s computation and application skills of mathematical operations with negative and positive integers, fractions, decimals, ratios, and percent.

DHH Applied Mathematics
Credits: 5 units per semester Grade Level: 11-12
Length: 1 year
Prerequisites: Enrolled in DHH Program, and teacher recommendation
This course is designed to assist the student in his use of mathematics as a tool in his personal life. The student will strengthen basic math skills and gain the knowledge and confidence to solve a wide variety of issues including budgeting, banking, and planning for the future.

Upon completion of the course, students will be able to:

- Prepare a budget for essential living expenses
- Discuss salary issues and calculate gross and net income
- Apply mathematics in checking, savings, and money management
- Discuss housing options and calculate costs
- Calculate charge and cash sales transactions
- Calculate costs related to insurance, automobiles, home ownership and other investments
- Demonstrate bank transaction skills such as opening and maintaining an account, and reconciling a bank statement.

DHH Pre-Algebra A/B
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Completion of Level 6 with a B or better and recommendation of the teacher
The Pre-Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course is designed to give students the fundamental skills necessary to be successful in Algebra I. The course helps students to develop good mathematical study skills and learning strategies as an integral part of this course. Pre-Algebra A/B begins with an overview of the number system and operations with whole numbers, fractions, decimals, and positive and negative numbers.

Upon completion of this course, students will be able to:

- Perform the four basic operations of addition, subtraction, multiplication and division on whole numbers, fractions, mixed numbers, and decimal
Upon completion of this course, students will be able to:

- Find the multiples, divisibility, and factors of composite numbers; find the least common multiple and greatest common factor of two or more numbers
- Find the ratio of two quantities in fraction notation, write rates as a ratio of two different measures, solve proportions, and solve application problems
- Rewrite percents in fractional or decimal form; rewrite fractions and decimals as percents; solve percent equations
- Find the area of rectangles, squares, parallelograms, triangles, circles, and composite figures
- Find the volume of solids and composite geometric solids
- Apply the Properties of math and order of operations to solve equations
- Add, subtract, multiply and divide signed numbers (integers)
- Solve basic algebraic equations
- Solve real life word problems using various strategies involving real numbers.

DHH Pre-Algebra C/D
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: Completion of Pre-Algebra with a C or better and Recommendation of the teacher

The Pre-Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course is designed to give students the fundamental skills necessary to be successful in Algebra I. The course helps students to develop good mathematical study skills and learning strategies as an integral part of this course. Pre-Algebra C/D begins with a brief review of Pre-Algebra A/B.

Upon completion of this course, students will be able to:

- Solve simple and multistep equations using the order of operations and the Distributive Property
- Solve simple inequalities
- Use proportional relationships to solve multistep ratio and percent problems (simple interest, tax, markups and markdowns, percent increase and decrease)
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient
- Write, read and evaluate expressions involving whole-number exponents
- Evaluate, collect like terms, and simplify algebraic expressions
- Solve problems involving scale drawing of geometric figures
- Graph ordered pairs on a coordinate graph
- Determine theoretical probability of an event
- Use variables to represent quantities in a real world and mathematical problem
- Solve real life and mathematical problems using numerical and algebraic expressions and equations.

DHH Algebra A/B
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: Completion of Pre-Algebra with a C or better and recommendation of the teacher

Algebra 1 A/B is a UC "b" approved course. It is the first year of a two-year sequence and satisfies the requirements of the California State Standards. Graphing, equations, ratios, symbol manipulation and problem solving threads are woven throughout the course. The first semester of the Algebra 1 course will be covered over the two semester Algebra 1 A/B course.

Upon completion of the course the student should be successful at all skills discussed in Algebra 1A as well as the following:

- Apply the Properties of math and order of operations to solve equations
- Add, subtract, multiply and divide signed numbers
- Solve multistep equations and inequalities
- Solve area and perimeter problems
- Use formulas to solve word problems
- Solve and graph inequalities
- Solve and graph functions
- Use the slope of linear equations to graph lines, and find parallel and perpendicular lines to given lines
- Solve systems of linear equations by graphing, substitution and elimination methods
- Calculate simple probabilities.

DHH Algebra C/D
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: Completion of Algebra A/B with a C or better and recommendation of the teacher

Algebra 1 C/D is a UC "B" approved course. It is the second year of a two-year sequence and satisfies the requirements of the California State Standards. Graphing, equations, ratios, symbol manipulation and problem solving threads are woven throughout the course. The second semester of the Algebra 1 course will be covered over the two semester Algebra 1 C/D course.

Upon completion of the course the student should be successful at all skills discussed in Algebra 1B as well as the following:

- Apply basic factoring techniques to second and simple third-degree polynomials using common terms, special products and trinomials
- Add, subtract, multiply and divide monomials and polynomials
- Simplify fractions with polynomials in the numerator and denominator
- Add, subtract, multiply and divide rational numbers
- Add, subtract, multiply and divide radical expressions
• Solve radical equations
• Solve problems based on tables and graphs
• Write and solve linear, quadratic, and absolute value equations and inequalities
• Identify functions and function notation
• Use the Pythagorean Theorem as a tool to solve problems.

**DHH Algebra 1**
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: “C” grade or better in Pre-Algebra and recommendation of the teacher

DHH Algebra is a one year, 2 semester, college preparatory course which satisfies the requirements of the California State Common Core Standards. Basic skills are integrated with conceptual understanding and problem solving skills. Graphing, equations, ratios, symbol manipulation and problem solving threads are woven throughout the course. The study of real numbers and their properties, with concepts and skills developed are presented in a direct, logically ordered sequence. Topics include the fundamental operations on real numbers, solving equations and inequalities, factoring polynomials, fractions, relations, rational and irrational numbers, systems of open sentences, and quadratic equations and functions. The emphasis in this course is on teaching elementary algebra as an aid to problem solving and as a foundation for subsequent mathematics courses.

Upon completion of DHH Algebra students will be able to:
• Solve complex, multistep equations with integers and real numbers
• Calculate probabilities
• Perform operations with polynomials
• Factor common terms, special products, trinomials and polynomials
• Solve and graph equations and inequalities
• Graph linear and quadratic functions using concepts of slopes and intercepts
• Identify properties of real numbers with an emphasis on the Distributive Property
• Solve systems of linear equations by graphing, substitution, and elimination methods
• Add, subtract, multiply, divide and simplify rational expressions
• Add, subtract, multiply, divide and simplify radicals with index 2
• Solve basic quadratic equations
• Identify functions and function notation.

This course develops the mathematics skills necessary for successful entry into Intermediate Algebra. This course content is similar to CP Geometry and satisfies the requirements of the California Common Core State Standards. Concepts are learned through hands-on explorations and students have opportunities to apply these concepts to real-world applications.

Upon completion of this course, the student will be able to understand the following:
• The Pythagorean Theorem.
• Area and perimeter of elementary and irregularly-shaped plane figures and faces of pyramids and prisms
• The fundamentals of algebraic symbol manipulation, especially as applied to solving equations
• The problem solving strategies of looking for patterns, making tables, and systematic lists, and drawing diagrams
• The fundamentals of angles and lines, including parallelism
• The fundamentals of triangles: types and their properties, interior and exterior angles, the triangle inequality, congruence and similarity
• Spatial visualization and drawing skills, including: transformations and scale drawing
• Polyhedra, prisms, pyramids, cylinders, and cones: surface area, volume, three-dimensional drawing and cross-sections
• Right triangle trigonometry, special right triangles, and the relationship between the tangent ratio and the slope ratio
• Properties of polygons, especially quadrilaterals
• Geometric probability.

**DHH Geometry**
Credits: 5 units per semester  Grade Level: 9-12
Length: 1 year
Prerequisites: Completion of Algebra C/D with a B or better Algebra 1 with a C or better and recommendation

Geometry is the second course in a two year sequence that develops the mathematical background necessary for successful entry into Algebra 2. The emphasis of Course two is on the major ideas of algebra (review, re-teach, integrate with geometry), problem solving strategies, graphing, conjecturing, explaining, proving, spatial visualization, polygons, right triangle trigonometry, circles, congruence, similarity, geometric probability, area and perimeter. The course is built around problems through which the students develop ideas and relationships, gain practical skills and extend ideas in challenging applications.

Upon completion of this course, the student should be able to understand and use the following:
• The Pythagorean Theorem.
• Area and perimeter of elementary and irregularly-
shaped plane figures and faces of pyramids and prisms
• The fundamentals of algebraic symbol manipulation, especially as applied to solving equations
• The problem solving strategies of looking for patterns, making tables, and systematic lists, and drawing diagrams
• The fundamentals of angles and lines, including parallelism
• The fundamentals of triangles: types and their properties, interior and exterior angles, the triangle inequality, congruence and similarity
• Spatial visualization and drawing skills, including: transformations and scale drawing
• Polyhedra, prisms, pyramids, cylinders, and cones: surface area, volume, three-dimensional drawing and cross-sections
• Right triangle trigonometry, special right triangles, and the relationship between the tangent ratio and the slope ratio
• Properties of polygons, especially quadrilaterals
• Geometric probability.

DHH Intermediate Algebra II
Credits: 5 units per semester Grade Level: 9-12
Length: 1 year
Prerequisites: Completion of Principles of Geometry or CP Geometry with a C or better and recommendation of the teacher

Intermediate Algebra 2 is a course designed for students who do not intend to take Calculus in high school. The course content is similar to that of Algebra 2, however, the approach is not as rigorous and emphasizes practical applications. Intermediate Algebra 2 maintains and improves skills learned in previous mathematics courses and increases the student’s ability to study, read, and write in mathematical terms. Emphasis is on a more rigorous mathematical approach to real and complex numbers, graphing concepts of relations and functions.

Upon completion of the course, students will be able to:
• Complete operations with real and complex numbers
• Solve linear and quadratic equations
• Solve systems on linear equations and inequalities using various methods
• Study polynomial and rational functions
• Apply principles of counting and probability
• Understand concepts of quadratic functions and relations
• Simplify and solve roots and powers
• Solve, simplify, and graph polynomials and polynomial functions
• Define and use exponential and logarithmic functions.

DHH Career Link
Credits: 5 units per semester Grade Level: 11-12
Length: 1 semester
Prerequisites: Enrolled in DHH Program, and teacher recommendation

This course provides the important link between school and work. The student has the opportunity to discover and understand career aptitudes and interests, and how personality affects career choices. The student will learn the basic requirements and steps to becoming an effective and satisfied employee.

Upon completion of the course, students will be able to:
• Complete career assessments
• Develop a realistic career plan
• Complete a mock job application
• Discuss interview strategies and participation in a mock job interview
• Create an effective resume, and assemble a career portfolio
• Explore problem solving and decision making strategies
• Discuss responsibility, ethics at work, and conflict resolution
• Understand steps in the job search process
• Understand the Individual Transition Plan and its role in the student’s educational program
• Meet and interact with Deaf and Hard of hearing individuals in various fields and career areas
• Discuss overcoming barriers, obtaining services, and student rights under the law.
## Non Departmental Elective Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Length</th>
<th>Year</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills</td>
<td>S</td>
<td>S</td>
<td>None.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Community Experience</td>
<td>Qtr</td>
<td>S</td>
<td>Meet ≥ 16 age requirement, have a job, and have administrator approval</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Leadership - Associated Student Body</td>
<td>Y</td>
<td>Y</td>
<td>Appointment to ASB or elected to ASB. 2.0 GPA minimum.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>College Class</td>
<td>S</td>
<td>S</td>
<td>Counselor approval.</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Independent Study</td>
<td>S</td>
<td>S</td>
<td>Administrator and Teacher approval.</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Student Assistant</td>
<td>Qtr</td>
<td>S</td>
<td>Permission from instructor and counselor</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Student Trainer</td>
<td>Qtr</td>
<td>S</td>
<td>Permission from Athletic Trainer and Administrator</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>PE Private Instruction</td>
<td>Qtr</td>
<td>S</td>
<td>National Ranking of approved sport or team.</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

### Study Skills

Credits: 5 units per semester  
Grade Level: 9-12  
Length: semester  
Prerequisites: none

This course is designed to help students develop organizational and study skills to help them succeed in their academic courses. Students create weekly Smart Goals and have time to work on course material from other classes. Students also develop and enforce literacy and communication skills during the semester.

### Community Experience

Credits: Variable: 1 unit per 40 hours of work experience per quarter, up to 2.5 credits per quarter. Pass/Fail grade.  
Maximum credits toward graduation: 40  
Grade Level: 11-12  
Length: 1 quarter (may be repeated)  
Prerequisites: > 16 years old, have a job (plus work permit if under 18 years old), administrator approval

Work Experience is a program that develops skills, habits and attitudes conducive to job success, personal growth, and career preparation. This course will grant credit to students for paid employment. The part time job held by the student need not be related to the occupational goal of the student. Instructional time will focus on reflection and skill building that will serve to foster job skills and career focus.

### Work Permits:

Students with work permits must adhere to the following restrictions:

- The maximum allowable work hours are 28 hours per week and no more than four (4) hours per day on school nights.
- Students cannot work after 10:00 p.m. on school nights or after 12:30 p.m. on other nights.
- Students may not work seven (7) consecutive days.
- Students may not work more than eight (8) hours/day.
- Students with work permits must adhere to the following restrictions:
  - a. The maximum allowable work hours are 28 hours per week and no more than four (4) hours per day on school nights.
  - b. Students cannot work after 10:00 p.m. on school nights or after 12:30 p.m. on other nights.
  - c. Students may not work seven (7) consecutive days.
  - d. Students may not work more than eight (8) hours/day.

### Leadership-Associated Student Body (ASB)

Credits: 5 units per semester  
Grade Level: 9-12  
Length: 1 year  
Prerequisites: Appointment to ASB or elected to ASB; 2.0 GPA.

The Leadership course focuses on developing within students an understanding of how government functions. Students will become familiar with the techniques and principles of leadership, and they will learn how to plan and implement complex projects. During leadership meetings, they will learn and apply the tenets of parliamentary procedure, and eventually conduct effective and efficient board meetings. They will engage in conflict mediation and resolution, and they will learn a variety of different communication skills. Finally, students will set, reflect on, and ultimately achieve complex personal and academic goals.

Students will utilize their talents and skills to provide school wide activities that enhance the student body’s experiences by establishing a safe, positive atmosphere that promotes spirit and unity. This course will be divided between leadership instruction (by both the teachers and students) and the operation of the activities program. It will be run akin to a science classroom in that there will be days devoted to direct instruction in which we will study leadership, and days in which the students will participate in labs (the operation of the activities program.) Students will apply the knowledge they gain from direct instruction to their experiences and eventually,
through trial and error, discover the principles of effective leadership.

**College Class**
Credits: 1.0 - 5.0 units per semester  Grade Level 10-12
Length: 1 semester
Prerequisite: Counselor Approval

Students may enroll in college classes at any of the local community colleges or 4 year colleges with counselor permission, and completed permission form. Grade and credit may be applied to the UHS transcript if an official transcript from the college is submitted. Honors credit will not be earned.

The student must complete a request form provided specific to the college and prior to enrollment in a course. The California Education Code provisions limit the number of eligible students that can be approved by the high school (Ca.Ed.Code 48800). Recommendation for summer session requires the students to meet all of the following:

- Demonstrate adequate preparation in the discipline to be studied
- Exhaust all opportunities to enroll in an equivalent course at the high school
- For any particular grade level, recommendation is limited to 5% of the total number of students who completed that grade immediately prior to the time of recommendation

**Student Assistant**
Credits: 2.5 units per quarter  Grade Level: 10-12
Length: 1 quarter
Prerequisites: Permission from certificated staff

A maximum of 10 credits may be earned toward graduation for any combination of teacher/office aides. This course may be repeated for credit, and the student will be graded on a pass/fail basis.

**PE Private Instruction**
Credits: 2.5 units per quarter  Grade Level: 9-12
Length: 1 quarter (may be repeated)
Prerequisites: National Ranking of approved sport or team. Administrator approval.

A maximum of 20 credits may be earned and a Pass grade will be issued.

This course is for nationally ranked athletes in the top 100, in a sport pre-approved for private instruction credit by the Irvine Unified School District whose practice schedule does not permit them to participate in PE during the school day. The athletic sport and team requires approval from the school district. The student must be preparing for national and international competition, have at least 5 hours per week of private instruction and a demanding practice schedule which precludes him/her from attempting six subjects at University High School. Students will be enrolled in a 5 period day with the sixth class being Private Instruction.

To apply for this course, see the administrator in charge of Private Instruction.
Board Policies

Nondiscrimination/Harassment – Students
Board Policy 5145.5

The Irvine Unified School District is committed to equal opportunity for all individuals in education. District programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, nationality, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The District does not discriminate in enrollment in or access to any of the activities and programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework where applicable. The lack of English skills shall not be a barrier to admission to or participation in the District’s activities and programs. The Irvine Unified School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District’s designated compliance coordinators.

Equity/Title IX Compliance Officer: Keith Tuominen, 5050 Barranca Pkwy, Irvine, CA 92604. Phone: (949)936-5047

IUSD does not discriminate against pregnancy, family or marital status as stated IUSD Nondiscrimination Statement and BD Policy 5145.5 posted on the district website and in the above paragraphs, and posted in the school reception and high school counseling reception areas. All students have access to all programs.

The district does not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs.

Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program.

The LEA treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability.

Sexual Harassment – Students
Board Policy 5145.7

The Board of Education is committed to maintaining a learning environment free from harassment, intimidation or insult, student-to-student or adult-to-student, on the basis of an individual's actual or perceived sex, sexual orientation, gender, gender identity or expression. Positive action will be taken when necessary to eliminate such practices or remedy their effects. Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination in violation of Title IX of the Education Amendments Act of 1972 and Title VII of the Civil Rights Act of 1964. In addition, sexual harassment constitutes violation of the California Education Code, regulations of the State Board of Education, and District Policy. As such, sexual harassment may constitute just cause for discipline pursuant to applicable Education Code Sections.

Definition

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes, but is not limited to, circumstances in which:

1. submission to such conduct is made either explicitly or implicitly a part of the academic environment;
2. submission to or rejection of such conduct by a student is used as the basis for grading, evaluation, or supervision decisions affecting a student; or
3. such conduct has the purpose or effect of unreasonable interference with a student's academic performance or creates an intimidating, hostile or offensive learning environment.

Forms of Sexual Harassment

Forms of sexual harassment include, but are not limited to, the following:
1. verbal harassment: derogatory comments, jokes, or slurs;
2. physical harassment: unnecessary or offensive touching or impeding or blocking movement;
3. visual harassment: derogatory or offensive posters, cards, cartoons, graffiti, drawings or gestures; and
4. sexual favors: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Activities such as:
- comments repeatedly emphasizing the sexuality identity of an individual;
- persistent requests for social-sexual encounters and favors;
- physical contact of a lewd type;
- indecent exposure;
- realized sexual encounters constitute sexual harassment when they are accompanied by one or more of the following terms or conditions:
  1. explicit or implicit promises of rewards for cooperation via misuse of institutional authority -- e.g., to affect a student's academic advancement, grades, graduation, etc.
  2. explicit or implicit threats of punishment for non-cooperation via misuse of institutional authority -- e.g., to effect a student's academic advancement, grades, graduation, etc.
  3. intimidation which creates a hostile or offensive academic environment; interferes with a student's scholastic performance; prevents a student's full enjoyment of education opportunities; or induces conformance, stress, anxiety, fear, or sickness on the part of the harassed student.

Implicit in the legal definition of sexual harassment is the assumption that sexual harassment prevents the realization of the victim's full potential as a student. A person sexually harassing a student is thus robbing the victim of the freedom to learn. Sexual harassment, then, is considered unethical and unsatisfactory, as well as illegal behavior.

Resolution Process

I. Informal Process:

To accommodate the unique nature of sexual harassment complaints, an informal process is provided for the primary purpose of resolution of a complaint at the earliest possible date. Elements of this process are:

1. The principal, an assistant principal, or a counselor may receive sexual harassment complaints from students and/or parents/guardians. The individual receiving the complaint will:
   a. counsel the student, outline the options available and, when parents/guardians have not been involved, inform them of the complaint and the procedures to be followed;
   b. obtain a factual written statement of the complaint and forward such to the Superintendent;
   c. assist in the follow-up investigation, as appropriate;
   d. make recommendations regarding the disposition of the complaint to the Superintendent or designee.
2. The Superintendent or designee will review the factual information collected to determine whether the alleged conduct constitutes sexual harassment, giving consideration to the record as a whole and the totality of circumstances, and will take and/or authorize appropriate action in accordance with student disciplinary procedures or due process requirements.
3. An effort will be made to protect the privacy of the parties involved in a complaint. Files which pertain to complaints handled under the informal process shall be kept confidential and will not be made available to the public.

II. Formal Process:
If the complaint is not resolved to the satisfaction of the student or his/her parents in the informal process, the following formal procedure is available:

1. The complaint shall be reduced to writing by the complainant and sent to the Superintendent within 10 working days of the completion of the informal process.
2. The Superintendent shall investigate the complaint and respond within 10 working days after receipt of the complaint.

Legal References:
Education Code Sections 200, 212.5, 230
Title VII of the Civil Rights Act of 1964
Title IX of the Education Amendments Acts of 1972
Franklin v. Gwinett County Schools, 112 S.Ct 1028 (1992)
Board Policy Adopted: August 25, 1992
Revised: January 12, 2016
Appendix – Course Prerequisites 2015-2016

Current teacher permission is required to progress or change a level in an academic program. Enrollment in Honors or Advanced Placement courses require the commitment noted in the Academic Program of this catalog.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt ‡</th>
<th>Length Year Y) Semester(S)</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus &amp; CTE</td>
<td>Introductory Automotive (ROP)</td>
<td>S</td>
<td>None. Meet the ROP age criteria</td>
<td></td>
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<tr>
<td>Bus &amp; CTE</td>
<td>Advanced Automotive (ROP)</td>
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<td>Introductory Automotive and teacher permission, and meet the ROP age criteria</td>
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<td>Advance Automotive and teacher permission. Meet the ROP age criteria</td>
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<tr>
<td>Bus &amp; CTE</td>
<td>Virtual Enterprise (ROP)</td>
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<td>Teacher permission and meet ROP age criteria</td>
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<tr>
<td>Bus &amp; CTE</td>
<td>Music Technology</td>
<td>f</td>
<td>Able to play piano or guitar.</td>
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<tr>
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<tr>
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<tr>
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<td>English 1</td>
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<tr>
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<tr>
<td>English</td>
<td>English 2 Honors</td>
<td>b</td>
<td>B in English 1 Honors with a B or above essay grade and teacher recommendation; or an A in English 1 with A essay grades and teacher recommendation. Refer to the Criteria for English Honors/AP Placement</td>
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<tr>
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<td>English 3</td>
<td>b</td>
<td>11th grade status</td>
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<td></td>
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<td>English</td>
<td>AP English Language and Composition</td>
<td>b ‡</td>
<td>B in English 2 Honors with B or above essays and teacher recommendation; or A in English 2 CP with A essays and teacher recommendation. Refer to the Criteria for English Honors/AP Placement</td>
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<td>11</td>
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<tr>
<td>English</td>
<td>English 4</td>
<td>b</td>
<td>12th grade status</td>
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<tr>
<td>English</td>
<td>AP English Literature and Composition</td>
<td>b ‡</td>
<td>B in English 3 Honors with B or above essays and teacher recommendation; or A in English 3 CP with an A essay grade and teacher recommendation. Refer to the Criteria for English Honors/AP Placement</td>
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<td>Career Prep English</td>
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<td>Teacher recommendation. 11th grade students must be concurrently enrolled in English 3.</td>
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<tr>
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<td>Communication Studies</td>
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<td>Speech and Debate</td>
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<td>Concurrent enrollment in English 1 Sheltered, English 2 Sheltered, English 3 or English 4.</td>
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<td>12</td>
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<td>English</td>
<td>Beginning Journalism</td>
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<td>≥ C in English 1, 2, 3 CP or H English teacher recommendation</td>
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<td></td>
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<td>12</td>
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<tr>
<td>English</td>
<td>Advanced Journalism</td>
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<td>≥ B in English 1, 2, 3 CP or H English teacher recommendation and permission from Journalism teacher</td>
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<td></td>
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<td>12</td>
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<tr>
<td>English</td>
<td>ELD 1</td>
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<td>CELDT test placement test</td>
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<td></td>
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<td>12</td>
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<tr>
<td>English</td>
<td>ELD 2</td>
<td></td>
<td>ELD 1 or CELDT test placement</td>
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<td></td>
<td>9</td>
<td>12</td>
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<tr>
<td>English</td>
<td>ELD English</td>
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<td>Concurrent Enrollment in ELD 1</td>
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<td>9</td>
<td>12</td>
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<tr>
<td>English</td>
<td>English 1 (Sheltered)</td>
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<td>CELDT test placement test</td>
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<td></td>
<td>9</td>
<td>12</td>
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<tr>
<td>English</td>
<td>English 2 (Sheltered)</td>
<td>b</td>
<td>English 1 (Sheltered) and CELDT test placement</td>
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<td></td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
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<th>Length Year</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>DHH Directed English</td>
<td>b</td>
<td>Y</td>
<td>Summer</td>
<td>Enrolled in DHH Program, and teacher recommendation</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>DHH Functional English</td>
<td></td>
<td>Y</td>
<td></td>
<td>Enrolled in DHH Program, and teacher recommendation</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>DHH Creative Writing</td>
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<td></td>
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<td>Enrolled in DHH Program, and teacher recommendation</td>
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<tr>
<td>English</td>
<td>DHH Directed Reading</td>
<td></td>
<td>Y</td>
<td></td>
<td>Enrolled in DHH Program, and teacher recommendation</td>
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<td>12</td>
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<tr>
<td>English</td>
<td>DHH Functional Reading</td>
<td></td>
<td>Y</td>
<td></td>
<td>Enrolled in DHH Program, and teacher recommendation</td>
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<td>12</td>
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<tr>
<td>Health Ed</td>
<td>Health</td>
<td></td>
<td></td>
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<td>None</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Math 1AB</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>Teacher recommendation for a 2 year algebra course.</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Math 1 CD</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>Pass Algebra 1AB.</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Math 1</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>Placement is based on performance in 8th grade or former accredited high school course.</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Principles of Geometry</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>Pass Algebra 1 CD (both semesters), or pass Algebra 1 (spring semester). Students who pass the 1 yr Algebra 1 course with a B average or higher in both semesters are not eligible for this course and should enroll in Geometry.</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Math</td>
<td>Geometry</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>&gt; C- in Algebra 1 or ≥ B in Algebra 1 AB (spring semester). 9th grade enrollment requires recommendation from Middle School teacher.</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Honors Geometry</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>Grade 9 A in 8th grade Algebra in all 3 trimesters Grade 10-12 A+ (97%) in Algebra 1 (both semesters) Refer to the Criteria for Math Honors/AP Placement</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Intermediate Algebra 2</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>Principles of Geometry, or Geometry. Students passing Geometry with ≥ C or passing Honors Geometry are not eligible and should enroll in Algebra 2 or H Algebra 2.</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Algebra 2</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>≥ C in Geometry (both semesters), or pass Honors Geometry. Students passing Geometry with a C- or D should enroll in Intermediate Algebra 2.</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>Honors Algebra 2</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>&gt; B in Honors Geometry, or A+ (97%) in Geometry. Refer to the Criteria for Math Honors/AP Placement</td>
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<td>12</td>
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<tr>
<td>Math</td>
<td>Functions, Statistics and Trigonometry (FST)</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>&gt; C- in Algebra 2B, or Intermediate Algebra 2 (spring semester) from UHS or a Community College course.</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Math</td>
<td>Pre-Calculus</td>
<td>c</td>
<td>Y</td>
<td></td>
<td>&gt; B in Algebra 2 (spring semester) or Functions, Statistics and Trig. Intermediate Algebra 2 from a Community College course does not meet the prerequisites.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Math</td>
<td>Honors Pre-Calculus</td>
<td>c</td>
<td>‡</td>
<td>Y</td>
<td>&gt; B (not B-) in Honors Algebra 2, or A+ (97%) in Algebra 2. Refer to the Criteria for Math Honors/AP Placement</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>AP Statistics</td>
<td>c</td>
<td>‡</td>
<td>Y</td>
<td>Grade 11: &gt; C (not C-) in Functions, Statistics and Trig., Pre-Calculus, or Honors Pre Calculus 12th grade: A in Algebra 2. Refer to the Criteria for Math Honors/AP Placement</td>
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<tr>
<td>Math</td>
<td>AP Calculus AB</td>
<td>c</td>
<td>‡</td>
<td>Y</td>
<td>&gt; B (not B-) in Pre-Calculus or ≥ C- in Honors Pre-Calculus. Refer to the Criteria for Math Honors/AP Placement</td>
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<td>12</td>
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<tr>
<td>Math</td>
<td>AP Calculus BC</td>
<td>c</td>
<td>‡</td>
<td>Y</td>
<td>&gt; B in Honors Pre-Calculus, or A in Pre-Calculus. Complete summer assignment. Refer to the criteria for Honors/AP math courses Students may not drop into Calculus AB once the semester has begun.</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Math</td>
<td>AP Computer Science</td>
<td>g</td>
<td>‡</td>
<td>Y</td>
<td>≥ B in Algebra 2 and no grade less than B in upper level courses (Pre Calculus or higher level) Refer to the Criteria for Math Honors/AP Placement</td>
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<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt ‡</th>
<th>Length Year Y</th>
<th>Semester(S)</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
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<tr>
<td>Math</td>
<td>DHH Math</td>
<td>Y</td>
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<td>DHH Transitional Algebra</td>
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<tr>
<td>Math</td>
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<td>Math</td>
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<tr>
<td>Math</td>
<td>DHH Algebra 2</td>
<td>c</td>
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<td></td>
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<td>Enrolled in DHH Program, and teacher recommendation</td>
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<td>DHH CAHSEE Math</td>
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<td>Phys Ed</td>
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<td>d</td>
<td></td>
<td></td>
<td>Y</td>
<td>Grade 9: 8th grade science grade of 96% and concurrent enrollment in a minimum of two of the following courses: a. Geometry or higher level of mathematics, b. Honors English 1 c. Honors Global Perspectives Grade 10-12: A (93% and above) grade in both semesters of the previous college prep science course (ESS) and teacher recommendation Refer to the criteria for science Honors/AP Placement</td>
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<td>Chemistry</td>
<td>d</td>
<td></td>
<td></td>
<td>Y</td>
<td>Grade 10: &gt; 9th Grade Honors Science course Grade 11-12: &gt; C in Algebra 1 (both semesters)</td>
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<td>Honors Chemistry</td>
<td>d</td>
<td></td>
<td></td>
<td>Y</td>
<td>Grade 10; ≥ C in 9th Grade Honors Biology Grade 11-12: ≥ C in Algebra 1 (both semesters)</td>
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<td>Science</td>
<td>Marine Science</td>
<td>d</td>
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<td>Pass an introductory Life Science and Physical Science course</td>
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<td>Science</td>
<td>Anatomy and Physiology</td>
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<td></td>
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<td>Y</td>
<td>Pass an introductory Life Science and Physical Science course (Completion of semester one with a</td>
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</table>
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<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt ‡</th>
<th>Length Year Y)</th>
<th>Semester(S)</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
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<td>d</td>
<td></td>
<td>Y</td>
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<td>≥ B in Algebra 2 CP or Honors and concurrent enrollment in FST, Pre-Calculus or higher level math</td>
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<td>d ⊡</td>
<td></td>
<td>Y</td>
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<td>≥ B avg in 9th &amp; 10th Grade Honors Science courses, or ≥ B+ avg in 9th &amp; 10th Grade CP Science courses</td>
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<td>d ⊡</td>
<td></td>
<td>Y</td>
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<td>≥ C in 10th grade science course and concurrent enrollment in Algebra II or higher level math.</td>
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<td>≥ B in Honors Chemistry, or A grade in Chemistry (both semesters)</td>
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<td>Y</td>
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<td>≥ B grade in Algebra 2 or Honors Algebra 2 and concurrent enrollment in Pre-Calculus or higher level math.</td>
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<td></td>
<td>Y</td>
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<td>Placement based on performance in 8th grade humanities / history course.</td>
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<td>ELD Social Science</td>
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<td>AP United States History</td>
<td>a ⊡</td>
<td></td>
<td>Y</td>
<td></td>
<td>≥ B (86%) in Global Perspectives, H or CP, and maintaining that grade through the 3rd quarter. Take and pass a Document Based Question Essay exam. Must complete a summer reading assignment.</td>
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<tr>
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<td>AP Political Science</td>
<td>a ⊡</td>
<td></td>
<td>S</td>
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<td>a ⊡</td>
<td></td>
<td>S</td>
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<td>The American Experience</td>
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<td>S</td>
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<td>g</td>
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<td>Survey of World Religions</td>
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<td>S</td>
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<td>Global Perspectives</td>
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<td></td>
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<td>Soc Science</td>
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<td>a ⊡</td>
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<td>Y</td>
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<td>≥ B in AP U.S. History or A- in CP U.S. History and teacher permission.</td>
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</table>
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<th>Grade Low</th>
<th>Grade High</th>
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<td>VPA</td>
<td>Art of Fashion</td>
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<td>Studio Art</td>
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<td>Advanced Studio Art</td>
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<tr>
<td>VPA</td>
<td>AP Studio Art -Drawing</td>
<td>f</td>
<td>‡</td>
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<td>Graphic Design Studio</td>
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<td>Visual Imagery</td>
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<td>None, 2D Design recommended. Meet the ROP age criteria</td>
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<td>Visual Imagery and teacher permission.</td>
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<td>Video Production</td>
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<td>Visual Imagery or 2D Design is recommended. Meet the ROP age criteria</td>
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<td>VPA</td>
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<td>Dance Technique I</td>
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<td>VPA</td>
<td>Dance Technique II</td>
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<td>VPA</td>
<td>UHS Dance Company/Production</td>
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<td>Y</td>
<td>Audition only</td>
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<td>Drama 1</td>
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<td>S</td>
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<td>VPA</td>
<td>Madrigal Singers</td>
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<td>S</td>
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<td>Vocal music teacher permission</td>
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<td>String Orchestra</td>
<td>f</td>
<td>S</td>
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<td>Must be able to read music, have played a string instrument for at least two years, and provide own instrument</td>
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<td>Concert Orchestra</td>
<td>f</td>
<td>S</td>
<td></td>
<td>Audition</td>
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<th>Grade High</th>
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<td>S</td>
<td></td>
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<td>12</td>
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<tr>
<td>VPA</td>
<td>Concert Band</td>
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<td>S</td>
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<td>Appropriate skill level determined by teacher.</td>
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<td>Symphonic Band</td>
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<td>S</td>
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<td>VPA</td>
<td>Wind Ensemble</td>
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<td>S</td>
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<td>Audition</td>
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<td>VPA</td>
<td>Marching Band (may receive P.E. credit)</td>
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<td>Appropriate skill level and concurrently in Concert Band, Symphonic Band, or Wind Ensemble. Student must attend summer rehearsals at UHS to participate.</td>
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<td>Color Guard (may receive P.E. credit)</td>
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<td></td>
<td></td>
<td>Audition</td>
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<td>VPA</td>
<td>Jazz Ensemble 1 &amp; 2</td>
<td>f</td>
<td>S(SPRING)</td>
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<td>Audition</td>
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<td>AP Music Theory</td>
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<td>‡</td>
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<td>Be able to read and write basic musical notation and teacher recommendations.</td>
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<td>Music Technology</td>
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<td>Y</td>
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<td>Able to play piano or guitar. Must meet ROP age criteria</td>
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<td>American Sign Language II</td>
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<td>ASL I or demonstration of equivalent skills</td>
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<td>Meet &gt; 16 age requirement, have a job, and have administrator approval</td>
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Current teacher permission is required to progress or change a level in an academic program.

Enrollment in Honors or Advanced Placement courses require the commitment noted in the Academic Program of this catalog.

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<th>Column1</th>
<th>Course Title</th>
<th>UC a-g</th>
<th>Bonus Pt ‡</th>
<th>Length Year Semester(S)</th>
<th>Prerequisites</th>
<th>Grade Low</th>
<th>Grade High</th>
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<td>Leadership - Associated Student Body</td>
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<td>Appointment to ASB or elected to ASB. 2.0 GPA minimum.</td>
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<td>Other</td>
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<td>National Ranking of approved sport or team. Administrator approval.</td>
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