



2020-2021 Course Catalog

San Marcos Unified School District

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Introduction

Welcome to San Marcos High School!

We offer a four-year comprehensive high school program with courses ranging from basic skills and Career Technical Education to Advanced Placement (AP) classes, which may result in college credit for work done in high school. In addition to a strong academic program, SMHS provides many opportunities for students to become involved in student government, sports, music, drama, community service, and other extracurricular activities.

Changes due to the Pandemic

Response to COVID-19 and Change of Instructional Model San Marcos High School switched to virtual instruction on March 16, 2020. San Marcos Unified School District implemented a “no harm” grading policy for spring semester allowing for a combination of letter and pass/fail grading. Credit recovery opportunities were provided utilizing the online Edgenuity platform. The district attempted to mitigate the adverse technological impact of COVID-19 by providing each student a Chromebook and access to the internet with cooperation from local providers.

As of Fall 2020, San Marcos High School has moved from a traditional six period model with exclusively year-long classes (taken in two semesters) to a 4x4 model with year-long courses completed in one semester/term. Transcripts will show courses taken prior to the 20/21 school year earning five (5) credits per class per semester. Courses taken during the 20/21 school year are completed in one semester/term and earn 10 credits.

How to Use This Catalog

This publication contains important information for both students and parents. A successful high school career requires careful planning and monitoring of each student’s progress. Families should acquaint themselves with the graduation and college entrance requirements explained in these pages and should use this information as they discuss and develop the student’s four year plan.

Names You Should Know

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The PACE Promise, a joint program of San Marcos Unified School District (SMUSD) and California State University San Marcos (CSUSM), guarantees CSUSM admission to all district students continuously enrolled in the district from 9th through 12th grade who meet entrance requirements. This program began with the SMUSD graduating classes of 2009.

The Promise provides a step-by-step plan of preparation for college. Beginning in seventh grade, San Marcos students must work to fulfill program expectations. Meeting these requirements also prepares them for admission to most California public and private universities and colleges. Students who meet all the program's academic benchmarks and the financial need criteria, as determined by CSUSM, may receive monetary assistance from a private foundation associated with the Promise while attending the university.

Improving college options for this generation of students, the Promise provides dynamic, accelerated services which include tutoring and mentoring, visits to the university campus, enhanced test preparation for English and math entry-level exams, and extensive information regarding college preparation and admission. The Promise thus provides a vital link from the secondary school setting to the university.

Purpose of the Promise:

- To give students the necessary academic tools for entering college or the workforce without remediation.
- To improve access, retention and college completion for underrepresented students.
- To raise academic expectations and ensure that students not only qualify for college admission but thrive when they get there.
- To expand comprehensive support services and to target every student in every school.

Upon graduation from high school, students must have met the following academic benchmarks:

1. Students must be continually enrolled in the San Marcos Unified School District since the 9th grade.
2. Complete all A-G coursework required by CSU Admission policies. Students must ensure that the courses they take meet A-G requirements. English Learners or students enrolled in Special Education must be careful to ensure that course offerings also meet A-G requirements. Generally, this means that students must enroll in and complete mainstream courses. Parents should discuss their student's placement with his/her school counselor or IEP team.
3. Students must meet the CSU eligibility index requirements. In accordance with CSU admission policies, a student's GPA will be evaluated at the time of the application to CSUSM. At that time, grades earned in grades 10-11, including summer school, will be considered along with the SAT Reasoning Test or ACT scores. Grades will be re-evaluated upon high school graduation.
4. During their junior year, students must participate in the Early Assessment Program (EAP) in math and English. These tests assess to see if the students are ready for college-level work or need to take steps to improve their skills during their senior year.
5. Students must successfully demonstrate readiness for college-level work in one of the following ways:
 - Acceptable score on 11th grade EAP tests in math and English
 - Scores of 500 or above on English and 550 or above on math in the SAT Reasoning Test; or a score of 22 in English and 23 in math on the ACT test.
 - A score of 3 or above in Advanced Placement Exams in English and math.
 - Acceptable score on the Entry Level Mathematics Test (ELM) and the English Placement Test (EPT), prior to enrollment in CSUSM

**SMUSD Graduation Requirements
Class of 2024**

<u>English</u>	4 years (40 credits)
<u>Math</u>	3 years (30 credits) *including one year of Geometry
<u>Social Studies</u>	3 years (30 credits) *10th grade World History, U.S. History, Economics/Government
<u>Science</u>	3 years (30 credits) *1 year of Biology, 1 year of Chemistry and 1 year of Physics
<u>World Language</u>	2 years (20 credits) *Can be satisfied with 1 year of a level 2 course **(Successful completion of 10 credits of CTE may count for 1 year of World Language or VAPA)
<u>VAPA</u>	1 year (10 credits) **(Successful completion of 10 credits of CTE may count for 1 year of World Language or VAPA)
<u>Physical Education</u>	2 years (20 credits)
<u>Electives</u>	Any area of study (50 credits)
<u>Total</u>	230 Credits (Grade of “D” or better in all courses to earn credit)

Class of 2023

<u>English</u>	4 years (40 credits)
<u>Math</u>	3 years (30 credits) *including one year of Geometry
<u>Social Studies</u>	3 years (30 credits) *10th grade World History, U.S. History, Economics/Government
<u>Science</u>	2 years (20 credits) *Life Science, Physical Science
<u>World Language</u>	2 years (20 credits) *Can be satisfied with 1 year of a level 2 course **(Successful completion of 10 credits of CTE may count for 1 year of World Language or VAPA)
<u>VAPA</u>	1 year (10 credits) **(Successful completion of 10 credits of CTE may count for 1 year of World Language or VAPA)
<u>Physical Education</u>	2 years (20 credits)
<u>Electives</u>	Any area of study (60 credits)
<u>Total</u>	230 Credits (Grade of “D” or better in all courses to earn credit)

Class of 2022

<u>English</u>	4 years (40 credits)
<u>Math</u>	2 years (20 credits) *including one year of Geometry
<u>Social Studies</u>	3 years (30 credits) *10th grade World History, U.S. History, Economics/Government
<u>Science</u>	2 years (20 credits) *Life Science, Physical Science
<u>World Language</u>	2 years (20 credits) *Can be satisfied with 1 year of a level 2 course **(Successful completion of 10 credits of CTE may count for 1 year of World Language <u>or</u> VAPA)
<u>VAPA</u>	1 year (10 credits) **(Successful completion of 10 credits of CTE may count for 1 year of World Language <u>or</u> VAPA)
<u>Physical Education</u>	2 years (20 credits)
<u>Electives</u>	Any area of study (70 credits)
<u>Total</u>	230 Credits (Grade of "D" or better in all courses to earn credit)

Class of 2021

<u>English</u>	4 years (40 credits)
<u>Math</u>	2 years (20 credits) *including one year of Algebra 1
<u>Social Studies</u>	3 years (30 credits) *10th grade World History, U.S. History, Economics/Government
<u>Science</u>	2 years (20 credits) *Life Science, Physical Science
<u>World Language</u>	2 years (20 credits) *Can be satisfied with 1 year of a level 2 course **(Successful completion of 10 credits of CTE may count for 1 year of World Language <u>or</u> VAPA)
<u>VAPA</u>	1 year (10 credits) **(Successful completion of 10 credits of CTE may count for 1 year of World Language <u>or</u> VAPA)
<u>Physical Education</u>	2 years (20 credits)
<u>Electives</u>	Any area of study (70 credits)
<u>Total</u>	230 Credits (Grade of "D" or better in all courses to earn credit)

SMUSD Graduation Requirements for the Class of 2020, 2021 & 2022

<u>English</u>	4 years (40 credits)
<u>Math</u>	2 years (20 credits) *including one year of Algebra 1 (class of 2020 & 2021) The class of 2022 will be required to also complete one year of Geometry
<u>Social Studies</u>	3 years (30 credits) *10th grade World History, U.S. History, Economics/Government
<u>Science</u>	2 years (20 credits) *Life Science, Physical Science
<u>World Language</u>	2 years (20 credits) *Can be satisfied with 1 year of a level 2 course **(Successful completion of 10 credits of CTE may count for 1 year of World Language <u>or</u> VAPA)
<u>VAPA</u>	1 year (10 credits) **(Successful completion of 10 credits of CTE may count for 1 year of World Language <u>or</u> VAPA)
<u>Physical Education</u>	2 years (20 credits)
<u>Electives</u>	Any area of study (70 credits)
<u>Total</u>	230 Credits (Grade of "D" or better in all courses to earn credit)

Honors/AP Information

Students will be able to modify their course selection (subject to availability) until June 1, 2020. After that time, SMHS will not be able to accommodate course change requests (electives and Honors/AP) because the class scheduling and teacher staffing will be set. The goal of the SMHS Honors/AP Program is to encourage students to academically challenge themselves while balancing their social, emotional, and physical health. Honors and AP courses have many benefits. We want students to be mindful of the following when choosing between college prep courses and Honors/AP courses. Students should select a schedule that is balanced and at the appropriate level of rigor for their ability while keeping in mind:

- Personal academic interests
- Academic or subject area strengths
- Level of motivation
- Mental health and wellness- balance of work and play is important
- The amount of time available in a day to commit to homework/study
- Outside of school obligations
- Course testimonials (Available online)

Students who select honors or AP courses are committing to year-long courses that will be challenging and require perseverance. Students in AP courses will be asked to commit to taking the AP exam in the fall. Due to the increased rigor in Honors/AP courses, students are expected to actively seek and use support opportunities.

For more information, please visit the Honors/AP Program site tab on our San Marcos High School home page. Course expectations and student testimonials will be posted online to help students/ parents make informed decisions.

Información de honores / AP

Los estudiantes podrán modificar su selección de cursos (sujeto a disponibilidad) hasta el 1 de junio de 2020. Después de ese tiempo, SMHS no podrá aceptar solicitudes de cambio de curso (materias electivas y Honores / AP) porque la programación de clases y el personal necesario ya estarán establecidos. La meta del programa SMHS Honors / AP es motivar a los estudiantes a desafiarse académicamente mientras equilibran su salud social, emocional y física. Queremos que los estudiantes sean conscientes de lo siguiente al elegir entre cursos de preparación para la universidad y cursos de Honores / AP.

- Intereses académicos personales
- Sus áreas fuertes académicas
- Nivel de motivación
- Salud mental y bienestar
- Tiempo disponible para tarea / estudio
- Compromisos fuera de la escuela
- Testimonios de cursos (Disponible en línea)

Al inscribirse a una clase de honores o AP, el estudiante se compromete a tomar la clase por todo el año teniendo en mente que estas clases pueden ser difíciles y requieren perseverancia. Tomar el examen AP también será un requisito para los estudiantes intentos en clases AP. Basado en la dificultad en clases de honores y AP, se les pedirá a los estudiantes que busquen y usen las oportunidades de ayuda que existen en SMHS.

Para obtener más información, visite el sitio de internet del Programa de Honores / AP en nuestra página principal de San Marcos High School.

Career & College

It is the mission of the SMHS Counseling Department to ensure that each student is given an equal opportunity to graduate having the greatest number of post-secondary choices from the widest array of options. Whether a student chooses to attend a Trade/Technical Program, a Community College, or start at a 4 Year University out of high school, it is our goal to expose them to a variety of post-secondary options and ensure that they are taking the courses in high school to best prepare them.

California Colleges is a wonderful resource to help guide students and parents in high school, career, college, and financial aid planning. Please take some time to set up an account and explore this wonderful resource.

www.californiacolleges.edu

College Entrance Requirements

Students planning on going directly to a four-year college or university must meet that school's entrance requirements. Those interested in private colleges or universities should contact the admissions departments of the appropriate schools early in their high school career to ensure they are taking the necessary courses.

College and university information is available to our students on campus through the College and Career Center. Students are invited to look through college catalogs as well as online college search programs. A wealth of information related to college selection, financial aid, scholarships, SAT / ACT tests and preparation can be found at the college and career center as well as on the College and Career Center website.

Entrance requirements for the UC / CSU four-year public university systems in California are outlined on the following page. Please note that students must pass any courses taken in fulfillment of the entrance requirements with a grade of C or better. Although D grades are considered passing for purposes of graduation, they are NOT considered passing by the university systems.

A list of SMHS courses which meet UC and CSU admissions requirements may be found on the UC website <http://ucop.edu/doorways>

Click on the box titled "A - G Course Lists". Enter: San Marcos, California

UNIVERSITY OF CALIFORNIA	CALIFORNIA STATE UNIVERSITY
ENGLISH 4 Years	ENGLISH 4 Years
MATH 3 Years (Algebra 1, Geometry, Algebra 2, Four years recommended)	MATH 3 years (Algebra 1, Geometry, Algebra 2. Four years recommended)
SOCIAL SCIENCE 2 Years of History/Social Science, including one year of U.S. History or one-half year of U.S. History and one-half year of US Government, and one year of World History, Cultures and Geography.	SOCIAL SCIENCE 2 years , including one year of U.S. History or U.S. History or U.S. History and US Government and one year of other approved Social Science course
SCIENCE 2 Years laboratory science, Biology, Chemistry and Physics. (3 years preferably)	SCIENCE 2 years laboratory . One life science and one physical science
FOREIGN LANGUAGE 2 Years of the same language (3 years recommended)	FOREIGN LANGUAGE 2 years of the same language
VISUAL & PERFORMING ARTS 1 year (dance, drama/theater, music or visual art)	VISUAL & PERFORMING ARTS 1 year (dance, drama/theatre, music, or visual art)
ELECTIVES 1 Year chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives	ELECTIVES 1 Year chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

MINIMUM COLLEGE PREPARATORY REQUIREMENTS

A-G Subject Requirements*/PACE
California State University (CSU) – University of
California (UC) (Meeting A-G automatically fulfills
SMUSD graduation requirements)

SUBJECT	1 year	2 years	3 years	4 years
A – <u>History</u> Two years of history/social science, including one year of U.S. history or one semester of U.S. history and one semester of Civic/Government.				
B – <u>English</u> Four Years English (including CSU and UC approved ELD courses).				
C – <u>Mathematics</u> Three years math (algebra 1 and 11, geometry); four years strongly recommended				
D – <u>Laboratory Science</u> Two years of laboratory science including at least two of the three core disciplines of biology, chemistry and physics. Three to four years strongly recommended.				
E – <u>Foreign Language</u> Two years of a language other than English. Must be the same language; three years recommended by UC and required by many independent/private schools.				
F – <u>Visual or Performing Arts</u> One year visual and performing arts, Students must complete a single year-long course selected from the disciplines of dance, drama, theatre, music or visual arts.				
G – <u>College Preparatory Elective</u> One year elective chosen from any of the areas on the approved "A-G course list.				

*Some independent universities require above minimum A-G subject requirements. Please check the admissions website for each university.

Community College

There are no required subjects for admission to community college. SMHS Counselors work with Palomar College and Mira Costa College to help seniors transition in the spring of senior year.

Private Colleges/Universities and Out of State Schools

Many follow the University of California pattern for required subjects, but there is a great deal of variation; therefore, it is necessary to check each school individually. Catalogs for most colleges are available online through their admissions department websites.

University of California

At least 7 of the required 15 units of high school coursework (a unit is equal to an academic year, or two semesters of study) must be taken in grades 11 and 12. All required subjects must be completed with at least a grade of "C" including those in grade 9.

Admission is based on a) the GPA in the required subject areas completed in grades 10 and 11 and b) the score on the SAT I or ACT. All of the UC campuses are competitive and they encourage a student to take the most rigorous program available. Please see <http://admission.universityofcalifornia.edu/freshman/how-applications-reviewed/index.html> for more information.

California State University

Admission is based on the student's GPA in grades 10 and 11 and the score on either the SAT I or ACT. All subjects must be completed with at least a grade of "C". Because some programs are impacted, students with the highest grades and best preparation are given preference.

College Admission Testing

For current information on college search, financial aid, registering for the SAT's, practice tests, and much more, please go to the College Board website at: www.collegeboard.com.

- **PSAT** - (Preliminary Scholastic Aptitude Test) is administered nationwide every October to juniors who desire to take this test, which is a practice test for the SAT I. The test consists of two parts - English and Mathematics. The questions are very similar to those on the SAT I, but this test is shorter and less difficult. This test is the qualifying exam for the National Merit Scholarship Program. National Merit Scholars score in the top 1% in the PSAT.
- **SAT I** - (Scholastic Aptitude Tests) are college admissions tests, which are usually taken at the end of the junior year and/or the beginning of the senior year. It is offered 7 times each school year. The test consists of three parts – English, Mathematics, and Writing.
- **SAT II** - (Subject Tests) are not required for admission purposes, but recommended for some programs of study. Check each university's website. These tests cover areas of English, foreign languages, mathematics, science, social studies, etc. Colleges may specify which tests are required. These are 1-hour multiple-choice tests, covering much more detail than the SAT I which are offered on the same days as the SAT II.
- **ACT** - (American College Test) is another college admissions test (most 4-year colleges and universities require students to take ACT or SAT I). It is offered 5 times each school year. This test consists of 4 parts - English (usage, grammar, structure, and punctuation), mathematics (mostly algebra and geometry), reading comprehension, and science reasoning and takes about 3 hours to complete. All questions are multiple-choice type.

Acceptable Credits:

Credits towards SMHS graduation may be earned in the following manner:

- Successful completion of courses offered during the regular school year or summer sessions.
- Transfer of units from accredited private or other public schools.
- Approved correspondence courses.
- Transfer of units from a community college. (See section which follows.)
- Completion of basic education adult school courses for high school credit.
- Independent study as authorized by the California Administrative Code.

Community College Credits:

Community college courses may be transferred to SMHS as follows:

- 2-3 unit community college class = 5 credits at SMHS.
- 4-5 unit community college class = 10 credits at SMHS
- Any class which is fewer than 2 units at a community college may not be transferred to SMHS for credit, except when combined with other related classes with the approval of a counselor and principal's designee.

Credit Limitations:

The following limitations apply unless prior approval for exception is granted by the principal:

- While attending SMHS, a student may apply no more than 30 credits from off-campus sources (community college, adult school, college, and university or correspondence classes) towards graduation. Approval form for off-campus courses must be filled out prior to enrolling in any course outside of SMHS (with the exception of Palomar College or Mira Costa College).
- Work Experience Education is an elective class offered by Palomar College. This class combines class instruction with paid employment. This class is only open to juniors and seniors. Successful completion of the course requirements allows a student to earn 5 elective credits each semester; a total of 20 credits for 4 semesters.
- Courses in religion may not count as credits towards graduation. Courses identified as repeatable may be taken multiple times for credit. Students earning a grade of D in a college prep A-G course may repeat the course for additional credit providing that they earn a grade of C or higher the second time through. The initial course with the D grade will be applied as elective credits for graduation purposes.

Advanced Placement (AP) Classes:

Advanced Placement courses provide a college-level learning experience. Students who enroll in AP classes are expected to take the AP exams given in May of each year. Most colleges will grant credit for scores of 3, 4, or 5 on the AP exams; thus, students may earn college credit while still in high school. Students earn an extra grade point for a grade of C or higher. State law mandates that weighted grades can be assigned only to courses designated as eligible by the University of California (UC). UC has approved weighted grades for all SMHS Advanced Placement courses as well as the honors courses in French III, Spanish III, and Genetics. Our other honors classes have been approved by UC, but do not qualify for weighted grades.

Incompletes: Incompletes are not given. Missed work must be made up within three weeks of the beginning of the following school term and the grade will be averaged in for a permanent grade. It is the student's responsibility to contact teachers and make arrangements to make up work. If the work is not made up the prior grade will be permanent.

Transferring Students:

Students transferring to SMHS without check-out grades will be allowed to enroll and attempt to earn credit up until the 9th week of the semester. After that date the student will audit the class and will not receive credit from SMHS. Students transferring to SMHS within three weeks of the end of our semester must make arrangements to complete credits in the district they are leaving prior to checking out. San Marcos High School cannot grant another district's credits if a student transfers in without meeting that district's requirements.

The transfer grades of students coming to SMHS will be averaged with the grades earned here when teachers compute a final grade. Students who were on track to graduate upon leaving their previous district during their senior year, but who are deficient in SMHS graduation requirements, may graduate from San Marcos High School provided they pass six classes each semester. Students must attend SMHS their final semester in order to receive a San Marcos High School diploma.

Student Scheduling:

During the scheduling process, students and parents will have several opportunities to provide input regarding the courses the student should take. Counselors give students a transcript showing work completed and work in progress early in the scheduling sequence. The student and their parents should check the transcript carefully to ensure that they are meeting graduation requirements and to use as a guide in planning the following school year.

If parents have concerns or questions regarding classes, they should contact the counselor.

In order to maintain balanced class sizes, students are assigned to teachers randomly by a computer system designed to accommodate the needs of all students. Students may not change teachers once class assignments are made. A teacher change will only be considered by the administration if the student has had the teacher in a previous year.

Course Description

Descriptions of the courses offered at San Marcos High School are outlined in the following pages. Students should take note of the grade levels at which the course may be taken, prerequisites, and the length of the course (semester or year- long).

Some of the abbreviations commonly used in this section are explained below.

AP	Advanced Placement (designates classes to prepare students for the Advanced Placement exams, which may result in a student's receiving college credit for a course, even though the course was completed in high school)
CSU	California State University (identifies courses which meet the entrance requirements of that school)
ELD	English Language Development (designates English classes for those learning English as a second language).
(P)	College preparatory (designates classes accepted by colleges and universities for purposes of meeting their entrance requirements)
(H)	Honors (designates honors classes designed to prepare students for Advanced Placement classes)
ROP	Regional Occupational Program (designates classes funded from that source)
SE	SDAIE-Specially Designed Academic Instruction in (designates classes for English learners)
UC	University of California (identifies courses which meet the entrance requirement of that school)

Student Activities

San Marcos High School is a great place and we are glad you are a part of the Knight family. San Marcos High School offers many different extracurricular activities for students to get involved.

Please click here for information about our [Associated Student Body \(ASB\) Program and Clubs](#).

The Arts Program	Marching Knights Alliance	Pageantry
<ul style="list-style-type: none"> • Dance • Art • Cheer • Drama • Chorus 	<ul style="list-style-type: none"> • Band • Jazz Band 	<ul style="list-style-type: none"> • Dance • Varsity/J.V. • Color Guard

Athletics:

FALL	WINTER	SPRING
<ul style="list-style-type: none"> • Football • Cross Country • Girls Tennis • Girls Volleyball • Field Hockey • Boys Water Polo • Girls Golf 	<ul style="list-style-type: none"> • Boys/Girls Soccer • Boys/Girls Basketball • Wrestling • Girls Water Polo 	<ul style="list-style-type: none"> • Track & Field • Swimming • Boys Tennis • Boys Volleyball • Baseball • Softball • Boys Golf • Boys/Girls Lacrosse

Deadlines for Course Changes

Type of change	Deadline	To be considered
Level changes in math, English, science, foreign language, history i.e. Advanced Placement (AP) or Honors (H) to college prep (P)	Requests can be made until June 1 of the prior school year (pending space availability in desired course).	Courses will be closed once school starts
Elective changes	Requests can be made until June 1 of the prior school year (pending space availability in desired course)	Elective courses will be closed once school starts
Drop a class not needed for graduation (seniors only)	Up until the last day of the 1st grading period each semester	Any drops after the 1st grading period of the semester will result in a WF (withdraw fail), which is an F on the transcript Change may only be made if there will be no gaps in the schedule, and course availability permits movement (open classes during needed periods with the same teacher)
Drop a course that is in addition to the regular schedule i.e. 0 period or 7th period class not needed for credits	See right column for explanation	If a student wants to drop an academic 0 period course and move it into his/her 1-6 period schedule it must be done no later than 2 weeks into first semester, 1 week into the second semester. This can only be done if there are spaces in desired classes/periods and the student's teachers do not change.
Teacher changes		Not permitted
Period changes/requests		Not permitted

It is sometimes necessary to revise students' schedules at the beginning of the second semester. Students are not guaranteed identical schedules for both semesters.

English

Course Name

Course Number

ENGLISH 9 (P)

9001 / 9002

Grade level 9

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 5 credits of English and 5 credits of Elective

Literature, both fiction and nonfiction, classical and modern, is studied to illuminate and help students meet the Common Core State Standards. There is significant emphasis on research, close reading of text, argumentative writing, response to literature, and other skills that promote critical thinking. Varying forms of assessment, including essays, listening and speaking activities, performance tasks, and short-and long-term projects are used to guide instruction.

ENGLISH 9 (H)

9003 / 9004

Grade level 9

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 5 credits of English and 5 credits of Elective

This is a course that is differentiated in order to provide greater depth, complexity, novelty, and the accelerated pacing that will start students' preparation for the Advanced Placement program. Literature, both fiction and nonfiction, classical and modern, is studied to illuminate themes and help students meet the Common Core State Standards. There is significant emphasis on literary analysis, research, close reading of text, argumentative writing, and other skills that promote critical thinking. Varying forms of assessment, including essays, listening and speaking activities, performance tasks, and short and long-term projects, are used to guide instruction. Students who take English 9 Honors should be prepared for a greater workload than a college prep class and be comfortable with large amounts of independent reading.

ENGLISH 9 & GAME DESIGN (P)

9101

Grade level 9

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 5 credits of English and 5 credits of Elective

The esports industry holds unrealized potential for a 9th grade English Language Arts classroom; the stories told within games, the mythology of characters, literacy required to achieve mastery, and opportunities to integrate the intersections between technology, culture, and play all parallel English Language Arts skills and concepts.

Students will build a foundational understanding of esports, their history, and their evolution over time, through research in multiple genres and methodologies. They will use critical thinking skills and argumentative, analytical, narrative, expository, and descriptive pieces of writing on self-selected topics within each unit's framework to apply their esports enthusiasm to their English study. Students will explore the meaningful and diverse ways to participate in the esports community beyond playing competitively themselves, and will connect the gaming experience to literature, both fiction and nonfiction. Challenging preconceptions of what qualifies as a text, the students will apply their understanding of literary concepts to analyze and critique how writers and game developers both make choices to convey meaning to their audiences. Becoming authors themselves, they will contribute their own characters and worlds to the genre of esports. This course also supports integrated STEM learning and principles with its emphasis on effective oral and written communication, argumentation, design thinking, systems thinking, and effective student engagement with educational technology as a means to collaborate, think critically, and communicate student thinking.

Course Name**Course Number****ENGLISH 10 (P)****9009 / 9010****Grade level 10****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of English**

The course focuses on world studies. Students view essential elements of the world within themes such as revolutions, stereotypes, and power. Literature, both fiction and nonfiction, classical and modern, is studied to illuminate themes and help students meet the Common Core State Standards. There is significant emphasis on research, close reading of text, argumentative writing, response to literature, and other skills that promote critical thinking. Varying forms of assessment, including essays, listening and speaking activities, performance tasks, and short- and long-term projects are used to guide instruction. This class is closely connected to and shares many assessments with History 10 (P).

ENGLISH 10 (H) (P)**9011 / 9012****Grade level 10****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of English**

This is a course that is differentiated in order to provide greater depth, complexity, novelty, and the accelerated pacing that will continue students' preparation for the Advanced Placement program. Literature, both fiction and nonfiction, classical and modern, is studied to illuminate themes and help students meet the Common Core State Standards. There is significant emphasis on literary analysis, research, close reading of text, and other skills that promote critical thinking. Varying forms of assessment, including essays, Socratic seminar, performance tasks, and short and long-term projects, are used to guide instruction. Students who take English 10 Honors should be prepared for a greater workload and be comfortable with large amounts of independent reading. ***It is highly recommended that students thinking of taking AP English Literature in 11th grade take this course.***

ENGLISH 11 (A/B) (P)**9017 / 9018****Grade level 11****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of English**

ENG 11 focuses on the United States, historical documents, and history from the beginning of the development of democratic traditions to the present day. Instruction is guided by essential themes and questions which focus students' assignments, discussions, and projects. Critical events, literature, and art are placed in geographical and historical context as students gain greater awareness of the political and economic forces that affect their everyday lives. In addition to a focus on American Studies, writing tasks, projects and assignments align with and focus on Common Core State Standards and prepare students for the statewide assessment they will take in the spring semester. Students will take multiple Performance Tasks each semester to help prepare for this exam. Writing, reading, and critical thinking are integral and required components in both subject areas.

Course Name**Course Number****AP ENGLISH LIT****9019 / 9020****Grade level 11****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of English**

The focus of this course is the individual in a diverse society. Students look at the interrelationship of individuals and society in the context of personal, social, cultural, democratic, national, and world themes. Literature, both fiction and non-fiction, traditional and modern, is used to help students meet the Common Core State Standards and prepare for post-secondary work. Essays, multiple-choice and short-answer tests, and projects are used as assessment tools which then guide instruction. This course prepares students to take the Advanced Placement exams in English Literature. Instruction is differentiated in order to meet the depth, complexity, novelty, and pacing required by the State gifted standards and the Advanced Placement program.

ENGLISH 12 (A/B) ERWC (P)**9025 / 9026****Grade level 12****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of English**

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

AP ENGLISH LANG**9027 / 9028****Grade level 12****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of English**

AP ENG LANG (AP) focuses on the United States from the time of the colonies to the present. Students look at the developing elements of American society within the themes of national, global, and urban identity, a just society, international responsibility, and national accountability. Assessment is done via essays, multiple-choice and short answer tests, and short-and long-term projects. Students examine

rigorous nonfiction and fiction texts to produce in-depth analysis; students also explore social issues to develop an informed argument -- both skills relate to essay questions they will encounter on the AP exam. This course prepares students for the Advanced Placement (AP) exams in English Language and Composition based on College Board requirements and Common Core State Standard. Instruction is differentiated to provide the depth, complexity, novelty, and pacing required by State gifted standards and the AP program. It is noteworthy that the exam includes various and numerous writing prompts; therefore, both courses place special emphasis on frequent and rigorous writing.

English Learner Program

Course Name

Course Number

ELD I /ELD II /ELD III (P) / ELD IV (P)

6236/1325/ 7281/ 7285

Grade level: 9-12 (Repeatable)

YEAR

Prerequisites: Appropriate scores on CELDT or successful completion of the preceding ELD class. UC/CSU

Credits Earned per Term: 10 credits of English

(ELD I and II- 2 periods per day – 20 credits) (ELD III and IV– 1 period per day – 10 credits) Students will be concurrently enrolled in a college prep English class. The English Language Development (ELD) classes are designed to develop the English language skills of those students whose first language is not English. All four classes emphasize academic reading, writing, speaking, and listening in addition to real world experiences in spoken English. The staff is experienced and trained with English Language Development (ELD) curriculum and standards, as well as Specifically Designed Academic Instruction in English (SDAIE) strategies.

The department goal is for students to learn English and meet the appropriate academic achievement standards for grade promotion and graduation. This includes earning 230 credits in various subject matter categories.

History / Social Science

Course Name

Course Number

WORLD HISTORY (H)

Grade level 9

Prerequisite: None

Credits Earned per Term: 10 credits of History

Pre-AP World History and Geography focuses on the concepts and skills that have maximum value for college, career, and civil life. The course is built around three enduring ideas to create an engaging and relevant social studies course: history is an interrelated story of the world, history and geography are inherently dynamic, and historians and geographers are investigators. The Pre-AP World History and Geography instructional will focus on evaluating evidence, incorporating evidence, and explaining historical relationships. This course builds students' essential skills and confidence to prepare them for a range of AP history and social science coursework during high school, including AP World History. It is highly recommended that students thinking of taking AP World History in 10th grade take this class or Big History.

5003 / 5004

YEAR

UC/CSU

WORLD HISTORY (P)

Grade level 10

Prerequisite: None

Credits Earned per Term: 10 credits of History

This course focuses on world history, from the Enlightenment to the post-Cold War era. Students will experience essential elements of world history through the study of themes such as revolutions, stereotypes, and power, to enable them to meet the Common Core State Standards. There is significant emphasis on research, close reading of text, argumentative writing, document analysis, and other skills that promote critical thinking. Varying forms of assessment, including essays, Socratic seminars, performance tasks, and short- and long-term projects, are used to guide instruction.

5001 / 5002

YEAR

UC/CSU

AP WORLD HISTORY

Grade level 10

Prerequisite: None

Credits Earned per Term: 10 credits of History

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. The course prepares students to take the AP World History exam.

5007 / 5008

YEAR

UC/CSU

Course Name**Course Number****US HISTORY (A/B) (P)****5013 / 5014****Grade level 11****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of History**

US History focuses on the United States, historical documents, and history from the beginning of the development of democratic traditions to the present day. Students will experience and examine the developing elements of American society within units that span from the start of European exploration all the way through to our contemporary American society. Instruction is guided by essential themes and questions which serve as a focus for students' assignments, discussions, and projects. Critical events, literature, and art are placed in geographical and historical context as students gain greater awareness of the political and economic forces that affect their everyday lives. In addition to a focus on US History, writing tasks, projects and assignments align with and focus on Common Core State Standards and prepare students for the statewide assessment they will take in the Spring Semester. Students will take Performance Tasks each semester to help prepare for this exam. Writing, reading, and critical thinking are integral and required components

AP US HISTORY**5015 / 5016****Grade level 11****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of History**

AP U.S. History is designed to be the equivalent of a full year introductory college or university U.S. history survey course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society

Course Name**Course Number****GOVERNMENT (A/B) (P)****5021 / 5022****Grade level 12****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of Government**

U.S. Government and Economics is a year long course devoted to the study of National, State, and Local government and an introduction to economics. The content of this course will follow the History Social Science Content Standards for grade twelve as set forth by the California Department of Education. This course is A - G approved and is a graduation requirement.

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the evolving interpretations) of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. The basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement, and methods will be studied in historical context.

AP GOVERNMENT**5023 / 5024****Grade level 12****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of Government**

AP U.S. Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes in Government and Politics. They will be required to know important facts, concepts, and theories pertaining to U.S. government and politics and to understand typical patterns of political processes, behaviors and their consequences. Students will be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats) and to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum. This course prepares students to take the Advanced Placement exam for U.S. Government and Politics.

AP GOVERNMENT AND AP ECONOMICS**5023/ 5030****Grade level 12****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of Government**

AP Government and AP Economics is a fast-paced course that incorporates both disciplines into a unified study of the individual in a diverse society. Students look at the interrelationship of individuals and society in the context of personal, local, national, and world themes. AP US Government introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture

of the United States. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole, with particular emphasis on the study of national income and price-level determination. The two disciplines will be taught concurrently. These courses prepare students to take the Advanced Placement exams for U.S. Government and Politics and Macroeconomics.

AP HUMAN GEOGRAPHY

Grade level: 9-12

Prerequisite: None

Credits Earned per Term: 10 credits of Elective

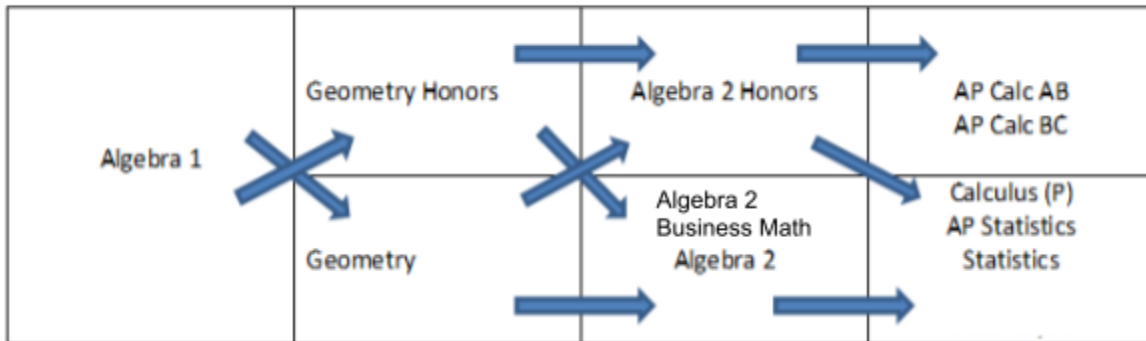
1401

YEAR

UC/CSU

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course focuses on the distribution, processes, and effects of human populations on Earth at different scales. Students employ spatial concepts and landscape analysis to examine population demographics, migration patterns, cultural diffusion, political geography, economic and urban development, and land usage. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Math Pathways



**Math Analysis/Trigonometry and
Pre-Calculus are no longer offered.
Standards for these classes are now
embedded in Algebra 2 Honors.**

Mathematics

Course Name

Course Number

ALGEBRA I (P)

7532

Grade level: 9-12

YEAR

Prerequisite: Placement determined by middle school math teacher or grade of C or better in Essentials of Algebra or a B in SMUSD CC Math 8.

UC/CSU

Credits Earned per Term: 5 credits of Math and 5 credits of elective

The Algebra 1 course is the first course in the high school sequence aligned with the Common Core State Standards for Mathematics (CCSS-M). The purpose of this course is to provide opportunities for students to gain fluency with linear, quadratic and exponential functions. Students will engage in contrasting linear, quadratic and exponential functions, in addition to analyzing, solving and using these functions to model real-world situations. Throughout the course, students will gain understanding and use the formal definition of functions and their notation, and will use them to interpret and build functions. Students will also discover the analogous nature of polynomials with integers, and will begin their study of statistics, focusing on interpreting categorical and quantitative data. In addition to the CCSS-M standards content standards for Algebra 1, students will experience and gain fluency with the eight Standards for Mathematical Practice.

GEOMETRY (P)

7534

Grade level: 9-12

YEAR

Prerequisite: Incoming 9th graders: Required C or better in Accelerated Algebra

Current 9th - 12th graders: D or better in Algebra 1, or a teacher recommendation

UC/CSU

Credits Earned per Term: 10 credits of Math

The Geometry course is the second course in the high school sequence aligned with the California Common Core State Standards for Mathematics (CCSS-M). The purpose of this course is to introduce students to formal geometric proofs and the study of plane figures, culminating in the study of right triangle trigonometry and circles. Throughout the course, students will gain experience in proving results about the plane formally, using previously defined terms and notions. Students will explore transformations, proving geometric theorems, congruence and similarity, right-triangle trigonometry and probability. In addition to the CCSS-M content standards for Geometry, students will experience and gain fluency with the eight Standards for Mathematical Practice.

GEOMETRY (H)

0214

Grade level: 9 and 12

YEAR

Prerequisite: Required B or better in Accelerated Algebra and a teacher recommendation

UC/CSU

Current 9th - 12th graders: Recommended B or better in Algebra 1 and/or teacher recommendation

Credits Earned per Term: 10 credits of Math

This course covers the same topics as listed in Geometry in addition to enhanced (+) standards outlined in the California Mathematics Framework for the Geometry course. Students will gain greater understanding of trigonometry through deriving formulas and proving, using, and understanding the application of laws of sines and cosines. In addition, students in Honors Geometry will gain a deeper understanding of using probability models and probability experiments to make decisions.

ALGEBRA II (P)**Grade Level: 9-12**

Prerequisite: Grade of C or better in High School Algebra I and Geometry or teacher's recommendation. Grade of B or better in Middle School Algebra I and C in follow-up Geometry course.

Credits Earned per Term: 10 credits of Math

The Algebra 2 course is the third course in the high school sequence aligned with the California Common Core State Standards for Mathematics (CCSS-M). The purpose of this course is to extend and deepen students' understanding of numbers and functions. Throughout the course, students will explore polynomial and rational functions, and their relationship to integers and rational numbers respectively. Students will examine the relationship of a function and its inverse, through exponential and logarithmic functions. Students will study trigonometric functions and expand their knowledge of statistics to include understanding of the normal distribution. In addition to the CCSS-M content standards for Algebra 2, students will experience and gain fluency with the eight Standards for Mathematical Practice.

7537
YEAR
UC/CSU

ALGEBRA II FOR STRATEGIC BUSINESS MANAGEMENT**Grade level: 11 – 12**

Prerequisite: Grade of C or better in High School I and Geometry or teacher's recommendation

Pending NCAA approval**Credits Earned per Term: 10 credits of Math**

Students explore and interpret the behavior of different functions (linear, polynomial, exponential, logarithmic, rational) by modeling real-world relationships found in the finance and business sectors. Through lessons based on consumer finance, students deepen their understanding of linear and polynomial functions while comparing income types, investment portfolios, and planning for retirement. Students use real case studies to create, analyze, and interpret functions that influence business decisions. Students investigate the algebra involved in managing a business, using model data from real case studies and applying these findings to create a business of their own.

7538
YEAR

UC/CSU**ALGEBRA II (H)****Grade level 9-12**

Prerequisite: Grade of B or better in Geometry (H) or Grade of B or better in Geometry and teacher recommendation. A in Algebra 1

Credits Earned per Term: 10 credits of Math

This course is our new Pre-AP Calculus course, covering the same topics as listed in Algebra 2 in addition to enhanced (+) standards outlined in the California Mathematics Framework for the Algebra 2 course. Students will examine polynomial identities to include complex numbers and know and apply the Fundamental Theorem of Algebra and the Binomial Theorem. Students will also extend their knowledge of rational expressions by graphing more complex functions and identifying their key features. Students will gain greater understanding of trigonometry by utilizing additional identities and further investigating patterns of the unit circle. In addition, students in honors Algebra 2 will extend their understanding of probability by analyzing decisions and strategies in more complex situations.

9874
YEAR
UC/CSU

AP CALCULUS (AB)**Grade level: 9 -12**

Prerequisite: Grade of C or better in Honors Algebra 2

Credits Earned per Term: 10 credits of Math

This course is an intensive study of differential and integral calculus and their applications to scientific and engineering problems. Topics include limits, derivatives as functions, computation and applications of derivatives, computation and applications of integrals, and differential equations. Instruction is

2223
YEAR
UC/CSU

differentiated in order to provide the depth, complexity, novelty, and pacing required by state gifted standards and to prepare students for the Advanced Placement program.

AP CALCULUS (BC)

2225

Grade level 9-12

YEAR

Prerequisite: Calculus AB, or an A in Algebra 2H with teacher recommendation.

UC/CSU

Credits Earned per Term: 10 credits of Math

This course is a review and extension of the differential and integral calculus topics from Calculus AB. Additional topics include parametric, polar, and vector functions, additional techniques and applications of integration, and *polynomial approximations and series*. *Instruction is differentiated in order to provide the depth, complexity, novelty, and pacing required by state gifted standards and to prepare students for the Advanced Placement exam*

CALCULUS (P)

7369

Grade level: 9-12

YEAR

Prerequisite: Grade of C or better in Algebra II.

UC/CSU

Credits Earned per Term: 10 credits of Math

The major purpose of this course is to provide a year-long study of an entry level pre-calculus course and an introduction to calculus. Topics include trigonometry, limits and continuity, differentiation, applications of derivatives, integration, and applications of the integral. This course is appropriate for a college-bound student.

STATISTICS (P)

7368

Grade level: 11 -12

YEAR

Prerequisite: Grade of B or better in Algebra II or C

UC/CSU

Credits Earned per Term: 10 credits of Math

This is a college level introduction to statistics. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course has four broad conceptual themes: 1) exploring data; 2) planning a study 3) anticipating patterns in advance, and 4) statistical inference. *Instruction is differentiated in order to provide the depth, complexity, novelty, and pacing required by state gifted standards and to prepare students for the Advanced Placement program.*

AP STATISTICS

7367

Grade level: 11-12

YEAR

Prerequisite: Grade of B or better in Algebra II

UC/CSU

Credits Earned per Term: 10 credits of Math

This is a college level introduction to statistics. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course has four broad conceptual themes: 1) exploring data; 2) planning a study; 3) anticipating patterns in advance, and 4) statistical inference. *Instruction is differentiated in order to provide the depth, complexity, novelty, and pacing required by state gifted standards and to prepare students for the Advanced Placement program.*

Science

Course Name

Course Number

BIOLOGY OF THE LIVING EARTH

7550

Grade level: 9-12

YEAR

Prerequisite: None

Credits Earned per Term: 10 credits of Life Science

Biology of The Living Earth course, based on the Next Generation Science Standards, explores the relationships between the living and nonliving components of Earth's systems. By using science and engineering practices, cross-cutting disciplinary concepts, and evidence from experiments, research, and observations, students will learn how to formulate questions, evaluate claims, and develop models to make interpretations and investigate the natural world. Topics will include: Ecosystems Interactions and Energy, History of Earth's Atmosphere: Photosynthesis and Respiration, Evidence of Evolution, Inheritance of Traits, Structure, Function, and Growth (from cells to organisms) and Ecosystem Stability and the Response to Climate Change.

AP BIOLOGY

3030

Grade level: 10-12

YEAR

Prerequisite: Grade of B or higher in biology and chemistry.

UC/CSU

Credits Earned per Term: 10 credits of Life Science

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through Inquiry-based investigations as they explore the following topics: evolution, cellular processes-energy and communication, genetics, information transfer, ecology and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems.

The following are the four Big Ideas:

- The process of evolution explains the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life process.
- Biological systems interact, and these systems and their interactions possess complex properties.

AGRICULTURAL BIOLOGY (P)

1085

Grade level: 9-12

YEAR

Prerequisite: None.

UC/CSU

Credits Earned per Term: 10 credits of Life Science

This is a one year lab science course designed for students interested in agriculture science and/or post-secondary education. The course emphasizes the California Standards in life science principles in molecular and cellular aspects of plants and animals. The course also covers chemistry of life, genetics, history of living things, ecological relationships and their environment, and animal systems. Research

project(s) and oral/written presentations or reports will be a valuable part of the course. *This course meets the life science requirement.

ANATOMY AND PHYSIOLOGY(H) Weighted Grade

3212

Grade level:

YEAR

Prerequisite: Biology

UC/CSU

Credits Earned per Term: 10 credits of Life Science

This honors course is designed to provide a rigorous, broad based, general study of human anatomy and physiology. Through the use of microscopes, models, skeletons and dissections, students will gain a thorough understanding of the structure and function of the major systems of the human body. It also covers the skills students will need as a part of the medical pathway capstone course their senior year. The focus of this course is for students who have interests and intent to pursue a career in science or health care related professions and who desire to learn more about the human body.

GENETICS (H) Weighted Grade

3555

Grade level: 10-12

YEAR

Prerequisite: Grade of B or better in Biology; Chemistry recommended.

UC/CSU

Credits Earned per Term: 10 credits of Life Science

This course is designed to broaden a student's knowledge of an exciting and explosive branch of biology—human genetics. Topics include cell physiology, chromosomes and karyotypes, mitosis, meiosis, patterns of inheritance, human genetic disorders, DNA structure and function, protein synthesis, enzymes and biochemical pathways, genetic engineering, and other advanced topics. Bioethical issues are explored throughout the course. Instruction is differentiated in order to provide the depth, complexity, novelty, and pacing required by state gifted standards.

FORENSIC SCIENCE (P)

7552

Grade level: 11-12

YEAR

Prerequisite: Successful completion of one year of physical science, and one year of life science.

UC/CSU

Credits Earned per Term: 10 credits of Life Science

Forensic science is the application of multiple scientific disciplines to the investigation of criminal or civil questions of the law. Forensic science utilizes the principles, facts, and lab techniques from the fields of chemistry, biology, physics, earth science, anatomy and physiology to analyze and interpret evidence within the realm of our legal system. We will begin with an introduction to scientific inquiry and the process of forensic investigation. We will then apply our knowledge of investigation to the analysis of trace evidence (hair, fibers, fingerprints, etc.), DNA, blood, bodies, ballistics, toxicology, entomology, botany and anthropology. Students will actively participate in labs and activities relating to the investigation of crime scenes and the analysis of evidence while developing their writing, problem solving and critical thinking skills. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed.

BIOLOGICAL OCEANOGRAPHY (P)

7556

Grade level 9-12

YEAR

Prerequisite: Algebra 1b (recommended)

UC/CSU

Credits Earned per Term: 10 credits of Life Science

Biological Oceanography is a one-year laboratory based science class that covers both the physical ocean environment and marine biology. Biological Oceanography is concerned with the interactions of populations of marine organisms with one another and with their physical and chemical environment. The course is aligned with the Next Generation Science Standards (NGSS). During this academic year students will learn how to apply scientific processes to analyze and solve problems by interpreting scientific data and drawing logical conclusions. Emphasis will be on developing process laboratory skills including data collection and

analysis, evaluation of information, and oral and written communication of experimental results. Students will begin learning about oceans by first being introduced to our planet Earth and plate tectonics. Oceanography topics covered will include basic navigation, marine provinces, marine sediments, bathymetry, the properties of water including ocean currents, and the oceans and climate change. Marine biology topics covered will include cells, genetics and traits, evolution and natural selection as well as adaptations of some pelagic and benthic organisms, and ecosystems interactions including marine food webs. The course will conclude with students evaluating how climate change may impact the oceans, coastlines, and marine organisms and habitats

Physical Science

Course Name

CHEMISTRY IN THE EARTH SYSTEM(P)

Grade level: 10-11

Prerequisite: None.

Credits Earned per Term: 10 credits of Physical Science

Chemistry in the Earth System, a course based on the Next Generation Science Standards, explores the way in which matter interacts, combines and changes. This course explains how chemical processes help drive the earth system. By using science and engineering practices, evidence from experiments, research and observations, students will learn how to formulate questions, evaluate claims, use mathematics and computational thinking, and develop models to make interpretations investigate the natural world.

Course Number

3646

YEAR

UC/CSU

AGRICULTURAL CHEMISTRY (P)

Grade level: 10-12

Credits Earned per Term: 10 credits of Physical Science

This is a laboratory science course designed for the college bound student with a possible career interest in agriculture. It meets the Physical Science portion of the science laboratory requirement for high school graduation and for the California State (CSU) and the University of California (UC) systems. Using agriculture as a learning vehicle, this course covers chemistry principles utilizing the new NGSS standards along with the state CTE framework. The course is centered on an extensive laboratory component in order to connect big ideas of chemistry with agricultural applications as well as written and oral reports, lectures, homework, quizzes and tests, FFA and agriculture projects. Agriculture Chemistry is the second year course in the agriscience pathway. Students who have taken Ag Biology are encouraged to enroll in Ag Chemistry and complete the agriscience pathway.

1086

YEAR

UC/CSU

AP CHEMISTRY

Grade level: 11-12

Prerequisite: Successful completion of college prep chemistry with a grade of B or higher, successful completion of Geometry

Credits Earned per Term: 10 credits of Physical Science

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Topics covered include: atomic structure, stoichiometry, thermodynamics, bonding, gas laws, solutions, kinetics, equilibrium, acids and bases, and electrochemistry. Students will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. This is a fast-paced course that is significantly more challenging than college prep chemistry.

3548

YEAR

UC/CSU

PHYSICS IN THE UNIVERSE (P)

Grade level:

Prerequisite: None

Credits Earned per Term: 10 credits of Physical Science

Physics of the Universe is a laboratory-based college preparatory course. The course is defined in the 2016 California Science Framework, integrating Physics and Earth and Space Science standards from the California Next Generation Science Standards (NGSS). The course is divided into six units (instructional segments) centered on questions about observations of a specific phenomenon. As students achieve the

3885

YEAR

UC/CSU

Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Physical Science, Earth and Space Science, and Engineering. In each unit students engage in multiple Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) as tools to make sense of their observations and investigations.

AP PHYSICS I

3565

Grade level 911-12

YEAR

Prerequisite: Students should have completed geometry and be concurrently taking Algebra II or an equivalent course

UC/CSU

Credits Earned per Term: 10 credits of Physical Science

Students explore principles of Newtonian mechanics (including rotational motion): work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on helping students develop a deep understanding of foundational principles of physics in classical mechanics and modern physics by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. This course is equivalent to the first semester of a typical introductory, algebra-based physics course.

AP PHYSICS II (AP)++

3566

Grade level 9-12

YEAR

Prerequisite: students should have completed geometry and AP Physics I

UC/CSU

Credits Earned per Term: 10 credits of Physical Science

Students explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. The course is based on helping students develop a deep understanding of foundational principles of physics in classical mechanics and modern physics by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. This course is equivalent to the second semester of a typical introductory, algebra-based physics course.

AP ENVIRONMENTAL SCIENCE

5408

Grade level 11-12

YEAR

Prerequisite: Completed one year of life and physical science

UC/CSU

Credits Earned per Term: 10 credits of Physical Science

Advanced Placement Environmental Science is designed to be a college level lecture/laboratory course. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter- relationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems while examining alternative solutions for resolving and/or preventing them.

Physical Education

Course Name

GENERAL PHYSICAL EDUCATION

Grade level: 9-12

Prerequisite: None, a requirement for all 9th graders. (Repeatable)

Credits Earned per Term: 10 credits of Physical Education

In this course, students participate in a wide variety of team and individual activities. Physical fitness tests are administered each semester and classroom instruction is provided on health and nutrition. Requirements may be met by enrollment in Marching Band or Dance Production.

Course Number

2580

YEAR

WEIGHT TRAINING I

Grade level: 10-12

Prerequisite: Grade of C or better and no U's in citizenship in General PE. (Repeatable)

Credits Earned per Term: 10 credits of Physical Education

In this course students will acquire knowledge of weight equipment function, proper lifting technique, muscle groups, and correct lifts to affect specific muscle groups. Students will also participate in strenuous aerobic activities to enhance their cardiovascular fitness. Students will track their progress using an individualized lifting plan that they create and record daily in a fitness log.

2772

Semester

ADVANCED WEIGHT TRAINING

Grade Level: 10-12

Prerequisite: Grade of A in general P.E. Coach's recommendation (Repeatable)

Credits Earned per Term: 10 credits of Physical Education

This is a more advanced and more specific weight training program for various athletic pursuits. Course will include flexibility/agility training with plyometric workouts. Greater intensity in workouts will be expected than the General PE class.

2773

YEAR

TEAM SPORTS

Grade level: 10-12

Prerequisite: Coach's written recommendation via roster. (Repeatable)

Credits Earned per Term: 10 credits of Physical Education

In this course, students participate in a comprehensive program designed to create measurable improvement in strength, flexibility, and aerobic capacity during the weeks of the semester that they are not actively involved with their varsity team. Cross training activities include weight training, stretching, step aerobics, off-campus running, field trips, and team sports. Varsity and JV players from the following sports enroll for the fall semester: Football and baseball.

Varsity and JV players from the following sports enroll for the spring semester: Football and baseball.

2698

Semester

6th Period Athletic Development PE**5990****Grade level: 10-12;****Semester****Prerequisite: Involvement in a SM athletic team, coach approval required for sophomores****Credits Earned per Term: 10 credits of Physical Education**

Athletic Development PE is designed for a student who is participating in the SM Athletic Program. Athletic Development PE offers athletes an opportunity to develop their athletic skills during the school day, while meeting all 10th grade physical education standards. Athletic Development PE activities offer strength and conditioning along with the practical application of fundamental skills of the sports in which the athlete participates. The course will also include discussion of self-esteem, healthy relationships, values and decision-making skills.

Units will include:

- Nutrition
- Basic first aid/ CPR/Concussion Awareness
- Mental and emotional health
- Introductory sports psychology and sociology theories
- Drug, tobacco and alcohol education
- Goal setting techniques
- NCAA Clearinghouse
- CIF Rules/Regulations
- Knight Policies /Procedures /Pride

AFJROTC**8312****Grade level: 9-12****YEAR****Prerequisite: None (Repeatable)*This class can count as PE credit for grades 9-12.****Credits Earned per Term: 10 credits of Physical Education**

The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. Also included are leadership, communications, life skills, financial management, and career opportunities. Cadets participate in a Physical Training Program each week. Extra- curricular activities include: field trips, community service, drill teams, color guard and scholarship opportunities. A uniform is provided and must be worn once a week. The course also encourages high school completion and higher education.

AFJROTC SENIOR SEMINAR**8313****Grade level: 12****YEAR****Prerequisite: Must have completed 3 years of AFJROTC or permission from the teacher.****Credits Earned per Term: 10 credits of Physical Education**

Cadets will develop group management skills as the primary leadership of the entire cadet corps. The course places emphasis on management principles and leadership topics giving the cadets an opportunity to practice what they learn by applying to real world scenarios. Academic modules may include studying national security strategy (NSS) development and applying it to current world issues. A uniform is provided and must be worn once a week. Cadets participate in a Physical training Program each week.

World Language

Course Name

Course Number

AMERICAN SIGN LANGUAGE 1 (P)

6852

Grade level: 9-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of World Language

American Sign Language is an introductory course to American Sign Language as it is used within the deaf culture. Instruction includes a beginning level vocabulary, the basic structure of the language, as well as an introduction to the history and culture of deaf people.

AMERICAN SIGN LANGUAGE 2 (P)

6853

Grade level: 9-12

YEAR

Prerequisite: Grade of C or better in ASL I but B is recommended.

UC/CSU

Credits Earned per Term: 10 credits of World Language

American Sign Language II is an intermediary course to American Sign Language as it is used within the deaf culture. Instruction includes new vocabulary, construction of complex sentences, as well as a deeper look into the history and culture of deaf people.

AMERICAN SIGN LANGUAGE 3 (P)

6854

Grade level: 9-12

YEAR

Prerequisite: Grade of C or better in ASL II but B is recommended.

UC/CSU

Credits Earned per Term: 10 credits of World Language

Develops vocabulary, conversational competence, and grammatical knowledge with a total immersion approach. Introduces increasingly complex grammatical aspects including those unique to ASL. Discusses culture and literature. Contact with the Deaf Community is encouraged to enhance linguistic and cultural knowledge.

CHINESE 1 (P)

1262

Grade level: 9-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of World Language

The primary goal of "Chinese I" is to guide students in developing facility in basic Chinese. The course also focuses on the development of listening, speaking, reading, and writing, with an emphasis on communicative language use that reveals the important features of Chinese culture. Students will be introduced to the fundamentals of the language needed to continue studying in Chinese. Evaluation is based on homework assignments, exams, projects and class participation

CHINESE 2 (P)

1263

Grade level: 10-12

YEAR

Prerequisite: Grade of C or better in Chinese I but B is recommended.

UC/CSU

Credits Earned per Term: 10 credits of World Language

The course continues to guide students in developing their language skills: listening, speaking, reading and writing. Students will learn more advanced grammatical structures and useful expressions in Chinese and expand their vocabulary. Students will also learn about Chinese culture and society, and are expected to

express their thoughts orally and in writing. Evaluation is based on homework assignments, exams, projects and class participation.

CHINESE 3 (P)

Grade Level: 9 – 12

Prerequisite: Grade of C or better in Chinese II but B is recommended.

Credits Earned per Term: 10 credits of World Language

Chinese III (P) is designed for students who have successfully completed two years of study in Chinese. Students will build upon previously acquired vocabulary and grammatical concepts and apply these concepts to reading and writing in Chinese. Students will understand and learn language related to daily settings and will use more complex grammatical structures and sentence patterns to communicate on familiar topics through interaction and description. Students will engage in dialogues, role-plays, presentations, and will participate in the extensive reading and writing of authentic literature. Additionally, students will gain Chinese cultural knowledge and acquire cross-cultural awareness and gain an international perspective. Instruction is given primarily (90%) in Chinese and all student interactions are expected to be communicated in Chinese

1264

YEAR

UC/CSU

FRENCH 1 (P)

Grade level: 9-12

Prerequisite: None

Credits Earned per Term: 10 credits of World Language

Welcome to the French-speaking world! In French 1, you'll begin learning a language spoken in over 45 countries and territories in North & South America, Africa, Europe, and Caribbean, Asia and Oceania. Have fun learning French by speaking it and listening to interesting French conversations, watching authentic videos, and singing songs in French. Learn to read and write in French about your friends, your hobbies, school, home and more. Learn how to shop for food and clothes in France, order in a restaurant, discuss the cultural celebrations of France and talk about where you live!

There are fun games and friendly competitions to review and learn.

4071

YEAR

UC/CSU

FRENCH 2 (P)

Grade level: 9-12

Prerequisite: Grade of C or better in French 1 recommended.

Credits Earned per Term: 10 credits of World Language

Bonjour! Take the language further than French 1, and work towards completing the CSU and UC college entrance requirements. The language becomes easier to use and even more interesting as you continue to develop listening, reading, writing and speaking skills in French. Learn about French culture, understand more complex conversations, and feel more comfortable with the language. In French 2 you'll learn more about French cuisine, art, theatre, and sporting events and explore the sights & wonders of Paris!

4085

YEAR

UC/CSU

FRENCH 3 (P)**Grade level: 10-12****Prerequisite: Grade of C or better in French 2 recommended.****Credits Earned per Term: 10 credits of World Language**

Bienvenue! Strengthen your French skills with this in-depth review and practice of past concepts, and dive into more advanced grammar and vocabulary. You will improve your French by engaging in various speaking, reading, writing and listening activities. Some topics we explore in French III include summer and winter vacations activities, healthy lifestyles, international community service, major life events, and goals for the future. Emphasis is also placed on the exploration of French literature, history, cuisine, music, film, and the world of art. This course is conducted in French

4099**YEAR****UC/CSU****FRENCH 3 (H) (Weighted Grade)****Grade level: 10-12****Prerequisite: Grade of C or better in French 2 recommended.****Credits Earned per Term: 10 credits of World Language**

Ici, on parle français! French III Honors is creative and fun, yet rigorous. Students build upon communicative and grammar skills learned at previous levels of French. Pupils are evaluated on their abilities to clearly communicate by reading, writing, speaking, and listening. Learn more about the history of literature of French-speaking places around the world. This course is designed to prepare students to be confident, proficient communicators and critical thinkers who desire to continue their studies in the French language. Emphasis is also placed on the exploration of French literature, history, cuisine, music, film, and the world of art. This course is conducted in French.

4111**YEAR****UC/CSU****AP FRENCH LANGUAGE AND CULTURE****Grade level: 10-12****Prerequisite: Grade of C or better in French 3 or 3 Honors recommended****Credits Earned per Term: 10 credits of World Language**

This class is designed to prepare students to take the Advanced Placement French Language and Culture Exam, though students who take it are encouraged but not required to take the AP test. You will practice French reading, writing, listening and speaking skills in authentic contexts to prepare you for the French AP Language and Culture Exam. Passing this challenging exam earns students college credit in French. In this exciting course, we cover Science and Technology, Beauty and Esthetics, Families and Communities, Personal and Public Identities and Contemporary Life – all *en français!* Students are active participants in every aspect of the course, from speaking French in class, choosing articles and videos for the class to explore together and even helping to select topics of discussion. This is a truly rewarding course where all three of your previous French courses come together through interpersonal, interpretive, and presentational skills in real-life situations. Here, students take the next step towards fluency in a language that will be a source of personal and professional enrichment throughout their lives.

4114**YEAR****UC/CSU****SPANISH 1 (P)****Grade level: 9-12****Prerequisite: None****Credits Earned per Term: 10 credits of World Language**

In this course, students will build a base for eventual mastery of Spanish. Although the main focus will be on communication (speaking, writing, listening, and reading), students will also learn about the rich culture (art, music, food, geography) and the various communities that compose the Spanish-speaking world. By the end of this course, some of the things students will be able to do in Spanish are: talk about likes/dislikes,

4352**YEAR****UC/CSU**

discuss daily activities, order food in a restaurant, talk about weather, time, date, and seasons, ask and respond appropriately to questions, and describe people and relationships.

SPANISH 2 (P)

Grade level: 9-12

Prerequisite: Grade of C or better in Spanish 1 strongly recommended.

Credits Earned per Term: 10 credits of World Language

In this course, students will add complexity to their ability to communicate in Spanish. The main focus will be on communication (interpersonal/presentational speaking, writing, listening, and reading), as students make an exciting move from using words and basic phrases to formulating creative, personal, and descriptive ideas. Students will continue to learn about the rich culture (art, music, food, geography) and the various communities that compose the Spanish-speaking world. By the end of this course, some of the things students will be able to do in Spanish are: discuss extracurricular activities, give directions to a locations, talk about their childhood, get medical help and discuss injuries, report the news about a crisis, narrate past events with the preterit/imperfect tenses.

4365

YEAR

UC/CSU

SPANISH 3 (P)

Grade level: 9-12

Prerequisite: Grade of B or better in Spanish 2 strongly recommended.

Credits Earned per Term: 10 credits of World Language

In this course, students will integrate concepts studied in Levels I and II and cover new verb tenses, structures, and elevated vocabulary in order to deepen their interpretive, presentational and interpersonal skills in Spanish. With very few exceptions, this course will be taught entirely in Spanish. Students will be encouraged to sustain speaking Spanish only in class. By the end, the goal is that students will find themselves with functional fluency in the language: the ability to use their knowledge to carry on complex conversations in Spanish, interpret and analyze complex texts, express themselves in a variety of tenses and understand a native speaker in a given context. They will also be introduced to a variety of new cultural perspectives and communities of the Spanish-speaking world. This class serves as preparation for students that desire to continue studying Spanish at a university level.

4379

YEAR

UC/CSU

SPANISH 3 (H) Weighted Grade

Grade level: 9-12

Prerequisites: Grade A in Spanish 2 strongly recommended

Credits Earned per Term: 10 credits of World Language

In this course, students will integrate concepts studied in Levels I and II and cover new verb tenses, structures, and elevated vocabulary in order to deepen their interpretive, presentational and interpersonal skills in Spanish. This course will be taught entirely in Spanish and is conducted at a quicker pace than regular Spanish III. Students are expected to speak Spanish consistently during class. By the end, the goal is that students will find themselves with functional fluency in the language: The ability to use their knowledge to carry on complex conversations in Spanish, interpret and analyze complex texts, express themselves in a variety of new cultural perspectives and communities of the Spanish-speaking world. This class serves as critical preparation for students that desire to continue studying Spanish at the AP level and in the university level.

4901

YEAR

UC/CSU

AP SPANISH LANGUAGE**Grade level: 10-12****Prerequisites:** Grade of B or better in Spanish for Spanish Speakers 2, Spanish 3 (P) or Spanish 3 (H), but A is recommended.**Credits Earned per Term: 10 credits of World Language**

The course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness in an effort for students to meet the proficiency requirements of the Advanced Placement Spanish Language & Culture Exam. Students are expected to extensively prepare both in and out of the classroom for all projects and exams. This course is taught exclusively in Spanish and the students are expected to use only the target language in the classroom.

6744**YEAR****UC/CSU****AP SPANISH LITERATURE****Grade level: 10-12****Prerequisites:** Grade of B or better in Spanish for Spanish Speakers II or Spanish Language (AP) strongly recommended**Credits Earned per Term: 10 credits of World Language**

This survey course, taught exclusively in Spanish, covers selected authors and works from the literature of Spain and Latin America ranging from the medieval period to the present day. The course is intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. Instruction is differentiated in order to provide the depth, complexity, novelty, and pacing required to prepare students for the Advanced Placement exam.

0162**YEAR****UC/CSU****SPANISH FOR SPANISH SPEAKERS 1 (P)****Grade level: 9-12****Prerequisite:** Appropriate score on placement test.**Credits Earned per Term: 10 credits of World Language**

Students who already have a background speaking Spanish at home will develop listening, speaking, reading and writing skills in their native language. This course provides a more formal command of the native language, a higher level of proficiency in communication, and an appreciation of the Hispanic cultures and social heritage.

3181**YEAR****UC/CSU****SPANISH FOR SPANISH SPEAKERS 2 (P)****Grade level: 9-12****Prerequisite:** Appropriate score on placement test or a C or better in Spanish Speakers 1.**Credits Earned per Term: 10 credits of World Language**

In this course, students that speak Spanish fluently at home and with their friends continue to develop and enhance listening, speaking, reading and writing skills in Spanish. Critical thinking skills and appreciation of the Hispanic cultures are also emphasized. Students must have a Spanish-speaking background and an ability to read and write in Spanish as demonstrated by a passing grade in Spanish for Spanish Speakers I or appropriate score on placement test. This class prepares students that desire to continue studying Spanish at the AP or university level.

6220**YEAR****UC/CSU**

Visual/ Performing Arts

Course Name

Course Number

CERAMICS 1 (P) [Click for video](#)

7813

Grade level: 10-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

This course includes wheel throwing, creating utilitarian and sculptural clay forms, experimentation with glaze preparation and application, and kiln loading and firing. You will get dirty in this class! Materials fee: \$15/semester

CERAMICS 2 (P)

7814

Grade Level: 11, 12

YEAR

Prerequisite: Grade of C or better in Ceramics and teacher recommendation.

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

This course is designed for students that have already taken a year of Ceramics and wish to further their exploration in the ceramic arts. Students will be given advanced wheel-throwing assignments and will take part in advanced firing techniques and glaze calculations.

DRAWING AND PAINTING 1 (P) [Click for video](#)

8340

Grade level: 9-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

In this course, students learn to see as an artist sees, using right-brain drawing techniques to improve drawing and painting skills. The emphasis is on drawing from observation while exploring various medias such as graphite, charcoal, pastels, watercolor, and tempera.

DRAWING AND PAINTING 2 (P)

8341

Grade Level 10-12

YEAR

Prerequisite: Grade B or better in Drawing and Painting and teacher recommendation

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

This upper-level coursework is designed to further challenge students who have already completed a year of Drawing and Painting. Emphasis will be placed upon realistic rendering and advanced painting techniques.

SCULPTURE 1 (P)

4665

Grade level 10-12

Year

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

This class incorporates the hands-on use of various materials in exploring the principles and elements of three-dimensional design. Students are introduced to the foundational methods and techniques of sculpting while working with media such as clay, papier-mâché, wire, stone, and wood.

SCULPTURE 2 (P)**Grade level: 11-12****Prerequisite: C or better in Sculpture and teacher recommendation.****Credits Earned per Term: 10 credits of Visual/Performing Arts**

Advanced Sculpture students will work independently on problem-based assignments that foster creative expression and authenticity. Students will explore various Medias including clay, metal, and plaster to complete advanced-level projects.

4664**YEAR****UC/CSU**

Visual/ Performing Arts

Course Name**DIGITAL PHOTOGRAPHY 1 (P) [Click on video](#)****Grade level: 9-12****Prerequisite: None****Credits Earned per Term: 10 credits of Visual/Performing Arts**

A visual arts and California Career and Technical Education (CTE) course that introduces students to the principles and elements of digital photographic forms and concepts through hands-on use of digital photography equipment and technology. Both original, untouched photographic images and digital images manipulated with various computer-based programs will be explored.

Course Number**2093****YEAR****UC/CSU****DIGITAL PHOTOGRAPHY 2 (P)****Grade level: 10-12****Prerequisites: Grade of C or better in Digital Photography and teacher recommendation.****Credits Earned per Term: 10 credits of Visual/Performing Arts**

This is an advanced level visual arts and California Career and Technical Education class (CTE). Second-year digital photography students will have the opportunity to experiment with advanced photographic techniques, digital art image manipulation, advanced computer-based software programs, and image making technology.

2094**YEAR****UC/CSU****FLORAL DESIGN (P) [Click for video](#)****Grade level: 9-12****Prerequisite: None (Repeatable)****Credits Earned per Term: 10 credits of Visual/Performing Arts**

This course provides entry-level training in floral design and management. Instruction will include: the principles of floral design, flower preparation and design, identification of materials and tools, caring for and selecting plants, and management of a retail floral operation. Students will gain hands on experience by performing the tasks performed in a retail flower shop.

6586**YEAR****UC/CSU****THE ART OF FILM (P):PART OF THE SMHS FILMMAKING ACADEMY PATHWAY****Grade level: 9-12****Prerequisite: None****Credits Earned per Term: 10 credits of Visual/Performing Arts**

Do you like movies? Have you ever wondered why your favorite movies and Youtube videos are so engaging? Here's your chance to analyze the different techniques world- class filmmakers and Youtube stars utilize to create their most memorable films and videos. In *Art of Film*, you and your peers will get the chance to watch and analyze all types of films from modern classics such as Christopher Nolan's *The Dark*

3724**YEAR****UC/CSU**

Knight to the creative Vlogs by Youtuber Casey Neistat. In the end, this course will help you understand what it takes, to perhaps, one day create your own cinematic masterpieces

FILMMAKING 1 (P): PART OF THE SMHS FILMMAKING ACADEMY PATHWAY	4401
Grade level: 9-12	YEAR
Prerequisite: None	UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Now's your chance to make movies and Youtube/Instagram videos like the ones you've watched over the years. In *Filmmaking 1*, you and your friends will get to use top of the line cameras, lighting rigs and editing programs to create film-festival worthy productions. You'll learn how to collaborate with your peers in a variety of ways that will not only be extremely fun, but enlightening, as you explore your imagination in a way that you've never done before.

<u>Course Name</u>	<u>Course Number</u>
FILMMAKING 2 (P): PART OF THE SMHS FILMMAKING ACADEMY PATHWAY	4402
Grade level: 9-12	YEAR
Prerequisite: None	UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Are you ready to take your creative movie making skills to the next level? Students in our sought-after Filmmaking 2 course will develop their screenwriting, cinematography, lighting and editing skills, producing award-winning short films and videos that will be the envy of SMHS students across our campus. Your films will be shown during our weekly showcases in the Student Union and Café as well as submitted to the North County High Schools Film Festival where you'll have the chance to win cash prizes. Take the final course in San Marcos High School's Filmmaking Academy before you head out to pursue your own cinematic glory!

FILMMAKING 3 (P): PART OF THE SMHS FILMMAKING ACADEMY PATHWAY	4402
Grade level: 9-12	YEAR
Prerequisite: Filmmaking 2/Teacher Approval	UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Filmmaking 3 is a capstone class for students who have successfully completed Filmmaking 1 and 2. Students will use skills gained in earlier classes to engage in internships with local businesses.

CHORUS (P)	6427
Grade level: 9-12	YEAR
Prerequisite: None (Repeatable)	UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

This class explores all styles of vocal music. Elements of harmony and theory are covered. The class is a performing group appropriate for both experienced and inexperienced singers.

DIGITAL MUSIC (P)	4302
Grade level: 9-12	YEAR
Prerequisite: None (Repeatable)	UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Students in digital music will focus on composition techniques and song writing skills while learning elements of computer based music and digital editing. Students will learn how to use *Sibelius* composition software, *Reason* music syntheses, *Pro Tools* editing and *Logic* music creation programs.

COLOR GUARD (P)**Grade level: 9-12****Prerequisite: Audition and/or consent of teacher. (Repeatable)****Credits Earned per Term: 10 credits of Visual/Performing Arts**

Students enrolled in Color Guard will learn to perform dance routines with equipment such as flags and simulated rifles and sabers. In the fall semester members of the Color Guard will be concurrently enrolled as members of the Marching Band. In the spring, students perform at competitions sponsored by the Winter Guard Association of Southern California. Students in Color Guard will be required to attend after school and weekend rehearsals and performances.

1585**Semester****UC/CSU****MARCHING BAND (P)****Grade level: 9-12****Prerequisite: Consent of instructor and concurrent enrollment in Concert Band, Color Guard, or Percussion Ensemble. (Repeatable) * Fall semester of Marching Band counts as 5 credits of PE****Credits Earned per Term: 10 credits of Visual/Performing Arts**

Students enrolled in the marching band will be required to attend after school and weekend rehearsals, performances, and competitions. Attendance at a 2-3 week Summer Music Academy prior to the beginning of the school year will be required of all who enroll in the marching band. Students may be able to fulfill the physical education graduation requirements through participation in the marching band.

1585**Semester****UC/CSU**

Students who participate in the Percussion Ensemble, Winter Guard, or Axiom will be enrolled for the entire year. Students who participate in Percussion Ensemble, Winter Guard, or Axiom must be concurrently enrolled in Percussion, Color Guard, Concert Band, Wind Ensemble, or Jazz Ensemble. Students who participate in Winter Guard must be enrolled in Color Guard. All others will only be enrolled for the fall semester.

Visual/ Performing Arts

Course Name

Course Number

WIND ENSEMBLE (H)*

7129

Grade level: 9-12

Semester

Prerequisite: Audition and/or consent of teacher. (Repeatable)

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Students enrolled in Wind Ensemble will perform the highest level literature available for the idiom. Elements of advanced music theory, harmony, and rhythm are covered. At the end of the fall semester students will audition and either remain enrolled in the Wind Ensemble or join Concert Band for the spring semester. Students are required to attend all performances scheduled throughout the school year.

CONCERT BAND (P)

1181

Grade level: 9-12

Semester

Prerequisite: At least one year of experience on a traditional concert band instrument. (Repeatable)

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Concert band students work to develop strong fundamental skills in the performance practice of wind instruments. Elements of music theory, harmony, and rhythm are covered. Students in Concert Band will perform a wide variety of compositions that are available for the idiom. Students are required to attend all performances scheduled throughout the school year.

JAZZ ENSEMBLE (P)

0875

Grade Level: 9-12

Semester

Prerequisite: Audition and/ or consent of instructor. (Repeatable)

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Enrollment in the Jazz Ensemble will be limited to students who perform on the following instruments: saxophone, trombone, trumpet, drums, bass, guitar, piano, and auxiliary percussion. Students will audition at the beginning of the school year. Students in Jazz Ensemble will perform a wide variety of jazz literature and elements of music theory, harmony, rhythm, and improvisation relative to the idiom will be covered. Students who play wind instruments are required to be concurrently enrolled in either Concert Band or Wind Ensemble. Students in the Jazz Ensemble are required to attend all performances scheduled throughout the school year.

AP MUSIC THEORY

7126

Grade level 10 – 12

YEAR

Prerequisite: Digital Music (recommended)

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

AP Music Theory will introduce advanced concepts of music theory to students. The aim of this course is to improve students' performance, aural, analytical, and composition skills. Music Theory is an intensive, fast paced course that touches on aspects of melody, harmony, texture, form, musical analysis, and composition. This course also includes an aural section of sight-singing, melodic and harmonic dictation, and listening examples. This is a crucial course for anyone looking to pursue music professionally or for anyone who has a passion for music and wants to explore their interests.

Course Name**Course Number****INSTRUMENTAL ENSEMBLE (P)****7132****Grade level 9 – 12****YEAR****Prerequisite: concurrent enrollment in marching band or instructor approval****UC/CSU****Credits Earned per Term: 10 credits of Visual/Performing Arts**

Instrumental Ensemble, comprised of instrumentalists who perform both in conjunction with the Madrigal/Jazz Choir, and on their own as an instrumental ensemble, will emphasize techniques of both jazz and classical musical styles, including reading rhythms, phrasing, articulation, blend, balance, intonation, dynamics, and harmonic theory. Material will be performed from diverse genres, including swing, blues, Latin jazz, be-bop, as well as classical pieces from the baroque, classical, romantic, and contemporary period. Students will achieve proficiency in both performance, rehearsal skills, compositional skills, as well as improvisational skills, while gaining a historical perspective of jazz and classical composers, history, and events surrounding the creation of this music.

AP ART HISTORY**3725****Grades 10-12****No prerequisite****UC/CSU****Credits Earned per Term: 10 credits of Visual/Performing Arts**

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

AP STUDIO ART: 2D DESIGN (DRAW)**4248****Grade 11-12****YEAR****Prerequisites: teacher signature****UC/CSU****Credits Earned per Term: 10 credits of Visual/Performing Arts**

This 1 year class is for highly motivated and skilled art students. It emphasizes the development of an art portfolio for college/art school entrance and scholarship competitions. This class will prepare students who choose to take the AP exam for participation in colleges, universities and institutes. The students will investigate all three portfolio components- Quality, Concentration, and Breadth. They will be expected to develop mastery in concept, composition and execution of ideas. Students are responsible for demonstrating mastery at using the elements of art to organize the principles of art in their work.

VIDEO PRODUCTION/TV NEWS (P)**6609****Grade level: 9-12****YEAR****Prerequisites: None (Repeatable)****UC/CSU****Credits Earned per Term: 10 credits of Visual/Performing Arts**

Students of the Video Production Program will perform the actual jobs done by today's video, film, and television professionals. Through this unique educational approach, you will be trained and experience the excitement of producing captivating short videos by using computer software and sophisticated video equipment. Gain hands-on training in digital audio and video recording, editing, and production. Learn how to incorporate motion graphics, digital imaging, and special effects. Complete the course by producing a finished DVD for use in your Media Arts portfolio. The video, film, and television production is a collaborative field; students will learn to function as members of an integrated dynamic production team

on a wide variety of projects. Video Production is a Telecommunications Academy and Occupational Program Course. **Course articulated with Palomar College. Students who earn a C or better in the course will also earn community college credit.

Course Name

JOURNALISM (P)

Grade level: 9-12

Prerequisite: None

Credits Earned per Term: 10 credits of Visual/Performing Arts

Journalism helps build an understanding of the role of media in society and provides students with the essential skills of inquiry and self-expression. It teaches our students to live responsible, independent lives in a highly impacted society run by the media. Our program would also focus on critical thinking, literacy, diversity community connections and creative media production.

The Journalism program will also prepare our students for college. We want to promote a curriculum that focuses on preparing the students to explore journalism and news media in higher education and beyond.

Course Number

5862

YEAR

UC/CSU

YEARBOOK PRODUCTION (P) Click on video

Grade level: 9-12

Prerequisite: None

1627

YEAR

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

Students in this class produce the school yearbook. Emphasis is on planning and meeting deadlines, taking pictures, writing copy and captions, selling advertising, preparing page layouts, planning budgets, and keeping accounts. Assignments are made by staff members on the basis of the experience, ability, and initiative. Students use various computer programs in producing the yearbook, and this course fulfills the 5-credit computer requirement.

Visual/ Performing Arts

Course Name

Course Number

DANCE 1 (P)

0395

Grade level 10-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

In this co-ed course, students learn dance at the beginning level. This introductory course explores various dance styles with an emphasis on ballet basics, jazz, modern, lyrical, hip hop, and musical theatre at a basic level. Students also learn the importance of proper technique, by understanding body alignment, placement and articulation. Improvisation and choreography are introduced. Students will view the critique themselves in group settings for reflections and personal growth. Focus of movement is on quality and accuracy of movement, rather than difficulty or speed. Fall and spring performances are required. Proper dance attire is worn in class.

DANCE 2 (P)

1099

Grade level 9-12

YEAR

Prerequisite: Dance 1, audition, or teacher's permission. (Repeatable) Dance Leveling April 29,2017

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

In this co-ed course, students learn dance at the intermediate level. Students continue their exploration to improve upon skills from a wide range of dance techniques including more challenging class work in regards to the fundamental technique of ballet, jazz, modern, hip hop, lyrical, and musical theater. Dancers are also challenged to continue building a solid foundation of body alignment, placement, and articulation. Students will view and critique themselves in group settings for reflection and personal growth. Focus of movement is on quality and accuracy of movement and the element of sequencing becomes more important with the ultimate goal of preparing students for a more Advanced Dance course. Performance is required and proper dance attire is enforced.

DANCE 3 (P)

1100

Grade level: 9 – 12

YEAR

Prerequisite: Audition Only (Repeatable) _____

UC/CSU

Credits Earned per Term: 10 credits of Visual/Performing Arts

In this co-ed course, students learn dance at the advanced level. Students have a background in dance and they are working on perfecting their advanced level technique. This course is designed to continue an in-depth, intensive student of ballet, jazz, modern, lyrical, contemporary, hip hop, and musical theater. Dancers at this level have a solid understanding of the various dance genres, both cognitively and physically. The focus at this level is on execution at a high level of accuracy and further explorations of choreography, movement invention, and continued artistic integrity. Mastery of performance and technical element is expected. Dancers continue to explore the history of dance as well as current trends. Performance is required and students have the opportunity to choreograph and perform their own work. Proper dance attire is expected and enforced.

Course Name**WORLD DANCE (P)****Grade level: 9 – 12****Prerequisite:****Credits Earned per Term: 10 credits of Visual/Performing Arts**

This course is designed to expose students to the history and culture of the people throughout many regions in our world, through it's music and dance. This course will introduce students to the basic skills necessary to learn many different forms of traditional and social dances. It also provides instruction in the aesthetic, cultural, and historical dimensions of many dance traditions. Each year a specific repertoire of dances from various regions will be taught in preparation for public performances both on and off campus. World Dance is designed for work at a beginning level to build upon and refine technique, and styles, and overall knowledge of the dance forms being studied.

World Dance Class would include but not be limited to the following forms of cultural dance.

West African	Bollywood
Bhangra	Capoeira
Chinese Dance (using fan, umbrella, or ribbon)	Middle Eastern
Folklorico	Flamenco
Afro-Haitian	Polynesian
Salsa (Salsa Rueda, Salsa on 1, Salsa on 2, Bachata, Cumbia, Merengue)	Samba

DANCE PRODUCTION (P)**Grade level: 9-12****Prerequisite: Audition Only (Repeatable) _____****Credits Earned per Term: 10 credits of Visual/Performing Arts**

This performance level class focuses on all levels of dance technique and gives the students the opportunity to perform throughout the year at school events, competitions, and dance concerts. Emphasis is placed on student application of dance, staging, and performance techniques in student/coach choreographed works for small to large groups. Course work includes dance technique in various genres (current and classical), performance skill, choreography, improvisation, rhythm and style. Performance is required and students have the opportunity to choreograph and perform their own work. Proper dance attire is expected and enforced.

Course Number**6031****YEAR****UC/CSU****7549****YEAR****UC/CSU**

Visual/ Performing Arts

Course Name

DRAMA 1 (P) [Click for video](#)

Grade level: 9-12

Prerequisite: None. (Repeatable)

Credits Earned per Term: 10 credits of Visual/Performing Arts

This is an ideal class for developing self-confidence. Students will learn concentration skills, voice, projection, pantomime, improvisation, how to read and analyze a script, and how to memorize and perform a scene before an audience. In order to give each student an overview of the production process, students will learn makeup design, lighting for a small theatre, costuming, publicity, theater history, and characterization.

Course Number

0778

YEAR

UC/CSU

DRAMA 2(P)

Grade level: 9-12

Prerequisite: Completion of Beginning Drama or consent of instructor (Repeatable)

Credits Earned per Term: 10 credits of Visual/Performing Arts

This course provides an increasing amount of on-stage time with scene assignments and improvisation. Basic make-up application, audition technique, resume writing, and musical theater are included. Principles of drama criticism are further studied, and there is increased emphasis on written critiques of dramatic literature. Homework includes written assignments and memorization which will average three hours per week.

0779

YEAR

UC/CSU

DRAMA 3 (P)

Grade level: 10-12

Prerequisite: C or better in Beginning Drama or Intermediate Drama

Credits Earned per Term: 10 credits of Visual/Performing Arts

For the serious student of theater, this class provides an intensive opportunity to explore acting at the college level. Students will be responsible for selecting and working on monologues and scenes to integrate all of their skills into the craft of theatre. In the second half of the term, students will produce and create their own productions based on their personal interests. An audition/ interview is required. Students will apply professional and college-level performance techniques through workshops and performance.

0780

YEAR

UC/CSU

Career Pathways

Career Technical Education

Agriculture Pathway-Year 1 and Year 2 are required to be a "CTE Completer"

Course Name

Course Number

Year 1: AGRICULTURAL BIOLOGY (P)

1085

Grade level: 9-12

YEAR

Prerequisite: None.

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This is a one year lab science course designed for students interested in agriculture science and/or post-secondary education. The course emphasizes the California Standards in life science principles in molecular and cellular aspects of plants and animals. The course also covers chemistry of life, genetics, history of living things, ecological relationships and their environment, and animal systems. Research project(s) and oral/written presentations or reports will be a valuable part of the course. *This course meets the life science requirement.

Year 1: FLORAL DESIGN (P) [Click for video](#)

6586

Grade level: 9-12

YEAR

Prerequisite: None (Repeatable)

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This course provides entry-level training in floral design and management. Instruction will include: the principles of floral design, flower preparation and design, identification of materials and tools, caring for and selecting plants, and management of a retail floral operation. Students will gain hands on experience by performing the tasks performed in a retail flower shop.

Year 2 AGRICULTURAL CHEMISTRY (P)

1086

Grade level: 10-12

YEAR

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This is a laboratory science course designed for the college bound student with a possible career interest in agriculture. It meets the Physical Science portion of the science laboratory requirement for high school graduation and for the California State (CSU) and the University of California (UC) systems. Using agriculture as a learning vehicle, this course covers chemistry principles utilizing the new NGSS standards along with the state CTE framework. The course is centered on an extensive laboratory component in order to connect big ideas of chemistry with agricultural applications as well as written and oral reports, lectures, homework, quizzes and tests, FFA and agriculture projects. Agriculture Chemistry is the second year course in the agriscience pathway. Students who have taken Ag Biology are encouraged to enroll in Ag Chemistry and complete the agriscience pathway.

Year 2: VETERINARY SCIENCE (P)**6585****Grade level: 10-12****YEAR****Prerequisite: 2 Years of Agriculture Science or teacher's recommendation.****UC/CSU****Credits Earned per Term: 10 credits of Career Pathways (CTE)**

This course meets the life science requirement for high school only. Included is instruction in animal behavior, physiology of lactation, artificial insemination, hygiene and sanitation, parasitology, livestock instruments and their use, animal genetics, and veterinary skills. Students will be expected to do supervised animal projects as part of their SAE/FFA program.* Internships are available for Juniors and Seniors.

Year 2: AGRICULTURE BUSINESS MANAGEMENT (P)**6721****Grade level: 10 -12****YEAR****Prerequisite: None****UC/CSU****Credits Earned per Term: 10 credits of Career Pathways (CTE)**

The purpose of this class is to develop skills in management, sales and marketing in small businesses, partnerships, corporations, and cooperatives in agriculture. After learning the concepts, we will implement it in teams that will set up small businesses and marketing plans. Examples include floral shop, vegetable garden boxes, herb baskets, hydroponics, Farmers Markets, plant/animal projects and more. Students will be encouraged to start a Supervised Agriculture (SAE) business project to make their own profits. Internships are available for Juniors and Seniors.

Career Technical Education

Arts, Media, and Entertainment

Pathway-Year 1 and Year 2 are required to be a “CTE Completer”

Course Name

Course Number

Design, Visual and Media Arts

Year 1: COMPUTER GRAPHIC DESIGN I (P)

5378

Grade level: 9-12

YEAR

Prerequisites: None (Repeatable)

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This course provides training in digital imaging and media manipulation with an emphasis on design and the arts. Instruction covers graphic design and illustration, desktop publishing, image manipulation and editing, photo retouching, and the creation of images. Gain hands-on training in Graphic Arts products, such as, logos, posters, magazines, specialized programs. Learn how to incorporate motion graphics, digital imaging, and special effects. Students use equipment like digital cameras, scanners, black/white/color printers. Students learn software packages covering page layout, illustration, and photo manipulation. Students will train to utilize programs like Photoshop, Illustrator, Apple Pages, Motion3, Flash and others. The Graphic Design field is a collaborative field; students will learn to function as members of an integrated dynamic production team on a wide variety of projects. Complete the course by producing a finished DVD for use in your Media Arts portfolio. Graphic Design is a Telecommunications Academy and Occupational Program Course (ROP).

Year 2: COMPUTER GRAPHIC DESIGN II (P)

5379

Grade level: 9-12

YEAR

Prerequisites: None (Repeatable)

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Graphic Design II, the logical continuation of Graphic Design I, continues to provide students a hands-on, working understanding of a career in digital graphic design. As an extension of Graphic Design I, we will continue to explore the role of the artist as a mass communicator — one who seeks BOLD SIMPLICITY of form. Utilizing the powerful software programs, Adobe Illustrator, and Adobe Photoshop, and Adobe InDesign the student will create original vector-based (line) illustrations, pixel-based photographic enhancements, both aimed toward final assembly within a digital desktop publishing program. With dynamic composition as a goal, we will focus on the five elements of design: line, color, shape, space and texture...as well three significant design principles: balance, emphasis and unity. Each student will be treated as a working graphic designer under the guidance of an art director (teacher), with projects reflecting authentic design campaigns.

Year 1: FILMMAKING 1 (P): PART OF THE SMHS FILMMAKING ACADEMY PATHWAY

4401

Grade level: 9-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Now's your chance to make movies and Youtube/Instagram videos like the ones you've watched over the years. In *Filmmaking 1*, you and your friends will get to use top of the line cameras, lighting rigs and editing programs to create film-festival worthy productions. You'll learn how to collaborate with your peers in a

variety of ways that will not only be extremely fun, but enlightening, as you explore your imagination in a way that you've never done before.

Year 2:FILMMAKING 2 (P): PART OF THE SMHS FILMMAKING ACADEMY PATHWAY

4402

Grade level: 9-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Are you ready to take your creative movie making skills to the next level? Students in our sought-after Filmmaking 2 course will develop their screenwriting, cinematography, lighting and editing skills, producing award-winning short films and videos that will be the envy of SMHS students across our campus. Your films will be shown during our weekly showcases in the Student Union and Café as well as submitted to the North County High Schools Film Festival where you'll have the chance to win cash prizes. Take the final course in San Marcos High School's Filmmaking Academy before you head out to pursue your own cinematic glory!

Year 3: FILMMAKING 3 (P): PART OF THE SMHS FILMMAKING ACADEMY PATHWAY

4402

Grade level: 9-12

YEAR

Prerequisite: Filmmaking 2/Teacher Approval

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Filmmaking 3 is a capstone class for students who have successfully completed Filmmaking 1 and 2. Students will use skills gained in earlier classes to engage in internships with local businesses.

Year 1:DIGITAL PHOTOGRAPHY 1 (P) Click on video

2093

Grade level: 9-12

YEAR

Prerequisite: None

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

A visual arts and California Career and Technical Education (CTE) course that introduces students to the principles and elements of digital photographic forms and concepts through hands-on use of digital photography equipment and technology. Both original, untouched photographic images and digital images manipulated with various computer-based programs will be explored.

Year 2: DIGITAL PHOTOGRAPHY 2 (P)

2094

Grade level: 10-12

YEAR

Prerequisites: Grade of C or better in Digital Photography and teacher recommendation.

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This is an advanced level visual arts and California Career and Technical Education class (CTE). Second-year digital photography students will have the opportunity to experiment with advanced photographic techniques, digital art image manipulation, advanced computer-based software programs, and image making technology.

Performing Arts

Year 1: DIGITAL MUSIC (P)

Grade level: 9-12

Prerequisite: None (Repeatable)

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Students in digital music will focus on composition techniques and song writing skills while learning elements of computer based music and digital editing. Students will learn how to use *Sibelius* composition software, *Reason* music syntheses, *Pro Tools* editing and *Logic* music creation programs.

4302

YEAR

UC/CSU

Year 2: AP MUSIC THEORY

Grade level 10 – 12

Prerequisite: Digital Music (recommended)

Credits Earned per Term: 10 credits of Career Pathways (CTE)

AP Music Theory will introduce advanced concepts of music theory to students. The aim of this course is to improve students' performance, aural, analytical, and composition skills. Music Theory is an intensive, fast paced course that touches on aspects of melody, harmony, texture, form, musical analysis, and composition. This course also includes an aural section of sight-singing, melodic and harmonic dictation, and listening examples. This is a crucial course for anyone looking to pursue music professionally or for anyone who has a passion for music and wants to explore their interests.

7126

YEAR

UC/CSU

Career Technical Education

Computer Science Pathway-Year 1 and Year 2 are required to be a “CTE Completer”

Course Name

Year 1: PLTW: COMPUTER SCIENCE ESSENTIALS (P)

Grade level: 9 – 12

Prerequisite: None

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course can be a student's first course in computer science, although we encourage students without prior computing experience to start with an Introduction to Computer Science. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Course Number

2892

YEAR

UC/CSU

Year 2: PLTW: AP COMPUTER SCIENCE PRINCIPLES

Grade level: 9 -12

Prerequisite:

Credits Earned per Term: 10 credits of Career Pathways (CTE)

CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the AP Computer Science-A course.

2894

YEAR

UC/CSU

Career Technical Education

Engineering Pathway-Year 1 and Year 2 are required to be a “CTE Completer”

Course Name

Course Number

Year 1: Robotics with Boe-Bot (P)

2879

Grade level: 9-12

YEAR

Prerequisites: None

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Building and programming a robot is a combination of mechanics, electronics, and problem solving. This course guides students through activities and projects that are relevant to real-world applications that use robotic control. The mechanical principles, example program listings, and circuits you will use are very similar to, and sometimes the same as, industrial applications developed by engineers. The goal of this course is to get students interested in and excited about the fields of engineering, mechatronics, and software development as they design, construct, and program an autonomous robot. This series of hands-on activities and projects will introduce students to basic robotic concepts using the [Parallax Boe-Bot® robot](#). This course is based on the book "Robotics with the Boe-Bot" by Andy Lindsay. The units in this course match the chapters in the text, and each chapter ends with a set of questions, problems, and projects. Although the question sets in the book are solved, teachers adopting this course are asked to register for an educator's account on [Learn.Parallax.com](#) to access an additional set of questions, problems, and projects that can be used to challenge and assess your students.

Year 1: INTRODUCTION TO ENGINEERING AND DESIGN (H) Weighted grade

4770

Grade level: 9 -12

YEAR

Prerequisites: None

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Discover the role of an engineer in taking an idea from the design process to manufacturing of production. Students work individually and in teams to dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. The course of study will include the sign of process, technical sketching, engineering documentation and drawing, measurement and statistical analysis, 3D CAD Solid modeling, reverse engineering, product design, and product presentation. Introduction to Engineering and Design is the first of two foundation courses in the Project Lead the Way high school engineering program. This project based class challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts.

Year 2: PRINCIPLES OF ENGINEERING (H) Weighted grade

4777

Grade level: 10 -12

YEAR

Prerequisites: Introduction to Engineering and Design or Computing with Robotics. Note, additional, advanced Engineering courses will require both Introduction to Engineering and this course

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This class is a “hands-on” course to introduce students to some of the major concepts in a college level engineering course of study. You will master and apply basic Engineering concepts with technology, while tackling real world challenges and small projects. As part of these activities and projects, you will build electronic circuits, build and program a robot, assess energy sources and applications, research or use fluid power, test the strength and durability of materials, and understand how things move. In this class you are

not alone. Team up with other students to test and share your developing skills through hands-on projects and presentations. Principles of Engineering is the second of two foundation courses in the Project Lead the Way high school engineering program. This project based class also challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts.

Career Technical Education

Criminal Justice Pathway-Year 1 and Year 2 are required to be a “CTE Completer”

Course Name

CRIMINAL JUSTICE I (P) [Click here](#)

Grade level: 9 -11

Prerequisite: None

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Criminal Justice 1 is the first year in a two-year program to prepare students for college and/or career in criminal justice and related fields. This course includes classes in crime scene investigation, introduction to criminal justice, law enforcement procedures, etc. Introduction to criminal justice gives students a comprehensive overview of the criminal justice system and covers the history, theories, and philosophy of the three elements of criminal justice. Students will investigate the workings of American law enforcement, courts and the corrections systems. Guest speakers from all areas of the criminal justice system will address the class throughout the semester about career paths in the criminal justice system. The class will also explore the hundreds of jobs in the criminal justice system and help the students to find a pathway to these careers.

****Successful completion of the course with a grade of B or better will result in the student earning 1 unit of Palomar College Credit in AJ197 (law Enforcement procedures) and 3 units in AJ100 (Introduction to Criminal Justice)**

LAW & CRIMINAL JUSTICE II (P)

Grade level 10-12

Prerequisite: Successful Completion of Criminal Justice 1

Articulation with Palomar College Administration of Justice Program

Credits Earned per Term: 10 credits of Career Pathways (CTE)

The course will give students an understanding of the criminal and juvenile system, with a focus on the relationship between criminal justice and social justice. Students will also understand the role of crime and punishment in society. Students will be able to answer essential questions such as what causes crime? How is crime addressed? How has the criminal justice system in the US evolved, and how does the criminal justice system impact society today?

****Successful completion of the course with a grade of B or better will result in the student earning 1 unit in AJ197 9Speech and police Interview Skills), 2 units of AJ 197 (Crime Scene Investigation), 2**

Course Number

3191

YEAR

UC/CSU

3194

YEAR

UC/CSU

units in AJ197 (Pre-employment Police Fitness Preparation), and 3 units in AJ 65 (Preparation for Law Enforcement)

Career Technical Education

Building and Construction **Pathway-Year 1 and Year 2 are required** **to be a "CTE Completer"**

Course Name

Course Number

Woodworking/Advanced Manufacturing

Year 1: FINE WOODWORKING 1 (P) [Click on video](#)

5436

Grade level: 9-12

YEAR

Prerequisite: None. (Repeatable)

UC/CSU

Articulation with Palomar College Woodworking Program – Credit for CFT 105

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This course is open to both experienced and inexperienced woodworkers who are interested in learning about furniture and cabinet making. First-time students begin with a required project before progressing to the individualized projects done by the more experienced students. Students may enroll in the class for more than one period of the day. Fees are charged only for students who wish to take projects home. Emphasis on Computer aided design and CNC machinery is placed during 2nd semester.

Students also have the opportunity to join internships that lead to jobs in cabinet and furniture making. Fine Woodworking may be used to fulfill the A-G Visual and Performing Art Requirement

****Course articulated with Palomar College. Students who earn a C or better in the course will also earn community college credit.**

Year 2: FINE WOODWORKING 2 (P)

5437

Grade level: 10-12

YEAR

Prerequisite: C or better in Fine Woodworking 1

Pending

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Advanced Wood Technology is the second course in Woodworking advanced manufacturing pathway. It is designed for students who have completed Fine Working 1, 2 and provides a deeper understanding of wood and industrial products with a heavy emphasis on the design process. Students learn to use both traditional fine hand tools and cutting-edge technology (CNC) to realize and refine their designs.

Residential and Commercial Construction

Year 1: BITA 1 STUDY OF MODERN CRAFTSMANSHIP AND INFRASTRUCTURE (P)

5366

Grade level: 9-12

YEAR

Prerequisite:

Pending

Credits Earned per Term: 10 credits of Career Pathways (CTE)

The Residential and Commercial Construction course is designed to teach basic skills for the construction trades through a course rich in connections to construction projects that will generate interest in math and increase students' likelihood of success. The course covers basic construction math; measurement and scale, blueprint reading, safety, procedural use of hand and power tools. Students acquire these skills

through the use of technology and real world problem solving. Integrated throughout the course are foundation standards, which include communication, ethics, interpersonal/team skills, critical thinking and other employment skills needed for the 21st Century.

Year 2: BITA 2 STUDY OF MODERN CRAFTSMANSHIP AND INFRASTRUCTURE (P)

Grade level: 10-12

Prerequisite:

5367

YEAR

Pending

Credits Earned per Term: 10 credits of Career Pathways (CTE)

Students will have the opportunity to build a full scale house as a team while gaining an in-depth understanding of the history behind construction, materials, and trades in the industry. Students will use Primary Sources and become Construction Historians as they reconstruct the advancement of the trades, materials, and tools that are now being used in residential and commercial construction. The course covers a more advanced knowledge of safety, use of hand and power tools, blueprint reading, geometry, and estimating. Integrated throughout the course are foundation standards, which include communication, ethics, interpersonal/team skills, critical thinking and other employment skills needed for the 21st Century. Upon completion of this course, students will be able to perform the duties of an entry-level building construction technician with the knowledge of Construction Codes and general and trade-specific terminology.

Career Technical Education

Health Sciences Pathway-Year 1 and Year 2 are required to be a “CTE Completer”

Medical Careers/Patient Care

Course Name

Course Number

Year 1: HEALTHCARE CAREER ESSENTIALS I (P)

2985

Grade level: 9-12

YEAR

Prerequisite: None.

UC/ CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This course provides an opportunity for students to gain knowledge and skills for a career in healthcare. Using real-life scenarios and process-driven activities, students will learn the responsibilities and challenges of being healthcare professionals. Students will explore nutrition and wellness, cover basic anatomy and physiology and will learn how to address infection control issues. Students will expand their understanding of patient care, emergency medical response (basic cardio-pulmonary resuscitation-CPR for one person, two people, child, infant, obstructed airway and mouth to mask ventilation based on American Heart Association Standards) and deepen their knowledge of various healthcare systems. In addition to building their understanding of technical concepts and skills, students will evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the healthcare industry. This course meets the University of California and California State University entrance requirements.

Year 1: MEDICAL HEALTH CAREERS ANATOMY AND PHYSIOLOGY(H)

3212

Grade level:

YEAR

Prerequisite: Biology

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This honors course is designed to provide a rigorous, broad based, general study of human anatomy and physiology. Through the use of microscopes, models, skeletons and dissections, students will gain a thorough understanding of the structure and function of the major systems of the human body. It also covers the skills students will need as a part of the medical pathway capstone course their senior year. The focus of this course is for students who have interests and intent to pursue a career in science or health care related professions and who desire to learn more about the human body.

Year 2: HEALTH CAREER ESSENTIALS II (P)

2986

Grade level: 10-12

YEAR

Prerequisite: Successful completion of Healthcare Career Essentials

UC/CSU

Credits Earned per Term: 10 credits of Career Pathways (CTE)

This course is the second year of a two-year program to prepare students for college study and/or a career in the healthcare/sports medicine industry.

Other Classes

<u>Course Name</u>	<u>Course Number</u>
LEADERSHIP (ASB) (P)	4717
Grade level: 9-12	YEAR
Prerequisite: Appointment or election as an ASB officer, class officer, or commissioner, or teacher approval. (Repeatable)	UC/CSU
Credits Earned per Term: 10 credits	
This course provides an opportunity for students to practice democratic leadership in practical school situations. Students share with adults the responsibility of planning and organizing assemblies, meetings, social and recreational gatherings, rallies, elections, and other events.	
AP PSYCHOLOGY	5204
Grade level: 11-12	YEAR
Prerequisite: NONE	UC/CSU
Credits Earned per Term: 10 credits	
This course introduces students to the systematic and scientific study of human behavior and mental processes. Included in the course are facts, principles, and phenomena associated with each of the major fields of psychology and an overview of the methods psychologists use in their research and practice. This course is equivalent to a college course in introductory psychology. Students are expected to successfully prepare for the Advanced Placement test given in the spring. Instruction is differentiated in order to provide the depth, complexity, novelty, and pacing required by state gifted standards and to prepare students for the Advanced Placement program. Some of the domains or topics that will be covered include the biological domain, the cognitive domain, developmental psychology, abnormal behavior, personality, and therapy	
AP HUMAN GEOGRAPHY	1401
Grade level 9-12	YEAR
Prerequisite: None	UC/CSU
Credits Earned per Term: 10 credits	
AP Human Geography course is a one year course that introduces students to the systematic study of patterns and purposes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and environmental consequences. They also learn about the methods and tools geographers use in their research and application. By the end of the course, students will be able to challenge the AP Human Geography exam for college credit.	
AP CAPSTONE SEMINAR	4778
Grade level 9 - 11	YEAR
Prerequisite: None	UC/CSU
Credits Earned per Term: 10 credits	
AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communications skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone comprises two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to	

AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

AP CAPSTONE RESEARCH

Grade level 11-12

Prerequisite: Completion of AP Seminar

Credits Earned per Term: 10 credits

AP Research is the second course in the AP Capstone™ program. AP Seminar is a prerequisite for AP Research. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate™

4780

YEAR

UC/CSU

PHILOSOPHY/SOCIOLOGY (H) Weighted grade

Grade level 10-12

Prerequisite: None

Credits Earned per Term: 10 credits

This two-semester course will investigate the relationship between the minds of individuals and their collective constructions of society, culture, and patterns of human interaction. Students will complete one semester of sociology, one semester of philosophy, and a capstone project in which students synthesize their learning. Broadly, Sociology examines socialization processes, social interactions, institutions, inequality, and change. Philosophy examines the nature of knowledge and how humans claim to understand that knowledge through the study of logic, reasoning, ethics and reality.

1884

YEAR

UC/CSU

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

Grade 9

Prerequisite: Application to the program and teacher recommendation.

Credits Earned per Term: 10 credits

AVID is a high-school program designed to motivate and prepare students who plan to attend a four-year university. AVID is an academic, regularly scheduled elective program based on the inquiry method and collaborative grouping. The main components of the program are academic instruction, tutorial support, SAT/ACT test-taking strategies, college note taking, and goal setting (4 year planning). Minimum GPA of 2.0 required.

3140

YEAR

AVID II

Grade level: 10-11 (Repeatable)

Credits Earned per Term: 10 credits

Sophomores and juniors engage in analytical writing, critical reading, test preparation (including PSAT, SAT, EAP and AP) and college readiness such as personal statements and familiarity with the college process (application and test prep). They also conduct college research and get help with academic research papers.

3141/3142

YEAR

AVID SENIOR SEMINAR (P)**5910/4922****Grade level: 12****YEAR****Prerequisite: Prior enrollment in AVID for at least 1 year****UC/CSU****(enrollment in 11th grade AVID mandatory) and teacher****recommendation. Concurrent enrollment in an honors or Advanced Placement class also required****Credits Earned per Term: 10 credits**

Seniors complete college applications, scholarship applications, EOP applications, the FAFSA, provide leadership to AVID underclassmen and get help with academic research papers.

AVID STUDENT TUTOR**4275****Grade level: 11-12****YEAR****Prerequisite: Teacher recommendation.****Credits Earned per Term: 10 credits**

AVID Student Tutor is a one year elective course that provides structured assistance to AVID students in all college- prep core academic classes. Student tutors will tutor small groups of AVID students twice a week during the tutorial portion of the AVID elective class, and assist students with their organizational skills to enhance academic success. AVID student tutors are expected to have excelled in at least two core academic subjects. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students.

Quest/Personal Development**4681****Grade level: 9****Year****Credits Earned per Term: 10 credits**

This course is available only to freshmen members of the SMHS AP/Honors Quest Academy. Students will practice the executive skills necessary to succeed in advanced classes including, but not limited to, Honors and AP coursework. Skills taught include: note taking, reading advanced texts, studying communication with peers and adults, self assessing academic needs and strengths. In addition, students are provided with leadership opportunities, study hall opportunities, grade check-ins (in addition to online grade access via Synergy). The Quest elective also works to support academic and social-emotional goals in students' core content classes in math, science, and ELA.

SCHOOL AIDE**Grade level: 11-12****Semester****Prerequisite: Consent of the supervising staff member.****Credits Earned per Term: 10 credits**

A student may elect to work in several areas on campus as an aide. Regular and consistent attendance is required and confidentiality is expected. Students must obtain written permission of the staff member for whom they will be working before registering as an aide. Teachers are limited to 1 aide per day. A maximum of 10 aide credits may be applied towards graduation.

WORK EXPERIENCE (Palomar College Course Cooperative Education 110)**8400****Grade level: 10-12****Semester****Credits Earned per Term: 10 credits**

Any student that is working or volunteering can earn 5 elective credits per semester, as well as 3 units of Palomar College credit, by signing up for work experience. Students must work at least 225 hours (or volunteer 180 hours) per semester to earn credit.

