High School Course Catalog

2019-2020
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<th>Address</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunderson High School</td>
<td>622 Gaundabert Lane</td>
<td>535-6340</td>
<td><a href="https://gunderson.sjusd.org/">https://gunderson.sjusd.org/</a></td>
</tr>
<tr>
<td>Leland High School</td>
<td>6677 Camden Avenue</td>
<td>535-6290</td>
<td><a href="https://leland.sjusd.org/">https://leland.sjusd.org/</a></td>
</tr>
<tr>
<td>Lincoln High School</td>
<td>555 Dana Avenue</td>
<td>535-6300</td>
<td><a href="https://lincoln.sjusd.org/">https://lincoln.sjusd.org/</a></td>
</tr>
<tr>
<td>Pioneer High School</td>
<td>1290 Blossom Hill Road</td>
<td>535-6310</td>
<td><a href="https://pioneer.sjusd.org/">https://pioneer.sjusd.org/</a></td>
</tr>
<tr>
<td>San Jose High School</td>
<td>275 North 24th Street</td>
<td>535-6320</td>
<td><a href="https://sjhs.sjusd.org/">https://sjhs.sjusd.org/</a></td>
</tr>
<tr>
<td>Willow Glen High School</td>
<td>2001 Cottle Avenue</td>
<td>535-6330</td>
<td><a href="https://wghs.sjusd.org/">https://wghs.sjusd.org/</a></td>
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Non-Discrimination Statement

San José Unified School District prohibits discrimination, harassment, intimidation or bullying on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, marital, parental or family status, color, mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in its educational programs and activities or employment practices as required by Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 or the Rehabilitation Act of 1973, and the Vocational Education Act of 1976. The lack of English language skills will not be a barrier to admission and participation in the District’s programs. Students, parents, employees, or others who wish further information about these regulations, or who wish to file a complaint, should contact the following persons:

For Title IX, discrimination or equity complaints involving students:
Director of Student Services/Student Title IX Coordinator, Dane Caldwell-Holden at (408) 535-6195 ext. 13211 or dcaldwellholden@sjusd.org

For Title IX, discrimination or equity complaints involving staff:
Assistant Superintendent, Administrative Services, Dominic Bejarano at (408) 535-6139 ext. 15015 or jbejarano@sjusd.org

For Section 504 Compliance complaints involving students:
SJUSD District 504 Coordinator at (408) 535-6195 ext. 13229

For facilities or other ADA complaints:
Director of Facilities and Construction, Steve Adamo at 408-535-6000 ext. 19411
SJUSD Graduation Requirements

UC/CSU Entrance Requirements

San Jose Unified has graduation requirements that set high standards and expectations for all students who must complete 220 credits including the University of California system’s entrance requirements (commonly called the a-g requirements) in order to earn a high school diploma. “a-g” requires students to take a rigorous course of study, which includes three years of college preparatory math through algebra II, three years of college preparatory science, including two lab sciences, and two years of a foreign language.

### SJUSD Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>REQ</th>
<th>EARNED</th>
<th>NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td></td>
<td></td>
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<tr>
<td>Am Gov/Econ</td>
<td>10</td>
<td></td>
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<td>US History</td>
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<td>World History</td>
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<tr>
<td>Math</td>
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<tr>
<td>Science</td>
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<tr>
<td>LOTE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Visual/Perf Arts</td>
<td>20</td>
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<td></td>
</tr>
<tr>
<td>PE</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td>220</td>
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State Requirements
- PE Course 1 and 2
- PE Fitness Test
- Health Education
- Safety/First Aid
- Algebra 1

Community Service Hours
- 40 Hours Total

### CAL State University Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>REQ</th>
<th>EARNED</th>
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<tbody>
<tr>
<td>English (b)</td>
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<tr>
<td>U.S. Hist/Gov (a)</td>
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<td></td>
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<tr>
<td>W. Cult/Hist (a)</td>
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<tr>
<td>Math (c)</td>
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<td></td>
</tr>
<tr>
<td>Lab Science (d)</td>
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<td></td>
</tr>
<tr>
<td>LOTE (e)</td>
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<td></td>
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<tr>
<td>Vis/Perf Arts (f)</td>
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</tr>
<tr>
<td>Electives (g)</td>
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### University of California Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>REQ</th>
<th>REC</th>
<th>EARNED</th>
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<tbody>
<tr>
<td>English (b)</td>
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<tr>
<td>Math* (c)</td>
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<tr>
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<td>10</td>
<td>10</td>
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</table>

- Earn a minimum GPA of 2.0 with no grade lower than a C (calculated with letter grades from 10th and 11th grade UC approved courses only).
- Take required test: ACT and/or the SAT Reasoning Test (Critical Reading and Mathematics sections only).
- Achieve the SAT or ACT score indicated on the CSU Eligibility Index (or above) that corresponds with your GPA.
- Earn a minimum GPA of 3.0 with no grade lower than a C (calculated with letter grades from 10th and 11th grade UC approved courses only).
- Take required test: SAT Reasoning Test and/or ACT with writing.
- UC evaluates using 14 factors which can be reviewed on their website.
- * Math must include 1 year of Algebra and Geometry.

Above UC/CSU requirements are subject to change without notice.

### UC/CSU “a-g” Subject Requirements

(appear in parentheses in UC/CSU subject area)

- a History/ Social Science
- b English
- c Mathematics
- d Laboratory Science
- e Language Other Than English (LOTE)
- f Visual and Performing Arts
- g College Prep Electives
# High School Graduation Plan

## SJUSD Academic Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Required Credits</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>English</td>
<td>40</td>
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<td>Social Sciences</td>
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<td>Math</td>
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</tr>
<tr>
<td>Visual Perf. Arts</td>
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<td><strong>220</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

## Additional Requirements

<table>
<thead>
<tr>
<th>SJUSD Req: Community Service</th>
<th>40 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Req 1: PE Fitness Test</td>
<td></td>
</tr>
<tr>
<td>State Req 1: Health Education</td>
<td></td>
</tr>
<tr>
<td>State Req 1: Safety/First Aid</td>
<td></td>
</tr>
<tr>
<td>State Req 2: Algebra I</td>
<td>10 Credits</td>
</tr>
</tbody>
</table>

Requirements for SJUSD – 20 credits of VPA or 10 credits of VPA and AA
UC/CSU will not accept AA towards VPA entrance requirements

**Description of Additional Requirements:**

**San Jose Unified School District Requirement:** Certification of a minimum of 40 hours of community service is required for graduation (10 hours per year of enrollment).

**State Requirement 1:** Students must pass a designated course of study in each of the following areas:
- Physical Education
- Health
- Safety & First Aid

**State Requirement 2:** All students, including those in alternative programs who receive a high school diploma must pass an Algebra I course or equivalent with for total combined credits of 10. (Ed. Code 51224.5)

San Jose Unified School District recommends that prior to graduation, all students be introduced to the world of computers as appropriate to the course content of the classes they take. This experience could range from introductory word processing to computer programming in Advanced Placement or International Baccalaureate courses.
## Understanding a Course Description

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Spanish 5-6</th>
<th>#2574-2575</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level of students that may enroll in the course</td>
<td>11(^{th}) – 12(^{th}) Grades</td>
<td>Foreign Language</td>
<td>Graduation Requirement met by the course (see pages 4-5)</td>
</tr>
<tr>
<td>Description of the Course</td>
<td>This course reviews, reinforces, and expands grammar and communication skills acquired in Spanish 1-2 and 3-4. Through reading and discussion of literature, history, customs, and geography, students enhance their understanding of the cultures of Spanish-speaking peoples. Virtually all class work and communication are in Spanish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course or Activity required before the student is eligible for this course</td>
<td>Prerequisite: Spanish 3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC/CSU requirement met by this course</td>
<td>* Meets University Entrance Requirements: CSU, UC (&quot;e&quot;, &quot;g&quot;)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that course offerings at sites change from year to year, and not every course in the course catalog is offered at every site. The courses offered at each site for each school year will be outlined during the course selection process and clearly identified on course selection forms.
Course Offerings

Electives

General Electives

AVID 9
9th Grade  #9004—9005  Elective
AVID (Advancement Via Individual Determination) is a national college preparatory program for students who are underachieving or underserved. This course assists students in developing the academic skills, self-confidence and motivation to attend and be successful at a four-year college or university. Students work on enhancing their study skills with the goal of successfully participating in honors and Advanced Placement courses. Students learn how to advocate for themselves in academic and non-academic situations. Teachers promote personal empowerment and encourage students to feel validated and recognized in school settings. AVID provides students with academic instruction, tutoring support, assistance with other class assignments, study skills, college-level entry skills, curriculum enrichment, motivational activities, coping skills, and options for careers.
* Meets University Entrance Requirements: CSU, UC (“g”)

AVID 10
10th Grade  #9011—9012  Elective
AVID (Advancement Via Individual Determination) is a national college preparatory program for students who are underachieving or underserved. This course assists students in developing the academic skills, self-confidence and motivation to attend and be successful at a four-year college or university. Students work on enhancing their study skills with the goal of successfully participating in honors and Advanced Placement courses. Students learn how to advocate for themselves in academic and non-academic situations. Teachers promote personal empowerment and encourage students to feel validated and recognized in school settings. AVID provides students with academic instruction, tutoring support, assistance with other class assignments, study skills, college-level entry skills, curriculum enrichment, motivational activities, coping skills, and options for careers.
* Meets University Entrance Requirements: CSU, UC (“g”)

AVID 11
11th Grade  #9024—9025  Applied Arts
AVID (Advancement Via Individual Determination) is a national college preparatory program for students who are underachieving or underserved. This course assists students in developing the academic skills, self-confidence and motivation to attend and be successful at a four-year college or university. Students work on enhancing their study skills with the goal of successfully participating in honors and Advanced Placement courses. Students learn how to advocate for themselves in academic and non-academic situations. Teachers promote personal empowerment and encourage students to feel validated and recognized in school settings. AVID provides students with academic instruction, tutoring support, assistance with other class assignments, study skills, college-level entry skills, curriculum enrichment, motivational activities, coping skills, and options for careers.
* Meets University Entrance Requirements: CSU, UC (“g”)

Psychology 1-2
11th – 12th Grades  #6050—6051  Elective
This course is a study of the factors influencing human behavior including heredity, environment, learning, perception, motivation, communication, and group dynamics.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“g”)

AP Psychology
11th – 12th Grades  #6052—6053  Elective Honors
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. This course will prepare students to take the AP Psychology test.
Recommended: Grade of a “C” or better in English/Language Arts
* Meets University Entrance Requirements: CSU, UC (“g”)

AP Seminar
11th – 12th Grades  #2190—2191  Honors Elective
Students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“g”)

AP Research
11th – 12th Grades  #2192—2193  Honors Elective
Students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper.
Prerequisite: AP Seminar
* Meets University Entrance Requirements: CSU, UC (“g”)

American Justice System
9th – 12th Grades  #6258—6259  Elective
This course is designed to teach students the foundation for and processes of the American Justice system. The students examine the rights of the individual balancing collective rights with social responsibility. The students analyze cases that have contemporary significance to facilitate their understanding of the dynamics and impact of law. The in-depth analysis includes student portrayal of counsel, witnesses, court clerks and bailiffs as they study a hypothetical case produced and sponsored by the Constitutional Rights Foundation and the California State Department of Education, the State Bar of California, the California Young Lawyers Association, and the Daily Journal Corporation program sponsor this program. Students conduct legal research and receive guidance from volunteer attorneys in courtroom procedure and trial preparation. Through the study and application of basic law, students will develop critical thinking, oral and written skills.
Prerequisite: None
Leadership Training
11th – 12th Grades
Applied Arts
#9050—9051
This course focuses on developing leadership skills, such as organization, public speaking, and effective meeting management. The students in the course coordinate, participate in, and/or promote the school’s student activities, academic programs, community outreach, and school improvement efforts.

Work Experience Education
11th – 12th Grades
Applied Arts
#1712—1713
This course combines supervised part-time employment with academic and skill preparation in the classroom. Students are assisted in acquiring desirable work habits and attitudes. Students meet on the high school campus at least one period per week, and credit is awarded based on the number of hours spent at paid employment, in classroom participation, and in completion of all paperwork. Computer training to improve communication and work skills are integrated as appropriate.

Prerequisite: Student must be at least 16 years old

IB Electives

Theory of Knowledge IB
11th-12th Grades
Elective
#6400—6401
This course examines certain epistemological issues, the views of the great thinkers, the investigatory methodologies of various disciplines, and the process of inquiry. Its purpose is to stimulate critical reflection upon the knowledge and experience of students in and out of the classroom. It is a required course for all International Baccalaureate Diploma Candidates.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“g”)

Personal & Professional Skills
11th-12th Grades
Elective
#6406—6407
This course is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. The emphasis of this course is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“g”)

Computer Education

Intro to Computer Science Principles
9th – 12th Grades
Applied Arts
#4092—4093
An introduction to computer science that uses the first 10 weeks of UC Berkeley’s CS10 “Beauty & Joy of Computing” curriculum. Students learn algorithms and use programming techniques to solve problems. Covers the history, social implications, great principles, future of computing, beautiful applications that have changed the world, how computing empowers discovery and progress in other fields. Relevance of computing to the student and society will be emphasized. Students will learn to complete a substantial team-programming project related to their interests.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“g”)

Exploring Computer Science
9th – 12th Grades
Applied Arts
#4122—4123
This course will provide students with foundational knowledge of computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.

Prerequisite: Concurrent enrollment in Algebra I
* Meets University Entrance Requirements: CSU, UC (“g”)

AP Computer Science A
11th – 12th Grades
Math Honors
#4104—4105
This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Prerequisite: Algebra II with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“g”)

AP Computer Science Principles
11th – 12th Grades
Math Honors
#4116—4117
Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

Prerequisite: Algebra II with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“g”)

Engineering and Robotics

Engineering Science Technology 1-2
10th – 12th Grades
Science
#5770—5771
Engineering Science Technology prepares a student for the technological world. It is a Tech Prep course. Mechanical, Fluid, Electrical and Thermal systems are studied primarily through hands-on student labs. Computer usage and problem solving are emphasized. This is a practical course that relates the principles of applied physics to the real world.

Prerequisite: Refer to school website for sequence and prerequisites of science courses
* Meets University Entrance Requirements: CSU, UC (“g”)

Page 8
Course Offerings

Robotics and Technology  #5914—5915  10th—12th Grades
In this yearlong laboratory science course, students learn and apply physical science concepts to the design and construction of a variety of mechanical, electrical and robotic devices. The principles of motion, mechanics, work, energy, power, electricity, and computer control of electrical circuits are investigated and tested. Students learn to think scientifically as they identify problems, propose and test solutions, and gather, interpret and analyze data. Working on engineering teams, students construct a competition robot that successfully completes several specified tasks. Through this hands-on study of robotics and technology, students gain experience in the engineering process and learn about related careers. Issues related to how science and technology have impacted society and the environment are also investigated.

Prerequisite: None

Introduction to Engineering Design  #6600—6601  9th—11th Grades
This course introduces students to the elements of design in engineering fields. Students use a problem-solving model to improve existing products and invent new ones. The student learns how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

Principles of Biomedical Sciences  #6612—6613  9th—10th Grades
Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, and infectious diseases. They determine the factor that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

Human Body Systems  #6614—6615  10th—12th Grades
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. By exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the roles of biomedical professionals to solve medical mysteries.

Prerequisite: Principles of Biomedical Sciences
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

Medical Interventions  #6618—6619  11th—12th Grades
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Prerequisite: Human Body Systems Recommended
* Meets University Entrance Requirements: CSU, UC (“d”)

English Language Development

English ELD 1-2  #2104—2105  9th—12th Grades
English and Elective
This two-period ELD Language Arts course is designed as an intensive introduction to English. Emphasis is placed on the acquisition of basic communication skills and vocabulary development. Students acquire these skills through the use of materials and instructional strategies that incorporate listening, speaking, reading and writing. The first period of this course is Speech ELD 1-2.

Prerequisite: None

Speech ELD 1-2  #2114—2115  9th—12th Grades
Elective
This two-period ELD Language Arts course is designed as an intensive introduction to English. Emphasis is placed on the acquisition of basic communication skills and vocabulary development. Students acquire these skills through the use of materials and instructional strategies that incorporate listening, speaking, reading and writing. The first period of this course is English ELD 1-2

Prerequisite: None

English ELD 3-4  #2106—2107  9th—12th Grades
English and Elective
This two-period ELD Language Arts course is designed for students whose proficiency level is at the Beginning/Early Intermediate level as measured by the ELPAC. Students continue to develop listening, speaking, reading, and writing skills through the use of a variety of instructional materials and strategies. The second period of this course is Speech ELD 3-4.

Prerequisite: English ELD 1-2 or a placement exam
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<th>Course Offerings</th>
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<tr>
<td><strong>Speech ELD 3-4</strong>&lt;br&gt;9th – 12th Grades&lt;br&gt;Elective&lt;br&gt;This two-period ELD Language Arts course is designed for students whose proficiency level is at the Beginning/Early Intermediate level as measured by the ELPAC. Students continue to develop listening, speaking, reading, and writing skills through the use of a variety of instructional materials and strategies. The first period of this course is English ELD 3-4.&lt;br&gt;*Prerequisite: English ELD 1-2 or a placement exam</td>
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<tr>
<td><strong>Math ELD 1-2</strong>&lt;br&gt;9th – 12th Grades&lt;br&gt;Mathematics&lt;br&gt;Math ELD 1-2 is a beginning Math course for students who have been identified as English Language Learners. Emphasis is placed on selected Beginning and Early Intermediate ELD standards through the study of Math content and portable academic vocabulary and concepts.&lt;br&gt;*Prerequisite: Concurrent enrollment in English ELD 1-2 or ELD 3-4</td>
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<tr>
<td><strong>World History ELD 1-2</strong>&lt;br&gt;9th – 12th Grades&lt;br&gt;World History&lt;br&gt;This course is intended for beginning level English Learners and provides content-based World History instruction in English. Students develop content and portable academic vocabulary, concepts and knowledge connected with a broad Social Science curriculum that includes the study of geography, history and cultures.&lt;br&gt;*Prerequisite: Concurrent enrollment in English ELD 3-4</td>
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<tr>
<td><strong>US History ELD 1-2</strong>&lt;br&gt;9th – 12th Grades&lt;br&gt;US History&lt;br&gt;This course is intended for beginning level English Learners and provides content-based US History instruction in English. Students develop content and portable academic vocabulary, concepts and knowledge connected with a broad Social Science curriculum that includes the study of American geography, history and cultures.&lt;br&gt;*Prerequisite: Concurrent enrollment in English ELD 3-4 or ELD 5-6</td>
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<tr>
<td><strong>Science ELD 1-2</strong>&lt;br&gt;9th – 12th Grades&lt;br&gt;Science&lt;br&gt;This course is intended for beginning level English Learners and provides content-based science instruction in English. Students develop content and portable academic vocabulary, concepts and knowledge connected with the science curriculum.&lt;br&gt;*Prerequisite: Concurrent enrollment in English ELD 1-2 or ELD 3-4</td>
</tr>
<tr>
<td><strong>Biology ELD 1-2</strong>&lt;br&gt;9th – 12th Grades&lt;br&gt;Science&lt;br&gt;This course is intended for beginning level English Learners and provides content-based Biology instruction in English. Students develop content and portable academic vocabulary, concepts and knowledge connected with the Natural Sciences curriculum that includes the study of living organisms, their structure, function, growth, evolution, distribution and taxonomy.&lt;br&gt;*Prerequisite: Concurrent enrollment in English ELD 1-2 or ELD 3-4</td>
</tr>
</tbody>
</table>
Course Offerings

English/Language Arts

English 1-2
9th Grade English
Within the theme "coming of age" grade 9 students use Springboard curriculum and read works by Harper Lee, Edgar Allan Poe, William Wordsworth, Pablo Neruda, and Shakespeare, as well as informational and historical articles; learn to gather evidence from texts and incorporate it in written and oral responses; write in argumentative, informational, narrative, and other modes; study a film director's work and analyze how style is evident when print texts are transformed into film.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b")

English 3-4
10th Grade English
Within the theme "culture," grade 10 students use Springboard curriculum and read Achebe's Things Fall Apart, Sophocles Antigone, Susan B. Anthony's "On Woman's Right to Vote," and Aleksandr Solzhenitsyn's Nobel Prize acceptance speech; study the extent to which culture influences worldview; incorporate textual evidence in a written argument; write argumentative, narrative, informational, and other modes; research a culture and present findings in a collaborative presentation using digital media; analyze the objectivity and subjectivity of documentary films.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b")

English Accelerated 3-4
10th Grade English
This course is designed to meet the needs of advanced tenth grade students by providing them with greater depth of reading and writing and more challenging assignments than those offered in English 3. Within the theme "culture," students use Springboard curriculum and read Achebe's Things Fall Apart, Sophocles Antigone, Susan B. Anthony's "On Woman's Right to Vote," and Aleksandr Solzhenitsyn's Nobel Prize acceptance speech; study the extent to which culture influences worldview; incorporate textual evidence in a written argument; write argumentative, narrative, informational, and other modes; research a culture and present findings in a collaborative presentation using digital media; analyze the objectivity and subjectivity of documentary films.
* Meets University Entrance Requirements: CSU, UC ("b")

English 3-4 Honors
10th Grade English Honors
This course is designed to meet the needs of advanced tenth grade students by providing them with greater depth of reading and writing and more challenging assignments than those offered in English 3. Within the theme "culture," students use Springboard curriculum and read Achebe's Things Fall Apart, Sophocles Antigone, Susan B. Anthony's "On Woman's Right to Vote," and Aleksandr Solzhenitsyn's Nobel Prize acceptance speech; study the extent to which culture influences worldview; incorporate textual evidence in a written argument; write argumentative, narrative, informational, and other modes; research a culture and present findings in a collaborative presentation using digital media; analyze the objectivity and subjectivity of documentary films.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b")

English 5-6
11th Grade English
Within the theme "the American dream," grade 11 students use Springboard curriculum and read foundational U.S. documents such as Lincoln's Second Inaugural Address and the Declaration of Independence, essays by Henry David Thoreau and Ralph Waldo Emerson, and Zora Neale Hurston's Their Eyes Were Watching God; write an informative essay defining what it means to be American; write a synthesis essay that argues whether or not America still provides access to the American Dream; write in a variety of modes and genres; compare print and film versions of Arthur Miller's The Crucible; and create a news outlet based on real-world news organizations.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b")

English 5-6 Honors
11th Grade English Honors
This course is designed to meet the needs of advanced tenth grade students by providing them with greater depth of reading and writing and more challenging assignments than those offered in English 5. Within the theme "the American dream," grade 11 students use Springboard curriculum and read foundational U.S. documents such as Lincoln's Second Inaugural Address and the Declaration of Independence, essays by Henry David Thoreau and Ralph Waldo Emerson, and Zora Neale Hurston's Their Eyes Were Watching God; write an informative essay defining what it means to be American; write a synthesis essay that argues whether or not America still provides access to the American Dream; write in a variety of modes and genres; compare print and film versions of Arthur Miller's The Crucible; and create a news outlet based on real-world news organizations.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b")

Latino Literature
11th Grade English
Latino Literature is a writing-intensive course that challenges students to think critically and write thoughtfully about their place in their community in order to become agents of societal change. Complementing rigorous academic writing is an additional emphasis placed on conducting research and presenting this research in a public forum open to the community at large. Types of writing include, but are not limited to, narrative, argumentative, and informational/explanatory writing.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b", "g")
Course Offerings

CSU Expository Reading and Writing Course  #2136—2137
12th Grade  English
The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional models, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. ERWC is closely aligned to the criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b")

AP English Language and Composition  #2076—2077
11th Grade  English Honors
The AP English Language and Composition course focuses on the development and revision of evidence-based analytical and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. This course is designed to prepare students to take the AP Language test.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b", "g")

AP English Literature and Composition  #2078—2079
12th Grade  English Honors
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course prepares students to take the AP Literature and Composition test.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b", "g")

Advanced Journalism  #2124—2125
9th-12th Grades  Elective
This class includes an active hands-on role in design, production, and publication of the school newspaper. Editing, layout, design and desktop publishing skills are emphasized. It may also include business aspects of a school newspaper (marketing, circulation), photography and graphic arts. The course requires strong writing skills, leadership skills and the ability to work independently and responsibly.

Prerequisite: Completion of Journalism 1-2 or equivalent
Gunderson, Leland, Lincoln, Pioneer
* Meets University Entrance Requirements: CSU, UC ("g")

IB English/Language Arts

English MYP 3-4  #2088—2089
10th Grade  English
The focus of this course is an in-depth study of selected works of English literature: short stories, novels, dramas, poems, and critical essays. Both semesters of the course are based on the historical examination of English literature from the medieval period through the present. Considerable emphasis is given to both the written and oral forms of student presentation. Written examination of the literature emphasizes analysis of characters, comparative studies of all literary aspects of works examined, interpretation of poetry, poetic composition, and creative writing projects devised by the teacher and/or students.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b", "g")

English SL Prep 1-2  #2412—2413
11th Grade  English
The IB Preparatory Standard Level course is an intensive and rigorous standards-based course designed to assist students in fully developing skills of listening, speaking, reading comprehension, language usage and writing, literary analysis and critical thinking. This class is designed to prepare students to take the International Baccalaureate Standard Level Course. The works of Ernest Hemingway, Herman Hesse and Toni Morrison are addressed in the literature component. Additional reading and writing assignments are required of students in this rigorous college preparatory course.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b", "g")

English B IB HL I  #2408—2409
11th Grade  English
This is the first-year component of a two-year program that prepares students whose native language is not English, to pass a proficiency exam in English. The course of study includes extensive preparation in grammar skills, vocabulary building, syntax, sentence building, paragraph development, short essays, and character descriptions. Silent and oral reading skills are developed while students study selected works of literature.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("b", "g")

Reading Lab  #2272—2273
9th–12th Grade  Elective
This course is designed to provide additional literacy skill support through the use of the Achieve3000 blended learning application. Teachers make connections to students’ prior learning and provide direct instruction on literacy skills while interacting with Achieve3000. This adaptive program tracks the Lexile score and as students complete at least two activities per week with an average activity score of 75% or better, teachers can monitor the growth in Lexile to provide additional support that will assist students in navigating their grade-level ELA course.

Prerequisite: None
Course Offerings

World Languages (LOTE)

French

French 1-2
9th – 10th Grades

This course introduces and develops basic skills in listening, speaking, reading, and writing. Common traditions and customs of French-speaking people are also introduced.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("e")

French 3-4
10th – 12th Grades

Students continue to develop the skills learned in French 1-2, while the level of work advances. More emphasis is placed on reading and writing in this second year. Students continue to learn about the cultures in the French-speaking world.

Prerequisite: French 1-2

* Meets University Entrance Requirements: CSU, UC ("e", "g")

French 5-6
10th – 12th Grades

This course is an extension of French 3-4. Students continue to develop and refine skills in listening, speaking, reading, and writing. Extracts of French literary works are read and discussed.

Prerequisite: French 3-4

* Meets University Entrance Requirements: CSU, UC ("e", "g")

French 5-6 Honors
10th – 12th Grades

This course emphasizes the use of the French language for active communication and prepares students to take an Advanced Placement Examination in the French language. Fluency in the four modalities of language is developed throughout the course encouraging bilingualism and biliteracy. This course is conducted in French.

Prerequisite: French 3-4

* Meets University Entrance Requirements: CSU, UC ("e", "g")

AP French

11th – 12th Grades

This course emphasizes the use of language for active communication and prepares students to take an Advanced Placement Examination in the French language. It requires additional independent reading and a special project report each semester.

Prerequisite: French 5-6

* Meets University Entrance Requirements: CSU, UC ("e", "g")

Portuguese

Portuguese 1-2
9th – 10th Grades

This beginning course introduces and develops basic skills in listening, speaking, reading, and writing in Portuguese. The fundamentals of pronunciation, language structures, and vocabulary are taught. An appreciation of the cultures of the eight Portuguese-speaking countries in Europe, Africa, South America and Oceania is developed.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("e")
Course Offerings

Portuguese 3-4 #2602—2603 9th – 12th Grades Foreign Language
This course builds on and expands the basic elements of language learning: listening, speaking, reading, writing, and cultural awareness. Students continue to develop oral communication and are introduced to short readings. Students study different aspects of the culture of Portuguese-speaking countries.
Prerequisite: Portuguese 1-2
* Meets University Entrance Requirements: CSU, UC ("e", "g")

Spanish

Spanish 1-2 #2570—2571 9th – 10th Grades Foreign Language
This first year Spanish college preparatory course provides students the opportunity to learn to speak, listen, read and write in the target language in order to develop basic language skills and knowledge needed to be successful if further study of Spanish is desired. Students are introduced to the five goals for foreign language instruction: communication, cultures, connections, comparisons, and communities. These goals are emphasized throughout the course as students learn basic vocabulary related to everyday needs and activities as well as grammatical forms and functions. Accuracy in speaking and writing are emphasized in order to foster a high standard of oral and written communication.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("e")

Spanish 3-4 #2572—2573 10th – 12th Grades Foreign Language
The second year Spanish college preparatory course continues to provide students the opportunity to increase their ability to speak, listen, read and write in the target language in order to complete the San Jose Unified School District graduation requirement for foreign language and to continue to develop language skills and knowledge needed to be successful if further study of Spanish is desired. Students continue to be reminded of the five goals for foreign language instruction: communication, cultures, connections, comparisons, and communities. The goals are emphasized throughout the course as students increase their vocabulary development and understanding of the grammatical forms and functions. Accuracy in speaking and writing is emphasized in order to continue to foster high standards of oral and written communication.
Prerequisite: Spanish 1-2
* Meets University Entrance Requirements: CSU, UC ("e", "g")

Spanish 5-6 #2574—2575 11th – 12th Grades Foreign Language
This course reviews, reinforces, and expands grammar and communication skills acquired in Spanish 1-2 and 3-4. Through reading and discussion of literature, history, customs, and geography, students enhance their understanding of the cultures of Spanish-speaking peoples. Virtually all class work and communication are in Spanish.
Prerequisite: Spanish 3-4
* Meets University Entrance Requirements: CSU, UC ("e", "g")

Spanish 5-6 Honors #2598—2599 11th – 12th Grades Foreign Language Honors
This course emphasizes the use of the Spanish language for active communication and prepares the student to take AP Spanish Language. Fluency in the four modalities of language is developed throughout the course encouraging bilingualism and biliteracy. Completion of this course ensures that the students have realized the five goals of the Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities. This course is conducted in Spanish.
Prerequisite: Spanish 3-4
* Meets University Entrance Requirements: CSU, UC ("e", "g")

Spanish Native Speakers 1-2 #2620—2621 9th – 12th Grades Foreign Language
This course is designed to improve native speakers' written and oral fluency in Spanish. It is an introductory course that will give students a total language experience in such areas as vocabulary enrichment, primary writing skills, development of formal writing style, and literature of the Hispanic world. Students will also study the various ways Spanish is used in the community.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("e")

Spanish Native Speakers 3-4 #2622—2623 9th – 12th Grades Foreign Language
This course teaches the skills of reading and writing to native speakers of Spanish. Emphasis is placed on language structure, reading, vocabulary, and oral and written expression.
Prerequisite: Spanish for Native Speakers 1-2, or adequate knowledge of the language
* Meets University Entrance Requirements: CSU, UC ("e", "g")

Spanish Native Speakers 5-6 #2624—2625 10th – 12th Grades Foreign Language
This course is designed to perfect the Spanish of students who, from their Spanish-speaking background or completion of previous courses, already speak and read the language well. The course of study includes the reading and discussion of historical, literary, and cultural materials.
Prerequisite: Spanish for Native Speakers 3-4
* Meets University Entrance Requirements: CSU, UC ("e", "g")

AP Spanish Language #2582—2583 11th – 12th Grades Foreign Language Honors
This course emphasizes the use of Spanish language for active communication and prepares the student to take the Advanced Placement Language Examination. This course requires independent reading and special projects each semester.
Prerequisite: Spanish 5-6
* Meets University Entrance Requirements: CSU, UC ("e", "g")

AP Spanish Literature #2954—2955 11th – 12th Grades Foreign Language Honors
This course provides highly motivated students with an intellectual challenge through the advanced study of Spanish literature and language. Students read, analyze and understand literary texts of all genres that are read in the native language. Proficiency in the four language skills is developed to a degree that allows students to read with comprehension at sight. The students learn to formulate and express critical opinions and judgments orally and in writing. They also learn the technique of literary analysis using the appropriate critical terminology.
Prerequisite: AP Spanish Language
* Meets University Entrance Requirements: CSU, UC ("e", "g")
Course Offerings

Translation & Interpretation  #2636—2637
12th Grades  Foreign Language
This course covers the historical origins, theories, techniques, and strategies of translating and interpreting from Spanish to English and from English to Spanish. Students focus on comprehension of source language texts and accurate expression of content and style in translations. This course introduces students to the fundamental skills of sight, consecutive and simultaneous translation.

Prerequisite: AP Spanish Language
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

IB World Language - Portuguese

Portuguese Diploma Prep 5-6  #2840—2841
9th – 12th Grades  Foreign Language
This course is designed to prepare students for the International Baccalaureate Portuguese program. Emphasis is placed on the study of language structures, reading, vocabulary, and oral and written expression. Cultural studies focus on the history, geography, folklore, and literature of Portuguese-speaking countries.

Prerequisite: Portuguese 3-4 (native-speakers of Portuguese who can read and write relatively well should start their studies at this level)
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Portuguese IB SL  #2844—2845
10th – 12th Grades  Foreign Language Honors
This course prepares students for the International Baccalaureate test in Portuguese (Standard Level). Oral and written communication is stressed. Language structures and vocabulary are reviewed, fine-tuned and developed. Students are expected to give many oral presentations and to write several compositions. Cultural studies reflect the various cultures of the Iusophone world.

Prerequisite: Portuguese Diploma Prep 5-6
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Portuguese IB HL I  #2848—2849
11th – 12th Grades  Foreign Language Honors
This is the first year of the two-year course sequence necessary for the IB Portuguese Higher-Level examination. Oral and written communication is stressed as well as in-depth study of the cultures of the Iusophone world, including literature. Students are expected to become very knowledgeable about the structures of the language and to develop the sophisticated academic vocabulary necessary to handle the highest-level material prescribed in the IB syllabus.

Prerequisite: Portuguese Diploma Prep 5-6 or Portuguese IB SL
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Portuguese IB HL II  #2850—2851
12th Grade  Foreign Language Honors
This course is a continuation of Portuguese IB HL I. It provides added preparation for students taking the International Baccalaureate Examination at the higher level. As a continuation of the prerequisite course, students are expected to demonstrate a higher level of understanding and expression of a variety of topics, both orally and in written form.

Prerequisite: Portuguese IB HL I
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

IB World Language - Spanish

Spanish Diploma Prep 5-6  #2802—2803
10th – 12th Grades  Foreign Language
This course is designed to prepare students for the International Baccalaureate Spanish certification program. The course focuses on understanding, speaking, reading, writing, and a knowledge of Hispanic cultures. Language structures and the complexities of the language are studied through various sources including Hispanic short stories and legends.

Prerequisite: Spanish 3-4
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Portuguese Diploma Prep 5-6  #2840—2841
9th – 12th Grades  Foreign Language
This course is designed to prepare students for the International Baccalaureate Portuguese program. Emphasis is placed on the study of language structures, reading, vocabulary, and oral and written expression. Cultural studies focus on the history, geography, folklore, and literature of Portuguese-speaking countries.

Prerequisite: Portuguese 3-4 (native-speakers of Portuguese who can read and write relatively well should start their studies at this level)
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Portuguese IB SL  #2844—2845
10th – 12th Grades  Foreign Language Honors
This course prepares students for the International Baccalaureate test in Portuguese (Standard Level). Oral and written communication is stressed. Language structures and vocabulary are reviewed, fine-tuned and developed. Students are expected to give many oral presentations and to write several compositions. Cultural studies reflect the various cultures of the Iusophone world.

Prerequisite: Portuguese Diploma Prep 5-6
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Portuguese IB HL I  #2848—2849
11th – 12th Grades  Foreign Language Honors
This is the first year of the two-year course sequence necessary for the IB Portuguese Higher-Level examination. Oral and written communication is stressed as well as in-depth study of the cultures of the Iusophone world, including literature. Students are expected to become very knowledgeable about the structures of the language and to develop the sophisticated academic vocabulary necessary to handle the highest-level material prescribed in the IB syllabus.

Prerequisite: Portuguese Diploma Prep 5-6 or Portuguese IB SL
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Portuguese IB HL II  #2850—2851
12th Grade  Foreign Language Honors
This course is a continuation of Portuguese IB HL I. It provides added preparation for students taking the International Baccalaureate Examination at the higher level. As a continuation of the prerequisite course, students are expected to demonstrate a higher level of understanding and expression of a variety of topics, both orally and in written form.

Prerequisite: Portuguese IB HL I
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Spanish Diploma Prep 5-6  #2802—2803
10th – 12th Grades  Foreign Language
This course is designed to prepare students for the International Baccalaureate Spanish certification program. The course focuses on understanding, speaking, reading, writing, and a knowledge of Hispanic cultures. Language structures and the complexities of the language are studied through various sources including Hispanic short stories and legends.

Prerequisite: Spanish 3-4
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Prerequisite: Portuguese IB HL I
Spanish for Native Speakers Diploma Prep 5-6  #2804—2805
10th – 12th Grades  Foreign Language
This course is designed to perfect the Spanish of students who already speak, read and write the language well in preparation for the International Baccalaureate Spanish program. Emphasis is placed on language structure, reading, vocabulary development, oral and written communication. Historical, literary and cultural materials are read and discussed.
Prerequisite: Spanish for Native Speakers 3-4 or Placement Test
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Spanish IB SL  #2808—2809
11th – 12th Grades  Foreign Language Honors
This course prepares students to take the written and oral linguistic components of the International Baccalaureate Examination in Spanish. Emphasis is placed on competent academic oral and written expression. Review and development of language structures, and vocabulary are expanded through literature and cultural topics.
Prerequisite: Spanish Diploma Prep 5-6
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Spanish IB HL I  #2812—2813
11th – 12th Grades  Foreign Language Honors
This course is the first year of a two-year course designed to provide highly motivated students with an intellectual challenge through the advanced study of Spanish literature and language. Students continue to learn to read, analyze, and understand literary texts selected from the International Baccalaureate reading list. Students also learn to develop critical opinions and judgments and to express their ideas in oral and written form, using appropriate literary terminology.
Prerequisite: Spanish Diploma Prep 5-6 or Spanish for Native Speakers 7-8
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Spanish IB HL II  #2814—2815
12th Grade  Foreign Language Honors
This course is the second year of a two-year course designed to provide the senior student with preparation for the International Baccalaureate Examination in higher level Spanish. The student’s advanced level of reading, writing and oral communication is demonstrated through oral presentations, comprehension of literary selections, written analyses of literary works, and cultural topics based on the IB requirements.
Prerequisite: Spanish IB HL I or Spanish for Native Speakers 7-8
* Meets University Entrance Requirements: CSU, UC (“e”, “g”)

Algebra I  #4050—4051
9th – 10th Grades  Mathematics
Algebra 1 students use the Springboard curriculum to gain an understanding of the properties of real numbers; formalize the language of functions; explore the behavior of functions numerically, graphically, analytically, and verbally; use technology to discover relationships, test inferences, and solve problems; write expressions, equations, and inequalities from physical models; communicate mathematics understanding formally and informally.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“c”)

Geometry  #4110—4111
9th – 10th Grades  Mathematics
Geometry students use the Springboard curriculum to read, analyze, and solve right triangle and trigonometric functions within contextual situations; develop area formulas necessary for determining volumes of rotational solids, solids with known cross sections, and area beneath a curve; explain work clearly so that the reasoning process can be followed throughout the solution.
Prerequisite: Algebra I or Algebra I Honors
* Meets University Entrance Requirements: CSU, UC (“c”)

Algebra II  #4052—4053
9th – 12th Grades  Mathematics
Algebra 2 students use the Springboard curriculum to develop the algebra of functions through operations, composition, and inverses; read and analyze contextual situations involving exponential and logarithmic functions; work with functions graphically, numerically, analytically, and verbally; learn optimization problems; compare the relative rate of change of linear and exponential functions; learn the concept of infinite sum as a limit of partial sums; work with statistics in numerical summaries and calculations using the normal, curve, and the modeling of data.
Prerequisite: Algebra I and Geometry
* Meets University Entrance Requirements: CSU, UC (“c”)

Accelerated Algebra II  #4114—4115
9th – 12th Grades  Mathematics
Accelerated Algebra 2 is designed for students desiring to advance to Pre-Calculus, Honors Pre-Calculus, AP Calculus, or Statistics. Students in Accelerated Algebra 2 use the Springboard curriculum to cover the following topics: linear functions, polynomials, complex numbers, piecewise, rational, radical functions, conic sections, sequences and series, exponential and logarithmic functions, trigonometry, and probability.
Recommended: Algebra I with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“c”)

Precalculus  #4060—4061
9th – 12th Grades  Mathematics
Precalculus is an in-depth exploration of functions in preparation for more advanced math classes including Calculus and Statistics. Precalculus topics include linear functions, linear systems, nature of graphs, polynomial, rational, trigonometric functions, equations and identities, vectors, parametric and polar functions, exponential and logarithmic functions, and an introduction to calculus.
Prerequisite: Geometry and Algebra II or Accelerated Algebra II
Recommended: Algebra II or Accelerated Algebra II with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“c”, “g”)
Course Offerings

Precalculus Honors #4062—4063 9th – 12th Grades Mathematics Honors
Precalculus Honors unifies previous mathematical studies and provides preparation for calculus. Topics include polynomial functions, theory of equations, trigonometric functions, sequences and series, exponential and logarithmic functions, parametric equations, vectors and polar coordinates. A limited quantity of calculus concepts will be covered at the end of the course.

Recommended: Geometry and Accelerated Algebra II with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“c,””g”)

AP Statistics #4074—4075 11th – 12th Grades Mathematics Honors
This is a college-level course in the statistics used to describe and make inferences from data. Numerical data and statistics are used in almost every discipline, especially in the social sciences, business, and engineering. Students who take and pass the Advanced Placement Statistics exam may earn college credit. A graphing calculator is required.

Recommended: Algebra II with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“c,””g”)

AP Calculus AB #4068—4069 11th – 12th Grades Mathematics Honors
In this course students cover one semester of college Calculus. The College Board determines topics covered. Students who take and pass the Advanced Placement Calculus AB exam may earn college credit. A graphing calculator is required.

Recommended: Pre Calculus or Pre Calculus Honors with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“c,””g”)

AP Calculus BC #4070—4071 11th – 12th Grades Mathematics Honors
In this course students will cover one year of college Calculus. The College Board determines topics covered. Students who take and pass the Advanced Placement Calculus BC exam may earn college credit. A graphing calculator is required.

Recommended: Pre Calculus or Pre Calculus Honors with a grade of “C” or better
* Meets University Entrance Requirements: CSU, UC (“c,””g”)

Math Lab #4118—4119 9th – 12th Grades Elective
This course is designed to provide additional skill and concept development support in math. Teachers reinforce instruction that occurs in students’ regular Algebra or Geometry class and provide addition support in target areas using the supporting adaptive technology program DreamBox.

IB Mathematics

Mathematical Studies IB SL #4310—4311 11th – 12th Grades Mathematics
This IB Standard Level course emphasizes the practical application of mathematics in computation, data analysis, statistics, finance, and problem solving. Course work draws from the student’s background in algebra, geometry, and trigonometry with options to go onto Discrete Mathematics, Statistics, or Calculus. The class has a project that challenges the students’ ability to use mathematics in a practical application.

Prerequisite: Accelerated Algebra II
* Meets University Entrance Requirements: CSU, UC (“c,””g”)

Mathematical IB SL #4308—4309 11th – 12th Grades Mathematics
This International Baccalaureate Standard Level course consists of a full academic year of work in differential and integral calculus and related topics including statistics, vectors, probability, and matrices. The course work is comparable to courses offered in colleges and universities. Students prepare for the IB Standard Level Mathematics Examination as well as the Advanced Placement Calculus AB Examination. Students must have access to a graphing calculator.

Prerequisite: Pre Calculus
* Meets University Entrance Requirements: CSU, UC (“c,””g”)

Mathematical IB HL I and II #4312—4315 11th – 12th Grades Mathematics Honors
Intended for students with good background and ability in mathematics, this higher-level International Baccalaureate course follows the subsidiary level course. Students prepare for the IB syllabus topics of vectors, matrices, geometry, trigonometry, probability and an optional topic.

Prerequisite: Mathematics IB SL or Pre Calculus
* Meets University Entrance Requirements: CSU, UC (“c,””g”)

Prerequisite: None
Course Offerings

Physical Education

Physical Education: Course 1  #5042—5043
9th Grade  Physical Education
This course provides students with the foundational skills and knowledge they need to establish and sustain physical activity as a key component of their lifestyle. Emphasis is given to physical activities that are conducive to health and to vigor of body and mind. This course includes a developmentally appropriate sequence of instruction in the following eight required content areas: 1) effects of physical activity upon dynamic health, 2) mechanics of body movement, 3) aquatics, 4) gymnastics, 5) individual and dual sports, 6) rhythms and dance, 7) team sports, and 8) combatives. All 9th grade students participate in Course 1 and take the FITNESSGRAM.
Prerequisite: None

Physical Education: Course 2  #5044—5045
10th–12th Grades  Physical Education
This course builds on the skills and knowledge students need to establish and sustain physical activity as a key component of their lifestyle. Emphasis is given to physical activities that are conducive to health and to vigor of body and mind. This course includes a developmentally appropriate sequence of instruction in the following eight required content areas: 1) effects of physical activity upon dynamic health, 2) mechanics of body movement, 3) aquatics, 4) gymnastics, 5) individual and dual sports, 6) rhythms and dance, 7) team sports, and 8) combatives. All 10th grade students who did not pass the FITNESSGRAM in 9th grade participate in Course 2.
Prerequisite: None

Physical Education: Course 3  #5046—5047
11th–12th Grades  Physical Education
This course builds on the skills and knowledge students need to establish and sustain physical activity as a key component of their lifestyle by focusing on specific physical education content areas within the physical education course of study. Students who have successfully passed the FITNESSGRAM in Course 1 and students who have taken Course 2 are eligible to participate in Course 3.
Prerequisite: None

Weight Lifting #5058—5059
11th–12th Grades  Physical Education
This course deals with body development through the lifting of weights. It also covers knowledge of the human body as it relates to lifting, diet, and body physiology.
Prerequisite: None

Spirit #5090—Physical Education
9th–12th Grades  Elective
This course is for students who are members of the Spirit Squad. Students participate in physical conditioning activities and learn routines to perform at games and other school functions. The members of the Spirit Squad learn a broad repertoire of choreographed cheers, songs, and dances; they also play an important role in creating school spirit and enthusiasm.
Prerequisite: A GPA of 2.0 or better and audition

Prerequisite: A GPA of 2.0 or better

Science

Biology in the Dynamic Earth  #5620—5621
9th–12th Grades  Science
This is an introductory course in the foundations of biology and the interaction between the biosphere and the rest of the Earth’s systems. The instructional segments of this course are based on the CA’s Next Generation Science Standards. The laboratory work will provide students with sound laboratory techniques and engineering practices. Students will develop critical thinking and apply biological principles to solve real world problems in preparation for their college and career experiences.
Prerequisite: Refer to school website for sequence and prerequisites of science courses
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)
### Course Offerings

<table>
<thead>
<tr>
<th>Course</th>
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| Physiology 1-2          | #5560—5561 | 11th – 12th | In this laboratory science course, students study the anatomy and physiology of the human body. Students also develop an understanding of the structure, function, and relationships of body systems. Topics include cell physiology and the structural and functional organization of the human body systems: skeletal and muscular systems, nervous system and senses, circulatory system, respiratory system, endocrine system, integumentary system, digestive system, and the reproductive system. The study of other organisms is often included to complement student understanding of the human body. Laboratory investigations include dissection, microscopic observation, and testing the capabilities of the various body systems.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g") |
| Zoology 1-2             | #5550—5551 | 10th – 12th | Zoology is a college preparatory science course that involves the study of invertebrate and vertebrate animals. Selected organisms are examined from a taxonomic, anatomical, physiological, evolutionary, and ecological perspective. Strong emphasis is placed on comparative anatomy and physiology. Observations of living organisms and dissection of preserved organisms are part of the expected laboratory experience. The unity and diversity of animal life and the manner in which structure and function complement each other are basic themes. Students consider evolutionary relationships among animals and develop a hypothesis for the developmental sequence of the animal kingdom and phyla. Coursework promotes scientific investigation, scientific thinking and communication skills.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g") |
| Marine Biology 1-2      | #5750—5751 | 10th – 12th | This second-year biology course builds upon and extends biological concepts developed during the first year. Students take an in-depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g") |
| Marine Science          | #5752—5753 | 10th – 12th | Marine Science is a one-year laboratory class that meets the Physical and Life Science requirement. The class will introduce students to the physical, chemical, and biological components of the oceans. It is an ecologically based course that emphasizes the relationship between biotic (living) factors such as predation, parasitism, availability of mates, etc., and abiotic (non-living) factors such as temperature, sunlight exposure, pressure, and salinity. Students will examine the importance of the world's oceans' role on Earth's global climate as well as the scientific principles that govern organisms and their association with their environment.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g") |
| Chemistry in the Earth System | #5624—5625 | 9th – 12th | This is an introductory course in the foundations of chemistry and the chemical processes that drive the Earth systems. The instructional segments of this course are based on the CA's Next Generation Science Standards. The laboratory work will provide students with scientific investigative techniques and engineering practices. Students will develop critical thinking skills and apply chemistry principles to solve real world problems in preparation for their college and career experience.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g") |
| Chemistry in the Earth System Honors | #5626—5627 | 9th – 12th | This course is designed to meet the needs of advanced 9-12 grade students by providing them with greater depth of information and more challenging assignments than those offered in Chemistry in the Earth System. The course focuses on developing a deep understanding of chemistry and the chemical processes that drive the Earth systems. The instructional segments of this course are based on CA's Next Generation Science Standards. The laboratory work will provide students with scientific investigative techniques and engineering practices. Students will develop critical thinking skills and apply chemistry principles to solve real world problems in preparation for their college and career experience.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g") |
| AP Chemistry            | #5608—5609 | 11th – 12th | This advanced placement chemistry course is designed to be the equivalent of the general chemistry course taken during the first year of college. Topics include inorganic chemistry (structure and bonding), nuclear chemistry, physical chemistry (laws of thermodynamics, chemical equilibria, chemical kinetics, redox reactions), and analytical chemistry. Students may have an opportunity to use the laboratory facilities at local universities. At the end of the year students can choose to take the Advanced Placement Exam in Chemistry, and if they pass, may earn up to one full year of college credit in Chemistry.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g") |
### Course Offerings

**Physics in the Universe**  
11th - 12th Grades  
This is an introductory course in the foundations of physics and the physical processes that govern everything in the universe. The instructional segments of this course are based on the CA's Next Generation Science Standards. The laboratory work will provide students with sound laboratory techniques and engineering practices. Students will develop critical thinking and apply physics principles to solve real world problems in preparation for their college and career experiences.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

**Physics in the Universe Honors**  
11th - 12th Grades  
This course is designed to meet the needs of advanced 9-12 students by providing them with greater depth of information and more challenging assignments than those offered in Physics in the Universe. This course focuses on developing a deep understanding of physics and the physical processes that govern everything in the Universe. The instructional segments of this course are based on the CA’s Next Generation Science Standards. The laboratory work will provide students with sound laboratory techniques and engineering practices. Students will develop critical thinking and apply physics principles to solve real world problems in preparation for their college and career experiences.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

**AP Physics 1 (Algebra-Based)**  
11th - 12th Grades  
AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

**AP Physics 2 (Algebra-Based)**  
11th - 12th Grades  
Students explore principles of kinematics; Newton’s laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; linear momentum; oscillations, mechanical waves and sound; introduction to electric circuits. The course is based on the “big ideas” in physics, which encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

**Man and the California Environment (Ecology)**  
10th - 12th Grades  
This class explores populations, communities and ecosystems. General ecological theory is presented with special emphasis on local ecology, mankind’s relationship with his environment and his role in current environmental problems. Students learn about the structure and function of earth’s natural life support systems and of man’s threat to the quality of the natural environment. Experiments, development of lab techniques, data interpretation, science lab report writing and problem solving are emphasized.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“g”)

**AP Environmental Science**  
11th - 12th Grades  
AP Environmental Science is a college level class designed for students who have completed Biology and Chemistry and who are contemplating a major in science. This is a yearlong course equivalent to a one-semester college course in Environmental Science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

**IB Science**

**Biology IB HL I**  
11th - 12th Grades  
This course is equivalent to a freshman-year university biology course. Major topics include the biochemical basis of life, including water, carbohydrates, proteins, enzymes, and nucleic acids; energy relationships, including the laws of thermodynamics; and reproduction, heredity, variation, ecology, evolution, and behavior. Extensive time will be spent in laboratory investigations that reinforce these topics. The higher-level studies in biology are undertaken at a variety of levels, from the molecular to that of the biosphere, each with its own distinctive approaches and methods.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

**Biology IB HL II**  
12th Grade  
This course of study is a continuation of the first-year Biology IB HL I with greater emphasis on advanced laboratory experiences. This course provides the opportunity for scientific study and creativity with a global context that will stimulate and challenge students. Students will focus on the techniques that characterize science and technology while developing an ability to evaluate and synthesize scientific information. This course addresses the moral, ethical, social economic and environmental implications of science and technology. Topics include Ecology and Conservation, Evolution, Human Health and Physiology. This class prepares the student for the International Baccalaureate Exam in Biology. The student may earn college credit in Biology by passing the exam.  
**Prerequisite:** Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC (“d”, “g”)

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* Meets University Entrance Requirements: CSU, UC (“d”, “g”)
Course Offerings

Chemistry IB HL I  
#5814—5815  
11th – 12th Grades  Science  
This higher-level class is the first of a two-year course that is equivalent to a freshman year university chemistry course. Sixty hours of laboratory work are required. In the lab, emphasis is placed on research techniques. Topics covered in this course are atomic theory, the Mole concept, chemical formulas, chemical equations, energy changes during chemical reactions, physical behavior of gases, chemical behavior of gases, the periodic table, the Bohr model of the atom, the quantum mechanical atom, bonding, liquids and solids, water solutions, organic chemistry, biochemistry, acids and bases, solubility, oxidation, and electrochemistry.  
Prerequisite: Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g")

Chemistry IB HL II  
#5816—5817  
12th Grade  Science Honors  
This course of study is a continuation of the first-year Chemistry IB HL I with greater emphasis on laboratory experiences and more rigorous problem-solving techniques. This course provides the opportunity for scientific study and creativity with a global context that will stimulate and challenge students. Students will focus on the techniques that characterize science and technology while developing an ability to evaluate and synthesize scientific information. The Chemistry IB HL II course is designed to be the equivalent of the General Chemistry course taken during the first year of college. Topics include Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, Environmental Chemistry, and Drugs and Medicine. This class prepares students for the International Baccalaureate Exam in Chemistry. The student may earn college credit in Chemistry by passing the exam.  
Prerequisite: Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g")

Physics IB HL I  
#5828—5829  
9th – 12th Grades  Science  
This course is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Course topics at both levels include: measurement; mechanics; thermal physics and properties of matter; waves; electricity and magnetism; and the atomic and nuclear physics. Students perform practical (laboratory) work that covers a range of topics and skills, including a multidisciplinary science group project.  
Prerequisite: Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g")

Physics IB HL II  
#5830—5831  
10th – 12th Grades  Science Honors  
This course of study is a continuation of the first-year Physics IB HL I with greater emphasis on advanced laboratory experiences and more rigorous problem-solving techniques. This course provides the opportunity for scientific study and creativity with a global context that will stimulate and challenge students. Students will focus on the techniques that characterize science and technology while developing an ability to evaluate and synthesize scientific information. The IB Physics course is designed to be the equivalent of the General Physics course taken during the first year of college. Topics include Astrophysics Communications, Electromagnetic Waves, Relativity, Medical Physics, and Particle Physics. The class prepares the student for the International Baccalaureate Exam in Physics. The student may earn college credit in Physics by passing the exam.  
Prerequisite: Refer to school website for sequence and prerequisites of science courses  
* Meets University Entrance Requirements: CSU, UC ("d", "g")

Social Science

World Geography 1-2  
#6100—6101  
9th Grade  World History  
This course is designed to give students an understanding of the interrelationship between physical and human geography. Emphasis is placed on map reading skills, geographic definitions, current environmental issues, the analysis of and the comparison among the world’s basic cultural realms.  
Prerequisite: None  
* Meets University Entrance Requirements: CSU, UC ("a", "g")

World Geography TWBI 1-2  
#6102—6103  
9th Grade  World History  
This course is designed to give students an understanding of the interrelationship between physical and human geography. Emphasis is placed on map reading skills, geographic definitions, current environmental issues, the analysis of and the comparison among the world’s basic cultural realms. Courses that are part of TWBI pathway help students develop dual language proficiency with instruction presented in both English and Spanish.  

AP Human Geography  
#6104—6105  
10th – 12th Grades  World History Honors  
The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.  
Prerequisite: None  
* Meets University Entrance Requirements: CSU, UC ("a", "g")
Course Offerings

World History/Cultures 1-2  #6086—6087  9th – 10th Grades  World History
This one-year course provides an introduction to the geography, history, and the cultures of the world. The focus of the course is a study of major turning points in the shaping of the modern world. Activities in this course, such as map reading and the use of charts and diagrams, are skill-oriented and help the student develop a global awareness.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("a", "g")

World History/Cultures 3-4  #6092—6093  10th Grade  World History
This course focuses on the study of major turning points in the shaping of the modern world from the late eighteenth century to the present. Activities in this course are skill-oriented and help the student to understand the growing interdependence of people and cultures throughout the world.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("a", "g")

World History/Cultures Accelerated 3-4  #6094—6095  10th Grade  World History
This course examines major turning points in the shaping of the modern world from the late eighteenth century to the present. Emphasis is also placed on current world issues and the growing interdependence of people and cultures throughout the world. This accelerated course stresses research, analysis, and writing.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("a", "g")

AP European History  #6182—6183  10th – 12th Grades  World History Honors
This course presents an intensive thematic study of European civilization from the early 15th century to the present. The development of European civilization is described and analyzed with special emphasis on preparation for the Advanced Placement Examination. European History Advanced Placement is a broad study of the political, intellectual, economic, social, cultural, and diplomatic factors involved in the development of European civilization.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("a", "g")

AP World History  #6184—6185  10th – 12th Grades  World History Honors
AP World History is an academic yearlong course with an emphasis on non-Western history. The course relies heavily on college level texts, primary source documents, and outside readings. The course traces the development of world history from the emergence of cities to the present, focusing on the period after 1000 C.E., and emphasizes the analytical and writing skills necessary for success in a college-level history course. Considerable time will be given to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, a major research paper, and the development of a document-based question.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("a", "g")

Economics 1  #6010  12th Grade  Economics
In this one semester course, students deepen their understanding of the economics problems and institutions of the nation and the world. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, and members of civic groups. Throughout this course, measurement concepts and methods such as tables, charts, graphs, ratios, and index numbers are used. Topics covered include the basic concepts of scarcity, choices, economic efficiency, comparative economic systems, microeconomics, macroeconomics, and international economics.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("g")

Economics Honors  #6014  12th Grade  Economics
Through this course, students learn the basic concepts of production, distribution, and consumption as they study the relationships between scarcity, choice, and costs. With that foundation, students investigate and examine the nature and functions of product and factor markets as well as government intervention in a competitive market. Lastly, students become familiar with economic performance measures, economic growth, fiscal and monetary policies, and international economics.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("g")

AP United States History  #6224—6225  11th Grade  US History Honors
This course is designed as a college preparatory class covering American History from colonization to the present with emphasis placed on 20th Century History in compliance with the California Social Science Framework and standards. The class will be structured similar to a college level history survey course with large lectures and small group discussions. Students will be expected to read a variety of primary sources and historical interpretations as well as their college level text. Writing skills such as developing and supporting a thesis, assessing the validity of generalizations and supporting their arguments with evidence will be emphasized in class exam ross.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("a", "g")

Accelerated United States History  #6226—6227  11th Grade  US History
This course offers a study of the political, institutional, social, economic, and cultural development of the United States with primary emphasis on concepts, movements, and cultural pluralism. In this course, students examine major turning points in American history in the twentieth century. The course stresses American institutions, ideals, and critical thinking.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("a", "g")

Economics Honors  #6014  12th Grade  Economics
Through this course, students learn the basic concepts of production, distribution, and consumption as they study the relationships between scarcity, choice, and costs. With that foundation, students investigate and examine the nature and functions of product and factor markets as well as government intervention in a competitive market. Lastly, students become familiar with economic performance measures, economic growth, fiscal and monetary policies, and international economics.
Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("g")
Course Offerings

**AP Macroeconomics #6024**

12th Grade Economics Honors

This course is concerned with basic macroeconomic concepts. It places emphasis on the study of aggregate demand and supply, national income and price determination, economic performance measures, economic growth, and international economics. Attention is given to basic analytical tools such as equations, graphs, charts, and tables, which are found in both economics and government. The College Board Advanced Placement Handbook determines the course content.

**Prerequisite:** None

* Meets University Entrance Requirements: CSU, UC (“g”)

**American Government #6240**

12th Grade Government

This one semester course is designed to provide students with an understanding of the American governmental system. Basic philosophic principles and ideals of democracy, representative government, civil liberties, and civil rights are studied and analyzed. The United States federal government, California state government, Santa Clara county government, and San Jose city government are studied with special attention directed to the structure, powers, and problems of each.

**Prerequisite:** None

* Meets University Entrance Requirements: CSU, UC (“a”, “g”)

**AP United States Government and Politics #6250**

12th Grade Government Honors

This semester course is a study of the basic beliefs and ideals that underlie American democracy; its historical roots; and how its legal, governmental, and economic institutions affect public policy at the local, state, national, and international levels. Special emphasis is given to preparing the student for the College Board’s Advanced Placement Test in American Government.

**Prerequisite:** None

* Meets University Entrance Requirements: CSU, UC (“a”, “g”)

**IB Social Science**

**History of the Americas IB HL II #6404 Economics Honors**

12th Grade #6405 Government Honors

The second year of this higher-level history course continues the historical study of the Americas in preparation for the IB Higher Level History Exam and required internal assessment. Topics covered include Latin American history and 20th Century United States history. Emphasis will be on the nature of history as a discipline, the nature and variety of historical sources and the historian’s methods. Students also will complete comparative studies in government and economics.

Meets District and State standards for American Government and Economics

**Prerequisite:** History IB HL I or US History 1-2

* Meets University Entrance Requirements: CSU, UC (“a”, “g”)

**Economics IB SL #6316 Government Honors #6317 Economics Honors**

12th Grade

Economics International Baccalaureate deals with how people adjust their unlimited wants and needs to the scarce supply of resources available. Students learn what tools are available to the economist and how they may be used in the study of the American and other economic systems. Students work on study skills, analysis, and writing. Additional emphasis is placed upon international economics. This course helps to prepare students for the I.B. Examination in economics. The course also emphasizes comparative governments and their economic systems with an in-depth focus on the U.S. government and the Constitution.

**Prerequisite:** None

* Meets University Entrance Requirements: CSU, UC (“a”, “g”)

**History of the Americas IB HL I #6402—6403 US History**

11th Grade

The first year of the History of the Americas incorporates comparative studies of the independence movements and the problems of the emerging nations of the Americas during the 18th and 19th centuries. Additional studies include the treatment of minorities in society and the constitutional guarantees of the U.S. Bill of Rights. Emphasis is on developing the expository reading, speaking, and writing skills necessary for success on the HL examination. A practice internal assessment guided study project is undertaken during the second semester.

Meets District and State standards for U.S. History 1-2

**Prerequisite:** None

* Meets University Entrance Requirements: CSU, UC (“a”, “g”)

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Course Offerings

Visual Performing Arts

Visual Art

AP Studio Art: 2-D Design #1234—1235
10th — 12th Grades Visual & Performing Arts Honors
This course meets College Board Advanced Placement requirements. It enables students to develop proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. Students acquire depth and breadth of understanding of the principles and elements of art as they develop quality artwork, focus on an area of concentration, and work in a variety of two-dimensional art forms and techniques. Students develop a portfolio to be submitted for advanced placement credit.

Prerequisite: Drawing, Painting and Design 1-2
* Meets University Entrance Requirements: CSU, UC (“f”, “g”)

AP Studio Art: 3-D Design #1236—1237
10th — 12th Grades Visual & Performing Arts Honors
This course meets College Board Advanced Placement requirements. The 3-D Design portfolio has a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). The portfolio asks the student to demonstrate a depth of investigation and process of discovery through the Sustained Investigation section (Section II). In the Range of Approaches section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Selected Works section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

Prerequisite: Drawing, Painting and Design 1-2
* Meets University Entrance Requirements: CSU, UC (“f”, “g”)

Art Special Projects #1244—1245
10th — 12th Grades Visual & Performing Arts
Art Special Projects is a yearlong course for students who have completed Sculpture and 3-Dimensional Design 1/2 or Drawing, Painting and Design 1/2. Students who have demonstrated comparable skills and knowledge may enroll in the course with the instructor's approval. The course requires that the student and instructor design an individual curriculum to fit the student’s needs. The student will be involved in prewriting activities, idea development, project creation, portfolio development and project analysis. The media chosen and number of projects will vary depending on the student’s needs. All projects will align with the California Framework for the Visual and Performing Arts.

Prerequisite: Sculpture 3-D Design or Drawing, Painting, and Design 1-2, or written permission of instructor
* Meets University Entrance Requirements: CSU, UC (“f”)

Animation 1-2 #0344—0345
9th — 12th Grades Visual & Performing Arts
This course is an introduction to the art of cartooning and animation. Students will learn in a hands-on studio environment that emphasizes a strong foundation in basic artistic theory and drawing technique. Students will explore and create their own work in diverse cartoon medium such as print, film, video, and digital. Students will also learn about the unique history and diverse opportunities in the cartoon art field and the role they play in today’s world.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“f”)

Animation 3-4 #0346—0347
10th — 12th Grades Visual & Performing Arts
This course is a continuation of Animation 1-2, the art of cartooning and animation, which emphasizes a strong foundation in basic artistic theory and drawing technique. Students explore and create their own finished projects using diverse cartoon mediums such as print, film, video, and digital in a hands-on studio environment. Students will learn to use animation software in the development of their projects. Students also learn about the unique history and diverse opportunities in the cartoon art field and the role they play in today’s world.

Prerequisite: Cartooning and Animation 1-2
* Meets University Entrance Requirements: CSU, UC (“f”, “g”)

Digital Photography 1-2 #0380—0381
9th — 12th Grades Visual & Performing Arts
In this yearlong course, students cover the basic theories and skills of black and white and color photography. Photographic history is covered and the introduction of technology within the photographic field is presented. Students learn how to use a Macintosh Power PC, Adobe Photoshop software and alternative digital equipment to produce a photographic portfolio. Students also have the opportunity to work on outside projects in coordination with the district and the community.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“f”)

Advanced Digital Photography #0382—0383
10th — 12th Grades Visual & Performing Arts
In this course students perfect their technological photography and computer training, continue studies of theory, and develop a personal style. Outside projects in coordination with the district and the community are required.

Prerequisite: Digital Photography 1-2
* Meets University Entrance Requirements: CSU, UC (“f”, “g”)

Drawing, Painting and Design 1-2 #0330—0331
9th — 12th Grades Visual & Performing Arts
This course is an introduction to design and composition; students use a variety of art media such as pencil, charcoal, conte crayon, pen and ink, tempera, watercolor, and acrylic. Introductory material covers theory of line, color, texture, the elements of design, and the principles of composition. Student projects include drawing, painting, printmaking, and design. Various schools of art, styles, and artists, past and present, are discussed. Students are encouraged to exercise self-expression in their art. Students will learn the relationship of drawing and painting to other art forms and receive an overview of careers in art and related fields. Students will develop critical assessment skills by applying what they learn to self and peer evaluation of their art projects.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC (“f”)

Drawing, Painting and Design, Advanced #0332—0333
9th — 12th Grades Visual & Performing Arts
This course is designed for students who have successfully completed Drawing, Painting and Design 1-2. It builds upon and expands the knowledge and skills acquired in Drawing, Painting and Design 1-2; it also applies the principles of color, design, and composition through drawing and painting assignments.

Prerequisite: Drawing, Painting, and Design 1-2
* Meets University Entrance Requirements: CSU, UC (“f”, “g”)

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Course Offerings

Multimedia Production 1-2 #0362—0363 10th – 12th Grades Visual & Performing Arts This course covers techniques in the production of digital media. Students will use computers and other related hardware and software to prepare digital media. Forms of media developed using current and emerging technologies will be covered. The students will receive a complete introduction to media production and distribution, including web design. The media types will include text, graphics, video, and interactive media and will be distributed both locally and on the Internet.

Prerequisite: Computer Productivity or equivalent
* Meets University Entrance Requirements: CSU, UC ("f")

Multimedia Production Advanced #0364—0365 10th – 12th Grades Visual & Performing Arts This course covers advanced techniques in the production of digital media. Students will use computers and other related hardware and software to prepare digital media with a focus on distribution. The student chooses an area of specialty.

Prerequisite: Multimedia Production 1-2 or equivalent
* Meets University Entrance Requirements: CSU, UC ("f", "g")

Sculpture and Three-Dimensional Design 1-2 #0263—0264 9th – 12th Grades Visual & Performing Arts This course teaches students the design elements with which the sculptor is concerned: relationships of volume and mass, line and plane movement, contour, light and shadow, and texture. Various media, such as clay, metal and wood, are used. The students gain an appreciation for artwork and develop a cultural and historical awareness related to three-dimensional design. Students will learn the relationship of three-dimensional art to other art forms and receive an overview of careers in art and related fields. In addition, they will develop evaluative skills by applying what they learn to self and peer evaluation of three-dimensional projects.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("f")

Sculpture and Three-Dimensional Design, Adv #0265—0266 10th – 12th Grades Visual & Performing Arts Students continue to develop an understanding of the design elements learned in Sculpture and Three Dimensional Design 1-2. More advanced techniques and materials are used.

Prerequisite: Sculpture and Three-Dimensional Design 1-2
* Meets University Entrance Requirements: CSU, UC ("f", "g")

Yearbook 1-2 #0376—0377 9th – 12th Grades Visual & Performing Arts Through specialized training and experience, students assume responsible positions as editors, business managers, or advertising managers. Students plan photos and stories to be included in the yearbook, supervise photography, write and edit copy, sell and design ads, and learn methods of designing pages. The class allows students to express ideas, and engage in creative thinking, leadership, and problem solving.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("g")

Advanced Yearbook Design #0386—0387 10th – 12th Grades Visual & Performing Arts This class is limited to students who have successfully completed Yearbook 1-2. Students enhance and expand the skills acquired in the beginning course and are expected to assume greater responsibility for the total organization, editing, and production of the yearbook.

Prerequisite: Yearbook 1-2 or teacher recommendation
* Meets University Entrance Requirements: CSU, UC ("f")

Intro to Multimedia Journalism #2138—2139 9th, 10th Grades Elective This year-long course prepares students for careers in advertising, business, communications, and marketing. Students learn to fact-find, write objectively, and use technology (cameras, Adobe software, online tools) to design message intelligently for a public audience. Course projects increase in complexity: students begin with design concepts of typography, news writing, and logo principles using Adobe Illustrator. Coursework then assigns storytelling projects that are used to practice writing, photography, audio, and video story telling. Photoshop and various online production tools are used during the course. Students compile an online semester portfolio that showcases their writing, photography, podcast, and video projects.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("g")

Adv Multimedia Journalism #2140—2141 10th-12th Grades Elective Advanced Multimedia Journalism is a multi-media production course devoted to the publication and dissemination of student art via photojournalism; video journalism; online journalism; print journalism; social-media journalism and student art exhibits. The student work disseminated covers school-related news, feature stories, controversial topics, art reviews and sporting events that take place on and off campus and within the San Jose and South Bay Area communities.

Prerequisite: Intro to Multimedia Journalism
* Meets University Entrance Requirements: CSU, UC ("g")

Adv Journalism Design & Prod #2158—2158 10th-12th Grades Visual & Performing Arts Advanced Journalism Design & Production is a year-long project-based course, combining the high-level critical thinking, research, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of visual and graphic arts. Students master the writing and editing of various forms of journalistic stories; read and analyze relevant texts through expository writing; learn and practice the basics of design, layout and photojournalism; analyze and evaluate images based on a set of given values; learn communication, collaboration, management, and evaluation skills for individuals and small teams.

Prerequisite: Intro to Multimedia Journalism
* Meets University Entrance Requirements: CSU, UC ("f")

Fine Woods 1-2 #3656—3657 9th – 12th Grades Visual & Performing Arts This beginning course introduces hand tool and equipment safety and techniques in cabinet making, including pattern-making, wood finishing, and wood turning. Safety in the use of all tools and equipment is stressed.

Prerequisite: None
* Meets University Entrance Requirements: CSU, UC ("f")

Wood, Advanced #3654—3655 10th – 12th Grades Applied Arts This course builds on and extends the skills acquired in Woods 1-2. Students design, plan, develop, and construct furniture, cabinets and other items. Safe machine operations are stressed.

Prerequisite: Fine Woods 1-2
Course Offerings

**Dance**

**Aerobic Dance**

*Prerequisite: None*
9th – 12th Grades  
Elective
This course deals with synchronized exercise through body movement performed to music. Aerobic dance emphasizes cardiovascular conditioning through dance and exercise.

**Performance Dance**

*Prerequisite: Audition*
9th – 12th Grades  
Visual & Performing Arts
This class includes all elements taught in advanced dance. Its purpose is to allow the student to work closely as part of a group to perform and compete. It requires serious commitment, extended rehearsal time and good physical stamina. Students in this class must have achieved a high level of dance technique and have a firm grasp of the historical and cultural context of different dance forms. They must critically assess one another and provide appropriate comments to teammates. They work as a competitive team and must be committed to perfecting their dance skills and rehearsing extra hours throughout the year. Creative expression is a major component of this course.

**Intermediate Dance**

*Prerequisite: None*
9th – 12th Grades  
Elective
This is a jazz-based dance class in which students also study tap, ballet, modern, ethnic, and musical theater dance. Students build upon the skills learned in beginning dance through the introduction of more difficult techniques.

**PE Dance Folklorico**

*Prerequisite: Audition*
9th – 12th Grades  
Elective
This course focuses on the different dance styles of Mexico. Two or three regions are highlighted each year. Students become thoroughly acquainted with the dance techniques, music, history, and culture of each region. As this is a performance class, technique is stressed.

**Advanced/ Performance Folklorico**

*Prerequisite: Audition*
9th – 12th Grades  
Visual/ Performing Arts
This course is for students who have achieved a high level of Folklorico dance technique. Its purpose is to allow students to work closely as part of a group that performs. This class requires serious commitment, extended rehearsal time and good physical stamina. Students will work on body awareness, muscle control and proper body alignment. Students will learn new and traditional Mexican dances along with their historical and cultural contexts, attend master dance classes and work with guest choreographers. Their participation in performances is part of the requirement for this class. They must critically assess themselves and others and provide appropriate analysis of performances. Creative expression is a major component of the course.

**Dance Advanced**

*Prerequisite: Audition*
9th – 12th Grades  
Visual/ Performing Arts
This course is a combination of aerobic, modern, and jazz dance. It is designed to teach physical conditioning, the basic elements of dance, and specific modern and jazz techniques. Students learn dance sequences choreographed by the teacher and have an opportunity to create their own dances.

**Drama, Theater, Radio, Television**

**Advance Acting Lab 1-2**

*Prerequisite: Admission by audition*
9th – 12th Grades  
Visual & Performing Arts
Students will work together as a total production team with full play production as the class goal. Student’s reinforce acting techniques through rehearsal and learn new techniques throughout the year. Productions are mounted for a variety of audiences with a focus on youth theatre. Productions are mounted on the main stage and developed for touring to various venues. Emphasis is placed on the total production team including all aspects of technical production and on stage talents. Character development, script analysis, theater history research and post production analysis are standard practice. Students also learn to prepare for college and professional acting auditions during the course of the year.

*UC accepted for grades 11-12*
Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("f")

Drama 1-2 #2020—2021
9th – 12th Grades Visual & Performing Arts
This full-year, activity-oriented course serves as an introduction to theater. Students study basic principles and techniques in acting, theater history, staging, voice and diction, pantomime, improvisation, choral reading, readers’ theater, storytelling, and oral interpretation. Students are also introduced to stage makeup, stage lighting, and technical production techniques. Students will learn the relationship of drama to literature and other art forms. Students will receive an overview of careers in theater and related fields.

Prerequisite: None

Drama Intermediate 1-2 #2320—2321
10th – 12th Grades Visual & Performing Arts
In this yearlong intermediate course, basic principles of theater arts are reinforced and advanced techniques are developed. All productions are student run. In addition to refining skills taught in beginning drama, intermediate students work toward developing their acting and improvisational skills, scene analysis, directing skills, and preparation for auditions at the community theater and professional level. Projects include, but are not limited to, a student directed one-act play festival, contemporary and classical monologue and scene preparation, reviewing for professional and community theater productions, a research project covering a major playwright, and written reviews of live theater.

Prerequisite: Beginning Drama and/or placement audition

* Meets University Entrance Requirements: CSU, UC ("f", "g")

Drama Advanced #2022—2023
10th – 12th Grades Visual & Performing Arts
This full-year, performance-oriented course is designed for students who are interested in drama and theater arts and extends skills introduced in Drama 1-2, such as acting, scene development, directing, and technical theater.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("f", "g")

Dramatic Interpretation 1-2 #2330—2331
9th – 12th Grades Visual & Performing Arts
This course is designed to develop an appreciation for theater and skills in the oral interpretation of dramatic literature, especially through the medium of readers’ theater and performance before a community audience. Students will examine, develop, and demonstrate the skills and techniques of the actor. Students will acquire a practical knowledge of theater arts. In addition, students will explore the political, social, economic, and ethical dimensions of the theater. Students will demonstrate their skills and knowledge of plays, poetry, and prose developed for readers’ theater through performance before a community audience.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("f")

Film Studies #2332—2333
11th – 12th Grades Visual & Performing Arts
Students in this course study film as both an art and a means of communication. They are taught to “read” a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. The emphasis is on the various techniques used by filmmakers to convey meaning. The course also introduces traditions of film making - especially the narrative traditions shared with literature - as well as the history of the cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("f")

Fundamentals of Technical Theatre 1-2 #2030—2031
9th – 10th Grades Visual & Performing Arts
This course gives a comprehensive study of stage lighting, sound, costuming, theater management, and makeup, with an emphasis on vocabulary, design, theater history, critical interpretation and industry standards. Students collaborate daily as a technical production crew preparing technical elements for current productions enabling them to apply the techniques they have learned. This course provides the opportunity to develop the skills in theater management, production organization and design to later qualify as technical staff for main stage productions.

Prerequisite: Beginning Drama and/or placement audition

* Meets University Entrance Requirements: CSU, UC ("f")

Media Arts 1-2 #2326—2327
9th – 12th Grades Visual & Performing Arts
In Media Arts 1-2, students will study the historical development of television, video, theater, film and radio. By evaluating and analyzing programs for their meta-messages and communication value, students will develop an appreciation of media as an art form. By producing and creating a variety of multimedia projects, students will connect and apply their study of media arts to their own creative endeavors. Students will also become aware of the many career paths available in media arts.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("f")

Media Arts 3-4/Film #2328—2329
11th – 12th Grades Visual & Performing Arts
This course is a further extension of Media Arts 1-2. Students in this class are the creators and technical advisors for the film projects to be developed by the students themselves. They will also operate and maintain the film equipment. Films produced by the students in this class are used and owned by San Jose Unified School District. In addition, these productions can be entered in national film festival competition.

Prerequisite: None

* Meets University Entrance Requirements: CSU, UC ("f", "g")

Technical Theatre and Design Advanced #2302—2303
11th – 12th Grades Visual & Performing Arts
Behind the scenes is what being a technician is all about, and this course allows the student to put into practice what they have learned in the prerequisite class. This course provides challenging technical theater scenarios for the advanced technician including leadership roles such as crew chief or house manager, main stage production team and design assignments, historical research and dramaturgy, box office marketing and public affairs. The student is involved in a variety of advanced activities relating to technical aspects of a theatrical performance. Skills practiced include set design and construction, special effects, lighting design, sound design, costume design and creation, makeup application and stage management.

Prerequisite: Fundamentals of Technical Theater and Design

* Meets University Entrance Requirements: CSU, UC ("f", "g")

Musical Theater #4700—4701
9th – 12th Grades Visual & Performing Arts
A practical course that encompasses the full production process resulting in a fully produced musical. Students will audition, rehearse and perform in a full-length musical performed for their community. Students will learn to apply acting techniques, integrate choreography, learn and practice vocal music, prepare appropriate auditions, exercise theatre ethics and be part of an ensemble. Open to any student who auditions for the production and then cast.

Students receive a semester credit for each production in which they are cast.
Course Offerings

Music

Chamber Chorale  #4590—4591
9th – 12th Grades   Visual & Performing Arts
The Chamber Chorale is a select, auditioned, vocal ensemble specializing in music from the Renaissance through 20th century. The course is designed for the advanced choral student who is interested in performing in a small ensemble, and requires the highest level of commitment, responsibility, and musicianship. Students are expected to demonstrate a high level of maturity both in rehearsal and in performance.

Prerequisite: Audition
* Meets University Entrance Requirements: CSU, UC ("f")

Beginning Band 1-2  #4606—4607
9th – 12th Grades   Visual & Performing Arts
Beginning Band is designed for the student who has never played a band instrument or wants to learn a new one. There is no prerequisite for this class. Instruments taught will include: flute, clarinet, saxophone, trumpet, baritone horn, French horn, trombone, tuba, bass guitar and percussion. An end-of-the-year concert will be given and attendance is mandatory.

Prerequisite: None

Chamber Orchestra 1-2  #4602—4603
9th – 12th Grades   Visual & Performing Arts
This course is offered to advanced level students who wish to study and perform string literature for continuing individual preparation and for historical content. Students must demonstrate advanced technical skill in their instruments. This performing group represents their high school in the community.

Prerequisite: Audition
* Meets University Entrance Requirements: CSU, UC ("f")

Concert Band  #4604—4605
9th – 12th Grades   Visual & Performing Arts
This course is offered to the serious music student who is considering music as a major or minor in college. The goal of the course is to build a strong foundation of musical comprehension and competence as an individual within a group. Its focus will be performance of standard concert band literature. Students should have a high degree of technical skill on their musical instruments. Performances are an integral part of this course.

Prerequisite: Audition by instructor. Students must be able to sight read reasonably well, demonstrate good wind instrumental techniques with regard to resonance, blend, balance, and breath control, and pass a basic music theory examination. Instrumentalists will be expected to maintain concurrent enrollment in Wind Ensemble.
* Meets University Entrance Requirements: CSU, UC ("f")

Intermezzo Orchestra  #4588—4589
9th – 10th Grades   Visual & Performing Arts
This course is offered to the music students with basic string skills and a minimum of one-year experience in a string ensemble. Students perform Educational String Ensemble literature with special emphasis on reading and technical skills. Analytical skills are developed and applied to the repertoire. An understanding of basic form and music theory is acquired through daily rehearsal. Performance is also an integral part of this course.

Prerequisite: Audition or permission of the instructor
* Meets University Entrance Requirements: CSU, UC ("f," "g")

Jazz Band  #4524—4525
9th – 12th Grades   Visual & Performing Arts
This performance course teaches techniques and skills characteristic to jazz. The student plays many different styles of jazz from big band to modern progressive swing.

Prerequisite: Audition
* Meets University Entrance Requirements: CSU, UC ("f")

Mariachi 1-2  #4610—4611
9th – 12th Grades   Visual & Performing Arts
Students will learn the basic technique on the violin, vihuela, guitar, trumpet, or guitarron. Students will also learn basic vocal technique. Individual and ensemble technique will be developed. Scales learned will include: F, C, G, D, A. Performances will be required.

Prerequisite: Audition
* Meets University Entrance Requirements: CSU, UC ("f")

Mariachi 3-4  #4612—4613
10th – 12th Grades   Visual & Performing Arts
This yearlong course is open to students who complete Mariachi 1-2 or pass an audition. Students will perform on the violin, vihuela, guitar, trumpet, or guitarron. Students will develop advanced instrumental and vocal skills. Scales will include Bb, F, C, G, D, A, E, B as well as relative minor scales. Performances are required.

Prerequisite: Mariachi 1-2 or admission by audition
* Meets University Entrance Requirements: CSU, UC ("f")

Performance Band  #4520—4521
9th – 12th Grades   Visual & Performing Arts
This performance-oriented course emphasizes the study of symphonic transcriptions as well as standard band music. Students improve their sight-reading and musicianship skills through various class exercises. The performing band performs in concerts and festivals both on and off campus. Attendance is required at all performances.

Prerequisite: Ability to play a band instrument
* Meets University Entrance Requirements: CSU, UC ("f")

Wind Ensemble 1-2  #4690—4691
9th – 12th Grades   Visual & Performing Arts
This course is offered to the serious music student who is considering music as a major or minor in college. Its focus is performance of concert and matching literature. Students should have a high degree of technical skill on their musical instruments.

Prerequisite: Audition
* Meets University Entrance Requirements: CSU, UC ("f")

String Orchestra  #4614—4615
9th – 12th Grades   Visual & Performing Arts
String Orchestra is a year-long course that is open to violin, viola, cello, and bass students interested in participating in an advanced level String Orchestra which focuses on performance and academic content. String Orchestra is an audition-based class. Through taking this course, students will continue developing their string pedagogy by working on proper string orchestra technique, extending their current technique with shifting and vibrato and continuing to refine intonation. Students will increase their artistic perception by refining and working on their performance skills.

* Meets University Entrance Requirements: CSU, UC ("f")
Course Offerings

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade(s)</th>
<th>Visual &amp; Performing Arts</th>
</tr>
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<tbody>
<tr>
<td>Choir 1-2</td>
<td>#4560-4561</td>
<td>9th – 12th</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>This course is designed for students interested in vocal music and performance activities. Instruction in sight-reading, tone production, listening skills, body movement, and performance skills is part of the course.</td>
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<tr>
<td>Meets University Entrance Requirements: CSU, UC (“f”)</td>
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| Advanced Choir                | #4562-4563 | 10th – 12th |                          |
| Prerequisite: Choir 1-2 and audition |           |          |                          |
| This course builds on Choir 1-2 and has been designed for the advanced music students interested in both theory and vocal music performance. Students are involved in choral part-singing, solo and ensemble singing, and the interpretation of musical symbols. |
| Meets University Entrance Requirements: CSU, UC (“f”, “g”) |

| Jazz Choir (Estetico)         | #4568-4569 | 9th – 12th |                          |
| Prerequisite: Audition        |           |          |                          |
| This advanced choral group, selected through audition, is a select vocal ensemble studying all jazz styles from blues to fusion. Students study microphone technique, jazz styling and interpretation, vocal improvisation (scat), chart reading and interpretation, solo and ensemble vocal techniques, advanced theory and various other aspects of jazz. Solo as well as ensemble literature will be studied, discussed, and performed. |
| Meets University Entrance Requirements: CSU, UC (“f”) |

| AP Music Theory               | #4576-4577 | 9th – 12th |                          |
| Prerequisite:                |           |          |                          |
| The yearlong AP Music Theory course provides students with the opportunity to develop, practice, and master music theory skills essential to success in post-secondary music theory course work. The goal of the course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. |
| Meets University Entrance Requirements: CSU, UC (“f”) |

| IB Visual Performing Arts     | #1216-1219 | 11th – 12th |                          |
| Prerequisite: Computer Graphics 1-2, Digital Photography 1-2, or Drawing, Painting and Design 1-2 |           |          |                          |
| The IB Diploma Program visual arts courses encourage students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as artists. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. |
| Meets University Entrance Requirements: CSU, UC (“f”) |

| Music IB Prep                 | #4706-4707 | 9th – 12th |                          |
| Prerequisite: None            |           |          |                          |
| The IB Diploma Program Diploma Prep music course seeks to develop students’ knowledge and potential as musicians, both personally and collaboratively. Students in this music course are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. |
| Meets University Entrance Requirements: CSU, UC (“f”) |

| Music IB SL                   | #4708-4709 | 9th – 12th |                          |
| Prerequisite: None            |           |          |                          |
| Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. SL students are required to study musical perception. SL students in music are then required to choose one of three options: Creating, Solo Performing, Group Performing. Through a variety of teaching approaches, all students will be encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of music. |
| Meets University Entrance Requirements: CSU, UC (“f”) |
Community College Courses

Community College Courses – Dual Enrollment

Students in 11th and 12th grade may enroll in the following courses to receive high school and college credit. See websites below for course descriptions, schedules, locations and enrollment forms and procedures.

Students in 9th and 10th grade should contact a high school site administrator for permission and recommendation to enroll in college classes.

Grades and credits are only posted to the high school transcript when a student gets an official transcript and submits it to the high school registrar.

San Jose City College (http://www.sjcc.edu)

Courses taught on SJUSD campuses include:

- ETH 37A – Mexican American History I – Gunderson, Lincoln
- ETH 37B – Mexican American History II – Lincoln
- JAPAN 1B – Elementary Japanese – Leland
- JAPAN 2B - Intermediate Japanese – Leland
- MATH 73 – Multivariable Calculus – Leland
- MATH 78 – Differential Equations – Leland
- PSYCH 010 – General Psychology – Leland
- SL 1A – Introduction to American Sign Language – Leland, Pioneer, Willow Glen
- SL 1B – Intermediate American Sign Language – Leland, Pioneer, Willow Glen
- SOC 010 – Introduction to Sociology – Leland

For dual enrollment at San Jose City College, an application form and an R-40 form must be completed and returned to the admissions office.

Please note that course offerings at sites change from year to year, and not every course in the course catalog is offered at every site. The courses offered at each site for each school year will be outlined during the course selection process and clearly identified on course selection forms.
Broadway High School is an educational alternative program designed to meet the needs of students who are behind in credits and prefer a smaller learning community. Broadway provides students with a challenging, supportive, and accommodating learning environment. We focus on academic, employment, and life skills and motivate students to envision and create their own futures. Broadway received WASC Accreditation (Western Association of Schools and Colleges) until 2018, and has been a state-recognized model continuation high school for more than eight years. Continuation high schools address the needs of students who are 16 or older.

Broadway’s policies and programs assist students in earning their high school diplomas by offering a variety of credit recovery options. Flexible scheduling and varied delivery systems enable students by providing the opportunities and support they need to be successful. The standards-based curriculum at Broadway prepares students for post-secondary education and/or employment.

Broadway High School has a site-based Young Families Program that provides educational opportunities to expecting or current young parents of any age. The program provides on-site daycare services for infants and toddlers and works with students to provide optimal parenting to their children. The Young Families Program collaborates with a wide variety of community-based organizations.

Students come to Broadway through a referral to the Child Welfare and Attendance Counselors (CWA’s), who are represented at each of the six traditional high schools and at the district enrollment centers. Students may self-refer to the CWA’s, and parents and students are always welcome to visit the school. Broadway has an open enrollment policy and students may enroll throughout the year.

Programs and curricula offered at Broadway High School include:

- Online Credit Recovery Programs
- Child Development Certification Program
- English Language Development (ELD) courses
- Special Education Services (RSP and SDC)
- Work Experience
- Counseling Services
- Young Families Program

For more information, please call Broadway High School at 535-6285.
The Governing Board recognized that the prescribed course of study may not accommodate the needs of some students. The Board, with the active involvement of parents/guardians, administrators, teachers and students, has adopted an alternative means for the completion of prescribed courses. Programs are listed below.

**Cyber High** – Learning Options oversees the Cyber High program. Cyber High online courses are offered at the comprehensive high schools, Broadway, and Learning Options sites. For information regarding online courses please contact the high school counselor at your school site.

**Middle College at San Jose City College** – The goal of Middle College is to provide alternative educational opportunities to academically capable students who are interested in beginning their college pathway. This program is designed to offer a unique option to students who are academically capable and able to be successful in a college environment. It assists students in completing high school while beginning earning college credits. San Jose Unified School District instructors and counselor supervise the students during the school day as well as provide academic instruction and support in core curriculum areas. Students take core classes with SJUSD high school instructors and are assigned 2-3 college courses as appropriate and available. The students must attend San Jose City College for both their high school and college classes.

**Liberty High School** – The Liberty High School allows students the opportunity to receive a middle or high school education through an individualized, project-oriented, independent instructional program. The students meet individually with a credentialed teacher for a 90-minute session once a week to review their weekly contracts and assignments and are provided with further instruction in mathematics and writing. Students also have access to on-line courses, academic counseling, and preparation for career or college after graduation.

**Home Study Program** – The goal of this K-12 program is to provide curriculum and instructional support to families who have chosen to make a commitment to teach their child at home. The Home Study Program provides an array of small group activities for the families throughout the school year. Parent(s) are required to be at home to provide the instruction and learning experiences to their child. The program is designed as an independent study instructional program which requires a Master Agreement, monthly contracts, and weekly check-ins.

For more information about Learning Options, call 535-6539

**Silicon Valley Career Technical Center (SVCTE)** is the Regional Occupational Center providing career-technical education for juniors, and seniors (16 years old requirement). Students choose from approximately 32 career programs and attend SVCTE for either 2 or 3 hours a day, either in the morning or the afternoon. SVCTE is centrally located at 760 Hillsdale Avenue, and transportation is provided. Students interested in this program should contact their counselor/administrator.

For general information about SVCTE, call 723-6407
Kimberly Meek .................................................................President
Teresa Castellanos ..........................................................Vice-President
Jose Magaña .................................................................Member
Carla Collins .................................................................Member
Brian Wheatley .............................................................Member
Nancy Albarrán .............................................................Superintendent of Schools
Dora Joy .................................................................Secretary to the Board
Robert Gamble, San Jose High School ......................Student Member
Farhiya Ali, Gunderson High School ......................Student Member

NON DISCRIMINATION
San Jose Unified School District schools do not discriminate regarding student choices of classes on the basis of race, religion, national origin, color, sex or handicapping conditions.