
2016 - 2017



Course Catalog and Guide for College, Career, and Life-Ready Students

Sacramento City Unified School District

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Acknowledgments

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Goal of this Document

Goal of this Document

The goal of this document is to provide students, their families, and school personnel with information that will help prepare our students to be College, Career, and Life-Ready Graduates. You will find among these pages our high school course catalog, graduation requirements, college admissions guidelines, a graduate profile, and information about career themed pathways that are available at each of our high schools.

The course catalog is designed to assist students in planning the most appropriate program for the next school year as well as the remainder of their career in Sacramento City Unified. The student's guidance counselor, and pathway teachers are important resources for each student to plan a course of study and career path. Students, parents, and school personnel should discuss each student's selections in order to better support them through their high school experience.

Course Selection Guidelines

The course descriptions contained in this catalog help students, families, and school personnel understand district course offerings. In addition to descriptions of each course, details include the number of credits offered and whether a course meets the UC/CSU requirements. Not all schools offer all the courses listed in this catalog. Please contact your high school to confirm which courses are being offered.

Keeping Up To Date

This is a living document optimized to be used in a digital format. Each item in the Table of Contents and all references to web site addresses (URLs) are hyper-linked for quick and easy navigation. Many graphical items such as school and pathway logos are also linked to their respective web sites.

This is not a perfect document; however, you can help to make it better. If you see an error or have a suggestion for improvement, please let us know by sending an email to ccwg@scusd.edu and we will do our best to incorporate your suggestion in future revisions.

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www.scusd.edu/hsguide

California State Standards

Common Core State Standards (CCSS)

In August 2010, California adopted the Common Core State Standards for English language arts and mathematics for grades kindergarten through twelve. These standards are world-class and are designed to reflect the knowledge and skills that young people need for success in college and career. The standards initiative was launched by and supported by the Council of Chief State School Officers and the National Governors Association. The standards were developed through a state-led effort to establish consistent and clear education standards for English language arts and mathematics across the nation and to position U.S. students to be globally competitive. The standards are a common set of learning goals which helps teachers and parents ensure students are challenged and making appropriate progress in each grade or grade band.

In the Common Core Standard adoption process, California added supporting standards to complete the unique picture necessary for California students. The Common Core also added strength to the existing California standards by including additional standards for vocabulary and new standards for collaborative discussions. Literacy standards that focus on reading and writing instruction during history/social studies, science, and technology also were included. In mathematics, standards were added to demonstrate a stronger emphasis on number sense and algebraic thinking. Implementation of the Common Core in SCUSD began in 2010. For more information, visit www.cde.ca.gov/re/cc/

Next Generation Science Standards (NGSS)

The California Department of Education (CDE) adopted the Next Generation Science Standards (NGSS) in 2013. Within the NGSS, there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time. The three dimensions are Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas.

Crosscutting Concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. When these concepts, such as “cause and effect”, are made explicit for students, they can help students develop coherent and scientifically-based explanations for real world phenomenon.

Science and Engineering Practices are universal and describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.

The Disciplinary Core Ideas (DCIs), or content standards, are the key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering. For more information, visit www.nextgenscience.org

California Career Technical Education Standards (CCTES)

According to the California State Board of Education, these standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through twelve. These standards are comprised of foundation and pathway specific foundations.

The foundation standards that all students need to master to be successful in the career technical education curriculum and in the workplace are closely aligned to the common core and match many of the attributes outlined in the SCUSD Graduate Profile. The pathway standards are concise statements that reflect the essential knowledge and skills students are expected to master to be successful in the career pathway. These standards build on existing career technical education standards, academic content standards, and appropriate standards established by business and industry. For more information, visit www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

California Assessment of Student Academic Performance and Progress (CAASPP)

With the adoption of new academic standards, the state of CA has also revised its assessment system. Beginning in the 2014-15 school year the state assessments include Common Core aligned tests for English language arts and mathematics. These assessments measure students progress towards attaining the higher level thinking skills needed for college and career success. The assessments are computer-based and computer adaptive meaning that the test will adjust and pose questions at varying levels of challenge based on the way the student is answering the questions. The assessment is administered during the spring of the 11th grade year of high school and results will provide a determination of Early Assessment of Program (EAP) college readiness. With the new and improved test, teachers and leaders will have the information needed to adjust teaching and improve learning, increasing each student's opportunity to succeed. Scores from the new assessment will be reported in the summer of each school year. Scores for the 2014-15 school year should not be compared to scores from the previous STAR assessment. For more information, visit caaspp.cde.ca.gov

Overview of High Schools

American Legion High School

3801 Broadway • Sacramento, CA 95817 • 916-277-6600

Richard Baranowski, Principal



American Legion High School is a WASC Accredited continuation high school, which proudly works with students from diverse backgrounds and needs. The students, faculty and staff have collaborated in building a quality program to address these various student needs. American Legion students have the opportunity to achieve their academic goals in a setting, which fosters student ownership, responsibility, and self-respect. A student at American Legion High School has numerous routes to achieve a high school diploma. These routes include: a traditional route which allows students to take classes at an accelerated rate, Independent Study where students can take up to four classes at a time and Aventa Online computer classes or a combination of all three. All routes or courses of study are aligned with the district and state content standards.

The American Legion staff is committed to producing College and Career Ready graduates which is aligned with the District's Strategic Pillar #1, Local Control Accountability Plan (LCAP) Goal #1 and School Quality Improvement Index Principle 1. The staff at American Legion High School is committed to working with students in a small classroom setting. The smaller class size provides a greater level of personalization which allows teachers to support academic preparedness along with social/ emotional intervention which is a key component for success for "at risk" students. American Legion also has an exemplary mentoring program called the Men's and Women's Leadership Academy which monitors, mentors and motivates students who want an opportunity to lead and organize activities for their fellow students.

The academic school year at American Legion High School consists of 3 equivalent semesters. Each semester allows students to earn up to 30 credits and a total of 90 credits for the school year. Students participate in a mandatory orientation before school begins which allows students to learn how American Legion can help them in their academic and career goals. Students actively participate in charting their course towards graduation and receive academic and behavioral reports every six weeks. Students at American Legion must meet the same graduation requirements as a traditional high school student. Students at American Legion with 130 credits or more are encouraged to create their own Graduate Profile to assist them in successfully transitioning to a post secondary education or successful career.

American Legion High School is a school on the move and has more than tripled its enrollment and graduation rate. The school has transitioned into being one of the top credit recovery options in Sacramento County with over 20,000 credits earned each year from the 2012-2014 school years. The goal for the current school year is to earn over 25,000 credits and graduate 120 students.

Arthur A. Benjamin Health Professions High School

451 McClatchy Way • Sacramento, CA 95818 • 916-395-5010

Marla Clayton Johnson, Principal

*Health Professions
High School
(Arthur A. Benjamin)*



Arthur A. Benjamin Health Professions High School is a small innovative high school in the Sacramento City Unified School District. The school opened in 2005 with support from the Bill and Melinda Gates Foundations, the James Irvine Foundation and the California Endowment. The school is centered around the implementation of a national health sciences curriculum across all of the core and elective classes in the school. Teachers are not only experts in their content area but they receive specialized training to teach using project-based units that integrate healthcare topics with Common Core State Standards. Students at Health Professions access an education that sets the bar high in the academics and goes beyond the content areas to bring in real life learning connected to their classroom learning. This integrated curriculum combines academics and

the health sciences helping to engage students by demonstrating real life applications through the use of healthcare issues, practices and processes. In addition to learning about the importance of high academic and behavioral achievement, students also have numerous opportunities to work side by side healthcare professionals and visit healthcare settings through explorations, internships, and guided study tours. These experiences provide insight into available careers, work expectations and educational requirements. In order to achieve these goals the school partners with regional health care providers and post-secondary partners like UC Davis Health System, Kaiser Permanente and Sacramento City College Allied Health Department, just to name a few. Students interact with professionals active in health care fields to understand professional expectations and gain experience in the field. The school has a strong Dual Enrollment partnership with Sacramento City College to engage students in completing college courses before they graduate from high school.

Students who graduate from Health Professions do so college and career ready with a plan for life after high school and experiences that will prepare them for the demands of college and the working world. Our mission is: To provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using healthcare as a theme.

Capital City Independent School

7222 24th Avenue • Sacramento, CA 95822 • 916-433-5187

Michael Salman, Principal



Capital City School is one of the most innovative schools in the Sacramento City Unified School District (SCUSD). Our goal is to customize a quality education program for students whose needs are best met through study outside the traditional setting. Our independent study strategy allows teachers and students to confer one-on-one focusing on the student's educational needs, interests, aptitudes and abilities. Capital City School serves students in grades K-12. Full accreditation (six years) from the Western Association of Schools and Colleges (WASC) was granted to Capital City School in the year 2000. In February 2007, we completed our second WASC review and received six years accreditation with a renewal date of June 30, 2013. Course material, assignment criteria, textbooks and standards adhere to a continuity that allows students to return to

the traditional school setting if they wish to do so. However, many students do make Capital City School their school of choice.

Students and parents value the small school environment, one-on-one teaching strategy, individualized educational plans and high standards. Capital City School has proven to be a catalyst for building self-esteem and motivating students to get back on track. The staff's hard work is evident in the changed attitudes and beliefs of students who were once underachievers. More than simply a means by which many students make up lost credits and complete their requirements for graduation, Capitol City's safe, caring environment fosters academic and personal growth.

C. K. McClatchy High School

3066 Freeport Boulevard • Sacramento, CA 95818 • 916-264-4400

Peter Lambert, Principal



Mission: C.K. McClatchy High School is an exciting, multicultural school committed to seeing students grow and mature in their knowledge, wisdom, discipline and social skills while becoming independent productive citizens.

C.K. McClatchy High school is celebrating its 77th year of service. C.K. McClatchy Senior High School, which bears the name of Charles Kenny McClatchy, the late editor and owner of The Sacramento Bee, is a product of the Public Works Administration, one of the New Deal programs instituted by President Franklin Roosevelt to stimulate the U.S. economy in the wake of the Great Depression. Constructed in 1937 as Sacramento's second high school, C.K. McClatchy has earned an enviable reputation in the community. Countless graduates have

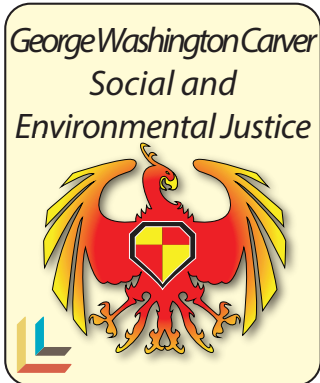
entered the fields of law, medicine, politics, education, the arts and the world of industry after continuing their education in the universities and colleges of California as well as in notable colleges throughout the nation, such as Harvard, Yale, MIT, and Columbia.

The academic programs at C.K. McClatchy are founded in the traditions of the school's past with emphasis placed on developing the skills of writing, thinking and computing so that all students have access to a challenging and rigorous high school experience. C.K. McClatchy is home to four Academies –Humanities and International Studies Program, AFJROTC, the Law & Public Policy Academy, and the Justice Academy. The latter two Academies are supported by the SCUSD system-wide redesign Linked Learning effort. McClatchy strives to develop well-rounded students. In addition to academics, CKM is represented by 29 Varsity sports, 50 Clubs that range the cultural gamut to Robotics, Moot Court, the National Honors Society and LGSA. Outside of school CKM students are also encouraged to travel the world. CKM has taken students to Costa Rica, Rwanda, Europe, Japan, Ghana, Nigeria and the Galapagos Islands.

George Washington Carver School of Arts & Science

10101 Systems Parkway • Sacramento, CA 95827 • 916-228-5751

Allegra Alessandri, Principal



Our vision is to provide a public Waldorf high school education ensuring that our students can successfully engage the world. George Washington Carver School of Arts and Science is a four-year high school with an enrollment at 350 in grades 9 through 12. We anticipate growing each year until we reach capacity at 400 students. Carver is a college preparatory school and stresses the value of higher education. To that end, we have more stringent graduation requirements than other high schools in Sacramento. We pair our graduation requirements with the University of California entrance requirements.

Carver is proud of its cultural and socioeconomic diversity. Currently 51% of the student population participates in the free or reduced lunch program. The ethnic makeup is comprised of 6 nationalities, with the largest groups being Caucasian, Asian, African American, Russian and Hispanic.

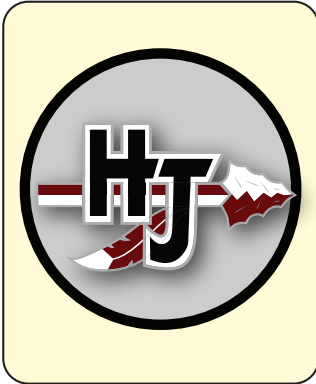
Carver received the Action Civics grant acknowledging the powerful education students receive in citizenship and contributing to their community. All faculty attend Waldorf training every summer and professional development throughout the school year through the WEST program (Waldorf Education Seminar for Teachers). With a generous grant from the Sam Mazza Foundation we have planted a substantial garden and small orchard. Students participate in sowing and harvesting our vegetables. The Mazza Foundation also supports a rich and diverse arts program for all students.

George Washington Carver School of Arts and Science has two aims: to prepare students to be successful in college and to help them learn about the world so they will come to know themselves.

To achieve this vision, we help students develop critical thinking and creative problem solving skills using a rigorous college-preparatory curriculum that integrates the arts and issues of social justice and environmental stewardship. Our dedicated teachers act as guides pointing the way so that students can find their own unique path toward becoming intelligent, self-confident, and socially responsible.

Hiram W. Johnson High School

6879 14th Avenue • Sacramento, CA 95820 • 916-277-6300
Kal Phan, Principal



Vision

Hiram Johnson High School provides innovative systems that support high academic achievement for all students. In cooperation with parents and community, we foster growth through rigorous courses of study and provide opportunities for developing leadership, character, and citizenship to prepare students for success in a competitive world.

Mission

- Provide a rigorous, standards-based curriculum and instruction enabling all students to meet and exceed established measures of success;
- Ensure that all teaching is effective, meets the needs of all students, and promotes individual student growth;
- Empower students in developing the confidence and independence to make good decisions that will enable them achieve their life potential;
- Consistently reinforce the value and importance of education so that all members of our community understand their shared responsibilities in bringing about success;
- Be reflective and evaluative practitioners who use data to guide curriculum and instructional practices;
- Include parents, students and community as active members of the school community in the decision-making process.

John F. Kennedy High School

6715 Gloria Drive • Sacramento, CA 95831 • 916-433-5200
David VanNatten, Principal



Set on 44 park-like acres in the Pocket-Greenhaven neighborhood, John F. Kennedy is an outstanding high school, featuring both traditional and innovative course offerings presented by a caring and dedicated faculty. Students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. Individual and cultural diversity is endorsed and supported so that all students receive the opportunity to become engaged, productive citizens.

Parents and community members are a visible presence on campus. They participate in many parent forums and school decision making committees. Families support the school by walking the campus, beautifying the grounds, and installing extra lighting. Cougar Parent Committee (CPC) volunteers assist during orientation, testing, and other extracurricular activities.

The [Program in America and California Exploration](#) (PACE), founded by Sen. Gary Hart in 2001, is a four-year college preparatory history and English program that explores these curricular areas from a uniquely Californian perspective. The program features a summer component for incoming freshmen, numerous field trips, and outstanding guest speakers from a wide range of career paths.

The [Manufacturing and Design](#) (MaD) pathway is Kennedy's newest program, offering many diverse opportunities for students interested in product design and the development process, the principles of design, computer aided design, fabrication and manufacturing processes, sustainability, and the principles of business, entrepreneurship, and global design. An award winning and nationally recognized robotics program is also offered via the MaD pathway.

The [Criminal Justice Academy](#) offers a program to students who are interested in exploring the field of law enforcement. The curriculum includes in-depth coverage of federal, state and local government and law plus a rigorous physical education and training program for four years. Community service and family involvement are required. The Sacramento Police Department provides cadet uniforms and offers summer employment and assistance with college tuition.

The [Marine Corps Junior ROTC](#) offers a program to students who are interested in exploring a career in the military. Kennedy has two Marine Corps teachers on campus who instruct students on leadership, discipline and the Marine Corps curriculum. Community service and family involvement are required. The United States Marine Corps provides cadet uniforms.

The [Academy of Culinary Arts](#) provides students opportunities to learn skills and explore career options. The culinary courses use innovative lesson plans and activities to teach a wide range of topics which include nutrition, food preparation and sanitation, serving and catering, and cooking skills. Advanced coursework provides job shadowing and internship opportunities at local restaurants and hotel kitchens. The Cougar Cafe houses a full scale commercial kitchen and an eating area that seats seventy-five people.

Among Kennedy's other curricular offerings are the arts, a wide variety of foreign language offerings, and numerous advanced placement classes in English, Social Science, Science, Math, Art and World Languages.

John F. Kennedy features a varied physical education and athletic program with sixteen competitive sports available to students.

Kit Carson 7-12 International Baccalaureate Candidate School

5301 N. Street • Sacramento, CA 95819 • 916-277-6750

Santiago Chapa, Principal

*Kit Carson
International
Baccalaureate
Candidate School*



Kit Carson is an International Baccalaureate candidate school offering the Middle Years Program in grades 7-10. The school is in the process of seeking authorization as an International Baccalaureate World School offering grades 7-12. Expansion will occur over a four year period through 2017 with an additional grade level being added each year.

The school climate at Kit Carson supports a multi-culturally rich environment where diversity is celebrated. The IB Learner Profile characteristics are woven through our curriculum and students learn important lessons that will serve them well throughout life.

Long-time residents of the East Sac community have fond memories of the original building which was constructed in 1933, and of the storied past of the school. The “new” Kit Carson, built in 1976, recognizes time-honored Pioneer traditions while at the same time focusing on progressive, forward thinking instructional practices which have led us to this IB path. Innovation, creativity and collaboration are valued at Kit Carson. Our work is guided by a focus on improving achievement through student centered instruction.

Our campus is home to many different languages and cultures that truly reflect the diversity of our city. This multi-cultural makeup is something we celebrate, and we believe that diversity enhances the positive experiences for our students. Currently we serve a student population from many communities of the greater Sacramento area. With college and career readiness through an International Baccalaureate educational experience being the goal for all Kit Carson students, our unifying slogan is, “The road to college begins here.”

Luther Burbank High School

3500 Florin Road • Sacramento, CA 95823 • 916-433-5100

Jim Peterson, Principal



Luther Burbank High School is a comprehensive four-year high school located in South Sacramento. The school is dedicated to preparing our diverse student population for the challenges of college and career. In order to fulfill that promise the school provides programs that range from English Language Development to International Baccalaureate Diploma. Our Hmong, Latino, African American, Indian, Vietnamese, Pacific Islander students, among others, all share in the rich fabric of diversity the school culture provides.

In an effort to create an educational environment based on relationships and individual learning, the school has been organized into small learning communities (SLC). Rather than a single large school of 1700, we are a campus of six small learning communities, each centered around an academic pathway theme, where students are placed into groups of approximately 300 students and share the same “core” teachers, as well as a geographical area of the school site itself. The smaller learning communities allow for a more personalized instructional experience. In addition to more personalized instruction, the themes of the small learning communities allow the campus to better connect to the community at large, making instruction more relevant to students as they see, and experience, how curriculum translates to the world beyond our walls. The themes of our small learning communities are: Medical and Health Science, Law and Social Justice, Information Technology, Construction and Design, Visual and Performing Arts, and Global Studies.

Luther Burbank High School is proud to be an International Baccalaureate World High School offering the International Baccalaureate Diploma Program.

Rosemont High School

9594 Kiefer Road • Sacramento, CA 95827 • 916-228-5844

Elizabeth Vigil, Principal



Rosemont High School strives to provide a world-class high school experience that is challenging, engaging and designed to move all students along their chosen academic path. Through a safe, inclusive, positive campus environment, including a focus on social and emotional learning (SEL) and rigorous programs, we support college and career readiness for all of our graduates.

The newest of all comprehensive SCUSD high schools, Rosemont offers state-of-the-art facilities including a performing arts theater, Olympic “fast” pool, professional-grade television studio, two gymnasiums and a new turf football field in the most modern sports complex in SCUSD. Students can choose from several academic pathways, ESEA (Energy, Science and Engineering), Green (environmental science and the culinary arts) and LEAD (Rosemont’s criteria-based AP program), which offer more personalized instruction and cross-curricular exploration of content. We are also in the planning stages of a new arts and media pathway that will bring together our art, drama, music and media production programs. Through the expanded use of digital technology in our classrooms, students learn valuable competencies and create and share content to demonstrate learning. All Rosemont students have opportunities to engage in a variety of extra-curricular activities including drama, robotics, art, gardening, boxing, yoga, debate, media production and sports. We also support the learning of all students through a comprehensive after-school program that includes tutoring and other forms of intervention.

No matter what their academic focus, Rosemont High School graduates are prepared with the critical thinking skills and social emotional competencies they need to be successful in their post-secondary path, their career and in life.

Sacramento Accelerated Academy

5735 47th Avenue • Sacramento, CA 95824 • 916-433-2927

Kirk Arnoldy, Lead Teacher



Sacramento Accelerated Academy (SAA) is the district's online credit recovery program and is located behind the district Enrollment Center on 47th Ave. SAA students complete courses in a computer lab setting with the assistance of teachers who are on-site as well as online teachers through email, chat and video conferencing. Enrollment at SAA is approved through the Student Hearing and Placement Office at the SCUSD district offices.

In order to meet the specific needs of each student, teachers carefully review transcripts and create an individualized learning plan for each student. Students are then enrolled in online classes where they are expected to work at an accelerated pace relative to the course completion rate of a standard high school schedule of 6 periods a day.

Sacramento Accelerated Academy takes full advantage of technology in the classroom. SAA utilizes 5 computer labs of 30 seats each, for a total of 150 seats. The school follows an AM and PM schedule allowing for 300 students to be enrolled at any one time. The online courses are hosted by an outside vendor who delivers courses aligned to Common Core Standards using highly-qualified, California credentialed teachers. The online program utilizes a variety of teaching methods and styles that appeal to a broad spectrum of learning styles.

The SAA staff is comprised of teachers and support staff who believe in every student's ability to improve and take ownership of their future. They take pride in creating an environment that is free of distractions, conducive to learning, fosters independence and affords each student with an opportunity to be successful.

Sacramento Accelerated Academy works with the local community colleges to help build a bridge and seamless transition between high school and higher education. SAA students have the option to participate in a newly developed "Learning Through Internships" program which places students in a work environment to learn real-world skills while exploring post-high school options. Students also participate in Social Emotional Learning instruction to help them better adjust to adulthood and life beyond academics.

Sacramento Accelerated Academy will continue to work in the best interest of the students and will help equip them with the tools necessary to be successful and productive members of their communities and society.

Sacramento New Technology High School

1400 Dickson Street • Sacramento, CA 95822 • 916-433-2839

Kenneth Durham, Principal

*Sacramento
New Technology
School of Design*



Instruction at New Tech is different than at most high schools. We use Project Based Learning (PBL) almost exclusively and rely on our smaller environment to be more tuned to each other's needs. Team Teaching allows teachers to integrate their respective curriculum to enhance the power of PBL. Students are given a project with an end-goal in mind, and are provided workshops, tutorials, and other scaffolding which they apply toward completion of their final product.

Students do not work in isolation at New Tech. Projects are completed in groups, graded by quality, presentations, and group process. Students collaborate to solve problems together and come up with better solutions than they could individually.

We work to create a welcoming atmosphere where everyone feels accepted. Students and teachers join together to make our environment a positive and safe one so the emphasis can be on teaching and learning. The educational environment reflects a professional atmosphere; there are no bells and relationships between staff and students are more like a mentor/mentee rather than teacher/student.

Collaboration is maximized and lecturing is minimized! A different relationship is built; one established on a higher level of trust, respect, and responsibility than typically found in most schools.

School of Engineering And Science Middle/High School

7345 Gloria Street • Sacramento, CA 95831 • 916-433-2960

Jim Hayes, Principal

*School of
Engineering
and Sciences*



The School of Engineering and Sciences provides open access to a rigorous academic and technical course sequence. We insist on high levels of learning for all students with the ultimate goal of increasing the diversity of the science and engineering workforce living and working in Sacramento.

As a industry-themed school, we have adopted a school structure and instructional techniques that allow our students to better learn about and experience careers in the fields of engineering and science. All students at SES take an engineering course each year in addition to the standard academic core courses (ELA, Math, History, etc). These engineering courses expose students to various types of engineering, help them develop marketable job skills, and serve as a platform for many of the school's integrated unit projects. Integrated unit projects are a particular form of project-based learning in which groups of students are asked to solve a real world problem using information and skills from their core courses, including engineering. Students complete 4 integrated units each year ranging from science fair to green technology to drug addiction. Students have the opportunity to participate in many extra curricular activities, such as competitive sports, FIRST robotics and student government. High School CIF Athletic programs are open to students at West Campus High School.

The adult leadership will provide an environment for a student that is safe, orderly and conducive to purposefully engaged learning. Students will focus on unique course work and mentorships aligned to their personal goals. Students have numerous opportunities to interact with professionals in a variety of scientific fields of study through career explorations and regional study tours. Regional science competitions are a part of the comprehensive activities program. Students will also have the opportunity to enroll in early college coursework at California State University Sacramento while enrolled in high school. The School of Engineering and Sciences is proud of the many existing partnerships between the School and the community organizations and businesses. Students have the opportunity to participate in sports and Student Government. High School CIF Athletic programs are open to students at West Campus high school.

The Met Sacramento High School

810 V Street • Sacramento, CA 95818 • 916-264-4700

Vincent Wolfe, Principal

*The MET Sacramento
A Big Picture School*



Founded in 2003, Met Sacramento High School is one of the district's most innovative small high schools. Met Sac is one of 100 schools nationwide that follows The Big Picture Learning program, which believes that schools must be personalized, educating every student equally, one student at a time. Each student's learning plan should grow out of his or her unique needs, interests, and passions.

Met Sac prides itself on real-world learning, rigorous curriculum and a deep connection with all 300 of its students. We accomplish this with a student-friendly 1:25 student-to-teacher ratio. At Met Sac, we create academically rigorous project work for each student that combines The Big Picture Learning program's Five Learning goals—empirical reasoning, quantitative reasoning, communication,

social reasoning, and personal qualities—with the student's personal interests and passions.

All students are required to learn through internships, ranging from work at the state capital, other schools, lawyers' offices, the zoo, various retail shops and a myriad of other local establishments. These internships both allow students to learn from mentors in the real world and transform the school into a shining community asset.

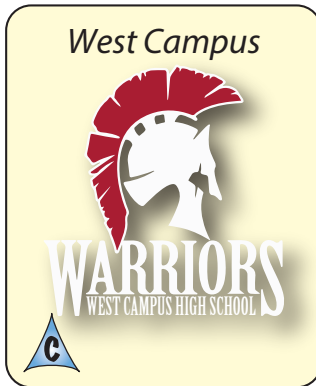
We have 13 teachers who are also referred to as advisors because they act as school counselors. These teacher-advisors, whom students work with their entire high school career, are the heart and soul of the school. Advisors are coaches, mentors, teachers, and managers who meet with families and guide students in learning how to manage their time, plan their work, find internships, and complete projects. Many students describe their advisor as family; often lifelong friendships are formed. In addition to those advisors, we have 3 support teachers and an RSP teacher, all of whom contribute to Met student's academic and social growth.

No matter what their chosen course, all students are required to develop post-high school plans, which include college, foreign exchange, or going into the work world. By continuing strong relationships with students and their families, we nurture student success.

West Campus High School

5022 58th Street • Sacramento, CA 95820 • 916-277-6400

David Rodriguez, Principal



West Campus is a college preparatory high school serving academically motivated students from the culturally and socioeconomically diverse neighborhoods throughout the city of Sacramento.

West Campus is small, with an enrollment of 855, and is the highest achieving school in the greater Sacramento area. With CAASPP scores of 93% in ELA and 76% in Math, students are meeting and exceeding state standards. West Campus is recognized as both a Distinguished & Blue Ribbon School, which provides a rigorous standards driven academic program with the single purpose of preparing students for post secondary success.

The high achieving students are the pride of West Campus High School. West Campus is known for its safe and positive environment where nearly all of the students participate in some type of extracurricular activity. Our athletic teams routinely compete for league championships and our Engineering program is developing wonderfully. The academic progress of the student body is highly supported through interventions in our after school tutoring program that provides core support, enrichment, tutoring and technology access.

Over 76% of our graduating class met the A-G requirements for admission to the University of California system.

College and Career Readiness

SCUSD Graduate Profile

Our Graduate Profile lists the skills and competencies students will develop and master as they progress from kindergarten to graduation from high school. Our graduates demonstrate college, career, and life-readiness by being proficient in these competencies and applying the skills listed below:

Critical Thinking and Problem Solving
Applying knowledge, skills, and experience to solve problems arising in the work place and everyday life.
Asking the right questions while exercising critical thinking and problem solving skills.
Demonstrating intentional meta-cognition in decision-making.
Creativity, Innovation, and Entrepreneurship
Creating original works while keeping the outcome and audience in mind.
Employing and documenting a systematic approach to creative thinking and design.
Taking the initiative to try new things: reflect, accept, and grow from setbacks and critical feedback.
Communication and Collaboration
Articulating ideas clearly and coherently in oral, written, and non-verbal communication, while keeping in mind task, discipline, and audience.
Cooperating and sharing responsibility for collaborative work by valuing all contributions and evidence.
Using social awareness and interpersonal skills to establish and maintain positive relationships.
Media Evaluation and Application
Accessing and evaluating information from a wide variety of sources.
Using digital tools to create authentic relevant projects that demonstrate complex conceptual understandings.
Using digital tools to effectively communicate and collaborate.
Using digital tools ethically in his/her personal and professional lives.
Able to use digital tools with a global perspective.
Life and Leadership Skills
Developing self-awareness and self-management skills to achieve school and life success.
Develop relevant strategies and take action to realize post-secondary goals.
Demonstrating respect for multiple perspectives and actively seeking to understand other cultures.
Conducting themselves ethically and with integrity in personal and professional relationships.
Engaging in and creating opportunities to be of service in the community; and participating in local, national, and global communities.
Demonstrating decision-making skills and responsible behaviors in personal, school, and community contexts.

Pathway Options

Students have many options to choose from when deciding which high school they would like to attend. For most it will be their neighborhood school, for others it will be a school that offers options that are most appealing to them. Because SCUSD is an open enrollment district, students and their families have a choice (depending on availability) when it comes to their high school experience.

SCUSD is a Linked Learning school district and offers 21 Linked Learning pathways spread over 10 different high schools. Students are encouraged to participate in a pathway starting in the 9th or 10th grade. Linked Learning pathways are open to all high school students.

Criterion Based Programs are an alternative to Linked Learning pathways, however, students must meet certain requirements before they can enroll.

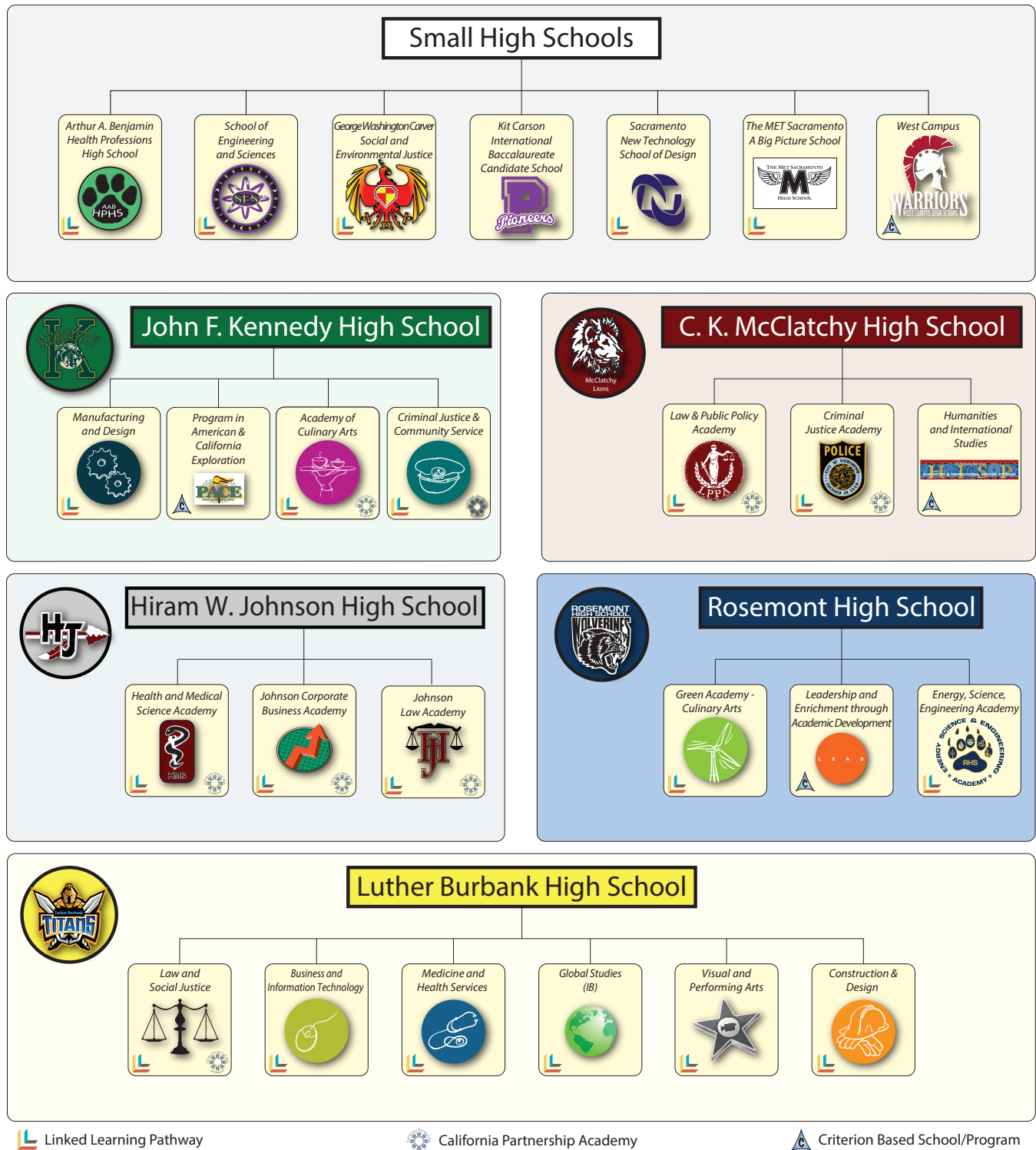
The different types of pathways are listed below:

Linked Learning	Linked Learning is a career-themed approach to teaching and learning that prepares students for their future by linking academic preparation for post-secondary education with professional skills for success in the workplace. Students study within an industry sector of interests offering challenging academics and career technical skills in the classroom while getting real-world experience through work-based learning opportunities.
California Partnership Academy (CPA)	All CPAs in our district use the Linked Learning approach for teaching and learning; however, there are some requirements that must be met in order for a CPA to qualify for additional state funding. Students should consult the academy's lead teacher for pathway enrollment requirements.
Criterion Based Program	Each large high school has their own criterion-based pathway. Please consult appropriate school personnel for pathway enrollment requirements.

Small High School Options

School	Focus
Arthur A. Benjamin Health Professions High School	A Linked Learning school with a focus on health care.
George Washington Carver School of Art and Science	A Waldorf inspired Linked Learning school that is based on critical thinking (head), creative expression (heart), and wholesome action (hands).
Kit Carson Middle/High School	A 7-12 Grade International Baccalaureate Candidate School.
Sacramento New Technology High School	A Linked Learning school with a focus on design and information/communication technology.
School of Engineering and Sciences	A Linked Learning school with a focus on engineering and sciences.
The Met Sacramento	A Linked Learning school with a focus on real-world experiences delivered through an industry internship model.
West Campus High School	A criterion based high school with a focus on rigorous academics.

Diagram of High School Pathway Options



Career Pathway Interest Survey

Which career pathways are right for you?

Find out by completing steps 1-3 below.

Step 1 – Read each statement. If you agree, fill in the circle.						
I like to work on cars.	<input type="radio"/>					
I like to do puzzles.		<input type="radio"/>				
I am good at working independently.			<input type="radio"/>			
I like to work in teams.				<input type="radio"/>		
I am an ambitious person; I set goals for myself.					<input type="radio"/>	
I like to organize things (files, desks/offices).						<input type="radio"/>
I like to build things.	<input type="radio"/>					
I like to read about art and music.			<input type="radio"/>			
I like to have clear instructions to follow.						<input type="radio"/>
I like to try to influence or persuade others.					<input type="radio"/>	
I like to do experiments.		<input type="radio"/>				
I like to teach or train people.				<input type="radio"/>		
I like trying to help people solve their problems.				<input type="radio"/>		
I like to take care of animals.	<input type="radio"/>					
I wouldn't mind working 8 hours per day in an office.						<input type="radio"/>
I like selling things.					<input type="radio"/>	
I like creative writing.			<input type="radio"/>			
I enjoy science.		<input type="radio"/>				
I am quick to take on new responsibilities.					<input type="radio"/>	
I am interested in healing people.				<input type="radio"/>		
I enjoy trying to figure out how things work.		<input type="radio"/>				
I like putting things together or assembling things.	<input type="radio"/>					
I am a creative person.			<input type="radio"/>			
I pay attention to details.						<input type="radio"/>
I like to do filing or typing.						<input type="radio"/>
I like to analyze things (problems/situations).		<input type="radio"/>				
I like to play instruments or sing.			<input type="radio"/>			
I enjoy learning about other cultures.				<input type="radio"/>		
I would like to start my own business.					<input type="radio"/>	
I like to cook.	<input type="radio"/>					
I like acting in plays.			<input type="radio"/>			
I am a practical person.	<input type="radio"/>					
I like working with numbers or charts.		<input type="radio"/>				
I like to get into discussions about issues.				<input type="radio"/>		
I am good at keeping records of my work.						<input type="radio"/>
I like to lead.					<input type="radio"/>	
I like working outdoors.	<input type="radio"/>					
I would like to work in an office.						<input type="radio"/>
I am good at math.		<input type="radio"/>				
I like helping people.				<input type="radio"/>		
I like to draw.			<input type="radio"/>			
I like to give speeches.					<input type="radio"/>	
Step 2 – How many circles filled in for each column? Write the total for each column. ➡						
Step 3 – Circle the three LETTERS with the highest scores. Look over to the right for related career pathways.	R	I	A	S	E	C

R = REALISTIC
These people are often good at mechanical or athletic jobs.

Career Pathways:

- Natural Resources
- Health Services
- Engineering & Design
- Arts & Communication

I = INVESTIGATIVE
These people like to watch, learn, analyze and solve problems.

Career Pathways:

- Health Services
- Business
- Public & Human Services
- Engineering & Design
- Education & Family Services

A = ARTISTIC
These people like to work in unstructured situations where they can use their creativity.

Career Pathways:

- Public & Human Services
- Arts & Communication
- Education & Family Services
- Engineering & Design

S = SOCIAL
These people like to work with other people, rather than things.

Career Pathways:

- Health Services
- Public & Human Services
- Education & Family Services
- Arts & Communication

E = ENTERPRISING
These people like to work with others and enjoy persuading and performing.

Career Pathways:

- Business
- Public & Human Services
- Arts & Communication
- Education & Family Services

C = CONVENTIONAL
These people are very detail oriented, organized and like to work with data.

Career Pathways:

- Health Services
- Business
- Engineering & Design
- Public & Human Services

Now that you know what career pathways may be right for you, turn the page and see what High School Pathways in Sacramento City Unified School District you should learn more about.

Career Interests Survey (adapted from the RIASEC test) 10/2015 KLL

<p>If you scored high on R = REALISTIC, you may want to learn more about these SCUSD pathways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> George Washington Carver – Social and Environmental Justice <input type="checkbox"/> The MET Sacramento High School <input type="checkbox"/> Health Professions High School – Careers in Health Pathway <input type="checkbox"/> Health & Medical Science Academy @Hiram Johnson High School <input type="checkbox"/> Medicine & Health Sciences @Luther Burbank High School <input type="checkbox"/> New Tech High School <input type="checkbox"/> School of Engineering and Science – Engineering Pathway <input type="checkbox"/> Energy, Science and Engineering Academy @Rosemont High School <input type="checkbox"/> Manufacturing and Design Pathway @John F. Kennedy High School <input type="checkbox"/> Construction & Design @Luther Burbank High School <input type="checkbox"/> Green Academy: Urban Ag, Food & the Environment @Rosemont HS <input type="checkbox"/> Academy of Culinary Arts @John F. Kennedy High School <input type="checkbox"/> Global Studies @Luther Burbank High School <input type="checkbox"/> Visual & Performing Arts @Luther Burbank High School 	<p>If you scored high on S = SOCIAL, you may want to learn more about these SCUSD pathways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> George Washington Carver – Social and Environmental Justice <input type="checkbox"/> The MET Sacramento High School <input type="checkbox"/> Health Professions High School – Careers in Health Pathway <input type="checkbox"/> Health & Medical Science Academy @Hiram Johnson High School <input type="checkbox"/> Medicine & Health Sciences @Luther Burbank High School <input type="checkbox"/> Criminal Justice Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Public Policy Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Social Justice @Luther Burbank High School <input type="checkbox"/> Johnson Law Academy @Hiram Johnson High School <input type="checkbox"/> Criminal Justice & Community Service @John F. Kennedy HS <input type="checkbox"/> Green Academy: Urban Ag, Food & the Environment @Rosemont HS <input type="checkbox"/> Academy of Culinary Arts @John F. Kennedy High School <input type="checkbox"/> Global Studies @Luther Burbank High School <input type="checkbox"/> Visual & Performing Arts @Luther Burbank High School
<p>If you scored high on I = INVESTIGATIVE, you may want to learn more about these SCUSD pathways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> George Washington Carver – Social and Environmental Justice <input type="checkbox"/> The MET Sacramento High School <input type="checkbox"/> Health Professions High School – Careers in Health Pathway <input type="checkbox"/> Health & Medical Science Academy @Hiram Johnson High School <input type="checkbox"/> Medicine & Health Sciences @Luther Burbank High School <input type="checkbox"/> New Tech High School <input type="checkbox"/> School of Engineering and Science – Engineering Pathway <input type="checkbox"/> Energy, Science and Engineering Academy @Rosemont High School <input type="checkbox"/> Manufacturing and Design Pathway @John F. Kennedy High School <input type="checkbox"/> Construction & Design @Luther Burbank High School <input type="checkbox"/> Criminal Justice Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Public Policy Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Social Justice @Luther Burbank High School <input type="checkbox"/> Johnson Law Academy @Hiram Johnson High School <input type="checkbox"/> Criminal Justice & Community Service @John F. Kennedy HS <input type="checkbox"/> Johnson Corporate Business Academy @Hiram Johnson HS <input type="checkbox"/> Business & Information Technology @Luther Burbank High School <input type="checkbox"/> Green Academy: Urban Ag, Food & the Environment @Rosemont HS <input type="checkbox"/> Academy of Culinary Arts @John F. Kennedy High School 	<p>If you scored high on E = ENTERPRISING, you may want to learn more about these SCUSD pathways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> George Washington Carver – Social and Environmental Justice <input type="checkbox"/> The MET Sacramento High School <input type="checkbox"/> New Tech High School <input type="checkbox"/> Criminal Justice Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Public Policy Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Social Justice @Luther Burbank High School <input type="checkbox"/> Johnson Law Academy @Hiram Johnson High School <input type="checkbox"/> Criminal Justice & Community Service @John F. Kennedy HS <input type="checkbox"/> Johnson Corporate Business Academy @Hiram Johnson HS <input type="checkbox"/> Business & Information Technology @Luther Burbank High School <input type="checkbox"/> Green Academy: Urban Ag, Food & the Environment @Rosemont HS <input type="checkbox"/> Academy of Culinary Arts @John F. Kennedy High School <input type="checkbox"/> Global Studies @Luther Burbank High School <input type="checkbox"/> Visual & Performing Arts @Luther Burbank High School
<p>If you scored high on A = ARTISTIC, you may want to learn more about these SCUSD pathways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> George Washington Carver – Social and Environmental Justice <input type="checkbox"/> The MET Sacramento High School <input type="checkbox"/> New Tech High School <input type="checkbox"/> School of Engineering and Science – Engineering Pathway <input type="checkbox"/> Energy, Science and Engineering Academy @Rosemont High School <input type="checkbox"/> Manufacturing and Design Pathway @John F. Kennedy High School <input type="checkbox"/> Construction & Design @Luther Burbank High School <input type="checkbox"/> Criminal Justice Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Public Policy Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Social Justice @Luther Burbank High School <input type="checkbox"/> Johnson Law Academy @Hiram Johnson High School <input type="checkbox"/> Criminal Justice & Community Service @John F. Kennedy HS <input type="checkbox"/> Green Academy: Urban Ag, Food & the Environment @Rosemont HS <input type="checkbox"/> Academy of Culinary Arts @John F. Kennedy High School <input type="checkbox"/> Global Studies @Luther Burbank High School <input type="checkbox"/> Visual & Performing Arts @Luther Burbank High School 	<p>If you scored high on C = CONVENTIONAL, you may want to learn more about these SCUSD pathways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> George Washington Carver – Social and Environmental Justice <input type="checkbox"/> The MET Sacramento High School <input type="checkbox"/> Health Professions High School – Careers in Health Pathway <input type="checkbox"/> Health & Medical Science Academy @Hiram Johnson High School <input type="checkbox"/> Medicine & Health Sciences @Luther Burbank High School <input type="checkbox"/> School of Engineering and Science – Engineering Pathway <input type="checkbox"/> Energy, Science and Engineering Academy @Rosemont High School <input type="checkbox"/> Manufacturing and Design Pathway @John F. Kennedy High School <input type="checkbox"/> Construction & Design @Luther Burbank High School <input type="checkbox"/> Criminal Justice Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Public Policy Academy @C.K. McClatchy High School <input type="checkbox"/> Law & Social Justice @Luther Burbank High School <input type="checkbox"/> Johnson Law Academy @Hiram Johnson High School <input type="checkbox"/> Criminal Justice & Community Service @John F. Kennedy HS <input type="checkbox"/> Johnson Corporate Business Academy @Hiram Johnson HS <input type="checkbox"/> Business & Information Technology @Luther Burbank High School <input type="checkbox"/> Green Academy: Urban Ag, Food & the Environment @Rosemont HS <input type="checkbox"/> Academy of Culinary Arts @John F. Kennedy High School

Career Interests Survey (adapted from the RIASEC test) 10/2015 KLL

The Linked Learning Approach



LINKED LEARNING

What is Linked Learning?

Linked Learning transforms students' high school experience by bringing together strong academics, demanding technical education, and real world experience that helps students gain an advantage in high school, postsecondary education, and careers. Linked Learning students follow industry-themed pathways in a wide range of fields, such as engineering, arts and media, biomedicine and health. These pathways prepare high school students for career and a full range of postsecondary options, including attending a 2- or 4-year college or university, an apprenticeship, the military, and formal employment training. A well-designed Linked Learning pathway consists of four core components:

- An academic component that includes the English, mathematics, science, history, and foreign language courses that prepare students to transition, without remediation, to the state's community colleges and universities, as well as to apprenticeships and formal employment training programs.
- A technical component of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career.
- A series of work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school based enterprises, or virtual apprenticeships.
- Support services including counseling and supplemental instruction in reading, writing, and mathematics that help students master the advanced academic and technical content necessary for success in college and career.

Evidence of Success

- Linked Learning certified pathway students are less likely to drop out and more likely to graduate than similar students in traditional high school programs.
- Linked Learning students are earning more credits than similar peers in traditional high schools, which is critical for on-time graduation.
- Students coming into Linked Learning with low prior achievement scores demonstrate greater academic success than similar students enrolled in traditional high schools.
- English language learners earned 15 more credits, and African American students earned nearly double that—equaling more than an additional semester's worth—than similar students in traditional high school programs.
- Compared with their peers, students report greater confidence in their life and career skills, and say they are experiencing more rigorous, integrated, and relevant instruction.
- As a result of the mounting evidence of Linked Learning's effectiveness, the State of California has committed approximately \$2 billion to help schools and regions establish and expand Linked Learning pathways. The State Linked Learning Pilot Program includes 63 participating school districts and county offices of education. CDE, California Community Colleges and The James Irvine Foundation are providing \$7 million for pilot implementation. The state budget also includes two rounds of \$250 million for the California Career Pathways Trust, a grant program incentivizing collaboration between schools and employers to support Linked Learning.



ON THE PATH TO

SUCCESS



Linked Learning is a proven approach to education that combines college-focused academics, work-based learning and intensive student supports. By centering high school around industry themes, learning becomes relevant. Students graduate with the skills and confidence to succeed in college, career and life. To learn more, visit LinkedLearning.org

English language learners, earned 15.2 more credits and African American students earned 29.3 more credits—more than an additional semester's worth—than similar students in traditional high school programs.¹



Linked Learning students, on average, accumulated 13.3 more credits—equivalent to 2.6 more courses or about a half of a semester—over the four years of high school.¹



Students coming into Linked Learning with low prior achievement were less likely to drop out, accumulated more credits, completed more a-g courses, and had higher GPAs than similar students enrolled in traditional high schools.¹



Linked Learning certified pathway students are less likely to drop out and more likely to graduate than similar students in traditional high school programs.¹



Compared with their peers, more pathway students (+10 percentage points) reported seeing connections between what they learned in the classroom and the real world.²



Pathway students are +12 percentage points more likely to report having support navigating decisions on what they wanted to do after graduation than their peers.²

Compared with their peers, Linked Learning students were more likely to report that high school prepares them for working with people in professional settings



and for working in a group to achieve a shared goal.²



Linked Learning students reported improvement in specific professional skills. When compared with their peers:



Linked Learning students were more likely to report improved presentation skills.²











Linked Learning students were more likely to judge correctly whether they can trust the results of an online search.²

¹ Warner, M., Caspary, K., Arshan, N., Stites, R., Padilla, C., Park, C., Patel, D., Wolf, B., Astudillo, S., Harless, E., Ammah-Tagoe, N., McCracken, M. & Adelman, N. SRI International. (2015). Taking stock of the California Linked Learning District Initiative. Sixth-year evaluation report. Menlo Park, CA: SRI International.

² Guha, R., Caspary, K., Stites, R., Padilla, C., Arshan, N., Park, C., Tse, V., Astudillo, S., Black, A., & Adelman, N. (2014). Taking stock of the California Linked Learning District Initiative. Fifth-year evaluation report. Menlo Park, CA: SRI International.

SCUSD vs UC/CSU Graduation Requirements

To qualify for UC/CSU admissions, students must take courses that have been approved by the Regents of the UC as meeting their requirements and must be passed with a grade of **C** or better). Courses that receive a grade of **F** do not earn any credits. Courses not completed with a passing grade of a **C** or better must be retaken to earn credit toward college admission. For an official list of the UC approved courses for your high school, please visit the UC Doorways website at www.ucop.edu/agguide

Subject	SCUSD High School Graduation Requirements	UC/CSU Entrance Requirements and Recommendations for Community College
 Social Science	40 Credits/ 4 years Geography (5) Contemporary Global Issues (5) World History (10) U.S. History (10) American Government (5) Economics (5)	2 years (“a”) 2 years History-Social Sciences to include: one year of World History, one year of U.S. History or one half year of U.S. History and one half year of Civics or Government
 English	40 Credits/ 4 years	4 years (“b”) ERWC recommended for conditionally ready students (CAASPP Level 3)
 Mathematics	20 Credits/ 2 years 2 levels of high school math (Integrated Math 1 and 2 or higher)	3 years (“c”) <i>4 years recommended</i> 3 levels of high school college preparatory math College Readiness Math recommended for conditionally ready students (CAASPP Level 3)
 Science	20 Credits/ 2 years One year Physical Science One year Life Sciences	2 years (“d”) <i>3 years recommended</i> 1 year biological lab science 1 year physical lab science
 World Languages	10 Credits/ 1 year	2 years (“e”) <i>3 years recommended</i> 2 years of the same language
 Fine Arts	10 Credits/ 1 year	1 year (“f”) 1 year from a single area
 Electives	65 Credits	1 year (“g”) 1 year of college prep elective
 Physical Education	20 Credits/ 2 years	N/A
Technology Literacy	Must demonstrate proficiency in technology literacy or pass course approved by the district for credit.	N/A
Senior Project/ Defense of Learning	Must complete a Senior Project or Senior Defense of Learning.	N/A
Minimum 225 Credits Required for High School Graduation		

Using Online Courses to meet “a-g” Requirements

Beginning with the 2013-14 academic year, students intending to satisfy the “a-g” subject requirements with on-line courses may use only UC-approved on-line courses. In addition, all on-line courses will have a three-year approval term and institutions offering “a-g” on-line courses must adhere to specific guidelines and expectations established by the UC faculty. Check the list of UC approved courses for your high school on the UC Doorways website at www.ucop.edu/agguide.

District Honors & Advanced Placement (AP) Courses

Honors courses are in-depth college preparatory courses that challenge students to achieve higher academic standards than other courses. Advanced Placement (AP) courses are college-level courses designed to prepare students to take the AP tests administered in May. Effective March 2003, Senate Bill 801 allows for a school district, when calculating a pupil’s local grade point average (GPA), to assign extra grade weighting to an Honors course that covers a subject required for admission to the University of California or the California State University. However, the University of California and California State University only accord Honors status or weighted grades to approved courses. Students may earn up to four years (eight semesters) of Honors points of which a maximum of two years (four semesters) of extra Honors points can be earned in grade 10. Grades of **D** or **F** are not assigned an extra point.

The district does not allow the arbitrary, capricious, or discriminatory placement of students in Honors and/or AP courses. Students should expect to do qualitatively differentiated coursework. All students may enroll in Honors and AP courses if they meet course prerequisites. Honors courses may or may not receive Honors credit for admission to colleges and universities. AP courses carry UC/CSU honors credit. AP and Honors courses may or may not be on your school’s UC/CSU “a-g” recommending list for college entrance. Check the list of UC approved courses for your high school, including courses approved for Honors and AP credit, on the UC Doorways website at www.ucop.edu/agguide. Students should also check with their counselor to ensure that they are meeting UC/CSU requirements for admission.

Graduation Ceremony and Diploma

Students shall receive a diploma of graduation from high school and may participate in a graduation ceremony only after meeting the Sacramento City Unified School District graduation requirements, which is a minimum of 225 credits. An individual with exceptional needs who meet the criteria for a certificate or document shall be eligible to participate in any graduation ceremony and any social activity related to graduation in which a pupil of similar age without disability would be eligible to participate. Per Education Code 56391, the right to participate in any graduation ceremony does not equate a certificate or document of achievement (as described in Education Code 56390) with a regular high school diploma. Contact your school counselor for alternative graduation requirements that may be applicable to certain individuals.

Board Policy 6146.4 – Students with Exceptional Needs and IEPs

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the recommended accommodations that may be required for students with disabilities. A student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study at competency level, including two years of high school level math.

Seal of Biliteracy

The Seal of Biliteracy is an award given in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Students who receive the award have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Students meeting the requirements for this distinction are recognized with a special insignia placed on their high school diploma. The award is an acknowledgment of the student's academic success and serves as a tangible recognition of the benefits of being bilingual.

NCAA Requirements

To play Division I or II sports, you must qualify academically. The table below lists the requirements for each division of the National Collegiate Athletic Association:

Division I	Division II
16 Core Courses	16 Core Courses
4 years of English	3 years of English
3 years of math (Integrated Math 1 or higher)	2 years of math (Integrated Math 1 or higher)
2 years of science	2 years of science
1 additional course in English, math or science	1 additional course in English, math or science
2 years of social science	2 years of social science
4 additional academic courses	4 additional academic courses

For information on Division I and Division II initial eligibility requirements and current changes, please go to www.ncaaclearinghouse.net. Student athletes should contact their coach, athletic director, or counselor for specific information regarding courses accepted and examinations for eligibility.

College and Military Entrance Assessments

PSAT/NMSQT Test

SCUSD pays for all 10th grade students to take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). The PSAT/NMSQT is a standardized test that provides practice for the SAT. It also gives student a chance to enter National Merit Scholarship Corporation scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Students take the PSAT/NMSQT to be better prepared for the SAT which can be taken in the 11th and 12th grade. For more information, visit collegereadiness.collegeboard.org/psat-nmsqt-psat-10

SAT Reasoning Test

The SAT is a globally recognized college admission test that shows colleges what the student knows and how well the student can apply that knowledge. It assesses the student's knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions. Register for the SAT at www.collegeboard.com

SAT Subject Tests

Subject Tests are hour-long, content-based tests that allow students to showcase achievement in specific subject areas where they excel. These are the only national admission tests where students choose the tests that best showcase their achievements and interests. Some colleges use Subject Tests to place students into the appropriate college courses. Based on their performance on the test(s), students could potentially fulfill basic requirements or receive credit for introductory-level college courses. There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics, and science. For more information, visit collegereadiness.collegeboard.org/sat

ACT Test

The American College Testing (ACT) consists of four subject tests: English, math, reading comprehension, and scientific reasoning. It is three hours long and consists of multiple-choice questions that test knowledge in the four subject tests. The ACT Plus Writing test may also be required for admission to some colleges. All colleges accept ACT scores in lieu of the SAT I. Students who receive low scores in the SAT I might consider taking the ACT if they believe they could do better in an achievement-type test. Students can register for the ACT at www.actstudent.org

Early Assessment Program (EAP)

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). Students take the EAP during Spring of their 11th grade year during state testing. There is no fee for this test. The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year to reduce the need for remediation classes after enrolling in college. Students can view practice tests, study guides, and test scores online at www.calstate.edu/eap

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide by the Department of Defense. Students are assessed in four critical areas: Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, and Mathematics Knowledge. Student's scores count towards their Armed Forces Qualifying Test (AFQT). The AFQT score determines whether students qualify to enlist in the U.S. military. Scores in the other areas of the ASVAB also determine how qualified students are for certain military occupational specialties and Enlistment Bonuses. For more information about the ASVAB test, visit the website www.military.com/join-armed-forces/asvab

Advanced Placement (AP) Exams

Students who take the Advanced Placement (AP) exams can earn credit and/or placement at most colleges and universities in the U.S. as well as colleges and universities in more than 40 countries around the world. Students can earn up to a full year of college credit (sophomore standing) through a sufficient number of qualifying AP Exam grades. Individual colleges and universities, not the College Board or the AP Program, grant course credit and placement for students who have received an AP score of 3 or better. Because it varies from school to school, students should obtain a college's AP policy in writing. You can find more information by visiting its website at apcentral.collegeboard.com

International Baccalaureate (IB) Exams

The International Baccalaureate (IB) program is only offered at Luther Burbank High School in Sacramento City Unified School District. Students must have participated in a specific IB course to test in that subject. A student pursuing the full IB Diploma will take six IB exams (one of each literature, foreign language, social science, experimental science, math, and arts course). These exams are taken at different levels in the student's 4-years in high school. Most colleges and universities recognize students with IB Diploma as having outstanding preparation for university work and may offer scholarships and even college credits. For more information, visit www.ibo.org

Fee Waivers

Fee waivers for testing are available. Students should consult with appropriate school personnel regarding fee waiver details.

Registering for Tests

Information bulletins with registration forms for tests are available in the Counseling Office or Career Center. Students should consult the bulletins for detailed information regarding application procedures and testing dates. Students typically can register by mail, phone, or on-line. It is recommended that students plan carefully to complete their testing by their college application deadlines, which can be as early as October of their senior year.

Applying for Financial Aid

To apply for financial aid, students will need to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is free and required by all colleges. Financial aid is awarded based on merit (academic achievement), financial need, or a combination of both. Many colleges will use information on the FAFSA to determine financial eligibility. Financial aid from colleges is usually awarded as:

- **Scholarship** - gift aid which does not have to be repaid, usually given to students with outstanding ability in general scholarship, athletics, or the arts. Visit www.scholarships.com for scholarship information.
- **Loan** - money borrowed from federal, state, college sources, or commercial banks are usually interest free while you are in school. Normally you must begin to repay this loan nine months from leaving from your college or university.
- **Work-Study Program** - a federal program which provides part-time employment on campus and in community agencies. Students typically work 10 -15 hours per week according to their class schedules.
- **Campus Job** - employment by the school as a clerical assistant, lab assistant, teaching assistant, tutor, or other role offered as part of a financial aid package.
- **Grants** - funds given to subsidize one's education that do not have to be repaid.

Students should file online at www.fafsa.ed.gov. Students must first apply for a pin number because students will need a PIN to electronically sign their FAFSA upon completion. Once a student has applied for a PIN, a PIN will be electronically sent to the student within 1-5 days. The filing period for the FAFSA is January 1st through March 2nd. There are no exceptions to the March 2nd deadline.

To file your FAFSA, you will need:

- Your Social Security Number
- Your Alien Registration Number (if you are not a U.S. citizen)
- Your most recent federal income tax returns, W-2s, and other records of money earned. (Note: You may be able to transfer your federal tax return information into your FAFSA using the IRS Data Retrieval Tool.)
- Bank statements and records of investments (if applicable)
- Records of untaxed income (if applicable)
- An FSA ID to sign electronically.

Check that your GPA was received and matched to your FAFSA by logging into Webgrants 4 Students at: mygrantinfo.csac.ca.gov

Four Ways to Research Financial Aid

- Contact the financial aid office at the schools you are applying. If you need to file a CSS/Financial Aid profile, see your counselor.
- Apply for scholarships. See your counselor for information about scholarships publicized at your school. Visit www.scholarships.com
- Attend financial aid workshops. Look for aid from all possible sources.
- If applying for financial aid, complete the online FAFSA filing process between the January 1st and March 2nd filing period. Apply online at www.fafsa.ed.gov

Make sure you keep a checklist and a calendar of your progress

A note to undocumented students living in California:

If you are a DREAMer (a student that qualifies for the California Dream Act - Assembly Bill 540) and you live in California, the following financial aid opportunities are likely to apply to you.

Since October 2001, California has extended the benefit of in-state tuition (only at public colleges and universities) to undocumented students who have attended at least three years of high school in the state.

Basic AB 540 requirements:

- You have attended a high school (public or private) in California for three years (six semesters) or more.
- You have graduated from a California high school, or obtained a GED.
- You must file an AB 540 affidavit (also known as the California nonresident Tuition Exemption Form) with your college or university, stating that you have or you will file an application to legalize as soon as you are eligible to do so.

For more detailed information, visit: www.csac.ca.gov/dream_act.asp

Preparing for Post-Secondary Education

Statistics show that almost all high-wage/high-demand careers require a degree of learning after high school. Depending upon the chosen career, this could be a four-year university, a two-year program at a community college, a certificate earned through a trade school, an apprenticeship, or training you receive in the military. There are even some innovative on-line programs that offer “nano-degrees” in specific areas of technology. No matter which option they choose, it is the goal of the district that all of our graduates become life-long learners who have developed a love for discovering new things and who are fully prepared to continue their educational journey after they graduate from high school.



Sacramento
Pathways
to Success

A Partnership for College to Career

[Sacramento Pathways to Success](#) (SPS) is a partnership between Sacramento City Unified School District, Sacramento City College, and Sacramento State University to provide Sacramento students and their families a clear and simple road to college and career success. On the following pages, you will find useful information and a month-by-month guide provided by SPS to help high school seniors prepare for a traditional college education. We hope it will help as you navigate the processes for applying to a post-secondary school, but even more important are the things a student will need to know in order to be successful in high school so that they will have “open-door” opportunities no matter what they decide their path will be for life after high school.

Planning for College in the 9th Grade

1st Semester

- Participate in any career exploration opportunities your school offers!
 - » Guest speakers
 - » College or Work-Based-Learning Trips
- Explore the pathways your school offers to find one that fits you best.
- Learn where the Career Center is on your campus.
- Determine who your assigned counselor is and schedule a meeting with them to learn about your options after graduation. It is never too early to plan! Don't wait for your counselor to come to you, be proactive!
- Look into extracurricular options offered at your school and get involved; sports, leadership, clubs, yearbook, etc. What fits you best?
- Get involved in your community. Volunteering is a great way to make connections and build your resume for future jobs, college, and scholarship applications!
- Pass your classes with a **C** or better! You should earn 30 credits in the first semester.
- Take the PSAT practice exam!
- Visit the student resources page www.scusd.edu/student-resources for so many things to explore: military, personality tests, minority student opportunities, financial aid, college, career; the list is endless!

2nd Semester

- Look for summer opportunities; programs offering employment to youth, enrichment activities or classes, volunteering opportunities.
- If you haven't found your Career Center or met with your guidance counselor, now is the time!
- Sign up for classes for next year.
- If you are having struggles, find a place to get help. Does your school offer tutoring or know who does? Don't put it off, that will catch up with you quickly.
- Look at options for after graduation. Include 2 and 4 year schools in your search so you know what is offered and can find a good fit.
- Try to visit a local college, if you can't travel, check out local options! UC Davis, Sacramento State and Sacramento City College (or other Los Rios Schools) are very close to home.
- Talk to family, friends, teachers, your counselor about what to do after high school and start exploring your choices!
- Create a plan, check out CCGI (secure.californiacolleges.edu)
- Request your transcript and make sure you have 60 total credits by the end of the year.

Helpful Websites

- www.collegeboard.com
- www.losrios.edu
- secure.californiacolleges.edu
- fafsa.ed.gov
- www.scusd.edu/student-resources

Planning for College in the 10th Grade

1st Semester

- Make an appointment with your counselor to look at your semester and goals. Bring your parent/guardian if possible and ask about:
 - » Supports if you are struggling.
 - » Studying for the PSAT (www.collegeboard.org).
 - » What opportunities are open to 10th graders at your school.
 - » Dual enrollment opportunities (taking free college classes while in high school).
 - » Honors or AP classes.
- Take the PSAT!
- Continue to be involved in your on and off campus communities, broaden your horizons, make connections, and build your skills.
- Get to know the UC/CSU graduation requirements, be prepared so you can apply if you want to. Don't wait and let the choice be made for you.
- Go to the SCUSD college and career fairs.
- Make sure you have 90 credits at the end of the semester, request your transcripts and review!

2nd Semester

- Look for summer opportunities; programs offering employment to youth, enrichment activities or classes, volunteering opportunities.
- If you haven't found your Career Center or met with your guidance counselor, now is the time!
- Sign up for classes for next year.
- Sign up for a college class for the summer and/or take advantage of the dual enrollment program.
- Look at your after-graduation options. Include two- and four-year schools in your search so you know what is offered and can find a good fit.
- Try to visit colleges. If you can't travel, check out local options! UC Davis, Sacramento State University, and Sacramento City College (or other Los Rios Schools) are very close to home.
- Talk to family, friends, teachers, counselor, and other individuals involved in your classroom about what to do after high school and start exploring your choices!
- Create a plan - CCGI is a great place to do this! (secure.californiacolleges.edu)
- Consider taking the ASVAB if you are interested in the military.
- Some apprenticeship programs allow students to start at 16.
- Look into certificate programs offered at your pathway/school.
- Make sure you have 120 credits completed at the end of the year, review your transcript.
- Sign up for 11th grade classes and take math and science, regardless of where you plan to go after high school!

Helpful Websites

- www.collegeboard.com
- www.losrios.edu
- secure.californiacolleges.edu
- fafsa.ed.gov
- www.scusd.edu/student-resources

Planning for College in the 11th Grade

1st Semester

- Meet with your counselor
 - » What tests to take? ACT, SAT, ASVAB, EAP
 - » Review transcript and ensure you are taking the most challenging classes.
 - » See any areas of challenge on your transcript, get them fixed!
 - » Get information about career and college opportunities, fairs etc.
 - » Talk about plans for post high school and get resources.
 - » Enroll in a college class, if appropriate.
- Take advantage of WBL opportunities offered by your school: internships, job shadows, college field trips, UCAN college fair.
- Get involved in your community; on and off campus.
 - » Leadership clubs or classes, Yearbook, clubs that interest you, volunteer opportunities.
- Write a resume or update one if you have it.
- Look for scholarships open to 11th graders.
- Review your transcript and ensure that you have 150 credits at the end of the semester. If needed, meet with your counselor **immediately** to plan how to make up your credits for graduation.
- Schedule college visits with an admissions counselor and go on formal visits if possible.
- Look at SAT registration dates and plan to take it by the summer.
- Meet with a military recruiter if you are interested in the military.

2nd Semester

- Stay on top of your work and grades! Junior year is demanding.
- Take the SAT or register to take it in the summer. If you sign up now you can retake for a better score.
- If you wait too long to take the SAT your scores won't be on your college application!
- Think about who you will ask to write letters of recommendation for program entry or scholarships.
- Keep exploring post high school options and know what is out there. Make an educated choice about what you want for your future.
 - » Four-year public and private schools.
 - » Four-year with Early Admission
 - » Two-year community colleges, with degrees and certificate programs.
 - » Two-year Community College and transfer to a four-year institution.
 - » Apprenticeship programs, certificate programs, military service.
- Meet with your counselor to ask about the above programs and make sure you are on track.
- Look for summer programs
 - » Student jobs/volunteering/internships
 - » Dual enrollment college classes
- Sign up for Senior classes and make sure to take whatever math/science is open to you.

Helpful Websites

- www.collegeboard.com
- www.losrios.edu
- secure.californiacolleges.edu
- fafsa.ed.gov
- www.scusd.edu/student-resources
- www.act.org/content/act/en.html

Sacramento Pathways to Success 12th Grade Month-by-Month Planning for Attending CSU or Other 4-Year Institutions

August Before Senior Year

- Register for the September ACT if appropriate (check ACT dates).
- Come up with a preliminary list of colleges that includes reach, match and safety schools.
- Explore the websites of the colleges that interest you to learn about admissions requirements.
- Explore majors that will assist you in your career goals.
- Check your senior year class schedule to make sure you're taking the English, Math (at least through Algebra II or Math 3), Social Science, Science, and Foreign Language classes you'll need for your top-choice colleges.
- Look over the Common Application and begin thinking about potential topics for your personal essay.
- Visit campuses and interview with college representatives if appropriate.

September

- Register for October or November SAT and SAT Subject exams (check SAT dates).
- Meet with your guidance counselor to discuss the colleges to which you're thinking of applying.
- Request letters of recommendation, especially if you are applying early.
- Continue to visit campuses and interview with college admissions representatives.
- Request applications from all the schools to which you might apply. Create an account with The Common Application if the colleges you've selected use it.
- Create a chart of deadlines. Pay particular attention to early decision, early action, and preferred application deadlines.
- If appropriate, register for the October ACT exam.
- Work on your college essays.
- Try to assume a leadership position in an extracurricular activity.
- Work to strengthen your academic record.

October

- Take the SAT, SAT Subject exams, and/or ACT as appropriate.
- Continue to research schools to narrow your list to roughly 6 - 8 schools.
- Take advantage of college fairs and virtual tours.
- Begin your Free Application for Federal Student Aid (FAFSA)
- Complete your applications if you are applying early decision or early action.
- Research financial aid and scholarships. Do your parents' places of employment offer college scholarships for employee children?
- Get your college essay in shape. Get feedback on your writing from a guidance counselor and a teacher.
- Request your high school transcript and check it for accuracy.
- Keep track of all application components and deadlines: applications, test scores, letters of recommendation, and financial aid materials. An incomplete application will ruin your chances for admission.

Sacramento Pathways to Success 12th Grade Month-by-Month Planning for Attending CSU or Other 4-Year Institutions

November

- Register for the December SAT or ACT if appropriate.
- Take the November SAT if appropriate.
- Don't let your grades slide. It's easy to be distracted from school work when working on applications. Senior slump can be disastrous for your admissions chances.
- Make sure you've submitted all components of your applications if you are applying to colleges with November deadlines for early decision or preferred application.
- Put the final touches on your application essays, and get feedback on your essays from counselors and/or teachers.
- Continue to research scholarships.

December - January

- Complete your applications for regular admissions.
- Make sure you've had your test scores sent to all colleges that require them.
- Confirm that your letters of recommendation have been sent.
- Submit the FAFSA (Free Application for Financial Aid).
- If you are accepted to a school through early decision, be sure to follow directions carefully. Submit required forms, and notify the other schools to which you applied of your decision.
- Continue to focus on your grades and extracurricular involvement.
- Have midyear grades sent to colleges.
- Continue to keep track of all deadlines and application components.
- Continue to research scholarships. Apply for scholarships well in advance of deadlines.

February - March

- If you submitted the FAFSA, you should receive the Student Aid Report (SAR). Carefully look it over for accuracy. Errors can cost you thousands of dollars.
- Contact colleges that didn't send you a confirmation receipt for your application.
- Don't put off applying to schools with rolling admissions or late deadlines -- the available spaces can fill up.
- Talk to your school about registering for AP exams.
- Keep your grades high. Colleges can revoke offers of admission if your grades take a nosedive senior year.
- Some acceptance letters may arrive. Compare financial aid offers and visit campus before making a decision.
- Don't panic; many, many decisions are not mailed out until April.
- Continue applying for appropriate scholarships.

Sacramento Pathways to Success 12th Grade Month-by-Month Planning for Attending CSU or Other 4-Year Institutions

April

- Keep track of all acceptances, rejections, and wait-lists.
- If wait-listed, learn more about wait-lists and move ahead with other plans. You can always change your plans if you get off a wait-list.
- Keep your grades up.
- If you have ruled out any colleges that accepted you, notify them. This is a courtesy to other applicants, and it will help the colleges manage their waitlists and extend the correct number of acceptance letters.
- Go to accepted student open houses if offered.
- A couple circumstances may warrant an appeal of a college rejection.

May - June

- Avoid senioritis! An acceptance letter doesn't mean you can stop working.
- Most schools have a deposit deadline of May 1st. Don't be late! If needed, you may be able to request an extension.
- Prepare for and take any appropriate AP exams. Most colleges offer course credit for high AP scores; this gives you more academic options when you get to college.
- Have your final transcripts sent to colleges.
- Send thank you letters to everyone who helped you in the application process. Let your mentors and those who recommended you know the results of your college search.
- Keep on top of procuring student loans. Notify your college if you receive any scholarships.
- Graduate. Congratulations!

July - August After Senior Year

- Read all mailings from your college carefully. Often important registration and housing material is sent in the summer.
- Register for your classes as soon as possible. Classes often fill, and registration is usually on a first-come, first-served basis.
- If you get your housing assignment, take advantage of the summer to get to know your roommate (email, facebook, the phone, etc). Figure out who will bring what. You don't need two TVs and two microwaves in your tiny room.

Off to College - Prepared to Succeed!

Helpful Websites

- www.collegeboard.com
- collegeapps.about.com/od/theartofgettingaccepted/a/HighSchoolMath.htm
- secure.californiacolleges.edu
- fafsa.ed.gov
- bigfuture.collegeboard.org/pay-for-college/college-costs/college-costs-calculator

Sacramento Pathways to Success 12th Grade Month by Month Planning for Attending SCC or Other 2-Year Institutions

August Before Senior Year

- Come up with a preliminary list of possible community colleges that meet you long-term needs.
- Explore majors that will assist you in your career goals.
- Check your senior year class schedule to make sure you're taking the English, Math (at least through Algebra II or Math 3), Social Science, Science, and Foreign Language classes you'll need for your top-choice colleges
- Explore the websites of the colleges that interest you to learn about admissions requirements..
- Visit campuses and interview with college representatives if appropriate.

September

- Meet with your guidance counselor to discuss the colleges to which you're thinking of applying.
- Continue to visit campuses and interview with college admissions representatives.
- Begin to complete applications
- Create a chart of deadlines. Pay particular attention assessment, EOP and preferred application deadlines.
- If appropriate, register for the October ACT exam.
- Try to assume a leadership position in an extracurricular activity.
- Work to strengthen your academic record.
- Visit the SCC Outreach tables on campus.

October

- Take advantage of college fairs, virtual tours and visit all options.
- Research financial aid and scholarships. Do your parents' places of employment offer college scholarships for employee children?
- Begin your Free Application for Federal Student Aid (FAFSA)
- Get feedback on your writing from a guidance counselor and a teacher.
- Request your high school transcript and check it for accuracy.
- Keep track of all application components and deadlines: applications, test scores, letters of recommendation, and financial aid materials. An incomplete application will ruin your chances for admission.
- Check Admissions process at SCC/Institution.
- Begin preparation for all assessments.
- Continue preparation for all assessments.

Sacramento Pathways to Success 12th Grade Month by Month Planning for Attending SCC or Other 2-Year Institutions

November

- Don't let your grades slide. It's easy to be distracted from school work when working on applications. Senior slump can be disastrous for your admissions chances.
- Make sure you've submitted all components of your applications if you are applying to colleges with November deadlines.
- Put the final touches on your application essays, and get feedback on your essays from counselors and/or teachers.
- Continue to research scholarships.

December - January

- Complete your applications for regular admissions.
- Make sure you've had your test scores sent to all colleges that require them..
- Submit the FAFSA (Free Application for Financial Aid).
- If you are accepted to a school be sure to follow directions carefully. Submit required forms, and notify the other schools to which you applied of your decision.
- Continue to focus on your grades and extracurricular involvement.
- Continue to keep track of all deadlines and application components.
- Continue to research scholarships. Apply for scholarships well in advance of deadlines.

February - March

- If you submitted the FAFSA, you should receive the Student Aid Report (SAR). Carefully look it over for accuracy. Errors can cost you thousands of dollars..
- Keep your grades high. Colleges can revoke offers of admission if your grades take a nosedive senior year.
- Some acceptance letters may arrive. Compare financial aid offers and visit campus before making a decision.
- Don't panic, you can finish strong!
- Continue applying for appropriate scholarships.
- Attend Senior Saturdays for future SCC students.

April

- Keep your grades up.
- If you have ruled out any colleges that accepted you, notify them. This is a courtesy to other applicants, and it will help the colleges manage their waitlists and extend the correct number of acceptance letters.
- Go to accepted student open houses if offered.
- Complete application, orientation and Education plans required for priority enrollment at SCC.

Sacramento Pathways to Success 12th Grade Month by Month Planning for Attending SCC or Other 2-Year Institutions

May - June

- Avoid senioritis! An acceptance letter doesn't mean you can stop working.
- Most colleges offer course credit for high AP scores; this gives you more academic options when you get to college.
- Have your final transcripts sent to colleges.
- Send thank you letters to everyone who helped you in the application process. Let your mentors and those who recommended you know the results of your college search.
- Keep on top of procuring student loans. Notify your college if you receive any scholarships.
- Graduate. Congratulations!

July - August after Senior Year

- Read all mailings from your college carefully.
- Engage in any Summer Bridge programs offered to you.
- Register for your classes as soon as possible. Classes often fill, and registration is usually on a first-come, first-served basis.
- Consider taking any of the Human Career Development Courses offered to increase your college Knowledge!

Off to College - Prepared to Succeed!

Helpful Websites

- www.collegeboard.com
- collegeapps.about.com/od/theartofgettingaccepted/a/HighSchoolMath.htm
- secure.californiacolleges.edu
- fafsa.ed.gov
- bigfuture.collegeboard.org/pay-for-college/college-costs/college-costs-calculator

Useful Tips and Dates to Remember

Financial Aid Steps

- Complete the FAFSA beginning in late January or early February - www.fafsa.ed.gov
- Check your e-mail for the Student Aid Report (SAR).
- Make corrections, sign and return the SAR.
- Review Financial Aid packages

SAT Test – English, Math, and Writing

- Register online at www.sat.collegeboard.org
- Cost \$51.00.
- SAT Subject tests offered on same dates listed below.
- Cost for subject tests \$24.50 + \$14 per test
- Send results directly to colleges, 4 included in cost.
- Fall Test Dates:
 - Oct. 1, 2016 (Register by Sept. 6)
 - Nov. 5, 2016 (Register by Oct. 3)
 - Dec. 3, 2016 (Register by Nov. 6)

ACT Test –English, Math, Science, Reading

- Register online at www.actstudent.org
- Take ACT WITH WRITING to keep your options open.
- Cost \$52.50 Fee waivers available – ask your counselor.
- Send results directly to colleges, 4 included in cost.
- Fall Test Dates:
 - Sept. 8, 2016 (Register by Aug. 8)
 - Oct.. 22, 2016 (Register by Sept. 19)
 - Dec. 10, 2016 (Register by Nov.7)

Tips

- For many exams and registration fees, you may be eligible for a fee waiver. Ask your counselor
- Go online for practice tests and study guides or download apps to help you study for the SAT and ACT.
- Take both the SAT and ACT to be competitive for admission.

Course Descriptions by Content Area

About this Section

This section details the wide range of course selections available in our district high schools. The variety is indicative of the plethora of programs and opportunities available for students to explore various pathways to college and career readiness. Although many courses are offered across all high school settings, some courses may only be available at specific high schools due to specific requirements of programs only offered at the school. Examples would include Linked Learning pathways, International Baccalaureate (IB) school or pathway, and criterion-based pathways. In addition, a number of factors impact course offerings including graduation and college admissions requirements; school and district achievement data; student interest; teacher availability/expertise; and fiscal resources. In some instances, due to these factors, courses listed in this guide may not be available. Course titles that include the letters PACE are only available to students enrolled in the Program in American and California Explorations offered at John F. Kennedy High School. Course titles that contain the letters HISP are only available to students enrolled in the Humanities & International Studies Program at C. K. McClatchy High School. Course titles that contain the letters BP are only offered to students who are enrolled at The Met Sacramento High School. Please seek assistance from your school counselor to confirm course availability.

Each course description includes course title, scheduling code, credits, and a short narrative. In addition, the University of California and California State University “a-g” designations are denoted. Course titles ending with the letter **P** are college preparatory classes (note: some college preparatory classes do not use the P designation in their title, but will otherwise be designated in the UC/CSU indicator field). Titles beginning with the letters **AP** are advanced placement classes. Titles ending with the letters **HP** or **HONORS** are college preparatory classes. **AP**, **HP**, and **HONORS** classes may receive a weighted GPA if they meet UC/CSU Graduation requirements.



INTRO TO AGRICULTURE

Course Code: AZS201, AZS202

of Credits: 10

Course Description:

The primary purpose of Introduction to Agriculture is to be an introductory and beginning level course, basic to all seven instructional programs in secondary level vocational agriculture and is to be adapted and used to meet the needs of the individual communities and programs. The intent is that this course would be the preferred entry point of all students who desire to complete one of the seven instructional programs in Agriculture.

FOODS-NUTRITION 1, 2

Course Code: JFS001, JFS002

of Credits: 10

Course Description:

This course introduces students to basic food knowledge and preparation skills. Students will gain hands-on experience creating menu items in areas such as breads, fruits, vegetables, desserts, soups, salads, etc. Assignments will include topics relating to nutrition, healthy eating, food knowledge, and time management. Students will gain experience using a wide variety of food preparation equipment, and develop skills such as knife techniques, measuring, menu creation, and food presentation.

CULINARY CAREERS

Course Code: ROF113, ROP113

of Credits: 10

Course Description:

Culinary is a 540 hour course (6 semesters) that prepares students for a career in the food and beverage/hospitality industry. The course begins with a focus on the entry level skills such as food safety and sanitation, prevention of food borne illness, workplace safety and personal health, and basic cooking methods for food preparation. Skills such as innovative food preparation techniques, plating skills, understanding of food chemistry, and other industry standard procedures prepare students to work in professional settings as they advance through the course.

WOODWORKING CAREERS

Course Code: ROF264, ROP264

of Credits: 10

Course Description:

In this hands-on course, students will learn blueprint reading, architectural design, wood technology, and construction skills. This includes lessons on hand and power tool safety that leads to the building of unique and interesting projects. Students who successfully complete this course will have entry-level woodworking skills.

CONSTRUCTION TECHNOLOGY

Course Code: ROF265, ROP265

of Credits: 10

Course Description:

The Construction Technology class will teach students the basics of the industry from building design through demolition. Students will build walls, wire circuits, pour concrete, and learn how to estimate materials. Carpentry is emphasized. This class has a summer paid internship opportunity. Students who successfully complete this course are prepared to enter an apprenticeship program, study construction management, engineering, or in many cases, enter directly into the construction workforce.

BEGINNING ARCHITECTURAL DRAFTING

Course Code: KDS201, KDS202

of Credits: 10

Course Description:

This course includes the basics of drawing house plans, including plot, floor, foundation, roof, and elevation plans. Advanced students may work on additional special projects such as one, two, and three-point perspective drawings, building details, interior and exterior renderings, study of materials, and energy-saving techniques. This course uses AutoCAD as a computer aided drafting program.



COMPUTER ASSISTED DESIGN-DRAFTING I

Course Code: ROF078, ROP078

of Credits: 10

Course Description:

Students will learn to apply basic drafting skills in the creation of complex design relating to the fields of mechanical design. A vast variety of applications in the growing areas of structural design, architecture, commercial art, and computer-aided manufacturing will be available.

COMPUTER ASSISTED DESIGN-DRAFTING II

Course Code: ROF079, ROP079

of Credits: 10

Course Description:

This course provides entry-level, upgrade, and advanced training in drafting and computer aided drafting occupations. Instruction emphasizes software utilization through the development of projects. These project develop skills in mechanical, architectural, civil, electronic, and isometric drafting, program customization, trouble shooting, as well as communication. Job seeking skills are reviewed and a professional resume and portfolio are developed. Community classroom internships are available.

PRINCIPLES OF ENGINEERING

Course Code: YTS210, YTS211

of Credits: 10

Course Description:

Principles of Engineering is a year-long course, which is intended to develop students' ability to think and act like engineers. It focuses on applying STEM principles to hands-on projects that are often done in teams. Topics covered include teamwork, defining engineering, measurement, engineering communication, engineering history, 3D solid modeling, problem solving, electricity, materials science, and more. This course is designed to build from the foundations laid in Introduction to Engineering, but can easily be used as a stand alone course.

PRINCIPLES OF ENGINEERING P

Course Code: YTS131, YTS132

of Credits: 10

UC/CSU: g

Course Description:

Principles of Engineering P is a year-long course, which is intended to develop students' ability to think and act like engineers. It focuses on applying STEM principles to hands-on projects that are often done in teams. Topics covered include teamwork, defining engineering, measurement, engineering communication, engineering history, 3D solid modeling, problem solving, electricity, materials science, and more. This course is designed to build from the foundations laid in Introduction to Engineering, but can easily be used as a stand alone course.

ADV ENGINEERING & ENERGY

Course Code: YES331, YES332

of Credits: 10

UC/CSU: g

Course Description:

Advanced Engineering and Energy is a year-long rigorous and engaging Career Technical Education (CTE) Engineering course with an overarching focus on robotics, transportation, and green energy. Utilizing a combination of traditional and project-based instructional methods, students engage in the extensive iterative engineering design process that begins to prepare them for careers in technology, transportation, engineering, or renewable energy research. The course is intended for seniors in the Energy, Science, and Engineering Academy at The School of Engineering and Sciences and Rosemont High School.

INTRO TO ENGR & DESIGN PLW 1P

Course Code: YTS133, YTS134

of Credits: 10

UC/CSU: g

Course Description:

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.



PLTW PRINC OF ENGINEERING 1P

Course Code: YTS233, YTS234

of Credits: 10

UC/CSU: g

Course Description:

In this course, through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will be involved in robotics competitions.

ADVANCED ROBOTICS

Course Code: ROF189, ROP189

of Credits: 10

UC/CSU: g

Course Description:

Students will utilize prior knowledge of engineering principles to design, draw, create, and analyze a complete robot. Students must create a robot that will complete complex tasks and implement two different attributes that have not been taught in class; such as solar, vision recognition, or tracking. Students will work in groups to complete this task.

LAW & JUSTICE

Course Code: ROF001, ROP001

of Credits: 10

Course Description:

This year-long, exploratory course is aligned to the standards in the Public Safety and Service Pathway. The course will provide an overview of an individual's rights, and the laws in the United States, with an emphasis on the criminal justice system in California. The roles of law enforcement, the District Attorney, the court system, and probation will serve as context for experiential learning opportunities.

CRIMINAL & SOCIAL JUSTICE STUDIES

Course Code: ROF011, ROP011

of Credits: 10

Course Description:

The purpose of this class is to introduce students to the Criminal Justice System, the law, and varied positions involved in supporting the field of law enforcement. Guest speakers from the City Police Department, Sheriff's Department, District Attorney's Office, and Police Communications Office will be available to provide information on subjects related to the criminal justice system. This course will provide students with skills to help pass oral interviews as related to entry level positions in law enforcement fields. The Community Justice System course deals with City and County jurisdictions. The Criminal Justice System course covers the arrest of the suspect through final adjudication.

HLTH CARE ESSENTIALS 1, 2

Course Code: CTJ311, CTJ312

of Credits: 10

UC/CSU: d

Course Description:

Health Care Essentials 1 & 2 is a college preparatory laboratory science course with Next Generation Science Standards integrated with the Patient Care Health Pathway standards. This course is designed to enhance student understanding of Biology, Chemistry and Physics within the context of caring for patients. Students will investigate the many ways disease can effect the body and the community, and propose plans for prevention. Students will learn how to obtain relevant health information from patients, conduct a physical exam, and then diagnose an illness and course of treatment. Students will be learning hands-on skills and behaviors that will prepare them for future coursework and careers in health care.

POWERPOINT

Course Code: CWS105

of Credits: 5

Course Description:

This course is designed for students to learn presentation skills using PowerPoint (Microsoft), as well as learning to navigate and use Windows operating systems, keyboarding, and the use of graphics for desktop publishing.



WEB DESIGN 1

Course Code: CWS121, CWS122

of Credits: 10

Course Description:

In this course, students will learn how to plan and design a web page, add graphics, create links, upload pages to a web server, and how to trouble-shoot and solve problems.

COMPUTER GRAPHICS

Course Code: ROF133, ROP133

of Credits: 10

Course Description:

This course is designed to develop technical skills for students interested in publishing and/or fine art. Students utilize computer software to gain experience in desktop publishing, photo manipulation, art layout, color enhancing, and multimedia technology.

DIGITAL IMAGING

Course Code: ROF218, ROP218

of Credits: 10

Course Description:

This Digital Imaging course is designed to help students utilize photography and computer technology as a means for creative discovery and expression. By studying historical and contemporary photographic images, students will be inspired to create their own artistic philosophy and design aesthetic. Students will utilize digital cameras and computer software to develop their own images.

COMPUTER ANIMATION

Course Code: ROF600, ROF601

of Credits: 10

Course Description:

This specialized course will prepare students for entry level occupations in the visual communications field. Students will gain skills in a computer laboratory in the areas of animation, film making, video, and advanced computer graphics. A strong interest in drawing, film making, or creative writing is recommended. As a final outcome of this class, each student will produce a professional portfolio which includes a sketchbook, a story board example, and a videotaped selection of work.

MEDIA PRODUCTION

Course Code: ROF595, ROP595

of Credits: 10

Course Description:

This concentrator course focuses on building knowledge and skills pertinent to the radio and television industries. Students will learn to create and manage both audio and visual media. In addition, they will study various aspects of radio and television; such as communication, the history of radio and television, news gathering, marketing and advertising, the ethical use of recorded material, and the editing of audio and visual media.

ADVANCED DIGITAL MEDIA

Course Code: ROF655, ROP655

of Credits: 10

Course Description:

Digital Media provides training for individuals seeking entry-level positions in fields requiring computer graphics skills with an emphasis on multimedia. Students who successfully complete the course will have valuable skills in general illustration, digital imaging, 2D and 3D animation, and digital video editing. Students receive training in software programs such as Adobe Illustrator, Photoshop, Cinema 4D (3D modeling and animation), Dream Weaver, Flash, iMovie, and Final Cut Pro. In addition, students are taught web page design skills utilizing raw HTML with JavaScript implementation.



VISUAL COMMUN & GRAPHICS PORTF

Course Code: ROF290, ROP290

of Credits: 10

UC/CSU: f

Course Description:

This course provides students with the opportunity to prepare a portfolio of original artwork that will be used for securing an entry level position in the graphic design field or for acceptance and scholarships to post-secondary art school. Instruction will consist of an in-depth study of advanced principles of design concepts using graphic design, digital imaging, multi-media presentations, logo design, printmaking, 3D product package design, and color theory projects. Students will be encouraged to seek internships and obtain freelance work within the community.

TV OCCUPATIONS

Course Code: ROF249, ROP249

of Credits: 10

Course Description:

This course provides students with the educational background and practical experience necessary for successful employment in a variety of occupations to be found in television production, radio broadcasting, and film production. Students enrolled in Level I will concentrate on learning technical skills through hands-on experience with a variety of television production equipment. An additional focus of the class will be the development of an understanding of the aesthetic aspects of film and television production through a survey of the history of film/TV production. Students will develop an understanding of the role of TV/film/radio media in the political process through the use of critical thinking skills.

PRINCIPLES OF FINANCE

Course Code: ROF016, ROP016

of Credits: 10

Course Description:

Principles of Finance gives students a thorough introduction to the concepts, tools, and institutions of finance and serves as a foundation for the core courses offered by the Academy of Finance. Principles of Finance begins with the basics of financial literacy and the function of finance in society. Students then study income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement. Next, students examine financial institutions and the role of finance in organizations. They learn about common methods by which businesses raise capital (IPOs, selling stocks and bonds, and short-term finance) and study key investment related terms and concepts, including the time value of money.

BUSINESS IN GLOBAL ECONOMY

Course Code: ROF018, ROP118

of Credits: 10

UC/CSU: g

Course Description:

Business in a Global Economy provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally _ and to the potential opportunities and markets that are lost to firms that choose not to do business in the global marketplace. Building on concepts that were introduced in Principles of Finance, Business in a Global Economy broadens student understanding of how businesses operate and how they grow and thrive in our ever-changing world.

ETHICS IN BUSINESS

Course Code: ROF019, ROP019

of Credits: 10

Course Description:

The Ethics in Business course provides students with an overview of the importance of ethics in a business environment. The course examines ethics through the lens of various business disciplines and considers the impact of organizational culture on ethical practices. The course also explores ethics as social responsibility, the evolution of ethics as business becomes more international, and how the free market and organizational ethics can co-exist. Students apply what they have learned over the course to the culminating project by researching a real corporation in relation to ethical business practices.

MARKETING & PUBLIC RELATIONS

Course Code: ROF700, ROP700

of Credits: 10

Course Description:

This fundamental course in marketing and public relations (PR) delineates the role of marketing and PR for any organization. Topics include identifying internal and external customers, buyer behavior, products, channels of distribution, promotion, pricing, and social issues in marketing. Standard business and non-traditional aspects of marketing and PR are explored.



EXPLORING COMPUTER SCI

Course Code: CTK111, CTK112

of Credits: 10

UC/CSU: g

Course Description:

Exploring Computer Science focuses on the creative, collaborative, interdisciplinary, and problem-solving nature of computers. Through an inquiry-based approach, students will gain foundational computer science knowledge while delving into real world computing problems that are culturally relevant and address social and ethical issues. Students will engage in several in-depth projects to demonstrate real-world application of computing.

ENTREPRENEURSHIP

Course Code: ROF232, ROP232

of Credits: 10

Course Description:

Entrepreneurship provides students with an understanding of the critical role played by entrepreneurs in the national and global economy. Students learn not only the skills necessary to become entrepreneurs, but also the attitudes, characteristics, and techniques found in successful entrepreneurs that students will need to succeed. Building on concepts that were introduced in Principles of Finance, the Entrepreneurship curriculum approaches student learning experientially by encouraging students to evaluate, develop, and work with the business ideas they already have or those formed during the course.

BUSINESS INFORMATION TECHNOLOGY

Course Code: CBS420, CBS421

of Credits: 10

Course Description:

This is a two-semester course designed to provide the student with the knowledge necessary for understanding and developing mastery in Basic Keyboarding, Computer Literacy, Windows, Internet, and the complete Microsoft Office Suite. Grade 9.

RETAIL SALES-MERCHANDISING CAREERS

Course Code: ROF236, ROP236

of Credits: 10

Course Description:

In this course, students will learn sales transactions, customer service skills, sales techniques, merchandising, display preparation, advertising, marketing math, loss prevention, and computer training. Students must provide their own transportation to class and work sites.

BUSINESS OFFICE PROFESSIONAL

Course Code: ROF185, ROP185

of Credits: 10

Course Description:

Students in the information support and services pathway prepare for careers and further education involving the implementation of computer services and the management of business and professional documents. This course offers the opportunity for the student to master the basic skills necessary to operate and maintain a personal computer in the business setting. Students will create technical documents, understand important aspects of project presentation, manage data systems, and understand the impact of professionally prepared business documents using Microsoft.

English Language Arts



ENGLISH 9 P

Course Code: EZS101, EZS102

of Credits: 10

UC/CSU: b

Course Description:

English 9 will address the Common Core State Standards in reading, writing, language, listening, and speaking in an integrated approach to English language arts, emphasizing higher order thinking skills. This class will study various informational and literary texts. Students will develop communication skills pertaining to adult life, both personal and professional.

ENGLISH 10 P

Course Code: EZS301, EZS302

of Credits: 10

UC/CSU: b

Course Description:

English 10 will address the Common Core State Standards in reading, writing, language, listening, and speaking in an integrated approach to English language arts, emphasizing higher order thinking skills. This class will study various informational and literary texts. Students will develop communication skills pertaining to adult life, both personal and professional. This course is designed to augment and extend the skills acquired in English 9 or 9.1.

ADVANCED ENGLISH 9 P

Course Code: EZS103, EZS104

of Credits: 10

UC/CSU: b

Course Description:

Incorporates English 9 curriculum and opportunities for advanced work. Suggested for students identified as gifted and/or talented but students are accepted based on teacher recommendation as well.

ADVANCED ENGLISH 10 P

Course Code: EZS201, EZS202

of Credits: 10

UC/CSU: b

Course Description:

Provides opportunities for creative work in addition to the regular English 10 curriculum of literature and composition.

PACE ADVANCED ENGLISH 9 P

Course Code: EPS100, EPS101

of Credits: 10

UC/CSU: b

Course Description:

Incorporates English 9 curriculum and opportunities for advanced work. Suggested for students identified as gifted and/or talented but students are accepted based on teacher recommendation as well. PACE courses are only available to students enrolled in the PACE program at John F. Kennedy High School.

PACE ADVANCED ENGLISH 10 P

Course Code: EPS200, EPS201

of Credits: 10

UC/CSU: b

Course Description:

Provides opportunities for creative work in addition to the regular English 10 curriculum of literature and composition. PACE courses are only available to students enrolled in the PACE program at John F. Kennedy High School.



ENGLISH 11 P

Course Code: EZS303, EZS304

of Credits: 10

UC/CSU: b

Course Description:

English 11 will address the Common Core State Standards in reading, writing, language, listening, and speaking in an integrated approach to English language arts, emphasizing higher order thinking skills. This class will study various informational and literary texts, including American literature. This course is designed to prepare students for future academic work by building on skills taught in English 9 and 10.

ENGLISH 12 P

Course Code: EZS305, EZS306

of Credits: 10

UC/CSU: b

Course Description:

In English 12, students will focus on complex essay development while targeting the college and career readiness descriptors in the Common Core State Standards in reading, writing, language, listening, and speaking in an integrated approach to English language arts. This class will study various informational and literary texts, including the study of World Literature, as an extension of the skills attained in grades 9-11.

ENGLISH 11 H P

Course Code: EZS309, EZS310

of Credits: 10

UC/CSU: b

Course Description:

In English 11 P Honors, students study the curriculum for English 11 P with increased depth of analysis, synthesis, evaluation, application, and academic comparisons. Students read, write, speak, and listen to more complex and sophisticated themes, characters, and issues.

ENGLISH 12 HONORS

Course Code: EZS307, EZS308

of Credits: 10

UC/CSU: b

Course Description:

In English 12 P Honors, students study the curriculum for English 12 P with increased depth of analysis, synthesis, evaluation, application, and academic comparisons. Students read, write, speak, and listen to more complex and sophisticated themes, characters, and issues.

ENGLISH LANGUAGE AND COMPOSITION AP

Course Code: EZS328, EZS329

of Credits: 10

UC/CSU: b

Course Description:

An Advanced Placement course in English language and composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of forms, narrative, exploratory, expository, argumentative, and on a variety of subjects from personal experience to public policy, from imaginative literature to popular culture. As in the college course for which the AP Language and Composition course substitutes, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with readers. Students are strongly encouraged to take the AP exam.

ENGLISH LITERATURE & COMPOSITION AP

Course Code: EZS330, EZS331

of Credits: 10

UC/CSU: b

Course Description:

Rigorous reading, writing, and world literature study course that prepares students for the Advanced Placement Exam. Summer reading is REQUIRED and the course emphasizes World Literature.



EXPOSITORY READING & WRITING

Course Code: ERW100, ERW101

of Credits: 10

UC/CSU: b

Course Description:

The Expository Reading and Writing course of study is closely aligned to the seven criteria of the UC English requirement. 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 modules aligned to the CCSS for ELA/Literacy, students in this year-long, rhetoric-based course will develop advanced proficiency in expository, analytical, and argumentative reading and writing. The ERWC was developed by CSU Faculty with input from high school teachers. High school students who completed the ERWC during their senior year with a "C" or better will not have to take remedial English courses when entering CSU.

BEGINNING-EARLY INTERMEDIATE ELD I

Course Code: EZF400, EZS400, EZF401, EZS401

of Credits: 10

Course Description:

Beginning/ Early Intermediate ELD is a year-long course for English Learners who have not yet mastered the content standards for the Beginning and Early Intermediate Levels. Successful completion of the requirements of this course enables the students to move into Intermediate ELD. This course is the first in a sequence designed to move students into regular English instruction.

EARLY INTERMEDIATE ELD I

Course Code: EZF402, EZS402

of Credits: 10

Course Description:

This is a course for students whose proficiency level remains at the beginning/early intermediate stage measured by the CELDT. In this course, students continue to improve skills in listening, speaking, reading, and writing using content-based instruction as they increase language skills in social and in academic contexts. The use of strategies designed to be effective with English learners will continue to be implemented.

INTERMEDIATE ELD I

Course Code: EZF404, EZS404

of Credits: 10

Course Description:

Intermediate ELD I is a year-long course for English Learners who have not yet fully mastered the content standards for the Intermediate level. This course provides students with skills in listening, speaking, reading, and writing. Course content provides students with multiple opportunities to practice and master intermediate ELD standards as well as some English-language arts standards.

EARLY INTERMEDIATE ELD II

Course Code: EZF403, EZS403

of Credits: 10

Course Description:

This is a course for students whose proficiency level remains at the beginning/early intermediate stage measured by the CELDT. In this course, students continue to improve skills in listening, speaking, reading, and writing using content-based instruction as they increase language skills in social and in academic contexts. The use of strategies designed to be effective with English learners will continue to be implemented.

INTERMEDIATE ELD II

Course Code: EZF405, EZS405

of Credits: 10

Course Description:

Intermediate ELD II is a year-long course for English Learners who have not yet fully mastered the content standards for the Intermediate level. This course provides students with skills in listening, speaking, reading, and writing. Course content provides students with multiple opportunities to practice and master intermediate ELD standards as well as some English-language arts standards.



ENGLISH 9.1 P

Course Code: EZS410, EZS411

of Credits: 10

UC/CSU: b

Course Description:

Emphasizes English language development and is similarly designed to develop and improve students skills in reading, writing, listening, and speaking. Students learn both creative and expository writing in addition to spelling, vocabulary and language mechanics.

ENGLISH 12.1 P

Course Code: EZS440, EZS441

of Credits: 10

UC/CSU: b

Course Description:

Emphasizes English language development and parallels English 12 to build and extend listening, speaking, reading, and writing skills acquired in beginning and intermediate ELD. Students will work on communications skills pertaining to adult life, both personal & professional. Continues preparation for college or university studies. Students study varied literature genres including play, novel, short story, essay, and poetry.

ENGLISH 10.1 P

Course Code: EZS420, EZS421

of Credits: 10

UC/CSU: b

Course Description:

Emphasizes English language development and parallels English 10 to build and extend listening, speaking, reading, and writing skills acquired in English 9 or 9.1. Students will work on communication skills pertaining to adult life, both personal & professional. Continues preparation for college or university studies. Students study varied literature genres including play, novel, short story, essay, and poetry.

APPLIED MEDICAL ENGLISH 9 P

Course Code: EJS301, EJS302

of Credits: 10

UC/CSU: b

Course Description:

Applied Medical English is a year-long college and career preparatory English course which integrates both the Common Core standards for ELA and the Career Technical Education (CTE) standards for the Health Science and Medical Technology industry sector. Applied Medical English 9 is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units while applying their knowledge and skills with reference to the Common Core reading, writing, listening, and speaking ELA standards.

ENGLISH 11.1 P

Course Code: EZS430, EZS431

of Credits: 10

UC/CSU: b

Course Description:

Parallels English 11 to build and extend skills acquired in beginning and intermediate ELD. Students develop communication skills pertaining to adult life, both personal & professional. Continues preparation for college or university studies. Students study varied literature genres including play, novel, short story, essay, and poetry.

MEDICAL ENGLISH 10 P

Course Code: EJS311, EJS312

of Credits: 10

UC/CSU: b

Course Description:

This course presents a study of multicultural literature and focuses on medical components within the works read. With emphasis on major authors and literary trends, all forms of literature will be covered, including poetry, prose, and drama. Discussion and written assignments will stress insight into the works and the correlation of history, culture, literature, and other fine arts. Emphasis will be placed on critical analytic reading skills, participation in-depth, constructive class discussion, and critical, evaluative writing.



MEDICAL ENGLISH 11 P

Course Code: EJS321, EJS322

of Credits: 10

UC/CSU: b

Course Description:

The purpose for Medical English 11 is for students to analyze the scope of the Patient Care pathway within the Health Science and Medical Technology Standards while mastering the English Language Arts Content Standards for 11th grade. The course focuses on the essential and foundational skills of communication, vocabulary development, and analytical reading and writing. Students will read a variety of texts as they are challenged to grasp complex topics and extend their thinking to draw and defend conclusions. Upon completion of this course, students will acquire the skills necessary to examine and make informed decisions for themselves as well as their community pertaining to wellness, preventative care, and mental health..

MEDICAL ENGLISH 12 P

Course Code: EJS401, EJS402

of Credits: 10

UC/CSU: b

Course Description:

This course integrates Health Science and Medical Terminology within English 12 course, providing students a deeper knowledge of English Language Arts through the lens of a health care professional. Through research and the study of literature, students develop an understanding of the cause and effect of public health issues, acquiring the knowledge and skills to facilitate change through a variety of roles in the public health care field. Students will use reading, writing, speaking and listening skills effectively to evaluate health disparities and facilitate ethical intervention, adapting communication to audience and purpose. The course culminates with an enhanced awareness that empowers students to become public health leaders and professionals.

ENGLISH 1 BP P

Course Code: EZS460, EZS461

of Credits: 10

UC/CSU: b

Course Description:

This course is for entering 9th grade, college preparatory students. English 1 focuses on themes of self-awareness, community awareness, cultural diversity, and building critical thinking skills. This course will focus on three of the Big Picture Learning Goals, Communication, Social Reasoning, and Personal Qualities, and use a variety of assignments to address each goal fully.

ENGLISH 2 BP P

Course Code: EZS462, EZS463

of Credits: 10

UC/CSU: b

Course Description:

This course is a continuation of the themes and skills introduced in English 1. Additionally, this course will develop an understanding of the connections between history and literature. This course will primarily focus on the Big Picture Learning Goals of: Communication, Social Reasoning, and Personal Qualities.

ENGLISH 3 BP P

Course Code: EZS464, EZS465

of Credits: 10

UC/CSU: b

Course Description:

This course will continue to build on themes introduced in English 1 and 2. Additionally English 3 will focus on reading and critical analysis of American Literature and autobiography as a genre. This course will focus on three of the Big Picture Learning Goals, Communication, Social Reasoning, and Personal Qualities, and use a variety of assignments to address each goal fully.

ENGLISH 4 BP P

Course Code: EZS466, EZS467

of Credits: 10

UC/CSU: b

Course Description:

This course will continue to build on themes introduced in English 1, 2, and 3. Additionally English 4 will focus on reading and critical analysis of British Literature and autobiography as a genre. Students will also develop a Senior Thesis project. This course will focus on three of the Big Picture Learning Goals, Communication, Social Reasoning, and Personal Qualities, and use a variety of assignments to address each goal fully.



IB ENGLISH HL I

Course Code: EBS111, EBS112

of Credits: 10

UC/CSU: b

Course Description:

IB English Literature (HL and SL) provides students with extensive experience/training in the study, interpretation, and analysis of literary works. Through a variety of English and translated texts, students will gain an appreciation of the similarities and differences among texts from different ages/cultures. Oral presentation, formal academic writing, and critical analysis skills will be developed. Students gain an appreciation of structure, technique, and style to become effective communicators, learn to see relationships between texts and other media, think critically, and understand, appreciate, and construct their own meaning from a diverse selection of texts. At higher levels, a greater number of texts are studied with more emphasis on literary features and their effects.

IB ENGLISH HL II

Course Code: EBS113, EBS114

of Credits: 10

UC/CSU: b

Course Description:

IB English Literature (HL and SL) provides students with extensive experience/training in the study, interpretation, and analysis of literary works. Through a variety of English and translated texts, students will gain an appreciation of the similarities and differences among texts from different ages/cultures. Oral presentation, formal academic writing, and critical analysis skills will be developed. Students gain an appreciation of structure, technique, and style to become effective communicators, learn to see relationships between texts and other media, think critically, and understand, appreciate, and construct their own meaning from a diverse selection of texts. At higher levels, a greater number of texts are studied with more emphasis on literary features and their effects.

IB THEORY OF KNOWLEDGE

Course Code: EBS120, EBS121

of Credits: 10

UC/CSU: g

Course Description:

Theory of Knowledge (ToK) allows students to distinguish between valid and invalid claims, to discover knowledge issues which may help us or hinder us, to think critically about issues of global, local, or personal importance, and to develop as rational and ethical citizens in a global community. ToK encourages students to reflect on their experiences as learners, in everyday life and in the Diploma Program, and to make connections between academic disciplines and between thoughts, feelings, and actions. Finally, ToK encourages an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own.

ACADEMIC READING AND WRITING

Course Code: ERS281, ERS282

of Credits: 10

Course Description:

This program connects powerful reading strategies to curriculum that is engaging to the student. Students continually practice many different reading skills throughout the year. Students learn to focus on meaning and making sense of what they read. They also learn phonemic, semantic, and syntactic processing systems. The ongoing practice helps students to internalize the strategies with ever-increasing independence and sophistication. The program is built around student-centered units. Each unit lasts 3 to 6 weeks. Each unit teaches 1 to 3 different reading strategies.

READING DEVELOPMENT

Course Code: ERF215, ERS215

of Credits: 5

Course Description:

This is an intervention class specializing in reading/language development for students in grades 9-12. The curriculum includes direct instruction in reading spelling, composition, grammar, comprehension, vocabulary, usage, and language. The course content is presented in a specific sequence with each unit's concepts building on the concepts from the previous unit. Individual student progress is based on understanding and applying the concepts taught in each unit.

YEARBOOK DESIGN

Course Code: EJ220, EJ221

of Credits: 10

Course Description:

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.



JOURNALISM-NEWSPAPER PUBLISHING

Course Code: EJF240, EJS240

of Credits: 10

Course Description:

The student newspaper staff writes and produces a student newspaper. Students are responsible for publishing each issue by planning content, researching ideas, writing and editing stories, designing pages, and disseminating issues. It is also responsible for budgeting and for obtaining funding through the selling ads to local and national business.

SPEECH-FORENSICS-DEBATE P

Course Code: ESF230, ESS230

of Credits: 5

UC/CSU: g

Course Description:

This course is a public speaking class covering skills necessary to communicate and compete in today's world of work. It may require students to participate in extracurricular activities, including weekend and evening competitions.

CREATIVE WRITING

Course Code: EWS101, EWS102

of Credits: 10

Course Description:

This course is for the enthusiastic writer. Activities are geared to develop vivid and concrete descriptions as well as imagination and experimentation in writing. Major assignments may include writing short stories, a short play, many types of poems, and a variety of exercises to stretch the imagination. Students in this course may also serve as the editorial staff for the student literary publication.

HUMANITIES: LIT-COMP P

Course Code: EHS201, EHS202

of Credits: 10

UC/CSU: b

Course Description:

This year-long course emphasizes the traditional concept of read, reflect, and write. What is different, however, is the content of the readings and the approach to this content. Students examine the cultural and psychic origins of myth in Greece and subsequent cultures. Major thematic units include "The Hero's Quest" and the "Loss of Innocence/Coming of Age." Other areas covered include epic and lyric poetry, Elizabethan theater, art and music, fiction and expository prose, and philosophical writings such as the thesis assertion, the topic sentence, and structures of argument.

HUMANITIES: WORLD LITERATURE P

Course Code: EHS301, EHS302

of Credits: 10

UC/CSU: b

Course Description:

This course is taught in conjunction with and is complementary to HISP World Cultures. Students study the common source of the three major monotheistic religions of the West; sense the conformity and discipline of the East, while recognizing its great diversity; read indigenous Asian, Middle Eastern, African, and Latin American novels; hear the lyric poetry of Latin American poets; and compare the traditions of Asia, the Middle East, Africa, and Latin America to those of the West.

HUMANITIES: WRITING SKILLS P

Course Code: EHS101

of Credits: 5

UC/CSU: b

Course Description:

The primary and most exciting purpose of writing has always been that writing is communication. Writing is also a means of clarifying and discovering what we think. Writer's Workshop is a one-semester course which explores the writing process from pre-writing to final draft. In this course, students write daily and examine the writing style of other writers. Working alone and in groups, students explore a wide variety of techniques to generate ideas and subjects for writing.



HUMANITIES: CRITICAL THINKING P

Course Code: EHS220

of Credits: 5

UC/CSU: b

Course Description:

Critical thinking teaches students how to critically evaluate what they observe, experience, or read and how to formulate a logical argument. This course is an introduction to the skills of critical thinking and formal logic. Emphasis is placed on evaluation of arguments, informal fallacies, definition, language analysis, and the functions of the television media.

THEATRE-CHARACTER AND SCENE P

Course Code: EDS211, EDS212

of Credits: 10

UC/CSU: f

Course Description:

In this course, students are introduced to oral interpretation, preparing a role, staging & presenting a scene, and a one-act play.

HUMANITIES: AMERICAN LIT H P

Course Code: EHS303, EHS304

of Credits: 10

UC/CSU: b

Course Description:

The course begins and ends with the questions, "What is an American?" and "What is the American Dream?". In their search for answers, students explore the interrelationships among American art, music, drama, dance, fiction, non-fiction, poetry, religious beliefs, "pop" culture, political movements, and intellectual history. Expository writing, timed writing exercises, essays, creative writing, and response logs are required. Activities include creative and critical problem solving, discussion, group work, and various types of collaborative and individual learning.

DRAMA-PLAY PRODUCTION P

Course Code: EDF250, EDS250

of Credits: 10

UC/CSU: f

Course Description:

In this course, students develop their acting, directing, and designing skills through scenes, monologues, improvisation, and a final production.

Mathematics



INTEGRATED MATH 1

Course Code: MIS101, MIS102

of Credits: 10

UC/CSU: c

Course Description:

In Mathematics students formalize and extend the mathematics learned in the middle grades and explore the relationships between the standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The Mathematics I course focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

INTEGRATED MATH 2

Course Code: MIS201, MIS202

of Credits: 10

UC/CSU: c

Course Description:

Integrated Math 2 is comprised of standards selected from the high school conceptual categories (Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.) The focus of Math 2 is on quadratic expressions, equations, and functions, and comparing their characteristics and behavior to those of linear and exponential relationships from Math 1. In addition, students will be introduced to complex numbers, they will explore the link between probability and data, they will understand right triangle trigonometry through Pythagorean relationships (including writing proofs in a variety of formats), and prove basic theorems about circles.

INTEGRATED MATH 2 PLUS

Course Code: MIS203, MIS204

of Credits: 10

UC/CSU: c

Course Description:

Integrated Math 2+ is recommended for students who are interested in taking 4 years of math in high school, who have shown success in previous math courses, and who are prepared to learn higher-level math concepts from Precalculus that will begin preparing them for Calculus. The course is comprised of standards selected from the high school conceptual categories (Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability), including 14 additional plus (+) standards from Precalculus. Students who are successful in Integrated Math 2 Honors will progress to Integrated Math 3 Honors the following year, during which they will learn the remaining Precalculus standards. Students who successfully complete both honors courses will be prepared for AP Calculus AB.

INTEGRATED MATH 3

Course Code: MIS301, MIS302

of Credits: 10

UC/CSU: c

Course Description:

The focus of Math 3 is to integrate and apply the mathematics that students have learned from their earlier courses. This course is comprised of standards selected from the high school conceptual categories (Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability).

INTEGRATED MATH 3 PLUS

Course Code: MIS303, MIS304

of Credits: 10

UC/CSU: c

Course Description:

The focus of Math 3+ is to integrate and apply the mathematics that students have learned from their earlier courses. This course is comprised of standards selected from the high school conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Standards that were limited in Math 1 and Math 2 no longer have those restrictions in Math 3. Math 3+ is recommended for students who are interested in taking 4 years of math in high school, who have shown success in Math 2+, and who want to continue learning higher-level math concepts that will prepare them to take AP Calculus the following year.

EAP SENIOR YEAR MATH

Course Code: MHS101, MHS102

of Credits: 10

UC/CSU: g

Course Description:

Prerequisite: Completion of Integrated Mathematics 1, 2, and 3 and scoring "conditionally ready" on the Smarter Balanced assessment in mathematics. This course is designed to strengthen mathematical foundation and to prepare students to be successful in college level math. The goal of the course is to deepen conceptual understandings of mathematical theory, skills and strategies required by the California State content and practice standards. Utilizing practical life applications, this course serves both college and career-bound high school seniors..

Mathematics



PRECALCULUS P

Course Code: MPS010, MPS011

of Credits: 10

UC/CSU: c

Course Description:

Precalculus combines the trigonometric, geometric, and algebraic concepts needed to prepare students for the study of Calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. The main topics in the course are complex numbers, rational functions, trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves. Because the standards for this course are mostly (+) standards, students selecting this Precalculus course should have met the college and career ready standards of the previous courses in Integrated Math II and Integrated Math III. This course is highly suggested as preparation before taking a standard Calculus course that would lead to taking an Advanced Placement Calculus exam.

ADVANCED PRECALCULUS HP

Course Code: MPS020, MPS021

of Credits: 10

UC/CSU: c

Course Description:

This is an honors course in precalculus mathematics that meets the needs of students wanting depth and acceleration in higher math. Students study limits, derivatives, integrals, maximum and minimum graphing, application, analytic geometry, and iterations.

CALCULUS AB HP-AP

Course Code: MCS201, MCS202

of Credits: 10

UC/CSU: c

Course Description:

This Advanced Placement course is a college level class that includes: finding slope functions (derivatives) and application of such rates including related rates. Applications also include evaluating the effect of application of rates (integration). Various techniques of integration are applied to area and volume. (Prerequisite: Completion of Precalculus with a "C" grade or better) Credits may be used toward Geometry graduation requirement.

CALCULUS BC HP-AP

Course Code: MCS303, MCS304

of Credits: 10

UC/CSU: c

Course Description:

This Advanced Placement course in calculus consists of a full high school academic year of work that is comparable to Calculus courses in colleges and universities. Course includes topics in differential and integral calculus, plus additional topics. Credits may be used toward Geometry graduation requirement.

STATISTICS P

Course Code: MSS261, MSS262

of Credits: 10

UC/CSU: c

Course Description:

Students will study mean, median, mode, range, variance, standard deviation, etc., and the interpretation of these data. Students will also study some counting principles and some probability.

STATISTICS AP

Course Code: MSS270, MSS271

of Credits: 10

UC/CSU: c

Course Description:

The purpose of this Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data- observing patterns and departures from patterns (2) Planning a Study- deciding what and how to measure (3) Anticipating Patterns- producing models using probability theory and simulation (4) Statistical Inference- confirming models.

Mathematics



IB MATHEMATICAL STUDIES SL I

Course Code: MBS111, MBS112

of Credits: 10

UC/CSU: c

Course Description:

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

IB MATHEMATICS SL I

Course Code: MBS121, MBS122

of Credits: 10

UC/CSU: c

Course Description:

This IB Math option is primarily designed for students who are interested in math-related careers such as engineering, medicine, or science. Topics include: linear equations and inequalities, quadratic functions, polynomial functions, exponential and logarithmic functions, trigonometric functions, sequences and series, probability, and statistics.

IB MATHEMATICAL STUDIES SL II

Course Code: MBS113, MBS114

of Credits: 10

UC/CSU: c

Course Description:

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

IB MATHEMATICS SL II

Course Code: MBS123, MBS124

of Credits: 10

UC/CSU: c

Course Description:

This course, a continuation of Math Methods I, prepares students for the SL exam. Topics covered include limits of function, derivatives, application of derivatives, integrals, application of the definite integral, logarithmic and exponential functions, inverse trigonometric and hyperbolic functions, and techniques of integration.

C+ PROGRAMMING FOR MATH 1

Course Code: YAS131, YAS132

of Credits: 10

UC/CSU: c

Course Description:

C+ Programming for Math 1 is a year-long course that provides a formal development of algebraic skills and concepts using interactive computing, computer programming in C/C++, and hands-on robotics. This integrated math curriculum provides students with experiences that meet both Math I course requirements and CTE standards. This course is a hands-on and engaging support class for students concurrently taking Integrated Mathematics.

INTEGRATED MATH 1 + CSTEM P

Course Code: MIS131, MIS132

of Credits: 10

UC/CSU: c

Course Description:

A



FROSH-SOPH P.E.

Course Code: PFS200, PFS200

of Credits: 10

Course Description:

This class offers a wide variety of activities focusing on aquatics (if available), dance, and individual and team activities. All students are expected to dress and participate on a daily basis. The class is designed to introduce many different activities. In each activity, fitness, fundamentals and skill development will be emphasized.

P.E./RECREATION

Course Code: PRF202, PRS202

of Credits: 10

Course Description:

Students will participate in a variety of movement activities as well as build a foundation of knowledge for life-long health. The emphasis of the class will be on personal fitness, nutrition, and wellness through aerobic, individual, dual, and strength training activities. This is a follow up course to Freshman Core. (Satisfies the Physical Education Graduation Requirement).

P.E. DANCE 1P

Course Code: PDS210, PDS211

of Credits: 10

Course Description:

PE Dance incorporates an introduction to various styles of dance including: Ballet, Jazz, Tap, Hip-Hop, Country, Modern Dance, and Improvisational Dance. Students will have the opportunity to excel through intermediate and advanced dance routines and classes include choreography. Furthermore, students will have opportunities to perform at McClatchy and in the community.

PE BASKETBALL

Course Code: PRF22A, PRS22A

of Credits: 10

Course Description:

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of team activities, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

PE AEROBICS

Course Code: PRF22B, PRS22B

of Credits: 10

Course Description:

This course is designed to give students a variety of fitness and aerobic activities to elevate their heart rate, build strength and flexibility, improve cardiovascular fitness, and motivate students to achieve personal fitness goals. Activities in aerobic fitness may include but are not limited to; step aerobics, circuit training, polyometric exercises, cardio kick-boxing, dance, resistance training, and general fitness goal planning. Students will build confidence in setting personal fitness goals and work towards lifelong fitness achievements.

PE BEG DANCE

Course Code: PRF22C, PRS22C

of Credits: 10

Course Description:

This course is designed for the non-dancer as an introduction to the elements and principles of dance. Each student will participate in constructing and performing basic creative choreography in cooperative learning groups and direct instruction. Students will explore the cultural heritage, historical importance, and modern day application of dance in our society while increasing personal health and endurance. (Satisfies the Physical Education Graduation Requirement) .



PE BODY SCULPT

Course Code: PRF22D, PRS22D

of Credits: 10

Course Description:

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

PE NET SPORTS

Course Code: PRF22E, PRS22E

of Credits: 10

Course Description:

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of various net sports, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive net sports activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of various net sports, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

PE SOCCER

Course Code: PRF22F, PRS22F

of Credits: 10

Course Description:

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive soccer activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of soccer, aerobic training, and overall fitness training, and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

PE WT. TRAINING

Course Code: PRF22G, PRS22G

of Credits: 10

Course Description:

This course is designed for the student to develop strength, endurance, flexibility, coordination, and body fitness. Principles of weight training, proper diet and nutrition, and basic anatomy will be taught. (Satisfies the Physical Education Graduation Requirement).

PE ATHLETICS

Course Code: PRF22K, PRS22K

of Credits: 10

Course Description:

Students enrolled in an inter-scholastic athletic program earn 5 units of PE credit with a pass or fail grade from the teacher of record during a semester. Students may not concurrently enroll in Directed Studies, Athletics or any other physical education course. Not available during the summer.

YOGA

Course Code: PRF22L, PRS22L

of Credits: 10

Course Description:

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.



SOTA CLASS HJM

Course Code: PRF401, PRS401

of Credits: 10

Course Description:

This course teaches the history of martial arts, traditions, and their current role in mixed martial arts (MMA). Through specialized training, martial arts training (Boxing, Kickboxing, Muay Thai, Wrestling, Judo, and Brazilian Jiu Jitsu), and real life self-defense tactics, the student will develop an increase in muscular strength, muscular and cardiorespiratory endurance, balance, and flexibility. The goal of the class is to increase self-confidence, spacial awareness, quick response problem solving skills, and a desire to stay healthy for a lifetime.

AFJROTC-P.E.

Course Code: PSF102, PSS102

of Credits: 10

Course Description:

This course will incorporate the Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated by age and gender. It focuses on health promotion, disease prevention, and risk reduction. Units of study will include substance use and abuse, family life, nutrition, first aid/CPR, health related physical fitness, hygiene, mental health/self-esteem, and health related careers. Students will wear the AFJROTC issued Physical Training uniform. (This course may satisfy the PE Graduation Requirement. Please confirm with your school)

NAVAL SCIENCE DRILL 1 A

Course Code: PSS100, PSS101

of Credits: 10

Course Description:

This 1st-year NJROTC course focuses on physical education, health promotion and physical fitness activities including development of the whole person via education in wellness, fitness, nutrition and first aid plus activities in individual and dual sports. Students will learn the skills, knowledge and physical abilities that they need to establish and sustain physical activity as a key component of their lifestyle, as adolescents, and adults. Simultaneously, students are introduced to elements of American citizenship, leadership and Navy organization. Course elements are completed in an engaging physical education and physical fitness activity based environment. (This course may satisfy the PE Graduation Requirement. Please confirm with your school)

NAVAL SCIENCE DRILL 2 A

Course Code: PSS104, PSS105

of Credits: 10

Course Description:

The 2nd-year NJROTC course focuses on physical education, health promotion and physical fitness activities including development of the whole person via education in wellness, fitness, nutrition and first aid plus activities in individual and dual sports. Students will learn the skills, knowledge and physical abilities that they need to establish and sustain physical activity as a key component of their lifestyle, as adolescents, and adults. Simultaneously, students are introduced to leadership and advanced components of American citizenship and Navy organization. Course elements are completed in an engaging physical education and physical fitness activity based environment. (This course may satisfy the PE Graduation Requirement. Please confirm with your school)

MCJROTC-P.E. 2 A, 2B

Course Code: PSS202, PSS203

of Credits: 10

Course Description:

Continues with 1st year skills and introduces cadets to the new areas of civilian marksmanship training and land navigation training with the map and compass. LE-II has 124 hours of scheduled academic instruction, with 56 hours remaining for the practical application classes (This course may satisfy the PE Graduation Requirement. Please confirm with your school)

MCJROTC-P.E. 1 A, B

Course Code: PSS200, PSS201

of Credits: 10

Course Description:

The first year of the program provides cadets with an introduction to both leadership and citizenship. LE-1 has 123 hours of classroom instruction, with 57 hours remaining in the schedule for physical training, drill and workmanship, and other practical application classes. (This course may satisfy the PE Graduation Requirement. Please confirm with your school)



CRIMINAL JUSTICE ACADEMY P.E. 1

Course Code: PXS001, PXS002

of Credits: 10

Course Description:

This course is designed for students only in the Criminal Justice academy. They will engage in activities to enhance their own personal fitness to prepare them for a physically demanding field of work. Activities are instilled with teaching the students Pride, Professionalism, Respect, and Teamwork. (This course may satisfy the PE Graduation Requirement. Please confirm with your school)



BIOLOGY P

Course Code: QBS281, QBS282

of Credits: 10

UC/CSU: d

Course Description:

This course consists of series of investigations and studies on many general characteristics of living organisms, including the structure and function of cells, inheritance and variance of traits, and interactions with the environments. Students will explore the role of animal structural and functional adaption for survival and the role of energy transfer through the biogeochemical cycles within the ecosystems. In addition, students will study how natural selection contributes to evolution of a species over time. Biology is a laboratory course and prepares students to take additional years of science like AP Biology and Human Anatomy & Physiology.

ADVANCED BIOLOGY P

Course Code: QBS231, QBS232

of Credits: 10

UC/CSU: d

Course Description:

This course consists of a general survey of living organisms including the structure and function of cells, inheritance and variance of traits and the role of energy in the cycling of matter in organisms and ecosystems. Students will explain biodiversity and the role of animal behavior on survival. Students will explain how natural selection contributes to the evolution of a species over time. Topics will be covered with greater depth and breadth than Biology P.

BIOLOGY BP P

Course Code: QBS287, QBS288

of Credits: 10

UC/CSU: d

Course Description:

This course centers on the study of living things: their structures, functions, behavior, relationships, and classification. Students will develop an understanding of the diversity of life and the interdependence of all organisms. There is a thirty (30) hour lab component. Lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of the scientific process, research and reporting, data collection and analysis, and understanding of overarching biological concepts.

BIOTECHNOLOGY P

Course Code: QBS300, QBS301

of Credits: 10

UC/CSU: d

Course Description:

Pathogenic/non-pathogenic microorganisms will be studied with emphasis upon techniques used in modern laboratories. This course is oriented toward students with an interest in a medical or dental career. Students will be prepared for general workplace skills in addition to specific skills for a microbiology laboratory. Students will be prepared for general workplace skills in addition to specific skills for a biotechnology laboratory.

HUMAN BIOLOGY-MEDICAL SCIENCE P

Course Code: QSS215, QSS216

of Credits: 10

UC/CSU: d

Course Description:

The class may be used as a preparatory class for Anatomy and Physiology. The AP class is designed for college bound students who want to pursue a career in the health field that requires college training.

HUMAN ANATOMY-PHYSIOLOGY P

Course Code: QSS211, QSS212

of Credits: 10

UC/CSU: d

Course Description:

A comprehensive survey of the structure, function, and organization of the human body. Topics of study include an in depth study of the human organ systems related to support, movement, integration, regulation, maintenance, reproduction, and development of the human body. Disease prevention and health are emphasized themes. Lab activities (including dissection), cooperative learning, and critical thinking skills are essential for success in this course.



MEDICAL BIOLOGY P

Course Code: QBS171, QBS172

of Credits: 10

UC/CSU: d

Course Description:

Medical Biology is an introductory course covering biological concepts important for a general understanding and background for the health professions. Emphasis is on the scientific method and basic processes common to all forms of life. Topics will include ecology, evolution, cells structure and function, genetics, DNA processes, and key anatomy/physiology concepts.

MOLECULAR BIOLOGY P

Course Code: QBS283, QBS284

of Credits: 10

UC/CSU: d

Course Description:

Molecular Biology is an enriched alternative approach to college preparatory biology, using inquiry methods to present biology as an experimental science. Students are required to construct their understanding of concepts starting from the laboratory experience and develop their abilities to observe, think, and communicate scientifically through inquiry-based, open-ended laboratory investigations. Molecular Biology challenges students to think abstractly and requires that they produce formal, written reports of their investigation in the laboratory.

ADVANCED BIOLOGY HP

Course Code: QBS235, QBS236

of Credits: 10

UC/CSU: d

Course Description:

This course consists of a general survey of living organisms including the structure and function of cells, inheritance and variance of traits and the role of energy in the cycling of matter in organisms and ecosystems. Students will explain biodiversity and how the role of animal behavior on survival. Students will explain how natural selection contributes to evolution of a species over time. Topics will be covered with greater depth and breadth than Biology P.

BIOLOGY AP

Course Code: QBS290, QBS291

of Credits: 10

UC/CSU: d

Course Description:

This is a college level course taught along the College Board standards. The course will cover in depth all important concepts of college introductory biology and major recurring themes including science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, and the interdependence of nature, science, technology, and society. The course places an emphasis on students' development of critical thinking and analytical skills instead of rote memorization. This extremely challenging course requires a commitment to completing long laboratory write-ups and learning complex topics very rapidly. Students will do college level work and prepare themselves for the AP test at the end of the year.

IB BIOLOGY SL II

Course Code: QBS127, QBS128

of Credits: 10

UC/CSU: d

Course Description:

The IB Diploma Program biology standard level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant structure and growth, and the difference between genes and alleles, among many other topics, to further their understanding of and learning about biology.

BIOLOGY SDAIE P

Course Code: QBS271, QBS272

of Credits: 10

UC/CSU: d

Course Description:

This course is equivalent to Biology P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. These courses are designed for orally fluent English Learners.



PHYSICAL SCIENCE P

Course Code: QRS301, QRS302

of Credits: 10

UC/CSU: g

Course Description:

This course provides students the opportunity to explore human impact on Earth systems. The course examines the processes governing the formation, evolution and workings of the solar system and universe. Students will construct explanations describing the Earth's changes over time and establish how the feedback between Earth systems changes the Earth's surface. Students will understand the system of interactions that control weather and climate with major emphasis on the mechanisms and implications of climate change.

EARTH SC BP P

Course Code: QRS305, QRS306

of Credits: 10

UC/CSU: g

Course Description:

This course centers on the study of the Earth and physical science concepts including: Earth's place in the universe, dynamic Earth processes, energy within Earth's system, climate, biogeochemical cycles of the earth, structure and composition of the atmosphere, and the geology of California. There is a thirty (30) hour lab component, and lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of research and reporting, data collection and analysis, and understanding of earth and physical science concepts.

ENVIRONMENTAL SCIENCE P

Course Code: QXS210, QXS211

of Credits: 10

UC/CSU: g

Course Description:

This course provides a basic overview of ecological concepts. The emphasis is on California native habitats. Students are actively involved in habitat restoration projects on and off site.

AFJROTC-SCIENCE

Course Code: QXF240, QXS240

of Credits: 10

Course Description:

This course covers most of the major elements of aerospace. In Air Science I, the students are introduced to the history of aviation from Greek Mythology to the present, rocketry, spacecraft, and aerospace career opportunities. Students are also introduced to the principles of leadership through the use of Air Force customs and courtesies, drill and ceremonies. Students participate in drill one day per week.

HONORS GEOLOGY HP

Course Code: QGS201, QGS202

of Credits: 10

UC/CSU: d

Course Description:

Honors Geology is a dual credit college-level laboratory course with Sacramento City Community College Course Geology 302, Physical Geology. Students successfully completing this course may obtain 4 units that are UC/CSU transferable. Honors Geology provides an understanding of the dynamic nature of earth processes and includes the study of plate tectonics, rocks, minerals, volcanoes, earthquakes, crustal deformation and mountain building, geologic time, geologic hazards, energy and mineral resources, earth's water and the geomorphology of rivers, glaciers, deserts and coastlines. Students completing this course will attain an understanding of the interconnectedness of all science, and the significant controls that Earth systems exert on human activities. Students will attend at least one field trip.

IB ENVIRONMENTAL SYSTEMS SL I

Course Code: QES100, QES101

of Credits: 10

UC/CSU: d

Course Description:

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students examine their own relationship with their environment and the significance of choices and decisions that they make in their own lives. Students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. Students evaluate the scientific, ethical, and socio-political aspects of issues.



PHYSICAL SCIENCE SDAIE P

Course Code: QRS311, QRS312

of Credits: 10

UC/CSU: g

Course Description:

This course is equivalent to Physical Science P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. These courses are designed for orally fluent English Learners

CHEMISTRY P

Course Code: QCS250, QCS251

of Credits: 10

UC/CSU: d

Course Description:

This course consists of examining phenomena and providing explanations at the molecular level. Students will investigate the structure and properties of matter and develop an understanding of the substructure of atoms, the periodic table and nuclear processes. Students will also develop a thorough understanding of chemical reactions and explain how the rearrangement of atoms and molecules can either release or store energy. This course has a prominent laboratory component.

INTERDISCIPLINARY CHEMISTRY P

Course Code: QCS231, QCS232

of Credits: 10

UC/CSU: d

Course Description:

This course is a student-centered, laboratory-based, issues-oriented college prep course that encourages small-group learning. It includes the traditional inorganic chemical concepts and laboratory skills as well as biochemistry and organic chemistry. Students use real-world situations to learn about chemical facts and concepts. With rigor and relevance, students learn not only how to solve mathematical chemistry problems, but also learn how to be problem solvers who can use evidence and conceptual understanding to solve problems.

MEDICAL CHEMISTRY P

Course Code: QCS171, QCS172

of Credits: 10

UC/CSU: d

Course Description:

Chemical reactions are at the core of all living systems and understanding these processes and how they occur are the focal points of this class. Students who enroll are invested in a medical or scientific career. Students will be prepared to take AP Chemistry the following year. This first year course, in lieu of general chemistry, will cover all California State Standards in Chemistry to include atomic structure, chemical bonding, nomenclature, stoichiometry, redox, gas laws, acids, bases, solutions, equilibrium, nuclear, and organic chemistry. Each topic will include hands-on learning and practical connections to medicine and living systems. Laboratory activities will comprise 30-40% of the curriculum.

CHEMISTRY BP P

Course Code: QCS254, QCS255

of Credits: 10

UC/CSU: d

Course Description:

This course centers on the study of living things: their structures, functions, behavior, relationships, and classification. Students will develop an understanding of the diversity of life and the interdependence of all organisms. There is a thirty (30) hour lab component, and lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of the scientific process, research and reporting, data collection and analysis, and understanding of overarching biological concepts.

CHEM STUDY HP

Course Code: QCS215, QCS216

of Credits: 10

UC/CSU: d

Course Description:

This advanced year-long course in chemistry is designed for students majoring in the sciences, engineering, and medicine. The course is a general introductory course designed to develop chemical principles and concepts from experimental observations and data and how these principles can be used to explain phenomena in daily life.



AP CHEMISTRY

Course Code: QCS240, QCS241

of Credits: 10

UC/CSU: d

Course Description:

Student must have completed Biology with a grade of B or better. AP Chemistry is designed to be a college level course with the rigorous standards of the College Board. Students will gain a deeper understanding of all the concepts covered in Chemistry 1P, 2P. It includes an extensive lab component which focuses on guided inquiry labs that are outlined by the College Board. The class focus is on the six big ideas and learning objectives put forth by the College board.

PHYSICS P

Course Code: QPS201, QPS202

of Credits: 10

UC/CSU: d

Course Description:

This course focuses on the forces, interactions and attractions between objects, energy and wave properties. The course begins with a foundation of Newton's Laws as a baseline for describing the motion and interactions between objects including Newton's Law of Gravitation (macro-level) leading to investigating electromagnetism and attraction at the particle level using Columb's Law. Students will then be able to describe and apply the definition of energy, energy transformation, energy conversion and wave properties by investigating the effects of energy on the forces and motion of matter. This course has a prominent laboratory component.

PHYSICS BP P

Course Code: QPS205, QPS206

of Credits: 10

UC/CSU: d

Course Description:

This course centers on the study of the function and application of Newton's Laws, forces, work, motion, energy, fluid, heat, light, waves, sound, electromagnetism, and electronics. There is a thirty (30) hour lab component, and lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of research and reporting, data collection and analysis, and understanding of physics concepts.

CLEAN ENERGYNEERING P

Course Code: QPS331, QPS332

of Credits: 10

UC/CSU: d

Course Description:

Green Up and Go! Clean Energy-neering is a year-long course that engages students in a real world opportunity to discover and understand principles of physics, engineering, design and green-clean technologies. Students, working individually and in teams, participate in a series of hands-on experimental projects such as building wind generators and personal transportation devices to explore both alternative and traditional energy sources and transportation. The projects provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. Through these experiences students hone critical thinking, communication, collaboration, creativity and Career Technical Education (CTE) skills while learning key physics, engineering, and design concepts.

PHYSICS HP

Course Code: QPS301, QPS302

of Credits: 10

UC/CSU: d

Course Description:

This advanced physics course prepares students to take the IB Physics SL II course.

AP PHYSICS

Course Code: QPS501, QPS502

of Credits: 10

UC/CSU: d

Course Description:

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits



AP PHYSICS B

Course Code: QPS401, QPS402

of Credits: 10

UC/CSU: d

Course Description:

For students who have completed precalculus with a grade of "B" or better and/or are currently enrolled in Calculus. AP Physics is a college level course taught along College Board standards.

AP PHYSICS 2

Course Code: QPS503, QPS504

of Credits: 10

UC/CSU: d

Course Description:

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

IB PHYSICS SL II

Course Code: QBS109, QBS110

of Credits: 10

UC/CSU: d

Course Description:

The IB Diploma Program physics course exposes students to this most fundamental experimental science, which seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

SCIENCE LABORATORY ASSISTANT

Course Code: QXF270, QXS270

of Credits: 10

Course Description:

This course is a unique experience that helps solidify and enrich standards taught in the various lab science classes. Students are required to complete general science lab preparation and other classroom assistant duties under the supervision of science instructors. Students will be expected to demonstrate responsibility, tactfulness, dependability while they perform valuable service to the school. Students may not earn more than ten (10) credits over their four years in any TA, Office Assistant, or Lab Assistant placement.

MEDICAL SCIENCE II

Course Code: YHS211, YHS212

of Credits: 10

UC/CSU: g

Course Description:

Medical Science II course builds on the 9th grade Medical Science course. During fall semester, the course curriculum include topics such as drug awareness, addiction and abuse including treatment options, and human growth and development. Students will work on an integrated unit to increase their awareness about personal injury. The spring semester focuses primarily on Global Health. It will examine what diseases and injuries are prevalent in various countries, the behavioral, economic and environmental factors and current solutions being implemented globally to resolve them.

MEDICAL SCIENCE III

Course Code: YHF213, YHS213

of Credits: 10

UC/CSU: g

Course Description:

Medical Science III focuses on five major units, which are Nutrition, Sexual Health, Injury Prevention and Safety, Personal and Community Health, and Emotional and Social Health. Students will also be required to complete a nutrition project for their junior year Integrated Unit. Medical Science III will closely align with US History, English 11, Chemistry, Spanish, and the 11th grade Math courses.



MEDICAL SCIENCE IV

Course Code: YHF214, YHS214

of Credits: 10

UC/CSU: g

Course Description:

Medical Science IV is a year-long course. The course concludes a four-year Medical Science course sequence that is designed to help students explore healthy behaviors, social health issues, and mental health concepts. Units of study covered in the course include prevention and treatment of mental disorders, mental health first aid, stress management and coping skills. Emphasis will be placed on personal health promotion and prevention of disease. The course blends Senior Project Defense curriculum with units on mental health and personal life skills. Students will analyze their own health status (especially mental health status), learn about healthy literacy, and discuss obstacles and barriers of getting mental health treatment.

BIOLOGY & COMMUNITY HEALTH

Course Code: CTJ111, CTJ112

of Credits: 10

UC/CSU: d

Course Description:

This course is designed to provide students with an understanding of biological concepts through studying the effects of disease on public and community health. Students will engage in experiments, conduct research, complete simulations, and apply knowledge of cellular physiology to understand the spread of disease, which is the foundation of public and community health. Students will use experiments and genetic concepts to demonstrate the prevalence of hereditary disorders within a community. Using the concepts of evolution, students will examine the relationship between humans and pathogens and their changes over time.

ANAT & MED TERMINLGY 1, 2

Course Code: CTJ211, CTJ212

of Credits: 10

UC/CSU: d

Course Description:

Anatomy and Medical Terminology is a college preparatory laboratory science course integrating Next Generation Life Science Standards with the Patient Care Health Pathway standards. This course is designed to teach students medical terminology with anatomical systems as a basis. Students will learn to describe the organs and functions of the different systems using appropriate medical terminology. Students will investigate the various pathologies of each system and explore the diagnostic procedures, therapeutic procedures, and medications relevant to each system. Learning will be enhanced through the use of laboratory experiments, research, case studies, and dissections.

SPORTS MEDICINE P

Course Code: YJS171, YJS172

of Credits: 10

UC/CSU: d

Course Description:

Sports Medicine is a course that covers the anatomy and physiology of the human body. It covers the many systems of the body and how these systems interact with each other through sport. Sports injuries and treatments are addressed. This course focuses on lab methods, critical thinking, and communication skills needed to advance as a science major in a university. Students will be introduced to multiple laboratory activities dealing with human anatomy and physiology. Students will spend additional time outside the classroom learning the topics of Sports Medicine that deal with the prevention, recognition, evaluation, and care of injuries.



GEOGRAPHY P

Course Code: SGF110, SGS110

of Credits: 5

UC/CSU: a

Course Description:

This Course examines geographic regions and relates that knowledge to events in today's rapidly changing world. Contemporary issues confronting the world today, such as world trade, problems of developing nations, urbanization, pollution, and conservation of resources are addressed. Students develop basic geography skills including map reading and place name identification along with the interpretation of charts and diagrams. As students gain a global perspective of geography, they become increasingly aware of their role as a global citizen. This course is aligned to the Common Core State Standards for Literacy in History/Social Science and along with Contemporary Global Issues P, satisfies the Geography graduation requirement.

GEOGRAPHY-CONT GLOBAL ISSUES P

Course Code: SGS120, SGS121

of Credits: 10

UC/CSU: a

Course Description:

This course lays a foundation for the study of History, Economics, Politics, and Environmental Studies. This course recognizes contemporary reality, cause and effect, and the increasing influence that other countries and peoples have in our daily lives. It is the study of people and places, reasons and issues. There is a focus on selected contemporary global issues. This course is aligned to the Common Core State Standards for Literacy in History/Social Science by using a variety of sources and methods, we study Human Migration, Population Growth, Conflict/ cooperation, Civic Participation, Technology, Globalization, and environmental issues. These real world issues are taken from today's headlines and studied in the context of Geography.

PACE HISTORY 9 P

Course Code: SJS120, SJS121

of Credits: 10

UC/CSU: a

Course Description:

As an interdisciplinary introduction to social science, the course is aligned to the Common Core State Standards for Literacy in History/Social Science and provides the foundation for the later study of World and United States History, Economics, and United States Government. This course also blends in contemporary global issues into every unit of study. This course will introduce and develop skills that will be needed in subsequent social studies classes, such as mapping, analyzing social change over time and comparing and contrasting diverse cultures. PACE courses are only available to students enrolled in the PACE program at John F. Kennedy High School.

GEOGRAPHY SDAIE P

Course Code: SGF112, SGS112

of Credits: 5

UC/CSU: a

Course Description:

This course is equivalent to Geography P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. These courses are designed for orally fluent English Learners.

GEOG-CONT GLOBAL ISSUES SDAIE P

Course Code: SGS125, SGS126

of Credits: 10

UC/CSU: a

Course Description:

This course is equivalent to Geography/Cont Global Issues P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. These courses are designed for orally fluent English Learners and is aligned to the Common Core State Standards for Literacy in History/Social Science

WORLD HISTORY P

Course Code: SJS100, SJS101

of Credits: 10

UC/CSU: a

Course Description:

This course provides Sophomores with a greater understanding of world civilizations and cultures. This course is aligned to the Common Core State Standards for Literacy in History/Social Science and emphasizes the study of European culture because of its significance to the intellectual, political, and social development of the United States. The study of non-western cultures is included to enable the students to perceive the world as an interdependent community. Students are expected to improve academic reading, writing, and critical thinking skills.

Social Science



WORLD HISTORY BP P

Course Code: SJS115, SJS116

of Credits: 10

UC/CSU: a

Course Description:

Students study the major turning points which helped to shape the modern world, from the late eighteenth century through the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.

HUMANITIES: WORLD CIV P

Course Code: SHS103, SHS104

of Credits: 10

UC/CSU: a

Course Description:

Humanities: World Civilization 1-2 P is a one-year course offered in the Humanities and International Studies Program that together with Humanities: Comparative World Cultures 1 & 2P (SHS203-204) will give the student a concentrated program in the history, geography, and culture of world civilizations. The first year course, Humanities: World Civilizations 1-2 P, will emphasize the cultural heritage of western civilizations, while the second year course, Humanities: Comparative World Cultures 1-2 P (SHS203-204) will emphasize the heritage of non-western civilizations with a concentration on Asian studies. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.

HUMANITIES: COMP WRLD CULTURE P

Course Code: SHS203, SHS204

of Credits: 10

UC/CSU: a

Course Description:

Humanities: Comparative World Cultures is a one-year college preparatory course offered in the second year of the Humanities and International studies Program. The course centers on four geographic areas, loosely grouped as Africa, Latin America, the Middle East and Southeast Asia and the Orient; each representing nine weeks of study. Comparative World Cultures is taught in conjunctions with Humanities: World Literature which will emphasize the literature, art, music, poetry, drama, philosophy, and religions of the areas. The courses will be team taught and is aligned to the Common Core State Standards for Literacy in History/Social Science

AP WORLD HISTORY

Course Code: SJS140, SJS141

of Credits: 10

UC/CSU: a

Course Description:

This course fulfills the student graduation requirement for world history, but delves deeper into the study of world civilizations. This course is aligned to the Common Core State Standards for Literacy in History/Social Science, and the criteria required by the College Board, the course is a rigorous study that covers c. 8000 BCE to present day so students will be expected to complete a significant amount of outside research. The AP course also requires extensive text analysis through the writing of document based questions.

IB HISTORY OF THE AMERICAS HL I

Course Code: SBS111, SBS112

of Credits: 10

UC/CSU: a

Course Description:

Key objectives are the critical study of the discipline of history and its specific methodologies as they relate to the selection, analysis and interpretation of historical data. Studying history at this level will require students to develop an appreciation of divergent approaches adopted by historians in conducting historical research, the conflicting interpretative outcomes they reach and the forces which shape their scholarship. Students will work with a wide variety of source materials and assess the interrelationship between diverse political ideologies and cultures. The development of skills associated with solid argumentation based on sound evidence will be emphasized throughout the course.

IB HISTORY OF THE AMERICAS HL II

Course Code: SBS113, SBS114

of Credits: 10

UC/CSU: a

Course Description:

Key objectives are the critical study of the discipline of history and its specific methodologies as they relate to the selection, analysis and interpretation of historical data. Studying history at this level will require students to develop an appreciation of divergent approaches adopted by historians in conducting historical research, the conflicting interpretative outcomes they reach and the forces which shape their scholarship. Students will work with a wide variety of source materials and assess the interrelationship between diverse political ideologies and cultures. The development of skills associated with solid argumentation based on sound evidence will be emphasized throughout the course.



WORLD HISTORY SDAIE P

Course Code: SJS104, SJS105

of Credits: 10

UC/CSU: a

Course Description:

This course is equivalent to World History-Modern Era P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. These courses are designed for orally fluent English Learners.

US HISTORY P

Course Code: SHS201, SHS202

of Credits: 10

UC/CSU: a

Course Description:

This course provides students with an awareness of our national heritage. Students will develop a better and deeper understanding of how our country became what it is today. Students will continue to develop their reading, writing, thinking and research skills with the use of primary and secondary sources. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.

US HISTORY BP P

Course Code: SHS210, SHS211

of Credits: 10

UC/CSU: a

Course Description:

Students in this course study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.

US HISTORY: PUBLIC HEALTH P

Course Code: SHS271, SHS272

of Credits: 10

UC/CSU: a

Course Description:

This course examines the history of wartime medicine and public health in America. Students analyze major historical events, trends and concepts within the context of the U.S. History standards. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the Enlightenment, the Civil War and the Great Depression. The course focus is on the History of Medicine and Public Health in America from its founding to the present and aligns with the California Content Standards for Social Studies 11, Common Core Standards for Literacy in Content Areas, and Career Technical Education (CTE) standards.

HUMANITIES: US & COMP WRLD GOV HP

Course Code: SJS401, SJS402

of Credits: 10

UC/CSU: a

Course Description:

This course offer an intensive study of U.S. government; a comparative study of other government systems and their underlying political philosophies; and the interaction of those systems in an international setting. Students have extensive readings from texts and primary sources and are expected to reflect on those readings in a series of essays, tests, and classroom discussions. Students gain an understanding of the philosophical groundwork of the various forms of government of nations around the world; how those ideas have been translated into constitutions; and how those countries coexist in a time of rapid technological change. Nine weeks are devoted to in-depth country research and a Model United Nations.

US HISTORY HP

Course Code: SHS300, SHS301

of Credits: 10

UC/CSU: a

Course Description:

This advanced course chronologically covers the same span of time as the college prep U.S. history course, but goes into more depth. The students who take this course perform tasks that involve more analysis, synthesis, critical thinking, and substantial research. Through the extensive exploration of primary sources, the students develop a greater appreciation of our country's history. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.



HUMANITIES: U.S. HISTORY HP

Course Code: SHS303, SHS304

of Credits: 10

UC/CSU: a

Course Description:

This course uses a thematic unit approach that attempts to combine present and past. Supplemental readings are an integral part of this course and designed to enhance the historical framework offered by the text. Students are introduced to the most recent books on the subjects at hand, encouraged to accomplish a variety of group projects, asked to recruit guest speakers, and constantly asked to view U.S. history from a humanities perspective. The course begins with the historic decision to drop the atomic bomb and works forward through Korea, Vietnam, Watergate, and the Reagan era. Students then go back to the eras of Jefferson and Jackson and work their way into the 20th Century.

AP US HISTORY

Course Code: SHS400, SHS401

of Credits: 10

UC/CSU: a

Course Description:

This course fulfills the student graduation requirement for U.S. history, but delves deeper into the study of American history. This course is aligned to the Common Core State Standards for Literacy in History/Social Science, and the criteria required by the College Board, the course is a rigorous study of U.S. history from 1492 to present day. Students are expected to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.

UNITED STATES HISTORY SDAIE P

Course Code: SHS205, SHS206

of Credits: 10

UC/CSU: a

Course Description:

This course is equivalent to United States History P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. These courses are designed for orally fluent English Learners

US GOVERNMENT P

Course Code: SGS210

of Credits: 5

UC/CSU: a

Course Description:

This is the standard course in government. It surveys government at all levels, federal and state constitutions, civil and political rights. There is continued practice in note taking and essay test writing. A term paper is required. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.

AMERICAN GOVERNMENT BP

Course Code: SGS218, SGS219

of Credits: 5

UC/CSU: a

Course Description:

American Government is aligned to the Common Core State Standards for Literacy in History/Social Science to provide students with an understanding of types of governments, with an emphasis on understanding the U.S. political system and its history. This course will engage students in disciplinary literacy practices by examining the Constitution of the United States, including the study of American institutions and ideals, and the principles of state and local government.

BUSINESS ECONOMICS P

Course Code: SXS141

of Credits: 5

UC/CSU: g

Course Description:

A semester-long course that provides students with an overview of the job of a financial planner. Students look at financial planning in an objective way that requires them to regard all aspects of financial planning as relevant to a potential client. The course is intended as a fall semester course for juniors in the Corporate Business Academy at Hiram Johnson High School and includes a capstone project designed to display student learning from the breadth of their coursework from the previous year in the academy.



MODERN ECONOMICS P

Course Code: SXF203, SXS203

of Credits: 5

UC/CSU: g

Course Description:

This course introduces students to the basic concepts of individual markets (microeconomics), as well as concepts that relate to the economy as a whole (macroeconomics) and to international economic issues. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.

AP US GOV & POLITICS (Year long)

Course Code: SGS411, SGS412

of Credits: 10

UC/CSU: a

Course Description:

This course explores the growth of American political theory and how the practice of American political thought affects the operation of our government and shape public policies. A major goal of this course is to successfully prepare students to take the AP Exam for US Government and Politics. The course includes a basic analysis of how our government works, through the analysis of readings, graphs, political cartoons, current events, and polls. This course is aligned to the Common Core State Standards for Literacy in History/Social Science and provide students the opportunity to build a foundation on the historical intent of the government through the eyes of the founding fathers and then the building of its modern governmental institutions.

PRINCIPLES OF ECONOMICS BP

Course Code: SXS207

of Credits: 5

UC/CSU: g

Course Description:

This course in Economics shall center on the market system of the United States economy. The course is aligned to the Common Core State Standards for Literacy in History/Social Science and will include a study of basic economic concepts and vocabulary, the development of the U.S. market economy from the microeconomic and macroeconomic context, the global economy, and the effects of the U.S. government's monetary and fiscal policies.

US GOVERNMENT SDAIE P

Course Code: SGS212

of Credits: 5

UC/CSU: a

Course Description:

This course is equivalent to United States Government P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. These courses are designed for orally fluent English Learners.

AP US GOVERNMENT & POLITICS

Course Code: SGF410, SGS410

of Credits: 5

UC/CSU: a

Course Description:

This semester course is a study of the basic beliefs and ideals which underlie American democracy; its historical roots; and how it's legal, governmental, and economic institutions affect public policy at the local, state, national, and international levels. The course is aligned to the Common Core State Standards for Literacy in History/Social Science to provide special emphasis to preparing the students for the College Board's Advanced Placement Test in American Government.

MODERN ECONOMICS SDAIE P

Course Code: SXF204, SXS204

of Credits: 5

UC/CSU: g

Course Description:

This course is equivalent to Modern Economics P. Instruction incorporates Specially Designed Academic Instruction in English (SDAIE) strategies. SDAIE methodology is used to teach core content to English Learners. Vocabulary is made more concrete and concepts more understandable through use of specific teaching strategies and techniques. Course content and credit are the same as that of other Sacramento City Unified School District courses with the same title. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. These courses are designed for orally fluent English Learners.



AP PSYCHOLOGY

Course Code: SPS250

of Credits: 5

UC/CSU: g

Course Description:

Advanced Placement Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to psychological facts, principles, theories and phenomena associated with each of the major sub-fields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. This course is aligned to the Common Core State Standards for Literacy in History/Social Science and provide students with a learning experience equivalent to that obtained in most college introductory psychology courses. Advanced Placement Psychology is aligned to The College Board Course Descriptor for AP Psychology.

PSYCHOLOGY P

Course Code: SPS210, SPS211

of Credits: 10

UC/CSU: g

Course Description:

Psychology will enable students to have a better understanding of human behavior. They will develop a better understanding of their own behavior and learn how their actions relate to the behavior of others. Units that will be covered include Introduction to Psychology, learning principles and applications, memory and thought, adolescence and adulthood, and personality theories. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.

LAW AND EQUITY I P

Course Code: SLS001, SLS002

of Credits: 10

Course Description:

Law & Equity I is the introductory course in a four-year law enforcement sequence. This sequence will serve as the primary preparation for JFK's Academy of Criminal Justice and Community Service program. This course is aligned to the Common Core State Standards for Literacy in History/Social Science and place emphasis on historical influences, fundamental duties, obligations, ethics, and careers inherent in a career in law enforcement.

LAW AND EQUITY II P

Course Code: SLS003, SLS004

of Credits: 10

Course Description:

Law & Equity II is designed for 10th grade students as a second year course in a four-year law enforcement sequence. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. This course will include, but is not limited to keyboarding/computer literacy and a driver's education component which includes the attitudes, skills necessary to handle a police vehicle under normal and emergency conditions

LAW AND EQUITY III P

Course Code: SLS005, SLS006

of Credits: 10

Course Description:

Law & Equity III is designed for eleventh grade students as a third year course in a four-year law enforcement sequence. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. This course will discuss the legalities related to search and seizure, gathering evidence, crowd control, and riot techniques, responding to the needs of mentally ill, injured, and deceased, and the history and evolution of juvenile law. A training session on peer counseling and conflict resolution will be included.

LAW AND EQUITY IV P

Course Code: SLS007, SLS008

of Credits: 10

UC/CSU: g

Course Description:

Law & Equity IV is designed for twelfth grade students as a fourth year course in a four-year law enforcement sequence which may be articulated with Sacramento City College. Emphasis will be placed on actual police reporting to include preliminary report writing activities, report writing mechanics, report writing applications, law enforcement reports, and law enforcement supplemental forms in a training sessions. This course is aligned to the Common Core State Standards for Literacy in History/Social Science.



SPEECH DEBATE & LEGAL REASONING P

Course Code: SDS100, SDS101

of Credits: 10

UC/CSU: g

Course Description:

This course is designed to provide students with the necessary public speaking skills necessary to present legal and social arguments within a judicial framework. This course is aligned to the Common Core State Standards for Literacy in History/Social Science. Students will be exposed to the rules and procedures of both trial and appellate courts, allowing them to conduct arguments in both venues. Additionally, students will have the opportunity to compete in both mock trial and moot court competitions as a valuable way to sharpen their argumentative skills. Through these formats, students will improve their analytic thought process and their ability to reason critically.

PRACTICAL POLITICS P

Course Code: SXF450, SXS450

of Credits: 10

UC/CSU: a

Course Description:

The Practical Politics Internship is a 2 period / one semester (10 credits) course. The purpose of the internship is to introduce the student to the real world of state and local government by working in an office under the direct supervision of a state or local government employee. (Seniors only). This course is aligned to the Common Core State Standards for Literacy in History/Social Science.(only offered at John F. Kennedy High School)

Visual and Performing Arts



ART P

Course Code: BZS007, BZS008

of Credits: 10

UC/CSU: f

Course Description:

Art 1/2 is a course designed for students interested in art, architecture, engineering, and teaching. Basic skills in composition, color theory, illustration, design, figure drawing, painting and perspective are introduced. Historical and cultural aspects are explored. Written and verbal critiques, portfolio production, and outside work will be required.

3-DIMENSIONAL ART P

Course Code: BXS280, BXS281

of Credits: 10

UC/CSU: f

Course Description:

Students will learn the fundamentals of sculpture and jewelry design while they gain an understanding of the principles and elements of art. Students will be exploring a variety of materials including leather, wood, glass, soapstone, plaster, clay, metal and plastic. This is a laboratory/shop environment inviting students to explore the possibilities available to the 3-D artist.

ADVANCED ART P

Course Code: BZS003, BZS004

of Credits: 10

UC/CSU: f

Course Description:

Art 3/4 is an advanced level course that involves further exploration in art concepts, media, and ideas. The course focuses on drawing and painting. (Prerequisite: Passing grade in Art 1/2 with a "C" or better or portfolio and teacher permission)

3-DIMENSIONAL ART II P

Course Code: BXS285, BXS286

of Credits: 10

UC/CSU: f

Course Description:

This course will introduce techniques in three-dimensional form through sculpture and relief techniques. The Art elements of form, shape, and texture will be stressed as well as the technical use and applications of appropriate tools.

AP STUDIO ART: DRAWING

Course Code: BZS010, BZS011

of Credits: 10

UC/CSU: f

Course Description:

This course meets current College Board requirements. Students work on drawings and designs, which comprise their portfolios to be submitted for advanced placement credit. It may take up to two years to complete a portfolio.

MULTICULTURAL ART

Course Code: BXF230, BXS230

of Credits: 10

Course Description:

Multicultural Art is a full year course that focuses on the elements and principles of art through the lens of numerous cultures' historic and contemporary art forms. While learning about the art of other cultures around the globe, students will work with a variety of media/materials and learn a wide range of skills and techniques that encompass both two-dimensional art forms (drawing and painting etc.), and three-dimensional (sculpture).

Visual and Performing Arts



CERAMIC ART P

Course Code: BCS210, BCS211

of Credits: 10

UC/CSU: f

Course Description:

In this course, students will have an opportunity to develop skills in ceramics production. They will learn about the physical properties of clay, and increase their understanding of the possibilities and limitations of forming techniques. Students will improve their skills in creating personal expressions in clay as they learn to glaze and decorate their artwork. Students will have opportunities to discuss, interpret and respond to the visual qualities and styles of ceramic artworks. Work outside of class will be required. This may include: research about a particular artist, style or period of art; preparation of a portfolio, ceramics project or materials; and preliminary sketches and writing in a sketchbook or journal.

ADVANCED CERAMICS P

Course Code: BCF203, BCS203

of Credits: 10

UC/CSU: f

Course Description:

Advanced Ceramics provides students with advanced instruction in clay and pottery-making with emphasis on hand-built techniques, wheel throwing techniques, designs and decoration of clay. Advanced Ceramics is designed to build upon the skills and techniques students learned in the prerequisite Ceramics course by engaging students in projects that are technically more difficult and creatively more challenging. Emphasis will also be placed on advanced clay structure, making glazes and kilns, and firing techniques. Raku and primitive pottery methods will also be explored.

STUDIO ART BP P

Course Code: BZS014, BZS015

of Credits: 10

UC/CSU: f

Course Description:

Advanced Studio Art is a course intended for students who wish to continue their studies in drawing, painting, art history, and design. This course will emphasize a finessed use of technique, style, and understanding of visual language with the expectation that students will be working at advanced levels.

AP MUSIC THEORY

Course Code: NTF330, NTS330

of Credits: 10

UC/CSU: f

Course Description:

The ultimate goal of an AP Music Theory 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. This course will prepare student for the AP Music Theory Exam and will focus on student's understanding of musical structure and compositional procedures through recorded and notated examples. Strong emphasis is given to listening skills, particularly those involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms, and compositional techniques.

THEATER, CHARACTER AND SCENE P

Course Code: BTS211, BTS212

of Credits: 10

UC/CSU: f

Course Description:

Character and Scene P is designed to introduce students to the basics of the theatre arts. Students will acquire the basic skills necessary to function in a theater environment and to develop as an actor. Students will have the opportunity to learn and perform pantomimes, monologues and improvisations; view and describe theatrical experiences; develop characters and actions that create interest and suspense; and learn some of the business and technical support necessary for a successful production.

DRAMA-PLAY PRODUCTION P

Course Code: EDF250, EDS250

of Credits: 10

UC/CSU: f

Course Description:

In this course, students develop their acting, directing, and designing skills through scenes, monologues, improvisation, and a final production.

Visual and Performing Arts



FILM STUDIES P

Course Code: BNS310, BNS311

of Credits: 10

UC/CSU: f

Course Description:

In this course, students will 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.

CAMERA COMPOSITION P

Course Code: BNS300, BNS301

of Credits: 10

UC/CSU: f

Course Description:

The purpose of the course is to introduce students to the visual arts via technology and with an emphasis on connections to engineering design. The course aims to develop students' knowledge of artistic perception, creative expression, aesthetic valuing, and the historical and cultural context of arts in relation to engineering design concepts and processes. Students will learn the skills necessary to begin to construct original designs, both by hand and computer generated, which will ultimately lead to a digital portfolio that can be used to apply to contests, scholarships, post-secondary education, and employment. Students will also be expected to produce self-reflective writing, and oral and written critiques, of artworks and relevant engineering design examples.

GRAPHIC ILLUSTRATION P

Course Code: BGS200, BGS201

of Credits: 5

UC/CSU: f

Course Description:

This course is designed to foster an appreciation and understanding of art as communication. Students will be introduced to historical and contemporary lettering, illustration, and artistic styles. Students will explore the elements of art, principles of design, illustration, lettering, cartooning, type, hand lettering, layout and illustration. Students will apply their knowledge of these and other aesthetic principles to develop their own artistic skills, craftsmanship and artistic expression. The first semester is a prerequisite for the second semester. Work outside of class will be required. This may include: research of a particular artist, style of a period of art, preparation of an art project or portfolio; and reading, writing or critical viewing.

ARCHITECTURAL DESIGN P

Course Code: BAS100, BAS101

of Credits: 10

UC/CSU: f

Course Description:

This course is designed to teach both principles and elements of design and to engage students in technical drafting, sketching, and computer graphics. Students will explore design in engineering, industrial, computer-based, and architectural fields and analyze the aesthetic and artistic views of design. Students will develop a portfolio to share the work produced in this course. The assignments in this class will prepare students for college level work. The first semester is a prerequisite for the second semester. Work outside of class will be required. This may include: research of a particular architect, style or period of architecture; preparation of an architectural design project or portfolio; and, reading, writing and-or critical viewing.

MUSIC APPRECIATION P

Course Code: NAS110, NAS111

of Credits: 10

UC/CSU: f

Course Description:

This course is a survey of various styles of music. It is a study of the musical elements, instrumentation, form, and the unique sounds that make music what it is today. Historical periods explored include: Renaissance, Baroque, Classical, Romantic, and 20th Century. Students will also investigate Jazz, rock, and other contemporary forms of music. The class will include listening, analyzing and understanding music.

CONCERT CHOIR P

Course Code: NVS220, NVS221

of Credits: 10

UC/CSU: f

Course Description:

In this course, students learn mixed choral organization, emphasizing music of many historical periods and cultures. Second semester includes choreography with singing. Public performances are expected.

Visual and Performing Arts



BAND P

Course Code: NBS210, NBS211

of Credits: 10

UC/CSU: f

Course Description:

Band is a performance-centered course for students who play a band instrument, woodwind, brass, or percussion. Students learn, enhance, and develop skills in reading music, sense of rhythm, marching techniques, style, and showmanship. Attendance is required at all performances.

JAZZ ENSEMBLE P

Course Code: NBF230, NBS230

of Credits: 10

UC/CSU: f

Course Description:

This course provides an opportunity to rehearse and perform standard jazz music styles including swing, jazz, rock, bossa nova, salsa, reggae, and ballad. Learning objectives of this course include: Tonal balance, intonation, rhythm, phrasing, improvisation, sight-reading, and historical context. Due to many public performances, members of this class must demonstrate responsibility and good public relations.

ORCHESTRA P

Course Code: NOS210, NOS211

of Credits: 10

UC/CSU: f

Course Description:

In this course, the major emphasis is rehearsing and performing appropriate level orchestral literature spanning different musical periods. Objectives include the continuing development of correct playing habits, tonal balance, intonation, rhythm, phrasing, sight-reading, theoretical and historical context. These objectives are met through sectional and group rehearsal, in addition to individual practice, melody, scales, key signatures, intervals and triads. Students will practice constructing melodies and writing in four parts.

PIANO LAB P

Course Code: NPS251, NPS252

of Credits: 10

UC/CSU: f

Course Description:

In this course, students learn the fundamentals of piano/keyboard playing and reading music. This course is open to beginning through advanced students

MARCHING BAND P

Course Code: NBF250, NBS250

of Credits: 10

UC/CSU: f

Course Description:

This is a performing band, which plays music at a high technical level. Students will perform at numerous concerts, parades, and field competitions. Students will function both as a marching band and as a concert band. Objectives include the continuing development of correct playing habits, tonal balance, intonation, rhythm, phrasing, sight-reading, and marching skills through full group rehearsal and individual practice.

BEGINNING GUITAR P

Course Code: NGF200, NGS200

of Credits: 10

UC/CSU: f

Course Description:

This year-long guitar course provides students with tools and knowledge necessary for a first year proficiency in guitar. Students learn note reading, chords, basic composition and scales. Guitar history and literature will broaden students' understanding of music and how music relates to their everyday life. This course culminates with the opportunity to perform in a guitar recital at the end of the second semester.



ADVANCED GUITAR

Course Code: NGF210, NGS210

of Credits: 10

Course Description:

Advanced guitar focuses on using major, minor, pentatonic and blues scales for improvisation based on the key and genre of the song. Emphasis is on small ensemble playing (duo to rock band instrumentation) and recording solos to prerecorded backing tracks. Students learn how major, minor, 7th and minor 7th chords are formed and several ways to play each chord. Students learn how chords and scales are related, the name of the notes all up the neck, and picking and counting strategies for up to 16th notes. There is also a finger picking unit in which students learn Travis picking, classical, and other finger picking styles. Students are required to perform in both informal (in-class jams) and formal (Music Showcase performance) settings.

DIGITAL MUSIC P

Course Code: NDS100, NDS101

of Credits: 10

UC/CSU: f

Course Description:

In Digital Music, students follow a course of study focused on the discovery of music through new technology. Emphasis will be placed on developing the students' creative potential while broadening their knowledge and understanding of music. Prerequisite courses: Passing Piano Lab with a C or better.



AMERICAN SIGN LANGUAGE I P

Course Code: GAS001, GAS002

of Credits: 10

UC/CSU: e

Course Description:

Students develop cultural awareness and communication skills involving listening and speaking. Students meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Errors are to be expected and are addressed in a way that promotes communication and student confidence. Students practice extensively in communication using the learned language. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in this culture.

AMERICAN SIGN LANGUAGE II P

Course Code: GAS003, GAS004

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop communication skills involving listening and speaking. The emphasis is on comprehension and production of frequently used language. Students practice signing extensively. Classroom activities are related to the real world and include developing an awareness of acceptable behavior.

CHINESE MANDARIN I P

Course Code: GMS001, GMS002

of Credits: 10

UC/CSU: e

Course Description:

Students develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Phonological and grammatical errors are to be expected and are addressed in a way that promotes communication and student confidence. Students practice extensively in oral and written communication using the learned vocabulary and grammar. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

CHINESE MANDARIN II P

Course Code: GMS003, GMS004

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently-used language. Students practice extensively in oral communication and write simple messages, narratives. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

CHINESE MANDARIN III P

Course Code: GMS005, GMS006

of Credits: 10

UC/CSU: e

Course Description:

Students will communicate well in Chinese. Emphasis is on listening, writing and reading in Chinese. Chinese history, culture and literature are studied extensively. The course is conducted entirely in Chinese.

AP Chinese Language and Culture

Course Code: GMS009, GMS010

of Credits: 10

UC/CSU: e

Course Description:

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides students with opportunities to perform Intermediate to Advanced-level tasks,



FRENCH I P

Course Code: GFS001, GFS002

of Credits: 10

UC/CSU: e

Course Description:

Students develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Phonological and grammatical errors are to be expected and are addressed in a way that promotes communication and student confidence. Students practice extensively in oral and written communication using the learned vocabulary and grammar. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

FRENCH II P

Course Code: GFS003, GFS004

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students practice extensively in oral communication and write simple messages, narratives, and letters. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

FRENCH III P

Course Code: GFS005, GFS006

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop cultural awareness and French communication skills involving listening, speaking, reading, and writing. The emphasis is on comprehension and the production of frequently used language. Students practice extensively in oral communication and write messages that are more extensive, letters, and narratives than the previous levels of French. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in foreign cultures.

FRENCH IV P

Course Code: GFS009, GFS010

of Credits: 10

UC/CSU: e

Course Description:

In the 4th level of French, students develop more cultural awareness and communication skills involving reading, writing, listening and speaking. The emphasis is on comprehension and normal speech on general topics and literary selections. Grammar is revisited and reviewed thoroughly. Students practice oral communication in a variety of settings using formal and informal exchanges on concrete and abstract topics, striving towards francophone (French speaking countries) discourse. They write poetry, daily journals, and short compositions.

AP FRENCH LANGUAGE

Course Code: GFS007, GFS008

of Credits: 10

UC/CSU: e

Course Description:

The goal of this course is to become fluent in French. Communication skills: understanding, speaking, reading, and writing will be stressed. Grammar will be emphasized along with cultural studies and some exposure to literature. This class is conducted entirely in French. Upon completion, students will be eligible to take the AP examination in French that may qualify for college credit.

GERMAN I P

Course Code: GGS001, GGS002

of Credits: 10

UC/CSU: e

Course Description:

Students will communicate in German by speaking, reading, writing and understanding written and spoken German. They will study the countries and cultures where German is spoken and will make comparisons and connections with their own. The course will be conducted primarily in German.



GERMAN II P

Course Code: GGS003, GGS004

of Credits: 10

UC/CSU: e

Course Description:

Students will improve their communication in German in dialogs, oral presentations and group activities. German II is taught primarily in German. Increased emphasis will be placed on comprehension, expression, reading and writing. A continued study of the German culture is included.

GERMAN III P

Course Code: GGS005, GGS006

of Credits: 10

UC/CSU: e

Course Description:

Students will communicate well in German. Emphasis is writing, reading, and German. French history, culture and literature are studied extensively. The course is conducted entirely in German.

AP GERMAN LANGUAGE

Course Code: GGS007, GGS008

of Credits: 10

UC/CSU: e

Course Description:

The goal of this course is to become fluent in German. Communication of understanding, speaking, reading, and writing will be stressed. Grammar will be emphasized along with cultural studies and some exposure to literature. This class is conducted entirely in German. Upon completion, students will be eligible to take the AP examination in German that may qualify for college credit

HMONG I P

Course Code: GHS001, GHS002

of Credits: 10

UC/CSU: e

Course Description:

Students develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Phonological and grammatical errors are to be expected and are addressed in a way that promotes communication and student confidence. Students practice extensively in oral and written communication using the learned vocabulary and grammar. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

HMONG II P

Course Code: GHS003, GHS004

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students practice extensively in oral communication and write simple messages, narratives. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

HMONG III P

Course Code: GHS005, GHS006

of Credits: 10

UC/CSU: e

Course Description:

Students will communicate well in Hmong. Emphasis is on listening, writing, and reading in Hmong. Hmong history, culture and literature are studied extensively. The course is conducted entirely in Hmong.



HMONG IV P

Course Code: GHS007, GHS008

of Credits: 10

UC/CSU: e

Course Description:

The goal of this course is to become fluent in Hmong. Communication skills, understanding, speaking, listening, reading, and writing will be stressed. Grammar will be emphasized along with cultural studies and some exposure to literature. This class is conducted entirely in Hmong.

JAPANESE I P

Course Code: GJS011, GJS012

of Credits: 10

UC/CSU: e

Course Description:

Students develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Phonological and grammatical errors are to be expected and are addressed in a way that promotes communication and student confidence. Students practice extensively in oral and written communication using the learned vocabulary and grammar. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

JAPANESE II P

Course Code: GJS013, GJS014

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently-used language. Students practice extensively in oral communication and write simple messages, narratives, and letters using proper Hiragana, Katakana phonetics and basic Kanji characters. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

JAPANESE III P

Course Code: GJS015, GJS016

of Credits: 10

UC/CSU: e

Course Description:

Students will communicate well in Japanese. Emphasis is on listening, writing, and reading in Japanese. Japanese history, culture and literature are studied extensively. The course is conducted entirely in Japanese.

JAPANESE IV P

Course Code: GJS017, GJS018

of Credits: 10

UC/CSU: e

Course Description:

The goal of this course is to become fluent in Japanese. Communication skills, understanding, speaking, listening, reading, and writing will be stressed. Grammar will be emphasized along with cultural studies and some exposure to literature. This class is conducted entirely in Japanese.

LATIN I P

Course Code: GLS001, GLS002

of Credits: 10

UC/CSU: e

Course Description:

This course introduces the declensions of nouns, pronouns, and adjectives; the conjugations of verbs in active and passive voice; and the basic syntactical relationships of Latin sentences. Translation material typically covers topics that are relevant to Roman mythology, culture, history, and other classical allusions.



LATIN II P

Course Code: GLS003, GLS004

of Credits: 10

UC/CSU: e

Course Description:

This course completes the survey of Latin grammatical constructions, with an emphasis on the use of subjunctive verb forms, verbal, and periphrastic constructions. Greater emphasis is placed on literary styles than the introductory course.

LATIN III P

Course Code: GLS005, GLS006

of Credits: 10

UC/CSU: e

Course Description:

This course places emphasis on Cicero's orations against Catiline. There is a focus on literary style, literary and rhetorical devices and figures of speech.

LATIN IV P

Course Code: GLS007, GLS008

of Credits: 10

UC/CSU: e

Course Description:

This course places emphasis on Vergil's The Aeneid. There is a focus on literary style, literary and rhetorical devices, and figures of speech.

SPANISH I P

Course Code: GSS001, GSS002

of Credits: 10

UC/CSU: e

Course Description:

Students develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Phonological and grammatical errors are to be expected and are addressed in a way that promotes communication and student confidence. Students practice extensively in oral and written communication using the learned vocabulary and grammar. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

SPANISH II P

Course Code: GSS003, GSS004

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students practice extensively in oral communication and write simple messages, narratives, and letters. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.

SPANISH III P

Course Code: GSS005, GSS006

of Credits: 10

UC/CSU: e

Course Description:

Students continue to develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of frequently used language. Students practice extensively in oral communication and write simple messages, narratives, and letters. Classroom activities are related to the real world and include developing an awareness of acceptable behavior in the foreign culture.



SPANISH IV P

Course Code: GSS009, GSS010

of Credits: 10

UC/CSU: e

Course Description:

In the 4th level of Spanish, students develop more cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and normal speech on general topics and literary selections. Grammar is revisited and reviewed thoroughly. Students practice oral communication in a variety of settings using formal and informal exchanges on concrete and abstract topics, striving towards Spanish discourse. They write poetry, daily journals, and short compositions.

AP SPANISH LANGUAGE

Course Code: GSS007, GSS008

of Credits: 10

UC/CSU: e

Course Description:

In this course, students continue to develop cultural awareness and communication skills involving reading, writing, listening, and speaking. The emphasis is on comprehension and production of normal speech on general topics. Students will compose expository passages about literary selections, such as short stories, novels, poems, and articles. Students will demonstrate knowledge of grammatical detail and be able to communicate extensively in formal and informal exchanges on concrete and abstract topics. Students will prepare to pass the AP Spanish language examination.

AP SPANISH LITERATURE

Course Code: GSS230, GSS231

of Credits: 10

UC/CSU: e

Course Description:

This course is intended for students who wish to develop their proficiency in Spanish Literature: Peninsular and Latin American authors. The selected reading will consist of Medieval, Golden Age, Nineteenth, and Twentieth Century literature. Interpretive essays are written in Spanish along with analysis of poetry, short stories, and novels.

SPANISH FOR THE SPANISH SPEAKER I P

Course Code: GSS221, GSS222

of Credits: 10

UC/CSU: e

Course Description:

This is an entry-level, Spanish course designed to meet the special needs of native speakers of Spanish. The course emphasizes the development of writing, reading, grammar, syntax, vocabulary enrichment, and improvement of oral communication skills. The class will be taught in Spanish.

SPANISH FOR SPANISH SPEAKER II

Course Code: GSS223, GSS224

of Credits: 10

UC/CSU: e

Course Description:

This Spanish course is the second in a sequence of classes designed to meet the special needs of native speakers of Spanish. The course emphasizes the development of writing, reading, grammar, syntax, vocabulary enrichment, and improvements of oral communication skills with added rigor. The class will be taught in Spanish.

SPANISH I BP

Course Code: GSS011, GSS012

of Credits: 10

UC/CSU: e

Course Description:

Spanish I is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture and history



SPANISH II BP

Course Code: GSS013, GSS014

of Credits: 10

UC/CSU: e

Course Description:

Spanish II is designed to further develop the language skills of listening, speaking, reading, and writing Spanish. There is still much emphasis placed on oral practice through dialogs, scenarios, how-to presentations and teacher/student generated games. Considerable time is spent developing reading skills and applying them to Spanish literature. Aspects of Spanish culture is researched and presented in written form and orally to the class.

SPANISH-III FOR HEALTH CAREERS P

Course Code: GSS171, GSS172

of Credits: 10

UC/CSU: e

Course Description:

Native Speakers (NS) Spanish 3 for Health Careers is a year-long course that integrates the content of Spanish for Native Speakers and critical aspects of health care and health science relevant to the Latino communities living in the United States. In this course students study the cultural elements of Latin America and Spain by analyzing literary works, traditions, and history of Spanish speaking countries. This course allows the students to use advanced level Spanish in the medical field. The course informs students about cultural competency and how it affects the outcomes in health care.

IB SPANISH HL I

Course Code: GSS235, GSS236

of Credits: 10

UC/CSU: e

Course Description:

International Baccalaureate Spanish Honors Level I is intended for students who have a previous background of 4 to 6 years in the language, and focuses more on learning to communicate in the language in written and spoken form. Students study a variety of topics such as the environment, famous people, current and historical events, immigration, music, art, cuisine, fashion, film, etc. to develop their skills in listening, reading, writing, speaking, and cultural interaction. Types of texts studied include: news stories, short stories, brochures, advertisements, poems, informal and formal letters, excerpts from plays, editorials, debates, reviews and interviews.

IB SPANISH HL II

Course Code: GSS237, GSS238

of Credits: 10

UC/CSU: e

Course Description:

International Baccalaureate Spanish Honors Level II continues advanced studies of the Spanish language from IB Spanish HL I and is intended for students who have a previous background of 4 to 6 years in the language, and focuses more on learning to communicate in the language in written and spoken form. Students study a variety of topics such as the environment, famous people, current and historical events, immigration, music, art, cuisine, fashion, film, etc. to develop their skills in listening, reading, writing, speaking, and cultural interaction. Types of texts studied include: news stories, short stories, brochures, advertisements, poems, informal and formal letters, excerpts from plays, editorials, debates, reviews and interviews.

Non-Departmental



SCHOOL ANNUAL

Course Code: YAF200, YAS200

of Credits: 10

Course Description:

The students in this class will be producing the JFK School Annual (yearbook). As part of the school's yearbook staff, students will create a permanent record of the current school year. Students act as creative historians as they record and preserve events and memorable moments in all aspects of campus life. The work must show integrity and attention to detail through a responsible attitude, cooperation, honesty, and good time management skills.

NEWSPAPER PUBLISHING

Course Code: YBS200, YBS201

of Credits: 10

Course Description:

The student newspaper staff writes and produces a student newspaper, either in print and/or online. Students are responsible for publishing each issue by planning content, researching ideas, writing and editing stories, designing pages, and disseminating issues. It is also responsible for its budget and for obtaining funding through selling ads to local and national business.

STUDENT GOVERNMENT

Course Code: YGF200, YGS200

of Credits: 10

Course Description:

Students elected to any Associated Student Body office, any class office, or class board member are required to take this class. A few other students are appointed to committee positions or to represent organizations, and are allowed to take the class. This course may be repeated for credit. Instructor approval is required.

PREPARATION FOR THE SAT-MATH

Course Code: YGS307

of Credits: 5

Course Description:

This course is designed for students who intend to enroll in a University program. The curriculum will include strategies for successful preparation for college entrance examinations. Students will review basic mathematics, algebra, geometry, and data interpretation. In addition, techniques for solving basic mathematics questions and quantitative comparisons will be explored.

FINANCIAL PLANNING

Course Code: YFS141, YFS142

of Credits: 10

Course Description:

Financial Planning is a semester-long course that provides students with an overview of the job of a financial planner. Students look at financial planning in an objective way that requires them to regard all aspects of financial planning as relevant to a potential client. The course is intended as a fall semester course for juniors in the Corporate Business Academy at Hiram Johnson High School and includes a capstone project designed to display student learning from the breadth of their coursework from the previous year in the academy. Academy students will have completed courses in Business in a global economy and Business Ethics with a course in Customer Service coming immediately after the Financial Planning course.

IB INFO TECH IN GLOBAL SOCIETY

Course Code: MBS140, MBS141

of Credits: 10

UC/CSU: g

Course Description:

The DP information technology in a global society (ITGS) course examines the impact of information technology on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. ITGS considers ethical questions found in the study of philosophy. Widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today. ITGS offers an opportunity for a systematic study of these issues, whose range is such that they fall outside the scope of any other single discipline.

Non-Departmental



INFORMATION TECHNOLOGY

Course Code: YBS420, YBS421

of Credits: 10

Course Description:

This course is designed to provide the student with the knowledge necessary for understanding and developing mastery in Basic Keyboarding, Computer Literacy, Windows, Internet, and the complete Microsoft Office Suite. Credits may be used toward the Technology Literacy graduation requirement.

PRINCIPLES OF ENGINEERING P

Course Code: YTS131, YTS132, YTS210, YTS211

of Credits: 10 **UC/CSU:** g

Course Description:

Principles of Engineering is a year long course which is intended to develop students' ability to think and act like engineers. It focuses on applying STEM principles to hands-on projects that are often done in teams. Topics covered include teamwork, defining engineering, measurement, engineering communication, engineering history, 3D solid modeling, problem solving, electricity, materials science, and more. This course is designed to build from the foundations laid in Introduction to Engineering, but can easily be used as a stand alone course as well.

ADVANCED ENGINEERING & ENERGY

Course Code: YES331, YES332

of Credits: 10 **UC/CSU:** g

Course Description:

Advanced Engineering and Energy is a year-long rigorous and engaging Career Technical Education (CTE) engineering course with an overarching focus on robotics, transportation, and green energy. Utilizing a combination of traditional and project-based instructional methods, students engage in the extensive iterative engineering design process that begins to prepare them for careers in technology, transportation, engineering or renewable energy research. The course is intended for seniors in Energy, Science and Engineering Academy at the School of Engineering and Science and Rosemont High School

HEALTH

Course Code: YHF200, YHS200

of Credits: 10

Course Description:

The health education course will focus on health promotion, disease prevention, and risk reduction. Units of study will include substance use and abuse, family life, nutrition, first aid, health related physical fitness, hygiene, mental health/self-esteem, and health-related careers.

SENIOR PROJECT

Course Code: YPF101, YPS101

of Credits: 10

Course Description:

Senior Project is an elective course that may be offered at a school site to fulfill the high school graduation requirement. NOTE: Some schools may embed this project in English 12. The purpose of the project is to provide a culminating experience for graduating seniors during which they choose a project that extends their learning and challenges their abilities. They then write a research paper connected to the project, accumulate a portfolio during the project experience and present their project and portfolio to a panel of judges for final grading.

AFJROTC-SOCIAL STUDIES

Course Code: SXF240, SXS240

of Credits: 10

Course Description:

The course consists of two components: Aerospace Science and Leadership Education. The Aerospace Science portion is an aviation history course focusing on the development of flight. The emphasis is on civilian and military contributions to aviation and the transformation of the Air Force. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Leadership Education emphasizes elements of good citizenship, develops informed citizens; strengthens and develops character; develops study habits and time management and Air Force customs and courtesies. Cadets will be taught the fundamentals of Drill and Ceremonies. Most of the work is to be hands-on.



AFJROTC-HEALTH

Course Code: YHF210, YHS210

of Credits: 10

Course Description:

This course focuses on health promotion, disease prevention, and risk reduction. Units of study will include substance use and abuse, family life, nutrition, first aid/CPR, health related physical fitness, hygiene, mental health/self-esteem, and health related careers. The 2-week summer session exposes students to a broad range of information related to the understanding and development of personal fitness and health. Including psycho-social well-being. It examines the elements of exercise, nutrition, and stress-management, communication skills, study skills, diversity, question asking skills, and personal issues that face many young people.

NAVAL SCIENCE 1A

Course Code: YMS100, YMS102

of Credits: 10

Course Description:

With a focus on citizenship, elements of leadership, responsibility of one's actions and the value of scholarship in attaining life goals; cadets gain an appreciation for the heritage and traditions of America, and develop a growing sense of pride in his/her organization, classmates, and self. Content includes: an introduction to the NJROTC program, its missions, goals and objectives, Career Planning, naval leadership and followership traits and principles, citizenship, responsibilities of citizens, the basis of our government and its role in today's society, the mission and organization of the Navy in maintaining freedom of the seas, wellness, fitness, financial planning, close order drill, and proper uniform wear.

NAVAL SCIENCE 2A

Course Code: YMS104, YMS106

of Credits: 10

Course Description:

The purpose of this course is designed to engender a sound appreciation for the heritage and traditions of America. In addition, students are allowed to develop their leadership skills with positions of leadership within the class. Content includes: Understand the importance of sea control and how sea power influenced the growth of Early Western Civilization, naval history and heritage from the American Revolution. In addition students will be introduced to other cultures through the introduction of the NJROTC Cultural Studies program. College preparatory writing is also introduced.

NAVAL SCIENCE 3A

Course Code: YMS108, YMS110

of Credits: 10

Course Description:

The purpose of this course is to further develop leadership skills through various classroom and organizational roles. Students develop an understanding of national security, naval operations and political structure of the United States. The Content includes: career planning, importance of sound financial planning, and college and career opportunities. In addition, students learn the importance of understanding world events and how they affect our future. College preparatory writing is also included as is an introduction to career opportunities.

NAVAL SCIENCE 4A

Course Code: YMS112, YMS114

of Credits: 10

Course Description:

The purpose of this course is to build on leadership qualities through unit leadership opportunities and leadership by example. Students investigate what leadership is, and how to maximize leadership abilities. Career and college opportunities are researched and explored. Content includes: leadership and ethics, positive leadership techniques, leading by example and the basics of effective communications. Students are taught resume writing and interviewing techniques. In naval science 4, students are expected to undertake a leadership role within the overall NJROTC organization. In addition, naval science 4 students are expected to teach and lead in areas of close order drill and uniform inspections. The highest of overall student behavior is expected and required.

MCJROTC LEADERSHIP EDUC 1A

Course Code: YMS200, YMS202

of Credits: 10

Course Description:

Leadership Education I introduces the cadets to the major subjects to lay a foundation for the grade levels to follow. This course emphasizes followership, development of leadership traits, Marine Corps drill, and ceremonies



MCJROTC LEADERSHIP EDUC 2A

Course Code: YMS300, YMS302

of Credits: 10

Course Description:

This second year course is designed for high school sophomores, juniors or seniors. This course reinforces concepts from MJROTC level I and emphasizes leadership theory, style and principles. Some leadership roles are assigned to second year cadets.

MCJROTC LEADERSHIP EDUC 3A

Course Code: YMS400, YMS402

of Credits: 10

Course Description:

Third year cadets will begin to use their leadership training as they assume positions of increased authority and responsibility within the program. Classes on personal finances are presented, as well as many classes involving career preparation and opportunities in public service. Cadets are scheduled for 123 hours of scheduled academic instruction, which includes practical application and 56 hours remaining for extended hours of physical fitness.

MCJROTC LEADERSHIP EDUC 4A

Course Code: YMS500, YMS502

of Credits: 10

Course Description:

Fourth year students will bring together all their previous education and training and apply them to the class. Senior students will conduct formations, inspections, and physical fitness as well as supervise certain training events with younger level cadets. Number of academic hours in general military subjects is greater than all the others combined. However, the senior cadets continue to be challenged with many leadership responsibilities and academic requirements for research papers and independent studies to include special projects.

ADVISORY PROGRAM

Course Code: YAS030

of Credits: 5

Course Description:

Advisory class will typically cover topics that help students be successful in high school, college and life after high school. This may include study skills, career exploration, tutoring, and coaching. Each school that offers an advisory period may implement different components. Please contact your school for more information regarding advisories.

LEADERSHIP P

Course Code: YLS100, YLS101

of Credits: 10

Course Description:

Students who successfully complete this course will have a general understanding of leadership theories, leadership styles, and conflict resolution. They will also experience group dynamics and the effect of the leader on the direction and motivation of a group.

YOUTH SERVICES

Course Code: YOS100, YOS101

of Credits: 10

Course Description:

This course introduces the concept of service learning as an essential component of secondary education. Students begin with the identification of a problem or need within the community or school setting. Together with their teachers, students will make decisions about areas of concern in the world in which they live and learn.

Non-Departmental



RECONNECTING YOUTH

Course Code: YRF100, YRS100

of Credits: 10

Course Description:

This course is designed to and has demonstrated positive results helping high-risk youth improve their school achievement, reduce their drug involvement, and decrease their depression, aggression, and suicidal behaviors. Specially selected and trained school personnel are intended group leader for the course.

TEEN VOICES FOR HEALTHY CHOICES

Course Code: YTF130, YTS130

of Credits: 10

Course Description:

This course examines social justice issues with the aim of understanding equality and inequality in society. The purpose of the course is to help students become agents of change within their communities. Analyzing history through a critical lens, the leadership class will be exposed to various topics such as, Geography, Psychology, Sociology, Ethnic Studies, etc. The 2nd semester is designed to assist in two ways: 1) Provide supports that will help the students be successful academically in the current semester (Tutoring, study time, Counselor Workshops, College Workshops), and 2) Provide practical experiences to allow students to become agents of change in their environment (volunteering at school(s), field trips to colleges, leadership opportunities).

PEER TUTORING

Course Code: YXF301, YXS301

of Credits: 10

Course Description:

Peer Tutoring is a general elective course open to students, grades 9 through 12. This course may be repeated. This course enables a student to have the experience of working with other students in subjects in which the tutor is more skilled than the tutee, in a school setting under the supervision of a certificated person. The experience of peer tutoring will vary because of the individualized duties required in different subjects at different levels. This course provides student-student contact and a learning opportunity for both tutee and tutor.

MEN'S LEADERSHIP ACADEMY

Course Code: SLM101, SLM102

of Credits: 10

Course Description:

Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender. Challenging others and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the MLA program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

ACADEMIC ENRICHMENT-SETA

Course Code: YST100

of Credits: 5

Course Description:

The YWCA Summer Youth Employment and Training Program Academic Enrichment Component is a 6 week course (one unit of math and one unit of reading per week) offered to adolescent parents ages 14-21. The course focuses on those reading and math skills which are vital to success in the workplace. Reading skills will focus primarily on expression, interpretation and comprehension. Math skills will include geometry, measurement, statistics, functions, algebra, estimation and computation, logic and language, and discrete mathematics.

SCHOOL ASSISTANT

Course Code: YOF402, YOS402

of Credits: 10

Course Description:

Students are required to complete general classroom assistant duties based on the needs of the teacher or staff member. A Student Assistant must exhibit tactfulness and dependability while they perform valuable services to the school in this role. Students may not earn more than ten (10) credits over their four years in this placement.



OFFICE ASSISTANT

Course Code: YOF202, YOS202

of Credits: 10

Course Description:

Students are required to complete general office assistant duties based on the needs of the staff member. An Office Assistant must exhibit tactfulness and dependability while they perform valuable services to the school in this role. Students may not earn more than ten (10) credits over their four years in this placement.

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