

# Acalanes Union High School District

## Course Catalog 2025-2026



**Acalanes**



**Campolindo**



**Las Lomas**



**Miramonte**



**Acalanes Center for  
Independent Study**

*We educate every student to excel and contribute in a global society.*

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## School Information and Contacts

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### **Acalanes High School**

Principal: Eric Shawn  
Lead Counselors: Anne Schonauer and Susan Martin  
1200 Pleasant Hill Road  
Lafayette, CA 94549  
(925) 280-3970 Fax (925) 280-3971  
Website: [www.acalanes.k12.ca.us/ahs](http://www.acalanes.k12.ca.us/ahs)

### **Campolindo High School**

Principal: Pete Alvarez  
Lead Counselor: Amardeep Dhaliwal  
300 Moraga Road  
Moraga, CA 94556  
(925) 280-3950 Fax (925) 280-3951  
Website: <https://www.acalanes.k12.ca.us/campolindo>

### **Las Lomas High School**

Principal: Heather Thorner  
Lead Counselor: Sara Feinberg  
1460 South Main Street  
Walnut Creek, CA 94596  
(925) 280-3920 Fax (925) 280-3921  
Website: [www.acalanes.k12.ca.us/laslomas](http://www.acalanes.k12.ca.us/laslomas)

### **Miramonte High School**

Principal: Ben Campopiano  
Lead Counselor: Ellen Connors  
750 Moraga Way  
Orinda, CA 94563  
(925) 280-3930 Fax (925) 280-3931  
Website: [www.acalanes.k12.ca.us/miramonte](http://www.acalanes.k12.ca.us/miramonte)

### **Acalanes Center for Independent Study**

Coordinator: Jonathan Drury  
Counselor: Sara Feinberg  
1963 Tice Valley Blvd.  
Walnut Creek, CA 94595  
(925) 280-3945 Fax (925) 280-3941  
Website: [www.acalanes.k12.ca.us/cis](http://www.acalanes.k12.ca.us/cis)

### **Acalanes Union High School District**

Associate Superintendent of Educational Services: John Walker  
1212 Pleasant Hill Road  
Lafayette, CA 94549  
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Website: [www.acalanes.k12.ca.us/curriculum](http://www.acalanes.k12.ca.us/curriculum)

## Public Notification of Non-Discrimination

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The Acalanes Union High School District (AUHSD) is committed to equal opportunity for all individuals in education and provides equal access to the Boy Scouts and other designated youth groups. District programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, actual or potential, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The AUHSD's Career and Technical (CTE) program does not discriminate in enrollment in or access to any of the CTE programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework (where applicable). The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. The AUHSD also does not discriminate in its hiring or employment practices. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's designated compliance coordinators.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's designated compliance coordinators. All AUHSD compliance coordinators can be contacted at 925-280-3900, 1212 Pleasant Hill Rd., Lafayette CA, 94549

**Section 504 Coordinator:** Leigh Gregory, Executive Director, Special Education and Auxiliary Services, 1212 Pleasant Hill Rd, Lafayette, CA 94549, (925) 280-3900, [special@auhsdschools.org](mailto:special@auhsdschools.org)

**Title IX Coordinator:** Amy McNamara, Deputy Superintendent, Administrative Services, 1212 Pleasant Hill Rd, Lafayette, CA 94549, (925) 280-3900, [adminservices@auhsdschools.org](mailto:adminservices@auhsdschools.org)

**Title II Coordinator:** Amy McNamara, Deputy Superintendent, Administrative Services, 1212 Pleasant Hill Rd, Lafayette, CA 94549, (925) 280-3900, [adminservices@auhsdschools.org](mailto:adminservices@auhsdschools.org)

**CCR Title 5 Coordinator:** Amy McNamara, Deputy Superintendent, Administrative Services, 1212 Pleasant Hill Rd, Lafayette, CA 94549, (925) 280-3900, [adminservices@auhsdschools.org](mailto:adminservices@auhsdschools.org)

**CTE Program Coordinator:** John Walker, Associate Superintendent, Educational Services, 1212 Pleasant Hill Rd, Lafayette, CA 94549, (925) 280-3900, [edservices@auhsdschools.org](mailto:edservices@auhsdschools.org)

## AUHSD Graduation and College Eligibility Requirements

AUHSD high schools require 220 total credits for graduation. Students earn 5 credits for every semester of a course they complete with a D or better.

	AUHSD Graduation Requirements: Acalanes, Campolindo, Las Lomas, Miramonte and the Acalanes Center for Independent Study		College Eligibility Requirements: University of California (UC) CA State University (CSU)
Subject Area	Class of 2026	Starting with Class of 2027	
English	40 Credits 4 years of grade-level courses	40 Credits 4 years of grade-level courses	40 Credits*
Math	30 Credits Including Algebra 1 and 2 semesters of math beyond Algebra 1. Up to 10 math credits may be earned through a computer science course	30 Credits Including Algebra 1 and 2 semesters of math beyond Algebra 1. Up to 10 math credits may be earned through a computer science course	30 Credits* (40 recommended) Including courses that cover topics in algebra, geometry, and advanced algebra
Science	20 Credits 1 year of biological science and 1 year of physical science	20 Credits 1 year of biological science and 1 year of physical science	20 Credits* (30 recommended)
Social Science	30 Credits 1 year of World History, 1 year of United States History, 1 semester of Government, and 1 semester of Economics	30 Credits 1 year of World History, 1 year of United States History, 1 semester of Government, and 1 semester of Economics	20 Credits*
Visual and Performing Arts	10 Credits 1 year of visual or performing art	10 Credits 1 year of visual or performing art	10 Credits*
Breadth Requirement: World Language and/or Career Technical Ed.	20 Credits 2 years in either of the following areas: World Language or Career Technical Education	20 Credits 2 years in either of the following areas: World Language or Career Technical Education	Language Other than English – 20 credits in same language* (30 recommended) Career Technical Ed. – None
Physical Education	20 Credits 1 year of PE 9 and an additional 10 credits	20 Credits 1 year of PE 9 and an additional 10 credits	None
Health	5 Credits 1 semester of Human and Social Development	5 Credits 1 semester of Human and Social Development	None
Ethnic Studies**	None	5 Credits 1 semester of Ethnic Studies	None
Electives	45 Credits	40 credits	10 Credits*
TOTAL	220 Credits	220 Credits	N/A

\*See the [UC website](#), the [CSU website](#), or your counselor for details about UC and CSU course requirements.

\*\*Beginning with the Class of 2027, all AUHSD sophomores will take the semester-long Ethnic Studies course: an interdisciplinary course that includes history, literature, economics, sociology, anthropology, and political science.

## AUHSD Graduation and College Eligibility Requirements (cont'd)

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### University of California Requirements

Students interested in attending one of the 9 University of California campuses must satisfy the following requirements:

- Complete a minimum of 15 college-preparatory courses (A-G courses) with a C or better in each course.
- Earn a grade point average (GPA) of 3.0 or better in A-G courses with no grade lower than a C.

Students are encouraged to visit the following website for detailed information about UC admissions: <http://admission.universityofcalifornia.edu>.

### California State University Requirements

Students interested in attending one of the 23 California State University campuses must satisfy the following requirements:

- Complete a minimum of 15 college-preparatory courses (A-G courses) with a C or better in each course.
- Earn a grade point average (GPA) of 2.5 or better in A-G courses with no grade lower than a C. Students earning a GPA of 2.00-2.49 may be considered for admission based on supplemental factors.

Students are encouraged to visit the following website for detailed information about CSU admissions: <https://www.calstate.edu/apply>.

### Private College and University Requirements

Private colleges and universities do not always publish a firm list of required courses. The list of courses required by UC and CSU can serve as a general guideline for the high school courses that students should take to qualify for admission to a private college or university. Many AUHSD graduates attend private schools with choices ranging from large, well-known universities to smaller institutions with highly-focused academic programs. Students should meet with their counselor or staff from their College and Career Center for detailed information about admission to a private college or university.

### Community College Requirements

Community colleges provide affordable and high-quality educational options for students. There are 116 accredited community colleges in the state of California, and many AUHSD students choose to begin their higher education at one of these institutions. Community college students can earn the following degrees:

- Associate degree
- Associate degree for transfer to a four-year college or university
- Certificate in a particular field
- Bachelor's degree (limited campuses and only in specific, high-demand fields)

California community colleges are required to admit California residents with a high school diploma or the equivalent. Minors who do not have a high school diploma may attend a California community college as a special, part-time student. Current AUHSD students are required by the California Community College system to have a high school administrator approve any request to enroll in a community college course. AUHSD does not accept community college courses as replacements for courses required by the District for graduation.

## AUHSD Course Pathways

Students must earn a minimum of 220 credits to graduate from Acalanes, Campolindo, Las Lomas, Miramonte, or the Acalanes Center for Independent Study. Students earn 5 credits for every semester of a course they complete with a grade of D or better. The following chart includes the courses AUHSD students must complete to graduate and the grade levels in which these courses are typically taken. Grade levels may vary for course areas that do not have a four-year requirement.

Subject	Graduation Credits (Minimum)	Grade 9	Grade 10	Grade 11	Grade 12
English	40	English 1	English 2	English 3 or AP Language	English 4 or English 4 Elective or AP Literature
Mathematics*	30	Math Course	Math Course	Math Course	(Math recommended)
Science	20	Living Earth	Chemistry in the Earth System	(Physics recommended)	
Social Science	30	World History, Culture and Geography		US History or AP US History	US Government or AP Government and Economics or AP Economics
Visual and Performing Arts	10	Visual or Performing Art			
World Language	20	World Language or CTE	World Language or CTE		
Career Technology Education (CTE)					
Physical Education**	20	PE 9	PE Elective		
Health	5		Human and Social Development		
Ethnic Studies*** (Starting with Class of 2027)	5		Ethnic Studies		
Electives – Class of 2026	45	Electives	Electives	Electives	Electives
Electives – Starting with Class of 2027	40	Electives	Electives	Electives	Electives

\*Students must pass Algebra 1, either in middle school or high school, to graduate. Students who pass Algebra 1 in middle school must earn at least 30 additional high school math credits to meet the graduation requirement. Students may earn 10 credits towards the math graduation requirement by successfully completing a computer science course.

\*\* Students must complete 20 Physical Education credits. Ten (10) credits must be completed by taking PE 9. Students have options for earning the remaining 10 PE credits. Please see the PE section of the Course Catalog for detailed information.

\*\*\* Beginning with the Class of 2027, all AUHSD sophomores will take the semester-long Ethnic Studies course: an interdisciplinary course that includes history, literature, economics, sociology, anthropology, and political science.



## Course Selection Guidelines

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### Guidelines for Selecting Courses

Students should review the course descriptions in this catalog prior to selecting a class schedule. Additionally, students should consider the following factors when planning an overall schedule:

1. **Graduation Requirements** – Carefully check the AUHSD graduation requirements.
2. **College Entrance Requirements** – Consider taking courses required by colleges and universities.
3. **Interests** – Look for courses that are interesting and relevant to college and career goals.
4. **Course Schedule Rigor** – Examine the overall rigor of a potential schedule.
5. **Parent/Guardian Approval** – Talk to parents/guardians about course options.
6. **Teacher/Counselor Guidance** – Seek input from teachers and counselors about a class schedule.

### Schedule Requirements and Changes

A variety of factors influence the development of a school's master schedule of classes, including student interests, staffing, and facility capacity. Through the scheduling process, counselors inform students about the seriousness of their course selections, and students should select their courses carefully.

- All 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders must be enrolled in at least 6 classes.
- All 12<sup>th</sup> graders must be enrolled in at least 5 classes unless otherwise authorized by AUHSD.
- Courses dropped after the end of the 1<sup>st</sup> or 3<sup>rd</sup> quarter will result in an F grade on the transcript.

Course changes will not be made to accommodate extra-curricular schedules, requests for a specific teacher, or period preferences. Requests to drop one course and enroll in another must be made within the first 10 school days of the semester. Requests will be granted based on availability. Students may request schedule changes based on the following reasons:

- Inappropriate course placement
- Schedule is missing a course required for graduation or a course required to meet college eligibility
- Interest in changing an elective course

## Counseling

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### **Counseling Department – Services and Resources**

As students progress through AUHSD, the Counseling Department provides academic and social-emotional support. Counselors also provide guidance for post-secondary planning. Students are assigned a counselor based on alphabetical groupings, and they work with the same counselor throughout their time in AUHSD. Counselors provide direct, one-to-one support, and they also meet with groups of students to provide general guidance.

Students should contact their counselor with any questions about course selection and planning. At the start of the second semester, counselors provide students with an overview of the course selection process.

### **Wellness Center – Services and Resources**

Each comprehensive high school has a Wellness Center that works in collaboration with the Counseling Department to provide students with guidance and support. Wellness Centers offer student-centered support and education through mental health counseling, outreach, and consultation.

### **College and Career Center – Services and Resources**

The College and Career Center at each comprehensive high school provides individualized and small-group guidance regarding post-graduation options. Staff from the College and Career Centers help students plan for community college, four-year college, gap years, internships, and employment.

**Maia:** This web-based program is available to all students and parents/guardians to help them plan for post-graduation options. The program contains important information that will help students make informed decisions when applying to college. Maia also serves as a communication tool for requesting and submitting letters of recommendation.

#### **Additional Services and Resources:**

- College and university information – catalogs and reference books
- Testing dates and registration materials – PSAT, SAT, ACT, and Advanced Placement
- Scholarship and financial aid information
- Trade, technical, and specialty-school information
- Regional Occupational Program (ROP) information
- SAT and ACT prep workshop information
- Summer enrichment activities information
- Part-time job placement support
- National Collegiate Athletic Association (NCAA) eligibility information
- Presentations by college representatives

## Counseling (cont'd)

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### College Preparatory Checklist

The following timeline may serve as an organizational tool for students and parents/guardians as they plan for post-graduation options. These are general suggestions, and not all items will be applicable to all students.

#### *First Year*

- Visit key resource centers on campus – Library, Counseling, College & Career Center, and Wellness Center
- Establish strong study habits and time-management skills
- Participate in extra-curricular activities and work toward leadership positions. Get involved: join clubs, participate in student government, or play a sport
- Engage in community service
- Meet with your counselor to review your four-year academic plan
- Register with Maia and take a college/career/interest inventory
- Start a list of accomplishments or awards to include on a resume or college application

#### *Sophomore Year*

- Concentrate on academic preparation and continue to develop core academic skills and extracurricular interests
- Take the practice SAT Exam (PSAT)
- Attend college fairs to learn about schools and their admission requirements
- Explore Maia and browse through college/career information
- Volunteer, work, and/or take a class over summer
- Add to your list of accomplishments

#### *Junior Year*

- Take the practice SAT Exam (PSAT)
- Register for a SAT and/or ACT Exam and complete a test session by June of your junior year
- Attend a fall college fair to learn about college admission requirements
- Meet representatives from different colleges – sign-up in the College and Career Center
- Continue community service
- Research and/or visit college campuses during school breaks
- Athletes: To play college athletics you must be certified by the NCAA. Start this process in your junior year at <https://web3.ncaa.org/ecwr3/>.

#### *Senior Year*

- Check the College and Career Center for upcoming events and important deadline information
- Decide which colleges interest you
- Contact teachers for letters of recommendation
- Sign up in the College and Career Center to attend presentations by college representatives
- Know the various applications deadlines and submit applications on time
- Attend a Financial Aid Workshop for parents/guardians and students
- Research and apply for scholarships
- Continue community service

## Alternative Programs

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### Acalanes Center for Independent Study (ACIS)

Located on the campus of the Del Valle Education Center, ACIS offers a college-preparatory program within an alternative school-day schedule. Students enrolled in ACIS have the same graduation requirements as students at AUHSD's comprehensive high schools, and most ACIS classes meet the UC/CSU A-G requirements. ACIS students have access to a smaller array of elective courses than they would at a comprehensive school, but ACIS students may concurrently enroll in a comprehensive high school for some of their classes. ACIS is fully accredited by the Western Association of Schools and Colleges. For a list of course offerings at the ACIS, please see the [ACIS website](#).

### Regional Occupation Program (ROP)

The Regional Occupation Program (ROP), administered collaboratively by AUHSD and the Contra Costa County Office of Education, provides students with classes that foster a successful transition from high school to college and/or career. ROP classes help students learn about career options and develop skills that will benefit them in both college and their career. Some AUHSD ROP courses provide students with the opportunity to earn credits that are transferable to college, and most ROP courses are approved for the UC/CSU A-G list.

#### ROP Courses anticipated to be offered in 2025-2026 school year in the Acalanes Union High School District:

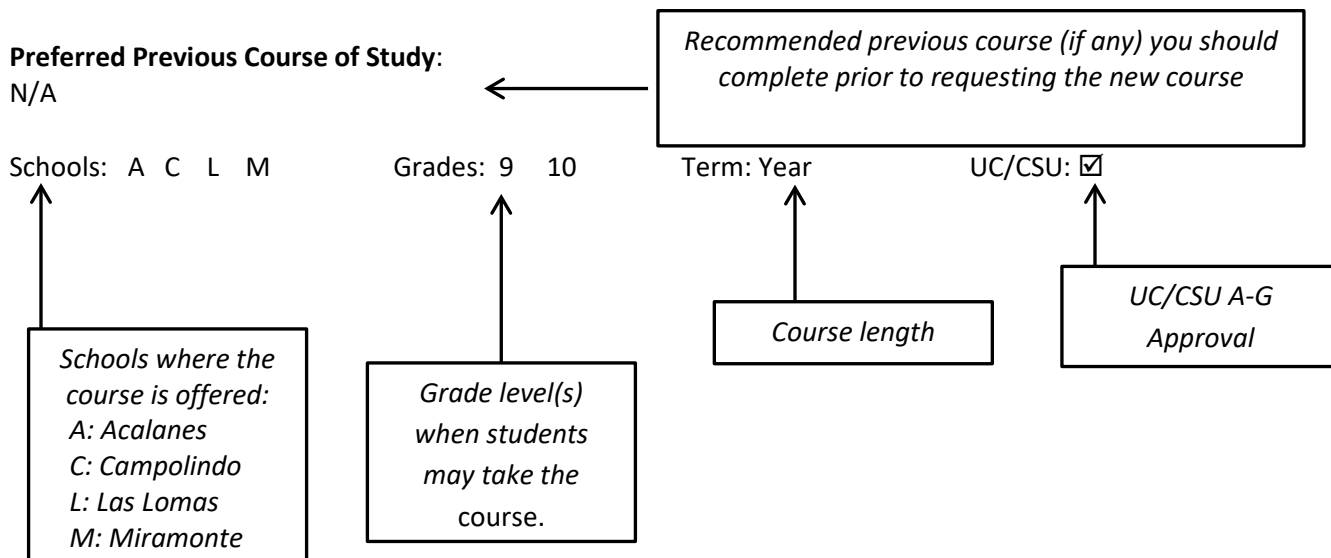
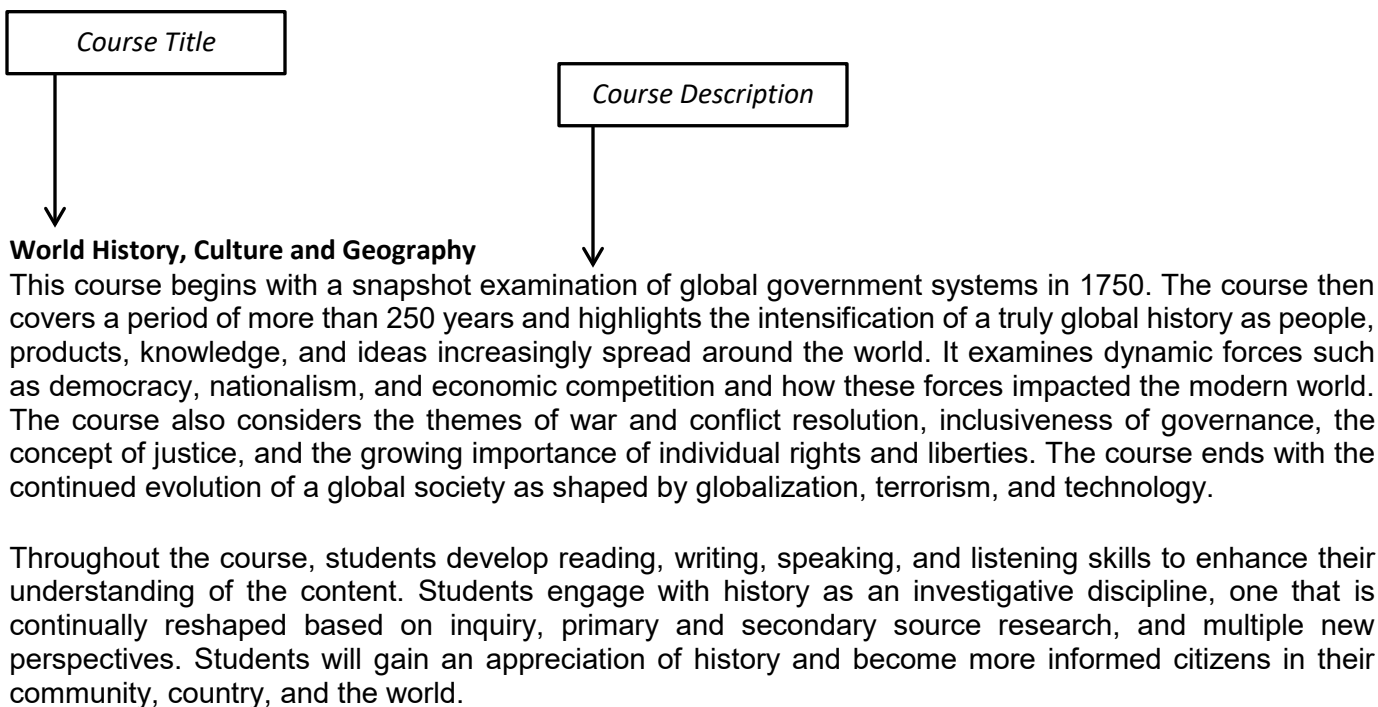
Acalanes	Campolindo	Las Lomas	Miramonte
Automotive Engineering	Automotive Engineering	Advanced Baking & Cooking	Advanced Baking & Cooking
Automotive Engineering Adv	Automotive Engineering Adv	Analytical Forensic Science	Environmental Science (AP)
Design and Fabrication	Biotechnology	Automotive Engineering	Foods 1
Environmental Science (AP)	Computer Integrated Mfg.	Automotive Engineering Adv	International Cuisine
Sports Medicine	Environmental Science (AP)	Biomedical Science	Introduction to Engineering
Sports Medicine Advanced	Introduction to Engineering	Environmental Science (AP)	Principles of Engineering
	Sports Medicine	Foods 1 & 2	Sports Medicine
	Sports Medicine Advanced	Human Body Systems	Sports Medicine Advanced
	Wood Tech and Engineering	International Cuisine	
	Wood Technology Advanced	Medical Interventions (H)	
		Sports Medicine	
		Wood Tech and Engineering	
		Wood Technology Advanced	

## Reading the Course Catalog

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### How to Read the Course Catalog

Using World History as an example, the following section explains how to read course entries in this catalog:



## Career Technical Education

The Career Technical Education (CTE) program in the Acalanes Union High School District offers multiyear course sequences that integrate core academic knowledge with technical and occupational skills to provide students with a clear pathway to postsecondary opportunities. The California Department of Education maintains a website with detailed information about CTE courses and curriculum: <https://www.cde.ca.gov/ci/ct/>.

### AUHSD Graduation Requirement and UC/CSU Admission Requirement

Career Technical Education is part of the AUHSD Breadth Graduation Requirement. To meet this graduation requirement, students must earn 20 credits in either CTE or World Language.

#### AUHSD CTE Graduation Requirement (Breadth Requirement)

AUHSD students must obtain 20 credits (2 years) taken in either of the following areas: Career Technical Education (CTE) and World Language.

#### UC/CSU Admission Requirement – CTE

None

### AUHSD Career Technical Education Programs

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

Industry Pathway	AUHSD Courses	Industry Pathway	AUHSD Courses
Arts, Media and Entertainment	<ul style="list-style-type: none"> <li>Broadcast Journalism</li> <li>Digital Design</li> <li>Journalism 1-4</li> <li>Music Theory, AP</li> <li>Musical Theater Workshop</li> <li>Photography</li> <li>Publications</li> <li>Stagecraft</li> <li>Video Production</li> </ul>	Health Sciences and Medical Technology	<ul style="list-style-type: none"> <li>Biotechnology</li> <li>Human Body Systems</li> <li>Medical Interventions Honors</li> <li>Principles of Biomedical Science</li> <li>Sports Medicine</li> <li>Sports Medicine Adv.</li> </ul>
Building and Construction Trades	<ul style="list-style-type: none"> <li>Wood Technology and Engineering</li> <li>Wood Technology Advanced</li> </ul>	Hospitality, Tourism and Recreation	<ul style="list-style-type: none"> <li>Advanced Baking &amp; Cooking</li> <li>Foods 1 &amp; 2</li> <li>Advanced International Cuisine</li> </ul>
Energy, Environment and Utilities	<ul style="list-style-type: none"> <li>Environmental Science, AP</li> <li>Environmental Science</li> </ul>	Information and Computer Technologies	<ul style="list-style-type: none"> <li>Computer Science Principles AP</li> <li>Computer Science A, AP</li> </ul>
Engineering and Architecture	<ul style="list-style-type: none"> <li>Architectural Design</li> <li>Design and Fabrication</li> <li>Engineering and Robotics (Computer Integrated Manufacturing)</li> <li>Introduction to Engineering</li> <li>Principles of Engineering</li> </ul>	Public Service	<ul style="list-style-type: none"> <li>Analytical Forensic Science</li> <li>Law and Society</li> </ul>
		Transportation	<ul style="list-style-type: none"> <li>Automotive Engineering</li> <li>Automotive Engineering Advanced</li> </ul>

## Career Technical Education

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### Automotive Engineering

Automotive Engineering course offers students the opportunity to study the automotive systems such as engine, ignition, electrical, brakes, drivetrain, and suspension. The program includes both classroom and practical time. The lab section will deal with practical maintenance of automobiles, data retrieval systems; tools and equipment, preventative maintenance, troubleshooting and more. This course may be offered as an ROP course.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Automotive Engineering Advanced

Automotive Engineering Advanced course offers students instruction in advanced technology and practices, tune-up, emission control, power transmission, brakes, machine operations, diagnostics, computer controls suspension, steering, fuel systems and engine overhaul. The program includes both classroom and practical time. This course may be repeated for credit.

Course has been submitted to UC/CSU for a-g status - approval pending.

#### Preferred Previous Course of Study:

Automotive Engineering

<b>Schools:</b>	A	C	L	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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### Introduction to Engineering Design

Introduction to Engineering Design course provides a solid foundation and introduction to Engineering and Design. Students dig deep into the engineering process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	C	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Design and Fabrication Technology

Design and Fabrication Technology provides students with knowledge to safely operate and maintain hand and power tools as well as woodworking, plastic and metal machines as an introduction into the processes necessary to manufacture a product. This course is designed to show the inter-relationships between design, machinery, and fabrication. The course provides a broad range of applied basic skills and specific technical skills necessary to function in a highly-technological society and work place. The student will improve skills in drafting, machining and fabrication. The design process is examined as it relates to manufactured products. Topics also included are how to write specifications, how to control quality, understand tests and analysis, and work with prototypes. The student is given lab assignments to be completed on CAD software.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Principles of Engineering

Principles of Engineering is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a post secondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. This course follows introduction to Engineering Design course and is an part of an engineering course sequence.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	M	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Computer Integrated Manufacturing (Engineering and Robotics)

In this course students will learn automated manufacturing concepts by creating three-dimensional designs with modeling software and producing models of their designs on computer numerically controlled machine tools. The topics covered include robotics, machine tool operating, industrial practices, tool motion, CNC programming, simulations, prototyping, and manufacturing systems. Integrated throughout the course are career technical education standards which include academics skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge. This course is part of an engineering course sequence and follows Project Lead the Way Curriculum.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	C	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Wood Technology and Engineering

Wood Technology and Engineering is a course that provides students with experiences in the elements of art and principles of design using wood as the primary artistic vehicle. Topics include industrial drawing/CAD, CNC, Engineering, Laser Engraving, design and construction techniques. Students will be provided with the knowledge to safely operate and maintain both hand and power tools as well as woodworking machines. Throughout the year, students will complete projects while learning the identification and use of tools, woods, basic joinery and finishing techniques, and CAD and CNC basics. Emphasis is placed on safety , responsibility, and cooperation.

### Preferred Previous Course of Study:

NA

<b>Schools:</b>	C L	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Wood Technology-Advanced

Advanced Wood Technology provides the student with the opportunity to further develop the skills learned in Wood Technology, with the addition of advanced joinery and finishing techniques, and the use of additional materials such as plastics, metals, and casting resins. Students will be encouraged to plan and develop projects of their own conception. Throughout the year, emphasis is placed on safety, responsibility, and cooperation.

### Preferred Previous Course of Study:

Wood Technology and Engineering

<b>Schools:</b>	C L	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Foods 1

Foods 1 is the first course in a comprehensive standards-based culinary arts sequence. The class will enable students to understand basic nutrition, food preparation techniques, care and use of equipment, consumer education, entertaining, kitchen safety and sanitation.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Foods 2

Foods 2 is the second course in a comprehensive standard-based culinary arts sequence. The class builds on student's knowledge of nutrition, preparation techniques, equipment use and care, and consumerism. The class will provide hands-on experience in all elements of food preparation including various international foods recipes.

### Preferred Previous Course of Study:

Foods 1

<b>Schools:</b>	L	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Foods Adv. Baking & Cooking

Foods Adv. Baking & Cooking is the second course in a comprehensive standard-based culinary arts sequence. The class builds on student's knowledge of nutrition, preparation techniques, equipment use and care, and consumerism. The class will provide hands-on experience in all elements of food preparation including various international foods recipes. This course may be offered as an ROP course.

### Preferred Previous Course of Study:

Foods 1

<b>Schools:</b>	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Foods Adv. International Cuisine

This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. In studying the cuisine of a people or a region, we learn about a country's geography and climate, traditions, taboos and social mores, unique adaptations caused by environment on a food supply, pressures on a population to trade, export, import, permit a closed or open society, and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community. This course may be offered as an ROP course.

### Preferred Previous Course of Study:

Foods 1

<b>Schools:</b>	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Work Experience Education

Work experience is a one-semester elective class combining paid employment experience with classroom instruction emphasizing an introduction to work necessary for job success and fulfillment and classroom training in employability skills. Students are employed and paid a standard wage at the job site while enrolled in a concurrent course at their high school. Students develop positive work habits, self-confidence, and job related skills which can be used to locate, secure, and retain employment in the community. Students must attend weekly related instruction meetings at their school, undertake lessons and activities, and acquire general and specific occupational skills through a combination of supervised paid employment and instruction. Regular job site visitations and supervision by the work experience coordinator is a fundamental part of the course. Students must be at least 16 years of age and concurrently employed a minimum of five hours per week in a paid position covered by workmen's compensation. Work Experience Education is only offered on the Las Lomas campus. Students at other campuses may consult with their counselor to pursue this option.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	L	<b>Grades:</b>	12	<b>Term:</b> Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## English and English Language Development

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The English and English Language Development courses in the Acalanes Union High School District focus on providing students with the ability to read, write, and communicate with competence and confidence across a range of personal and academic contexts. These communication skills will expand opportunities for career and college success.

### AUHSD Graduation Requirement and UC/CSU Admission Requirement

#### AUHSD English Graduation Requirement

40 credits (4 years) in grade-level English courses

#### UC/CSU Admission Requirement – English

40 credits (4 years) of college-preparatory English

### AUHSD English Course Sequence Options

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 1	English 2	English 3 or AP English Language & Composition	English 4 or English 4: Elective or AP English Literature & Composition

### English Language Development (ELD)

ELD courses are offered at all AUHSD schools and provide English learners with a structured program focusing on the development of English language skills. The ELD sequence includes the following courses: Emerging ELD, Expanding ELD (A & B Levels), and Bridging ELD.

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### English Electives

English 4 Electives Meet English 4 graduation requirement	English Electives Elective only – Do not meet grade-level English graduation requirements
<ul style="list-style-type: none"><li>English 4: Deconstructing Race</li><li>English 4: Don't Tread on Me: Rebels, Outcasts and Iconoclasts in Literature</li><li>English 4: Literature, Film and Media</li><li>English 4: The Mysterious, the Grotesque and the Fantastic</li><li>English 4: WISE</li></ul>	<ul style="list-style-type: none"><li>Broadcast Journalism</li><li>Communications 1,2</li><li>Journalism 1,2,3,4</li><li>Literacy</li><li>Public Speaking 1,2,3,4</li><li>Public Speaking and Creative Writing</li></ul>

## English and English Language Development

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### English 1

English 1 focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an emphasis on critical thinking, increasingly complex texts, informational text and nonfiction, integrating technology, and academic vocabulary.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### English 2

English 2 builds and extends the knowledge learned in English 1 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an increased emphasis on critical thinking, increasingly complex texts, informational text and nonfiction, integrating technology, and academic vocabulary.

#### Preferred Previous Course of Study:

English 1

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### English 3

English 3 builds and extends the knowledge learned in English 2 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an increased attention on critical thinking, increasingly complex texts, informational text and nonfiction, integrating technology, and academic vocabulary. Emphasis is placed on traditional and contemporary American Literature and nonfiction/informational reading materials.

#### Preferred Previous Course of Study:

English 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### AP English Language & Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. This course may be taken to satisfy the third year of English language requirement.

#### Preferred Previous Course of Study:

English 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## English 4

English 4 builds and extends the knowledge learned in English 3 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an increased attention on critical thinking, increasingly complex texts, informational text and nonfiction, integrating technology, and academic vocabulary. Emphasis is placed on world literature and nonfiction. The course prepares students for the rigor of college-level reading and writing.

### Preferred Previous Course of Study:

English 3

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP English Literature & Composition

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in, or translated into, English. Careful reading and critical analysis of such works of fiction, drama, and poetry provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings. This course may be taken to satisfy the fourth year of English language requirement.

### Preferred Previous Course of Study:

English 3

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## English 4: Don't Tread on Me: Rebels, Outcasts & Iconoclasts in Literature

English 4: Don't Tread on Me: Rebels, Outcasts and Iconoclasts in Literature builds and extends the knowledge learned in English 3 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an increased attention on critical thinking, increasingly complex texts, informational text and nonfiction, integrating technology, and academic vocabulary. This course will examine how a wide variety of characters seek to shape their own paths despite legal, social, cultural and religious restrictions. This course may be taken to satisfy fourth year of English language graduation requirement.

### Preferred Previous Course of Study:

English 3

<b>Schools:</b>	A	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## English 4: Deconstructing Race

English 4: Deconstructing Race course builds and extends the knowledge learned in English 3 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. In this course, students will discuss, write, and engage in research about their origins, their identities, and the awareness of how race, racism, and anti-racism impact their lives. This course may be taken to satisfy the fourth year of English language requirement.

### Preferred Previous Course of Study:

English 3

<b>Schools:</b>	L	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## English 4: Literature, Film and Media

English 4: Literature, Film and Media Studies builds and extends the knowledge learned in English 3 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an increased attention on critical thinking, increasingly complex texts, information text and nonfiction integrating technology, and academic vocabulary. This course focuses on the role of media - film, tv, news, media, and technology - in the world today and uses seminal texts of literature to further analyze media and media influence. This course may be taken to satisfy fourth year of English language requirement.

### Preferred Previous Course of Study:

English 3

<b>Schools:</b>	L M	<b>Grades:</b>	12	<b>Term:</b> Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## English 4: The Mysterious, the Grotesque & the Fantastic

English 4: The Mysterious, the Grotesque and the Fantastic builds and extends the knowledge learned in English 3 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an increased attention on critical thinking, increasingly complex texts, informational text and nonfiction, integrating technology, and academic vocabulary. This course focuses on the evolution of the modern mystery plot, tracing a long arc from its emergence in eighteenth-century Gothic fiction to its contemporary reinventions in radio, movies, TV and podcasts. This course may be taken to satisfy fourth year of English language graduation requirement.

### Preferred Previous Course of Study:

English 3

<b>Schools:</b>	A	<b>Grades:</b>	12	<b>Term:</b> Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## English 4: WISE

English 4 focuses on the advanced study of world literature and non-fiction, and prepares students for the rigor of college-level reading and writing. The course includes extensive writing, analysis of text, and literary criticism, as well as the development of speaking, listening and vocabulary skills. WISE emphasizes real world, outside-of-the-classroom experience and is designed for the self-motivated student. This course meets the needs of seniors interested in an alternative to the 8th semester of traditional English 4 curriculum. As the district's mission statement encourages, this course offers students the opportunity to "excel in a global society." (5 units per semester).

### Preferred Previous Course of Study:

English 3

<b>Schools:</b>	M	<b>Grades:</b>	12	<b>Term:</b> Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Journalism 1-4

Journalism students will expand their English/Language Arts and visual arts skills through creating and publishing the school newspaper. Students are required to write monthly assignments for the newspaper and other class projects. They practice varied forms of journalistic writing including news, features, and sports stories, as well as reviews and editorials. Students learn laws and ethical standards related to journalism. In the process of writing their stories, laying out newspaper pages, and designing advertising, students learn to use specialized software for word processing, page layout, and graphic design. This course is designed for students who are interested in refining their writing skills as well as exploring careers in journalism. Journalism 1 is open to students with no journalism experience. After taking Journalism 1, students can progress through Journalism 2-4.

### Preferred Previous Course of Study:

Journalism 1 is open to students with no journalism experience.

<b>Schools:</b>	A C L M	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Broadcast Journalism

Broadcast Journalism blends the fields of journalism and video production. Students will develop their English language arts, artistic, and technical skills as they produce multimedia content for the class and the broader school community.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	C	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Communications

Communications is a project-based, hands-on course that leads students to become the architects of their own message. This class combines the foundational skills of speaking, listening, and writing and helps students understand how communication works through frequent practice. We look at the vital role that communication plays in developing relationships and being understood and how communication is more important than ever in this attention economy with trends in communication both peaking and falling. Additionally, students learn about speaking for different purposes, discussing for understanding vs. arguing to win, and about the different communication systems across races and cultures.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	L	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Communications 2

Students in Communications 2 will strengthen the speaking and listening skills acquired in the first level of Communications. Through individual and collaborative projects, students will develop a wide range of presentations that require research and advanced rhetorical strategies. Students will also develop the skills necessary for analyzing and critiquing presentations.

Course has been submitted to UC/CSU for a-g status - approval pending.

### Preferred Previous Course of Study:

Communications

<b>Schools:</b>	L	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## Public Speaking 1

Introduction to Public Speaking, terminology, basic skills and techniques for presentation of both fiction and non-fiction. Considerable writing and use of modern library computer research required. A unit in mass media, film, and cinematography is included.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	L	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Public Speaking 2, 3, 4

Formal dissertations, in-depth analysis of fiction, non-fiction and current events, debate, panel discussions and strict speech criticism. Advanced writing and application of modern computer research required. A unit in mass media, film, and cinematography is included.

### Preferred Previous Course of Study:

Public Speaking 1 or Oral Interpretation for MHS students

<b>Schools:</b>	L M	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Public Speaking/Creative Writing

Public Speaking students experience a variety of speaking situations and practice both formal and informal public speaking and debate. For Creative Writing the assumption is made that the student has creative ability in the literary field. Writing will include autobiography, fiction, drama, and poetry. This course is designed for students with above-average writing skills.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Emerging English Language Development

Emerging ELD is designed for English learners entering AUHSD with a score of 1 on the Initial English Language Proficiency Assessment for California (ELPAC) or a score of 1 on the Summative ELPAC from the prior year. This course will provide students with comprehensive access to the English Language Development Standards aligned to the "emerging" proficiency level. Students will learn to use English for immediate needs and begin to use academic vocabulary and other features of academic language.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A C L M	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## Expanding English Language Development A & B Levels

Expanding ELD is designed for English learners with a score in the 2 range on the Initial English Language Proficiency Assessment for California (ELPAC) or a score in the 2-3 range on the Summative ELPAC from the prior year. This course is focused on providing comprehensive access to the English Language Development Standards aligned to the "expanding" proficiency level. Students will use their developing English skills in an array of contexts as they learn academic vocabulary and linguistic structures. Established score ranges on the ELPAC will be used to help determine student placement in this course.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A C L M	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Bridging English Language Development

Bridging ELD is designed for English learners with a score of a high 2 on the Initial English Language Proficiency Assessment for California (ELPAC) or a score of a high 3-4 on the Summative ELPAC from the prior year. This course is focused on providing comprehensive access to the English Language Development Standards aligned to the “bridging” proficiency level. Students will develop high-level English language skills to use in a wide variety of contexts. Students will also develop the skills necessary to comprehend and produce technical texts. Established score ranges on the ELPAC will be used to help determine student placement in this course.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Literacy

Literacy course is designed to provide support and develop academic literacy skills focused on transferring skills across disciplines. The class will provide students with a small classroom environment where they can receive individual attention and build confidence. The class will focus on teaching students effective learning strategies. By learning about and using a variety of research-based strategies, students will learn how they best learn.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>			L	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## Mathematics

Mathematics courses in the Acalanes Union High School District require students to engage in problem solving, develop abstract and analytical thinking skills, learn to deal effectively with variables and equations, and model situations using mathematical notation.

### AUHSD Graduation Requirement and UC/CSU Admission Requirement

#### AUHSD Mathematics Graduation Requirement

30 credits of math (3 years)

Students must pass Algebra 1, either in middle school or high school, to graduate. Students who pass Algebra 1 in middle school must earn at least 30 additional math credits to meet the graduation requirement. Students must also complete at least 2 semesters of a course of study beyond Algebra 1. Students may earn 10 credits towards the math graduation requirement by successfully completing a computer science course.

#### UC/CSU Admission Requirement – Mathematics

30 credits (3 years) of math (including a course that covers advanced Algebra topics)

40 credits (4 years) recommended

### AUHSD Mathematics Course Sequence Options

The table below includes *possible* math sequences. Students should consult with their teachers and counselors when selecting appropriate math level placement. The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

Math Course Sequence*	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Course Sequence #1	Algebra 1	Geometry	Advanced Algebra with Financial Applications or Algebra 2	Math Analysis or AP Precalculus
Course Sequence #2	Algebra 1	Geometry	Algebra 2 Advanced	AP Precalculus
Course Sequence #3	Geometry	Algebra 2 Advanced	AP Precalculus	AP Calculus AB
Course Sequence #4	Geometry Advanced	Algebra 2 / Precalculus Honors	AP Calculus AB	AP Calculus BC

\*Possible course sequences are presented. Students work with teachers and counselors to choose the most appropriate classes.

### Statistics and Computer Science Courses

Statistics and Data Science  
AP Statistics

AP Computer Science Principles  
AP Computer Science A

# Mathematics

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## Algebra 1

Algebra 1 formalizes and extends the mathematics that students learned in Common Core math 6 – 8. This course includes content standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Through the application of the Standards for Mathematical Practice, students will increasingly engage with the subject matter and grow in mathematical maturity and expertise.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Geometry

The fundamental purpose of the California State Standards Geometry course is to formalize and extend the mathematics that students learned in the middle grades. This course includes content standards from the conceptual categories of Congruence, Similarity, Right Triangles and Trigonometry, Circles, Expressing Geometric Properties with Equations, Geometric Measurement and Dimension, Conditional Probability, Rules of Probability and Using Probability and Statistics. Through the application of the Standards for Mathematical Practice, students will increasingly engage with the subject matter and grow in mathematical maturity and expertise.

### Preferred Previous Course of Study:

Algebra I

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Geometry Advanced

The fundamental purpose of the California State Standards Geometry Advanced course is to formalize and extend the mathematics that students learned in the middle grades. This is an accelerated, fast paced mathematics course which includes content standards from the conceptual categories of Congruence, Similarity, Right Triangles and Trigonometry, Circles, Expressing Geometric Properties with Equations, Geometric Measurement and Dimension, Conditional Probability, Rules of Probability and Using Probability and Statistics. Through the application of the Standards for Mathematical Practice, students will increasingly engage with the subject matter and grow in mathematical maturity and expertise.

### Preferred Previous Course of Study:

Algebra I

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Advanced Algebra with Financial Applications

Financial Algebra is a mathematical course that is algebra-based and applications-oriented. The course addresses college preparatory mathematics topics from Algebra, Statistics and Probability and more under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings.

### Preferred Previous Course of Study:

Geometry

<b>Schools:</b>		L	M	<b>Grades:</b>		11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Algebra 2

Algebra 2 complements and expands the mathematical concepts of Algebra 1 and Geometry. Topics include the real and complex number systems. Families of functions studied include: linear, quadratic, polynomial, exponential, logarithmic, rational and radical functions. Other units included are statistics, sequences and series, and the study of parabolas as conic sections. An introduction to trigonometry includes the unit circle and graphing trigonometric functions.

### Preferred Previous Course of Study:

Geometry

**Schools:** A C M **Grades:** 10 11 12 **Term:** Year **UC/CSU** ☒

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## Algebra 2 Advanced

The Algebra 2 Advanced complements and expands the mathematical concepts of Algebra 1 and Geometry and meets all the objectives of the Algebra 2 course. Topics include the real and complex number systems. Families of functions studied include: linear, quadratic, polynomial, exponential, logarithmic, rational and radical functions. Other units included are statistics, sequences and series, and the study of parabolas as conic sections. The curriculum in this course includes additional content intended to significantly expand students understanding of trigonometry. This includes studying circular trigonometry in greater depth, proving and applying trig identities, working with trigonometric applications and inverse trigonometry, and solving trigonometric equations. Students will frequently use models to make sense of problems in order to deepen their understanding of the concepts of Algebra 2.

### Preferred Previous Course of Study:

Geometry

**Schools:** A C L M **Grades:** 10 11 12 **Term:** Year **UC/CSU** ☒

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## Algebra 2/Precalculus Honors

This accelerated course covers the Algebra 2 Advanced content, but in greater depth. In addition to the Algebra 2 topics that include real and complex numbers, families of functions and concepts of trigonometry, included are Precalculus topics such as a complete study of conic sections, polar coordinates, vectors, parametric equations, and introductions to limits and derivatives. The course is designed to prepare students to take Calculus AB the following year. Students will be expected to solve higher order thinking problems and demonstrate procedural fluency in their responses.

### Preferred Previous Course of Study:

Geometry

**Schools:** A C L M **Grades:** 10 11 12 **Term:** Year **UC/CSU** ☒

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## Math Analysis

The purpose of Math Analysis course is to strengthen conceptual understanding of trigonometry, graphing, probability, and algebraic techniques needed to pursue further studies in mathematics. Students will be introduced to matrices, vectors, polar graphing, conic sections, and statistics.

### Preferred Previous Course of Study:

Algebra 2

**Schools:** A C M **Grades:** 11 12 **Term:** Year **UC/CSU** ☒

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## AP Precalculus

In AP Precalculus, students will engage in an in-depth exploration of functions. The course will prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students will study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science.

### Preferred Previous Course of Study:

Algebra 2 or higher

**Schools:** A C L M      **Grades:** 11 12      **Term:** Year      **UC/CSU** ☒

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## Statistics and Data Science

Students in Statistics and Data Science will develop skills in both fields through an engaging, collaborative, and project-based curriculum. The course enables students to develop statistical and computation skills and then apply these skills to a range of real-world situations. Students will learn how to interpret and analyze large data sets related to fields such as politics, science, and economics.

### Preferred Previous Course of Study:

N/A

**Schools:** A C L M      **Grades:** 11 12      **Term:** Year      **UC/CSU** ☒

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## AP Statistics

This college level introductory course in statistics is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students interested in pursuing college majors in the social services, health services and business will benefit from this course.

### Preferred Previous Course of Study:

Precalculus

**Schools:** A C L M      **Grades:** 11 12      **Term:** Year      **UC/CSU** ☒

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## AP Calculus AB

AP Calculus AB completes a college curriculum in variable calculus. The course focuses on developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The themes of derivatives, integrals, limits, approximation and applications and modeling are used to present a cohesive whole in the study of calculus.

### Preferred Previous Course of Study:

Precalculus or Algebra 2/Precalculus Honors

**Schools:** A C L M      **Grades:** 11 12      **Term:** Year      **UC/CSU** ☒

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## AP Calculus BC

AP Calculus BC completes a college curriculum in variable calculus. This course focuses on developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The themes of derivatives, integrals, limits, approximation and applications and modeling are used to present a cohesive whole in the study of calculus. This course also includes the study of polynomial approximations and series.

### Preferred Previous Course of Study:

AP Calculus AB

**Schools:** A C L M      **Grades:** 12      **Term:** Year      **UC/CSU** ☒

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## AP Computer Science A

AP Computer Science A students will continue studying Java and object oriented programming methodology in preparation for the AP exam. There is an emphasis on problem solving, algorithm development, data structures, design and abstraction. While Introduction to Computer Programming is a preferred previous course of study, students who are highly motivated or who have prior programming experience or strong math backgrounds may take AP without the prerequisite year. If the school site offers this course as an ROP course, the student must be in 11th or 12th grade in order to enroll.

### Preferred Previous Course of Study:

Algebra 2 or above

**Schools:** A C L M      **Grades:** 11 12      **Term:** Year      **UC/CSU** ☒

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## AP Computer Science Principles

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them.

### Preferred Previous Course of Study:

N/A

**Schools:** A C L M      **Grades:** 10 11 12      **Term:** Year      **UC/CSU** ☒

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## Physical Education

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Physical Education (PE) courses in the Acalanes Union High School District provide students with high-quality, standards-based physical education instruction. In PE courses, students develop the necessary skills to be physically fit and engage in lifelong physical activities.

### **AUHSD Graduation Requirement and UC/CSU Admission Requirement**

#### AUHSD PE Graduation Requirement

20 credits (2 years) in the area of physical education. All students must take PE 9.

#### UC/CSU Admission Requirement – PE

None

#### **AUHSD PE Course Sequence:**

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
PE 9	PE Elective	PE Elective	PE Elective

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#### **Physical Education Electives**

Athletic PE\*  
Net Sports  
Weight Training  
Yoga, Pilates, and Fitness Training

\*For full details about Athletic PE, please visit the AUHSD Athletic PE webpage:

<https://www.acalanes.k12.ca.us/AthleticPE>

## Physical Education

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### PE 9

The ninth grade Physical Education course encompasses areas of physical education and is based on the California PE Model Standards. Students will focus on the development of proficient movement skills in each area of physical education; expanding their capabilities for independent learning; and examining practices that allow for sound decision making to enhance successful participation in movement activities.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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### PE Yoga, Pilates & Fitness Training

This course provides an exercise experience using a non-competitive approach. The primary physical activities involve experiences in yoga, Pilates and other whole-life fitness programming. Students will establish a set of personal fitness goals. One course goal is to harmonize the body, mind, and spirit through a combination of physical movement, yoga postures, breathing and biofeedback techniques. This course may and is most often repeated for two semesters.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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### PE Net Sports

This course will provide students with the opportunity to learn skills and techniques in a variety of net games and lifetime activities. Emphasis will be placed on team, partner and individual strategy and may include badminton, tennis, volleyball, pickle ball, street hockey, disc golf, archery, and golf.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>		C		L	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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### PE Weight Training

In Weight Training, students will learn the fundamentals of weight training with emphasis on body development and maintenance as well as safety factors involved in strength conditioning. This course may and is most often repeated for two semesters.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## Athletic Physical Education

The purpose of Athletic Physical Education is to provide options for student to engage in alternative pathways for which they can receive physical education credit towards graduation. To ensure that all students are exposed to a well-rounded Physical Education curriculum, ninth grade students are not eligible to participate in Athletic PE. This program allows eligible students to gain up to 10 credits in the area of Physical Education by participating in the California Interscholastic Federation (CIF) approved sports. CIF sports are school sponsored sports and do not include sports offered outside of the school. Students gain five (5) credits for participating in a season of sport. Participating in two (2) seasons of sport will earn a student 10 credits. Students may not earn more than 10 credits through Athletic PE. The program is not available to 12th grade students.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input type="checkbox"/>
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## Science

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Science courses in the Acalanes Union High School District support the overarching goals of science education for all students to ensure a solid foundation in all core areas of science. Students develop a knowledge of science and engineering to understand how these fields are integrated into their lives. Students will also be prepared to continue learning about science and engineering as they pursue college and career goals.

### **AUHSD Graduation Requirement and UC/CSU Admission Requirement**

#### AUHSD Science Graduation Requirement

20 credits (2 years), including 1 year of life science and 1 year of physical science

*While the AUHSD graduation requirement is for students to take 2 years of science, students are strongly encouraged to take at least 3 years (30 credits).*

#### UC/CSU Admission Requirement – Science

20 credits (2 years) of lab science; one year of life (biological) and one year of physical science

30 credits (3 years) strongly recommended

### **AUHSD Science Course Sequence Options**

The table below includes the most common sequences of science courses. Science electives are often taken by AUHSD students, and these electives are listed below. Students should consult with their science teacher and counselor when deciding on the appropriate science course(s).

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Living Earth (Biology)	Chemistry in the Earth System (Chemistry)	Physics of the Universe (Physics)	Science Elective

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#### **Science Electives**

Analytical Forensic Science  
AP Biology  
AP Chemistry  
AP Environmental Science  
AP Physics 1 & 2  
AP Physics C: Mechanics  
Biotechnology  
Earth and Space Science  
Engineering & Applied Physics Honors  
Environmental Science  
Human Anatomy and Physiology  
Human Body Systems  
Medical Interventions Honors  
Principles of Biomedical Science

## Science

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### The Living Earth

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

The Living Earth course is replacing the Biology course and is required for graduation.

#### Preferred Previous Course of Study

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Chemistry in the Earth System

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

#### Preferred Previous Course of Study

The Living Earth

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Physics of the Universe

Physics of the Universe course, based on the Next Generation Science Standards, explores major aspects of physics while integrating Earth and Space Science concepts. By using science and engineering practices, cross-cutting disciplinary concepts, and evidence from experiments, research, and observations, students will learn how to formulate questions, evaluate claims, and develop models to make interpretations and investigate the physical world. Topics will include: Forces and Motion, Forces at a Distance, Energy Conservation and Renewable Energy, Nuclear Processes and Earth History, Waves and Electromagnetic Radiation, Stars and the Origins of the Universe.

#### Preferred Previous Course of Study

Chemistry in the Earth System

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Earth and Space Science

Earth and Space Science offers a comprehensive and in-depth study of Earth and Space Science (ESS) Next Generation Science Standards. The course will focus on three questions: What is the universe, and what is Earth's place in it? How and why is Earth constantly changing? And, How do Earth's surface processes and human activities affect each other? Students will develop an understanding of Earth as a set of interconnected systems, dynamically evolving through time. (Grade 10 students are eligible for enrollment in Earth and Space Science with concurrent enrollment in Chemistry in the Earth System)

### Preferred Previous Course of Study

The Living Earth

<b>Schools:</b>	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Engineering and Applied Physics Honors

Engineering and Applied Physics covers topics generally covered in an introductory college engineering course. The course provides an introduction to the engineering profession. Introductory material in chemical, mechanical, aerospace, electrical, computer, civil and biomedical engineering will give the students an appreciation of the diversity of the field. Students will perform a variety of structured activities and will be expected to complete a final project that integrates topics learned throughout the year.

### Preferred Previous Course of Study

Chemistry in the Earth System and Algebra 2 Advanced or higher

<b>Schools:</b>	A	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Human Anatomy and Physiology

Human Anatomy and Physiology is a course that examines the inner workings of the human body in terms of structure and function along with systemic relationships focusing on the tissues, integumentary, skeletal, muscular, nervous, cardiovascular, immune, respiratory, digestive, urinary, reproductive and endocrine systems. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings and clinical studies. Students will actively ask, find, and determine answers related to human biology in health and disease.

### Preferred Previous Course of Study

The Living Earth

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Biotechnology

Biotechnology instructs students in the laboratory techniques and basic concepts of the field of bioscience. Included are DNA labs, making gels for electrophoresis, bacteriological techniques such as plating, culturing strains of bacteria and manipulating the DNA to achieve transformation of the colonies, determining and making solutions, and microscopic techniques such as oil-emersion and staining of various types of tissue. Instruction in DNA theory, ethics, and technology and society will be included to acquaint students with this rapidly developing field. Students will conduct individual and team research projects and use effective technical writing to express the results of their work. Sound laboratory procedures and safety will be stressed. Students will use and analyze research publications and scientific literature. Opportunities for post-secondary education will be explored and students will gain a broad awareness of both scientific and technological career paths. This course may be offered as an ROP course.

### Preferred Previous Course of Study

The Living Earth

<b>Schools:</b>	A	C	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Environmental Science

Environmental Science is an elective integrated science course which provides students with the scientific principles, concepts, methodologies and experiences required to understand the inter-relationships of the natural world, identify and analyze both natural and man-made environmental problems, evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing these problems. This is a lab course. Students utilize modern technological equipment as well as the campus as a living laboratory.

### Preferred Previous Course of Study

Chemistry in the Earth System

<b>Schools:</b>	A	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Principles of Biomedical Science

Principles of Biomedical Science course provides students with an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Students will practice problem solving with structured activities and programs to open-ended projects and problems that require them to develop planning, documentation, communication and other professional skills. The course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses.

### Preferred Previous Course of Study

N/A

<b>Schools:</b>	L	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Human Body Systems

Human Body Systems course builds upon knowledge gained in the Principles of Biomedical Science and is a course where students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis (balance) in the body. Exploring science in action, students build organs and tissues, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

### Preferred Previous Course of Study

Principles of Biomedical Science

<b>Schools:</b>	L	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Medical Intervention Honors

Medical Interventions Honors course builds upon knowledge gained in the Human Body Systems and is a course where students delve into activities like designing a prosthetic arm as they follow a fictitious family and investigate how to prevent, diagnose and treat disease.

### Preferred Previous Course of Study

Human Body Systems

<b>Schools:</b>	L	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Analytical Forensic Science

In this class, emphasis is on understanding the underlying scientific theories of forensic science. The class will build upon the student's prior knowledge of biology and chemistry, using analytical chemistry techniques to analyze and identify trace evidence, including DNA. Students will evaluate the constituents of materials by organic, inorganic, and biochemical analysis, and use their academic and laboratory skills to develop a deeper understanding of science.

A sound foundation in the scientific principles underlying the laboratory techniques is crucial to the education of a forensic scientist. This class prepares students to further their science education at the university level, and introduces them to the possibilities of a science related career. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

### Preferred Previous Course of Study

Chemistry in the Earth System

<b>Schools:</b>	L	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Biology

AP Biology generally includes topics regularly covered in a college biology course for science majors. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The primary emphasis in the course is on developing deep understanding of biological concepts and unifying themes. The course will promote scientific inquiry and apply biological knowledge to environmental and social concerns.

### Preferred Previous Course of Study

The Living Earth and Chemistry in the Earth System

<b>Schools:</b>	A C L M	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Chemistry

This course is designed to be the equivalent of the general chemistry course taken during a student's first years in college. Successful students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of a student's abilities to think clearly and to express ideas, orally and in writing, with clarity and logic. The course emphasizes chemical calculations and the mathematical formulation of principles with the appropriate supportive labs provided for students.

### Preferred Previous Course of Study

Chemistry in the Earth System and Algebra 2 Advanced or higher

<b>Schools:</b>	A C L M	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Physics 1

This course is the first of a two-year course sequence. AP Physics 1 is equivalent to the first semester of a typical introductory, algebra-based, college physics course. It covers Newtonian Mechanics, waves and basic electricity and circuits. Students will have time to gain a greater depth of conceptual understanding through the use of inquiry-based practice. Students will learn important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course.

### Preferred Previous Course of Study

Chemistry in the Earth System and Algebra 2 Advanced or higher

<b>Schools:</b>	A C L M	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Physics 2

This course is the second of a two-year course sequence. AP Physics 2 is equivalent to the second semester of a typical introductory, algebra-based, college physics course. It covers electricity and magnetism, thermodynamics, fluids, and modern physics. Students will have time to gain a greater depth of conceptual understanding through the use of inquiry-based practice. Students will learn important science process skills such as explaining casual relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course.

### Preferred Previous Course of Study

AP Physics 1

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Physics C: Mechanics

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws in motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

### Preferred Previous Course of Study

Physics and Precalculus or higher

<b>Schools:</b>		C	L		<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Environmental Science

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. If the school site offers this course as an ROP course, the student must be in 11th or 12th grade in order to enroll.

### Preferred Previous Course of Study

Chemistry in the Earth System

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Social Science

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Social Science courses in the Acalanes Union High School District prepare students for both college and career. In social science courses, students develop their understanding of history, geography, government, and economics; in addition, they gain an appreciation for the importance of civic engagement. Students also develop strong reading, writing, and critical thinking skills.

### **AUHSD Graduation Requirement and UC/CSU Admission Requirement**

#### AUHSD Social Science Graduation Requirement

30 credits (3 years): World History and Geography (10 credits), United States History (10 credits), Government (5 credits), and Economics (5 credits)

#### UC/CSU Admission Requirement -- Social Science

20 credits (2 years) (See UC and CSU websites for specific course requirements)

### **AUHSD Social Science Course Sequence Options**

AUHSD students are required to take World History, Culture and Geography (Grade 9); US History (Grade 11); and Government/Economics (Grade 12). There is no required social science course in Grade 10, but many Grade 10 students choose to take a social science elective.

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

Social Science Pathway			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
World History, Culture and Geography	Elective	United States History or AP United States History	Government/Economics or AP Government AP Economics

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#### **Social Science Electives**

Contemporary Issues & Public Policy  
Law and Society  
Psychology  
AP European History  
AP Human Geography  
AP Psychology  
AP World History: Modern



## Social Science

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### World History, Culture and Geography

This course begins with a snapshot examination of global government systems in 1750. The course then covers a period of more than 250 years and highlights the intensification of a truly global history as people, products, knowledge, and ideas increasingly spread around the world. It examines dynamic forces such as democracy, nationalism, and economic competition and how these forces impacted the modern world. The course also considers the themes of war and conflict resolution, inclusiveness of governance, the concept of justice, and the growing importance of individual rights and liberties. The course ends with the continued evolution of a global society as shaped by globalization, terrorism, and technology.

Throughout the course, students develop reading, writing, speaking, and listening skills to enhance their understanding of the content. Students engage with history as an investigative discipline, one that is continually reshaped based on inquiry, primary and secondary source research, and multiple new perspectives. Students will gain an appreciation of history and become more informed citizens in their community, country, and the world.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### US History

United States History is a survey course of late nineteenth through twenty-first century American history, starting with a brief review of democratic foundations and the impact of the Civil War. Students will analyze turning points and themes related to American identity, the role of the government, and the American experience. Skills such as critical reading, writing, speaking and listening, research, and media literacy will be emphasized. Aligning with the California History-Social Sciences Framework, students will engage with the content, practice inquiry skills, improve literacy, and develop values of citizenship through this course.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### US Government

U.S. Government is a study of the institutions of American government. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism. (Taken with one semester of Economics)

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Economics

Economics is a study of the operations and institutions of economic systems. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation's economy, and economic theory. (Taken with one semester of U.S. Government)

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Contemporary Issues and Public Policy

This course encourages critical thought on contemporary issues and is divided into the following areas: Life and Health Issues, Discrimination Issues, Constitutional Issues, Global Issues, Cultural Issues and Frameworks, Public Speaking and Persuasive Writing Skills, and Connections, Conflicts, and Meaningful Solutions. Each area of study includes a film that relates to the general issue. It will provide students an opportunity to identify and evaluate political, cultural, and economic issues on a local, state, national, and international level. A variety of current news media are used to help students learn how contemporary social issues affect them and an emphasis is placed on their role as constructive citizens in an interdependent world.

### Preferred Previous Course of Study:

N/A

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<b>Schools:</b>	A	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Law and Society

Law and Society will involve students actively in conflict resolution through traditional legal models as well as alternative models of problem solving. Content will include the scope of traditional American law (criminal, tort, consumer, family, housing, and individual rights) as well as concepts and comparisons using international legal situations. Global law will be stressed. Problem-centered curriculum, rather than a content-centered base, will promote critical analytical thinking. Mock trials, simulations, and role-playing will be dominant modes of interaction. Socratic dialogue will engage the student actively in the classroom.

### Preferred Previous Course of Study:

N/A

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<b>Schools:</b>	C L M	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Psychology

This course is an introductory study of the psychological domains: research methods, bio-psychological, cognitive, developmental, and social. It is research oriented in approach, introducing students to the systematic study of behavioral and mental processes.

### Preferred Previous Course of Study:

N/A

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<b>Schools:</b>	L	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP World History: Modern

AP World History: Modern course focuses on significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### Preferred Previous Course of Study:

World History, Culture and Geography

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<b>Schools:</b>	M	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP US History

AP U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in a college-level United States history course. Students will learn to assess historical materials including their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh the evidence and interpretations presented in historical scholarship.

### Preferred Previous Course of Study:

World History, Culture and Geography

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<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Government & Politics Comparative

This course introduces students to fundamental concepts used by political scientists to study the processes and the outcomes of politics in a variety of country settings. AP Comparative Government and Politics aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. (Taken with one semester of Economics)

### Preferred Previous Course of Study:

N/A

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<b>Schools:</b>	A	C		M	<b>Grades:</b>	12	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP US Government & Politics

This course provides an analytical perspective on government and politics in the United States. AP US Government and Politics involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. (Taken with one semester of Economics)

### Preferred Previous Course of Study:

N/A

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<b>Schools:</b>			L		<b>Grades:</b>	12	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Macroeconomics

AP Macroeconomics provides an introductory, college-level presentation of the principles of economics that apply to an economic system as a whole. A particular emphasis is placed on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

### Preferred Previous Course of Study:

N/A

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<b>Schools:</b>			L	M	<b>Grades:</b>	12	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP European History

This course which studies European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. The goals of European History are to develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

### Preferred Previous Course of Study:

World History, Culture and Geography

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<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Human Geography

Human Geography is the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's environments. Students employ spatial concepts and landscape analysis to analyze human and social organization and its environmental consequences.

### Preferred Previous Course of Study:

World History, Culture and Geography

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<b>Schools:</b>	C	L	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Psychology

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

### Preferred Previous Course of Study:

N/A

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<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Visual and Performing Arts

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Visual and Performing Arts (VAPA) courses in the Acalanes Union High School District incorporate the content standards for music, theater, dance, and the visual arts. The VAPA courses focus on the five strands of an arts program: (1) artistic perception; (2) creative expression; (3) historical and cultural context; (4) aesthetic valuing; and (5) connections, relationship and applications.

### AUHSD Graduation Requirement and UC/CSU Admission Requirement

#### AUHSD Visual and Performing Arts Graduation Requirement

10 credits (1 year) in the area of Visual and Performing Arts

While the AUHSD graduation requirement is for students to take 1 year of VAPA, students are strongly encouraged to take more.

#### UC/CSU Admission Requirement – Visual and Performing Arts

10 credits (1 year) of a visual or performing arts course (same field)

### AUHSD Visual and Performing Arts Programs

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

Visual Arts	Music	Drama / Theater Arts
<ul style="list-style-type: none"><li>• 3-D Art 1,2,3</li><li>• Advanced Art</li><li>• Advanced Art Honors</li><li>• AP 2-D Art and Design</li><li>• AP 3-D Art and Design</li><li>• AP Drawing</li><li>• Art 1,2</li><li>• Digital Design 1,2</li><li>• Independent Art Portfolio</li><li>• Photography/Digital Design</li><li>• Advanced Digital Photography</li><li>• Video Production 1,2,3</li><li>• Video Production 4 (Honors)</li><li>• AP Art History</li></ul>	<ul style="list-style-type: none"><li>• AP Music Theory</li><li>• Choral Performance 1,2,3,4 and 4 Honors:<ul style="list-style-type: none"><li>(1) <i>Chorale</i></li><li>(2) <i>Ensemble</i></li><li>(3) <i>Concert Choir</i></li><li>(4) <i>Chamber Singers with Honors option</i></li></ul></li><li>• Concert Band</li><li>• Jazz Ensemble</li><li>• Jazz Ensemble Honors</li><li>• Orchestra</li><li>• Orchestra Honors</li><li>• Symphonic Band</li><li>• Wind Ensemble</li><li>• Wind Ensemble Honors</li><li>• Digital Music Production</li></ul>	<ul style="list-style-type: none"><li>• Drama 1,2</li><li>• Drama Advanced</li><li>• Drama Advanced Honors</li><li>• Stagecraft</li><li>• Musical Theater Workshop</li><li>• Oral Interpretation</li></ul>

## Visual and Performing Arts

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### Art 1

Art 1 is a skills-based course in which students develop artistic perception, learn art history/cultural context and develop aesthetic valuing skills through drawing, painting and printmaking. Students create original artworks, using new and traditional media and techniques, as well as keeping a sketchbook/journal, doing outside gallery visits and reviews, and oral and written critiques of student, historical and contemporary artists. Students also are required to maintain portfolios of all their projects/assignments.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Art 2

Art 2 emphasizes visual problem solving and personal expression through which students continue to develop skills and knowledge of artistic perception, art history/cultural context and aesthetic valuing skills. Students continue to develop their drawing, painting, and printmaking skills. Students create original artworks, using new and traditional media and techniques, as well as keeping a sketchbook/journal, doing outside gallery visits and reviews, and oral and written critiques of student, historical and contemporary artists. Students also are required to maintain portfolios of all their projects/assignments.

#### Preferred Previous Course of Study:

Art 1

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Advanced Art

Advanced Art students work at an advanced skill level in a variety of two-dimensional and three-dimensional media. Creative experimentation with media and subject matter is encouraged. Special talents and interest in the arts and art-related fields are addressed. Students participate in the exhibition of their work.

#### Preferred Previous Course of Study:

Art 2

<b>Schools:</b>	A	C	L	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Advanced Art Honors

Advanced Art students work at an advanced skill level in a variety of two-dimensional and three-dimensional media. Creative experimentation with media and subject matter is encouraged. Special talents and interest in the arts and art-related fields are addressed. Students participate in the exhibition of their work. Students who enroll in the Honors option will engage in advanced analysis and critiques of art and artists, prepare written reports and develop a personal portfolio.

#### Preferred Previous Course of Study:

Art 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Independent Art Portfolio

Students work at an advanced skill level in producing an independent portfolio of two-dimensional and/or three-dimensional works. Students choose an artistic concern/theme to serve as the focus of their work. Students are required to collaborate with the teacher to do outside gallery visits and reviews, as well as oral and written critiques of historical and contemporary artists.

### Preferred Previous Course of Study:

Advanced Art or Advanced Art Honors

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP 2-D Art and Design

Students in AP 2-D Art and Design will develop their artistic skills through the use of a range of materials and processes. This course encourages creative and systematic investigation of formal and conceptual issues. It presents the making of art as an ongoing process that requires informed, critical thinking skills. AP 2-D Art and Design helps students develop technical skills and familiarizes them with the functions of the visual elements. Students are encouraged to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

### Preferred Previous Course of Study:

Advanced Art, Advanced Art Honors, or Advanced Digital Photography

<b>Schools:</b>	A	C	L	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Drawing

Students in AP Drawing will develop their drawing skills through a range of materials and processes. This course is designed to encourage creative and systematic investigation of formal and conceptual issues. It presents the making of art as an ongoing process that requires informed, critical thinking skills. AP Drawing helps students develop technical skills and familiarizes them with the functions of the visual elements. Students are encouraged to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

### Preferred Previous Course of Study:

Advanced Art or Advanced Art Honors

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## 3-D ART 1

Students are introduced and given opportunities to create art forms in a wide variety of three-dimensional art media including wood, metal, plaster, clay, fibers and mixed media while learning safety procedures and technical skills necessary for working with these materials. Students practice translating two-dimensional design into a three-dimensional artwork. Students will explore various artists within the three dimensional realm.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A		L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### 3-D ART 2

Students in 3-D Art 2 will participate in the next series of sequential learning experiences building upon skills/and techniques experienced in 3-D Art 1. Media include wood, metal, plaster, clay, fibers and mixed media. An emphasis of the course is on developing a conceptual approach to studio practice, including further developing analytical and critical thinking skills, exploring art historical precedents, and effective communication skills. Additionally, second-year students will begin a concentration in a material or process of their choice.

#### Preferred Previous Course of Study:

3-D Art 1

<b>Schools:</b>	A	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### 3-D ART 3

3-D Art 3 students participate in the design and creation of original works of 3-D art with a concentration in materials or processes of their choice. Students will plan, implement and produce a significant portfolio of their own work. Students also will continue to explore in greater depth the works of specific artists, movements or cultural styles while further developing critical thinking and communication skills. Students will curate a show of their own work and/or others' work.

#### Preferred Previous Course of Study:

3-D Art 2

<b>Schools:</b>		L	M	<b>Grades:</b>		11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### 3-D ART 4

3-D Art 4 students participate in the design and creation of original works of 3-D art with a concentration in materials or processes of their choice. Students will plan, implement and produce a significant portfolio of their own work. Students also will continue to explore in greater depth the works of specific artists, movements or cultural styles while further developing critical thinking and communication skills. Students will curate a show of their own work and/or others' work.

Course has been submitted to UC/CSU for a-g status - approval pending.

#### Preferred Previous Course of Study:

3-D Art 3

<b>Schools:</b>		L		<b>Grades:</b>		12		<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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### AP 3-D Art and Design

In AP 3-D Art and design, students develop a thematic body of work in the three dimensional medium(s) of their choice, building on their prior experience with materials. Students are required to do research and writing assignments outside of class to develop their understanding of the artworld, build a conceptual platform, and hone their own voice as an artist. AP students will have the option of submitting their portfolio of work to the College Board for evaluation.

Course has been submitted to UC/CSU for a-g status - approval pending.

#### Preferred Previous Course of Study:

3-D Art 3

<b>Schools:</b>		L		<b>Grades:</b>		12		<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Photography/Digital Design

Photography/Digital Design is a college-preparatory, interdisciplinary approach to visual arts and the humanities. The class enables students to achieve an understanding and appreciation of artistic expression and to write and discuss with discrimination about photography as applied to themes in the humanities and history. Course work will emphasize student-created photographic art works as well as analytical reading, writing, and critiques. Substantial outside reading and research on individual biographies of historic and contemporary photographers, as well as written reviews of works of photographers, will be required. Students will analyze photographic works through discussion or writing using the appropriate vocabulary for describing techniques and aesthetic qualities.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Advanced Digital Photography

In this second-level photography course students will achieve the five major Standards of the California Arts curriculum at an expert or more proficient level. The course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography. This course will familiarize the student with advanced photographic equipment, materials, methods and the digital processes. Also, students will focus on the history of photography and photographers studying and emulating a variety of photographic styles. This course may be offered as an ROP course.

### Preferred Previous Course of Study:

Photography/Digital Design

<b>Schools:</b>	A	C	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Digital Design 1

Co-enrollment with DVC (earn college credit through DVC). Digital Design 1 students study traditional art and design principles while using new media (computers, digital cameras, scanners, etc.) to produce their own original design projects. In this hands-on studio class, students learn to use the computer as a tool to draw illustrations, manipulate graphics, and create a broad range of design projects.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	L	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Digital Design 2

Students in this second-level digital design course demonstrate an advanced understanding and appreciation of artistic expression to produce digital design projects. Using professional grade software, students use design principles, typography, and desktop publishing, as well as advanced skills and techniques to visually communicate meaning and imagination. This course may be offered as an ROP course.

### Preferred Previous Course of Study:

Digital Design 1

<b>Schools:</b>	A	L	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Video Production 1

Video Production 1 is a college-preparatory, interdisciplinary approach to the visual arts. This course builds on student's proficiency in photography, creative writing, and design concepts. The class integrates research and writing techniques with artistic creation and expression as outlined in the California Visual and Performing Arts Framework. Students achieve an advanced understanding and appreciation of video used as a tool in artistic expression. Students integrate, create and communicate artistic design using video production techniques.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A   C	<b>Grades:</b>	9   10   11   12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Video Production 2

Video Production 2 is organized around the five major standards of the California arts curriculum. Students will study and research film genres in order to understand the complexity of video art and its role in film history. As each standard is introduced, students will apply and practice the principles learned in that standard through a major course project. Each project will require the application of sophisticated videography techniques as outlined in the arts standards. The course projects will be included in the student's cumulative portfolio.

### Preferred Previous Course of Study:

Video Production 1

<b>Schools:</b>	A   C	<b>Grades:</b>	10   11   12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Video Production 3

Video Production 3 is an advanced video studies course that will draw upon the advanced video editing techniques learned in Video Production 1 and 2 while investigating new areas uncovered in the lower levels. Students will analyze the power of advertising by researching advertising techniques, target audiences and a variety of ads, learning to identify specific advertising techniques. They will examine the personal vision and belief systems of directors, specifically how a director incorporates political and religious beliefs into a film narrative. Also, students will analyze the changing treatment of race and gender in film and television through the years, reflecting upon how their depiction reflects the attitudes of society; study specific video techniques, such as set lighting, acting methods for the camera, differing video editing styles of diverse directors, and manipulation of more difficult software, including Garage Band, Adobe Go Live, Final Cut Pro, MPEG Streamclip, Adobe Image Ready, and Audacity.

### Preferred Previous Course of Study:

Video Production 2

<b>Schools:</b>	A   C	<b>Grades:</b>	11   12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Video Production 4 Honors

Video Production 4 Honors is a capstone course for seniors who have completed Video 1, 2 and 3. In Video Production 4 Honors, students will master the use of advanced cameras, lenses, and professional mounting systems. They will write, direct, edit and produce narrative films shot both on and off campus. Students will demonstrate color grading and multi-channel audio engineering techniques. Students will shoot for continuity on both single and multi-camera setups, as well as stage blocking for complex long shots. They will demonstrate leadership by serving as directors on collaborative projects.

Course has been submitted to UC/CSU for a-g status - approval pending.

### Preferred Previous Course of Study:

Video Production 3

<b>Schools:</b>	A   C	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## Drama 1

Drama 1 offers the new and continuing theatre student the opportunity to gain experience in dramatic arts through acting, technical theatre, and an exploration of theatre within an historical and cultural context. The student will develop skills in creative self-expression using a variety of methods. The student also will evaluate the informal and formal works of their own and others through both discussion and writing. The course provides an opportunity to develop competence in problemsolving, communication skills, self-confidence, and self-discipline contributing to life-long learning and career skills.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Drama 2

Drama 2 offers the continuing theatre student the opportunity to gain additional experience in dramatic arts through acting, technical theatre, and an exploration of theatre within an historical and cultural context. As a participant in a collaborative process, the student will continue to develop skills in creative self-expression using a variety of methods. The student also will evaluate the informal and formal work of their own and others through discussion and writing. The course provides an opportunity to further develop skills in problem solving, communication, self-confidence, and self-discipline contributing to life-long learning and career opportunities.

### Preferred Previous Course of Study:

Drama 1

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Drama-Advanced

Advanced Drama offers the advanced theatre student the opportunity to gain additional experience in dramatic arts through acting, technical theatre, and an exploration of theatre within an historical and cultural context. As a participant in a collaborative process, the student will continue to develop skills in creative self-expression using a variety of methods at the advanced level. The student will also evaluate the informal and formal work of their own and others through both discussion and writing. The course provides an opportunity to develop competence in problem-solving, communication skills, self-confidence, and self-discipline contributing to life-long learning and career skills.

### Preferred Previous Course of Study:

Drama 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Advanced Drama Honors

Advanced Drama Honors offers the advanced theatre student the opportunity to gain additional experience in dramatic arts through acting, technical theatre, and an exploration of theatre within an historical and cultural context. The honors course is designed for students who have demonstrated a unique commitment to Drama and who strive for an additional and extensive Theatre Arts challenges. For the Honors designation, students will complete capstone projects (i.e. write and/or direct a play) and additional academic papers each semester in addition to the Advanced Drama coursework.

### Preferred Previous Course of Study:

Drama-Advanced

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Stagecraft

This year of study is devoted to developing a firm foundation in technical theatre. We will be studying all technical aspects of the production process. Units of study will include dramaturgy, design, set construction, props, lighting, sound, costume and make-up, and theater management. Students must pass an OSHA theater safety test in the first weeks of the course before operating equipment. Because of the nature of technical theatre this class requires 35 hours, minimum, after-school work per semester.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Oral Interpretation

Oral Interpretation is the art of reading, researching, analyzing, interpreting, and performing through the use of voice and body. This course will offer students opportunities to interpret published works as well as to study rhetoric to create and enhance their own works for performance. Students also will be critically assessing and analyzing oral interpretations by professional performers and speakers. The course offers students an opportunity to perform outside the classroom at community and school-sponsored events. This course teaches life-time skills in a performance-based setting.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>				M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Choral Performance 1 (Chorale, Mixed Chorus)

Choral Performance 1 is a beginning to intermediate choral group which performs many times throughout the year. Music of many styles, from renaissance through contemporary will be performed. In addition, basic training in music reading, vocal and breathing techniques, and music appreciation will be included. As an introductory choir, no previous experience is required.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Choral Performance 2 (Bass/Treble Ensemble)

Choral Performance 2 is a beginning to intermediate vocal music course. Students will further develop their knowledge of music fundamentals, vocal technique, sight-reading, and historical and cultural perspectives of choral music. Members will perform a variety of repertoire from different historic periods and cultures from two, three, and four-part selections for voices.

### Preferred Previous Course of Study:

Choral Performance 1

<b>Schools:</b>		C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Choral Performance 3 (Concert Choir)

Choral Performance 3 is an intermediate vocal music course. Students will expand their mastery of music fundamentals, vocal technique, sight-reading, and historical/cultural perspectives of choral music. Members will perform four-part mixed voiced music from a variety of genres.

### Preferred Previous Course of Study:

Choral Performance 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>		10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Choral Performance 4 (Chamber Singers)

Choral Performance 4 is an advanced ensemble. Students will show understanding and mastery of music theory, sight-reading, and appropriate performance styles. Members will perform advanced literature from the repertoire of choral music and have many opportunities for performing in school and in the community. Students will be expected to undertake leadership and administrative roles.

#### Preferred Previous Course of Study:

Choral Performance 3

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Choral Performance 4 Honors (Chamber Singers)

Choral Performance 4 Honors is a class that builds on the existing advanced coursework in the Choral Performance 4 curriculum. Students will demonstrate a mastery of music theory, sight-reading, and appropriate performance styles and perform advanced literature from the repertoire of choral music. Students will undertake leadership and administrative roles. For the Honors designation, students will complete capstone projects (i.e. solo performance, advanced musical score analysis, original musical composition and arrangement) and additional academic papers each semester.

#### Preferred Previous Course of Study:

Choral Performance 3

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Musical Theater Workshop

Musical Theatre Workshop is an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Since this is a workshop course, students will prepare material for class presentation and write critiques. There will also be a focus on the audition process as well as musical theatre history and repertoire.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>			L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Concert Band

Concert Band is open to all students. There will be continued development of instrumental techniques and ensemble skills through the study of outstanding repertoire for Concert Band. The preparation process is the important component of the program, in that the performance of each student in the instrumental class is critically important to, and affects the performance of, every other student in the class.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Jazz Ensemble

Jazz Ensemble is a selective and specialized course designed to offer the qualified instrumentalist the opportunity to study and perform a variety of jazz styles. Emphasis is on learning improvisation as well as advanced music reading. This group is involved in several performances throughout the community. The preparation process is the important component of the program, in that the performance of each student in the instrumental class is critically important to, and affects the performance of, every other student in the class.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Jazz Ensemble Honors

Jazz Ensemble Honors is an advanced audition ensemble. This course provides an intimate ensemble approach to music of all periods. Students in Jazz Ensemble Honors will represent the school at numerous performances and festivals. Students enrolled in this honors course will be expected to perform with mastery in all aspects of advanced academic instrumental music performance and technique. Jazz Ensemble Honors is a class that builds on the existing advanced coursework in the Jazz curriculum. Students enrolled in Jazz Honors will do all of the work and performing required of them for the Jazz class; in addition, they will complete a capstone project that will engage them in honors-level work for both semesters.

### Preferred Previous Course of Study:

Jazz Ensemble

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Orchestra

Orchestra offers the opportunity for string players to study and perform music of many styles and musical periods, develop techniques, and participate in a variety of group and ensemble experiences. The preparation process is the important component of the program, in that the performance of each student in the instrumental class is critically important to, and affects the performance of, every other student in the class.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Orchestra Honors

Orchestra Honors provides an ensemble approach to music of all periods. Students in Orchestra Honors will represent the school at numerous performances and festivals. Students enrolled in this honors course will be expected to perform with mastery in all aspects of advanced academic instrumental music performance and technique. Orchestra Honors is a class that builds on the existing advanced coursework in the Orchestra curriculum. Students enrolled in Orchestra Honors will do all of the work and performing required of them for the Orchestra class; in addition, they will complete a capstone project that will engage them in honors-level work for both semesters.

### Preferred Previous Course of Study:

Orchestra

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Symphonic Band

Symphonic Band performances introduce the more qualified instrumentalist to advanced and challenging band literature of several styles and musical periods. The band performs for several school and community activities throughout the year and offers a wide range of musical and social activities. The preparation process is the important component of the program, in that the performance of each student in the instrumental class is critically important to, and affects the performance of, every other student in the class. Students must have prior experience on a woodwind, brass or percussion instrument.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Wind Ensemble

Wind Ensemble is an advanced performance group with specific instrumentation that includes woodwinds, brass, and percussion instruments. Emphasis is on sound performance fundamentals including embouchure, seating position, breathing and sight reading. This class concentrates on musical development and the development of leadership skills. Students perform as individuals, as members of small ensembles, and as members of the large ensemble. They study advanced instrumental techniques, performing practices and style and form as it relates to various idioms of selected advanced literature. Performance requirements include concerts, music festivals, some football games, and community events.

### Preferred Previous Course of Study:

Concert Band

<b>Schools:</b>	A	C	L	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Wind Ensemble Honors

Wind Ensemble Honors provides an ensemble approach to music of all periods. Students in Wind Ensemble Honors will represent the school at numerous performances and festivals. Students enrolled in this honors course will be expected to perform with mastery in all aspects of advanced academic instrumental music performance and technique. Wind Ensemble Honors is a class that builds on the existing advanced coursework in the Wind Ensemble curriculum. Students enrolled in Wind Ensemble Honors will do all of the work and performing required of them for the Wind Ensemble class; in addition, they will complete a capstone project that will engage them in honors-level work for both semesters.

### Preferred Previous Course of Study:

Wind Ensemble

<b>Schools:</b>	A	C	L	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Digital Music Production

In Digital Music Production, students use computer-based technology to create original music. Students use tools such as loops, samples, MIDI, and live audio to independently and collaboratively create new musical ideas. Students in this course explore musical “mirrors,” music that is personally familiar to them, as well as musical “windows,” music that is new and unfamiliar. All of this happens in the context of a collaborative classroom environment where students can engage in music production regardless of their previous musical experience.

Course has been submitted to UC/CSU for a-g status - approval pending.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## AP Music Theory

This course is designed 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. Foundational skills are achieved by addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. These skills lead to creative tasks, such as the harmonization of a melody by selecting appropriate chords. This course may be offered as an ROP course.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Art History

Advanced Placement (AP) Art History will provide an opportunity for students to investigate world art (painting and sculpture) and architecture. This course will appeal to students with an interest in both history and the visual arts. Students will examine and critically analyze major forms of artistic expression within a historical context from both the past and the present. AP Art History emphasizes understanding works of art within their historical contexts by focusing on issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	C	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## World Language

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The Acalanes Union High School District provides students with a rich array of opportunities to build communication skills in languages other than English. By taking advantage of one of the numerous world language offerings in AUHSD, students will have the opportunity to learn a new language, strengthen existing language skills, and acquire deep cultural knowledge.

### **AUHSD Graduation Requirement and UC/CSU Admission Requirement**

World Language is part of the AUHSD Breadth Graduation Requirement. To meet this graduation requirement, students must earn 20 credits in either CTE or World Language.

#### AUHSD Breadth (World Language or Career Technical Education) Graduation Requirement

20 credits (2 years) taken in either of the following areas: Career Technical Education (CTE) and World Language

#### UC/CSU Admission Requirement – World Language

20 credits (2 years) of the same world language; 30 credits (3 years) recommended

### **AUHSD World Language Offerings**

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

World Language Programs		
French 1,2,3 French 4 Honors AP French Language and Culture	Japanese 1,2,3 Japanese 4 Honors	Mandarin 1,2,3 Mandarin 4 Honors AP Chinese Language and Culture
German 1,2,3 German 4 Honors AP German Language and Culture	Latin 1,2 Latin 3 Honors AP Latin Virgil Latin 5	Spanish 1,2,3 Spanish 4 Honors AP Spanish Language and Culture

## World Languages

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### French 1

This introductory course in foreign language provides students who have no prior training in the language an opportunity to develop basic listening, speaking, writing, and reading skills. In addition to functional language skills, students are provided an introduction to the culture of countries whose language they are studying.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### French 2

This second-year language course enables students to develop intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and continue to study the culture of countries using the language.

#### Preferred Previous Course of Study:

French 1

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### French 3

The third-year French language course enables students to develop high-intermediate proficiency in language skills of listening, speaking, writing and reading. Students will develop an increasing awareness of the idiomatic aspects of language, begin to study the literature and continue to study the culture of countries using the language.

#### Preferred Previous Course of Study:

French 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### French 4 Honors

The fourth-year French course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, and continue to study the literature and the culture of countries using the language.

#### Preferred Previous Course of Study:

French 3

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### AP French Language & Culture

Students who enroll in AP French Language & Culture should have a solid command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing. This course emphasizes the use of language for active communication and helps students develop the ability to understand spoken French in various contexts, master an ample vocabulary while non-reliant on a dictionary, and demonstrate coherent expression in written and spoken French.

#### Preferred Previous Course of Study:

French 4 Honors

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## German 1

This introductory course in foreign language provides students who have no prior training in the language an opportunity to develop listening, speaking, writing, and reading fundamentals. In addition to functional language skills, students are given an introduction to the culture of countries whose language they are studying.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	C	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## German 2

This second-year language course enables students to develop intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and continue to study the culture of countries using the language.

### Preferred Previous Course of Study:

German 1

<b>Schools:</b>	C	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## German 3

The third-year language course enables students to develop high-intermediate proficiency in the language skills of listening, speaking, writing and reading. Students will develop an increasing awareness of the idiomatic aspects of language, begin to study the literature and continue to study the culture of countries using the language.

### Preferred Previous Course of Study:

German 2

<b>Schools:</b>	C	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## German 4 Honors

This fourth-year language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, and continue to study the culture and literature of countries using German.

### Preferred Previous Course of Study:

German 3

<b>Schools:</b>	C	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP German Language and Culture

This fifth-year German language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, and continue to study the culture and literature of German-speaking people. Students will prepare for the advanced placement examination.

### Preferred Previous Course of Study:

German 4 Honors

<b>Schools:</b>	C	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Japanese 1

This introductory course in foreign language provides students, who have no prior training in the language, an opportunity to develop basic listening, speaking, writing, and reading skills. In addition to functional language skills, students are provided an introduction to the culture of countries whose language they are studying.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	L	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Japanese 2

This second-year language course enables students to develop intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and continue to study the culture of countries using the language.

### Preferred Previous Course of Study:

Japanese 1

<b>Schools:</b>	L	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Japanese 3

This third-year Japanese language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, and continue to study the culture and literature of Japan using the language.

### Preferred Previous Course of Study:

Japanese 2

<b>Schools:</b>	L	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Japanese 4 Honors

This fourth-year Japanese language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, and continue to study the culture and literature of Japan using the language.

Course has been submitted to UC/CSU for a-g honors status - approval pending.

### Preferred Previous Course of Study:

Japanese 3

<b>Schools:</b>	L	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Latin 1

Latin 1 is an introductory course in which students begin the study of the Latin language, Roman culture, Roman mythology, and the Latin roots of modern European languages.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	M	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Latin 2

Latin 2 is an intermediate course in which students develop intermediate level knowledge of Latin language, Roman culture, Roman mythology, and the modern European languages.

### Preferred Previous Course of Study:

Latin 1

<b>Schools:</b>	M	<b>Grades:</b>	10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Latin 3 Honors

This third year Latin language course enables students to develop advanced proficiency in the Latin Language, an increasing awareness of language, and to become familiar with Ancient Mediterranean culture and how it impacts the modern world. In this course students read authentic unadapted texts of Cicero, Sallust, Caesar, and other authors of the Golden Age of ancient Roman Literature. They will also study and review all aspects of Latin grammar and syntax while working on Latin prose composition.

#### Preferred Previous Course of Study:

Latin 2

<b>Schools:</b>	M	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### AP Latin Vergil

This course provides students with the skills needed to write a literal English translation of Latin passages, explain the use of words in appropriate context, identify and analyze characteristic or noteworthy features of an author's mode of expression, and demonstrate an awareness of the features used in the construction of a poem or an argument. Students learn to read at sight and translate literally to insure accuracy and coherence.

#### Preferred Previous Course of Study:

Latin 3

<b>Schools:</b>	M	<b>Grades:</b>	11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Latin 5

This is a high school Latin 5 course that enables students to further develop an advanced proficiency in their Latin language skills while reading the writings of Ovid, Livy, Catullus and other authors of the Golden Age of ancient Roman Literature. Students will focus on advanced Latin prose composition while studying the style, diction and ideas of the ancient authors. Students will also deepen their knowledge of Latin grammar and syntax.

#### Preferred Previous Course of Study:

AP Latin Vergil

<b>Schools:</b>	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Mandarin 1

Mandarin 1 will introduce students to the language of Mandarin (listening, speaking, reading, and writing) and the Chinese culture, and give a basis for continued studies. By the end of the course, students will learn how to have short conversations in Mandarin; have a basic understanding of the components of Chinese characters; broaden their understanding of the Chinese culture; and introduce them in the use of a dictionary.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A C L M	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Mandarin 2

Mandarin 2 will broaden students' ability in the language of Mandarin (listening, speaking, reading and writing) and the understanding of the Chinese culture. It will enable them to read longer paragraphs and carry on extended conversations. By the end of the course, students will learn how to have extended conversations in Mandarin; further expand their knowledge of Chinese characters; and further expand their understanding of the Chinese culture.

#### Preferred Previous Course of Study:

Mandarin 1

<b>Schools:</b>	A C L M	<b>Grades:</b>	9 10 11 12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Mandarin 3

This third year Mandarin course enables students to increase their proficiency in the four skills of listening, speaking, reading and writing. They will further expand their understanding of the Chinese culture, extend their skills in grammar, and be encouraged to increase their communicative interaction with native speakers. The course objectives include the following: (1) Speaking and listening: Performing all classroom activities entirely in Mandarin. (2) Reading: students are able to read short stories and anecdotes and getting the general idea of the meaning. Students will memorize approximately 225 more Chinese characters. (3) Writing: students write long paragraphs in a daily journal and write short essays on a given topic. Students will use more discourse markers in their written and spoken discourse. (4) Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Students will study the Chinese culture, including religion, music, performing art, food, jade, medicine, medical care, etc.

#### Preferred Previous Course of Study:

Mandarin 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Mandarin 4 Honors

The fourth year Mandarin course enables students to broaden their ability in the language of Mandarin through listening, speaking, reading and writing and appreciation of the Chinese culture. The course objectives include speaking and listening, reading. Students will memorize approximately 350 Chinese characters. Students will analyze commonalities and differences between Chinese and American culture through dialogue and writing.

#### Preferred Previous Course of Study:

Mandarin 3

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### AP Chinese Language & Culture

This fifth year Mandarin course is designed to deepen students' immersion into the language and culture of the Chinese-speaking world. Students will develop a broad range of language skills within a cultural frame of reference. The course focuses on language proficiency through listening, speaking, reading and writing while interweaving cultural content.

#### Preferred Previous Course of Study:

Mandarin 4 Honors

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Spanish 1

This first-year Spanish language course enables students to develop novice proficiency in the four overarching goals of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and student the culture of countries using the language.

#### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Spanish 2

This second-year language course enables students to develop intermediate proficiency in the four overarching goals of listening, speaking, writing, and reading in Spanish. Students also develop an increasing awareness of the idiomatic aspects of the language, continue practicing the present tense, learn past tenses, and continue studying the culture of Spanish-speaking countries.

### Preferred Previous Course of Study:

Spanish 1

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Spanish 3

This third-year language course enables students to develop intermediate proficiency in the four overarching goals of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, continue practicing the present and past tenses, learn the present subjunctive tense, and continue studying the culture of Spanish-speaking countries.

### Preferred Previous Course of Study:

Spanish 2

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Spanish 4 Honors

This fourth-year Spanish language course enables students to progress from intermediate to advanced proficiency in the four overarching goals of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, finish learning all structures, and continue studying the culture and literature of all Spanish-speaking countries.

### Preferred Previous Course of Study:

Spanish 3

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## AP Spanish Language & Culture

While emphasizing the use of Spanish for active communication, this course encompasses aural/oral skills, reading comprehension, grammar, and composition. This course is designed to develop comprehension and expression of formal and informal spoken Spanish in an accurate and fluent fashion. Vocabulary development and the composition of expository passages are highlighted.

### Preferred Previous Course of Study:

Spanish 4 Honors

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Spanish for Heritage Speakers

Spanish for Heritage Speakers is a course for students who have Spanish speaking or bilingual background. During this course students will refine their listening and oral skills as they develop their formal reading and writing abilities in Spanish to expand the grammatical structures, orthography, accents and vocabulary beyond their region of origin. This course exposes students to Hispanic culture via high interest and culturally-relevant thematic units and will utilize authentic resources (videos, audio, articles, art, music, literature, etc) from Spanish and Latin American authors in order to gain and appreciation for the cultural perspectives associated with the cultural products and practices of the Spanish-speaking world.

### Preferred Previous Course of Study:

N/A

<b>Schools:</b>	L	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Interdisciplinary

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The Acalanes Union High School District offers a variety of courses beyond the traditional academic departments. Most of these courses are approved by UC/CSU as college preparatory courses (A-G approved).

### **AUHSD Graduation Requirement and UC/CSU Admission Requirement**

#### AUHSD Graduation Requirement

5-credit Human and Social Development course (1 semester)

5-credit Ethnic Studies course (1 semester) – Starting with the Class of 2027

#### UC/CSU Admission Requirement -- Health

None

#### UC/CSU Admission Requirement – Ethnic Studies

None

### **AUHSD Interdisciplinary and/or Non-Departmental Offerings**

The courses below are offered in AUHSD; however, not all courses are offered at all sites. Please look at the course descriptions to determine if a course is offered at a specific school site.

African American Studies, AP  
Human and Social Development (Semester)  
Introduction Ethnic Studies (Semester)  
Leadership  
Peer Tutoring  
Publications (Yearbook)  
Publications Advanced (Yearbook Advanced)  
Sports Medicine, ROP  
Sports Medicine Advanced, ROP  
Staff Assistant



## Interdisciplinary

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### AP African American Studies

AP African American Studies provides an in-depth look at African American history and culture. Through an interdisciplinary approach that includes history, literature, economics, and the arts, students will gain a deep understanding of the African American experience. The course emphasizes the use of primary source documents and requires a culminating research project. Students in this AP course will develop critical reading, writing, and analytical skills.

#### Preferred Course of Study:

World History, Culture and Geography

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Human & Social Development

Human & Social Development is a foundational course that provides essential knowledge and skills to enable students to arrive at informed and healthy decisions in a complex and diverse world. This course emphasizes the following topics: identity, relationships, physical and mental wellness, substance use and abuse, and sexuality. The course also addresses some of the California Health Standards that include evaluation of valid health information, goal setting, analyzing perspectives and influences, and informed decision-making. Human and Social Development course is required for graduation.

#### Preferred Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Introduction to Ethnic Studies

Ethnic studies is an interdisciplinary field that includes history, literature, economics, sociology, anthropology, and political science. This course will foster the understanding and appreciation of different cultures, histories, and perspectives. In alignment with the California Department of Education's Ethnic Studies Model Curriculum, the course will focus on the following racial/ethnic groups: African Americans, Asian Americans, Latina/o/x Americans, and Native Americans. Course material will incorporate diverse voices and topics to help students develop a deep understanding of different ethnicities in our community, state, and country. Students in the course will develop critical reading, writing, presentation, and analytical skills.

#### Preferred Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Semester	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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### Leadership

The Leadership class is designed to engage students in shaping a positive campus environment and culture, and to develop students' sense of social and civic responsibility. Students will develop leadership and management skills including: organization, goal setting, communication, problem solving, and decision making. Students will use these skills to plan and implement student activities on the school campus.

#### Preferred Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Peer Tutoring

Peer tutors work in classes, study hall and/or peer-tutor centers to help students with work in various academic subjects. Peer tutors should have strong skills in reading, writing, science, world languages or mathematics and should be genuinely interested in helping others to become successful students.

### Preferred Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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## Publications (Yearbook)

Students participate in all phases of planning and designing the school yearbook, including: overall design, artwork, photography, copy writing, layout, organizing and writing. Important aspects of the course include meeting strict deadlines, working with a clear set of priorities, aesthetic judgment, cooperation with other students and community representatives and practicing effective leadership.

### Preferred Course of Study:

N/A

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	9	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Advanced Publications

This re-designated course will give students who repeat the Publications course for credit a chance to develop and grow their skills as leaders and editors for the course. It provides a designation for those students who serve as Editors for the course by acknowledging the increased responsibility and broad-range of skills needed by experienced students to successfully run a Publications course.

### Preferred Course of Study:

Publications

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Sports Medicine - ROP

Sports Medicine is designed to explore human anatomy and physiology, and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity, and develop a thorough understanding of the structure and function of the musculoskeletal system. This knowledge serves as a platform for understanding the physiological response to injury and improving performance. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety technology and employment literacy.

### Preferred Course of Study:

The Living Earth

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Sports Medicine Adv.- ROP

Sports Medicine is designed to explore human anatomy and physiology, and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity, and develop a thorough understanding of the structure and function of the musculoskeletal system. This knowledge serves as a platform for understanding the physiological response to injury and improving performance. Advance level students may be eligible for an after-school sports medicine practicum with the school's athletic teams. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety technology and employment literacy.

### Preferred Course of Study:

Sports Medicine

<b>Schools:</b>	A	C	M	<b>Grades:</b>	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input checked="" type="checkbox"/>
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## Staff Assistant

Staff Assistant provides students the opportunity to develop communication skills, employability skills, and behaviors essential for employment, with emphasis on careers in education. Students must have the ability to work with others and independently. Staff assistants work under the direction and supervision of the assigned classroom teacher, office administrator or librarian. Students grade is not calculated into the students GPA.

### Preferred Course of Study:

Staff approval

<b>Schools:</b>	A	C	L	M	<b>Grades:</b>	10	11	12	<b>Term:</b>	Year	<b>UC/CSU</b>	<input type="checkbox"/>
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