



## Nondiscrimination Philosophy and Policy Statement

The Poway Unified School District (PUSD) is an equal opportunity employer/program and is committed to an active Nondiscrimination Program. PUSD prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or a group with one or more of these actual or perceived characteristics. For more information, please contact: Title IX/Equity Compliance Officer, James Jimenez, Associate Superintendent of Personnel support Services, Poway Unified School District, 15250 Avenue of Science, San Diego, CA 92128, 1-858-521-2800, extension 2121, [jjimenez@powayusd.com](mailto:jjimenez@powayusd.com). For students, you may contact Title IX Coordinator/504 Coordinator Jamie Dayhoff, Director of Attendance and Discipline, Poway Unified School District, 1-858-521-2840, [jdayhoff@powayusd.com](mailto:jdayhoff@powayusd.com).

## Declaración de filosofía y política de no discriminación

El Distrito Escolar Unificado de Poway (PUSD) es un empleador/programa que ofrece igualdad de oportunidades y está comprometido con un programa activo de no discriminación. El PUSD prohíbe la discriminación, el acoso, la intimidación y el hostigamiento basados en la raza, el color, la ascendencia, el origen nacional, la nacionalidad, el estado migratorio, el origen étnico, la identificación de grupo étnico, la edad, la religión, el estado civil o parental, la discapacidad física o mental, el sexo, reales o percibidos, orientación sexual, género, identidad de género o expresión de género o asociación con una persona o un grupo con una o más de estas características reales o percibidas. Para obtener más información, comuníquese con: Oficial de Cumplimiento del Título IX/Equidad, James Jimenez, Superintendente Asociado de Servicios de Apoyo al Personal, Distrito Escolar Unificado de Poway, 15250 Avenue of Science, San Diego, CA 92128, 1-858-521-2800, extensión 2121, [jjimenez@powayusd.com](mailto:jjimenez@powayusd.com). Para los estudiantes, puede comunicarse con el Coordinador del Título IX/Coordinador 504 Jamie Dayhoff, Director de Asistencia y Disciplina, Distrito Escolar Unificado de Poway, 1-858-521-2840, [jdayhoff@powayusd.com](mailto:jdayhoff@powayusd.com)



**TABLE OF CONTENTS**

A – Social science..... 3

B - English.....6

C – Mathematics..... 11

D - Sciences..... 15

E – World Languages.....20

F – Fine Arts..... 24

G – Electives.....32

Other Electives.....39

Dual Enrollment..... 41

PE - Physical Education.....43

PE Athletics..... 46

Special Education Classes.....47

English Learners..... 52



## A – SOCIAL SCIENCE

### WORLD HISTORY

**001301-001302**

Prerequisites: none

Grade: 10

Meets UC/CSU A or G requirements

World History 1-2 is a course where students will examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the west and the growing interdependence of people and cultures throughout the world. Art, music, literature and primary source documents will be used as a basis for analysis of the historical periods. Students will demonstrate competency in questioning, critical thinking, research and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards.

### AP WORLD HISTORY 1-2

**001307-001308**

Prerequisites: Teacher Recommendation

Grade: 10

Meets UC/CSU A or G requirements

5.0 weighted class

The AP World History course is designed to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. The AP World History course analyzes the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole.

### WORLD GEOGRAPHY & CULTURES

**001309**

Prerequisites: AP World History 1-2

Grade: 10

Meets UC/CSU A or G requirements

This elective course is a one trimester class. The course will allow students to refine their understanding of and writing skills in the Social Sciences. It will further expose students to the issues of evidence, interpretation, methodology, and critique in social science research, applying these skills to an independent, long-range project. Academic research methods and techniques specific to the Social Science will also be included.

World Geography & Cultures will serve as the third trimester class for AP World History.

### US HISTORY 1-2

**001376-001377**

Prerequisites: none

Grade: 11

Meets UC/CSU A or G requirements

U. S. History 1-2 is a two-trimester course in which students examine the economic, social, and political development of the United States during the twentieth century. During the year certain themes will be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of



the United States as a major world power. Throughout the course students will explore American culture, including religion, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards.

## **AP US HISTORY 1-2**

**001382-001383**

Prerequisites: Teacher Recommendation

Grade: 11

Meets UC/CSU A or G requirements

5.0 weighted class

U. S. History (Advanced Placement) 1-2 is an advanced course which is meant to expose students to that level of learning associated with a four year university. It is designed for students who wish to take the Advanced Placement Examination administered by Educational Testing Service in the spring. Those passing the AP exam at the high level usually can receive college credit and a waiver of the college U. S. History requirement. The course emphasizes extensive reading research and problem solving, writing, historiography, and historical knowledge.

## **AP US HISTORY SEMINAR**

**001715**

Prerequisites: AP US History 1-2

Grade: 11

Poway USD Elective, not UC/CSU approved

AP US History Seminar is a one trimester class which will allow students to refine their understanding of and writing skills in the Social Sciences as well as explore topics and concepts relevant to the United States in the global community of the 21<sup>st</sup> century. Academic research methods and techniques specific to Social Science will also be included.

## **CIVICS**

**001393**

Prerequisites: US History 1-2

Grade: 12

Meets UC/CSU A or G requirements

Civics is designed to foster citizen involvement in the American political system through a thorough study of the theory, structure, function, and process of federal, state, and local government. This course fulfills the state requirement for graduation.

## **ECONOMICS**

**001398**

Prerequisites: US History 1-2

Grade: 12

Meets UC/CSU G requirements

Economics is a course in which students will deepen their understanding of the economic problems and institutions of the nation and world in which they live. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers. This course primarily is a course in social science, enriching students' understanding of the operations and institutions of economic systems, rather than a course in household or business management or budgeting. The course will deal with the following areas: (1) fundamental concepts (e.g., scarcity); (2) comparative economic systems (Communism, Socialism, etc.); (3) microeconomics (supply and demand, forms of competition, etc.); (4) macroeconomics (aggregate demand, monetary policy, etc.); (5) international economic concepts (e.g., comparative and absolute advantage, international trade, etc.).



## **AP US GOVERNMENT & POLITICS 1-2**

**001395-001396**

Prerequisites: Teacher Recommendation

Grade: 12

Meets UC/CSU A or G requirements

5.0 weighted class

U.S. Government and Politics (Advanced Placement) is designed to give students a critical perspective on government, politics, and economics in the United States. The class involves both the study of general concepts used to interpret American governmental, political, and economical systems and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. This course is intended to prepare students who wish to take the Advanced Placement Examination in U.S. Government and Politics.

## **AP US GOVERNMENT SEMINAR**

**001710**

Prerequisites: AP US Government & Politics 1-2

Grade: 12

Poway USD Elective, not UC/CSU approved

AP US Government Seminar is a one trimester class. The course will begin with an in-depth analysis of civil liberties and civil rights. After that, the emphasis will be on extending the content, knowledge, and skills that were introduced in the prerequisite courses. This course will also introduce students to career options and investment strategies.



## B - ENGLISH

### **HIGH SCHOOL ENGLISH 1-2**

**000301-000302**

Prerequisites: none

Grade: 9

Meets UC/CSU B or G requirements

High School English 1-2 is a course to build on English knowledge and skills developed in middle school. A variety of writings will promote sophistication of previously studied domains and introduce new styles of writing. Literature integrates with the writing process to broaden knowledge of literary techniques and to connect their own personal experience with the human condition. This college-preparatory course takes an integrated approach to the reading, writing, listening, and speaking curriculum. Students will develop depth and complexity in their writing of narrative, informative, argumentative, and analytical pieces while they comprehend, respond to, and critique both expository and literary texts. Students will improve their understanding and use of English conventions while developing their understanding of paragraph and essay structure as they respond to the varying demands of audience, task, and purpose. Concurrently, students will enhance their vocabulary as well as their reading comprehension, research, and study skills. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10).

### **HONORS HIGH SCHOOL ENGLISH 1-2**

**000303-000304**

Prerequisites: none

Grade: 9

Meets UC/CSU B or G requirements

Honors High School English 1-2 is an advanced version of High School English 1; therefore, it accelerates students' exposure to the short story and the novel and teaches them to write fluent descriptive, narrative, and expository paragraphs which have a controlling idea, adequate development, a sense of closure, unity, coherence, and transition. It will also introduce students to multi-paragraph compositions and skills for advanced literary analysis. The course will improve students' spelling, vocabulary, usage, and grammar. It will prepare them to pass the proficiencies. This "pre-AP" or honors level version of High School English 1-2 prepares students for the rigors of advanced courses in high school, especially in language arts. Students will experience an integrated approach to the reading, writing, listening, and speaking curriculum with the aim of mastery of paragraph and essay structure, as well as language usage and conventions. Great emphasis is placed on close and critical reading as students engage with both literary and expository texts that meet the quality, range and complexity required by the Common Core Standards for English Language Arts and Literacy (Grade 9/10). Students will conduct both short and long term research projects, will engage in a variety of collaborative discussions and speaking activities, and will develop their study skills, organization, and vocabulary. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10).

### **HIGH SCHOOL ENGLISH 3-4**

**000310-000311**

Prerequisites: Completion of High School English 1-2

Grade: 10

Meets UC/CSU B or G requirements

High School English 3-4 presents a thematic and integrated study of literature and both oral and written composition. Students will focus on the expository, evaluative and interpretive modes of writing in conjunction with reading for information, application, interpretation, and analysis. Students will respond to literature in formal speeches and written essays identifying personal relevancy in course readings, developing writing and thinking skills, honing punctuation and grammar skills, and further improving listening and speaking skills. This college preparatory course takes an integrated approach to the reading, writing, listening and speaking curriculum as students extend and strengthen the knowledge, skills and abilities gained in High School English 1-2. Students will write informative, analytical and argumentative/persuasive essays with an emphasis on mastering writing thesis statements, supporting with evidence

and organizing for coherence. Additionally, students will develop their ability to conduct short and long research projects and to use language and conventions precisely. Students will also strengthen their close and critical reading with both literary and expository texts, and will apply their understanding of rhetoric to a variety of speaking situations. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10).

## **HONORS HUMANITIES 1-2**

**000313-000314**

Prerequisites: Teacher recommendation

Grade: 10

Meets UC/CSU B or G requirements

Honors Humanities 1-2 begins a year-long study of man's relationship with society, nature and himself. At the same time the course will emphasize expository expression, both written and oral, in line with the PUSD's Academic Standards. Through literary exploration, classroom activities and by accessing outside resources the students will gain and be able to demonstrate an understanding of the development and influences on Western Humanities. This is a "pre-AP" or honors level course with an interdisciplinary curriculum meant to prepare students for and/or support students with the rigorous reading, writing, and thinking of advanced placement courses, especially in the humanistic disciplines. Through methods of analysis, evaluation, and speculation, students will thoughtfully and critically examine the arts (with a heavy emphasis on literature) in western culture as they consider context, philosophy, aesthetics, and criticism. With this examination, students will explore aspects of human nature, human behaviors, and human ideals, beliefs and values through the ages, beginning with Ancient Greece and progressing to contemporary times. Students will experience a variety of texts and assignments that will develop their ability to read closely and analytically, to write insightfully and skillfully, and to speak thoughtfully and articulately. Additionally, students will develop their ability to conduct both short and long research projects; to compose informative, analytical and argumentative/persuasive pieces that go "beyond the formula" in their writing; and to demonstrate a command of English conventions and usage. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10).

## **ADVANCED PLACEMENT ENGLISH SEMINAR**

**000374-000375**

Prerequisites: Teacher recommendation

Grade: 10

Pending UC/CSU approval for B requirements

5.0 weighted class

AP English Seminar is a foundational course that uses individual and group project tasks to engage students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and, through the performance tasks, design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision, in order to craft and communicate evidence-based arguments.

Students who successfully complete this course will earn credit toward Poway Unified School District's English graduation requirement.

Students taking this course are also required to take Writing Seminar 1.

## **WRITING SEMINAR 1**

**000363**

Prerequisites: Completion of AP English Seminar 1-2

Grade: 10

Writing Seminar 1 is designed for students with an interest in creative written expression and an interest in the connection between writing and reading. The course has three purposes: 1) to explore and practice various styles of expository and narrative writing, 2) to understand the writing process and the importance of revision to writers, and 3) to critically read various pieces of literature and to apply the techniques of published writers into their own analyses.

Writing Seminar will serve as the third trimester for AP English Seminar.

## **AMERICAN LITERATURE 1-2**

**000387-000388**

Prerequisites: completion of High School English 3-4

Grade: 11

Meets UC/CSU B or G requirements

American Literature 1-2 is a college preparatory course for eleventh-grade students that studies foundational and contemporary American Literature through a thematic approach. This course will focus on the “American Voice” and explore texts that fall into different themes that emphasize the diversity of American identity. American Literature 1 explores poetry, short stories, and expository texts centered around the themes of immigration and rebellion, while American Literature 2 focuses on novels and dramas centered on the themes of the American Dream and identity. Students will practice multiple forms of writing, including literary analysis, research, and creative writing. Each term culminates in a formal speech that requires students to reflect on their own experience and voice.

Topics of Study:

- Exploring the Indigenous and immigrant experience in America;
- Understanding how rebellion, freedom, and equality are core American values;
- Confronting the potential and the elusiveness of the American Dream;
- Embracing individualism and identity within the diversity of American society.

## **ETHNIC LITERATURE 1-2**

**000365-000366**

Prerequisites: none

Grade: 11-12

Meets UC/CSU B or G requirements

This course will focus on the foundational disciplines of ethnic studies: African American Studies, Asian American Studies, Chicano Latino Studies, and Native American and Indigenous Studies. Students will engage in discussions, conduct research, synthesize different mediums from poetry to film, and craft analytical essays to understand the social and political systems that have shaped different marginalized groups in America. Students will deepen their understanding of self and others through exploring their own implicit biases. This course may be used to meet the UC/CSU "b" or "g" requirement.

## **EXPOSITORY READING & WRITING 1-2**

**000315-000316**

Prerequisites: none

Grade: 10-12

Meets UC/CSU B or G requirements

Expository Reading and Writing prepares college-bound seniors for the literacy demands of higher education. Students in this year-long, rhetoric-based course will become more proficient in expository, analytical, and argumentative reading and writing, increasing their awareness of the rhetorical strategies employed by authors and applying those same strategies to their own writing. They will read closely: (1) to examine the relationship between an author's argument or theme and his or her audience and purpose; (2) to analyze the impact of structural and rhetorical strategies on a reading audience; and (3) to examine the social, political, and philosophical assumptions that underlie a specific text. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted



public documents, and other non-fiction. Instruction in research methods and documentation conventions will also be provided.

## **WORLD LITERATURE 1-2**

**000393-000394**

Prerequisites: none

Grade: 12

Meets UC/CSU B or G requirements

World Literature – Students will develop their own voices and values on a journey of self-discovery through classic and contemporary World Literature. The course will expose them to literary works from a variety of cultures where they can experience the works of writers who view the world from perspectives different from their own. By visiting distant places and times, students will discover not only the riches of human experience and the universality of the human condition; they will also examine worldly and spiritual themes, all the while coming closer to becoming citizens of the world we live in and thinkers considerate of other peoples and their cultures.

## **AP ENGLISH LANGUAGE 1-2**

**000372-000373**

Prerequisites: Teacher recommendation

Grade: 11-12

Meets UC/CSU B or G requirements

5.0 weighted class

In this class students will read, discuss, and write about American fiction and non-fiction, from Colonial to modern times, focusing on text analysis, rhetorical strategies, and vocabulary development to prepare them for the AP Language Exam. As an advanced reading and composition course, students should be familiar with the use of concrete details and commentaries to support a thesis driven essay. Students will carefully review the essay form before moving on to develop a more specific understanding of audience and style for persuasive writing. Students will focus on academic writing and the research process. This course also emphasizes the development of research skills and the preparation of a persuasive research paper.

## **AP ENGLISH LANGUAGE SEMINAR**

**001702**

Prerequisites: Completion of AP English Language 1-2

Grade: 11-12

Poway USD Elective, not UC/CSU approved

AP English Language and Composition Seminar will be offered during the third trimester. The course will offer students the opportunity to partake in project-based learning and apply learning acquired during the Advanced Placement class. Students will design their own projects that may involve creation of videos, distribution of surveys, publication of art, or multimedia. Student learning will become active as students complete projects that demonstrate their learning and understanding and/or show how this learning translates into an action or a product. Additionally, the course will allow students to earn elective credit as they review and continue to develop an understanding of the elements of effective rhetoric and argumentation. This includes, but is not limited to, the study of logos, ethos, pathos, and other stylistic tools.

## **AP ENGLISH LITERATURE 1-2**

**000370-000371**

Prerequisites: Teacher recommendation

Grade: 11-12

Meets UC/CSU B or G requirements

5.0 weighted class

Advanced Placement English 1-2 is a college-level course designed to prepare students to take the Advanced Placement English examination. The course presents examples of western literary development from the Greeks through the



twentieth century, acquainting students with various genres and themes. Emphasis will be placed on a close reading of the individual literary work. In addition, attention may be given to the historical and psychological characteristics of the authors. Students also will be expected to write expository, creative, and research papers. This course has been approved to meet the UC/CSU "b" or "g" requirement.

## **AP ENGLISH LITERATURE SEMINAR**

**0001703**

Prerequisites: Completion of AP English Literature 1-2

Grade: 11-12

Poway USD Elective, not UC/CSU approved

AP English Literature and Composition on Seminar will be offered during the third trimester. The course will afford students the opportunity to apply learning acquired during the Advanced Placement class. Students will complete a final project that demonstrates their learning and understanding and/or shows how this learning translates into an action or a product. The seminar will allow students to earn elective credit as they continue to develop their understanding of literary devices, their appreciation of a wide range of literary genres, and their understanding of how literary works are a reflection of historical moment's values and culture.



## C – MATHEMATICS

### **MATH ACCEL 1-2**

**001022-001023**

Prerequisites: none

Grade: 9-12

Poway USD Elective, not UC/CSU approved

This course is intended for students who may need or want extra time to achieve mastery of Integrated Math 1 and 2. Math Accel 1 previews and reviews the skills needed to master Integrated Math 1A-1B, and Math Accel 2 previews and reviews the skills needed to master Integrated Math 2A-2B.

Math Accel 1 is an elective course taken the trimester before Integrated Math 1A-1B, and Math Accel 2 is an elective course taken the trimester before Integrated Math 2A-2B.

### **INTEGRATED MATH 1A-1B**

**001012 – 001013**

Prerequisites: Math 8th Grade

Grade: 9-12

Meets UC/CSU C or G requirements

Integrated Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The critical areas organized into units deepen and extend understanding of linear relationships. The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **INTEGRATED MATH 2A-2B**

**001016-001017**

Prerequisites: Integrated Math 1a-1b

Grade: 9-12

Meets UC/CSU C or G requirements

The focus of Integrated Mathematics 2 is on quadratic expressions, equations, and functions. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles with their quadratic algebraic representations round out the course. The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **INTEGRATED MATH 3A-3B**

**001018-001019**

Prerequisites: Integrated Math 2a-2b and/or Trigonometry

Grade: 9-12

Meets UC/CSU C or G requirements

In Integrated Mathematics 3 students apply the accumulation of learning from previous courses, with content grouped into four critical areas. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. Students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**TRIGONOMETRY****001037**

Prerequisites: Integrated Math 3a-3b

Grade: 9-12

Meets UC/CSU C or G requirements

Trigonometry is a college-preparatory one-semester course. The course will include the study of all six trigonometric functions, circular functions, graphs of the trigonometric functions, inverses, trigonometric identities and equations, triangle trigonometry and applications. This course has been approved to meet the UC "c" or "g" requirement.

**COLLEGE ALGEBRA 1-2****001054-001055**

Prerequisites: C or higher in Integrated Math 3a-3b or Trigonometry/Statistics

Grade: 10-12

Meets UC/CSU C or G requirements

College Algebra is a college preparatory course which will focus on a variety of mathematical topics. These topics include, but are not limited to, advanced algebra, advanced geometry, trigonometry, and mathematical modeling. This will strengthen conceptual understanding needed for successful transition and completion of a four-year college or university mathematics academic program, required for designated majors. One of the assessment measures for enrollment in a college level math course will be a passing score on the ELM. In addition, to enhance the student's mathematical understanding, graphing calculators will be used.

**AP PRE-CALCULUS 1-2****001085-001086**

Prerequisites: A or B in Integrated Math 3a-3b

Grade: 9-12

Meets UC/CSU C or G requirements

5.0 weighted class

In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. Function models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts. This course will be submitted to the University of California to earn "C" mathematics credit.

**PRE-CALCULUS 1-2****001046-001047**

Prerequisites: A or B in Integrated Math 3a-3b

Grade: 9-12

Meets UC/CSU C or G requirements

Pre-calculus 1-2 is designed for the advanced college-preparatory student and will provide the foundation for students to proceed into Calculus. The major content will focus on: mathematical induction, vector algebra, function analysis, exponential and logarithmic functions, and circular and trigonometric functions.

Pre-Calculus 1 Sequences:

- Integrated Math 2b, Integrated Math 3a, and Integrated Math 3b concurrently enrolled with Pre-Calculus 1.
- Integrated Math 3a, Integrated Math 3b and Pre-Calculus 1.
- Advanced Functions Analysis 1, Advanced Functions Analysis 2, and Pre-Calculus 1.

Pre-Calculus 2 Sequence:

- AP Calculus AB 1, AP Calculus AB 2, and Pre-Calculus 2

## **AP CALCULUS AB 1-2**

**001060-001061**

Prerequisites: Completion of Pre-Calculus 1

Grade: 10-12

Meets UC/CSU C or G requirements

5.0 weighted class

Advanced Placement Calculus AB 1-2 is designed for students who have completed the equivalent of four years of college preparatory mathematics. Students apply skills and information acquired in previous math courses. A review of functions (rational, logarithmic, exponential, and trigonometric) is given. Topics introduced include development of limits and derivative, differentials, integration, and applications of the derivative and integral. This course specifically prepares the student to take the College Boards Advanced Placement Exam for Calculus AB.

## **BRIDGE TO AP CALCULUS BC**

**001704**

Prerequisites: AP Calculus AB 1-2

Grade: 10-12

Poway USD Elective, not UC/CSU approved

Bridge to AP Calculus BC will serve as a bridge from AP Calculus AB to AP Calculus BC. This course supports students in preparation for the AP Calculus BC Exam and extends learning in college-level Mathematics. During this course, students will take a more in-depth look at topics from AP Calculus AB 1 and AP Calculus AB 2, as well as specialty techniques for estimating integrals. Since the AP Calculus BC exam includes the material from the Calculus AB course, it is critical that the Calculus AB material is fully mastered before proceeding into the new Calculus BC material.

## **AP CALCULUS BC 1-2**

**001062-001063**

Prerequisites: A in Advanced Functions Analysis or B in Calculus AB

Grade: 10-12

Meets UC/CSU C or G requirements

5.0 weighted class

Advanced Placement Calculus BC 1-2 is designed for students who have completed four years of college preparatory mathematics including Calculus AB. There is a review and extension of Calculus AB material. New topics include: definition of limits, parametric equations, vector functions, indeterminate forms, polar curves, advanced techniques of integration, infinite series, and differential equations. This course specifically prepares the student to take the College Board's Advanced Placement Exam for Calculus BC.

## **AP STATISTICS 1-2**

**001064-001065**

Prerequisites: Integrated Math 3a-3b or Trigonometry/Statistics

Grade: 10-12

Meets UC/CSU C or G requirements

5.0 weighted class

Advanced Placement Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics introduced include the exploratory analysis of data and numerical techniques to study patterns; methods of valid data collection; probability as the tool for anticipating what distributions

of data should look like; and confirming models through statistical inference. This course specifically prepares the student to take the Advanced Placement Exam for Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one semester college statistics course.

## **AP STATISTICS SEMINAR**

**001706**

Prerequisites: AP Statistics 1-2

Grade: 10-12

AP Statistics Seminar will serve as the culminating semester for the previous two semesters of AP Statistics based on the four major units: exploring data, sampling and experimentation, anticipating patterns, and special inference. There is a review and extension of AP Statistics and further preparation for college-level math. During this course, students will study units on statistical inference over Chi Square and Linear Regression and prepare extensively for probability and statistics content. Students will engage in development and investigation of the four major themes with added emphasis on student project-based learning. This course is designed to help enhance students' understanding of the curriculum of both descriptive and inferential statistics. Students will use real-life situations to describe, analyze, and evaluate situations with statistics; use a variety of connections to the curriculum such as questioning for higher-level understanding, scaffolding from previous mathematical concepts, and the application of concepts within the course; combine technology with mathematical theory; make connections throughout the course by practicing design, analysis, and conclusion; demonstrate the use of simulation as well as experimentation; and decide how to best represent data graphically, explain relationships among variables, and describe trends, nuances, and distributions of data. Finally, students will need to infer from proper sampling techniques about parameters in the population. Students will be able to discuss and explain why inferences can be made about populations, and how probability helps make statistical decisions.

## D - SCIENCES

### **BIOLOGY OF THE LIVING EARTH 1-2**

**001236-001237**

Prerequisites: Completion of or concurrent enrollment in Integrated Math 1a-1b

Grade: 9-10

Meets UC/CSU D or G requirements

Biology of The Living Earth 1-2 is a laboratory based college preparatory course that integrates the high school Life Science (LS), Earth and Space Science (ESS), and Engineering, Technology, and Applications of Science (ETS) Performance Expectations (PE) from the California Next Generation Science Standards (NGSS). The fundamental concepts necessary to understand Biology have been selected from the Disciplinary Core Ideas (DCIs) of NGSS. These core ideas form the basic biological content for investigating complex real world ideas and problems. Students employ two general tools in their investigation activities: Cross Cutting Concepts (CCCs), and Science and Engineering Practices (SEPs). Students will use CCCs to make connections across seemingly disparate biological disciplines, and to connect new learning to prior experiences. SEPs guide the investigative approach to biological phenomena all the way from; a student's introduction to the exploration and the formative and summative student assessments. The course is broken down into four learning segments, spanning content from Biology to Earth Science. Students encounter Biology through real world phenomena to heighten relevance and to emphasize that biological laws are used to describe, explain, and make predictions about all living things. Throughout the course, students will investigate with activities, experiments, demonstrations, discussions, and observations of real-world phenomena and the evaluation and analysis of published materials. Students will clearly and persuasively communicate their claims as they obtain and evaluate evidence derived from these investigations.

### **AP BIOLOGY 3-4**

**001232-001233**

Prerequisites: Biology of the Living Earth 1-2 and Chemistry of the Earth System 1

Grade: 10-12

Meets UC/CSU D or G requirements

5.0 weighted class

AP Biology is intended to be equivalent to an introductory Biology course found at the freshman university level, and reflects the outline provided by the College Board. This course features a biochemical approach to the study of life with three major areas of study; (1) molecules and cells, (2) genetics and evolution, and (3) organisms and populations. The aim of this course is to provide the conceptual framework and analytical skills necessary to understand and assess the rapidly growing science of biology.

### **AP BIOLOGY SEMINAR**

**001714**

Prerequisites: AP Biology 3-4

Grade: 10-12

Poway USD Elective, not UC/CSU approved

AP Biology Seminar is an extension of AP Biology and is intended to provide the content knowledge and skills required in an introductory Biology course at the university level. Primary emphasis in the course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. In addition, it will provide students with a deeper understanding of the key foundational ideas and concepts from the core academic area of study in biology and expand their skill in applying this content knowledge to a variety of lab experiences.

**HONORS PRINCIPLES OF BIOMEDICAL SCIENCES 1-2****001278-001279**

Prerequisites: none

Grade: 9-12

Pending UC/CSU D or G requirements and PUSD Life Science requirements

5.0 weighted class

The activities and projects in this course introduce students to human physiology, medicine, research processes, and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course will be submitted to UC to meet the UC/CSU "D Bio/Life Science" requirement.

**HONORS HUMAN BODY SYSTEMS 1-2****001266-001267**

Prerequisites: Principles of Biomedical Science

Grade: 10-12

Pending UC/CSU D or G requirements

5.0 weighted class

This course will offer students the opportunity to examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal Manikin®, and work through real world cases. This course will be submitted to UC to meet the UC/CSU "D Bio/Life Science" requirement.

**HONORS MEDICAL INTERVENTIONS 1-2****001275-001276**

Prerequisites: Principles of Biomedical Science and Human Body Systems, or AP Biology

Grade: 11-12

Meets UC/CSU D or G requirements

5.0 weighted class

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through cases, students learn about a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**FUNDAMENTALS OF PHYSICS & CHEMISTRY 1-2****001214-001215**

Prerequisites: Integrated Math 1a-1b

Grade: 10-12

Meets UC/CSU G requirements

Fundamentals of Physics and Chemistry 1-2 is a college preparatory elective science course. Using a strictly computational and mathematical approach, the course has embedded state standards into key topics of high school physics and chemistry including projectiles, free fall, momentum, energy, electricity/magnetism, circuits, spectral analysis, heat transfer, solution chemistry, bonding, and chemical reactions. The key component of the course is the extensive review and constant use of the necessary computational and mathematical skills essential for the study of these topics. These skills include constant graphical and mathematical modeling of experimental data, on-going review of scientific notation, slope, ratios, unit conversions, etc. The use of technical reading and writing runs throughout the course. Fundamentals of Physics and Chemistry 1-2 is designed to make high school chemistry and physics courses accessible as well as provide a solid coverage of topics in the physical sciences.



\* Please note that the yearlong Fundamentals of Physics & Chemistry 1/Chemistry of the Earth System 1-2 and Fundamentals of Physics & Chemistry/Physics of the Universe 1-2 has the same curriculum as the traditional Chemistry or Physics, just taught at a slower pace. Each course sequence earns two trimesters of lab science and one trimester of elective science credit.

## **CHEMISTRY IN THE EARTH SYSTEM 1-2**

**001246-001247**

Prerequisites: B or better in Integrated Math 1a-1b

Grade: 9-12

Meets UC/CSU D or G requirements

Chemistry in the Earth System 1-2 is a laboratory-based college preparatory science course, which will focus on major principles and concepts of chemistry. This course integrates the High School Physical Science (PS), Earth and Space Science (ESS), and Engineering, Technology, and Applications of Science (ETS) Performance Expectations (PE) from the California Next Generation Science Standards (NGSS). The fundamental concepts necessary to understand chemistry have been selected from the Disciplinary Core Ideas (DCIs) of NGSS. These core ideas form the basic chemistry content for investigating complex real-world ideas and problems. Students employ two general tools in their investigation activities: Cross-Cutting Concepts (CCCs), and Science and Engineering Practices (SEPs). Students encounter chemistry through real-world phenomena to heighten relevance and to emphasize that chemical theories and laws are used to describe, explain, and make predictions about all matter and that chemistry explains processes on earth and in space. Throughout the course, students will investigate with activities, experiments, demonstrations, discussions, and observations of real-world phenomena. Students will clearly and persuasively communicate their claims as they obtain and evaluate evidence derived from these investigations.

## **PHYSICS OF THE UNIVERSE**

**001248-001249**

Prerequisites: Concurrent enrollment in Integrated Math III and Pre-Calculus 1 recommended

Grade: 10-12

Meets UC/CSU D or G requirements

Physics of the Universe 1-2 is a laboratory-based college preparatory course that integrates the high school Physical Science (PS), Earth and Space Science (ESS), and Engineering, Technology, and Applications of Science (ETS) Performance Expectations (PE) from the California Next Generation Science Standards (NGSS). The fundamental concepts necessary to understand physics have been selected from the Disciplinary Core Ideas (DCIs) of NGSS. These core ideas form the basic physics content for investigating complex real world ideas and problems. Students employ two general tools in their investigation activities: Cross Cutting Concepts (CCCs), and Science and Engineering Practices (SEPs). Students will use CCCs to make connections across seemingly disparate physics disciplines, and to connect new learning to prior experiences. SEPs guide the investigative approach to physics phenomena all the way from a student's introduction, to the exploration, and the formative and culminating student assessments. The course is broken down into five learning segments, spanning content from Physics to Earth Science and Astronomy. Students encounter physics through real world phenomena to heighten relevance and to emphasize that physical laws are used to describe, explain, and make predictions about the physical universe.

## **MARINE SCIENCE**

**001256-001257**

Prerequisites: Biology of the Living Earth 1-2, B or better in Integrated Math 1a-1b

Grade: 10-12

Meets UC/CSU D or G requirements and PUSD Physical Science requirements

This physical science course will enhance your appreciation for the physical ocean, and it's impacts on earth. Units of study will encompass the 4 core science disciplines: chemistry, physics, earth, and some biology. Investigations into climate, ocean chemistry, waves, tides, plate tectonics, sediments, geologic history, coastal dynamics, human impacts, and technological advances in remote sensing will be integrated with real world ideas and problems.

**AP CHEMISTRY 3-4****001242-001243**

Prerequisites: B or better in Chemistry in the Earth System 1-2 and Integrated Math III

Grade: 10-12

Meets UC/CSU D or G requirements

5.0 weighted class

Chemistry 3-4 is an advanced placement course, college freshman level, which continues the students' study of chemistry with additional qualitative and quantitative study. There is a greater reliance and emphasis on quantitative study and the use of electronic equipment to gather data.

**AP CHEMISTRY SEMINAR****001716**

Prerequisites: AP Chemistry 3-4

Grade: 10-12

Poway USD Elective, not UC/CSU approved

AP Chemistry Seminar will serve as the culminating semester for the previous two semesters of AP Chemistry. This course continues to support students in preparation for the AP Exam and extends learning for college readiness. The course provides additional opportunities for laboratory experience in the core content areas and extends the core curriculum to include applications of organic chemistry and electrochemistry.

**AP ENVIRONMENTAL SCIENCE 1-2****001244-001245**

Prerequisites: Biology of the Living Earth 1-2 and Chemistry in the Earth System 1-2

Grade: 10-12

Meets UC/CSU D or G requirements

5.0 weighted class

AP Environmental Science is a course which will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and man-made, and evaluate the relative risks associated with these problems. Students will also examine alternative solutions for resolving and/or preventing these problems. This course has been aligned to College Board Guidelines for Advanced Placement Environmental Science.

**AP ENVIRONMENTAL SCIENCE SEMINAR****001713**

Prerequisites: AP Environmental Science 1-2

Grade: 10-12

Poway USD Elective, not UC/CSU approved

Seminar for AP Environmental Science will serve as the culminating semester for the previous two semesters of AP Environmental Science. This course continues to support students in preparation for the AP Exam and extended learning for college readiness. The course provides additional opportunities for laboratory experience in the core content areas and extends the core curriculum to include a deeper understanding in the areas of local air and water pollution.

**AP PHYSICS C: MECHANICS 1A-1B****001262-001263**

Prerequisites: Completion of or concurrent enrollment in AP Calc AB (preferably Calc BC). Physics of the Universe strongly recommended.

Grade: 10-12

Meets UC/CSU D or G requirements  
5.0 weighted class

The Advanced Placement Physics C 1A-1B course forms the first part of the college sequence that serves as the foundation in physics for college physics students. The topic of mechanics will be the emphasis of the course; however, other related topics may be covered. Methods of calculus will be taught and used in conjunction with the course work. Strong emphases are placed on laboratory experience and problem solving. This course has been approved to meet the UC/CSU “d” requirement.

## **AP PHYSICS C: MECHANICS SEMINAR**

**001708**

Prerequisites: AP Physics C 1a-1b  
Grade: 10-12  
Poway USD Elective, not UC/CSU approved

AP Physics (C) Mechanics Seminar extends the study of mechanics as it is manifested in the form of waves. The characteristics and behaviors of waves will be the underlying principles upon which laboratory investigations are based. The course provides additional opportunities for laboratory experiences in the core content areas of mechanics and extends the core curriculum to include content selected from the following topics: sound, fluid mechanics, and special relativity. This course extends learning that supports college-level literacy in the sciences.

## **AP PHYSICS C: ELECTRICITY & MAGNETISM 1-2**

**001264-001265**

Prerequisites: Completion of or concurrent enrollment in AP Calc AB (preferably Calc BC). AP Physics C Mechanics.  
Grade 11-12  
Meets UC/CSU D or G requirements  
5.0 weighted class

The Advanced Placement Physics C 2A-2B course forms the second part of the college sequence that serves as the foundation in physics for college physics students. The topics of electricity and magnetism will be the emphasis of the course; however, other related topics may be covered. Methods of calculus will be taught and used in conjunction with the course work. Strong emphases are placed on laboratory experience and problem solving.

## **AP PHYSICS C: ELECTRICITY & MAGNETISM SEMINAR**

**001707**

Prerequisites: AP Physics C: Electricity & Magnetism 1-2  
Grade: 11-12  
Poway USD Elective, not UC/CSU approved

AP Physics (C) Electricity and Magnetism Seminar extends the study of electricity and magnetism as it manifests itself as electromagnetic waves. The characteristics and behaviors of light and the study of optics will be the underlying principles upon which laboratory investigations are based. The course provides additional opportunities for laboratory experience in the core content areas of electricity and magnetism. This course extends learning that supports college-level literacy in the sciences.

## E – WORLD LANGUAGES

### **CHINESE 1-2**

**000401-000402**

Prerequisites: none

Grade: 9-12

Meets UC/CSU E or G requirements

Introduced to Chinese 1-2 (Mandarin) introduces students to the Chinese language. The course will help students develop the skills required to conduct basic conversations such as common greetings, naming objects, places, and people, and identifying persons and occupations. Conversational skills will be enhanced with lessons on giving and following directions, expressing and inquiring about likes and dislikes, describing ownership and possessions, and telling time. Chinese language cannot be separated from the culture and history that gives it life; therefore, culture and history must be integrated as the student learns the language.

### **CHINESE 3-4**

**000403-000404**

Prerequisites: Chinese 1-2

Grade: 9-12

Meets UC/CSU E or G requirements

This course is designed to further enhance foreign language skills acquired in Chinese 1-2 and to prepare students for living in a global society. Classroom instruction will be designed to increase the ability to communicate in Chinese by involving students in communicative tasks. The instruction will include reading, writing, listening, and speaking skills. Students speak Chinese in every class, refine the tones and pronunciation of Mandarin Chinese, and learn Chinese history, art, and culture. Learning as a class requires a great amount of cooperation. Students do culture-related topic reports and read modern Chinese literature. Evaluation is based on homework assignments, exams, and class participation. Chinese 3-4 is a year-long course offered to students at grades 9-12.

### **CHINESE 5-6**

**000417-000418**

Prerequisites: Chinese 3-4

Grade: 9-12

Meets UC/CSU E or G requirements

This course is designed to further enhance world language skills acquired in Chinese 3-4 and to prepare students for living in a global society. Classroom instruction will promote students' ability to communicate in Mandarin Chinese by involving them in increasingly complex communicative tasks. The instruction will include listening, speaking, reading, writing, and typing skills. Students will speak Mandarin in every class, refining the tones and pronunciation of Mandarin, and learn about Chinese history, art, politics, customs, and culture. The course requires a significant amount of cooperative learning and critical thinking, employing the different levels of Bloom's taxonomy. Students will complete culture-related reports and projects, and read modern Chinese literature. Evaluation is based on homework assignments, exams, quizzes, projects, presentations, and class participation. Activities include, but are not limited to, Chinese songs and movies, role play and skits, and field trips.

### **CHINESE 7-8**

**000428-000429**

Prerequisites: Chinese 5-6

Grades: 9-12

Meets UC/CSU E or G requirements

This course is designed to further develop and refine knowledge, skills, and attitudes related to specific themes, including, but not limited to travelers' survival, Chinese in America, and history-geography. Within this context, appropriate emphasis will be placed on students' competency in the areas of listening, speaking, reading, and writing.

**CHINESE 9****000438**

Prerequisites: Chinese 5-6

Grades: 9-12

Meets UC/CSU E or G requirements

Chinese 9 will refine the knowledge and skills of Mandarin Chinese. Speaking, listening, reading, and writing practice will be conducted in the target language. Selected literary works will be analyzed through student discussion and theme-based writing. Topics will include: politics, current events, entertainment, sports, environment, ecology, history, geography, the arts, love/marriage, social roles, myths, legends and cultural diversity of the Chinese speaking worlds.

**AP CHINESE LANGUAGE****000478-000479**

Prerequisites: B or better in Chinese 7-8; Teacher recommendation and/or testing desire to prepare for the AP exam

Grades: 10-12 or Teacher recommendation

5.0 weighted class

Advanced Placement Chinese language refines the skills required for advanced work equivalent to a third year college level course and for the AP Language examination. Extensive reading, writing, and speaking practice increases the competency level to that required on the AP examination. Selected literary works are analyzed.

**AP CHINESE LANGUAGE SEMINAR****000480**

Prerequisites: AP Chinese Language 1-2

Grade: 10-12

Poway USD Elective, not UC/CSU approved

The focus of AP Chinese Language Seminar is to continue to develop a student's ability to speak, read, write, and understand increasingly complex levels of the Chinese language and to function with people of Chinese culture. The course is conducted in the target language. Selected literary works, including texts, prose, and poetry, plus authentic materials, will be read and analyzed through student discussion, questioning, and theme-based writing. The course offers vocabulary development combined with grammar instruction to increase students' proficiency in the Chinese language. Themes will include current events specific to commerce and mankind, and an expansion of the themes included during AP Chinese: the home, health, the environment, tourism, pastimes, sports, and education. This course continues to support students in preparation for future Chinese experiences and extends learning for college readiness. Selected literary works will be analyzed through student discussion and theme-based writing. Additionally, the course will emphasize film and art appreciation.

**SPANISH 1-2****000470-000471**

Prerequisites: none

Grade: 9-12

Meets UC/CSU E or G requirements

Spanish 1-2 is a beginning course which develops the four communication skills of listening, speaking, reading and writing with basic vocabulary, grammar, and idiomatic expressions. Oral and written activities, both individually and in groups, provide practice to develop these skills. Some of the vocabulary themes include personality and physical characteristics, family, school, clothing, food, community places, typical student activities, weather, days, months, numbers, and time. The essential learnings in grammar are the conjugation of present tense verbs, the "to be" verbs (*ser* & *estar*), common idiomatic expressions like "to have to do something (*tener + que + infinitive*) and "to be going to do something" (*ir + a + infinitive*), and noun/adjective agreement.

**SPANISH 3-4****000472-000473**

Prerequisites: Spanish 1-2

Grade: 9-12

Meets UC/CSU E or G requirements

Spanish 3-4 is designed to further develop the four communication skills of listening, speaking, reading, and writing with basic vocabulary, grammar, and idiomatic expressions. Students will increase their vocabulary and ability to use it in progressively more complicated structures, reinforcing their ability to use previously learned material. Individual group oral and written activities help increase the creative ability to use the language. Some of the vocabulary themes include types of stores and shopping, personal care and sundries, household items and chores, and typical student activities before and after school. The essential learnings in grammar are stem changing verbs, reflexive verbs, verbs in the present subjunctive, and introduction to the use of the two past tenses- the imperfect and preterit.

## **SPANISH 5-6**

**000474-000475**

Prerequisites: Spanish 3-4

Grade: 9-12

Meets UC/CSU E or G requirements

Spanish 5-6 prepares the student for the more advanced structures and communication activities required at the college level. Reading and writing is more extensive, and the emphasis is on activities that encourage creative use of the language orally and in writing. The essential learnings of grammar focus on narration in the past with refinement of the use of the preterit and imperfect tenses. The subjunctive mood is expanded to include the imperfect subjunctive. Other grammar topics include commands, object pronouns, demonstrative adjectives and pronouns, and knowledge of other verbs that are used like *gustar*. Vocabulary themes include the news and media, food and restaurant, health and nutrition, travel and hotels, the environment and the rain forest. Culture focuses on Puerto Rico, Costa Rica, Mexico, and Spain.

## **SPANISH 7-8**

**000476-000477**

Prerequisites: Spanish 5-6

Grade: 10-12

Meets UC/CSU E or G requirements

Spanish 7-8 will further develop and refine knowledge, skills, and attitudes related to specific themes, including but not limited to traveler's survival, Hispanics in the United States, and history-geography. Within this context, appropriate emphasis will be placed on student competency in the areas of reading, writing, listening, and speaking.

## **AP SPANISH LANGUAGE 1-2**

**000484-000485**

Prerequisites: B or better in Spanish 7-8

Grade: 10-12

Meets UC/CSU E or G requirements

5.0 weighted class

Advanced Placement Spanish language refines the skills required for advanced work equivalent to a third year college level course and for the AP Language examination. Extensive reading, writing, and speaking practice increases the competency level to that required on the AP examination. Selected literary works are analyzed.

## **AP SPANISH LANGUAGE SEMINAR**

**0001712**

Prerequisites: AP Spanish Language 1-2

Grade: 10-12

Poway USD Elective, not UC/CSU approved

The focus of AP Spanish Language Seminar is to continue to develop a student's ability to speak, read, write, and understand increasingly complex levels of the Spanish language and to function with people of Spanish cultures. The course is conducted in the target language. Selected literary works, including texts, prose, and poetry, plus authentic materials, will be read and analyzed through student discussion, questioning, and theme-based writing. The course offers



vocabulary development combined with grammar instruction to increase students' proficiency in the Spanish language. Themes will include current events specific to commerce and mankind, and an expansion of the themes included during AP Spanish: the home, health, the environment, tourism, pastimes, sports, and education. This course continues to support students in preparation for future Spanish experiences and extends learning for college readiness. Selected literary works will be analyzed through student discussion and theme-based writing. This course will emphasize literature, i.e, Pablo Neruda poetry, Carlos Fuentes short stories, and other selections from Latin American authors from *Abriendo Puertas: Anthology*. Additionally, the course will emphasize film and art appreciation to include the genre of magical realism.

## F – FINE ARTS

### **DRAWING AND PAINTING 1-2**

**000130-000131**

Prerequisites: none

Grade: 9-12

Meets UC/CSU F requirements

Drawing and Painting 1-2 is designed for students who have an interest in developing their drawing and painting skills. Students will have an opportunity to produce, view, discuss, and analyze a wide variety of paintings and drawings. The class will explore design elements and principles including line, color, form, space, and texture. Composition and technical skills will also be covered.

### **DRAWING AND PAINTING 3-4**

**000132-000133**

Prerequisites: Drawing and Painting 1-2

Grade: 9-12

Meets UC/CSU F requirements

Drawing and Painting 3-4 is a course designed for students who have both the interest and talent to further develop their drawing and painting skills. These courses will be conducted in a studio environment which allow students the experience of working in an artistic atmosphere and to participate in the processes used by artists to create works of art including but not limited to the communication of ideas, symbols, moods, or feelings with originality. These processes include conceptualizing, designing, drawing, painting, and finishing a variety of different media. Working through these processes, the student not only gains an appreciation for the artistic process but gains an insight into their own creative abilities. This course will give students a framework in which they may explore other creative outlets of their own.

### **3D COMPUTER ANIMATION 1-2**

**000857-000858**

Prerequisites: none

Grade: 9-12

Meets UC/CSU F or G requirements

3D Computer Animation is an in-depth hands-on course that allows students to learn transferable skills and concepts used in the work force and in our highly technological society related to the fields of computer design and virtual reality. Students will concentrate on the principles and elements of design and theoretical ideas of art/design, broadening the students' creativity and cultural awareness to develop innovative and creative computer-aided graphics/design and virtual reality.

### **3D COMPUTER ANIMATION 3-4**

**000859-000860**

Prerequisites: 3D Computer Animation 1-2

Grade: 10-12

Meets UC/CSU F or G requirements

3D Computer Animation 3-4 is a studio class that provides students the opportunity to communicate original ideas through the study of 3D Computer Animation. Students will develop a script/story and create a feature animation, video game, scientific visualization, or historical reconstruction. Storyboards will emphasize character development, design, backgrounds, props, digital painting, special effects, and scene development, using video techniques and principles.



**ART OF GAME DESIGN 1-2****000752-000753**

Recommended prerequisites: 3D Computer Animation 1-2

Grade: 10-12

Pending UC/CSU F or G requirements

The Art of Game Design is a capstone course that explores the intersection of art, design, and technology within the field of video game creation. Students will learn to conceptualize, design, and produce visual assets for interactive games while gaining hands-on experience with industry-standard tools and software. This course emphasizes the artistic side of game design, including character design, world-building, animation, along with the use of color theory, perspective, and storytelling in game environments. By the end of the course, students will have started a portfolio of work suitable for future educational and career pursuits in the game industry. This course will be submitted for University of California A-G approval in subject area "F" Fine Arts.

**CERAMICS 1-2****000115-000116**

Prerequisites: none

Grade: 10-12

Meets UC/CSU F or G requirements

Students enrolled in Ceramics 1-2 will be introduced to the basic elements and principles of art through exploration in various ceramic techniques. This course will provide opportunities for the student through guided experiences, discussion, and explorations that emphasize art criticism, as well as art production.

**CERAMICS 3-4****000117-000118**

Prerequisites: Ceramics 1-2

Grade: 10-12

Meets UC/CSU F or G requirements

Students enrolled in Ceramics 3-4 will apply more advanced elements and principles of art through exploration in various ceramic techniques. This course will provide opportunities for the student through guided experiences, discussion, and explorations that emphasize art criticism, as well as art production.

**DESIGN MIXED MEDIA 1-2****000125-000126**

Prerequisites: none

Grade: 9-12

Meets UC/CSU F or G requirements

Students enrolled in Design and Mixed Media 1-2 will be introduced to the basic elements and principles of art through exploration in various design assignments. This course will provide opportunities for the student through guided experiences, discussion, and explorations that emphasize art criticism, art history and art philosophy, as well as art production.

**DIGITAL MEDIA PRODUCTIONS 1-2****000998-000999**

Prerequisites: none

Grade: 9-12

Meets UC/CSU F or G requirements

The course concentrates on developing competency across the breadth of film and video production positions, from script creation to presentation of the finished product. The course will focus on writing, directing, acting, producing, storyboarding, scheduling, cinematography, lighting design, audio engineering, and editing. Students will be challenged with group assignments that will give them hands-on experience with all elements of the production process. This course will expose students to the proper use of state-of-the-art film and video production tools as well as access to professional



seminars from industry professionals. They will learn the vocabulary of film and use it to express themselves clearly and concisely in their writings for that industry. Students will develop ideas individually and also learn the team-concept to achieve their goals visually. Students will compose an outline, create a storyboard, and write a script from which they will produce a video. Students will make editing decisions based upon the script and on their interpretation of film art appreciation. They will be using industry standards in computer hardware and editing software. As an adjunct to in-studio production shows and student films, students will produce on-location television shows which will be broadcasted either live-to-tape or as a live webcast. Most important is the art of filmmaking and the creative process that precedes any film or television project, this page-to-film process can be a painstaking endless series of creating, writing, rewriting, collaboration, and more rewrites. Film study will be broken-down into its creative parts and students will learn how a film is created and produced. Students will study the impact of film and television on society from its social, economic, and political viewpoint. Films will be previewed for students in class and after school, they are expected to know the history of filmmaking and the technological that advances the art form.

## **DIGITAL MEDIA PRODUCTIONS 3-4**

**000996-000997**

Prerequisites: Digital Media Productions 1-2

Grade: 9-12

Meets UC/CSU F or G requirements

This course is a continuation of Digital Media Production 1-2. In this course, students take the skills learned in the first course of the sequence and choose areas in which to specialize (writing, directing, acting, producing, storyboarding, scheduling, cinematography, lighting design, audio engineering, and editing). Students develop advanced skills within their areas of specialization and collaborate on projects with students who are specializing in the other areas of digital media production. This course will expose students to the proper use of state-of-the-art film and video production tools as well as access to professional seminars from industry professionals. They will learn the vocabulary of film and use it to express themselves clearly and concisely in their writings for that industry. They will be using industry standards in computer hardware and editing software. Most important is the art of filmmaking and the creative process that precedes any film or television project, this page-to-film process can be a painstaking endless series of creating, writing, rewriting, collaboration, and more rewrites. Students will study the impact of film and television on society from its social, economic, and political viewpoint. Films will be previewed for students in class and after school, they are expected to know the history of filmmaking and the technology that advances the art form.

## **DRAMA 1-2**

**000345-000346**

Prerequisites: none

Grade: 9-12

Meets UC/CSU F or G requirements

Drama 1 is a survey course which includes many facets of dramatic activity. Included are basic storytelling, voice and diction, reader's theater, pantomime, and improvisational exercises. The students will be requested to visit at least one selected rehearsal or performance of a school play each quarter. Drama may be applied to the Fine Arts requirement but not the English requirement. This course has been approved to meet the UC "f" requirement. Drama 2 is a course in which students do creative exercises to illustrate characters and situations, as well as improvisational exercises. It is a beginning study of theater with in-depth looks at structure of theater and plays and more improvisations and pantomimes. Students will visit movies and plays and be able to write a critique of them. At least one basic scene and/or series of pantomimes must be presented. Also included is a study of the function of the playwright, the actor, the director, and the technicians. In addition, the students will study the written scripts of four genres: melodrama, comedy, farce, and modern drama.

## **DRAMA 3-4**

**000347-000348**

Prerequisites: Drama 1-2

Grade: 9-12

Meets UC/CSU F or G requirements

Drama 3 is an intermediate acting course. Included in the course is a study of the history of the theater and changes in acting styles. Students are expected to perform scenes or plays from classical literature after studying the influences of the various periods on costume, movement, and makeup. Students are expected to investigate the technical side of theater with regard to designing lighting, costuming, and creating special makeup, along with knowing the function of a playwright, actor, director, and technician. Drama may be applied to the Fine Arts requirement but not the English requirement.

Drama 4 is a course in play production. The course includes a detailed study of how plays are produced, designed, costumed, cast, and directed. Specifically, students are expected to choose material, prepare the prompt book, draw a floor plan of the set, draw a set elevation, and design appropriate costumes for each character. Additionally, students are expected to collect a "makeup morgue," to arrange the rehearsal schedule, and to act in two scenes for other directors. A continuing study is made of theater history and additional styles and terminology. Students will begin to learn principles of directing and technical theater as well as produce a semester project and participate in much scene work. This is a performance class.

## **DRAMA 5-6**

**000349-000350**

Prerequisites: Drama 3-4 or Teacher recommendation

Grade: 10-12

Meets UC/CSU F or G requirements

Drama 5-6 continues the application of the play direction techniques introduced in Drama 4. Students are expected to select a semester project and carry it to culmination in presentation and evaluation by an audience. In addition, students are expected to perform in scenes from classic, modern British, and modern American dramatic literature, as well as to research a selected topic. Students are also expected to develop a prompt book which demonstrates an increased attention to detail, steady improvement in basic techniques, and heightened creativity. Also elements of theater management will be covered. Drama 6 is a course in which students explore advanced methods and techniques of acting, interpretation, and direction. Students are expected to participate in classroom scenes and touring productions. Students are expected to research an individually selected topic. Costuming and makeup are also to be covered in this course. This is essentially a director's laboratory/workshop and a performance class with scenes and projects.

## **TECHNICAL PRODUCTION FOR THEATER 1-2**

**000340-000341**

Prerequisites: none

Grade: 9-12

Meets UC/CSU F or G requirements

Technical Production for the Theater 1-2 is a course which covers the basics of set design and construction, lighting, costuming, sound, makeup, and stage management. Specifically, students will be expected to design, construct, and paint flats, to plan and draw a lighting plot for a play, to operate a lighting board, and to choose costume designs and colors for characters in a play. In addition, students will be expected to operate the equipment used in sound effects and musical background for a play, to plan and apply makeup for play characters, and to act as stage manager.

Note: this class is only offered in Trimester 2.

## **TECHNICAL PRODUCTION FOR THEATER 3-4**

**000342-000343**

Prerequisites: Technical Production for Theater 1-2

Grade: 9-12

Meets UC/CSU F or G requirements

Technical Production for the Theater 3-4 is a practical theater class, which continues to build on knowledge, experience, and interest acquired in 1-2. Students will be able to perform the varied "behind the scenes" tasks at a level of expertness which would make them eligible for theater employment.

Note: this class is only offered in Trimester 2.

**DIGITAL PHOTOGRAPHY 1-2****001090-001091**

Prerequisites: none

Grade: 9-12

Meets UC/CSU F or G requirements

Digital Photography 1-2 is a course that focuses on understanding the basic operations and functions of a digital camera and the use of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, artistic movements, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others' imagery. Students learn file management and digital editing teaching them how to archive, organize, and optimize their photographs for print or web purposes using software including but not limited to Adobe Lightroom and Photoshop. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to professional photography. Students will build a digital portfolio demonstrating aesthetic values and professional practice for use in advanced studies or career purposes.

**DIGITAL PHOTOGRAPHY 3-4****001092-001093**

Prerequisites: Digital Photography 1-2

Grade: 10-12

Meets UC/CSU F or G requirements

Photography 3-4 emphasizes applications of photography; for example, journalism, magazine articles, offset printing (textbook), electronic schematics, portraiture. This course provides the opportunity for students to explore creative and career opportunities within many different areas.

**PHOTOGRAPHY 5-6****000870-000871**

Prerequisites: Photography 3-4

Grade: 10-12

Meets UC/CSU F or G requirements

Students in Photography 5-6 focus on portfolio development and further refinement of skills needed for careers in commercial photography, editing, and photojournalism. Students will begin to expand their own personal artistic style through individualized assignments, class critiques, and written self-reflection. Experimentation and creativity is encouraged at every level of design: conception, editing, and presentation. Written assessments on art intent will be evaluated, and students will engage in daily aesthetic valuing through verbal and short written response in class during discussions and lecture.

**STUDIO ART****000150**

Prerequisites: Drawing &amp; Painting 1-4, Photo 1-6, Ceramics 1-4, 3D Computer Animation 1-4, or Digital Media Prod. 1-4

Grade: 10-12

Meets UC/CSU F or G requirements

Studio Art is for those students who have advanced skills in drawing, painting, and three-dimensional design. The course assists these students in preparation of a portfolio for application to, and scholarships to, institutes granting degrees in visual arts. Through oral discussions and writing in research/response journals, the students will address subject, form, and content in works of historical, contemporary, and personal art.

Studio Art will serve as the first trimester class for AP Studio Art Drawing, AP Studio Art 2D, and AP Studio Art 3D.

**AP STUDIO ART: DRAWING 1-2****000151-000152**

Prerequisites: Teacher recommendation

Grade: 10-12

Meets UC/CSU F or G requirements

5.0 weighted class

Advanced Placement Studio Art: Drawing provides instruction for the highly skilled exceptional students in drawing, painting, and three dimensional design. The course assists these students in the preparation of a portfolio for the Advance Placement program in Studio Art. Portfolio preparation involves a significant time commitment and is, therefore, intended for motivated students with advanced skills who are seriously dedicated to studying art. It may be repeated for credit.

Studio Art will serve as the first trimester class for AP Studio Art.

**AP STUDIO ART: 2D****000157-000158**

Prerequisites: Teacher recommendation

Grade: 10-12

Meets UC/CSU F or G requirements

5.0 weighted class

Advanced Placement Studio Art: 2D Design provides instruction for the highly skilled exceptional students in two-dimensional design. The course assists these students in the preparation of a 2D Portfolio. It is designed to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The elements of design (line, shape, space, form, texture, value and color) are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. These principles include contrast, emphasis, balance, pattern, rhythm, movement and unity. Portfolio preparation involves a significant time commitment and is, therefore, intended for motivated students with advanced skills who are seriously dedicated to studying art.

Studio Art will serve as the first trimester class for AP Studio Art.

**AP STUDIO ART: 3D****000159-000160**

Prerequisites: Teacher recommendation

Grade: 10-12

Meets UC/CSU F or G requirements

5.0 weighted class

Advanced Placement Studio Art: 3D Design provides instruction for the highly skilled exceptional students in 3D Design. The course assists these students in the preparation of a Three-Dimensional Design Portfolio. It is designed to address a very broad interpretation of sculpture issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. Portfolio preparation involves a significant time commitment and is, therefore, intended for motivated students with advanced skills who are seriously dedicated to studying art.

Studio Art will serve as the first trimester class for AP Studio Art.

**ORCHESTRA 1-2****001183-001184**

Prerequisites: previous orchestra experience and ability to read and perform music. Instruments limited to violin, viola, cello, and string bass.

Grade: 9-12

Meets UC/CSU F or G requirements

Orchestra is designed for the stringed-instrument student who wants to perform in an orchestral music organization. The group will play a variety of string orchestra music and perform at school concerts and festivals. Students who perform at a more advanced level will be able to participate in the chamber string ensemble which will have additional music literature to the full orchestra literature.

## **CHAMBER ORCHESTRA**

**001188-001189**

Prerequisites: previous orchestra experience and ability to read and perform music. Instruments limited to violin, viola, cello, and string bass.

Grade: 9-12

Meets UC/CSU F or G requirements

Chamber Orchestra is an advanced orchestra course for students in high school orchestra. All basic concepts necessary for performing in a proper string orchestra setting will be covered, including notes, rhythms, scales, tone, intonation, style, dynamics, proper practice procedures, performance etiquette and discipline, and a basic knowledge of musical styles, trends, and composers throughout history. The course is designed to prepare students to move on to collegiate level orchestra. Course will be repeatable up to 80 credits.

## **CONCERT BAND 1-2**

**001175-001176**

Prerequisites: previous band experience

Grade: 9-12

Meets UC/CSU F or G requirements

Concert Band is designed for instrumental musicians. This is a performance class, and students are expected to participate in all band activities. Activities will include full-band concerts as well as solo and ensemble festivals. This band will represent the school at concert and festivals.

## **WIND ENSEMBLE 1-2**

**001177-001178**

Prerequisites: Audition and Teacher recommendation, Concert Band

Grade: 10-12

Meets UC/CSU F or G requirements

Wind Ensemble 1-2 is a course for advanced instrumental musicians. This is a performance class, and students are expected to participate in all band activities. Some outside time is necessary. Activities will include concerts for the band and various festivals. The Wind Ensemble 1-2 will represent the school at District and state levels in concert evaluations.

## **SYMPHONIC BAND 1-2**

**001190-001191**

Prerequisites: previous band experience

Grade: 10-12

Meets UC/CSU F or G requirements

Symphonic Band is an intermediate band course for students in high school band. All basic concepts necessary for performing in a proper wind band setting will be covered, including notes, rhythms, scales, tone, intonation, style, dynamics, proper practice procedures, performance etiquette and discipline, and a basic knowledge of musical styles, trends, and composers throughout history. The course is designed to prepare students to move on to more advanced band classes. Course will be repeatable up to 80 credits.

**AP MUSIC THEORY 1-2****001160-001161**

Prerequisites: Teacher recommendation

Grade: 10-12

Meets UC/CSU F or G requirements

5.0 weighted class

Advanced Placement Music Theory is a course designed for the study of Musical Structure. The ultimate goal is to develop a student's ability to recognize and understand the basic materials and processes of music that is heard or read in the score. The course will provide a solid foundation in intervals, scales, metric/rhythmic patterns, and the terms used to describe these elements of music. This course will serve to prepare the student for the Advanced Placement Music Theory exam.

**HARMONY****001146**

Prerequisites: AP Music Theory 1-2

Grade: 10-12

Meets UC/CSU F or G requirements

Harmony 1 offers the student an opportunity to develop basic musical skills and in-depth knowledge of western music theory, principles, and practices. Students will have the opportunity to develop musical skills and knowledge through technology and piano keyboard/synthesizer mediums. This course has been approved to meet the UC/CSU "f" requirement.

Harmony 1 will serve as the third trimester class for AP Music Theory.

**TALL FLAGS (DANCE PROP)****001195-001196**

Prerequisites: audition

Grade: 9-12

Meets UC/CSU F or G requirements

The course provides a means to develop an awareness and understanding of the styles, idioms, performance medium, and purposes of music and dance that are part of our multicultural heritage and to provide a sound basis of musical and dance experience promoting good judgment of musical and dance value. The course is also designed to develop sensitivity to the qualities of music and to prepare students to participate in all aspects of public performance.

**CONCERT CHOIR 1-2****001120-001121**

Prerequisites: previous choral experience

Grade: 9-12

Meets UC/CSU F or G requirements

Concert Choir 1-2 offers the student of choral music an opportunity to further develop musical skills and to broaden the musical experience through rehearsal and performance. This is a performance class and students are expected to participate in all choral activities. The make-up of this class could be mixed voices, women only, or men only. The Concert Choir will represent the school at District and state levels in adjudicated festivals.

**CLASSICAL VOCAL ENSEMBLE****001110-001111**

Prerequisites: one year of choral experience and audition

Grade: 10-12

Meets UC/CSU F or G requirements

Classical Vocal Ensemble 1-2 is a course for advanced choral musicians. Advanced choral and vocal techniques will be taught. Classical and traditional repertoire will be studied and performed. This is a performance class, and students are



expected to participate in all choral activities. Outside time is required. Activities will include school and community performances. The Classical Vocal Ensemble will represent the school at District and state levels in adjudicated festivals.



## G – ELECTIVES

### AVID 1-2

**001601-001602**

Prerequisites: application and interview.

[https://sites.google.com/powayusd.com/avidwebsite2019-2020/home#h.p\\_LXNhv39IYGGI](https://sites.google.com/powayusd.com/avidwebsite2019-2020/home#h.p_LXNhv39IYGGI)

Grade: 9

Meets UC/CSU G requirements

Achieving Via Individual Determination - AVID is a program designed to aid students who have college potential and strong work ethic by providing additional support. Students commit to completing the University of California “a-g” requirements, repeating in summer school any class in which they earn a “d” or an “f”, and taking an AVID class each term in combination with a core English class. The elective class has college tutors who assist students in other classes, teaches note-taking, organization skills, time management, test-taking strategies, writing across the curriculum and the inquiry method. Additionally, students have guest speakers, research projects and take field trips to colleges. NOTE: The AVID coordinator considers placement based on application and interview. Student should have a GPA between 2.0 – 3.0 average or above average standardized test scores. Math achievement and a writing sample will also be considered.

### AVID 3-4

**001603-001604**

Prerequisites: AVID 1-2, application and interview.

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Grade: 10

Meets UC/CSU G requirements

The tenth grade AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students further develop strategies to enhance success. To ensure continued success in college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, and test taking strategies are stressed. In addition, the course includes college motivational and career exploration activities.

### AVID 5-6

**001605-001606**

Prerequisites: AVID 3-4, application and interview.

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Grade: 11

Meets UC/CSU G requirements

The 11th grade AVID course is an elective class for students who are college bound. To ensure continued success in college-prep course work, students work individually, as well as in tutor-led collaborative groups to develop stronger academic skills in a variety of content areas. Note taking, outlining, writing, speaking, reading, and test taking strategies are stressed. In addition, the course includes college motivational and career exploration activities.

### AVID SENIOR SEMINAR 1-2

**001609-001610**

Prerequisites: AVID 5-6, application and interview.

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Grade: 12

Meets UC/CSU G requirements

AVID Senior Seminar 1-2 follows the weekly structure of all AVID classes, with two days of teacher-led curriculum per week, two days of tutorials, and a day allocated for guest speakers, mini-courses taught by college instructors, and visits to colleges, museums, art galleries, or drama productions. This course continues development of critical reading and writing, preparation for College Board exams and weekly Socratic seminars. Students enrolled in the course are required

to complete timed writings and analytical discourses in subjects across the curriculum. In addition, students are required to make oral presentations to the class on topics related to college entrance, contemporary issues, and social concerns.

## **ETHNIC STUDIES 1-2**

**001348-001349**

Prerequisites: none

Grade: 9-12

Meets UC/CSU G requirements

Ethnic Studies is a social science elective course designed to further students' development and understanding of how values and perceptions placed on race, ethnicity, nationality, and culture have shaped and continue to influence individuals and society in the United States. This course is rooted in the four foundational disciplines of ethnic studies: African American Studies, Asian American Studies, Chicano Latino Studies, and Native American and Indigenous Studies. It will also examine other racialized peoples in the United States. This course aims to build self-awareness and foster social engagement. Students will also develop respect, empathy and value for individuals and groups of people locally, nationally, and globally. This elective course will be submitted to the University of California (UC) for "G" elective credit in the Social Sciences.

## **BUSINESS LAW 1-2**

**000189-000190**

Prerequisites: none

Grade: 9-12

Meets UC/CSU G requirements

Business Law challenges the student to become a participant in the shaping of future legal matters. Students will be able to interpret laws, contracts, consumer law, personal property, banking and negotiable instruments, credit and debt, employment law, forms of businesses, owning and operating corporations and business regulations. They will also enhance their foundation skills with creative thinking, decision making and reasoning as well as workplace competencies that will assist them with allocating time management, organizational skills, team building and understanding and applying technology.

## **INTRODUCTION TO FINANCE 1-2**

**000217-000218**

Prerequisites: Integrated Maths 3a-3b

Grade: 10-12

Meets UC/CSU G requirements

Students will develop the skills needed to make sound financial decisions. Topics will include; payroll and taxes, banking, credit, budgeting, purchasing, economics, an introduction to statistics and business ethics. All of these topics will be taught through a lens of fiscal and ethical responsibility. The course examines and analyzes the nation's current economic standing and business ethic work practices as they apply to the financial market and current affairs. Students will solve and apply financial equations, including interest rates, basic accounting principles and statistical questions.

## **MARKETING ECONOMICS 1-2**

**000985-000986**

Prerequisites: none

Grade: 9-12

Meets UC/CSU G requirements

Marketing Economics 1-2 is a course that develops skills related to marketing functions that are important to global economics and entrepreneurship. The primary objective of this course will be for students to understand the essential financial issues facing citizens and government policy-makers as it relates to researching, developing, and promoting products and services to consumers. Students will analyze the U.S. labor market and international markets to determine effects on economic behavior. Students will use critical thinking, reading, and writing skills to create real-world projects that lay the foundation for success in college, careers, and business ownership. Leadership skills and competitive

business strategies are incorporated through DECA, An Association of Marketing Students. This course has been approved to meet the UC/CSU "g" requirement.

## **CHILD DEVELOPMENT & PSYCHOLOGY 1-2**

**000932-000933**

Prerequisites: none

Grade: 9-12

Meets UC/CSU G requirements

Child Development and Psychology 1-2 is a comprehensive study of the developmental stages of children from conception through early adolescence. This course includes theories, research, and the range of practices related to the development of children. Hereditary, environmental, cultural, and socio-economic factors that influence human behavior and abilities are also addressed. The students will understand how the role of families, schools, and communities are integral to the successful development of children throughout their lives. During the first semester, the course focuses on the major psychological theories of development, biological data, current research, and effective practices. The second semester studies include field practicum experiences for observation, interaction, investigation, and application of behavioral and learning theories presented in the course. This course is the introduction to a three-and-a-half-year program of study.

## **CHILD DEVELOPMENT & PSYCHOLOGY 3-4**

**000934-000935**

Prerequisites: Child Development 1-2

Grade: 9-12

Meets UC/CSU G requirements

Child Development and Psychology 3-4 deals with the acquisition of knowledge and skills required to effectively relate to children. The course includes the study and application of various methodologies that are essential in working with children of varying age and developmental levels. Students will also have the opportunity to explore and utilize their observation skills with infants through school age children in a variety of settings. This will assist them to link knowledge of theories to principles of interaction.

During the first semester, the course focuses on the major issues and legislation relating to children; the principles of positive guidance and discipline techniques; and the health, safety, and nutrition practices in the field of child development. The second semester will focus on the identification and utilization of the various modalities of early childhood education.

## **HONORS INTRODUCTION TO ENGINEERING DESIGN**

**001696-001697**

Prerequisites: none

Grade: 9-12

Pending UC/CSU G requirements or 3<sup>rd</sup> year of D requirements

Introduction to Engineering Design 1-2 is an in-depth, project-based course that concentrates on Industrial Design/Technology and is divided into four units: Introduction to Design, Design Solutions, Reverse Engineering, and Design Problems. Part of the Project Lead the Way Engineering pathway curricula, this course will give students the opportunity to use technology to learn about Engineering and Industrial Design. This course will be submitted to UC to meet the UC/CSU "d-engineering" requirement.

## **ROBOTICS 1-2**

**000914-000915**

Prerequisites: Integrated Math 1a

Grade: 9-12

Meets UC/CSU G requirements

Robotics 1-2 provides students the opportunity to work in engineering teams to design, build and test increasingly complex robots. The course will illustrate the engineering design process, the importance of integrating sensors, effectors

and control, and briefly discuss robot learning and multi-robot systems. In the lab, robots will be used to solve weekly challenges. The course culminates in a final project where student teams design, build and program a robot for a final competition.

## **HONORS PRINCIPLES OF ENGINEERING**

**000840-000841**

Prerequisites: Completion of Integrated Math 1a-1b and Honors Intro to Engineering Design

Grade: 10-12

Meets UC/CSU G requirements or 3<sup>rd</sup> year of D requirements

5.0 weighted class

The Principles of Engineering (POE) 1-2 is a high school-level survey course of engineering and physics topics. The course exposes students to many core concepts in physics and engineering that they will encounter in a postsecondary engineering course of study, including kinematics, energy, power, materials, structures, control systems, and statistics. Part of the Project Lead the Way Engineering pathway curricula, this course provides students the opportunity to develop skills and gain an understanding of Engineering concepts through laboratory activities, projects, and problem-based learning.

This course is weighted in a 5.0 scale.

## **COMPUTER SCIENCE & SOFTWARE ENGINEERING 1-2**

**000971-000972**

Prerequisites: none

Grade: 10-12

Meets UC/CSU G requirements

This Computer Science and Software Engineering (CSSE) prepares students for the AP Computer Science pathway. This course does not aim to teach mastery of a single programming language but instead aims to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. Additionally, the course aims to build students' awareness of the tremendous workplace demand for computer specialists and for professionals in all fields who have computational skills.

## **AP COMPUTER SCIENCE PRINCIPLES 1-2**

**001258-001259**

Prerequisites:

10<sup>th</sup> graders: Computer Science and Software Engineering

11<sup>th</sup>-12<sup>th</sup> graders: GPA above 3.5, experience with JavaScript or other languages.

Grade: 10-12

Meets UC/CSU D or G requirements

5.0 weighted class

Computer Science Principles is designed as a college-level introduction to computer science. The AP Computer Science Principles curriculum is integrated into this course: creative development, data, algorithms and programming, computer systems and networks, and impact of computing. There will be individual and team projects build computer systems, write algorithms, analyze for correctness, and engage in discussions about the solutions. Projects will establish fluency in Python, use prerequisite knowledge in JavaScript, and establish fluency in Linux.

Data Structures 1 is the third trimester for this class.

## **DATA STRUCTURES 1**

**001072**

Prerequisites: AP Computer Science Principles 1-2

Grade: 10-12

Meets UC/CSU G requirements

This computer science course is the capstone for non-computer science majors/minors and prepares others to complete PUSD computer science pathway. The focus of Data Structures, in conjunction with completing APCSP, is to create computer programs on your own. This course includes AP review and AP project time. The JavaScript and Python languages are used in this course to instruct the Imperative and Object Oriented programming paradigm. Topics covered: graphical user interfaces, input and output, lists, dictionaries, databases, searching, sorting, and algorithm analysis.

This course serves as a third trimester for AP Computer Science Principles.

## **AP COMPUTER SCIENCE A 1-2**

**001070-001071**

Prerequisites: AP Computer Science Principles or Teacher recommendation, with an expectation of understanding of both JavaScript & Linux, and working in team Projects.

Grade: 11-12

Meets UC/CSU C or G requirements

5.0 weighted class

AP Computer Science A is an in-depth practice and application of programming, algorithms, and data structures. The AP Computer Science 'A' curriculum is integrated into this course which includes the Java Programming language and these topics: fundamentals of programming, using objects, writing classes, arrays, array lists, 2D arrays, inheritance, and recursion. Students cultivate an understanding of these topics by analyzing, writing code, and creating projects individually and in teams. Projects will establish fluency in Java, use JavaScript, and use Linux.

Data Structures 2 is the third trimester for this class.

## **DATA STRUCTURES 2**

**001073**

Prerequisites: AP Computer Science A 1-2

Grade: 11-12

Meets UC/CSU G requirements, articulated College Credit

This computer science course is the capstone for Del Norte Computer Science Pathway. This is a companion to APCS 'A'. This course focuses on Basic Data Structures, Algorithms and includes AP preparation for College Board MCQs and FRQs. The JavaScript and Java languages are used in this course to instruct on Object Oriented programming paradigm programming and design. Topics covered: searching, sorting, hashing, algorithm analysis, collections, lists, stacks, queues, trees, sets, dictionaries, and graphs. The course concludes with Team oriented Project-based learning and a final project.

This course serves as a third trimester for AP Computer Science A.

## **AP HUMAN GEOGRAPHY 1-2**

**001312-001313**

Prerequisites: Teacher recommendation

Grade: 10-12

Meets UC/CSU **A or G** requirements

5.0 weighted class

AP Human Geography introduces students to the basic concepts of human geography and provides a geographic framework for the analysis of current world problems through the use of case studies. The course develops students' abilities to ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions. This course will cover the basic concepts of geography, population, migration, folk and popular culture, language, religion, ethnicity, political geography, development, agriculture, industry, services, and urban geography.

## **AP HUMAN GEOGRAPHY SEMINAR**

**001315**

Prerequisites: AP Human Geography 1-2

Grade: 10-13



AP Human Geography Seminar is a one-trimester class that will allow students to refine their understanding of and writing skills in the Social Sciences as well as explore topics and concepts relevant to the study of Human Geography on a spatial level. Academic research methods and techniques specific to Social Science will also be included. Students who successfully complete the course will earn elective credit.

## **AP PSYCHOLOGY 1-2**

**001327-001328**

Prerequisites: Teacher recommendation

Grade: 11-12

Meets UC/CSU G requirements

5.0 weighted class

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Psychology 1 will serve as the third trimester course for AP Psychology.

## **PSYCHOLOGY 1**

**001323**

Prerequisites: AP Psychology 1-2

Grade: 11-12

Meets UC/CSU G requirements

Psychology 1 is a course which deals with the factors which help to shape an individual's personality and behavior. Included are biological bases of behavior, physical maturation, the psychological development of the individual through various stages from infancy to adulthood, and perception. Other topics included are motivation, intelligence, and behavior disorders. Various strategies are discussed which can help people attain healthy, normal relationships and solutions to frustrations and conflicts.

Psychology 1 will serve as the third trimester course for AP Psychology.

## **LINK CREW LEADERSHIP 1-2**

**001884-001885**

Prerequisites: none

Grade: 10-12

Meets UC/CSU G requirements

Link Crew Leadership is an elective class that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will participate in research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities in order to further develop these key skills in tandem with mentorship and counseling of fellow students. Link Crew Leadership is intended to give students an opportunity to explore interpersonal and mass communications as they assist in ameliorating the school community through mentorship of younger students.

## **ASB/PLANNING & LEADERSHIP**

**001886-001887**

Prerequisites: application and interview process

Grade: 9-12

ASB is a yearlong planning and leadership class in which students experience and gain skills in leadership, parliamentary procedures, group processes, event planning, organization, goal setting, communication strategies, community service, and school-wide involvement through the planning of events and activities on campus. ASB oversees school clubs, budgets, staff and student recognition, publicity, public relations, student store, fundraising, dances, pep rallies, spirit days, cultural events, elections, link crew, and all class councils.

**INTERNSHIP****001650**

Prerequisites: student is responsible for acquiring internship

Grade: 10-12

Internships allow the student to learn and to work in a chosen career area. Interns are matched to employers based on their career interests, skills, and abilities. Student interns must complete and document 50-100 hours on-the-job and attend weekly classes. Students must maintain an academic GPA of 2.0 or higher to remain in the program.

**WORK EXPERIENCE 1-2****001817-001818**

Prerequisites: work permit

Grade: 10-12

Work Experience is open to students 16 years of age or older who are working at least ten hours a week and are being supervised on the job. Students may qualify for general or vocational work experience. Work experience provides an opportunity for students to sample systematically and observe a variety of conditions of work that will contribute to their career guidance and development. Emphasis is placed on recognition of the relevancy of the school curriculum in meeting career requirements, self-development, self-evaluation, and human relations. Related instruction is required for general work experience.

**YEARBOOK 1-2****001632-001633**

Prerequisites: none

Grade: 9-12

Meets UC/CSU G requirements

The basic purpose of the yearbook class is to produce a school yearbook. Students will learn copywriting, interviewing, photography, layout and design. Highly responsible students with initiative tackle long-term assignments that ultimately comprise the yearbook. Records must be kept, ads sold, pictures taken, copy prepared and money collected.



## OTHER ELECTIVES

### **LIBRARY & INFO. SCIENCE TEACHING ASST 1-2**

**001842-001843**

Prerequisites: none

Grade: 10-12

Library Assistant is a course in which students work in the library assisting in shelving and mending books, processing new books, checking in and shelving new magazines, assisting with textbooks, assisting with audiovisual equipment, and helping other students find needed materials.

NOTE: Students may take a maximum of two trimesters of LA. Students may be enrolled in only one school service class in a trimester (Library Assistant, Academic Tutor, ASB).

### **VOCATIONAL LEARNING ASSISTANT**

**001830**

Prerequisites: none

Grade: 10-12

Vocational Learning Assistant is a course that functions much like cross-age tutoring. It is a vocational course concerned with developing employable skills and concepts for students interested in working with handicapped and learning-disabled children, preschool through grade 12. Students select or are assigned a work station such as LHM, RSP, aphasic, or other learning-disability group, where they can work on a tutorial basis with students. Students may be assigned at the secondary school site, a nursery school, a foster home, service station, food service, or other job-training site. engin

### **ACADEMIC TUTOR**

**001864**

Prerequisites: Teacher recommendation

Grade: 11-12

Academic Tutor is a course in which students, under the supervision of a classroom teacher or counselor, tutor other students in a specific academic subject-area such as mathematics, English, science, foreign language, or social science. Teacher recommendation is required.

### **ACADEMIC LITERACY 1-2**

**001857-001858**

Prerequisites: none

Grade: 9-12

This course will support students who struggle with academic literacy. Through the use of consistent instructional routines, explicit academic vocabulary instruction, structured peer interactions, verbal and written models of academic English, and consistent feedback on language production, students will gain increased confidence and skill with the academic language needed to succeed in school and careers. The curriculum uses nonfiction articles on high interest topics to help improve students' comprehension of complex texts as they move towards proficiency with grade-level texts. At the end of each unit students present their own opinion through writing and speaking opportunities using evidence from the text and appropriate academic vocabulary. Students who successfully complete this course will earn elective credit.

### **ACADEMIC SUCCESS**

**225808**

Prerequisites: none

Grade: 9-12

The mission of the class is to effectively reconnect our kids to the student experience. We hope to do so through building trust, setting expectations and continually providing them with the support they need. Students in Academic Success will





learn the basic skills of organization and effective decision making as well as work on basic literacy skills. Completing coursework and studying for current classes are among the students responsibilities. Through these measures we expect our freshmen will achieve success.

## DUAL ENROLLMENT

Dual Enrollment is a partnership between Del Norte High School, Palomar College, and California State University San Marcos that allows high school students to take college courses taught by college faculty on Del Norte campus. Through this program, students can earn college credit or certificates while simultaneously fulfilling high school graduation requirements.

### **INTRODUCTION TO SOCIOLOGY 100 (PALOMAR) 440052**

Prerequisites: none

Grade: 10-12

Meets UC/CSU G requirements

Description: A study of the principles and problems pertaining to group behavior, the relationships among human beings, the development and nature of institutions, and the structure of society.

### **FINANCIAL ACCOUNTING 201 (PALOMAR) 440037**

Prerequisites: none (recommended to have prior business classes and/or be a member of DECA)

Grade: 10-12

Meets UC/CSU G requirements

Description: This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expenses recognition, cash flow, internal controls, and ethics.

### **CHILD GROWTH & DEVELOPMENT 100 (PALOMAR) 440042**

Prerequisites: none

Grade: 10-12

Meets UC/CSU G requirements

Description: Introductory course that examines the major physical, psychosocial, and cognitive/language development milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

### **INTRO TO MEDICAL CAREERS 102 (CSUSM) 440032**

Prerequisites: none

Grade: 10-12

Meets UC/CSU G requirements

Description: Provides an overview of various allied health and wellness professions within the U.S. health system. Explores the roles, educational requirements, and pathways to specific health and wellness careers. Exposes students to the current health care services, concepts, and the professional characteristics, behaviors, values, skills, and knowledge required for success in allied health and other health and wellness careers.

### **PERSONAL HEALTH & WELLNESS 200 (CSUSM) 440003**

Prerequisites: none

Grade: 10-12



Meets UC/CSU G requirements

Description: Introduces the basic principles of health and wellness from a holistic perspective to enhance self-awareness and personal wellness behaviors. Subjects covered include mental, emotional, physical, and socio-environmental dimensions of health, sexuality and relationships, nutrition and physical fitness, use and abuse of drugs, health care services, and current health problems.



## PE - PHYSICAL EDUCATION

At Del Norte there is a strong emphasis on indigenous sports and activities, aquatics, exercise physiology, biomechanics, motor learning, and anatomy/physiology.

### **ENS 1-2**

**001404-001405**

Prerequisites: none

Grade: 9

Exercise and Nutritional Science 1-2 is a course that provides students the opportunity to learn and apply the core concepts of Health Science and Physical Education. Exercise and Nutritional Science is designed to provide students with the knowledge and ability to attain and maintain an active, healthy lifestyle. There is a strong emphasis on individual fitness including exercise physiology, biomechanics, motor learning, and anatomy/physiology. This course has been aligned to Poway Unified School District Standards and State Framework for Health Science and Physical Education. The course will satisfy the five-unit Health Science graduation requirement and five units of the Physical Education graduation requirement.

At Del Norte in ENS 1 there is also an emphasis on team sports and aquatics. The Health portion is designed to teach students to take personal responsibility for lifelong health, including an understanding of the variety of physical, mental, emotional, and social changes that occur throughout life. Students will gain knowledge and develop skills in such areas as decision making, effective communication, nutrition, and fitness. In ENS 2 there is an emphasis on individual and dual sports, and in the health portion students will gain knowledge and develop skills in such areas as refusal skills, substance abuse, infectious and chronic disease, family life, and sex education.

### **ENS 3**

**001406**

Prerequisites: none

Grade: 9

Exercise and Nutritional Science 3 is a course that provides students the opportunity to learn and apply the core concepts of Health Science and Physical Education. Exercise and Nutritional Science 3 is designed to build off knowledge acquired in Exercise and Nutritional Science 1-2 to further provide students with the knowledge and ability to attain and maintain an active, healthy lifestyle. The continued emphasis on individual fitness including exercise physiology, biomechanics, motor learning, anatomy/physiology, and nutrition is used to give students the opportunity to design their own Personal Fitness and Nutrition Plan. This course has been aligned to Poway Unified School District Standards and State Framework for Health Science and Physical Education. This course will satisfy five units of the Physical Education graduation requirement.

### **ENS 4**

**001407**

Prerequisites: none

Grade: 10-12

Exercise and Nutritional Science 4 is a course that provides students with the opportunity to learn and apply the core concepts of Health Science and Physical Education. Exercise and Nutritional Science 4 is designed to build off knowledge acquired in Exercise and Nutritional Science 1-3 to further provide students with the knowledge and ability to attain and maintain an active, healthy lifestyle. The continued emphasis on individual fitness including exercise physiology, biomechanics, motor learning, anatomy/physiology, and nutrition is used to give students the opportunity to design their own Personal Fitness and Nutrition Plan. This course has been aligned to Poway Unified School District Standards and State Framework for Health Science and Physical Education. This course will satisfy five units of the Physical Education graduation requirement. Open to 10th thru 12th grades and can be repeated at another trimester.

**HEALTH****000515**

Prerequisites: none

Grade: 10-12

Health is a course designed to teach students to take personal responsibility for lifelong health, including an understanding of the variety of physical, mental, emotional, and social changes that occur throughout life. Students will gain knowledge and develop skills in such areas as substance abuse, infectious and chronic diseases, decision-making and effective communication, nutrition and fitness, and family life and sex education. Throughout the course, students will develop understanding and respect for the health and well-being of others.

**UNIFIED PE 1-2****001438-001439**

Prerequisites: none

Grade: 10-12

This course combines both students with and without disabilities to participate in physical fitness activities and sports. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Physical activities and sports selected may vary based on students' needs to increase access and participation. Students who successfully complete the course will earn physical education credits primarily, and elective credit if they have met the physical education requirement. Students may also enroll and complete the course for elective credit which may be repeatable.

**RACQUET SPORTS****001420**

Prerequisites: ENS 1-2-3

Grade: 10-12

Students will understand, participate, and teach the advanced principles of training and competition for Racquet Sports that include tennis, racquetball, and badminton. Areas of study will include understanding and execution of advanced offensive and defensive strategies, development of appropriate training practices, application of dynamic scientific principles, sports psychology, optimal nutritional habits, application and modification of rules of the game, officiating, tournament facilitation, and coaching.

**WEIGHT TRAINING****001493**

Prerequisites: none

Grade: 10-12

Weight Training is a course in which students are involved in the isotonic type of weight training. Exercises which students perform on the universal weight machine include bench press, military press, upright rowing, lat pull, leg press, bar dips, and leg extension. Free weight exercises include bench press, toe raises, curls, military press, and back squats.

**MARCHING PE/BAND****001198**

Prerequisites: membership in Concert Band

Grade: 9-12

Marching Physical Education is designed to develop a well-coordinated and precise marching unit. Students will learn to prepare and execute marching, dance, and drill routines. Concurrent enrollment in Concert Band 1 is required.

Note: A total of 15 credits in Marching Physical Education may be applied toward the Physical Education requirement.

**MARCHING PE/TALL FLAGS****001199**

Prerequisites: membership in Tall Flags

Grade: 9-12

The Tall Flags class provides students with the opportunity to develop musical/visual concepts, skills, and interpretations. These concepts will be used in conjunction with the marching program and the indoor tall flag instruction. Evaluation will be provided by the Southern California School Band and Orchestra Association and the California Tall Flag Association, in addition to teacher observation. This class does not meet the CSU Fine Arts requirement. Students enrolled in this class are also required to enroll in Tall Flags (Dance Prop) 1-2. Note: A total of 15 credits in Marching Physical Education/Tall Flags may be applied toward the Physical Education requirement.



## PE ATHLETICS

Students interested in having their athletics count as PE credits should select option(s) below.

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<b>ADVANCED BASKETBALL</b>	<b>001414</b>
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Prerequisites: ENS 1-2-3 and approval from Coach.

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<b>ADVANCED BASEBALL AND WEIGHT TRAINING</b>	<b>001410</b>
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Prerequisites: ENS 1-2-3 and approval from Coach.

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<b>ADVANCED FOOTBALL AND WEIGHT TRAINING</b>	<b>001496</b>
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Prerequisites: ENS 1-2-3 and approval from Coach.

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<b>ADVANCED SOFTBALL</b>	<b>001469</b>
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Prerequisites: ENS 1-2-3 and approval from Coach.

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<b>ADVANCED WRESTLING</b>	<b>051492</b>
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Prerequisites: ENS 1-2-3 and approval from Coach.

## SPECIAL EDUCATION CLASSES

### **L/VOCATIONAL DOMAIN SKILLS 1-2**

**001910-001911**

Prerequisites: must have IEP

Grade: 9

Vocational Domain Skills 1-2 will enable Special Education students to become more aware of themselves and their relationship to the world of work. Students will gain insights into the effect of their behavior on interpersonal relationships and job success. They will gain self-confidence and independence while learning basic reading, writing, and mobility skills necessary for successful job performance. Skill acquisition will be mastered in natural settings.

### **L/VOCATIONAL DOMAIN SKILLS 3-4**

**001912-001913**

Prerequisites: must have IEP

Grade: 10

Vocational Domain Skills 3-4 will enable Special Education students to become more aware of themselves and their relationship to the world of work. Students will gain insights into the effect of their behavior on interpersonal relationships and job success. They will gain self-confidence and independence while learning basic reading, writing, and mobility skills necessary for successful job performance. Skill acquisition will be mastered in natural settings.

### **L/VOCATIONAL DOMAIN SKILLS 5-6**

**001914-001915**

Prerequisites: must have IEP

Grade: 11

Vocational Domain Skills 5-6 will provide Special Education students the opportunity to acquire job-finding skills and to enter into, maintain, and advance in the work role. Opportunity will be provided for on-the-job training and job sampling in natural environments.

### **L/VOCATIONAL DOMAIN SKILLS 7-8**

**001916-001917**

Prerequisites: must have IEP

Grade: 12

Vocational Domain Skills 7-8 will provide Special Education students the opportunity to acquire job-finding skills and to enter into, maintain, and advance in the work role. Opportunity will be provided for on-the-job training and job sampling in natural environments.

### **L/DOMESTIC DOMAIN SKILLS 1-2**

**001918-001919**

Prerequisites: must have IEP

Grade: 9-10

Domestic Domain Skills 1-2 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

### **L/DOMESTIC DOMAIN SKILLS 3-4**

**001920-001921**

Prerequisites: must have IEP

Grade: 10



Domestic Domain Skills 3-4 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

### **L/DOMESTIC DOMAIN SKILLS 5-6**

**001922-001923**

Prerequisites: must have IEP

Grade: 11

Domestic Domain Skills 5-6 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

### **L/DOMESTIC DOMAIN SKILLS 7-8**

**001924-001925**

Prerequisites: must have IEP

Grade: 12

Domestic Domain Skills 7-8 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

### **L/COMMUNITY DOMAIN SKILLS 1-2**

**001926-001927**

Prerequisites: must have IEP

Grade: 9

Community Domain Skills 1-2 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

### **L/COMMUNITY DOMAIN SKILLS 3-4**

**001928-001929**

Prerequisites: must have IEP

Grade: 10

Community Domain Skills 3-4 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

### **L/COMMUNITY DOMAIN SKILLS 5-6**

**001930-001931**

Prerequisites: must have IEP

Grade: 11

Community Domain Skills 5-6 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

### **L/COMMUNITY DOMAIN SKILLS 7-8**

**001932-001933**

Prerequisites: must have IEP

Grade: 12

Community Domain Skills 7-8 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

**L/READING SKILLS 1-2****002014-002015**

Prerequisites: must have IEP

Grade: 9-12

L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

**L/READING SKILLS 3-4****002016-2017**

Prerequisites: must have IEP

Grade: 9-12

L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

**L/READING SKILLS 5-6****002094-002095**

Prerequisites: must have IEP

Grade: 9-12

L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

**L/READING SKILLS 7-8****002096-002097**

Prerequisites: must have IEP

Grade: 9-12

L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

**L/ENGLISH 1-2****002020-002021**

Prerequisites: must have IEP

Grade: 9

L/English 1-2 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills: vocabulary, reading comprehension, lifelong reading habits, study and research, literary response and analysis, multi-paragraph essays, proofreading and self-editing, basics of MLA, and speaking and listening strategies.

**L/ENGLISH 3-4****002022-002023**

Prerequisites: must have IEP, completion of L/English 1-2  
Grade: 10

L/English 3-4 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills: vocabulary, reading comprehension, lifelong reading habits, study and research, literary response and analysis, multi-paragraph essays, proofreading and self-editing, basics of MLA, and speaking and listening strategies.

## **L/ENGLISH 5-6**

**002024-002025**

Prerequisites: must have IEP, completion of L/English 3-4  
Grade: 11

L/English 5-6 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills to improve critical reading and writing using fiction and nonfiction stories, novels, and drama by American authors. Multi-paragraph composition and research writing skills will be addressed.

## **L/ENGLISH 7-8**

**002026-002027**

Prerequisites: must have IEP, completion of L/English 5-6  
Grade: 12

L/English 7-8 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills to improve critical reading skills and written language using fiction and nonfiction stories, novels, and drama. Multi-paragraph composition and research writing skills will be addressed.

## **L/WORLD HISTORY 1-2**

**002048-002049**

Prerequisites: must have IEP  
Grade: 10-12

L/World History 1-2 is a chronological survey of the modern world from the late 18<sup>th</sup> century to the present. This course is for Special Education students who are reading at approximately 4.0 grade level and above and who are in need of extensive work on both reading and writing skills.

## **L/US HISTORY 1-2**

**002050-002051**

Prerequisites: must have IEP  
Grade: 11-12

In this course students examine major turning points in American History in the twentieth century. This course is for students who are reading at 6.5 grade level or below and are currently enrolled in Special Education.

## **L/Civics**

**002052**

Prerequisites: must have IEP  
Grade: 12

L/Civics is designed to help individual students become more aware of the benefits of citizen involvement in American politics. This course includes the factors affecting political behavior; the philosophical basis of a democratic society; a pragmatic view of the system's operation; the political, economic, and social factors and their impact on political behavior and decision making; the relationship of the branches of government; and the impact of political decision making on social, economic, and political issues. This course will place an emphasis on individual reading, writing, and oral communication skills within the social sciences.

**L/ECONOMICS****002054**

Prerequisites: must have IEP

Grade: 12

L/Economics is designed for Special Education students with lower academic skills and who are in need of extensive work on both reading and writing skills. The course will deal with the major concepts of economics with emphasis on their practical personal application. The content will include (1) fundamental economic concepts; (2) the role of government, labor, and business in the functioning of the economy; (3) a useable understanding of the United States economy as it relates to students as consumers, workers, and citizens; (4) practical money and financial management.

**L/LEARNING STRATEGIES 1-2****002062-002063**

Prerequisites: must have IEP

Grade: 9-12

L/Learning Strategies 1-2 is designed to enable special education students to be more successful in regular content classes. The course will combine a strategies intervention approach with tutorial assistance. Recent research has shown that low achieving students can be taught "how to learn" by teaching them learning strategies, which are techniques, principles, or rules that enable the student to learn to solve problems and complete tasks independently. Task specific learning strategies include such things as: reading textbooks, paraphrasing, note taking, listening to lectures, test taking, writing papers, and assignment completion. The course will focus on teaching these strategies utilizing content material from the regular class.

**L/BIOLOGY 1-2****002072-002073**

Prerequisites: must have IEP

Grade: 9-12

L/Biology 1-2 is a one-year laboratory science course designed to meet the needs of those students who are unable to achieve success in a mainstream course. Enrollment is recommended for those reading and writing below grade level. The focus is on the diversity and interdependence of organisms as applied to biological systems, genetics, evolution, ecology, and physiological processes. Lab skills will be emphasized and field activities will be included. The course is aligned to PUSD and State Standards for Science.

**L/MARINE SCIENCE 1-2****002068-002069**

Prerequisites: must have IEP

Grade: 9-12

L/Marine Science is a special education course designed to follow the basic principles behind the current general education Marine Science class. The course will cover the basic physical, geological, and chemical aspects of marine science. The major topics will include oceanography, geomorphology of the ocean floor, marine sediments, oceanographic instrumentation, chemistry of sea waters, heat balance of the ocean, sea level changes, surface currents, deep water circulation, waves, tides, and beach and coastal navigation. In addition to these aspects of marine science, an introduction to Marine Biology will be given, and the students will study the interconnectedness between the sciences and real life applications. The course focus will also include learning about careers associated with marine sciences. This course can be an elective for special education students, or can be used to meet the physical science requirement for special education students. This course is aligned to PUSD and State Standards for Science.



## ENGLISH LEARNERS

### **ELD 1-2**

**000326-000327**

ELD 1-2 is a comprehensive course which takes students who are beginning English speakers and develops a foundation in basic English language skills needed to survive in the school community, both socially and academically. Based on language acquisition theory, instruction focuses initially on listening and speaking and builds reading and writing skills. The underlying goal of the course is to develop a strong foundation of knowledge, skills and attitudes needed to succeed in ELL 3-4.

This course is designed for beginning level ELL students. This course would be ideal for students who are recent newcomers and are currently in ELD courses in middle school. In this course, students work on acquiring vocabulary and grammar through the use of picture dictionaries, the Edge Fundamentals textbook, and supplemental programs such as Rosetta Stone. Students work in small group settings and are given many opportunities to speak and develop basic English skills.

### **ELD 3-4**

**000328-000329**

ELD 3-4 is a comprehensive course which takes students with limited English proficiency or literacy and develops their functional literacy and language arts skills to a level of proficiency which enables them to be successful in regular academic classes. Based on language acquisition theory, instruction utilizes an integrated approach which blends listening, speaking, reading, and writing. Ultimately, the course develops the English/language arts knowledge, skills, and attitudes and helps students to become productive members of society. This course has been approved to meet the UC "b" or "g" requirement.

This course is designed for early intermediate ELL students. This course would be ideal for students who are currently in ELD courses at the middle school and making progress. Students in this course will work intensely on reading, writing, and speaking to be ready to take High School English 1 the following year. Students work on acquiring academic language, reading more complex texts, and learning the basic essay structure to be able to complete the CAHSEE exam on-demand writing requirement. ELL 3-4 counts for A-G English credit.

\*ELL 1-2 and ELL 3-4 are taught by the same teacher during the same period to create one class, but each student works at the appropriate level. Students can easily switch a level during the course of the year. Students will also be enrolled in an Elective English class so they will have two hours of English each day with the same teacher.

### **HIGH SCHOOL ENGLISH 1 SHELTERED**

This class follows the same standards and curriculum as the regular freshman English class on campus. However, it is smaller, made up entirely of ELL students, and may adjust pacing to address the needs of ELL language learners. Students in this class should be either currently taking ELD courses and be ready to exit or have switched to mainstream classes but could use a little additional support. The goal of this class is to ensure our ELL students get a strong start in High School English. They are exposed to rigorous curriculum but with more built in support and individualized attention.

### **HIGH SCHOOL ENGLISH 1**

**000301**

This class is for early advanced to advanced ELL students who are already taking mainstream classes. This class is the basic course offered to all freshmen at Del Norte High School. Students placed in this class should be able to do well in a rigorous English class without additional support.

### **ELD MATH 1-2**

**001004-001005**



ELD-Math is a foundational math class designed for Beginning and Early Intermediate level English Language Learners who need support to develop basic mathematical vocabulary and skills. At the high school level, this course will be taken for elective credit and may be repeated at both middle and high school levels.

## **ELD EXPLORATIONS A/B**

**000335-000336**

ELD Explorations A/B is a course designed to support English learner students at an intermediate level of English fluency who are concurrently enrolled in ELD 3-4. The purpose of this course is to allow the students extra time each day to develop their proficiency in English and to practice the skills learned in ELD 3-4. The curriculum is based on the ELD standards and focuses on developing students' listening, speaking, reading, and writing skills.

## **ELD SOCIAL SCIENCE**

**001318-001319**

ELD Social Science is a foundational social science class designed for Beginning and Early Intermediate level English Language Learners who need support to develop basic social science vocabulary, skills, and fundamental concepts. This class will be taken for elective credit and may be repeated