

*Fremont Unified School District*

**High School  
Course Catalog**



***2011-2012***

# **Fremont Unified School District**

## **High School Course Catalog**

**2011-2012**



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# Fremont Unified School District Information

District Website: <http://www.fremont.k12.ca.us>  
(High school web pages may be accessed through the district web page.)

## **FUSD COMPREHENSIVE HIGH SCHOOLS:**

American High School	36300 Fremont Blvd.	(510) 796-1776
Irvington High School	41800 Blacow Rd.	(510) 656-5711
John F. Kennedy High School	39999 Blacow Rd.	(510) 657-4070
Mission San Jose High School	41717 Palm Ave.	(510) 657-3600
Washington High School	38442 Fremont Blvd.	(510) 505-7300

## **GENERAL INFORMATION:**

All FUSD high schools are fully accredited by the Western Association of Schools and Colleges (WASC).

### **All FUSD Comprehensive High Schools offer the following:**

- Core curriculum classes which meet the FUSD graduation requirements.
- Full spectrum of college preparatory classes, grades 9-12.
- Course content aligns with state curriculum standards.
- Special education classes.
- Instruction for students with limited English proficiency.
- A variety of elective course offerings.
- A wide selection of extra-curricular and co-curricular activities.
- Opportunities to participate in R.O.P. classes both on and off home school campuses.
- Some Ohlone College courses on home school campuses.
- Honors and Advanced Placement classes.
- Academic, career, and personal counseling services.
- Committees and organizations for parent input and involvement.

## **ALTERNATIVE HIGH SCHOOL PROGRAMS:** (Students must enroll through their home comprehensive high school)

Cal SAFE/Teen Parent Program	4455 Seneca Park Ave.	(510) 657-9155
College Connections	Available through each high school.	
Fremont Adult School	4700 Calaveras Ave.	(510) 793-6465
Mission Valley Regional Occupational Program (MVROP)	5019 Stevenson Blvd.	(510) 657-1865
Robertson Continuation High	4455 Seneca Park Ave.	(510) 657-9155
Vista Alternative School	4455 Seneca Park Ave.	(510) 657-7028

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**A HARD COPY OF THE COURSE CATALOG IS AVAILABLE AT THE  
SCHOOL SITES UPON REQUEST**

**FUSD Website: [www.fremont.k12.ca.us](http://www.fremont.k12.ca.us)**

# GENERAL INFORMATION ABOUT FREMONT UNIFIED HIGH SCHOOLS



*Home of the Eagles*

## American High School

American High School is one of five comprehensive 9-12 grade high schools in the Fremont Unified School District. It was constructed in 1972 as an open-spaced school attracting the most innovative teachers in the area. In 1991, American High School was remodeled to a state of the art facility and currently houses the newest swimming/sports complex and library/media tech center.

### **School Mission**

American High aims to inspire and challenge our students to take responsibility for their own learning; to grow personally while achieving academic excellence; to understand and respect all people in a diverse community; and to prepare themselves for adult life as fully participating, cooperative members of society who think for themselves.

### **School Community**

The school's enrollment is over 2,000 and the student body is diverse. The ethnic breakdown is as follows: 46.6% Asian, 22.1% Caucasian, 11.5% Hispanic, 11.3% Filipino, 7.2% African-American, 1.1% Pacific Islander, and .2% other. A significant percentage of students are classified as English Learners. American High School honors and celebrates the diversity of its students through a variety of cultural awareness activities, clubs and organizations.

One of the goals of American High School is to broaden and personalize each student's learning experience. Over 60% of students participate in school organizations. These organizations also provide an opportunity for students to be involved in community services.

Members of the community assist the school in serving on school advisory committees for English Learners, Technology, Ethnic Diversity, and the GATE programs. Parents make critical decisions for the school community by their participation on the School Site Council or by serving in such groups as Band Boosters, Athletic Boosters, Service Learning, and PTSA.

### **Curriculum and School Programs**

American High School offers a standards-based program that provides a challenging curriculum for students at all levels. The core curriculum is rigorous and designed to engage students in learning experiences beyond the textbook. American High School offers honors level classes in English, science, mathematics, and French. The Advanced Placement program is extensive with classes available in biology, chemistry, physics, environmental science, calculus AB, statistics, English, Spanish, French, economics, government, European History, U.S. History, and studio art. And we offer two Ohlone College courses in ASL. English language learners receive support in English language development classes and in core curricular areas with CLAD credentialed teachers. Special education students receive services through a variety of courses designed to meet their individual academic needs as determined by their IEPs.

We continue to expand course offerings to provide students with a variety of curricular paths. Project Lead the Way (PLTW) is a new pathway which will prepare students for a career in the field of engineering. Many other units throughout the curricular areas include career applications as well. On site ROP offerings include: Culinary Arts 1 & 2, Digital Photo, Computer Animation, Business Ownership, Marketing, Online Business, and Law Enforcement. In addition, we have several courses aligned with Ohlone College programs - Biotechnology, Biochemistry, and Introduction to Engineering.

The visual and performing arts program at American High School is a source of pride because of the personalized nature of instruction available to students interested in pursuing a rigorous, well-rounded education in the arts. This program offers a wide variety of classes in drama, music, art, architecture and sculpture. The music program has received awards in several areas and many competitions. The modern language program includes Spanish, French, Chinese and American Sign Language.

### **Scholastic Excellence**

Since 1999, American High School's API has jumped from 646 to 796 as a result of the students' progress on the California Standards Tests (CST) and the California High School Exit Exam (CAHSEE). American High has been the recipient of several grants including Digital High School, BASRC, and Small Learning Communities. In the spring of 2005, the State Department of Education named American High School as a California Distinguished School. American High School was granted a six-year term of accreditation by the Western Association of Schools and Colleges (WASC) in February of 2006.

# American High's PROJECT LEAD THE WAY Pathway To Engineering

PLTW's **Pathway To Engineering (PTE)** curriculum is designed as a four-year high school sequence. Foundation courses (Introduction to Engineering Design, Principles of Engineering, and Digital Electronics) are supplemented by specialized and elective courses to create rigorous, relevant, reality-based program.

## Foundation Courses

- **Introduction to Engineering Design (IED)**

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

- **Principles of Engineering (POE)**

This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

- **Digital Electronics (DE)**

Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

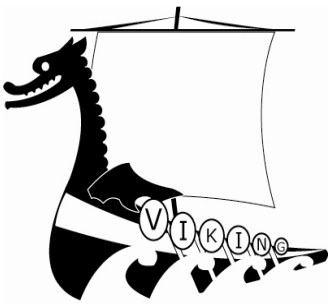
## Specialization Courses

- **Biotechnical Engineering (BE)**

The major focus of this course is to expose students to the diverse fields of biotechnology including biomedical engineering, molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, forensics and bioethics.

- **Civil Engineering and Architecture (CEA)**

Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture.



## **Irvington High School**

Irvington High opened in the fall of 1961 and now serves a diverse student population of over 2,000 students. Our 47-acre campus is located in the south-central section of Fremont. We enjoy a solid reputation as a warm, caring school.

### **School Mission**

The primary mission of the Irvington High School staff is to prepare students for citizenship in a democratic society. In order for students to become productive citizens, we believe that we must teach them to think critically and to communicate effectively. Given today's diverse and complex society, we also believe that we must teach our students about responsibility on both a personal and social level. In order to ensure the continued relevance of our objectives, we believe that continuous reflection through a cycle of inquiry is an essential part of our mission.

### **School Community**

The ethnic breakdown of Irvington is as follows: 49.5% Asian, 26.7% White, 13.1% Latino, 3.6% African-American, 3.6% Filipino, 1.4% Pacific Islander, and less than 1% as American Indian. We have an active Parent, Teacher and Student Association and active working relationships with a number of area businesses including Stanford University, DeVry College, LSI Logic, Fremont Bank, and Lam Research.

### **Curriculum and School Programs**

Irvington students are served by a varied academic program which includes a full complement of honors courses, Advanced Placement courses, and five year programs in mathematics, science, Spanish, French and Chinese. An award winning fine arts/performing arts program provides students with outstanding experiences in drama, dance, chorus, band, drawing, painting, and photography. In 1998, Irvington High was designated a Visual and Performing Arts Magnet. Students from across the district attend Irvington High's Center for the Creative Arts and Irvington Conservatory Theatre programs. IHS students may also elect course work in a range of programs in the technical arts and the vocational arts. More than a dozen Regional Occupation Program classes are offered on campus, as are a wide range of Ohlone College courses. In addition, Irvington provides a complete, integrated special education program.

### **Scholastic Excellence**

Irvington High School's innovative academic program consists of several major components, a team-taught family program for students in the ninth and tenth grades; benchmark assignments at the end of the freshman, sophomore, and senior years; and the elimination of the D grade. Students earn an A, B, C, or an NC, which stands for "no credit." In the ninth and tenth grade years, all students are part of "Family" teaching teams for a minimum one third of the school day; this is a supportive, integrated, interdisciplinary learning environment where students work on essential course outcomes. A major focus in all family programs is mastering California High School Exit Exam requirements. Individualized learning contracts may be offered to students who are close to completing the essential course outcomes for a specific course. These contracts allow students to have a second opportunity to meet certain course requirements and thus to earn a passing grade.

Eleventh and twelfth year programs more closely resemble a traditional high school's structure. However, team-taught core classes are available to those juniors and seniors who choose to continue in that learning environment; these programs are housed in the academies. It is worth noting, however, that even under this generally more traditional upper division program, classes are still outcome-based and proficiency driven as they were in the lower division Family Program. In the twelfth grade, students complete the senior benchmark project, QUEST, in their English and government classes; this represents the culminating authentic assessment of the California Content standards and Irvington High School's school-wide outcomes.

In 1994 Irvington High School was named as a California Distinguished School. The following year Irvington was awarded National Blue Ribbon School status for 1995-1996. In 1999, IHS was again chosen as a California Distinguished School, and in the spring of 2000, it was named a National Service Learning Leader School. In 2001, Irvington was awarded the title of "New American High School," an honor celebrated at the White House in Washington, D.C. In 2002, Irvington received a Small Learning Communities grant from the Department of Education. For the 2004-2005 school year, the school was again selected as a California Distinguished School. In the fall of 2006, Irvington was one of three Fremont high schools selected to receive a Cohort Six Smaller Learning Communities Grant from the U.S. Department of Education. In the fall of 2008, IHS received two California Partnership Academy Grants to build career academies on campus. In the spring of 2009, IHS was recognized as "America's Greenest School". More recently, Irvington has been recognized as America's Most Amazing School, by Ladies Home Journal and placed 2<sup>nd</sup> in the running for America's favorite school. Irvington's API score in 2010 was 856, an increase of 26 points from 2009.

**IRVINGTON HIGH SCHOOL'S  
ARTS MAGNET PROGRAM/CENTER FOR THE CREATIVE ARTS**

The Center for the Creative Arts (CCA) is a specialized secondary program focusing on the fine arts: dance, drama, music and the visual arts. Its purpose is to provide students with the most comprehensive connection to the arts that is possible in a high school setting. All 9<sup>th</sup> and 10<sup>th</sup> grade CCA students belong in an Arts Family in which core academic material is presented and enriched with arts-related examples and activities. Please refer to [www.IHSARTSMAGNET.org](http://www.IHSARTSMAGNET.org) for more information on the application process and timelines.

CCA freshmen take a semester long Arts Spectrum class that serves both as an introduction to the four artistic disciplines and as a bridge to help freshmen successfully make the transition from 8<sup>th</sup> to 9<sup>th</sup> grade. As schedules allow, CCA students are required to enroll in an arts class and are encouraged to find a specific arts discipline to study in depth.

**Available Visual and Performing Arts Electives**

<b>Visual Arts</b>	<b>Performing Arts</b>
Art 1 Art 2 Studio Art AP Studio Art Sculpture and Ceramics Sculpture 2 Drawing 1 Digital Photography 1 Digital Photography 2 Digital Photography 3 Digital Drawing (ROP) Digital Graphic Arts (ROP) Digital Video Arts (ROP)	Band 1 Symphonic Band Wind Ensemble Jazz Ensemble Drama 1 Drama 2 Drama 3 Dance 1 Dance 2 Production & Stage Management Rehearsal & Performance Choir 1 Choir 2 Chamber Chorale Treble Ensemble



## **John F. Kennedy High School**

### **School Community**

John F. Kennedy High School, established in 1965, educates approximately 1400 students in grades 9-12. JFK celebrates its diverse student population and continues to work to expand student opportunities through programs such as College Connections (meets on the Ohlone campus) and Small Learning Community structures.

### **School Mission**

John F. Kennedy High School is committed to the education of its students to meet the changing demands of a global society. Students will develop technological, academic and communication skills, as well as become emotionally, physically and socially responsible. The entire school community (staff, students, and parents) recognizes their shared responsibility to provide a safe environment that fosters awareness and acceptance of individual differences.

### **Curriculum and School Programs**

Beginning in the 2001-2002 school year, the JFK academic program was restructured into a 4x4 block schedule with each block being 85 minutes in length. Students take four classes per term for a total of eight classes per year, or 80 credits per year. With eight classes per year the school prepares English Language Learners to meet graduation requirements. AVID is an additional program available for college-bound students in grades 9 – 12.

Advanced Placement programs are offered in Chemistry, Biology, English 11 & 12, Calculus (AB and BC), Statistics, World Languages (French and Spanish), US History, and Studio Art. Beginning September 2007, John F. Kennedy began participating in the “College Connection” program at Ohlone College. Self-selected seniors complete their senior year courses on the Ohlone campus, taking their graduation requirement classes in the morning and Ohlone classes of their choice in the afternoon. There is a traditional 4.0 un-weighted grading system at JFK.

In October 2006 John F. Kennedy received a Federal Small Learning Communities Grant. Since then JFK has established 9th and 10<sup>th</sup> grade Families of 120 students each. The teachers meet during common prep time to plan curriculum and collaborate on ways to better assist their students. In fall of 2008, JFK announced its first academy, the Green Tech Academy and received a California Partnership Academy Grant. Students in this academy take Biotech 105 and Chemistry 109 (Ohlone dual credit classes taught at Kennedy). Academy students graduate well on the way to earning the BioTech Certificate. In spring 2009, the Green Ventures Academy was also awarded CPA funding for students interested in linking academic standards with real world experiences in nutrition, culinary arts and recycling. Classes in both academies engage students in reading, research, real-world projects and internships, all focused on green technologies.

Students may enroll in several Ohlone classes offered at JFK (English 151A & B, Sociology, Psychology, Philosophy, Ethnic Studies and ASL I & II). ROP classes are also available and the close proximity of the new ROP Center allows Kennedy students to enroll in classes throughout the day. The block schedule at JFK matches well with the 2 hour classes at ROP, and Kennedy students miss no academic class time from their other classes because they do not travel to and from the ROP Center.

### **Scholastic Excellence**

John F. Kennedy students perform well in state and national academic competitions, earning increasing numbers of local, regional, and state scholarships. Approximately 90% of JFK’s 2010 graduates entered post-secondary institutions (38% entered four-year colleges and universities; 52% community colleges or technical schools.) JFK graduates have been accepted to an impressive list of schools including Johns Hopkins, Stanford, the Air Force Academy, West Point, Yale, University of Southern California, Santa Clara University, Academy of Art University, all of the University of California and most California State University campuses.

John F. Kennedy is fully accredited by the Western Association of Schools and Colleges and the California Department of Education.



## **Mission San Jose High School**

Mission San Jose High School, one of five comprehensive 9-12 high schools in the Fremont Unified School District, opened in 1963. Mission is located in the southeastern portion of the city of Fremont near the historic Mission District and Ohlone College.

### **Mission Statement**

#### **“Preparing the Next Generations for the Global Community”**

Mission San Jose High School is striving to prepare students for a competitive, ever changing and advancing modern “high technology” global community. We believe that a solid, well-rounded education is the basis for personal development. By providing a safe and supportive learning environment, we seek to nurture the academic, personal, and social development of our students, which will equip them for a lifetime of learning, service, and leadership.

- Parents are partners with the school in assisting students with their academic achievement, and growth toward full personal maturity.
- Teachers strive to create a positive learning environment, while encouraging students to be active agents in their own development.
- Students strive to develop the understanding of continuity between the past and today’s culturally diverse society and the impact on the future.
- Students acquire an awareness of social justice in the world and a commitment to alert, responsible, and active citizenship.

### **School Community**

Mission has a student population of 2205 with the following ethnic breakdown: 78.9% Asian, 3.5% minority ethnicities and 17.6% Caucasian. Parental involvement is one of the many strong points that characterize the school. The two main parent groups are Mission Possible, our PFA, and Mission Boosters.

### **Curriculum and School Program**

The focus of this school is the student and student achievement is our primary goal. The school’s curricular program offers a wide range of courses and levels. The school offers honors level classes in English, science and mathematics in conjunction with college preparatory classes in all core academic areas. Mission also offers a wide array of Advanced Placement courses in English, Fine Arts, Foreign Language, Mathematics, Science and Social Studies. Another integral part of Mission’s curriculum is our elective program. Our drama and music programs consistently garner awards in various regional and state competitions. Students have the opportunity to enroll in ROP courses offered both on and off campus. An ancillary program of Mission High School involves health and wellness. The program, titled Stressed Out Students (SOS), is instrumental in addressing academic and social stress.

### **Scholastic Excellence**

In 2008, Mission was recognized by the Federal Government’s NCLB Blue Ribbon Commission as a distinguished school. Mission is also rated as the 36<sup>th</sup> Best High School in the Nation by US News and World Reports in 2009. The school has consistently been recognized for its academic excellence on a local, statewide, national and international level. Mission graduates virtually every senior and the attendance rate for the school is 97.5% with a dropout rate of 0.3%. Ninety-five percent of our graduates matriculate to post-secondary education with 81.5% attending four-year colleges/universities including all UC and CSU campuses. Mission has over a 99% graduation rate.

Mission High received a full 6-year WASC accreditation in 2008. Mission is the district leader in average SAT scores with a Writing of 647, Reading of 630 and Math of 681. Mission has consistently met both its API and AYP requirements with the most recent API score of 953 making Mission the top ranked non-magnet public high school out of 7,000 high schools in the state. Mission’s AP test pass rate is 90%. Mission leads Alameda County in the number of National Merit Semi-Finalists 65, and finalists, 47. Newsweek has twice recognized Mission as one of the top high schools in the nation. Mission has been recognized by the College Board as having the best AP Statistics and French programs in the nation. The California Business for Educational Excellence and the Just For the Kids Foundation have recognized Mission as a “Scholar School” for the past three years. Our students, with the assistance of staff members, continue to accumulate awards for individual and group competitions. These awards include 1<sup>st</sup> place in the region for the Oceanic Bowl, as well as, national recognition by the Siemens Westinghouse and Intel Science Talent Search competitions. Mission is extremely proud of its students and the accomplishments of our rich and diverse community.



*Home of the Huskies*

## **Washington High School**

Established in 1891, Washington High School was the second high school in California to be created under the Union High School Law passed by the California state legislature. We are centrally located in the City of Fremont and one of five comprehensive high schools in the Fremont Unified School District.

### **Mission Statement**

“The mission of Washington High School is to empower successful graduates in the global society.”

We accomplish this by developing:

- ❖ Healthy individuals who acquire the skills, habits and knowledge to make informed decisions that will lead to healthy lives.
- ❖ Responsible and ethical citizens who recognize their responsibility to society, making positive contributions to their community that respect the worth of all people.
- ❖ Critical thinkers who solve problems using a variety of methods.
- ❖ Effective communicators who demonstrate strong listening, reading, writing and speaking skills.
- ❖ Collaborative workers who contribute ideas and efforts toward completion of group tasks and positive resolution to conflicts.
- ❖ Independent learners who have the literacy and other basic academic and technological skills to enrich their lives.

### **School Community**

Washington High School has an enrollment of approximately 2000 students, 83 teachers, 3 full-time counselors, 4 administrators, and a terrific support staff. Several major buildings have recently been renovated along with the addition of a major two-story classroom wing and a new gymnasium as the result of the Loma Prieta earthquake in 1989. In 2006, additional covered dining areas were built with picnic tables, a student-designed Memorial Grove, and grassy fields were added to the interior of the campus giving the campus a college-like feel and look. Benches were installed throughout the campus to give students a place to enjoy a moment of peace and their surroundings. Flowers and trees were planted as part of the project to make Washington High School a place to study that is home away from home.

Our student body embraces a wide variety of cultural and ethnic backgrounds with a population that is 0.6% Native American, 27% Asian, 0.8% Pacific Islander, 7.1% Filipino, 19.9% Hispanic, 6.2% African American, 36.4% White, and 2.2% Other or decline to state.

A strong commitment of support from the Washington community helps us to meet our goals. This support is provided through a number of parent, student, and staff groups including: PTSA, Sports Boosters, Band Boosters, Fine Arts Boosters, and an active Alumni Association and School Site Council.

### **Curriculum and School Programs**

The school was accredited by the Western Association of Schools and Colleges (WASC) in March 2010, with a six year accreditation which extends through June 2016. In October 2006, we received a Smaller Learning Community grant that will help us better meet the needs of our students by allowing us to pilot new programs, get professional development and trainings.

Washington High School offers a strong core academic program, supplemented by an elective program including the visual and performing arts, foreign languages, gifted and talented, honors, Advanced Placement (AP), and AVID. Our 9<sup>th</sup> and 10<sup>th</sup> grade students are in 1 of 4 “families” where the students shared a common group of teachers in English, Science, Social Studies, and Computer/Health.

### **Scholastic Excellence**

Washington High School offers a strong extracurricular program. Our focus is on student achievement in all areas of life, including scholastics, athletics, and social development. In 2009, Washington was named a California Distinguished High School.



## **Robertson Continuation High School**

Robertson High School is the only continuation high school serving the five comprehensive high schools in the Fremont Unified School District. The Robertson campus is an alternative education center that also houses Vista Alternative School, the district's independent study program, the seventh and eighth grade Opportunity Program, and the Course Program, a small program serving the district's expelled students. A large number of the district's teen parent (Cal-SAFE) students are enrolled in the Robertson High School program and receive additional instruction in parenting. Robertson has a fully accredited high school diploma program. Students can either complete their diploma with us or return to their comprehensive high schools once they have made up any deficient credits.

### **School Mission**

Robertson High School will provide all students with an opportunity to develop the intellectual, social, physical, and psychological decision-making skills necessary for lifelong learning and success in a technological, global society.

### **School Community**

The school's enrollment is approximately 250 students, and the student body is diverse. The ethnic breakdown is as follows: 10.4% Asian, 32.7% Caucasian, 29.1% Hispanic, 5.4% Filipino, 15.5% African-American, 1.8% Pacific Islander, and 5.1% other. Almost 13% of students are classified as English Learners.

### **Curriculum and School Programs**

Students are taught in standards-based courses and may enter classes every twelve weeks to earn variable credits. Students who begin the year at Robertson will complete three trimesters of instruction, and be eligible to earn a total of 90 credits. In order to meet the needs of the students, we provide them an opportunity to continue their education in a small group setting. The standard-based curriculum is teacher directed with the focus on student achievement and engagement. Counseling services are available school wide. With the assistance of Youth and Family Services, we are able to offer one-on-one and group counseling to our student body. A teen parenting program, with a daycare facility on site, is available to all pregnant and parenting students. This feature has resulted in improved student achievement and school attendance for our young parents.

In addition, we also have an active sports program. Students may participate on volleyball, basketball, or softball teams that compete against other, local, continuation high schools. We have a school-wide prom and barbeque each spring. We also have a Principal's List, Gold Club, and Silver Club that reward students for high academic performance.

### **Scholastic Excellence**

From 2005-2006 to 2008-2009, Robertson's API (Academic Performance Index) went up a net-total of 49 points. From 2008-2009 to 2009-2010, Robertson's API went up another 84 points, the highest gain of any school in the district. These gains, along with our 94% passing rate for the California High School Exit Exam (CAHSEE) are strong proof that the academic program at Robertson is continually improving. We believe that even though our students have not been successful in a traditional high school setting, that this does not mean that they cannot learn. We have an unwavering commitment to provide a quality academic program for students in an alternative setting.

We offer a variety of ways for students to earn credits while still promoting a quality educational program. We are now offering an optional extra period for students who want an opportunity to take an additional class. We also have several sections of Credit Recovery in which students can make up partial credits to complete full courses in a timely manner. For those students who struggle to pass specific requirements, we also provide various intervention courses including, Algebra Skills, English Skills, and CAHSEE English and mathematics preparation courses.

## Selecting a Course of Study

### A word about making decisions . . .

This course catalog contains basic information about courses of study at the high schools in the Fremont Unified School District. Use your school's registration materials to make your course choices, as not all courses are offered at all schools. As you investigate your choices for the upcoming school year, we ask that you consider the following suggestions:

- **Read the information yourself** and go after more information if you need it. Do not make decisions based on guesses or biases and remember that choices that are appropriate for your friends may not be the right ones for **you**.
- **Work with a pencil** and use this booklet as a workbook: underline, make marginal notes, mark your requirements, and list your alternatives.
- **Use the graduation requirements** for your graduating class to check off what you have completed and to see what you still need to complete. The four-year planning form will also help you see what requirements should be met during the upcoming year.
- **Consider college entrance requirements** in making your choices, if you plan on going to college. If you are undecided about college now, keep your options open by taking the most rigorous courses you can manage.
- **Involve your parents** in your decision-making process.
- **Talk to staff members** who know your capabilities and/or aspirations.
- **Make thoughtful choices.** The master schedule of classes and the assignment of instructors to teach those classes are based on the courses you choose.

## Graduation Requirements

Board Policy 6146 specifies that students receiving a high school diploma from the Fremont Unified School District must successfully complete 230 credits of course work. (Ten credits equal one year of work for one period a day.) In addition to fulfilling the credit requirements, students shall have successfully passed the California High School Exit Exam. In addition, students will complete a minimum of 40 hours of Service Learning.

The following credits are required for graduation:

<u>Credits</u>	<u>Subject</u>
40	English
30	Math (Algebra 1 required)
20	Physical Education
30	Social Science
20	Science
10	Fine Arts or World Language
5	Health Education
5	Computer Literacy
70	Electives (75 elective credits required for students at high schools that integrate computer literacy skills into their curriculum and not as a separate class.)
<hr/>	
230	Total

### Credits required for promotion to next grade.

FUSD Board policy governs how students are promoted to the next higher grade level:

<u>From - To</u>	<u>Required Credits</u>
9 <sup>th</sup> – 10 <sup>th</sup>	50
10 <sup>th</sup> – 11 <sup>th</sup>	110
11 <sup>th</sup> – 12 <sup>th</sup>	170
<b>Graduation</b>	<b>230</b>

California students in public schools must pass the California High School Exit Exam in order to earn a high school diploma. Multiple measures are in place for the student to make progress towards passing the high school exit exam. The multiple measures or benchmarks include:

- ◆ STAR: CST (California State Standards Test) in math, English, science and social science.
- ◆ District Writing: Given in the ninth grade within the English classroom.
- ◆ Benchmark assessments.
- ◆ Classroom assessments.
- ◆ Classroom grades.

**COMPARISON OF VARIOUS HIGH SCHOOL COURSE PATTERNS**

**FOR GRADUATION AND COLLEGE**

<b>High School Subject Area &amp; A-G Category</b>	<b>FUSD Graduation Requirements</b>	<b>UC Required Courses*</b>	<b>CSU Required Courses*</b>
English “B”	<b>40 Credits</b>	<b>40 Credits</b>	<b>40 Credits</b>
Mathematics “C”	<b>30 Credits</b> Must include completion of Algebra 1 or equivalent	<b>30 Credits</b> Algebra 1 or equivalent, Geometry, Algebra 2 40 Credits recommended	<b>30 Credits</b> Algebra 1 or equivalent, Geometry, Algebra 2 40 Credits recommended
Social Science “A”	<b>30 Credits</b> World History US History American Government/Econ	<b>20 Credits</b> World History (10) US History/Government (10)	<b>20 Credits</b> US History (10) Social Science (10)
Science “D”	<b>20 Credits</b> Integrated Science (10) Biology (10)	<b>20 Credits</b> Must be in 2 of these 3 disciplines: Biology, Chemistry & Physics 30 Credits recommended	<b>20 Credits</b> Must be a lab science in Physical Science, Biology, Chemistry <u>or</u> Physics 30 Credits recommended
World Language “E”	<b>10 Credits</b>  <b>or</b>	<b>20 Credits</b> 30 Credits Recommended	<b>20 Credits</b>
Visual/Performing Arts “F”	<b>10 Credits</b>	<b>10 Credits</b>	<b>10 Credits</b>
Electives “G”	<b>70 Credits</b>	<b>10 Credits</b>	<b>10 Credits</b>
Physical Education	<b>20 Credits</b>	<b>0</b>	<b>0</b>
Health	<b>5 Credits</b>	<b>0</b>	<b>0</b>
Computer	<b>5 Credits</b>	<b>0</b>	<b>0</b>
<b>TOTAL CREDITS</b>	<b>230 Credits</b>	<b>150 Credits **</b>	<b>150 Credits **</b>
Examinations	CAHSEE	SAT or ACT	SAT or ACT
Service Learning	40 Hours		

\*Four-year colleges (UC and CSU) require a **minimum** of C or better to meet specific requirements.

\*\*All courses must be UC certified and appear on the high school’s UC certified a-g list. At least 70 credits of the 150 credits must be taken in 11<sup>th</sup> and 12<sup>th</sup> grade.

Possible Credits earned in High School (except John F. Kennedy High School)

6 Courses per year = 60 Possible Credits/Year  
60 Possible Credits x 4 Years = 240 Possible Credits

Possible Credits earned at John F. Kennedy High School

8 Courses per year = 80 Possible Credits/Year  
80 Possible Credits x 4 Years = 320 Possible Credits

# HIGH SCHOOL FOUR YEAR PLAN

<b>GRADE 9</b>	<b>Semester Grades</b>
1. English 9	_____
2. Math	_____
3. Science	_____
4. Physical Education	_____
5. Health/Computers	_____
6. Elective	_____
*7. Elective	_____
**8.	_____
<b>GRADE 10</b>	
	<b>Semester Grades</b>
1. English 10	_____
2. Math	_____
3. Science	_____
4. Physical Education	_____
5. World History	_____
6. Elective	_____
*7. Elective	_____
**8.	_____

<b>GRADE 11</b>	<b>Semester Grades</b>
1. English 11	_____
2. Math	_____
3. U.S. History	_____
4. Elective	_____
5. Elective	_____
6. Elective	_____
*7. Elective	_____
**8.	_____
<b>GRADE 12</b>	
	<b>Semester Grades</b>
1. English 12	_____
2. Econ/Govt	_____
3. Elective	_____
4. Elective	_____
5. Elective	_____
6. Elective	_____
*7. Elective	_____
**8.	_____

<u><b>Graduation Requirements</b></u>	
English	40 credits/4yrs.
Math	30 credits/3yrs.
Science	20 credits/2yrs.
Social Science	30 credits/3yrs.
Fine Arts or World Language	10 credits/1yr.
Physical Education	20 credits/2yrs.
Health	5 credits
Computer Operations	5 credits
<u>Electives</u>	<u>70 credits</u>
<b>TOTAL</b>	<b>230 credits</b>
<u>Algebra 1 Requirement:</u> Passing grade in all semesters of Algebra 1 or 1A/1B from Junior and/or Senior High School	
<u>Service Learning Requirement:</u> 40 hours	
Progress toward requirement: _____	
<u>High School Exit Exam:</u>	
____ Reading and Language	
____ Math	
<u><b>California Community College Admission Requirements</b></u>	
Age 18, or high school graduate, or passed California High School Proficiency Exam or GED	
<u><b>California State University and University of California Admission Requirements</b></u>	
Required Tests: SAT or ACT for UC and CSU.	
~All courses from a-g list "C" grades minimum~	
English	4 years
Math*	3 years
(Algebra, Geometry, Algebra 2/Trig)	
Lab Science*	2 years
(Biology, Chemistry)	
World Language*	2 years
World History, U.S. History	2 years
Visual and Performing Arts	1 year
College and Prep Elective	1 year
* UC recommends an additional year	

\* Special Approved Cases Only  
\*\* Kennedy Only

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

# CAREER AND COLLEGE INFORMATION WEBSITES

[www.californiacolleges.edu](http://www.californiacolleges.edu)

General information about, and links to the systems of higher education in California (UC, CSU, community colleges and independent/private schools). Explore colleges and careers and take self-assessments.

<p>The University of California <a href="http://www.ucop.edu">www.ucop.edu</a></p> <p>The California State University System <a href="http://www.csumentor.edu">www.csumentor.edu</a></p> <p>California Private/Independent Colleges <a href="http://www.aiccu.edu">www.aiccu.edu</a></p> <p>California Community Colleges <a href="http://www.cccco.edu">www.cccco.edu</a></p> <p>Explore colleges, careers, self assessments <a href="http://www.californiacolleges.edu">www.californiacolleges.edu</a></p> <p>Student transfer information for California Colleges <a href="http://www.assist.org">www.assist.org</a></p> <p>SAT Registration <a href="http://www.collegeboard.com">www.collegeboard.com</a></p> <p>ACT Registration <a href="http://www.act.org">www.act.org</a></p> <p>SAT/ACT Prep <a href="http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html">http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html</a></p> <p><a href="http://www.collegeboard.com/student/testing/psat/psatextra.html">http://www.collegeboard.com/student/testing/psat/psatextra.html</a> (free if you have taken the PSAT)</p>	<p>Financial Aid <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a> (Federal Aid Process) <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> (File the FAFSA) <a href="http://www.collegeboard.com">www.collegeboard.com</a> (EFC calculator and CSS Profile) <a href="http://www.csac.ca.gov">www.csac.ca.gov</a> (California Student Aid)</p> <p>College Majors and Careers (What can I do with a Major in...) <a href="http://www.uncwil.edu/stuaff/career/majors/">www.uncwil.edu/stuaff/career/majors/</a> <a href="http://www.luc.edu/resources/career/majors/default.html">www.luc.edu/resources/career/majors/default.html</a></p> <p>Self-Assessments of Career Interests and Personality Preferences <a href="http://www.uncil.edu/stuaff/career/students/assessments.html">http://www.uncil.edu/stuaff/career/students/assessments.html</a></p> <p>Scholarship database <a href="http://www.fastweb.com">www.fastweb.com</a></p> <p>National College Athletics Association <a href="http://www.ncaa.org">www.ncaa.org</a></p> <p>SAT/ACT Prep (UC Sponsored) <a href="http://www.cavhs.org">www.cavhs.org</a></p>
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# Guidance Information

## Add/Drop Course

Students may add a course up to three (3) weeks into a new semester. Courses may be dropped up to three (3) weeks into a semester, if students are adding a new course in a different subject/level. Students may drop a course up to five (5) weeks for the purposes of changing to a parallel subject/section only. Any class change must be made with teacher/counselor approval only. Except with school approval, R.O.P. courses may not be dropped. Exceptions noted for transfers and new students. AR6146

**\*JFKHS students contact school counselor due to the JFKHS's "block scheduling".**

## Grade Point Average

A student's grade point average (GPA) is calculated each quarter on the basis of grades received from all of the courses in which the student is enrolled, but only semester grades are included in transcripts as a part of a student's permanent school record. The GPA is used to determine class rank, college and university admission, and academic eligibility for extracurricular and co-curricular activities.

## MVAL Eligibility Requirements

Follow the MVAL guidelines.

## Repeating Courses for Credit

A student's GPA for a single grading period and/or his/her cumulative GPA may be improved if a student 1) earned a grade lower than a "C" and 2) repeats the course with a higher grade. This may be done the following semester or year as well as in summer school. Students should check with an administrator prior to repeating a course to ensure that proper credit will be earned. Note: A student who repeats a course for grade improvement will NOT receive additional credits. Colleges will not accept a repeat course for grade improvement unless the original grade was below a "C".

## Alternative Programs

The following programs provide an alternative means of earning a high school diploma or its equivalent. Further information and/or necessary papers may be obtained from a site administrator or counselor.

Adult School (Regular Enrollment) - Students who are 18 years old or who are granted a waiver may become regular Adult School students. An accredited Adult School diploma may be earned upon completion of a designated course of study.

Adult School (Graduate Equivalent Diploma (GED)) - Students who take and pass this test are given a certificate of equivalency in meeting five curricular areas: writing skills & essay, reading, mathematics, social studies, and science. A student must be at least 18 years of age to take this examination.

California High School Proficiency Exam (CHSPE) - Students who take and pass this test are given a certificate of proficiency for the state of California which may or may not be accepted as being the equivalent of a regular high school diploma. A student must be at least 16 years of age to take this examination.

College Connections - The College Connection Program is a unique program available to high school seniors in the Fremont Unified School District that allows them to complete their final year of high school while taking college courses at Ohlone Community College at the same time. This program is designed for highly motivated students who are ready to begin their transition to college before they graduate. The first semester, students take American Government, English 12, and the elective; You and the Law. During the second semester, students take Economics and two electives, Humanities 12 and Literature, Justice and Society. The program is open to FUSD high school seniors provided they are in good academic standing, have a minimum 2.5 GPA, and have passed the California State High School Exit Exam by the end of their junior year.

Vista Alternative School/Independent Study - provides an additional option for the pursuit of educational goals. This voluntary independent study program is designed for those students who prefer to learn on their own. Students who would benefit from this program typically: want to work faster than most students, have personal health needs that make it difficult to attend a full day of school, have special training for sports or the arts that requires a flexible schedule or need to work full time. Students must have the ability to read and understand the district textbooks on their own, and the discipline to complete at least 25 hours of work at home every week. Enrollment is limited and interested students must apply to be admitted to Vista. The application is reviewed by the principal, the counselor, the lead teacher, and the transcript must reflect that the student has the ability to pass high school level classes.

Cal SAFE/Teen Parent Program - Cal SAFE provides services and support for teen parents who are currently enrolled in Fremont, New Haven, Newark or Livermore schools. Qualifying students can access daycare during the school day in order to maintain continuity of a successful education. Cal SAFE also offers parenting classes at selected schools, as well as, parenting curriculum to be completed on an independent study basis. The program has a dedicated counselor who supports the teen parents in order to meet each student's needs. The primary goals of the Cal SAFE program is to help students stay on track with high school graduation, find and support post secondary career training and support the successful parenting of each student's healthy young infant or toddler.

## **GATE/Honors /Advanced Placement Courses**

- GATE classes at the secondary level are designed as Honors (H).
- Honors classes combine GATE students with other high achieving students in courses designated as Honors classes. To qualify or continue:
  - Non GATE identified students must have Advanced subject area CST scores, except for Honors Science, where it must be advanced CST scores in English **and** Math **and** “A” or “B” grade earned in the subject.  
**or**
  - Non GATE identified students with “A” grades in both 7<sup>th</sup> and 8<sup>th</sup> grade subject matter classes may enter into Honors classes.  
**or**
  - Successful completion (C or better grades) at the previous level to continue in the Honors course.
- Advanced Placement (AP) classes are open to any student who is interested in the subject and is willing to work hard. Students do not have to be GATE identified to qualify for an AP course. All course prerequisites must be met. AP classes are college level classes.

### Curriculum

Curriculum for all Honors/AP classes shall be appropriately differentiated from the Core curriculum. Curriculum objectives will reflect the more challenging levels of interaction with curricular material.

### Grading Policy

These guidelines shall be communicated by the Honors teachers to students and parents at the beginning of the year and discussed as necessary for clear understanding.

1. It is a realistic expectation for all GATE identified and high achieving students to succeed academically in Honors classes.
2. A parent conference by phone, or in person, must be scheduled for any student receiving a grade below a “C” at the quarter in an Honors class. The student’s continued presence in the class must be evaluated at that time.
3. Underachieving students are not to be dropped from the Honors classes without a parent meeting and, if necessary, a referral to the Student Study Team (SST) or sub-committee\*.
4. All students in Honors classes will have parent notification of underachieving performances.

### Homework Policy

1. Honors homework will be in keeping with the Fremont Unified School District policy (BP/AR 6154) and not require excessive amounts of time; differences should be in depth and complexity not in quantity and length of assignments.
2. Advanced Placement (AP) classes will require more homework time for students.
3. 9<sup>th</sup> - 12<sup>th</sup> grade homework will be approximately 70-120 minutes per evening or 280-480 minutes per week.
4. Teachers may not assign summer homework or require students to complete assignments during summer vacation in preparation for the next school year’s Honors/AP course(s). Reading lists may be distributed. However, it is the student’s option to read during the summer. No test or extra credit, based on summer reading, may be given at the start of the school year.

### Honors Program Exit Criteria

1. GATE identified students and high-achieving students enrolled in Honors course(s) must maintain appropriate grades acceptable to the University of California and the California University systems.
2. Students whose grades consistently fall below the UC and CSU standards (D or F grade) in an Honors class(es) will be notified by the teacher, and a parent conference by phone or in person, must be scheduled. These students may have until the end of the semester to improve their grade(s) for continuance in the class(es) or may be referred to the Student Study Team or sub-committee\* as appropriate for one of the following recommendations:
  - A. Continuance in the Honors class.
  - B. Transfer to a college preparatory class(es); parents must be informed of the transfer.
3. Parents and/or students may appeal the decision of the Student Study Team to the Director of Secondary Education.
4. Students may petition to enroll in an Honors class(es) the following year.

\* The sub-committee may be comprised of an administrator, teacher, or counselor who understands the characteristics of gifted students.

## FORMAT OF COURSE DESCRIPTIONS

### How to Read a Course Description

All of the information in the course description entry is important. Be sure that you read it all and understand what it says. Check back to this page as needed.

### Example:

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
Digital/Photography 2	FPFP	10-12	g	10 credits/year
Drawing 1	ZDAG	9-12		5 credits/semester

Note: Blank indicates non fulfillment of UC/CSU “a-g” requirements.

### Explanation:

- ◆ Digital/Photography 2 is open to 10-12 grade students. It fulfills University of California “a-g” requirement, as a “g” elective. It is a 10 credit course/year long.
- ◆ Drawing 1, a beginning class is open to 9-12 grade students. It does not fulfill University of California “a-g” requirement. It is a 5 credit course, one semester long.

### Additional Notes:

- ◆ The courses listed in this catalog represent all the approved courses for the Fremont Unified School District. Due to factors such as student enrollment, student interest, teacher credentialing and staffing allocations, not all of the courses are offered at each campus. At the time of registration/scheduling, each school will provide students with a list of courses offered for their particular site.
- ◆ Credits earned in all courses will be applied toward the fulfillment of Fremont Unified School District graduation requirements.
- ◆ Only courses designated “a-g” meet University of California entrance requirements. Individual school’s UC “a-g” lists are available from administrators, guidance staff, or online at [www.ucop.edu/doorways](http://www.ucop.edu/doorways).
- ◆ Honors courses are high school level courses that are more rigorous, designed to challenge the Gifted and Talented (GATE) and other high achieving students.
- ◆ Advanced Placement (AP) courses are college level courses offered on our high school campuses. Some colleges and universities will grant credit or accelerated placement based on passing scores earned on the Advanced Placement Examination administered in May. (Check individual college and university catalogs for specific requirements.)
- ◆ Students are not allowed to take sequenced courses in the same subject area, concurrently.

## AVID

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>AVID</b>	<b>YAVG9</b>	<b>9</b>		<b>10 credits/year</b>
	<b>YAVG10</b>	<b>10</b>		

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. AVID students learn skills such as time management, note-taking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder including an assignment calendar, class and textbook notes, assignments, and homework, which is graded regularly. **Students who enroll in the course will be required to commit to the program for four years.**

<b>AVID Senior Seminar</b>	<b>YAVG11</b>	<b>11</b>		<b>10 credits/year</b>
<i>Prerequisite: AVID 9 &amp; 10</i>	<b>YAVP12</b>	<b>12</b>	<b>g*</b>	

The AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors who elect to take a course that prepares them for the rigors required for college work. Students will engage in high levels of WIC-R, (writing, inquiry, collaboration and reading) strategies needed to prepare for the level of work required to produce a culminating research project at the end of the senior year. In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies, and tasks that should be achieved during the junior and senior years. \* Pending UC/CSU approval.

<b>AVID Tutor</b>	<b>IYAG10</b>	<b>10-12</b>		<b>10 credits/year</b>
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AVID tutor is a one year elective course for students wishing to be tutors in the AVID elective program. Students will tutor 5-7 AVID students twice a week during the tutorial portion of the AVID elective class, and assist the teacher in providing academic and organizational skills to students. The tutors are expected to be able to help in at least three academic subjects in which they have been successful at in an Honors or Advanced Placement level. These could include, but are not limited to: World Languages, Language Arts, Mathematics, Sciences, and Social Sciences. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students.

## BUSINESS AND TECHNOLOGY

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Business Math</b>	<b>MBIG</b>	<b>10-12</b>		<b>10 credits/year</b>

*Prerequisite: Completion of Algebra 1.*

This is a one-year application course covering basic math functions. Many formulas used in business including theory, drill, practice and personal finance management are covered. This course applies math to solve personal and business-related math problems. A calculator will be required. This course meets Fremont Unified's graduation requirement for math.

<b>Computer Operations</b>	<b>COAG</b>	<b>9-12</b>		<b>5 credits/semester</b>
<b>Required 9<sup>th</sup> Grade course opposite Health</b>				<b>10 credits/year</b>

This course covers the basic computer concepts including Internet use, word processing, database systems, spreadsheet template construction and uses, presentation software and home page building. A lab donation may be requested. This course meets the computer literacy requirement.

<b>AP Computer Science A</b>	<b>YCLH</b>	<b>11-12</b>	<b>g*</b>	<b>10 credits/year</b>
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*Prerequisite: Algebra II/Trigonometry with a B or better and be enrolled in Pre-Calculus or taken/passed Pre-Calculus.*

AP Computer Science A course emphasizes object oriented programming, algorithm development, and problem solving. The Java programming language will be used to write programs. Students are expected to work at least 2-3 hrs. per week outside of class hours on their computers. They will have access to school PCs. Students can also run and debug their programs on their personal computers. The computers must be able to compile and run java code. \*Pending UC/CSU approval.



**Creative Clothing 2****JTAG****10-12****10 credits/year***Prerequisite: Creative Clothing 1.*

Creative Clothing 2 is designed for students with basic skills in garment construction. Emphasis will be on creativity and use of a variety of fabrics. Projects will vary from site to site. This course may be repeated for credit. There will be a lab donation requested per student.

**Creative Clothing 3****JTIG****11-12****10 credits/year**

Creative Clothing 3 is a class for advanced sewing students. Students will design and create projects that utilize a variety of fabrics. This course may be repeated for credit. There will be a lab donation requested per student.

**Stitchery****JTAG****9-12****10 credits/year**

The world of hand stitching and even some machine stitching will be explored. At least eight projects will be completed in a year. Students will select from counted cross-stitch, embroidery, needlepoint, candle-wicking, quilting, latch hook, knitting, and crochet. This course may be repeated for credit when additional techniques are learned. There will be a lab donation requested per student.

**Culinary Arts 1 (Beginning)****JFCG****9-12****10 credits/year**

Students will learn how to prepare soups, salads, main dishes, quick and yeast breads, pies, cakes, and other desserts as well as how to use convenience foods in creative ways. Students will increase their ability to apply principles of nutrition, meal planning, and diet planning to meet specific health and lifestyle needs. Students will increase their culinary skills through advanced recipes and preparation techniques. Lab donation per semester will vary from site to site.

**Culinary Arts 2 (Advanced)****JFFG****10-12****10 credits/year***Prerequisite: C or better in Culinary Arts 1 or teacher approval.*

Students: Let your taste buds travel as you prepare and sample dishes from foreign countries and various regions of the United States. Then learn about making and serving party foods and techniques of entertaining. Lab donation per semester will vary from site to site.

**Culinary Arts 3****JFIG****11-12****10 credits/year**

Culinary Arts 3 is a class for advanced cooking students. Students will learn more complicated recipes and techniques of entertaining. This course may be repeated for credit. There will be a lab donation requested per student.

## ENGLISH

### SUGGESTED COURSE SEQUENCES

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	English 11	English 12
English 9 Honors	English 10 Honors	English 11 Honors AP English 11	AP English 12

**NOTE:** Students may only use 20 credits of ELD towards graduation requirements.

**Course Title****Course Code****Grade(s)****“a-g” Fulfillment****Length of Course****Academic Literacy****YALG****9****10 credits/year**

This course focuses on the development of reading strategies that help students negotiate their way through all levels of literary study. Teachers follow the Reading Apprenticeship Framework (WestEd), helping students develop the knowledge, strategies and dispositions they need to become more powerful readers. Teachers model disciplinary ways of reading in different subject areas and genres, support students’ discovery of their own reasons to read, and guide students to explore, strengthen and assess their own reading. Literacy study is extended through writing, discussion, presentations, and public speaking.

**American Studies 11****EAIP****11****b****10 credits/year***Prerequisite: Successful completion of English 10 or enrollment in English Skills Support class; successful completion of World History.*

This course combines the curriculum of U.S. History with that of 11<sup>th</sup> grade American Literature. Students will study and explore American History using specific pieces of literature and primary sources that are tied to key historical events, movements, trends, and individuals. The confluence of numerous cultures, as shown through the California State Framework, will factor into this one year course as will the study of writing, literature, and comprehension skills.

<b>*ELD 1 Reading</b>	<b>EECG</b>	<b>9-12</b>		<b>10/year English credits</b>
<b>*ELD 1 Writing</b>	<b>YECG</b>	<b>9-12</b>		<b>10/year Elective credits</b>

English Language Development is for students who have had limited instruction in English. This is a basic course for acquiring and improving skills in reading, writing, listening, and speaking. Emphasis on development of vocabulary, reading comprehension and awareness of literary forms will be taught. This is a two/three-period a day course. \*Placement in these classes depends on CELDT scores.

<b>*ELD 2 Reading</b>	<b>EEFG</b>	<b>9-12</b>		<b>10/year English credits</b>
<b>*ELD 2 Writing</b>	<b>YEFG</b>	<b>9-12</b>		<b>10/year Elective credits</b>

English Language Development for students continuing to improve their English skills. The instruction is literature based. It includes reading, writing, listening and speaking skill development. There is an emphasis on writing including sentence, paragraph and essay forms. This is a two-period a day course. \*Placement in these classes depends on CELDT scores.

<b>*ELD 3</b>	<b>EEIG</b>	<b>9-12</b>		<b>10/year English credits</b>
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English Language Development for students continuing to improve their English skills It includes reading, writing, listening and speaking skill development.

<b>English Skills Support</b>	<b>YELG</b>	<b>9-12</b>		<b>10 credits/year</b>
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*Prerequisite: Concurrent enrollment in English..*

This series of courses is designed to meet the needs of students who want/need additional language arts support. Please note that these courses do NOT earn English credit. They do incorporate basic organizational writing, reading, and study skills while assisting students with the completion of English outcomes and benchmark assignments.

<b>English 9 Standard</b>	<b>EZCG</b>	<b>9</b>		<b>10 credits/year</b>
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This course meets the basic English content standards for this grade level. Successful completion of this course qualifies for high school graduation but not admission to four year universities.

<b>English 9</b>	<b>EZCP</b>	<b>9</b>	<b>b</b>	<b>10 credits/year</b>
<b>English 9 for ELL</b>	<b>EZCP</b>	<b>9</b>	<b>b</b>	<b>10 credits/year</b>

This college prep English 9 class offers opportunities for students to receive instruction in reading, writing, speaking and listening skills. Students will read, analyze and compare district-adopted core literature.

<b>English 9 Honors</b>	<b>EZCH</b>	<b>9</b>	<b>b</b>	<b>10 credits/year</b>
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*Prerequisite: GATE identified or District Honors policy.*

This college preparatory English 9 class offers opportunities for those students who seek an academic challenge and who wish to demonstrate the ability to earn honors credit. In addition to social and cooperative skills, the ninth grade college prep course offers differentiated instruction based on students' individual needs. Instruction ranges from reading, writing, listening, and speaking skills to an awareness of literary forms. Students learn the structure of the personal and the expository essay. Several literary genres will be explored in depth with the honors students responding at a higher critical and creative level.

<b>English 10 Standard</b>	<b>EZFG</b>	<b>10</b>		<b>10 credits/year</b>
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*Prerequisite: Scores Far Below Basic or Below Basic on ELA; administrative recommendation.*

This course meets the Basic English content standards for this grade level. Successful completion of this course qualifies for high school graduation but not admission to four year universities.

American: Students enrolled in this course will be concurrently enrolled in Read to Achieve.

<b>English 10</b>	<b>EZFP</b>	<b>10</b>	<b>b</b>	<b>10 credits/year</b>
<b>English 10 for ELL</b>	<b>EEFP</b>	<b>10</b>	<b>b</b>	<b>10 credits/year</b>

This English course gives all students, including the college-bound, an overview of world literature in its historical context based on district-adopted texts. Students will develop and strengthen essay and research skills, study career paths, and increase vocabulary skills as guided by the California English Language Arts Content Standards. Additionally, students will continue preparation for the CAHSEE and English Language Arts state standards assessment.

<b>English 10 Honors</b>	<b>EZFH</b>	<b>10</b>	<b>b</b>	<b>10 credits/year</b>
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*Prerequisite: GATE identified or District Honors policy.*

Students will focus on analyzing literature as they study dramatic works, short stories, and novels. Composition skills will be further developed through compare/contrast and persuasive essays. Career Path preparation continues with exploration of career paths, personal skills surveys, and appropriate technology. An additional focus will be college preparatory vocabulary. As in the freshman year, an honors program will be available for those who choose to study rhetorical structures in writing. Student outcomes include work with reading, writing, literature, speaking, listening, personal responsibility, and social/cooperative skills.



<b>Humanities 12</b>	<b>EZKP</b>	<b>12</b>	<b>b</b>	<b>10 credits/year.</b>
This course which combines the required elements of <u>American Government</u> , <u>Economics</u> , and <u>English 12</u> in a format that uses literature, the arts, and primary source readings from the social sciences to examine major themes of civilization. An interest in writing, reading, discussing ideas, and being creative is necessary for students in this class.				
<b>Public Speaking</b>	<b>ZXFP</b>	<b>10-12</b>	<b>g</b> <b>g</b>	<b>10 credits/year</b> <b>5 credits/semester</b>
This course is for students interested in developing skills in oral presentation. Students will learn how to research, outline, organize and deliver various types of formal speeches including informative, persuasive, and special occasion. Additional presentations will include impromptu speeches, oral interpretations of poetry and prose, and debates. Students will enter speech contests and observe local forensic league competitions.				
<b>Journalism 1</b>	<b>YJFP</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: Successful completion of all English 9 outcomes and/or completion of application process.</i>				
Students will study: writing for a school newspaper, proofreading, editing, layout, advertising and marketing, legal responsibility, and desktop publishing. Students will learn and practice all skills necessary to produce our school newspaper.				
<b>Journalism 2</b>	<b>YJIP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: Journalism 1 and/or completion of application process.</i>				
Develop skills in Electronic Desktop Publishing, website design and information management skills while making the editorial decisions for the school newspaper.				
<b>Literature in Film</b>	<b>YLIP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: Completion of English with a C or better.</i>				
This course will explore significant literary works and their movie counterparts. The course is organized by movie genres with three notable films from each. Students will compare and contrast the literature to the film, analyzing the adaptation of the movie from the novel for accuracy and the interpretation of the plot and characters by the screenwriter and director. Students will analyze how the movies and literature reflect the time period of publication and the cultural and political climate of the day. Focusing specifically on the film, students will be introduced to film techniques, the history of film, and film production. Students will critique the use of special effects and technology in film and the subsequent commentary it provides on the attention span and changing desires of the audience.				
<b>Literature, Justice, and Society</b>	<b>YEIP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: Completion of English with a C or better.</i>				
This course is an interdisciplinary college prep class designed to promote the values and beliefs needed to build and sustain a free and democratic society. Students will study the historical development and lessons surrounding collective violence and racism, making the connection between history and moral choices confronted in their own lives. Units of study center on literature, art and film.				
<b>Publications 1</b>	<b>ZJFG</b>	<b>9-10</b>		<b>10 credits/year</b>
<i>Prerequisite: B or better in English and approval of advisor.</i>				
This hands-on, production course teaches desktop publishing skills including layout design, graphic design, copy writing, typesetting, editing, proofreading, and photography in relation to scholastic yearbook publishing. Spending time outside of class and meeting all deadlines are required. Publications 1 provides a good foundation for careers in publishing and photography.				
<b>Publications 2</b>	<b>ZJIP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: B or better in Publications 1 and approval of advisor.</i>				
This course not only offers advanced study of scholastic yearbook production but also presents opportunities for editorships and staff leadership. This course provides a good foundation for careers in publishing and photography.				
<b>Read to Achieve</b>	<b>YZBR</b>	<b>9-12</b>		<b>10 credits/year</b>
This class is an elective open to students whose reading scores are Far Below Basic or Below Basic on state standards. It is designed to build students' reading and comprehension skills to expand and strengthen vocabulary by teaching context clues to improve test taking skills across the curriculum, but primarily for the purpose of improving students' CST reading scores. Grammar and higher order thinking skills will be an integral part of the improvement process.				
<b>Read Opportunity</b>	<b>YZAG</b>	<b>9-12</b>		<b>10 credits/year</b>
<i>Prerequisite: State Standards score of Far Below Basic or Below Basic.</i>				
This class is designed to build students' reading and comprehension skills; to expand and strengthen vocabulary primarily by teaching context clues, and to improve reading skills across the curriculum.				

# FINE ARTS: VISUAL AND PERFORMING

## Visual Arts

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Art 1</b> In the Art 1 course students will explore various media used in drawing, painting, sculpting, printmaking, and other two and three-dimensional art forms. The basics of design and composition will be studied, including space, line, shape, form, texture, and color. Art from various cultures will be presented. A lab donation may be requested.	<b>FACP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<b>Art 2</b> Two Dimensional Designs <i>Prerequisite: Art 1.</i> Students will further their knowledge of design and composition, and deepen their appreciation of art as they develop skills in painting, sculpture, printmaking, and drawing techniques. A lab donation may be requested.	<b>FAFP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<b>Art 3</b> <i>Prerequisite: Successful completion of Art 2 with a C grade or better or approval of instructor based on portfolio review.</i> Students will further their knowledge and appreciation of the art techniques used by Rembrandt and the Flemish masters through use of glazing techniques and undercoating in paint, (acrylic & oil). Advanced techniques in 3 <sup>rd</sup> dimensional art/sculpture will be covered in the second half of the year. Material may include clay, with use of armatures and assemblage using soldering, wire & metal. Advanced techniques of ink illustration and mixed media will also be covered.	<b>FAIP</b>	<b>12</b>	<b>f</b>	<b>10 credits/year</b>
<b>Art 4</b> <i>Prerequisite: Successful completion of Art 1 or Art 2, submission of a statement of intent, and teacher’s approval.</i> Students will further their knowledge of and their appreciation of art. Emphasis will be on three-dimensional projects and may include advanced sculpture, ceramics (clay), stained glass, oil and water-based painting, illustration and other advanced art techniques. A lab donation may be requested.	<b>FALP</b>	<b>12</b>	<b>f</b>	<b>10 credits/year</b>
<b>Narrative Art 1</b> <i>Prerequisite: Art 1, Photography 1, or Digital Imaging.</i> Narrative Art is a year-long course that introduces the study of Narrative Art Practice, Theory and History. Students will view Narrative Art from the early 20 <sup>th</sup> century to the present day and analyze it in aesthetic, technical, and historical terms. Students will plan and create Narrative Drawings, Sequential Art (comic strips), Illustration, 2-Dimensional cell Animation, Clay Animation, and 3-Dimensional computer generated Animation. The creation of these projects will mirror the processes used by professional cartoonists, Illustrators, and animators. Students will create Storyboards, Character Studies, Written Synopses, and construct model sets in preparation for creating their own Narrative Art pieces. Students will focus on developing a unique and individual Narrative Art style and develop a portfolio of Narrative artworks.	<b>FECG</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
<b>Narrative Art 2</b> Narrative Art 2 continues and deepens the study of Narrative Art Practice, Theory and History begun in Narrative Art 1. Students will plan and create much more advanced narrative drawings, sequential art (comic strips), illustrations based on text, two-dimensional cell animation, clay animation, and 3-dimensional computer generated animation. Students will further familiarize themselves with the processes and techniques used by professional cartoonists, illustrators and animators, and will begin developing marketable career skills. Students will focus on refining a unique and individual style and create a portfolio of Narrative Artworks, which can be used for college and employment applications.	<b>FEFP</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
<b>Film in the 20<sup>th</sup> Century</b> This course includes the history of feature film, television, and recorded music, visual arts and theater from 1895 – present. Films, recorded music, readings, and discussions focus on the historical, the technical, the aesthetic, the sociological, and the economic aspects of these media. Students will have an opportunity to edit and write films with current software.	<b>FJFP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<b>Sculpture 1</b> Sculpture students learn and explore various media and methods (e.g. casting, carving, mold-making and relief), art in history, careers in art and art appreciation. A lab donation may be requested.	<b>FSCG</b>	<b>9-12</b>		<b>10 credits/year</b>

<b>Sculpture 2</b>	<b>FSFP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Sculpture 1.</i>				
Sculpture 2 is designed for the second year sculpture student. Students will further their knowledge of three-dimensional art through a rich study in both observational and conceptual projects. Students will participate in a wide range of experiences including research, field studies and critiques. Students will study plaster, clay, wire, papier-mâché and found objects as sculptural materials. A lab donation may be requested.				
<b>Sculpture and Ceramics</b>	<b>FCDP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Students who enjoyed creating papier-mâché and ceramic sculpture in Art 1 can further develop their sculpting skills. Clay, plaster, wire, and papier-mâché are some of the materials used. This course includes an introduction to the potter's wheel and will require both a gallery tour and review. A lab donation may be requested.				
<b>Ceramics 1</b>	<b>FYFP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
This ceramics course will cover the basic hand building method, wheel method, and decorative techniques. Creative design and individual expression will be emphasized through functional and non-functional projects. Students will gain an appreciation of historical and contemporary ceramics. Ceramics may be repeated for credit. Some expenses will be incurred in the purchase of materials and a donation may be requested.				
<b>Ceramics 2</b>	<b>FYHG</b>	<b>11-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Successful completion of Ceramics 1 and teacher's approval.</i>				
This ceramics course will be a continuation of Ceramics 1. Students will further their knowledge and expertise in both hand building and throwing techniques and explore a variety of glazing techniques. Emphasis will be on advanced techniques in construction and glazing. Expenses may occur in the purchase of materials.				
<b>Architectural Design 1</b>	<b>FADP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
Architecture students learn the essentials of buildings. Units of study include: concept form and function, floor and elevation drawing, model construction, site and landscape plans, and interior design. This is a College Preparation course, designed for the college-bound student. A lab donation may be requested.				
<b>Architectural Design 2</b>	<b>FAEP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Architectural Design 1.</i>				
Architectural Design 2 is designed for the second year advanced architecture student. In addition to building upon the foundation of Architectural Design 1, Architectural Design 2 students will study designs of commercial structures, city planning, the effects of light with structures, the Uniform Building Code, site analysis, and career paths. This study will be achieved through research papers, design drawings and models, oral presentations/critiques, and field study. Architectural Design 2 students are expected to work at an advanced level and accelerated pace.				
<b>Architectural Design 3</b>	<b>FAIG</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Architectural Design 2.</i>				
Architectural Design 3 is designed for the third year advanced architecture student. In addition to building upon the foundations of Architectural Design 2, Architectural Design 3 students will study tenant improvement, residential communities, and proportioning systems. This study will be achieved through research papers, design drawings and models, oral presentations/critiques, and field study. Architectural Design 3 students are expected to work at an advanced level and accelerated pace.				
<b>Architectural Design 4</b>	<b>FALG</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Architectural Design 3.</i>				
Architectural Design 4 is designed for the fourth year advanced architecture student. In addition to building upon the foundations of Architectural Design 1, Architectural Design 2, and Architectural Design 3, Architectural Design 4 students will study organic design, geometric design, ecological design, and landscape architecture. This study will be achieved through research papers, design drawings and models, oral presentations/critiques, and field study. Architectural Design 4 students are expected to work at an advanced level and accelerated pace.				
<b>Studio Art</b>	<b>FNIP</b>	<b>11-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Completion of Art 2 with a <u>B</u> or better and demonstrated ability for self-directed learning and work habits (must have instructor's approval for enrollment).</i>				
Art Studio is designed for the self-directed advanced student. This course provides an opportunity for self-directed in-depth study. The student, with instructor advisement, defines and clarifies course parameters and learning objectives. The student is required to exhibit at least a one-week display of his/her artwork in June. Course is designed to prepare the student for Advanced Placement Studio Art. Students are encouraged to provide personal materials for special types of study (as in stretched canvases, etc.).				



*Prerequisite: Art 1, Photo 1 or Teacher Approval.*

This course uses PhotoShop to create art work on the computer. Students will learn scanning and digital photography. They will manipulate images by compositing and drawing on the image in the computer. Projects include a wide range of topics and subjects.

## Performing Arts

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
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<b>Symphonic Band</b>	<b>FBFP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
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*Prerequisite: Audition and teacher’s recommendation.*

This advanced course is designed for students who play a band instrument and are interested in the total range of band music and activities. You will continue to improve instrumental skills, musicianship and showmanship. You will continue learning music theory, music history how to perform chamber music, concert music, and symphonic literature. Attendance at rehearsals and performances is required. This course is recommended for students who have successfully completed a year of Band I.

<b>Wind Ensemble</b>	<b>FBJG</b>	<b>11-12</b>	<b>f</b>	<b>10 credits/year</b>
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*Prerequisite: Teacher approval.*

This ensemble, consisting of woodwind, brass, and percussion players, is designed for the most advanced and motivated student musicians on campus. Since these students will have advanced technical skills as a prerequisite for the class, the curricular focus will be on artistic and soloistic expression. In addition to full ensemble playing, a great deal of time will be spent in chamber ensembles. A lab donation will cover the cost of sheet music and supplies.

<b>Jazz Ensemble</b>	<b>FJCP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester 10 credits/year</b>
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*Prerequisite: Previous instrumental experience, audition; Concurrent enrollment in Band 1, 2, Advanced Band 1, 2, 3 or Orchestra 1, 2, 3, 4.*

This class will explore a variety of jazz styles and time periods. Skills in tone production, intonation, technique, music reading and musical expression will be studied within the big band and combo repertoire. Improvisational techniques will be introduced. Attendance at evening concerts, festivals, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies. Rehearsals times are determined by school site and variable unit credit may be given. This is a repeatable course.

<b>Jazz Ensemble 2</b>	<b>FJKP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester 10 credits/year</b>
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*Prerequisite: Jazz Ensemble 1, audition; Concurrent enrollment in Band 1, 2, Advanced Band 1, 2, 3 or Orchestra 1, 2, 3, 4.*

This class will explore a variety of jazz styles and time periods. Skills in tone production, intonation, technique, music reading and musical expression will be studied within the big band and combo repertoire. Improvisational techniques will be expanded. Attendance at evening concerts, festivals, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies. Rehearsals times are determined by school site and variable unit credit may be given.

<b>Jazz Ensemble 3</b>	<b>FJIP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester 10 credits/year</b>
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*Prerequisite: Jazz Ensemble 2, audition; Concurrent enrollment in Band 1, 2, Advanced Band 1, 2, 3 or Orchestra 1, 2, 3, 4.*

This class will explore a variety of jazz styles and time periods. Skills in tone production, intonation, technique, music reading and musical expression at an advanced level will be studied within the big band and combo repertoire. Improvisational techniques will be expanded. Attendance at evening concerts, festivals, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies. Rehearsals times are determined by school site and variable unit credit may be given.

<b>Jazz Ensemble 4</b>	<b>FJLP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester 10 credits/year</b>
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*Prerequisite: Jazz Ensemble 3, audition; Concurrent enrollment in Band 1, 2, Advanced Band 1, 2, 3 or Orchestra 1, 2, 3, 4.*

This class will explore a variety of jazz styles and time periods. Skills in tone production, intonation, technique, music reading and musical expression at an advanced level will be studied within the big band and combo repertoire. Improvisational techniques will be expanded. Attendance at evening concerts, festivals, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies. Rehearsals times are determined by school site and variable unit credit may be given.

<b>Band 1</b>	<b>FBCP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester 10 credits/year</b>
This is a performance class for all students who have had previous experience playing a band instrument. Students who wish to restart or begin playing a band instrument should contact the director. Skills in tone production, intonation, technique, music reading and musical expression will be studied. Attendance at evening concerts, parades, football games, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies.				
<b>Band 2</b>	<b>FBFP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester 10 credits/year</b>
<i>Prerequisite: Band 1 and teacher's recommendation.</i>				
This is a performance class for all students who have had previous experience in high school Concert Band. Skills in tone production, intonation, technique, music reading and musical expression will be studied. Attendance at evening concerts, parades, football games, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies.				
<b>Advanced Band</b>	<b>FBIP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Band 1 or 2; Audition and teacher's approval.</i>				
This course is designed for students who have played a band instrument and have experience in a range of band and music activities. Skills in tone production, intonation, technique, music reading and musical expression at an advanced level will be studied within the Symphonic Band repertoire. Students must demonstrate skills in precision teamwork, body carriage, musicianship and showmanship, Marching Band techniques and movement are assessed in competitions. Attendance at evening concerts, parades, football games, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies. This is a repeatable course.				
<b>Advanced Band 2</b>	<b>FBLP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Advanced Band 1; Audition and teacher's approval.</i>				
This course is designed for students who have played a band instrument and have experience in a range of band and music activities. Skills in tone production, intonation, technique, music reading and musical expression at an advanced level will be studied within the Symphonic Band or Wind Ensemble repertoire. Students must demonstrate skills in precision teamwork, body carriage, musicianship and showmanship, Marching Band techniques and movement are assessed in competitions. Attendance at evening concerts, parades, football games, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies.				
<b>Advanced Band 3</b>	<b>FBMP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Advanced Band 2; Audition and teacher's approval.</i>				
This course is designed for students who have played a band instrument and have experience in a range of band and music activities. Skills in tone production, intonation, technique, music reading and musical expression at an advanced level will be studied within the Symphonic Band or Wind Ensemble repertoire. Students must demonstrate skills in precision teamwork, body carriage, musicianship and showmanship, Marching Band techniques and movement are assessed in competitions. Attendance at evening concerts, parades, football games, community events and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies.				
<b>Marching Band</b>	<b>PBAP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester</b>
This course is designed for students who play a band instrument and are interested in the total range of band music and activities. Students will improve instrumental skills as well as acquire skills in precision teamwork, body carriage, musicianship, and showmanship. This course counts as P.E. credit, and may be repeated each fall semester. Students who are flag team members, majorettes or other band auxiliary must enroll. A lab donation will cover the cost of transportation, sheet music and supplies. Attendance at rehearsals and performances is required.				
<b>AP Music Theory</b>	<b>FMLH</b>	<b>11-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Musical experience and teacher interview.</i>				
This class leads to an aural and visual understanding of musical structure including compositional procedures, part writing, basic harmony and chorale structure. It also emphasizes melodic and harmonic dictation and sight singing. It is designed to prepare students to take the AP Music Theory exam. This class will require more homework time for students.				
<b>Musical Theatre Vocal Workshop</b>	<b>FMIP</b>	<b>9-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Previous or concurrent enrollment in Choir 1 &amp; 2 or Chorale; audition and teacher approval.</i>				
This course encourages students to develop their vocal skills utilizing the materials of musical theatre. They will be required to sing solos and in small and large ensembles. Students will research and present the work of major musical theatre composers. Students will also rehearse and prepare for upcoming productions.				

<b>Orchestra</b>	<b>FOCP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/ear</b>
<i>Prerequisite: Previous string experience.</i>				
Students with experience in playing the violin, viola, cello and string bass will improve instrumental, musical, listening skills, and music theory studies. Skills in tone production, intonation, technique, music reading and musical expression will be studied within the string and symphonic repertoire. Activities include concerts, contests, small ensemble works and the spring musical. Attendance at evening concerts, community events, musicals and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies. This is a repeatable course.				
<b>Orchestra 2</b>	<b>FOFP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Orchestra 1, audition, director's approval.</i>				
Students with experience in playing the violin, viola, cello and string bass will improve instrumental, musical, listening skills, and music theory studies. Skills in tone production, intonation, technique, music reading and musical expression will be studied within the string and symphonic repertoire. Activities include concerts, contests, small ensemble works and the spring musical. Attendance at evening concerts, community events, musicals and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies.				
<b>Orchestra 3</b>	<b>FOIP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Orchestra 2, audition, director's approval.</i>				
Students with experience in playing the violin, viola, cello and string bass will improve instrumental, musical, listening skills, and music theory studies. Skills in tone production, intonation, technique, music reading and musical expression at an advanced level will be studied within the string and symphonic repertoire. Activities include concerts, contests, small ensemble works and the spring musical. Attendance at evening concerts, community events, musicals and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies.				
<b>Orchestra 4</b>	<b>FOLP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Orchestra 3, audition, director's approval.</i>				
Students with experience in playing the violin, viola, cello and string bass will improve instrumental, musical, listening skills, and music theory studies. Skills in tone production, intonation, technique, music reading and musical expression will be studied within the string and symphonic repertoire. Activities include concerts, contests, small ensemble works and the spring musical. Attendance at evening concerts, community events, musicals and rehearsals will be required as scheduled. A donation will cover the cost of items such as uniforms, music, transportation, entrance fees, and supplies.				
<b>Choir 1</b>	<b>FCCP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Choir is a course designed for students who wish to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Note: Outside performances are required in this class. A lab donation will cover the cost of sheet music and supplies.				
<b>Choir 2</b>	<b>FCCP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Teacher's approval.</i>				
This course is designed for students who have successfully completed Beginning Choir and who would like to continue singing. Outside performances are required in this class. A lab donation will cover the cost of sheet music and supplies.				
<b>Treble Ensemble</b>	<b>FMFP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Teacher's approval.</i>				
This course is an intermediate vocal ensemble which focuses on choral music for treble voices. Sight reading and listening (ear training) will be emphasized as well as good vocal technique. Outside performances and rehearsals are required.				
<b>Chamber Chorale</b>	<b>FCIP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Teacher's approval.</i>				
Chamber Chorale is an advanced vocal ensemble which studies a variety of choral music in great detail. Sight reading and listening (ear training) will be emphasized, as well as good vocal technique. Outside performances and rehearsals are required. A spring concert tour is part of the course.				
<b>Guitar 1</b>	<b>FGCP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Student must provide own guitar and case.</i>				
This course provides instruction for the beginning guitar player. Emphasis will be on reading and playing chords, basic strumming and accompaniment techniques. More advanced students will develop chord skills; refine right and left hand skills, and soloing techniques. A lab donation will cover the cost of sheet music and supplies.				
<b>Guitar 2</b>	<b>FGDP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Guitar 1 or permission of guitar teacher.</i>				
Students will develop advanced chord skills; further refine right and left-hand skills, and soloing techniques. A lab donation will cover the cost of sheet music and supplies.				

<b>Drama 1</b>	<b>FDCP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Drama 1 provides the student with a basic background in theatrical principles, with emphasis on stage voice and movement, scene and monologue work, pantomime, improvisation, acting technique, and stage terminology. Students will apply newly acquired principles in the production of an assigned play. Outside rehearsals are required second semester.				
<b>Drama 2</b>	<b>FDFP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: C or better in Drama 1.</i>				
This class is designed as a continuation of Drama 1 for students who wish to study various acting styles and design techniques. There will be a strong emphasis on classical and/or improvisation styles, monologues, and scene performance, as well as play writing. Students will participate in outside theater competitions and are required to attend drama productions periodically throughout the year. Students will study theatrical make-up, theater history, children's theater, and advanced theater techniques, and memorized scenes. The class will produce and perform a one-act plays. There will be fees associated with competitions. Ohlone credit may be offered.				
<b>Drama 3</b>	<b>FDIP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: C or better in Drama 2 and teacher approval (by audition).</i>				
This class is designed as a continuation of Drama 2 for students who wish to study various acting styles and design techniques from a director's viewpoint. There will be strong emphasis on classical and/or historical styles, including monologues, scene performance, and full play production; as well as directing for film and play writing. A donation will cover the cost of items such as scripts, costumes, rights and royalties, lighting, scenery, make-up, transportation, entrance fees, and supplies. Ohlone credit may be offered. Students are encouraged and may be required to participate in outside theater competitions, attend drama productions periodically throughout the year, and compete in several drama festivals in the spring. There will be fees associated with all field trips. Outside rehearsals and performances may also be required.				
<b>Drama 4</b>	<b>FDFP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
<i>Prerequisite: Teacher's approval (by audition).</i>				
This is a class for students who have a strong interest and ability in drama. Advanced study in theater acting styles, directing, mime, stage movement, and musical theater, will be explored. Spring semester students also compete in several drama festivals which include a three-day trip to Sacramento and a five-day trip to Southern California for annual drama festivals. There will be fees associated with competitions. Outside rehearsals and performances are required. Ohlone credit may be offered.				
<b>Scenic Artistry and Design</b>	<b>FTCP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
This course will cover basic techniques, computer technology and practical application in scenic and property construction, lighting, sound, costumes, and make-up. Students will design and construct sets and properties for the Drama 1, 2, and 3 classes and work the running crews for productions during school, evenings, and weekends. Fundamentals of Stage and House Management and the primary aspects of set, sound, costume and make-up design will be covered. Ohlone credit may be offered. Repeatable for credit.				
<b>Dance 1</b>	<b>FFCP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Students will study the basic aspects and qualities of the art of dance. Different styles of dance will be taught: jazz, Afro-Haitian, ballroom, modern, musical theater routine, etc. Activities will involve principles of improvisations of choreographed routines; researching period dances; and study techniques of different choreographers, dance groups, and musical productions. If class composition permits, a dance recital will be produced in the spring semester. Sections will be divided by experience and skill level if there is sufficient enrollment. Dance shoes and costumes may be needed. Outside rehearsals are required.				
<b>Dance 2</b>	<b>FDFP</b>	<b>10-12</b>	<b>f</b>	<b>10 credits/year</b>
The class will, through movement and research, explore the historical significance, cultural background, and ethnic relevance of American social dance. We will concentrate specifically on the social dances of the 20 <sup>th</sup> century, not to exclude the experience of other forms of dance such as ballet, jazz, folk, theatrical, and modern.				
<b>Production &amp; Stage Management</b>	<b>FSFG</b>	<b>9-12</b>		<b>10 credits/year</b>
Play production offers many opportunities for both backstage and auditorium management. Students in this class will assist in all production procedures, including costuming, property management, publicity, business management, and stage crew work. In short, students will "crew" a show. Outside rehearsals are required.				
<b>Rehearsal &amp; Performance</b>	<b>FRIP</b>	<b>9-12</b>	<b>f</b>	<b>5 credits/semester</b>
<i>Prerequisite: Teacher's approval (by audition). Enrollment in or completion of Production/Stage Management.</i>				
Each semester students will audition for a part in a school play. Those students selected for parts may enroll in Rehearsal & Performance to earn unit credit for their play participation. Students will study acting techniques through actual performances. Outside rehearsals and performances are required. A lab donation for costumes, props, make-up, etc. will be requested.				

*Prerequisite: Drama 1 & 2 or Teacher approval.*

This course is a combination of a performance class and stage craft/technology. Students interested in acting in play productions will audition in the spring for the next school year. Students interested in stage craft and technology will register for the class without audition. This course will require outside rehearsal and production time.

## **HEALTH**

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Health</b>	<b>HZAG</b>	<b>9</b>		<b>5 credits/semester</b>
Health is a one-semester course designed to complete the health and safety requirements for graduation. This course, required for ninth-grade students, focuses on the following topics: Health and Sex Education, HIV/AIDS Education, nutrition, mental health, drug use and abuse, sexually transmitted diseases, emergency First-aid, diseases, and disorders. (See below for alternatives.)				

### FREMONT UNIFIED SCHOOL DISTRICT 9<sup>TH</sup> GRADE HEALTH COURSE

The Board of Education approved a semester Health course for your child with the goal of promoting wholesome attitudes toward his/her own health, both physical and mental, and that the information received by the student will help him/her make intelligent decisions about life long health habits. The Board of Education also realized that a parent should have choices regarding how his/her child accesses a health program. The following options are designed to inform you about your choices:

ONLY ONE CHOICE:

CHOICE #1: Our one semester 9<sup>th</sup> grade Health course requirement includes the following six units:

- |                                           |                                                                                               |
|-------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1. Mental and Emotional Health            | 4. First Aid and Emergency Care                                                               |
| 2. Use and Misuse of Chemical Substances  | 5. Diseases and Disorders                                                                     |
| 3. Nutrition, Fitness and Personal Health | 6. Family Health<br>(Including human reproduction,<br>sexually transmitted diseases and AIDS) |

Refer to the course outline handout of the board adopted health curriculum. FUSD uses the Holt Lifetime Health textbook and supplementary materials from 9/10 Family Life and Sexual Health curriculum. This program complies with Education Code and the Board approved program which stresses sexual abstinence outside the context of marriage.

CHOICE #2: During the ninth grade health course, you may choose not to have your student receive the district instruction in unit 6. During the four to five weeks this topic is taught in class, your child will receive alternate health information in a different location within the school site. Your student will receive full credit for this successfully completed course.

CHOICE #3: Your student will not receive health instruction from FUSD, as per Education Code 51240, because this course conflicts with your religious training and beliefs. (If only unit 6 of the course is in conflict, please review Choice #2.) If you select Choice 3, your child will need to be registered in an alternative course at his/her high school. Select from the high school course catalog and list choices on the registration form.

Questions about these program choices may be directed to the high school guidance staff, Health Department chairperson or school administration.

# INDUSTRIAL TECHNOLOGY

<u>Course Title</u>	<u>Course Code</u>	<u>grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Wood 1</b>	<b>KWCG</b>	<b>9-12</b>		<b>10 credits/year</b>
Wood 1 is a problem-solving course that introduces students to the proper techniques and safety procedures in the use of power machinery. It is designed to begin or increase the student's ability in using hand tools, machine tools, and basic joinery. The application of these skills will be developed with emphasis on pre-finish technology and finishing techniques. Sound safety measures and attitudes in the lab will be stressed. A lab donation will be requested for consumable materials.				
<b>Wood 2</b>	<b>KWFG</b>	<b>10-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Wood 1 and teacher approval.</i>				
Wood 2 is a class that is designed to give the student additional instruction in the use of machine wood-working tools and to develop skills and accuracy in the processes learned in Construction Technology, Wood 1. Emphasis will be placed on individual design and construction of a variety of projects, such as laminates and furniture construction. A lab donation will be requested for consumable materials.				
<b>Wood 3</b>	<b>KWIG</b>	<b>10-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Wood 2 and teacher approval.</i>				
Advanced wood students work independently on special projects.				

## MATHEMATICS

### POSSIBLE COURSE SEQUENCES

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Algebra 1	Geometry	Algebra 2/Trig	Pre-Calculus
Geometry	Algebra 2/Trig	Pre-Calculus	Calculus
Geometry (H)	Algebra 2/Trig (H)	Pre-Calculus (H)	AP Calculus AB/BC
Algebra 2/Trig (H)	Pre-Calculus(H)	AP Calculus AB/BC	Finite Math or Statistics

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Algebra Skills Support</b>	<b>YCCG</b>	<b>9-12</b>		<b>5 credits/semester</b>
<i>Prerequisite: Concurrent enrollment in Algebra I or equivalent.</i>				
This course is designed to meet the needs of students who want/need additional Algebra support to be successful in Algebra I or its equivalent. The course will focus on an in depth review of specific skills to support the Algebra I curriculum. Class may include individualized, computerized instruction and assessment. The class does not earn mathematics credit, nor meet a-g requirements. The class may be repeated.				
<b>Algebra 1A</b>	<b>MACP</b>	<b>9-11</b>	<b>c</b>	<b>10 credits/year</b>
This course fulfills one year of high school math towards the three-year math requirement. This course is equivalent to half of the Algebra 1 course requirement needed for graduation from high school. Successful completion of Algebra 1A and 1B completes the full Algebra 1 requirement. Topics include signed numbers, variables, linear equations, exponents, monomials, simplifying polynomials, and factoring polynomials. (Completion of Algebra 1A and Algebra 1B meets Algebra 1 a-g requirement) Robertson Site Only.				
<b>Algebra 1B</b>	<b>MBCP</b>	<b>9-12</b>	<b>c</b>	<b>10 credits/year</b>
This course fulfills one year of the high school mathematics graduation requirement but is equivalent to one-half of the Algebra requirement for college entrance. Successful completion of Algebra 1A and 1B completes the full Algebra 1 requirement. Topics include polynomial division, ratios, proportions, fractional equations, negative exponents, linear and quadratic functions, direct variation, inverse variation, solving systems of linear equations, solving systems of linear inequalities, solving radical equations, methods of solution using quadratic equations. (Completion of Algebra 1A and Algebra 1B meets Algebra 1 a-g requirement) Robertson Site Only.				

<b>Algebra 1</b>	<b>MCCP</b>	<b>9-12</b>	<b>c</b>	<b>10 credits/year</b>
This is a college preparatory course that fulfills one year of the high school mathematics graduation requirement as well as the UC a-g requirements. Topics include polynomial addition, subtraction, and multiplication, factoring polynomials, polynomial long division, solving fractional equations, negative exponents, graphs and analysis of linear and quadratic functions, solving and graphing systems of linear equations and inequalities, solving radical equations, solving and graphing quadratic equations. SAT preparation will be included and related to course curriculum, and students will be expected to engage in problem solving activities and in-depth analysis. Fulfills Algebra graduation requirement.				
<b>Intermediate Algebra</b>	<b>MIIP</b>	<b>11-12</b>	<b>c</b>	<b>10 credits/year</b>
<i>Prerequisite: Passing Geometry or Discovering Geometry.</i>				
This course fulfills one year of the high school mathematics graduation requirement. Topics include solving linear equations and inequalities, absolute value equations and inequalities, inverse functions, linear programming, matrices and determinants, factoring quadratics, solving exponential and logarithmic functions, and introductions to conic sections, probability and statistics.				
<b>Business Math</b>	<b>MBIG</b>	<b>11-12</b>		<b>10 credits/year</b>
This is a one-year application course covering basic math functions. Many formulas used in business including theory, drill, practice and personal finance management are covered. This course applies math to solve personal and business-related math problems. A calculator will be required. This course may earn college credit at Ohlone. This course receives math credit.				
<b>CAHSEE Mathematics Intervention</b>	<b>YMXG</b>	<b>11-12</b>		<b>5 credits/semester</b>
This course is open to all students who have taken and failed to pass the mathematics portion of the CAHSEE and are considered at risk (below or far below basic on standardized tests). This course will focus on preparing students to pass the mathematics portion of the California High School Exit Exam (CAHSEE). Students review Number Sense, Algebra 1, Measurement and Geometry, Probability, Statistic and Mathematical Reasoning. Class may include individualized, computerized instruction and assessment.				
<b>Discovering Geometry</b>	<b>MGFG</b>	<b>10-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Algebra 1, or Algebra 1A and 1B.</i>				
This is a non-college prep course that provides students with basic geometry concepts. This course can be a prerequisite for college prep Geometry.				
<b>Geometry</b>	<b>MGFP</b>	<b>9-12</b>	<b>c</b>	<b>10 credits/year</b>
<i>Prerequisite: Algebra 1, Algebra 1A and 1B, or equivalent, with grade of <u>C</u> or better both semesters.</i>				
This is a college preparatory course that fulfills one year of the high school mathematics graduation requirement as well as the UC a-g requirements. Topics include sets, real numbers, lines, planes, angles, triangles, congruence, proofs, geometric inequalities, perpendicular lines and planes in space, parallel lines and planes, polygonal regions and their areas, similarity, plane coordinate geometry, circles, spheres, sectors, trigonometry, symmetry, transformations, vectors, and solids. Emphasis will be on developing basic analytical and theoretical skills, and curriculum will be related to SAT preparation.				
<b>Geometry Honors</b>	<b>MGFH</b>	<b>9-10</b>	<b>c</b>	<b>10 credits/year</b>
<i>Prerequisite: Honors Algebra 1 or equivalent with a grade of <u>C</u> or better both semesters (same prerequisites for Non-identified GATE students).</i>				
This is a college preparatory course that fulfills one year of the high school mathematics graduation requirement as well as the UC a-g requirements. Topics include sets, real numbers, lines, planes, angles, triangles, congruence, proofs, geometric inequalities, perpendicular lines and planes in space, parallel lines and planes, polygonal regions and their areas, similarity, plane coordinate geometry, circles, spheres, sectors, trigonometry, symmetry, transformations, vectors, and solids. Emphasis will be on developing advanced analytical and theoretical skills, and curriculum will be related to SAT preparation.				
<b>Algebra 2/Trigonometry</b>	<b>MAIP</b>	<b>9-12</b>	<b>c</b>	<b>10 credits/year</b>
<i>Prerequisite: Geometry, or equivalent, with a grade of <u>C</u> or better both semesters.</i>				
This is a college preparatory course that fulfills one year of the high school mathematics graduation requirement as well as the UC a-g requirement. Topics include solving linear equations and inequalities, solving absolute value equations and inequalities, inverse functions, linear programming, matrices and determinants, factoring polynomials, solving complex rational expressions, complex numbers, quadratic inequalities, synthetic division, polynomial functions, conic sections, exponential and logarithmic functions, sequences and series, and probability and statistics.				

**Algebra 2/Trigonometry Honors**                      **MAIH**                      **9-12**                      **c**                      **10 credits/year**

*Prerequisite: Honors Geometry, or equivalent, with a grade of C or better both semesters.*

This is a challenging, college preparatory course that fulfills one year of the high school mathematics graduation requirement as well as the UC a-g requirements. Topics include solving linear equations and inequalities, solving absolute value equations and inequalities, inverse functions, linear programming, matrices and determinants, factoring polynomials, solving complex rational expressions, complex numbers, quadratic inequalities, synthetic division, polynomial functions, conic sections, exponential and logarithmic functions, sequences and series, and probability and statistics. Emphasis will be on developing advanced analytical and theoretical skills, and curriculum will be related to SAT preparation. Students will be expected to complete in-depth projects.

**Trigonometry**                      **MTIP**                      **11-12**                      **c**                      **10 credits/year**

*Prerequisite: Algebra 2/Trigonometry or Intermediate Algebra with a C or better.*

Note: A graphing calculator is strongly recommended.

This is a college prep course and a follow-up to the Intermediate Algebra course. Major topic to be covered includes the six trigonometry functions, unit circle, right triangle trigonometry, Radian measure, graphing and inverse functions, identities and formulas, equations, triangles and complex numbers and polar coordinates. Further topics include addition formulas for sine and cosine half-angle and double-angle formulas, law of sine and law of cosines, de Moivre theorem and using trigonometry and a variety of applications.

**Pre-Calculus**                      **MPLP**                      **10-12**                      **c**                      **10 credits/year**

*Prerequisite: Algebra 2/Trigonometry or equivalent, with a grade of C or better both semesters.*

Note: A graphing calculator (such as the TI-83) is required.

Pre-calculus includes the study of trigonometry, complex numbers, polynomial functions, logarithmic and exponential functions, and analytic geometry. Other topics studied include sequence, series, and polar coordinates. Projects may be required.

**Pre-Calculus Honors**                      **MPLH**                      **10-12**                      **c**                      **10 credits/year**

*Prerequisite: Honors Algebra 2/Trigonometry with a grade of C or better both semesters.*

Note: A graphing calculator (such as the TI-83) is required.

Pre-calculus math is comprised of the study of formal trigonometry and its application to complex numbers, coordinates, and scientific applications. Students will be expected to complete in-depth projects.

**Calculus**                      **MCLP**                      **11-12**                      **c**                      **10 credits/year**

*Prerequisite: Regular Pre-Calculus with a B or better or Honors Pre-Calculus with a C or better.*

The objective of this course is to provide a review of functions, including trigonometric, exponential, and logarithmic. The course will include an introduction to limits and continuity, difference quotients, the derivative, and the definite integral. Techniques and applications of differentiation and integration will be included. Students who have successfully completed Pre-Calculus, but are not interested or prepared for the demands of the advanced placement calculus will benefit from this class as it provides continuity of the rigors of advanced math as well as a more solid base from which to enter college level calculus in their post-secondary studies.

**AP Calculus AB**                      **MCOH**                      **11-12**                      **c**                      **10 credits/year**

*Prerequisite: Pre-calculus with a grade of C or better both semesters and teacher's approval required.*

Note: A graphing calculator (such as the TI-83) is required.

Calculus is a one-year course of college-level calculus. It combines a study of rates of change, limits, derivatives of various functions, maximum and minimum problems, and integration. Instruction emphasizes the modern terminology, notation, and proof, which is included in contemporary calculus courses. A passing score on the AB AP Exam generally grants 1 semester of credit and/or placement to the second semester Calculus class. This class will require more homework time for students.

**AP Calculus BC**                      **MCRH**                      **11-12**                      **c**                      **10 credits/year**

*Prerequisite: High A in Honors Pre-calculus and recommendation of teacher or Calculus AP AB.*

This is a fast paced, rigorous treatment of a full one-year college level Calculus class. A passing score on the BC AP Exam generally grants 2 semesters of credit and/or placement to the third semester Calculus class. In addition to the AB topics, Calculus of vector functions, parametric equations, polar coordinates, sequence and series are studied. This class will require more homework time for students.

**Introduction to Statistics**                      **MSLP**                      **11-12**                      **c**                      **10 credits/year**

*Prerequisite: Intermediate Algebra with a grade of C or better both semesters.*

Note: A graphing calculator (TI-83+) is required.

This class will examine the basic elements of probability, binomial and normal distributions, measures of center and spread, linear correlation, statistical tables, and use of technology for developing statistical theory and applications.



**Contemporary Dance and Movement****PDIG****11-12****10 credits/year***Prerequisite: Must have passed P.E. 9 and 10.*

Students will use dance as an expression to explore the spaces around them through movement and by using the body as the instrument. Students will study the principles and qualities of movement. It will include movement exploration, choreography and class performances. Stretching, across-the-floor movements and dance expression is the format.

**Social Dance****PDCG****9-12****5 credits/semester  
10 credits/year**

Learn all kinds of partner and line dances, including West Coast Swing, Rumba, Lindy Hop, Salsa, Cha Cha, and much more. There will be field trips. May be taken for a semester.

*\*NOTE:* As part of the 9<sup>th</sup> or 10<sup>th</sup> grade CCA Family, students will still be expected to dress in gym clothes and complete a cardiovascular run once a week. Note also that only one year of social dance 1 can be taken by CCA students for PE credit.

**SCIENCE****SUGGESTED COURSE SEQUENCES**

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Life Science	Physical Science	Integrated Science	Biology	Chemistry	Physics
Life/Physical	Integrated Science Honors	Biology Biology Honors	Biology Honors Chemistry Honors AP Biology	Chemistry Honors AP Chemistry AP Biology AP Physics	Physics Honors AP Chemistry AP Biology AP Physics

LAB DONATIONS MAY BE REQUESTED
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**Course Title****Course Code****Grade(s)****“a-g” Fulfillment****Length of Course****Integrated Science 1****QICP****9-12****g****10 credits/year**

This is an introductory science course that covers the four disciplines of science: Chemistry, Physics, Biology and Earth Science. The topics covered include Atomic Structure, Chemical Bonds, Dynamic Earth Processes, California Geology, Heat and Thermodynamics, Waves, Electricity, Evolution and Ecology.

**Biology****QBFP****9-10****d****10 credits/year**

This course is a college preparatory lab science course which focuses on the cell and its development into complex plant and animal systems. Other areas of study are ecology, genetics, and population dynamics and control, reproduction, embryology, and microbiology. Students develop evaluative skills through lab activities.

**Biology Honors****QBCH****9-10****d****10 credits/year**

*Prerequisite: Must have completed the Honors Science program in Jr. High, GATE identification or high achiever.*

This course is a rigorous college preparatory lab science which focuses on the cell and its development into complex plan and animal systems. Other areas of study are ecology, genetics, population dynamics and control, reproduction, embryology, and microbiology. Students develop evaluative skills through lab activities.

**AP Biology****QBIH****10-12****d****10 credits/year**

*Prerequisite: Biology or Biology Honors (College Board recommends that the student received an A or B in Biology and Chemistry).*

AP Biology is a one-year course of college-level biology. It combines the study of biochemistry, molecular biology, anatomy and physiology, developmental biology, evolution and ecology. Instruction emphasizes the molecular approach to the study of major problems in biology. This class will require more homework time for students.

**Human Biology****QBCP****9****10 credits/year**

Human Biology is an introductory biological science course for freshmen entering the SHAPE career pathway in which Science, Health, Anatomy, PE and English are taught in a cross-curricular manner. The class is taught through the lens of human health, disease, and anatomy. Students learn the structure and function of body systems in relation to health and disease through projects, research, dissections, speakers, field trips, and lectures. Students are exposed to a variety of careers in the health field.

<b>Bioethics</b>	<b>YQBP</b>	<b>11-12</b>	<b>g*</b>	<b>10 credits/year</b>
Bioethics deals with ethical questions surrounding biotechnology and medicine. This course will give students the opportunity to learn about and discuss the ethical and safety concerns presented by the medical, pharmaceutical, agricultural, and forensic applications of biotechnology. *Pending UC/CSU approval.				
<b>Biochemistry</b>	<b>QCBP</b>	<b>10-12</b>	<b>d*</b>	<b>10 credits/year</b>
Biochemistry focuses on the study of inorganic chemistry and organic chemistry as it relates to the human body and other living organisms. Emphasis is placed on chemical reactions, bonding, kinetics, thermodynamics, acid-base equilibrium, and biochemistry. This course is designed to meet the Chemistry requirement of students entering a biological or medical field. Successful completion of Algebra I, Biology and Biotechnology with a grade of C or better, or instructor permission is recommended. *Pending UC/CSU approval.				
<b>Chemistry</b>	<b>QCIP</b>	<b>10-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Successful completion of Algebra 1 with at least a grade of <u>C</u> or higher and Biology with a grade of <u>C</u> or higher.</i>				
This course is a college preparatory lab course, which focuses on the study of inorganic chemistry: composition and structure, chemical reactions, and quantitative analysis. Investigative skills are developed through lab activities. This course emphasizes the application of algebra to solve problems. A strong math background is required.				
<b>Chemistry Honors</b>	<b>QCFH</b>	<b>10</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Successful completion of Algebra 1 with at least a grade of <u>C</u> or higher and Biology with a grade of <u>C</u> or higher.</i>				
This course is a study of inorganic and organic matter, with emphasis on quantitative skills, analysis, individual study, problem-solving and lab activities. This course emphasizes the application of algebra to solve problems. A strong math background is required.				
<b>AP Chemistry</b>	<b>QCLH</b>	<b>11-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: It is strongly recommended that the student received an <u>A</u> or <u>B</u> in Chemistry.</i>				
A college level course and text. This course is an accelerated study of inorganic chemistry, physical chemistry, and quantitative analysis, advanced laboratory procedures, written reports and exams. Prepares students for the AP Exam in Chemistry. This course emphasizes the application of algebra to solve problems. A strong math background is required. This class will require more homework time for students.				
<b>Chemical Technology</b>	<b>QCKP</b>	<b>11-12</b>	<b>d*</b>	<b>10 credits/year</b>
This course prepares students for careers involving laboratory science in the chemical industry. Students learn procedure and laboratory skills required for chemical technicians performing analytical chemistry and instrumental analysis. Instruction will include both "hands-on" and traditional classroom experiences. After completing the course, students will be prepared to continue at the university level or a two year applied sciences program. *Pending UC/CSU approval.				
<b>Physics</b>	<b>QPIP</b>	<b>11-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Completion of three years of college prep or honors math and Chemistry with at least a <u>C</u> grade.</i>				
Investigation of the nature of forces, motion, and energy in the universe: optics, waves, electricity, magnetism, and emphasizes discovery by experimentation, problem solving, and the design and construction of special projects.				
<b>Physics Honors</b>	<b>QPIH</b>	<b>11-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Algebra 2/Trigonometry; teacher recommendation/completion of Chemistry.</i>				
This course is a college preparatory lab course that offers an analytical and lab-centered approach to the study of forces, motion, energy, waves, sound, light, electricity, magnetism, and the construction and design of special projects. This course emphasizes the application of algebra and trigonometry to solve physics problems. The course is recommended for students who plan to major in science or engineering in college.				
<b>AP Physics B</b>	<b>QPLH</b>	<b>11-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Successful completion of Chemistry and Algebra 2/Trigonometry/Pre-calculus with an <u>A</u> or <u>B</u> grade, or concurrent enrollment in Pre-calculus.</i>				
This course is a college-level analytical and lab-centered approach to the study of motion, energy, thermodynamics, electricity and magnetism, and the design and construction of special projects. This class will require more homework time for students.				
<b>AP Physics C</b>	<b>QPOH</b>	<b>11-12</b>	<b>d*</b>	<b>10 credits/year</b>
AP Physics C Course emphasizes a sound understanding of the underlying concepts of Physics. The course promotes critical thinking through problem solving, lab activities, class demonstrations, and projects that make subject matter meaningful. Students are expected to have taken AP Calculus or be at least concurrently enrolled in the second term of AP Calculus. This class will require more homework time for students. *Pending UC/CSU approval.				

<b>Marine Biology</b>	<b>QMBP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: Successful completion of two years of required science.</i>				
A survey course in which selected groups of marine plants and animals are used to develop an understanding of biological principles and processes that are basic to all forms of life in the sea. Additional topics include aspects of oceanography, taxonomy, and change over time, ecology, behavior, and physiology of organisms.				
<b>Biotechnology</b>	<b>QHBP</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
This course prepares students for careers involving laboratory science and the biotechnology industry. Students learn procedures and laboratory skills required for lab technicians working with DNA manipulation and micro-pipetting, and other advanced laboratory techniques. Instruction includes both “hands-on” and traditional classroom experiences. After completing the course, students will be prepared to continue at the university level or apply for entry-level positions with biotechnology labs and research facilities.				
<b>Environmental Biotech</b>	<b>QEBG</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
This course introduces students to the experimental side of science. As students perform a review of multidisciplinary lab skills, fieldwork, and laboratory investigations, they will develop their process skills and learn to apply them to science problems. Students should have taken and passed with a C or better General Biology and Chemistry. Ohlone 2 + 2.				
<b>AP Environmental Science</b>	<b>QEOH</b>	<b>11-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Successful completion of Algebra I, Biology and Chemistry.</i>				
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The course will serve as a preparation for the AP Environmental Science Exam. This class will require more homework time for students.				
<b>Nutritional Food Chemistry</b>	<b>QFIG</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: Prior completion of Physical Science or Integrated Science.</i>				
For students who are not yet ready for chemistry, this course integrates chemistry and biology through nutritional chemistry and food processing. It is an interdisciplinary Home Economics and Science Department course, which serves as a good introduction to chemistry QCIP.				
<b>Anatomy and Physiology</b>	<b>QSIP</b>	<b>10-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Biology &amp; Chemistry (or taken concurrently).</i>				
Anatomy and Physiology is an upper division college preparatory course for those with an interest in learning more fully about the human body or in exploring a medical career includes: the eleven systems of the body. Presentation modes include lectures, labs, dissection, computer applications, written assignments, and tests.				
<b>Advanced Anatomy</b>	<b>QALP</b>	<b>11-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Completion of the Anatomy I with strong teacher approval.</i>				
Advanced anatomy covers an in-depth evaluation of each of the 11 systems of the human body along with video presentations, medical guest speakers on related subject matter, and disease research to the related system failures.				
<b>Astronomy/Geology</b>	<b>QGIP</b>	<b>10-12</b>	<b>d</b>	<b>10 credits/year</b>
<i>Prerequisite: Satisfactory completion of Physical Science, Biology and Chemistry or equivalent.</i>				
This course is a study of earth structure and geology, theories of formation of the universe, solar system and planets.				
<b>Introduction of Engineering Design</b>	<b>YENP</b>	<b>9-10</b>	<b>g</b>	<b>10 credits/year</b>
This course is an introductory course, which develop students’ problem skills, with emphasis placed upon the concept of developing 3-D models or solid rendering of an object. Engineering careers and educational preparation will be researched. This course is the first in a sequence of three engineering courses.				
<b>Principles of Engineering</b>	<b>YPEP</b>	<b>10-12</b>	<b>g</b>	<b>10credits/year</b>
This survey course of engineering exposes students to major concepts they’ll encounter in a postsecondary engineering courses of study. Students will employ engineering and scientific concept in the solution of engineering design problems.				
<b>Digital Electronics</b>	<b>YDEP</b>	<b>10-12</b>	<b>g</b>	<b>10credits/year</b>
Digital Electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, etc. The major focus of this course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation.				

# SOCIAL SCIENCE

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
	World History	US History	American Government/Economics
	World History Honors	AP US History	American Government Honors or Economics 12
	AP European History	AP US History	AP American Government or AP Economics
			AP World History

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
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<b>Geography/Reference Skills</b>	<b>ZFAG</b>	<b>9</b>		<b>5 credits/semester</b>
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Geography/Reference Skills will emphasize physical, cultural and political geography while at the same time improving the study skills of all students through the use of research based projects and computer technology. Hands-on computer experience encompasses in their projects will include word processing, spreadsheet construction, computer graphics, Internet searching skills, and PowerPoint. These skills will be taught in a computer lab with Internet capabilities. All projects are presented orally by students in class, strengthening presentation skills, and students will demonstrate proficiency in PowerPoint. Thinking critically as well as test-taking, note taking, and map work will be integral parts of the class. This course is strongly recommended for students planning AP studies in Social Science. This class meets computer literacy graduation requirement.

<b>World History</b>	<b>SWFP</b>	<b>10</b>	<b>a</b>	<b>10 credits/year</b>
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The focus of this course is the chronological progression of events in world history. Students will develop a global view of the relationship between today’s cultures and those of the past, as well as an awareness of cultural similarities, differences, and achievements. Content will also include the geographical location and influence of classical civilizations, Europe, Asia, Africa, and the Americas.

<b>World History Honors</b>	<b>SWFH</b>	<b>10</b>	<b>a</b>	<b>10 credits/year</b>
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*Prerequisite: Honors class prerequisites.*

World History is the study of social, cultural, political and technological change. The units of study presented in this course are: The Rise of Democracy, Industrial Revolution, Imperialism, World War I, Totalitarianism, Holocaust, World War II, and Unresolved Problems of the Modern World. Students will write a research paper, and read novels such as “All Quiet on the Western Front.” Writing skills will be developed through essay writing and short reports. Group projects and presentations will be done throughout the year. Geography skills and interpretations of graphs and charts will be emphasized throughout the year.

<b>AP World History</b>	<b>YWIH</b>	<b>11-12</b>	<b>a</b>	<b>10 credits/year</b>
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Note: Elective credit only.

The AP World History course is designed to follow the course outline as described by College Board. The purpose is to provide students with a broader understanding of the process and results of greater global contacts and interactions across continents and time periods. Students will acquire factual knowledge as well as further developing the skills of analysis and evaluation of the cultural, institutional and technological changes within and between political borders. This class will require more homework time for students.

<b>AP European History</b>	<b>SHLH</b>	<b>10-12</b>	<b>a</b>	<b>10 credits/year</b>
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This is a rigorous course designed for the student with ability and intense interest in the advanced study of European History. Students will work with primary documents and use a college-level text. Sophomores who opt to take this course will also fulfill their World History graduation requirement. Upper classmen may take this course for elective credit. The course begins with a study of the Black Death and continues to the fall of Communism. The course of study will follow the College Board curriculum in order to prepare for the AP test in May. There will also be post-test, standards-based curriculum from the California State Framework focusing on a more global view of today’s cultures. It is strongly recommended that the student has taken Geography in their Freshman year. This class will require more homework time for students.

<b>U. S. History</b>	<b>SHIP</b>	<b>11</b>	<b>a</b>	<b>10 credits/year</b>
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This course will examine the chronological growth and change of the United States regarding social eras, political developments, economic policies, and foreign relations. The California Framework units include a review of US History in the 19<sup>th</sup> Century after the Civil War, The Progressive Era, World War I, Roaring 20’s, the Depression years, New Deal, World War II, The Cold War, Civil Rights Movement, Vietnam, the 80’s and post Cold War. Students will continue to develop research skills, data analysis, written and oral communication, and service learning related to citizenship. Individual and cooperative group work will be assigned.

<b>AP U. S. History</b>	<b>SHIH</b>	<b>11</b>	<b>a</b>	<b>10 credits/year</b>
This is a rigorous course designed for the student with high ability and interest in the advanced study of history. Students will work with primary documents and will write a variety of papers and essay examinations. Course prepares students for the US History Advanced Placement Exam. This class will require more homework time for students.				
<b>American Government/ Economics</b>	<b>SGJP SGKP</b>	<b>12 12</b>	<b>a a</b>	<b>10 credits/year 10 credits/year</b>
Government is a study of the structure of the United States government, the role of the citizen in a democratic republic, the significance of political parties and lobby groups, and the differences between the national government and the state's and the state and local governments' powers. Students are required to complete text reading including the Federalist Papers 10, 51 and 78 (as per the California Framework).				
Economics is an introduction to macroeconomics and microeconomics, consumerism and comparative economic systems. Graphing skills as well as the ability to read charts and statistical information are used to complete assignments. Assessment of student work in Government and Economics is heavily dependent on cooperative learning skills, as many units of study require completion of group projects and service learning. (Satisfactory completion of both courses is also connected to the QUEST senior project at Irvington).				
<b>AP American Government / AP Economics (Macro)</b>	<b>SSLH SSBH</b>	<b>12 12</b>	<b>a a</b>	<b>5 credits/semester 5 credits/semester</b>
This course is designed for honor students seeking preparation for the Advanced Placement Exams in May in both American Government and in Macro Economics. This course will examine in greater depth the curriculum investigated in the standard American Government and Economics courses offered 1 <sup>st</sup> and 2 <sup>nd</sup> semester. In addition, primary source documents will be read to increase our understanding of the democratic process and of the workings of the economic system. Strong writing and discussion skills highly desired. These classes will require more homework time for students.				
<b>American Government Honors / Economics Honors 12</b>	<b>SGJH SGKH</b>	<b>12</b>	<b>a</b>	<b>20 credits/year</b>
<i>Prerequisite: Recommendation by Interview/Audition before a panel of current students and teacher.</i>				
The government section of the course follows the "We the People, the Citizen and the Constitution" curriculum. Students in this course must be able to master public speaking skills and work cooperatively. The class takes part in the national senate hearing competition. Extensive research must be completed as well as persuasive thesis papers. Cooperative groups must commit to meeting a minimum of 90 minutes a week outside of class. Students will be prepared for the AP test.				
The economics section completes several hands-on projects based on the major themes of the California Framework; individual writing assignments are also required. Comparative economic and governmental systems are debated. In both sections Socratic dialogues are expected to be lead by students. (Service learning assignments are also completed, as are components of QUEST at Irvington).				
<b>American Studies</b>	<b>SAIP</b>	<b>11-12</b>	<b>a</b>	<b>20 credits/year</b>
<i>Prerequisite: A grade of C or higher in World History.</i>				
This two-hour course combines the curriculum of American History with American Literature. Students will study and explore American History using specific pieces of literature and primary sources tied to key historical events, movements, trends, and individuals. The confluence of numerous cultures, as shown through the California State Framework, will factor into this one-year course as will the study of writing, and literature comprehension. Units of study are often thematic, rather than chronological, and will regularly require cooperative group work outside of class. An honors option is available in this program. Students taking the honors option must accept the challenge for both history and literature as this is an integrated course. Honors students are required to meet an hour a week outside of class.				
<b>Humanities</b>	<b>SEKP</b>	<b>12</b>	<b>a</b>	<b>20 credits/year</b>
<i>Prerequisite: A grade of C or higher in American Studies is strongly recommended, U.S. History and English 11 or Honors US History and Honors English 11, and an interview with the Humanities teachers.</i>				
This course combines the required elements of Government, Economics, and English 12 in a format that uses literature and primary source readings from the social sciences and the arts to examine major themes of civilization. Components of philosophy and art history are included. An interest in writing, reading, discussion, and creative thinking are essential qualities for students who choose this program. An honors option is available for this program. Students must accept honors for both Govt/Econ and English.				
<b>Filipino Heritage Studies</b>	<b>YSFP</b>	<b>9-12</b>	<b>g*</b>	<b>10 credits/year</b>
This course will focus on the combined histories of Filipinos and Filipino Americans. It will study the histories of the Philippines and will begin with a study of the pre colonial period, concluding with a comparative look at current issues affecting Filipinos and Filipino Americans. Topics such as imperialism, resistance, immigration, education, and social justice will be examined from both the Filipino and Filipino American perspectives. *Pending UC/CSU approval.				

<b>Ethnic Studies</b>	<b>YSEP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
<i>Prerequisite: World History.</i>				
This course is designed to help students understand and analyze the fundamental principles, historical interpretations, and effects of various cultures on present day society. Students will research and discuss such questions as: How has globalization caused our community, and society, in general, to evolve from a contemporary European society to one that is ethnically diverse? How do students' own individual identities fit into the community? Students will explore these various ethnic groups through poetry, music, literature, plays, food, films, folktales, writing, and events in the community.				
<b>California History</b>	<b>YHCG</b>	<b>9-12</b>	<b>g</b>	<b>10 credits/year</b>
This course traces the history of California from the pre-Spanish Indian past to the present. Specific focus will be upon the geographic, economic, social, intellectual, and political development of California from Spanish colonial times to the present, including the Mexican period, Gold Rush, the railroad era, Great Depression, World War II, the 1960's, and the high-tech era. The course will also include a unit on the History of Fremont, field trips to local historical sites, and a research paper.				
<b>Psychology</b>	<b>YPCP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
This course is designed to provide the student with an understanding of human behavior. Its emphasis is on personality development, self-awareness, mental health, and use of psychology in everyday life. This course will benefit students who wish to understand themselves and others better, become better students and thinkers, and prepare more wisely for marriage and a vocation				
<b>AP Psychology</b>	<b>YPFH</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
Extends the survey of fundamental concepts and principles in psychology and prepares the student to pass the Advanced Placement Test in Psychology. This class will require more homework time for students.				
<b>Peer Resources 1</b>	<b>YNCG</b>	<b>10-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Approval Process.</i>				
The Peer Resource course is a peer assistance program offering students the opportunity to work as trained peer facilitators with other students. Participants will be trained in a variety of helping skills which will enable them to assist other students in having a more positive and productive school experience. Positive peer influence will be utilized as a strategy for addressing such issues as low achievement, dropout prevention, substance abuse prevention, suicide, absenteeism, negative attitudes about school, behavior problems, and other issues of concern in the school.				
<b>Peer Resources 2</b>	<b>YNFG</b>	<b>10-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Approval Process.</i>				
In this Advanced Peer Resource Class, students will obtain advanced skills in communication, facilitation and leadership. Students will gain skills regarding such issues as: substance abuse, violence prevention, suicide prevention and other topics as needed. All students will be responsible in planning, organizing, and implementing programs that will provide a service to the school and/or community. Students in this course will also take an active role in assisting with the training and project implementation for Peer Resources 1.				
<b>You and the Law</b>	<b>YYCG</b>	<b>11-12</b>		<b>10 credits/year</b>
This course deals with the rights, duties, and responsibilities of American citizens under the law. It is a survey course in American law, emphasizing criminal, civil, consumer, and family law and dealing with basic legal facts and concepts. Emphasis will be placed on the Rights of youth in American society. Whenever possible, the course will include active participation in the legal process.				
<b>Sociology</b>	<b>YSCP</b>	<b>11-12</b>	<b>g</b>	<b>10 credits/year</b>
This is an elective course that introduces the field and its methodology. It is a survey class that involves learning about relationships between individuals and the society in which one lives. Students will be introduced to the tools and vocabulary of sociology as well as learning about structure, function and patterns of behavior in various societies, cultural traits, adaptation, socialization, values and norms, problems of adolescence, adulthood and work, social stratification, family problems, population and ecology.				
<b>Leadership 1</b>	<b>YLCG</b>	<b>9-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Teacher's approval.</i>				
This course instructs students in leadership knowledge and skills needed to conduct student body business, such as problem-solving techniques, organizational methods, and parliamentary procedures. Instruction includes the study of human relations, group dynamics, public relations, and public speaking. Upon completion, students will be better able to function effectively in leadership roles. At some sites, this is a required course for all elected associated student body officers, appointed council associates and president and vice president of each class.				
<b>Leadership 2</b>	<b>YLFG</b>	<b>9-12</b>		<b>10 credits/year</b>
<i>Prerequisite: Teacher's approval.</i>				
Apply leadership skills to practical settings, group interaction and committee work. This course is recommended for class officers and ASB officers.				

# TEACHING ASSISTANT

♦ *A maximum of 10 credits of Clerical or Teaching Assistant may be taken per year.*

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Teaching Assistant School Office</b>	<b>IZCG</b>	<b>11-12</b>		<b>10 credits/year</b>

*Prerequisite: Staff recommendation.*

Students earn a Pass/Fail mark in this class. Strong skills in communication, filing, and computer literacy are critical. Responsibilities may include: answer the telephone, take messages, and interact with parents and staff.

<b>Teaching Assistant</b>	<b>By Department</b>	<b>11-12</b>		<b>10 credits/year</b>
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*Prerequisite: Teacher approval may be required.*

Students earn a letter grade in this class, working as an assistant to the teacher. Responsibilities may include: perform clerical tasks, assist students with assignments and resources, lead small groups, make presentations to students, and prepare equipment for class.

Sign up procedures at some schools may include applications and/or interviews.

<b>Business</b>	<b>IBCG</b>
<b>Consumer Home Economics</b>	<b>IJCG</b>
<b>English</b>	<b>IECG</b>
<b>Health</b>	<b>IHCG</b>
<b>Library Science</b>	<b>ILAG</b>
<b>Math</b>	<b>IMGG</b>
<b>Performing Arts</b>	<b>IFCG</b>
<b>Physical Education</b>	<b>IPCG</b>
<b>Science Lab Tech</b>	<b>IQAG</b>
<b>Science Classroom</b>	<b>IQCG</b>
<b>Social Science</b>	<b>ISCG</b>
<b>Special Education</b>	<b>ISPG</b>
<b>Technology</b>	<b>ITCG</b>
<b>Visual Arts</b>	<b>IYFG</b>
<b>World Language</b>	<b>IGCG</b>

## WORK EXPERIENCE EDUCATION

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Work Experience Education</b>	<b>WECG</b>	<b>11-12</b>		<b>1-10 (variable)</b>

*Prerequisite: 16 years old; must be employed and/or Work Experience Coordinator's approval.*

This is a program under which a student may receive school credit and may be released part-time from school for employment.

It is designed to assist students in developing positive work attitudes and experiences in an on-the-job situation. Students must have approval and register with the Work Experience Coordinator.

**NOTE:** Credit for working is also available through Marketing/DECA and Business Ownership & Management (10-20 credits/variable per year). However, the same job may not be used for Work Experience.

# WORLD LANGUAGES

<b>Level 1</b>
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Using the four language skills of listening, speaking, reading, and writing, students will communicate about daily life, everyday activities, hobbies, school, entertainment, weather, time, sports, family, and friends. Students will progress from using memorized language to creating original conversational and written exchanges. Language learned will reflect the customs, attitudes, values and characteristics of the country. The purchase of a workbook is optional, but recommended for this course. A grade of C or higher is recommended to proceed to the next level.

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>French 1</b>	<b>GFCP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Spanish 1</b>	<b>GSCP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Chinese 1</b>	<b>GMCP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Japanese 1</b>	<b>GJCP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>American Sign Language 1 (Ohlone Course 101A Principles of ASL I)</b>	<b>GACP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>

*Prerequisite: At grade 9: a GPA of 3.0 or higher; at grades 10-12: a GPA of 2.75 or higher.*

This class is taught on campus by Ohlone College. High School and College credit given.

This course covers the beginning fundamental principles of American Sign Language and introduces basic information about the Deaf Community and Deaf Culture. Within the Ohlone system, this course is required for students majoring in American Sign Language/Deaf Studies and is a prerequisite for students wishing to enter the Interpreter Preparation Program. Students are expected to attend outside events at their own expense and may be required to purchase textbooks.

<b>Level 2</b>
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This course will build upon the foundation in listening, speaking, reading, and writing acquired in the Level 1 language course. Students will acquire additional skills in expressing personal and biographical information and in giving detailed information about activities, hobbies, family, and friends. Students will acquire sufficient cultural awareness to be comfortable in typical exchanges with native speakers. The purchase of a workbook is optional, but recommended for this course. A grade of C or higher is recommended to proceed to the next level.

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>Chinese 2</b>	<b>GMFP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>French 2</b>	<b>GFFP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Japanese 2</b>	<b>GJFP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Spanish 2</b>	<b>GSFP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>American Sign Language 2 (Ohlone Course 102A Principles of ASL 2)</b>	<b>GAFP</b>	<b>10-12</b>	<b>e</b>	<b>10 credits/year</b>

*Prerequisite: Teacher Approval.*

This course covers the fundamental principles of Level 2 American Sign Language and introduces more advanced information about the Deaf Community and Deaf Culture. Within the Ohlone system, this course is recommended for students majoring in American Sign Language/Deaf Studies and students wishing to enter the Interpreter Preparation Program. Students are expected to attend outside events at their own expense. Students interested in third and four-year programs in American Sign Language can take those courses at Ohlone College and may be required to purchase textbooks.

### Level 3

Building upon skills acquired in the Level 2 language course, students will learn additional vocabulary and structures to allow them to increase written and spoken self-expression. They will be able to participate in a conversation with native speakers and handle situations even when a complication occurs. An appreciation of diverse cultures is enhanced through readings and discussions in the foreign language. The purchase of a workbook is optional, but recommended for this course. A grade of C or higher is recommended to proceed to the next level. Some schools offer level 3 classes as concurrent Ohlone courses.

<u>Course Title</u>	<u>Course Code</u>	<u>Grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>American Sign Language 3 may be taken at Ohlone College.</b>				
<b>Chinese 3 (Ohlone Course 102A)</b>	<b>GMIP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>French 3 (Ohlone Course 102A)</b>	<b>GFIP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Japanese 3 (Ohlone Course 102A)</b>	<b>GJIP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Spanish 3 (Ohlone Course 102A)</b>	<b>GSIP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Spanish for Spanish Speakers</b>	<b>GSRP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>

This course will build upon the foundation in listening, speaking, reading, and writing acquired in the Level 1 & 2 language course. Students will acquire additional skills in expressing personal and biographical information and in giving detailed information about activities, hobbies, family, and friends. Students will acquire sufficient cultural awareness to be comfortable in typical exchanges with native speakers. This is a literature based class.

### Level 4

This course builds upon the skills acquired in the Level 3 language course, enhancing the students' abilities to express and defend opinions and to describe or narrate, conversationally or in writing, the events of their lives. A variety of literary selections form the basis for discussion and appreciation of (language) culture and civilization. Students taking AP designated classes will develop skills useful for the Advanced Placement Examination and more homework time will be required. The purchase of a workbook is optional, but recommended for this course. A grade of C or higher is recommended to proceed to the next level. Some schools offer Level 4 classes as concurrent Ohlone courses.

<u>Course Title</u>	<u>Course Code</u>	<u>grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>American Sign Language 4 may be taken at Ohlone College.</b>				
<b>Chinese 4 (Ohlone Course 102B)</b>	<b>GMLP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>French 4 (Ohlone Course 102B)</b>	<b>GFLP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>French 4 Honors</b>	<b>GFKH</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>AP French 4</b>	<b>GFLH</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>AP Japanese 4</b>	<b>GJLH</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>Spanish 4 (Ohlone Course 102B)</b>	<b>GSLP</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>
<b>AP Spanish 4</b>	<b>GSLH</b>	<b>9-12</b>	<b>e</b>	<b>10 credits/year</b>

**Level 5 & 6**

This course improves skills acquired in preceding levels and focuses on the study of literature and language structure. Students taking AP designated classes will develop skills useful for the Advanced Placement Examination and more homework time will be required. The purchase of a workbook is optional, but recommended for this course. A grade of C or higher is recommended to proceed to the next level.

<u>Course Title</u>	<u>Course Code</u>	<u>grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
AP Chinese 5	GMOH	9-12	e	10 credits/year
AP Chinese 6	GMRH	9-12	e	10 credits/year
AP French 5	GFOH	9-12	e	10 credits/year
AP French 6	GFRH	9-12	e	10 credits/year
AP Spanish 5	GSOH	9-12	e	10 credits/year
AP Spanish 6	GSRH	9-12	e	10 credits/year

# MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM (MVROP)

<u>Course Title</u>	<u>Course Code</u>	<u>grade(s)</u>	<u>“a-g” Fulfillment</u>	<u>Length of Course</u>
<b>2-D Animation</b> <b>Classes @ AHS, MSJHS &amp; WHS</b> Students learn the creative process for producing 2-dimensional digital animations. Students write short stories, draw sketches and storyboards; develop original characters, backgrounds and objects on two-dimensional software, to finally produce short animations.	<b>TANAP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
<b>Anatomy and Physiology</b> <b>Class @ JFKHS</b> Students will gain a strong foundation in anatomy and physiology needed in the health care profession through guest speakers, field trips and labs. Lab skills include study of body systems and basic medical terminology. Pre-requisite: Biology.	<b>THZBP</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
<b>Automotive Technology 1</b> <b>1 hour class @ WHS</b>	<b>TITA</b>	<b>9-12</b>		<b>10 credits/year</b>
<b>Automotive Technology 2</b> <b>2 hour class @ WHS</b> General auto repair, brakes, steering and suspension, electrical systems, engine performance. Students receive hands on experience in auto shop operations, tool usage, safety procedures, equipment operation and customer service. <i>Chabot College credit.</i>	<b>TITF</b>	<b>9-12</b>		<b>20 credits/year</b>
<b>Auto Technology/Basic Car Care</b> <b>Class @ WHS</b> This course provides pre-entry level training in automotive service/maintenance and is designed to be the first course for students entering transportation technology career pathways. Instruction covers the following areas: engine systems, electrical systems, tires and brakes, lubrication service, cooling systems, ignition and emission device service.	<b>TJLA</b>	<b>9-12</b>		<b>10 credits/year</b>
<b>Auto Body Painting and Refinishing 1, 2</b> <b>Class @ JFKHS</b> Body work, MIG welding, original equipment manufacturer (OEM) finishes, custom painting.	<b>TIBB/F</b>	<b>9-12</b>		<b>10 credits/year</b>
<b>Auto Body Painting and Refinishing 1, 2</b> <b>Class @ MVROP</b> Body work, MIG welding, original equipment manufacturer (OEM) finishes, custom painting.	<b>TIBB/F</b>	<b>9-12</b>		<b>20 credits/year</b>
<b>Biotechnology 1</b> <b>Classes @ JFKHS</b> This lab intensive course prepares students to attain hands on experience using state of the art biotechnology instrumentation and documentation emphasizing applications and use of Biotech instruments such as balances, pipettes, pH meters, microscopes, autoclave, and spectrophotometer. Pre-requisite: Biology.	<b>TGAAP</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
<b>Biotechnology 1</b> <b>Class @ JFKHS</b> This lab intensive course emphasizing applications and use of Biotech instruments such as balances, pipettes, pH meters, microscopes, autoclave, and spectrophotometer. Students will learn industry approved techniques like Chromatography, ELISA, PCR, Gel Electrophoresis, Yeast Fermentation and Biofuel production from Algae. Biotech company tours and seminars will take place throughout the course. Pre-requisite: Biology. <i>Ohlone College credit.</i>	<b>THBAP</b>	<b>10-12</b>	<b>d</b>	<b>10 credits/year</b>
<b>Biotechnology 1, 2</b> <b>Class @ MVROP</b> This lab intensive course emphasizing applications and use of Biotech instruments such as balances, pipettes, pH meters, microscopes, autoclave, and spectrophotometer. Students will learn industry approved techniques like Chromatography, ELISA, PCR, Gel Electrophoresis, Yeast Fermentation and Biofuel production from Algae. Biotech company tours and seminars will take place throughout the course. Pre-requisite: Biology. <i>Ohlone College credit.</i>	<b>THBBP/THBFP</b>	<b>10-12</b>	<b>d</b>	<b>20 credits/year</b>

<b>Business Ownership and Management Class @ AHS</b>	<b>TMSA</b>	<b>9-12</b>		<b>10 credits/year</b>
Basic principles in owning, running, or managing a small business; create a business plan, use business math and accounting principles; understand business systems/functions, advertising, marketing, merchandising and technology. Internships may qualify for up to 20 additional credits. <b>Receives general math credit. Ohlone, Mission, and Chabot College credit.</b>				
<b>Careers in Education 1, 2 Class @ MVROP</b>	<b>TPCB/F</b>	<b>9-12</b>		<b>20 credits/year</b>
Develop skills in leadership, supervision of children, equipment operations, and curriculum development. Internship required. <b>Proof of current TB test required. Ohlone, Chabot, Mission College credit.</b>				
<b>Computerized Accounting / Money Management Class @ Robertson</b>	<b>TBGA</b>	<b>9-12</b>		<b>10 credits/year</b>
QuickBooks software; learn accounting for small business; basic business math and accounting principles; business operations, income and financial statements, consumer finance and credit. <b>Ohlone College credit. Receives general math credit.</b>				
<b>Computer Animation Class @ MVROP</b>	<b>TANB</b>	<b>9-12</b>		<b>20 credits/year</b>
Create animation in 2D and 3D for web, TV and film. Create visual effects for video, movies, and TV. Collaborate with animators, videographers and sound designers and learn how real productions come together. Adobe After Effects, Adobe Flash, and Lightwave 3D. Lab donation.				
<b>Computer Support Specialist 1, 2 Classes @ IHS</b>	<b>TDFA/E</b>	<b>9-12</b>		<b>10 credits/year</b>
Two-year course sequence prepares students for industry certifications (IC3 and CompTIA A+), entry level employment, and further education. Curriculum is Cisco Systems IT Essentials. <b>Ohlone and Mission College credit.</b>				
<b>Computer Graphic Design 1, 2 Class @ MVROP</b>	<b>TAGB/F</b>	<b>9-12</b>		<b>20 credits/year</b>
Learn how to create posters, original print, 2D & 3D animation, real time animation, retouch & manipulate photographs, game graphics, all created with cutting edge tools such as Adobe Photoshop CS4, Illustrator, 3DS Max, Unreal engine, large format printing scanning and more. Lab Donation. <b>Mission College Credit – Level 1.</b>				
<b>Construction Technology 1, 2 Classes @ JFKHS &amp; MVROP</b>	<b>TICB/F</b>	<b>9-12</b>		<b>20 credits/year</b>
Train for entry level employment in residential and commercial construction; training and hands on projects in carpentry, electrical, plumbing; power tool use and safety. Introduction to “green” construction including roofing /solar systems installation, and energy efficient building materials. <b>Receives general math credit.</b>				
<b>Culinary Arts 1, 2 Classes @ AHS &amp; JFKHS</b>	<b>TIYA/E</b>	<b>9-12</b>		<b>10 credits/year</b>
Study California Restaurant Association and American Culinary Federation standards to prepare students for entry level positions; Serve-Safe, basic culinary, knife skills, basic cooking techniques, meat classification, grilling, soups, appetizers, and Hors d’oeuvres, Garde-Manager skills, pantry skills, and plate presentation. <b>Mission College credit.</b>				
<b>Digital Drawing Class @ IHS</b>	<b>TAXAP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Students increase their drawing talents, observation skills and hand-eye coordination to master the techniques of the computer drawing program, Adobe Illustrator 9.0.				
<b>Digital Imaging Class @ IHS &amp; MSJHS</b>	<b>TAYAP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Students use digital tools and technologies as art and design mediums to visually articulate thoughts, ideas, and experiences. Technologies include digital: painting, drawing, illustrating and graphic design.				
<b>Digital Photography 1, 2 Classes @ JFKHS &amp; MSJHS</b>	<b>TACAP/TACEP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Study of digital photography encourages conceptual thinking and creativity. Students explore hands on digital photography fundamentals to include: Adobe Photoshop, lighting, set design, studio configuration, camera operation, software interfaces, color management, photo editing, and compositing. Lab donation				

<b>Digital Photography 1, 2, 3</b> <b>Classes @ AHS &amp; IHS</b>	<b>TACAP/TACEP/TALAP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Study of digital photography encourages conceptual thinking and creativity. Explore hands on digital photography fundamentals to include: Adobe Photoshop, lighting, set design, studio configuration, camera operation, software interfaces, color management, photo editing, and compositing. Lab donation.				
<b>Digital Sound Design 1, 2</b> <b>Class @ MVROP</b>	<b>TAKB/F</b>	<b>9-12</b>		<b>20 credits/year</b>
Learn microphones, synthesizers, audio mixers and sound systems. Create music sound effects, sound effects for video, animation and CDs using Digidesign Pro Tools, Cakewalk Sonar and Adobe Soundbooth. Lab donation.				
<b>Digital Video Arts Production 1</b> <b>Class @ IHS</b>	<b>TADAP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Video production including camera work, editing, DVD authoring and the production process of short fiction, documentary, commercial and "live TV"; analyze film scenes and sequences, develop production management skills. (Recommend prior class in fine arts, computer applications or digital graphics.) Lab donation.				
<b>Digital Video Arts Production 1, 2</b> <b>Classes @ JFKHS</b>	<b>TADAP/TADEP</b>	<b>9-12</b>	<b>f</b>	<b>10 credits/year</b>
Video production including camera work, editing, DVD authoring and the production process of short fiction, documentary, commercial and "live TV"; analyze film scenes and sequences, develop production management skills. (Recommend prior class in fine arts, computer applications or digital graphics.) Lab donation.				
<b>Digital Video Arts Production 1, 2</b> <b>Classes @ MVROP</b>	<b>TADAP/TADEP</b>	<b>9-12</b>	<b>f</b>	<b>20 credits/year</b>
Video production including camera work, editing, DVD authoring and the production process of short fiction, documentary, commercial and "live TV"; analyze film scenes and sequences, develop production management skills. (Recommend prior class in fine arts, computer applications or digital graphics.) Lab donation.				
<b>Event Planning and Catering</b> <b>Class @ JFKHS</b>	<b>TIPA</b>	<b>11-12</b>		<b>10 credits/year</b>
Study the principles and practices of public relations, planning and organizing events, and preparation for employment opportunities with a variety of profit and non-profit organizations and corporations. Students must receive a grade of "B" or better to be eligible for internship opportunities.				
<b>Fire Technology 1</b> <b>Class @ MVROP</b>	<b>TPAB</b>	<b>11-12</b>		<b>20 credits/year</b>
Introductory course for careers in fire service; firefighting tactics/strategies, physical agility, fire safety, ladder, hose and nozzle operations, tools, equipment, and fire prevention. CPR certification and EMS First Responder certification available. Open to juniors and seniors; sophomores with instructor approval.				
<b>Fire Technology 2</b> <b>Class @ MVROP</b>	<b>TPAF</b>	<b>11-12</b>		<b>20 credits/year</b>
<b>Prerequisite: Fire Technology 1.</b> Work independently, leadership training, class presentations, community events involvement, and peer mentoring. Inventory control, set up of equipment, operate fire engines, field trips to Fremont Fire Training Center.				
<b>Forensic Science 1/ Interdisciplinary Forensic Sciences</b> <b>Class @ JFKHS</b>	<b>TPIAP</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
Crime scene analysis, hair/fiber/glass analysis, fingerprint comparison, firearms, drugs/toxicology, entomology, blood, DNA analysis, physical/chemical analysis, microscopy, chromatography. Pre-requisite: Biology.				
<b>Forensic Science 2/ Forensic Biology</b> <b>Class @ JFKHS</b>	<b>TPKAP</b>	<b>10-12</b>	<b>g</b>	<b>10 credits/year</b>
Analysis of soil, water, and serology (blood typing, stain and patterns) toxicological studies of poisons and narcotics with extensive field work on trace evidence identification and collection. Chemical processing of latent prints electrophoresis and PCT production of DNA. Pre-requisite: Biology and Forensic Science 1.				
<b>Forensic Science 1/ Interdisciplinary Forensic Sciences</b> <b>Class @ MVROP</b>	<b>TPFBP</b>	<b>10-12</b>	<b>g</b>	<b>20 credits/year</b>
Crime scene analysis, hair/fiber/glass analysis, fingerprint comparison, firearms, drugs/toxicology, entomology, blood, DNA analysis, physical/chemical analysis, microscopy, chromatography. Pre-requisite: Biology.				

<b>Forensic Science 2/ Forensic Biology</b> <b>Class @ MVROP</b>	<b>TPFFP</b>	<b>10-12</b>	<b>g</b>	<b>20 credits/year</b>
Analysis of soil, water, and serology (blood typing, stain and patterns) toxicological studies of poisons and narcotics with extensive field work on trace evidence identification and collection. Chemical processing of latent prints electrophoresis and PCT production of DNA. Pre-requisite: Biology and Forensic Science 1.				
<b>Introduction to Culinary Arts and Hospitality</b> <b>Class @ AHS &amp; JFKHS</b>		<b>TMTA</b>	<b>9-12</b>	<b>10 credits/year</b>
Exploration of careers in several related industries including hospitality, culinary arts, travel, tourism, recreation and leisure industries. Introductory course for Culinary Arts.				
<b>Game Design/Interactive Media Arts</b> <b>Class @ MVROP</b>	<b>TECBP</b>	<b>11-12</b>		<b>20 credits/year</b>
<b>Prerequisites: 2 years Computer Graphics, Animation, or Computer Programming with “B” or better and/or instructor approval. Limited seats-application required.</b> Learn to create 3D interactive games, simulations, and mobile applications using 3DS Max, Unreal 3, and Photoshop. Students will develop skills in level design, modeling, digital sculpting, character design, programming, animation and scripting.				
<b>Law Enforcement/Homeland Security</b> <b>Class @ AHS</b>	<b>TPJA</b>	<b>9-12</b>		<b>10 credits/year</b>
Students will learn legal vocabulary, general knowledge of the law, search and seizure procedures, laws of arrest, judicial systems, specialized police practices and improvement in written and oral communication. Explore careers within the criminal justice system and job search procedures. Field trips are provided to local courts and law enforcement agencies. <i>Ohlone, Chabot College credit.</i>				
<b>Marketing 1, 2 DECA</b> <b>Class @ AHS</b>	<b>TMMA, TMME</b>	<b>9-12</b>		<b>10 credits/year</b>
Preparation for entry-level marketing positions. DECA student organization participation encouraged. Internships may qualify for up to 20 additional credits. <b>Receives general math credit.</b> <i>Ohlone, Mission, and Chabot College credit.</i>				
<b>Medical Assisting</b> <b>Class @ MVROP</b>	<b>THAB</b>	<b>11-12</b>		<b>20 credits/year</b>
Learn medical terminology, anatomy and physiology, medical law and ethics, secretarial and clinical assisting skills; internship required at health care facility. Minimum age 16 for internship. <i>Chabot College credit.</i>				
<b>Network Technician 1</b> <b>Class @ IHS</b>	<b>TDGA</b>	<b>9-12</b>		<b>10 credits/year</b>
Curriculum provided is CCNA Discovery I & II preparing students with the skills needed to obtain the Cisco Certified Entry-level Network Technician Certification (CCENT). Students gain practical experience by providing desktop technical support on campus during school hours. <i>Ohlone and Mission College credit.</i>				
<b>Nursing Assistant</b> <b>Class @ MVROP</b>	<b>THNB</b>	<b>11-12</b>		<b>20 credits/year</b>
Career prep for Nursing/Health Care with personal patient care, systems review, safety principles, infection control, HIPAA, restorative care, body mechanics, nutrition and vital signs. Internship required at skilled nursing facilities. Qualified students sit for state certification. Minimum age 16 for internship. Legal photo identification required.				
<b>Personal Fitness Trainer 1, 2 SHAPE PE</b> <b>Class @ IHS</b>	<b>THQA/THQE</b>	<b>9-12</b>		<b>10 credits/year</b>
Prepare students with entry-level employment skills in the areas of fitness and exercise to include basic anatomy, physiology, nutrition and injury prevention.				
<b>Pharmacy Clerk 1, 2</b> <b>Class @ MVROP</b>	<b>THYB/F</b>	<b>11-12</b>		<b>20 credits/year</b>
Career prep for entry level in pharmaceutical field; stocking and supplies, labeling drugs and chemicals, delivering drugs, sterilizing containers other duties under direction of pharmacist. Summer internship opportunity after graduation.				
<b>SHAPE Seminar</b> <b>Class @ IHS</b>	<b>THUA</b>	<b>9-12</b>		<b>10 credits/year</b>
15-unit class for the SHAPE career pathway. Students will learn the skills and education needed for various careers in the health and fitness industry through hands-on activities including job shadows.				

**Sports Psychology**                      **THDA**                      **9-12**                      **10 credits/year**  
**Class @ IHS**

This course provides a practical approach to Sports Psychology. The course details the athlete's and athletic team's goal of obtaining the Optimal Performance Zone and how motivation and anxiety in practice and competition can deviate the athlete from their peak performance.

**Sports Therapy 1, 2**                      **THSAP/THSE**                      **11-12**                      **g**                      **10 credits/year**  
**Class @ IHS**

This is an entry-level course focusing on the area of sports medicine. Students will gain valuable hands-on experience by working with Irvington sports teams as student athletic trainers. Internship may qualify for up to 10 additional credits.  
*Ohlone College credit.*

**Sports Therapy 1, 2**                      **THSBP/THSF**                      **11-12**                      **g**                      **20 credits/year**  
**Class @ MVROP**

Fitness, physical therapy, athletic training; anatomy, physiology, musculoskeletal system, prevention, assessment, treatment, rehabilitation, first aid, CPR, nutrition. Minimum age 16 for internship. *Ohlone College Credit.*

**Web Design Technology**                      **TCWA**                      **9-12**                      **10 credits/year**  
**Class @ WHS**

Explore web design as you incorporate graphics, sound, movies, and animation. Students will learn all phases of the design process from the idea state, through planning, production and testing while creating original web sites. Learn design concepts for content and layout as you design commercial web pages.

VISTA ALTERNATIVE SCHOOL

COURSE LIST

<b>BUSINESS EDUCATION</b>	<b>COURSE CODE</b>		<b>MATHEMATICS</b>	<b>COURSE CODE</b>
Accounting 1A, 1B	CACPF, CACPS		Consumer Math 1	YMCGF, YMCGS
Computer Literacy	COAG or COEG		Personal Finance A, B	MFCGF, MFCGS
Computer Elective	CXCG, CXDG		Business Math	MBIGF, MBIGS
Entrepreneurship	CDGG, CDHG		Algebra 1A-1, 1A-2	MACPF, MACPS
			Algebra 1B-1, 1B-2	MBCPF, MBCPS
<b>ENGLISH</b>	<b>COURSE CODE</b>		Algebra 1-1, 1-2	MCCPF, MCCPS
English 9	EZCGF, EZCGS		Algebra Review	MACG or YACG
English 10	EZFGF, EZFGS		Geometry A, B ( <i>Green book</i> )	MGFPF, MGFPS
English 11	EZIGF, EZIGS		Discovering Geometry A, B	MGFGF, MGFGS
English 12	EZLGF, EZLGS		Geometry Review	MAFG or YAFG
Be A Better Reader	YZAG		Algebra 2-1, 2-2	MAIPF, MAIPS
			Pre-Calculus	MPLPF, MPLPS
<b>FINE ARTS</b>	<b>COURSE CODE</b>		Calculus	MCOHF, MCOHS
Art Survey 1, 2	FHCGF, FHCGS			
Art Elective 1, 2	FXBG		<b>ELECTIVES</b>	<b>COURSE CODE</b>
Calligraphy	FXAG		Careers	YXKG
Directed Music	FZGGF, FZGGS		Creative Living 1, 2	JLCGF, JLCGS
Drawing	FPFG		Culinary Arts 1	JFCGF, JFCGS
Film Appreciation	FJFP		Culinary Arts 2	JFFGF, JFFGS
History of Rock and Roll 1, 2	FMFGF, FMFGS		Child Development	JDCGF, JDCGS
			Driver Education	YDFG
<b>HEALTH</b>	<b>HZAG</b>		Life Skills	JOAG
			Orientation	YOAG
<b>PHYSICAL EDUCATION</b>	<b>COURSE CODE</b>		Parenting	JPCGF, JPCGS
Grade 9A, 9B	PZCGF, PZCGS		Psychology 1, 2	YPCPF, YPCPS
Grade 10A, 10B	PZFGF, PZFGS		Reading for Enjoyment	YRAG
Grade 11-12	PZIGF, PZIGS		Relationships/Marriage	JLFGF, JLFGS
			Sociology 1, 2	YSCPF, YSCPS
<b>SCIENCE</b>	<b>COURSE CODE</b>		Special Projects	YXCGF, YXCGS
Physical Science	QRCGF, QRCGS		Study Skills	YZZG
Life Science 1, 2	QLFGF, QLFGS		TA-Teacher's Aide	IZCG F, IZCG S
AGS Life Science	QLDR		W.E.E. (Work Exper. Ed.)	WECG, WEFG
AGS Earth Science	QRBR			WEIG, WELG- F, S
AGS Physical Science	QRAR			
<b>SOCIAL STUDIES</b>	<b>COURSE CODE</b>			
World History 1, 2	SWFPF, SWFPS			
U.S. History 1, 2	SHIPF, SHIPS			
American Government	SGJP			
Economics	SGKP			

Students enrolled at VISTA may take classes at Ohlone College that are prearranged through VISTA counselors.

