



South Hills High School

Course Catalog and
Academic Information
2021-2022



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Graduation Requirements

In order to graduate from a California public high school, you must complete specified state and local graduation requirements. All Covina-Valley Unified School District diplomas require that a student pass the minimum courses and credits listed below. California University course requirements are provided to assist you in planning for college.

Students who complete all required courses and all required credits prior to the date of graduation, are invited to participate in the commencement ceremony at their school.

Covina-Valley Unified School District High School Graduation Requirements

Subject Area	Credits	Course Information
English	40	4 years (40 credits)
Social Science	30	World History (10 credits) US History (10 credits) Economics (5 credits) American Government (5 credits)
Science	20	Biological Science course (10 credits) Physical Science course (10 credits)
Mathematics	20	2 Years (20 credits), must include International Math I/Algebra 1
Physical Education	20	1 year (10 credits), must be taken in Grade 9 PE courses include Band, Color Guard and athletics (10 credits)
Visual/Performing Art or Language Other than English (LOTE)	10	Either a Visual or Performing Art or a Foreign Language course (10 credits)
Electives	80	Additional courses in any subject area
TOTAL	220 Credits	

UC and CSU A-G Subject Requirements

South Hill's approved "a-g" courses can be found listed in this course catalog and on the UC website listed below. A grade of "C" or better in each course is needed to fulfill the admissions requirements.

Check the UC and CSU websites for further information.

A-G Guide: <http://www.ucop.edu/agguide/>

Subject	A-G Requirement
A- Social Science	2 years required World History US History
B- English	4 years required
C- Mathematics	3 years required (4 years recommended) International Math I, II, III
D- Science	2 years required (3 years recommended) Biology, Chemistry or Physics
E- Language Other than English	2 years required (3 years recommended) Must be of the same language
F- Visual/Performing Arts	1 year required Must be year long class
G- College Preparatory Elective	1 year required

High School Courses

All courses receiving high school course credit lead to high school graduation. Some courses have an additional college preparatory, honors, or advanced placement designation.

College Preparatory Courses

College Preparatory Courses prepare students for the scholastic challenges of college and university coursework as well as meeting the established California curriculum standards. As such, there is a strong focus on writing, critical thinking, and analytical skills included in the instruction.

Honors Courses

The honors courses are more rigorous than the college preparatory courses. Students are expected to enter the course with exceptional reading and writing skills and/or mathematics skills. Organization and a willingness to handle a larger workload than the college preparatory courses are also necessary for success in the honors courses.

Advanced Placement Courses

The College Board organization sponsors the Advanced Placement program, offering courses taught at the high school level that is equivalent to undergraduate courses in college. Each comprehensive high school offers a variety of Advanced Placement courses. Most are taken in the 11th and 12th grade, with some exceptions. The curriculum meets the specific requirements and prepares students to take the College Board Advanced Placement test. AP tests are given at each high school during May. Some colleges and universities offer credit for students who pass the AP exam with a score of 3 or higher. You should verify college credit offerings for AP courses with the specific college or university you are interested in attending. Find more information on the College Board website: www.collegeboard.org

International Baccalaureate Courses

Students who take IB classes and work toward the IB Diploma during 11th and 12th grade are actively engaged in their education and strive to excel in their studies. Over the course of the program, IB students grow personally as well as intellectually and work toward developing the traits of the learner profile. They are expected to deepen their knowledge and reflect on their education all while being mindful of the world in which they live and the impact they leave on others. IB exams are administered in May of the final year of the course a student is taking. Some colleges and universities offer credit for students who pass the IB exam with a score of 4 or higher. You should verify college credit offerings for IB courses with the specific college or university you are interested in attending.

Courses with the 01 or 03 designations in the title will be held to the same content and standards of excellence as courses without this designation. Students enrolled may receive instructional and testing accommodations and/or ASL to meet special needs as defined in Title 5 of the California Code of Regulations.

English

GRADUATION REQUIREMENT: 40 credits

COLLEGE RECOMMENDATION: 4 years of UC approved “B” English courses.

1174 Pre-AP English 1

Year (Grade 9)

A-G: Meets “B” requirement

Prerequisite: *None. Required for all freshman students.*

Pre-AP English 1 focuses on the reading, writing, and language skills that have immediate relevance for students and that will be essential for their future coursework. The Pre-AP English areas of focus are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other English courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. These areas of focus help to identify and prioritize the practices that are so fundamental to the study of English that they occur consistently throughout the full course of study.

1175 Pre-AP English 1 Honors

Year (Grade 9)

A-G: Meets “B” requirement

Prerequisite: *Teacher and counselor recommendation required; student request.*

Pre-AP English 1 focuses on the reading, writing, and language skills that have immediate relevance for students and that will be essential for their future coursework. The Pre-AP English areas of focus are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other English courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. These areas of focus help to identify and prioritize the practices that are so fundamental to the study of English that they occur consistently throughout the full course of study.

This course is designed to provide differentiated learning and enrichment through depth, complexity, novelty and acceleration, while adhering to the freshman college prep course description. This will be achieved through critical observation, and analysis; objective, rational problem solving; and creativity and invention. This course is intended to provide the advanced student with opportunities to function at increasingly complex levels of thinking and production, and to assume greater responsibility for his or her own learning.

1276 Pre-AP English 2

Year (Grade 10)

A-G: Meets “B” requirement

Prerequisite: *Students enrolled in this course will have successfully completed a full year course in ninth grade English.*

English 2 builds on the foundation of English 1, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of author’s craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion.

1277 Pre-AP English 2 Honors

Year (Grade 10)

A-G: Meets “B” requirement

Prerequisite: *Students enrolled in this course will have successfully completed a full year course in ninth grade Honors English with an A or B. Additionally, students who received an A in College Prep English with teacher recommendation is also able to enroll.*

English 2 builds on the foundation of English 1, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of author’s craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion.

Students who enroll in this course display a high level of motivation, self-discipline, and study skills. They are avid readers who should also demonstrate an intense interest in original and independent thinking and problem solving.

1301 Composition and Literature III CCSS

Year (Grade 11)

A-G: Meets “B” requirement

Prerequisite: *Students must be enrolled in Grade 11*

This course offers an in-depth study of core literary works from American literature that ranges from the Pre-Colonial period to the present. Using a balance of reading material, including literature and informational text, this course is designed to develop and reinforce literary concepts, enhance knowledge and appreciation of language, encourage analysis and critical thinking, and develop and extend speaking, listening and writing skills as they relate to the Common Core Standards.

1910 AP English Language and Composition

Year (Grade 11)

A-G: Meets “B” requirement

Prerequisite: *Teacher and counselor approval based on placement guidelines.*

This course is designed for capable and self-motivated juniors and seniors who have an interest in a college-equivalent English course. Students electing this course should be able to respond sensitively to literature, read insightfully and write competently.

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.

1905 English IB HL1

Year (Grade 11)

A-G: Meets “B” requirement

Prerequisite: *Students enrolled in this course will have successfully completed Honors Composition and Literature I and Honors Composition and Literature II with a grade of C or better.*

This Higher Level (HL) advanced and in-depth course of study is explored over two years as prescribed and authorized by the IBO. This sequenced course prepares students to take the IB Literature A exams at higher level.

The course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focussed on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the use of language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

1571 CSU Expository Reading and Writing

Year (Grade 12)

A-G: Meets “B” requirement

Prerequisite: *SSStudents must be enrolled in Grade 12*

The Expository Reading and Writing Course (ERWC) is composed of a sequence of integrated reading and writing experiences, beginning with pre-reading activities, moving into reading and post-reading activities, and continuing through informal and formal writing assignments. Along the way, students learn to make predictions about their reading, analyze content and rhetorical structures, and properly use materials from the texts they read to support their own written arguments. Course readings appeal

to the interests of high school students and are divided into two semesters. The readings and activities vary in style and genre; they also grow in complexity.

1920 AP English Literature and Composition

Year (Grade 12)

A-G: Meets “B” requirement

Prerequisite: *Teacher and counselor approval based on placement guideline.*

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

1906 English IB HL2

Year (Grade 12)

A-G: Meets “B” requirement

Prerequisite: *Students enrolled in this course will have successfully completed English IB HL1 with a grade of “C” or higher.*

This Higher Level (HL) advanced and in-depth course of study is explored over two years as prescribed and authorized by the IBO. This sequenced course prepares students to take the IB Literature A exams at higher level. This is the second course of the two-course sequence.

The course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focussed on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the use of language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

1750 Journalism

Year (Grades 9-12)

A-G: Meets “G” requirement

Prerequisite: *Teacher or counselor approval.*

Students enrolled in journalism develop the skills needed to write editorials, news, sports, and feature stories. Students also develop skills such as headline writing, proofreading, and page layout. Substantial reading will supplement the development of journalistic skills. All techniques and skills acquired in the class are employed in the publication of the school newspaper.

1820 Yearbook

Year (Grades 10-12)

A-G: Meets “G” requirement

Prerequisite: *Teacher or counselor approval.*

This is a project based course designed to teach the principles of yearbook journalism, culminating in the professional production of the annual high school yearbook. Students collaborate in a work environment to record events, individuals, groups, and ideas in a variety of formats. Students will adhere to deadlines in order to publish the book; therefore, individual responsibility is essential to completing assignments. Because this course is deadline driven, students will have required participation outside of regular class hours. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook.

This full year course addresses Common Core standards for grades nine through twelve in English Language Arts. Their writing will be subjected to an extensive instructor and peer review editing process. Students will learn to communicate their ideas clearly and effectively through writing, discussion, and planning. With yearbook being journalistic in nature, students will demonstrate an understanding of copy, captions, headlines, photography, graphic design, and the technology used to create all of it.

1069 ELD IA Beginning English Language Development

1070 ELD IB Beginning English Language Development

Year (Grades 9-12)

Prerequisite: *English Language Proficiency Assessments of California (ELPAC) results at Beginning or Early Intermediate with one or two years in U.S. schools.*

This course is designed to provide ELL students with the skills identified in the California ELD Standards that are needed to progress to the Intermediate stage of ELD. Completion of 1069 provides English credit. Completion of 1070 provides elective credit. These courses must be taken simultaneously. Both courses may be repeated for credit based on assessment results.

1071 ELD IIA Beginning English Language Development

Year (Grades 9-12)

Prerequisite: *Completion of Early Intermediate ELD Standards and most current English Language Proficiency Assessments of California (ELPAC) level of Intermediate.*

This course is designed to provide ELL students with the skills identified in the California ELD Standards that are needed to progress to the Early Advanced stage of ELD. Completion of course 1071 provides elective credit. Students must also enroll in course 1076 Composition/Literature SDAIE or a grade level English class for English credit. These courses must be taken simultaneously. Both courses may be repeated for credit based on assessment results.

1078 English Language Development (ELD) III

Year (Grades 9-12)

A-G: Meets “G” requirement

Prerequisite: *Completion of Early Intermediate ELD Standards and most current English Language Proficiency Assessments of California (ELPAC) level of Intermediate or Advanced.*

This course is designed to provide English Language Learners with the skills identified in the California ELD Standards that are needed to progress to Fluent English Proficiency (FEP). This course provides elective credit.

The following courses are designed for students identified through the I.E.P. process:

1118 English Essentials I

1120 03 English Essentials I

Year (Grades 9-10)

Prerequisite: *None*

This course offers a targeted study of core 9-10th grade California State Standard through the use of accessible content. Students will be given access to the core curriculum and will read, analyze and respond to a variety of literary genre with teacher support. This course is designed to develop and reinforce literary concepts, enhance knowledge and usage of language, encourage critical thinking and develop and extend speaking, listening, comprehension and writing skills. The goal of this course is to help students close the achievement gap and advance into an A-G accredited course while achieving individualized academic and transition goals.

1287 English Essentials II

1288 03 English Essentials II

Year (Grades 9-10)

Prerequisite: *None*

This course offers a targeted study of core 9-10th grade California State Standard through the use of accessible content. Students will be given access to the core curriculum and will read, analyze and respond to a variety of literary genre with teacher support. This course is designed to develop and reinforce literary concepts, enhance knowledge and usage of language, encourage critical thinking and develop and extend speaking, listening, comprehension and writing skills. The goal of this course is to help students close the achievement gap and advance into an A-G accredited course while achieving individualized academic and transition goals.

1298 English Essentials III

1299 03 English Essentials III

Year (Grades 11-12)

Prerequisite: *None*

This is a diploma bound course offering an in-depth study of core literary works from American/British literature. Students read, analyze, and respond to a variety of literary genres. Through discussion and group work, students develop a background in their literary and cultural heritage. Using literature, writing, technology, and work based/public documents as the core of the integrated English program, to develop and reinforce literary concepts, enhance knowledge and use of language, encourage analysis and critical thinking, and develop and extend speaking, listening and writing skills as they relate to the English/Language Arts Content Standards.

1578 English Essentials IV

1579 03 English Essentials IV

Year (Grade 12)

Prerequisite: *Grade 9 English Essentials I and/or Grade 10 English Essentials II*

This is a diploma bound course offering an in-depth study of core literary works from American/British literature. Students read, analyze, and respond to a variety of literary genres. Through discussion and group work, students develop a background in their literary and cultural heritage. Using literature, writing, technology, and work based/public documents as the core of the integrated English program, to develop and reinforce literary concepts, enhance knowledge and use of language, encourage analysis and critical thinking, and develop and extend speaking, listening and writing skills as they relate to the English/Language Arts Content Standards.

Mathematics

GRADUATION REQUIREMENT: 20 credits, including successful completion of International Math I

COLLEGE RECOMMENDATION: 3 years of UC approved “C” math courses are required (International Math I, II & III) and 4 years are recommended.

3017 International Math I

3019 01 International Math I

3021 03 International Math I

Year (Grades 9-12)

A-G: Meets “C” requirement

Prerequisite: *Completion of Math 8 CCSS*

This mathematics course follows an approach typically seen internationally (integrated) which is the first year of a three year sequence of mathematics courses each of which integrates, conceptual categories of number and quantity, algebra, functions, geometry, modeling and probability and statistics, preparing students with the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics. International Mathematics I focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. The standards for mathematical practice are embedded throughout the course and describe the “processes and proficiencies” of mathematically proficient students.

3023 International Math II

3025 01 International Math II

Year (Grades 9-12)

A-G: Meets “C” requirement

Prerequisite: *Successful completion of International Math I with a grade of C or better.*

International Math II is the second course of the three course integrated sequence as described in the CCSSM. As per the CCSSM, the overall focus of the course is to (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

3030 International Math III

Year (Grades 9-12)

A-G: Meets “C” requirement

Prerequisite: *Successful completion of International Math II with a grade of C or better.*

International Math III is the third course of the three course integrated sequence as described in the CCSSM. This full-year standards-based course will cover the state prescribed curriculum for Mathematics 3 (Integrated Pathway). This course emphasizes work with families of functions, transformations of functions, logarithmic, exponential and trigonometric functions; comparing their behaviors and characteristics to quadratic relationships from Mathematics 2. This course also includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

3040 International Math III/Trig Pre-Calculus

Year (Grades 9-10)

A-G: Meets “C” requirement

Prerequisite: *Successful completion of International Math II Honors with a grade of B+ or better and teacher recommendation.*

This course is designed for students planning to enroll in AP Calculus or the International Baccalaureate program in their junior and senior years.

This course is an enhanced third course of the three course integrated sequence as described in the CCSSM and will offer students a “big picture” understanding of mathematics. This includes understanding how the different areas of mathematics are related, and how mathematics makes sense, is relevant, and is useful in understanding the real world. When students understand this aspect of a math course, they are able to gain confidence in learning problem solving techniques, using mathematical models to represent various real world situations, and making and testing conjectures. Students will become critical thinkers and gain tools necessary in any field that requires problem solving. Students leaving this course will also be proficient in communicating mathematics both verbally and symbolically; they will understand the why’s of the mathematics they are doing; and will be able to perform all levels of skills based mathematics--including manipulating algebraic expressions and equations and working with trigonometric concepts and functions, as well as other higher level mathematics skills. In addition, the students will be able to explain how these work and be able to explain why.

3100 Trigonometry/Pre-Calculus

Year (Grades 11-12)

A-G: Meets “C” requirement

Prerequisite: *Completion of International Math II and III with a grade of “C” or better.*

Trigonometry and Pre-Calculus is an intensive course that blends together the techniques, concepts, and skills of both the Algebra, Geometry and Trigonometry that students have previously learned. Facility with these functions is especially important for students intending to study more advanced mathematics and sciences. A functional approach integrating as many concepts as possible is used throughout the course.

3105 Trigonometry/Pre-Calculus H

Year (Grades 11-12)

A-G: Meets “C” requirement

Prerequisite: *Completion of International Math III; grade of “B” or better is preferred.*

Trigonometry and Pre-Calculus Honors is an intensive course that blends together all of the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. Units include: Trigonometry Function, Graphs of Trigonometric Functions, Trigonometric Identities, Trigonometric Problems, Complex Numbers, Coordinate Geometry, Functions, Graphing Techniques, Polynomial Functions, Transcendental Functions, Second-degree Relations, Sequences and Series, Limits, Derivatives and Integrals. In addition, greater depth of concepts, an increase in problem solving, and higher level thinking will be used to better prepare the student for calculus.

3120 Statistics, Probability and Finite Math

Year (Grades 11-12)

A-G: Meets “C” requirement

Prerequisite: *Completion of International Math III with a grade of “C” or better is required.*

The course will focus on a comprehensive overview of mathematical topics that are useful in the world of mathematics related to finance, probability and statistics and will help students understand the application of mathematics in career technical education settings. It includes the study of set theory, counting techniques, systems of equations and inequalities, matrices, permutations and combinations, game theory and mathematical models. Students enrolled in the course will be prepared for higher-level mathematical thinking and problem solving.

3140 AP Calculus AB

Year (Grades 10-12)

A-G: Meets “C” requirement

Prerequisite: *Completion of Trigonometry and Pre-Calculus with a grade of “C” or better is required.*

This course consists of a full academic year of work in calculus and related topics comparable to courses in college and universities. Completion of this course prepares students to take the Advanced Placement Test in calculus for possible college credit. Topics taught include: Elementary Functions (algebraic, trigonometric, exponential, and logarithmic), Differential Calculus and Integral Calculus.

3145 AP Calculus BC

Year (Grades 11-12)

A-G: Meets “C” requirement

Prerequisite: *“C” or better in Calculus AB and teacher recommendation.*

This course consists of a full academic year of work in calculus and related topics comparable to courses in college and universities. Completion of this course prepares students to take the Advanced Placement Test in calculus for possible college credit. Topics taught include: Elementary Functions (algebraic, trigonometric, exponential, and logarithmic), Differential Calculus, and Integral Calculus.

3150 Mathematical Studies IB SL

Year (Grades 11-12)

A-G: Meets “C” requirement

Prerequisite: *Students enrolled in this course will have successfully completed International Math I, II and III with a grade of “C” or better.*

This is a Standard Level (SL) course of study as proscribed and authorized by the IBO. This course prepares students to take the IB Math exam at the Math Studies standard level. Math Studies covers topics of precalculus, math models, statistics and probability, trigonometry, logic, sets, and an introduction to differential calculus.

The following courses are designed for students identified through the I.E.P. process:

3003 Algebra Readiness Essentials

3004 03 Algebra Readiness Essentials

Year (Grades 9-11)

Prerequisite: *Middle school math courses*

Algebra Readiness reinforces key middle school standards while preparing students for algebra. This course provides the student with an advanced study of rational numbers. This includes the basic operations with positive and negative numbers, zero, fractions, terminating and repeating decimals, and exponents. The course will also stress computational skills. This course is a formal development of the algebraic skills and concepts necessary for students who will complete Algebra Essentials by taking it the following year.

3005 Algebra Essentials

3006 03 Algebra Essentials

Year (Grades 10-12)

Prerequisite: *Algebra Readiness is recommended*

Students will be able to demonstrate the use of symbolic reasoning and calculation with symbols; develop an understanding of the symbolic language of mathematics and the sciences; develop algebraic skills and concepts and use them in a variety of problem solving situations.

3096 Geometry Essentials

3097 03 Geometry Essentials

Year (Grades 11-12)

Prerequisite: *Algebra Essentials or 01 International Math I is recommended*

Students will develop and demonstrate an understanding of the skills and concepts of geometry and be able to construct simple formal logical arguments and proofs. Course topics include: solving problems involving perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures; using the Triangle Inequality Theorem; and proving the Pythagorean Theorem.

3109 Transition Math Essentials

3110 03 Transition Math Essentials

Year (Grade 12)

Prerequisite: *Algebra Readiness, Algebra Essentials, and Geometry Essentials are recommended.*

The course will provide a comprehensive review of mathematical topics that are useful in our modern world. It will include concepts in algebra, geometry, statistics and probability.

Social Science

GRADUATION REQUIREMENT: 30 credits, 10 of World History, 10 of US History, 5 of Government and 5 of Economics

COLLEGE RECOMMENDATION: 2 years of UC approved “A” History courses (World History & US History).

2115 AP Human Geography

Year (Grade 9-12)

A-G: Meets “A” requirement

Prerequisite: *Honors US History and Honors English in the 8th grade with a grade of A or B. (9th grade Honors English taken concurrently will be accepted.) If prerequisite is not met, teacher and counselor approval is required.*

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth’s surface. Students employ spatial concepts and landscape analysis to study human social organization and its environmental consequences. Geographic concepts emphasized throughout the course are location, space, scale, pattern, regionalization, and place. Students will study the dynamic of human growth and movement, patterns of culture, economic use of the earth, political organization of space, and human settlement patterns, especially urbanization. This course also examines the concepts of region. Case studies that range in scale from local to global are taken from around the world.

2090 World History, Culture, and Geography: The Modern World

Year (Grade 10)

A-G: Meets “A” requirement

Prerequisite: *None*

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

2055 AP World History

Year (Grade 10)

A-G: Meets “A” requirement

Prerequisite: *None. Concurrent enrollment in CompLit II Honors recommended.*

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

2130 United States History and Geography

Year (Grade 11)

A-G: Meets “A” requirement

Prerequisite: *None*

This course examines major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and the federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture including religion, literature, art, drama, architecture, education, and the mass media.

2300 AP United States History

Year (Grade 11)

A-G: Meets “A” requirement

Prerequisite: *Teacher or counselor approval*

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

2170 American Government/Civics

Semester (Grade 12)

A-G: Meets “A” requirement

Prerequisite: *12th grade status*

This course enables students to pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as *The Federalist*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

2290 Economics

Semester (Grade 12)

A-G: Meets “G” requirement

Prerequisite: *12th grade status*

This course will emphasize the principles of economics and of our economic system. Information will be included which will assist students in making reasoned judgments about economic questions in matters of economic policy as well as narrower, but significant, personal economic questions. In order to achieve this basic understanding, students should master the fundamental economic concepts, learn how the principal concepts of economics relate to each other, and understand the structure of economic systems.

2287 AP Macroeconomics

Semester (Grade 12)

A-G: Meets “G” requirement

Prerequisite: *Teacher or counselor approval*

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

2276 History IB HL1

2277 History of the Americas IB HL2

Year (Grades 11-12)

A-G: Meets “A” requirement

Prerequisite: *Students enrolled in this course will have successfully completed AP Human Geography and/or AP World History (grade 10) with a grade of “C” or better.*

The IB History course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

South Hills High will focus on IB History HL Route 2, which is a two-year course open to juniors and seniors. It is recommended that students take AP Human Geography their freshmen year and AP World History their sophomore year as pre-requisites to IB History. IB History 11th grade will examine history from an international perspective by examining 20th century world topics with an emphasis on 1) Arab-Israeli Conflict 1945-79, 2) Causes, practices and effects of wars, and 3) The Cold War. IB History 12th grade focuses on the History of the Americas with an emphasis on 1) the Second World War and the Americas 1933-45, 2) The Cold War in the Americas 1945-1981, and 3) Civil Rights and social movements in the Americas. The “Americas” will include Canada, the Caribbean, Latin America and the United States. State requirements for Government are fused into year one and Economics in year two.

The following courses are designed for students identified through the I.E.P. process:

2085 World History Essentials

2087 03 World History Essentials

Year (Grades 10-12)

Prerequisite: *None*

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of two world wars, using supplemental materials that have been adapted to meet the needs of our students. Students will focus on the essential standards to gain a general understanding of the modern world.

2135 United States History Essentials

2137 03 United States History Essentials

Year (Grade 11-12)

Prerequisite: *None*

This course examines major turning points in American history in the twentieth century. During the year, certain themes will be emphasized to enable the student to analyze and understand more fully the significant events and issues in our American History from the 20th century to present. This course will teach the essentials by use of modifications, supplementary materials and adapted textbooks to meet the needs of our students.

2190 Economics Essentials

2193 03 Economics Essentials

Semester (Grade 12)

Prerequisite: *None*

Students will pursue a basic understanding of the Principles of Economics and how they work. Students will learn to apply economic principles to situations and experiences that may already be familiar to them. Students will learn to use skills that are important in making economic choices that both governments and individuals need in order to be successful.

2185 American Government/Civics Essentials

2187 03 American Government/Civics Essentials

Semester (Grade 12)

Prerequisite: *None*

Students will pursue a basic understanding of the system of government of the United States. Students will learn about the roots of the government and discover that the United States system reflects some principles of government that are thousands of years old. Students will learn how federal, state, and local governments work, independently and cooperatively, for the good of all citizens. Students will also learn about the freedoms and rights guaranteed to all United States Citizens. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

Science

GRADUATION REQUIREMENT: 20 credits to include 10 of biological science and 10 of physical science

COLLEGE RECOMMENDATION: 2 years of UC approved “D” Science course required (Biology & Chemistry), 3 years recommended

5105 Conceptual Physics

Year (Grades 9-12)

A-G: Meets “D” requirement

Prerequisite: *None*

This course presents the concepts of physics as they relate to everyday life. Students are introduced to optics, mechanics, astronomy, electricity and magnetism, and modern physics. Emphasis is placed on application of concepts rather than on mathematical solutions. Laboratory exercises are designed to enhance understanding of course material and to promote problem solving skills.

5047 Pre-AP Biology

Year (Grades 9-12)

A-G: Meets “D” requirement

Prerequisite: *Concurrent enrollment in International Math I is required.*

Pre-AP Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem solving. The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences.

The Pre-AP science areas of focus are vertically aligned to the science practices embedded in other science courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. They also support and align to the Next Generation Science Standards (NGSS) and AP science practices of theory building and refinement.

5045 Pre-AP Biology Honors

Year (Grades 9-10)

A-G: Meets “D” requirement

Prerequisite: *Teacher approval*

Pre-AP Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem solving. The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences.

The Pre-AP science areas of focus are vertically aligned to the science practices embedded in other science courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. They also support and align to the Next Generation Science Standards (NGSS) and AP science practices of theory building and refinement.

Approximately 40% of classroom time will be devoted to hands-on experiences that develop attitudes of scientific inquiry. Students enrolled will be prepared to take the Advanced Placement Biology course. Some topics covered will come into the scope of the Advanced Placement course.

5046 Anatomy/Physiology

Year (Grades 10-12)

A-G: Meets “D” requirement

Prerequisite: *Successful completion of International Math I and Biology*

This course is designed to provide students basic understanding of the anatomy and physiology of the human body. This course is designed to be an upper-level course, building upon students’ understanding of biological and chemical concepts within the human body. Students are also provided with opportunities to connect what they learn to real world problems and concerns, most often, ecological/environmental in nature. Students will also participate in a plethora of hands-on laboratory activities, giving the students experience with scientific experimentation. Various writing assignments throughout the year will also improve compositional abilities and the ability to communicate effectively, in a clear and concise manner.

5082 Pre-AP Chemistry

Year (Grades 10-12)

A-G: Meets “D” requirement

Prerequisite: *Completion of International Math I with a grade of “C” or better.*

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. The Pre-AP Chemistry course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences.

The Pre-AP science areas of focus are vertically aligned to the science practices embedded in other science courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. They also support and align to the Next Generation Science Standards (NGSS) and AP science practices of theory building and refinement.

5085 Pre-AP Chemistry Honors

Year (Grades 10-11)

A-G: Meets “D” requirement

Prerequisite: *Completion of Biology and International Math I with a grade of “A” or “B.”
Either completion of or concurrent enrollment in Geometry.*

This laboratory science course is designed for highly-motivated college preparatory sophomores and juniors who demonstrate ability to work both independently and in groups and to manage time effectively.

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. The Pre-AP Chemistry course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences.

The Pre-AP science areas of focus are vertically aligned to the science practices embedded in other science courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. They also support and align to the Next Generation Science Standards (NGSS) and AP science practices of theory building and refinement.

5191 Sports Medicine

Year (Grades 10-12)

A-G: Meets “G” requirement

Prerequisite: *Completion of Biology and International Math I with a grade of “C” or better is required.*

This course is designed for students who want to investigate further into the field of sports medicine. It is intended to introduce advanced anatomy and physiology in a manner that relates to sports medicine and other health care careers. Including: structure, function, and systems within the human body. Laboratory exercises will be an integral component necessary to reinforce anatomical and physiological concepts. In addition, the students will have the opportunity to apply practical, and scientific knowledge in a hands-on setting after school (40 hours). Thus, allowing students to develop skills necessary to manage common sports related injuries both under emergency and non-emergency type circumstances, as they apply to health care professions. This course is articulated with Mt. San Antonio Community College to provide a seamless transition into a postsecondary Program of Study.

5050 AP Biology

Year (Grades 10-12)

A-G: Meets “D” requirement

Prerequisite: *Students should have successfully completed high school courses in biology and chemistry with grades of “C” or higher.*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

5086 AP Chemistry

Year (Grades 11-12)

A-G: Meets “D” requirement

Prerequisite: *Students should have successfully completed a general high school chemistry course and Math III with grades of “C” or higher.*

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

5117 AP Physics 1

Year (Grades 11-12)

A-G: Meets “D” requirement

Prerequisite: *Successful completion of International Math III with a “C” or better.*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

5185 AP Environmental Science

Year (Grades 11-12)

A-G: Meets “D” requirement

Prerequisite: *One year of Biology, one year of Chemistry, one year of Int Math III*

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

5044 Biology IB SL

Year (Grades 11-12)

A-G: Meets “D” requirement

Prerequisite: *Students enrolled in this course will have successfully completed Honors Biology with a grade of “C” or better.*

IB Biology is a fast paced laboratory science course, which emphasizes the unifying concepts of biology. The general goal of this course is to give each student a better insight into Biology and the methods we use to study different biological themes. Focusing on biochemistry, cells and cell processes, genetics, health and physiology, evolution, and ecology. About 25% of class time is devoted to college level laboratory investigations.

This standard level course is designed with the International Baccalaureate Diploma Program and provides high school students the opportunity to study and perform at a university level within a high school setting. Students have the chance to test for a Standard Level Diploma upon the completion of this 2-year course.

5041 Biology IB HL1

5042 Biology IB HL2

Year (Grades 11-12)

A-G: Meets “D” requirement

Prerequisite: *Students enrolled in this course will have successfully completed Honors Biology with a grade of “C” or better.*

IB Biology is a fast paced laboratory science course, which emphasizes the unifying concepts of biology. The general goal of this course is to give each student a better insight into Biology and the methods used to study different biological themes. Focusing on biochemistry, cells, and cell processes, genetics, health and physiology, evolution and ecology. About 25% of class time is devoted to college level laboratory investigations.

This high-level course is designed with the International Baccalaureate Diploma Program and provides high school students the opportunity to study and perform at a university level within a high school setting. Students have the chance to test for a High Level Assessment to attain the Associate or Full IB Diploma upon successful completion of this 2-year course.

5197 Sports Exercise Health Science IB SL

Year (Grades 11-12)

A-G: Meets “G” requirement

Prerequisite: *Students enrolled in this course will have successfully completed Biology or Chemistry with a grade of “C” or better.*

The Sports Exercise Health Science SL (SEHS) will study the following main topics: anatomy, exercise physiology, energy systems, movement analysis, human performance, and nutrition for sports and exercise. These topics will be taught both didactically and in a hands-on environment through lab investigation, providing the skills necessary to critically analyze human performance with an international consideration.

SEHS students will participate in a group 4 project. This collaborative and interdisciplinary exercise allows an opportunity to design research, which will provide students with a hands-on opportunity to explore human performance, develop the ability to analyze, evaluate, and synthesize scientific information. This meets 10 of the 40 hours of Internal assessment.

The following courses are designed for students identified through the I.E.P. process:

5053 Earth Science Essentials

5054 03 Earth Science Essentials

Year (Grades 9-12)

Prerequisite: *None*

The Earth Science Essentials course will provide students with a broad-based background and appreciation of their ever-changing planet and its place in the universe focusing on the essential standards using materials that have been adapted to meet the needs of the students. The course includes an overview of the earth’s atmosphere, water system, geologic structure and history, including a study of the solar system.

5067 Biology Essentials

5068 03 Biology Essentials

Year (Grades 10-12)

Prerequisite: *Earth Science Essentials recommended*

This course satisfies the graduation requirement for life science. It is designed to parallel the biology course with an emphasis on conceptual understanding and hands-on experiences; however, the course will cover essential standards in detail. Supplemental materials will be used to ensure student's mastery of the essential standards. This course enables the student to develop an appreciation for the historical events significant to the development of modern biology, a respect for scientific knowledge, an appreciation of the relationship of man to his environment the skills required to utilize scientific methods, appropriate study attitudes, and an awareness of what science has to offer to individuals as scientists, citizens and human beings. Students have regular opportunities to observe natural phenomena and to explore the concepts of Energy, Evolution, Patterns of Change, Scale and Structure, Stability, and Systems and Interactions. SDAIE strategies will be utilized for English for English Learners. This course will incorporate the California Content Standards for Health.

Physical Education

GRADUATION REQUIREMENT: 20 credits, 10 of which must be taken in 9th grade

0144 Course 1-2: Introduction to Kinesiology/Physical Education

Year (Grade 9)

Prerequisite: *None*

In this co-educational course, students dress in regulation uniform, participate daily, and are expected to demonstrate progress in prescribed activities. Students develop physical skills applicable to sports, fitness, and recreational activities. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include: introduction to kinesiology (mechanics of body movement) and physical education, fitness, individual and dual activities, rhythms/dance, combative, gymnastic/tumbling, aquatics, and team activities. The effects of physical activity upon dynamic health will be a major focus throughout the course. Emphasis is placed on practicing for the state fitness test: mile run, push-ups, curl-ups, sit and reach, and trunk lift.

0250 Co-ed Physical Education 10-12

Year (Grades 10-12)

Prerequisite: *None*

Students will dress in regulation uniform, participate daily, and demonstrate progress in prescribed activities. Students develop physical skills applicable to sports, fitness, and recreational activities, prescribed by the instructor, from the following activity choices: Aerobics, Recreational games, Badminton, Basketball, Soccer, Softball, Table tennis, Football (touch or flag), Team handball, Golf, Tennis, Track and field, Paddle tennis, Volleyball, Physical fitness, Racquetball, and/or Wrestling.

0254 Body Building

Year (Grades 10-12)

Prerequisite: *None*

This course may be taken either as an elective or to fulfill the physical education graduation requirement. In this course students will dress in regulation uniform, participate daily and are expected to demonstrate progress in muscle strength, flexibility and endurance development. The students will be exposed to the basic principles of exercise physiology.

0180 Beginning Dance P

Year (Grades 9-12)

Prerequisite: *None*

This course is designed to introduce and develop dance technique training, motor skills, movement exploration, and body awareness in the areas of Ballet, Jazz, Modern and Tap Dance. Students will study dance technique to establish strength, flexibility, body placement and alignment. Dance history will be introduced with each unit of study. Students will be introduced to basic terminology in dance. Students will be provided with a variety of dance concert programs to view for interpretation and analysis to gain a better understanding and appreciation of different dance forms and become a more knowledgeable audience for dance as an art form.

0182 Intermediate Dance PE

Year (Grades 10-12)

Prerequisite: *Must have taken Beginning Dance for a minimum of two semesters with a "C" or better.*

This course is designed to further develop dance technique training, motor skills, movement exploration, and body awareness in the areas of Ballet, jazz, Modern, Tap Dance and Ethnic Dance. Students will continue to study dance technique to establish strength, flexibility, body placement and alignment necessary for performing more complex dance combinations. Emphasis will be placed on learning the skills necessary for advancing to the next level in dance. Students will be introduced to more intermediate dance terminology. Students will begin to develop an understanding of choreography through creating small dance works and analyzing their projects. Students will further develop their ability to analyze dance through critiquing dance films and studying the dancers and choreographers of a particular historical period.

0181 Dance Production PE

Year (Grades 9-12)

Prerequisite: *None. Class selection based on audition.*

This course is designed to further develop dance technique training, motor skills, movement exploration and body awareness in the areas of Ballet, Jazz, Modern and Ethnic Dance. Students will further develop strength, flexibility, body placement, alignment, endurance, and the coordination needed to perform more advanced dance technique skills. Advanced dance terminology will be introduced. Students will explore body line, spatial design, rhythms and dynamics and levels to develop an aesthetic quality of movement for creating effective choreography for performance. Students will further develop their ability to analyze dance through researching historical dance figures and the historical period that created those dance forms.

0300 Marching Band PE

Year (Grades 9-12)

Prerequisite: *Tryout, Intermediate or Advanced Band, teacher recommendation.*

This course is open to students who have expressed an interest in performing with the marching band and demonstrate a sustaining interest as a participant of this activity throughout their years of membership. This course is structured around performances at high school football half-time shows, parades, field tournaments, and various state and community events. May be repeated for credit.

0260 Drill Team

Year (Grades 9-12)

Prerequisite: *None. Class selection based on audition.*

This course is open to students who have successfully auditioned for membership. Membership in Drill Team (more commonly known as Colorguard) is dependent upon continued ability to perform complex and physically demanding aerobic routines. This course is structured around marching band performances and competitions. Drill Team may also perform at various school and community events as well as at various auxiliary unit competitions. Drill Team satisfies the requirement in physical education.

0270 PE Pep

Year (Grades 9-12)

Prerequisite: *None. Class selection based on audition.*

This course is structured to support athletic events, games, rallies and various state and community competitions. Students also engage in regular physical education activities. Pep satisfies a physical education graduation requirement.

0600/0760 Sports

Semester (Grade 9-12)

Prerequisite: *Class selection based on roster provided by head coach.*

Students enrolled in this course participate in competitive athletics. They gain leadership experience and develop positive attitudes relating to sportsmanship and fair play. Students develop school and team loyalty, and learn to make individual and team decisions. The course develops the skills and attitudes required to participate in the following sports: baseball, basketball, cross country, football, golf, soccer, softball, swimming, tennis, track and field, volleyball and wrestling. Students, under the direction of a coach or coaches, compete against students from other schools in one or more of these sports. Emphasis is placed on both individual and team performance. Physical Education credit is earned upon successful completion of this course.

Language Other than English

GRADUATION REQUIREMENT: 10 credits of language other than English OR Fine Art
COLLEGE RECOMMENDATION: 2 years required of the same language, 3 years recommended.

4130 Spanish I

Year (Grades 9-12)

A-G: Meets “E” requirement

Prerequisite: *None*

Spanish I is a communication based program in which the target language is used to give meaningful information in the classroom through: listening, speaking, reading and writing. Throughout the course culture will be an integral part of the program. This program is designed for the student who has little or no previous knowledge of the Spanish language. Each lesson provides and reinforces: 1) new vocabulary, 2) oral conversation practice, 3) grammar, 4) written and oral practice drills, 5) reading selections, 6) cultural activities, including videos and technology based activities. This course fulfills the college requirement for one year of a language other than English at the high school level.

4140 Spanish II

Year (Grades 9-12)

A-G: Meets “E” requirement

Prerequisite: *Grade of “C” or better in Spanish I or proficient Spanish speaker.*

Spanish II is a communication based program in which the target language is used to exchange meaningful information through: listening, speaking, reading and writing. Each lesson provides and reinforces: 1) new vocabulary, 2) oral conversation practice, 3) grammar, 4) written and oral practice drills, 5) reading selections, 6) cultural activities, including including videos and technology based activities. This course fulfills the college requirement for the second year of a language other than English at the high school level.

4150 Spanish III

Year (Grades 10-12)

A-G: Meets “E” requirement

Prerequisite: *Grade of “C” or better in Spanish II.*

Spanish III is a communication-based program in which the target language is used to exchange meaningful information through listening, speaking, reading and writing. Each lesson provides and reinforces (1) new vocabulary, (2) oral conversation practice, (3) grammar, (4) written and oral practice drills, (5) reading selections, (6) cultural activities, including including videos and technology based activities. This course fulfills the college requirement for the third year of a foreign language at the high school level.

4270 AP Spanish Language and Culture

Year (Grades 10-12)

A-G: Meets “E” requirement

Prerequisite: *Grade of “C” or better in Spanish III or recommendation from teacher.*

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

4285 Spanish IB SL (H)

Year (Grades 11-12)

A-G: Meets “E” requirement

Prerequisite: *Grade of “C” or better in Spanish III or recommendation from teacher.*

IB Spanish is intended to provide students with a comprehensive understanding and appreciation for another language and culture. While the main goal is to provide the students with the ability to communicate effectively and confidently, the exploration of Spanish literature, art and history helps enhance the study and interests of the students. The class also includes highly interactive written and oral activities, which allow student to analyze, execute, and draw conclusions adequately. Students will be encouraged to challenge topics, generate questions and think creatively while comparing and contrasting ways of life and culture in Spanish speaking countries to ours. The course is designed to enrich vocabulary and provide a forum for speaking, writing and communicating across a wide spectrum at an advanced level entirely in Spanish.

4280 Spanish IB HL1

4281 Spanish IB HL2

Year (Grades 11-12)

A-G: Meets “E” requirement

Prerequisite: *Grade of “C” or better in Spanish III or recommendation from teacher.*

IB Spanish is intended to provide students with a comprehensive understanding and appreciation for another language and culture. While the main goal is to provide the students with the ability to communicate effectively and confidently, the exploration of Spanish literature, art and history helps enhance the study and interests of the students. The class also includes highly interactive written and oral activities, which allow students to analyze, execute, and draw conclusions adequately. Students will be encouraged to challenge topics, generate questions and think creatively while comparing and contrasting ways of life and culture in Spanish speaking countries to ours. The course is designed to enrich vocabulary and provide a forum for speaking, writing and communicating across a wide spectrum at an advanced level entirely in Spanish.

4625 Chinese I

Year (Grades 9-12)

A-G: Meets “E” requirement

Prerequisite: *None*

Chinese I will introduce students to the language and culture of China and the Chinese-speaking world. Students will develop basic skills in speaking, listening, reading, and writing Mandarin Chinese. Students are allowed to progress naturally through the development stages of comprehension, early production, and speech emergence. Oral communication skills are emphasized and developed through the use of meaningful input, such as short video and audio clips and direct interaction with the teacher. Building cultural awareness through field trips is also an integral part of the course.

4627 Chinese II

Year (Grades 9-12)

A-G: Meets “E” requirement

Prerequisite: *Grade of “C” or better in Chinese I or recommendation from teacher.*

Chinese II is a yearlong intermediate course for non-Chinese speaking students who have successfully completed Chinese I. The course is designed to continue developing students’ communication skills through vocabulary development, deepening their understanding of word formation and sentence structure of the Chinese Language, and the further development of listening, speaking, reading, and writing skills. Cultural topics will continue being presented to develop students’ awareness of and appreciation for Chinese culture.

4629 Chinese III

Year (Grades 10-12)

A-G: Meets “E” requirement

Prerequisite: *Grade of “C” or better in Chinese II or recommendation from teacher.*

Chinese III will focus on further developing students’ abilities in communicating accurately and effectively in listening, speaking, reading, and writing. 90% of instruction is given using the target language, which is Mandarin Chinese. 10% of instruction is given in English when necessary for grammar or sentence pattern explanation.

4630 Chinese IV

Year (Grade 10-12)

Prerequisite: *A grade of C or better in Chinese III or teacher Recommendation*

Chinese IV will bring the students an opportunity to refine their four language proficiency skills: listening, speaking, reading and writing in the intermediate to Advanced-level range across the three communicative modes (interpersonal, interpretive, and presentational) and the five Cs (communication, culture, connections, comparisons and communities) as defined in the Standards for Foreign Language Learning in the 21st Century. Essential grammar is reviewed and defined for advanced proficiency in the language. This course provides the students an opportunity to immerse in the richness of Chinese Language and Culture by comparing Chinese-speaking cultures with his/her own culture and presenting selections from a variety of literature and media. Students are required to speak in Chinese as much as possible to increase their confidence in applying target language at home, at school, and in the community.

4632 AP Chinese Language and Culture

Year (Grades 10-12)

A-G: Meets “E” requirement

Prerequisite: *A grade of C or better in Chinese III or recommendation from teacher.*

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

4633 IB Mandarin SL1

4634 IB Mandarin SL2

Year (Grades 11-12)

A-G: Meets “E” requirement

Prerequisite: *Students enrolled in this course will have successfully completed Chinese II with a grade of C or better (preferably Chinese III) or recommendation from World Language teacher.*

The IB Mandarin (Chinese) B Standard Level will focus on developing students’ abilities in communicating accurately and effectively in listening, speaking, reading, and writing. The course will also help students develop insights and engage in an exploration of modern and traditional Chinese culture. The course will also view Chinese culture in an international context. Students will learn how Chinese culture and society have influenced and have been influenced by the global community.

Students will learn to respond in Chinese to complex issues using the language to express their higher-level thinking, based on the topics (communication and media, global issues, social relationships, cultural diversity, and leisure) and many aspects of these topics that will be covered.

4550 American Sign Language I

Year (Grades 9-12)

A-G: Meets “E” requirement

Prerequisite: *None*

Students learn the fundamentals of American Sign Language (ASL) using the five organizing principles identified by the National Standards in Foreign Language Project. These principles are considered the five C’s of foreign language instruction: communication, culture, connections, comparisons, and communities. The course will teach basic vocabulary, grammar, finger spelling and aspects of Deaf Culture. Total participation is necessary to properly learn sign language. Activities will include student working in pairs/groups, games, and signing presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete reports on different aspects of Deaf Culture and history and be involved in one out-of-class function.

4555 American Sign Language II

Year (Grades 9-12)

A-G: Meets “E” requirement

Prerequisite: *A grade of a “C” or better in ASL I or recommendation from World Language teacher.*

This course continues the work begun in ASL I. Emphasis will be on further developing expressive and receptive skills. There will be opportunities for students to use their ASL skills through interactions with deaf students. Students build upon their vocabulary and grammar to have conversations about life, opinions, requests events, etc.

4560 American Sign Language III

Year (Grades 10-12)

A-G: Meets “E” requirement

Prerequisite: *A grade of “C” or better in ASL II or recommendation from World Language teacher..*

ASL III further develops the student’s receptive and expressive skills in American Sign Language. Emphasis will be on syntax, grammar, vocabulary development, Deaf Culture and the ability to express abstract ideas and concepts in American Sign Language. Students will be required to use American Sign Language in class discussion, dialogues, debates, skits, storytelling, reviews, reports and poetry.

4554 American Sign Language IV

Year (Grades 11-12)

A-G: Meets “E” requirement

Prerequisite: *A grade of C or better in ASL III or recommendation from World Language teacher.*

American Sign Language (IV) reinforces, expands and refines the receptive and expressive skills learned in ASL III, including role-shifting, precise use of classifiers, and the language skills necessary to help organize and discuss complex subjects. Students continue to develop skills in interpreting for a variety of situations, for example, describing accidents and health conditions. They deepen their understanding of the key aspects of Deaf culture and history through research, visitors, presentations, and participation in various Deaf events. Finally, students continue researching in depth the numerous careers for which people knowing ASL are highly sought. Formative and summative assessments will be ongoing and a combination of performance-based and research-based assignments.

Visual and Performing Arts

GRADUATION REQUIREMENT: 10 credits of Fine Art OR language other than English
COLLEGE RECOMMENDATION: 1 year required of same class, consecutive semesters only

1700 Introduction to Theater Arts

Year (Grades 9-12)

A-G: Meets “F” requirement

Prerequisite: *None*

This course introduces students to all aspects of theatre, acting, stage techniques, and the functional roles of the actor, director, and stage support personnel. All aspects of theatre arts are introduced, including make-up, set design, and crew and performance skills. A history of theatre will be included in the course work through the theatrical content from different historical periods.

1710 Play Production

Year (Grades 10-12)

A-G: Meets “F” requirement

Prerequisite: *Introduction to Theater Arts or instructor’s approval.*

This course concentrates on refining stagecraft and acting skills. Emphasis will be on character analysis and interpretation, analysis of genre and its cultural relevance. Play Production expands on knowledge gained from Introduction to Theater Arts in that it requires students to become immersed in all aspects of producing a play, including techniques studied in Introduction to Theater and participation in SHHS theatrical productions as a cast or crew member is required. With permission of the instructor, this course may be taken more than once for elective credit to develop advanced skills.

1720 Advanced Acting

Year (Grades 10-12)

A-G: Meets “F” requirement

Prerequisite: *Introduction to Theater Arts or instructor’s approval.*

This course concentrates on refining acting and directing skills. Emphasis will be on interpretation and technique, analysis of character and motivation, and direction and stage and screen aesthetics. Advanced Acting expands on knowledge from Intro to Theater Arts in that it requires students to study techniques and plays in depth from specific acting theorists and techniques and present scenes, plays and film productions using those specific theories and techniques.

Advanced Drama supports students in discovering the performing arts’ potential for shining a light on the human condition and how that light creates relevance and impacts our society.

8260 Chorus

Year (Grades 9-12)

A-G: Meets "F" requirement

Prerequisite: *None*

This course is designed for students who have an interest in singing. It seeks to develop musical skills. It will allow students to develop technical facility and understanding so that the student will grow in increased musical awareness and appreciation. The chorus performs pieces from various selected eras of musical histories. In addition to the techniques of rehearsal and performance, students learn the theory and history of the music performed. Students will participate in scheduled school and community performances.

8270 Concert Choir

Year (Grades 9-12)

A-G: Meets "F" requirement

Prerequisite: *Class selection based on audition.*

This course is designed for all intermediate and advanced students interested in choral music performance. Instruction is focused on heightening student performance skills, increasing music appreciation, furthering the knowledge of musical literature and structure, and expanding repertoire. Students will perform as a group at a variety of school and community functions.

8201 Dance Production

Year (Grades 9-12)

Prerequisite: *Must have taken Beginning Dance for a minimum of two semesters with a "C" or better in the class and/or audition.*

This course is designed to further develop dance technique training, motor skills, movement exploration and body awareness in the areas of Ballet, Jazz, Modern and Ethnic Dance. Students will further develop strength, flexibility, body placement, alignment, endurance, and the coordination needed to perform more advanced dance technique skills. Advanced dance terminology will be introduced. Students will explore body line, spatial design, rhythms and dynamics and levels to develop an aesthetic quality of movement for creating effective choreography for performance. Students will further develop their ability to analyze dance through researching historical dance figures and the historical period that created those dance forms.

8231 Advanced Band**8232 Advanced Band****8233 Advanced Band**

Year (Grades 9-12)

A-G: Meets "F" requirement

Prerequisite: *Audition or teacher recommendation.*

Instruction seeks the highest quality performance possible of selected band literature. Students enhance musical technique, extend appreciation, and increase knowledge of musical literature, culture, styles, and structure. As a group they perform at school and community functions.

8390 Jazz Ensemble

Year (Grades 9-12)

A-G: Meets “F” requirement

Prerequisite: *Audition or teacher recommendation.*

This course acquaints students with instrumentations, styles, and the application of scales, chords, progressions, transpositions, and improvisations used in the jazz field. The development of technical skills and application of music fundamentals are emphasized for the individual and the group. They perform at school and community functions.

8007 Art Appreciation

Year (Grades 9-12)

A-G: Meets “F” requirement

Prerequisite: *None*

This course is a first year art course that will include the study of Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connecting these concepts and applications to other curricular areas and as well as to possible career options. The course introduces and develops basic concepts, skills, tools, and techniques of drawing and painting within the sequence of the units taught. The elements of art as well as the principles of design serve as a foundation for each unit covered. Selected historical and/or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as developing an appreciation of works of art from other cultures and times. Several units will incorporate the use of technology to enrich the curriculum.

8040 Advanced Art

Year (Grade 10-12)

A-G: Meets “F” requirement

Prerequisite: *Completion of Art Appreciation and/or teacher approval.*

In this class, students are required to explore various media and techniques at an advanced level through individual contractual agreements between the student and the teacher. This course is designed to provide for the continuing development of analytical and technical skills learned in previous courses, with an emphasis on individual expression. The course will include library and museum research, analytical writing, and oral presentations each semester. Students are expected to devote time outside of class to meeting course objectives.

8047 Visual Arts IB HL1

8048 Visual Arts IB HL2

Year (Grade 11-12)

A-G: Meets “F” requirement

Prerequisite: *There is no prerequisite. However, students must be enrolled in the IB program.*

IB Visual Arts is offered at both the Standard Level (SL) and also Higher Level (HL.) Both courses are identical, taught in similar environments by either teacher. They are absolutely identical with exception to the amount of work that is required. The work that is required of the higher level student is much greater than that of the standard level. The students are all treated as equals, and their classification of standard level or higher level is kept confidential. The only difference in the programming and indoctrination is the amount of work the student must complete. Given that the average school day is five days a week with 50 minutes per class instructional time is used to address the curriculum. The majority of work that the student must complete will be completed at home. Students have the option to take the course as 2-D principle disciple or 3-D discipline. All course work is identical and applied to each specific discipline.

8415 Digital Art

Year (Grade 10-12)

A-G: Meets “F” requirement

Prerequisite: *None.*

The course emphasis is the creation of artwork for various industries by emphasizing the elements and principles of design. It will include digital media such as digital photography, digital video, imagery, and word processing as well as traditional media such as ink, pencils, paint, and other traditional color mediums and how digital processes can enhance works by combining traditional with technology. The hands-on lab will introduce students to the history of computers and the ever-changing technology and the industries that computers support. Students will also learn to transfer files between workstations; create digital photographs using various lighting conditions; produce a stop-motion animation short; create brochures, advertisements, and other forms of page layouts; use of digital and analog video cameras; compress and change digital video formats; and create full digital video movies.

9105 Video Production I

Year (Grade 9-12)

A-G: Meets “F” requirement

Prerequisite: *None.*

Students enrolled in Video Production I will develop skills in all areas needed to plan, write, collaborate, film, and edit for video production projects including news reports, commercials, short films, special effects chase scenes, music videos, mini-documentaries, personal reels, and special video projects including general teacher/district support videos. They will take into account aesthetic choices to meet the project’s goals and audience approval. In addition to the general skills associated with video production (e.g. working with camcorders), students will develop individual organizational skills as well as interpersonal communication skills necessary to the completion of any project as part of any working environment. Students will work with the industry standard programs of Final Cut Pro, Motion, Soundtrack Pro, Final Draft, and DVD Studio Pro as well as the consumer level programs iDVD and GarageBand. Additional time outside of the class may be necessary to the success of the class.

9106 Video Production II

Year (Grade 10-12)

A-G: Meets “F” requirement

Prerequisite: *Video Production I, or Introduction to Theatre Arts, or Digital Art is required*

Video Production II advances the basic skills learned in Video Production I as well as enhances all artistic skills in particular areas to further refine the possible career path. The sections are Director-Producer, Directors of Photography-Camera Operator, Actor-Reporter-Narrator, Screenwriter, Video Editor, and other Computer Application based roles.

9107 Video Editing and Broadcast Operations

Year (Grade 10-12)

Prerequisite: *General Computer Skills*

This course is a study of nonlinear editing technologies, techniques and processes used in the film, television and video industry. Students learn the power of “Story Telling through the medium of film. In addition, students are introduced to the technical operations of the broadcast studio control room facilities.

8447 Photography/Commercial Art

Year (Grade 10-12)

A-G: Meets “F” requirement

Prerequisite: *None.*

Through demonstration, discussion, readings, and studio work, students will learn the fundamentals of digital photography as a means of self-expression and visual communication. The class will focus on the merging of photography with digital imaging technologies, including digital camera operation, film and document scanning, photographic quality inkjet printing, and portfolio presentation and exhibition.

Students will learn digital image manipulation and photo retouching techniques and apply all of these skills toward the creation of photographs and high quality inkjet prints that express or communicate self-assigned themes and concepts.

8430 Ceramics and Sculpture

Year (Grade 12)

A-G: Meets “F” requirement

Prerequisite: *None.*

This course is a technical and aesthetic exploration of three-dimensional design through the mediums of clay, metal, glass, stone, wood, polymer clays and fibers. The course will also include two-dimension basic drawing and layout skills. The student will participate in a wide range of experiences using additives or subtractive sculpture techniques, designed to build artistic and creative confidence. The products created in this course may serve as functional items or fine art works.

8080 Special Projects

Year (Grade 12)

A-G: Meets "F" requirement

Prerequisite: *Successful completion of one year of visual arts with a grade of B or better.*

Special Projects students will explore a visual concern in depth and create a corresponding body of work that reflects the investigation, growth and development of the chosen subject matter. Through the created artwork and written reflections, the student must demonstrate an awareness of historical and cultural reference, current career trends, and personal significance. Through completed artwork, students will demonstrate mastery of a visual media (medias) appropriate to the visual concern. At semester and year-end, the student will create a portfolio which showcases the work, written reflections and assessments made throughout the academic year.

General Electives

GRADUATION REQUIREMENT: 80 credits

COLLEGE RECOMMENDATION: 1 year required of College Prep Elective

XXX College and Career Readiness

Year (Grade 9-12)

Prerequisite: *None*

High school students have many questions about how to navigate through high school and prepare for their post-high school plans. In the College and Career Readiness course, students will obtain a deeper understanding of what it means to be ready for college and career-ready. Students will develop soft skills to be successful in high school and gain the knowledge needed to be prepared for their post-high school plans. They will know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead to expansive career opportunities after they have completed their education and are ready for the working world.

6167 Entrepreneurship

Year (Grade 9-12)

A-G: Meets “G” requirement

Prerequisite: *None*

Entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques in successful entrepreneurs that they will need to succeed. Finally, learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills by solving complex problems and making sound decisions in order to produce a viable business.

Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship in the market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business finances including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice.

6164 Sports Management

Year (Grade 9-12)

A-G: Meets “G” requirement

Prerequisite: *None*

This course is designed to expose students to the various business aspects that exist in collegiate and professional sports. This sports management course will provide insight on topics such as leadership, ethics, marketing, and legal aspects in sport at multiple levels of competition. Through research, critical analysis, and critical thinking students will gain an understanding of leadership structure and styles, economic impacts both foreign and domestic, networking, branding, and a variety of other options that exist. Over the course of the semester the students will select different sport organizations, teams, and leadership roles by which to present business related content including decision-making scenarios, projects, and presentations.

6965 Virtual Enterprise

Year (Grades 10-12)

A-G: Meets “G” requirement

Prerequisite: *Completion of Entrepreneurship or Sports Management with a grade of “C” or better and/or teacher approval.*

Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in an authentic business environment. The students determine the nature of business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant with the support of a real business partner. Emphasis is placed in using current business software packages and the Internet for business transactions. Enterprises are linked together in regional, national, and global networks so that the firms have each other as trading/business partners. As the firms begin to interact with other virtual enterprises worldwide, the students/employees receive first-hand knowledge of doing business in the global economy.

6168 IB Business Management SL

Year (Grades 11-12)

A-G: Meets “G” requirement

Prerequisite: *Students enrolled in this course will have successfully completed International Math III or equivalent with a grade of C or better or with permission of the instructor.*

The Diploma Programme Business and Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. As a course, it aims to encourage a holistic view of the world of business by promoting an awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations. Course content includes: Business Organizations, Human Resources, Accounts and Finance, Marketing, and Operations Management.

9875 Theory of Knowledge IB

Semester (Grades 11-12)

A-G: Meets “G” requirement

Prerequisite: *Successfully completed 9th and 10th Grade English Honors with a “C” or better.*

This course links ALL the IB courses and all subject areas together in a dialogue and exploration of the ways we come to knowledge and the potential areas of knowledge. This lively course explores knowing and the knower, and at its essence explores and probes how we know what we know and how we know things are knowable. Our shared learning experience encourages analysis of Knowledge Claims and probes through Knowledge Questions while discovering and sounding the depths and breadths of personal and shared knowledge. Other than the assessments, there is very little homework but students will talk, present, perform, and generally have an enriching learning and educational experience. To better grasp these and other aspects of knowledge and thinking, two main areas are studied: Ways of Knowing and Areas of Knowledge. Fused together, these help students better define knowledge and its claims and questions and help them to gain improved perspectives of the world, the nation, and the community, past, present, and future.

1100 Literature, Film, and Media

Semester (Grades 11-12)

A-G: Meets “G” requirement

Prerequisite: *Successfully completed 10th Grade English with a grade of “C” or better.*

This course offers an in-depth study of core literary works from American literature that ranges from the 19th Century to the present from a diverse group of authors of various ethnic backgrounds. Using a balance of reading material, including literature and informational text, this course is designed to develop and reinforce literary concepts, enhance knowledge and appreciation of language, film, and media, encourage analysis and critical thinking, and develop and extend speaking, listening and writing skills as they relate to the Common Core Standards.

The purpose of this course is to provide students with the opportunity to practice and improve their analytical and writing skills through the study of great works of literature and their film adaptations. This course is designed so that students will become proficient in analyzing literature and film and how it has and continues to shape beliefs around race, class, ethnicity, gender and national origin.

Students will read a variety of American Literature across all genres. In each unit, students will focus on a specific factor in which a person formulates their identity (Race, Family, Power, and Culture and Community). Students will build their content knowledge through texts, their film adaptations, and supplemental resources including short films, excerpts from novels with similar themes, and secondary sources of articles and media. Students will use essential strategies for literary criticism and participate in whole class and small group discussions, and presentations to develop listening and oral communication skills.

6070 CISCO IT Essentials

Year (Grades 10-12)

A-G: Meets “G” requirement

Prerequisite: *Successful completion of International Math I with a grade of “C” or better.*

Information Technology Essentials is the study of the concepts of physics, electronics, mathematics, and engineering as applied to the information infrastructure present in today’s connected society. In particular the science of electronic technology and the mathematical and logical structure of computing and networking systems will be explored in depth. Concepts studied will include basic electronics, digital electronics concepts, binary and hex representation of numbers, and concepts of network information transport.

3061 Introduction to Computer Science/CS 101

Year (Grade 9-12)

A-G: Meets “G” requirement

Prerequisite: *None*

Introduction to Computer Programming is the first course in computer programming using the Python programming language. This course covers basic programming concepts such as variables, operations, input/output, control of flow, iteration, functions, and data types. One goal of this course is to give students a solid foundation in Python, upon which they could build with further study. But the course’s larger goal is to encourage a conceptual understanding of programming techniques and computer science concepts that transcend any single programming language. Students will acquire powerful problem-solving skills as they write Python scripts to solve increasingly complex problems. The exacting syntax and the conceptual nature of programming require students to think analytically and to attend carefully to details. Similar to learning a new language, students will succeed in this course through regular practice and persistence.

3064 AP Computer Science Principles

Year (Grade 9-12)

A-G: Meets “G” requirement

Prerequisite: *Students enrolled in this class will have successfully completed International Math I with a “C” or better.*

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

3065 AP Computer Science A

Year (Grade 9-12)

A-G: Meets “G” requirement

Prerequisite: *Completion of International Math I, but preferably concurrent enrollment in or completion of International Math III.*

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

The AP Computer Science A course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java.

6060 Game Design and Development

Year (Grade 9-12)

A-G: Meets “G” requirement

Prerequisite: *Students enrolled in this class will have successfully completed one of the following: CS101, AP Computer Science Principles, AP Computer Science A, or Digital Art.*

Game Design and Development provides students with a complete understanding of the technological and creative aspects of video game design and development. Students explore the historical and rapidly changing trends in the field of design and development for video games. Through design projects for video games, students develop problem-solving skills, artistic perception, critical thinking, goal & time management, learn how to be self-directed learners, to work independently as well as in groups and how to self-reflect. With the awareness of design solutions throughout history in various cultures, students will understand the impact of video design on player experience. Students will also learn to develop mastery in the hard skills of art, science, math, psychology, engineering and technology are needed to design and develop video games.

Students are also taught methods and theory such as elements and principle of design, audio/visual effects needed to enhance their artistic vision. Design critiques and presentations will provide opportunities for students to grow as design artists. The class will explore video game design, planning, layout, and construction, programming, production and distribution (wholesale and retail) of video games and image-creation tools. This course is designed to provide the necessary skills and training for an entry-level position in the field of Video Game Design and Development.

1770 Speech

Year (Grades 9-12)

A-G: Meets “G” requirement

Prerequisite: *None*

Students will develop their communication skills through the use of formal and informal speech. Students will read research and interpret material in order to create original speeches that express ideas clearly and effectively.

9108 Screenwriting as Literature

Year (Grade 10-12)

A-G: Meets “G” requirement

Prerequisite: *Completion of English I with a grade of “C” or better is required. Completion of Introduction to Theatre, or Video Production I is recommended.*

Screenwriting as Literature is an intensive writing, theory-based, advanced level course aimed at enriching the experience of aesthetic literature and storytelling concepts through the visual medium of film. The goal of the students is to study film theory as well as finish a feature length screenplay by the end of the course. The students begin to understand film narrative by researching periods of major story evolutions within film history and looking at many of the films that defined those periods. Students will use creative writing techniques when writing dialogue and action. Students will learn how to use Final Draft, an industry standard program, to help perfect the art form in a way acceptable and appreciated by professional institutions. Students will learn best practices and advanced techniques that can be used during the writing process, and once finished students will know how to improve and distribute their screenplays.

2455 Peer Counseling 1

Year (Grade 10-12)

A-G: Meets “G” requirement

Prerequisite: *None*

This course will provide students with the essential information and skills necessary to counsel, mediate and support students in need and is designed for peer to peer interaction and support. The primary goal of the Peer Counseling program is to be an effective tool for providing prevention, intervention, and referral services to students experiencing social/emotional difficulties in conjunction with South Hills Wellness Center. Students will be required to tie in what they learn in each unit to each Dimension of Wellness. In addition, this course will present students with different counseling theories, communication skills, anger and conflict management skills and the ability to deal with crisis and change. The main theme of the course is helping peer counselors empower others and themselves, with a strong focus on applying the lessons toward self-growth, inclusion and empathy. The course requires that students keep a journal that records what they have learned and reflects on how they will apply that learning to their counseling and their lives. Students will research in order to discover how values are developed through investigation and analysis of social, cultural and familial influences, as well as individual experiences.

The success of Peer Counseling program is based on the premise that effectively trained and motivated young people have the ability to positively influence the attitudes and behavior of their peers.

2460 Peer Counseling 2

Year (Grade 10-12)

A-G: Meets “G” requirement

Prerequisite: *Teacher and/or Counselor approval.*

This course will provide students who have completed Peer Counseling 1 with on-going skill development and supervision for delivering individual or group peer counseling/support. Students will gain experience in leadership and outreach activities in an effort to develop empathy, well being, adaptive help-seeking and coping skills among students. Throughout Peer Counseling 2, students will also continue to acquire behavior science knowledge and current career information related to counseling and mental health fields. This course focuses on students using and promoting skills in: self-awareness, effective communication and decision making, peer counseling ethical standards and boundaries, self-care planning, and appropriate help resources.

9869 AVID 9

9868 AVID 10

9867 AVID 11

Year (Grade 9-11)

A-G: Meets “G” requirement

Prerequisite: *Application and/or Counselor approval.*

This course is an elective course in which students are tutored in all academic areas by college students both individually and in small groups. Advancement Via Individual Determination (AVID) teaching methods and materials are used with particular emphasis given to English-Language Arts and Mathematics. Students are helped to see themselves as potential college students and helped to master the skills necessary to meet all requirements for admission to college.

9856 Leadership 1

9857 Leadership 2

Year (Grade 9-12)

A-G: Meets “G” requirement

Prerequisite: *Requires application, interview and teacher recommendations.*

Leadership has two goals. One, increase the positive school culture through academic and social event. Two, help students enrolled in the class become more effective leaders. Leadership is a project based course aimed at increasing students’ leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will learn extensively about the nature of leadership and its different styles. Additionally, students write frequently-- critically, reflectively, persuasively -- and speak about the real world issues that arise from the planning of events.

2840 Psychology

Semester (Grade 11-12)

A-G: Meets "G" requirement

Prerequisite: *None*

This course is designed to provide the student with a general survey of the broad field of psychology, a fundamental knowledge of basic terms used in the field, an opportunity to explore current therapeutic methods, and an opportunity to explore physiological states, perception, cognition, motivation, memory, learned behavior, growth and development, social groups, emotions, personality and disorders.

2420 Sociology

Semester (Grade 11-12)

A-G: Meets "G" requirement

Prerequisite: *None*

In this course students will gain an understanding of themselves and the impact of groups on the individual. Students will learn how sociologists analyze the basic structures and functions of societies, discover how these societies become organized, identify the conditions under which they become disorganized, and predict the conditions for reorganization. The "inquiry" approach along with simulation and role-play activities are used. This course involves extensive reading and writing skills and the expression of student opinion based on fact is essential. The class provides the opportunity to become involved in community service projects with both the elderly and the multiply handicapped.

2846 AP Psychology

Year (Grade 11-12)

A-G: Meets "G" requirement

Prerequisite: *Completion of Psychology/Sociology with a grade of "C" or better. If prerequisite is not met, teacher and counselor approval is required.*

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

5194 Advanced Sports Physical Therapy

Year (Grade 10-12)

A-G: Meets “G” requirement

Prerequisite: *Sports Physical Therapy or Sports Medicine Required; Teacher and/or Counselor Recommendation*

This course will provide an education that compliments a student’s science courses in high school and further prepares them for their college professional courses. This course is designed to broaden the students’ knowledge of the field of athletic training, including the vocabulary, theories, principles and skills involved with the rapidly growing field of Sports Physical Therapy. This course will place a special emphasis on the clinical skills and proficiencies necessary to function in the field of athletic training, including but not limited to: creative rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the upper extremity, trunk, head and face; injuries to the young athlete; drugs in sports; modern issues in sports medicine. This course completes the classroom preparation of a student wishing to work in the actual sports medicine arena, by working as an athletic training student with the various sports opportunities offered in high school. This course involves outside-of-class time for hands-on practice, homework, and additional time as required working with athletes and athletic teams. The Certified Athletic Trainer is the recognized expert in the prevention, assessment, treatment, and rehabilitation of injuries occurring to individuals of all ages who participate in sports and fitness exercises.

7030 Culinary Arts I

Year (Grade 11-12)

A-G: Meets “G” requirement

Prerequisite: *None.*

Culinary Arts I is a yearlong “hands on” course designed to introduce students to the restaurant/hospitality industry using a variety of teaching methods and experiences. Students will learn the art of food preparation and service. Lesson plans will include: how to write and execute a menu, product purchasing, recipe development, principles of costing, and other elements that impact a restaurant or caterer of both small and large functions.

7035 Culinary Arts II

Year (Grade 11-12)

A-G: Meets “G” requirement

Prerequisite: *Successful completion of Culinary Arts I with a grade of “C” or better.*

This course is designed to help students solve problems and think critically by effectively conducting individual and group experiments, writing lab reports and using equipment and supplies from both science and food laboratories. Students will demonstrate an understanding of chemical and biological bases of food processing, preparation, and preservation through challenging group and individual assignments. They will investigate issues in the food science, dietetics and nutrition industry and offer possible solutions. Students will understand safety and sanitation issues by applying principles in laboratory procedures and identifying regulations in food processing and food service industries.

9050 Welding I

Year (Grade 11-12)

Prerequisite: *None*

Students will learn the fundamentals of the welding processes related to the areas of fabrication, construction, machine tool, aerospace and the transportation industries.

9051 Advanced Welding

Year (Grade 11-12)

A-G: Meets "G" requirement

Prerequisite: *None*

This is a capstone course within a Career and Technical Education sequence for Manufacturing and Product Development. It is centered on students developing and expanding their welding skill and application to Industry settings. Emphasis will be placed on fabrication, Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW), Flux Core Arc Welding (FCAW), and Gas Metal Arc Welding (GMAW). Students will develop skill in quality control check-point holds, visual inspection and testing techniques for self evaluation of their weld quality in conjunction with instructor evaluation. Student summary of analysis is integrated into the completion of each laboratory exercise with the use of the American Welding Society Welding Procedure Specification documentation. Oxy-Fuel Cutting (OFC) and Plasma Arc Cutting (PAC) will be utilized throughout the year for material preparation. Shop safety will be observed at all times during the school year. leadership development is embedded into each curricular unit.

9060 Court Reporting

Year (Grade 11-12)

Prerequisite: *None*

The Court Reporting Program prepares students to become effective and competent court reporters, as well as captioners and professionals in related careers, and to promote excellence in achieving the highest level of experience.

6280 Counseling Aide

6300 Library Aide

6340 Teacher Aide

Year (Grades 10-12)

Prerequisite: *Teacher and/or Counselor Recommendation*

Students will learn interpersonal and communication skills, assist other students within the classroom setting if needed, learn basic skills to become an educator and help with appropriate office, library or classroom duties.

1068 ELL Tutoring

Year (Grade 9-12)

Prerequisite: *Identified ELD students*

Students enrolled in ELL Tutoring are provided with additional resources to support English Language Development and improve necessary study skills to be successful in their regular course work. Students will receive elective credit for this course. The course may be repeated for credit.

1590 Literacy Enhancement

Year (Grade 9-12)

Prerequisite: *None*

This course offers an opportunity for students to become lifelong readers. Students will learn strategies to increase comprehension, vocabulary, critical thinking, and motivation.

2375 03 Workability: Career Education

Year (Grade 9-12)

Prerequisite: *Identified Special Education Students*

This course is designed to provide students with the opportunity to acquire information about themselves, careers, and educational options. Students will develop competencies in making career choices, in preparing for careers by developing a vocational identity, and in making the transition to the world of work. The course will include instructional objectives in the areas of career exploration, job-seeking skills, job-keeping skills, and independent living skills. The course encompasses elements from the National Career Development Guidelines, SCANS Document, and CVUSD School to Career 3-Year Plan.

2850 Study Skills 1

2852 03 Study Skills 1

Semester (Grade 9-12)

Prerequisite: *Identified Special Education Students*

In this course, students will examine, model, and practice, techniques which will enhance his/her self-confidence, note taking skills, writing skills, and home study skills across the curriculum, as well as investigate selection techniques for post-high school education choices.

3016 Math Lab

Year (Grades 9-12)

Prerequisite: *None*

This course serves as an intervention in support of a core math class. Students are provided with additional instruction in core math concepts and lesson assistance.

9923 Credit Recovery

Semester (Grades 9-12)

Prerequisite: *None*

This course serves as designated time for students to remediate courses in which they earned a D or F grade. Students complete courses online via the self-paced APEX Learning site as well as turn in completed assignments to the classroom teacher. No credit is given for the Credit Recovery course; credit is only granted for courses completed through the APEX system.