College Park High School

Course Catalog
2017-2018

College Park High School
201 Viking Drive
Pleasant Hill, CA 94523
Telephone: 682-7670
COLLEGE PARK HIGH SCHOOL

201 Viking Drive
Pleasant Hill, CA 94523
925.682.7670
fax #: 925.676.7892
www.mdusd.org/collegepark

ADMINISTRATION

Joseph Alvarez Principal
Aline Lee Vice Principal
Gary Jensen Vice Principal
David Miles Vice Principal
David Sauceda Vice Principal
Kelsey Barker School Counselor
Jazmin Orozco School Counselor
Lorena Soto School Counselor
Heather Vietor School Counselor

STAFF

Cheri Cheng Office Manager
Liza Noche Secretary/Receptionist
Cherry Pink Obero Administrative Secretary (Student Activities)
Julie Carpenter Administrative Secretary (Athletics)
Stacy Boschetti Attendance Secretary
Ana Aguilar Registrar
Pam Malin Treasurer
Nathalie Keating Student Resource Technician
Sheila Welsh College & Career Advisor
Janet Fitzpatrick/Gabriella Lindheimer Instructional Media Assistant
Debbie Lindstrom Psychologist
Judy Flores Speech & Language Pathologist
Monique Risso School Nurse
Denise Grady Cafeteria Manager
Lance Hurtado Work Experience Education

DEPARTMENT CHAIRS

Jim Keck Athletic Director & Physical Education
Anne Winterich English & ELD
Chris Gray/Joan Dahl Mathematics
Peter Bodrog Science
Laima Haider/Valerie Kriger Social Science
Katherine Vose Special Education
Jorge Jimenez Visual & Performing Arts
John Altschull/Myriam Beltran World Languages
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COLLEGE PARK HIGH SCHOOL VISION:

The vision of CPHS is the belief that all students can learn. All students will realize academic success, think creatively, make responsible choices, resolve differences peacefully, and be reflective and involved members of our global community.

COLLEGE PARK HIGH SCHOOL MISSION STATEMENT:

Our mission at CPHS is to prepare our students for their futures. Student-centered learning is fostered in an environment which encourages personal achievement, self-reliance, independent thinking, and good decision making. We expect appropriate behavior and the acceptance of individual and cultural differences.

STUDENT LEARNING OUTCOMES

Our expected school-wide learning results support our vision and mission statements. Our students will be:

1. **Effective Communicators**: Are proficient in writing, speaking, and listening adapted to audience, task, purpose and discipline.

2. **Global Citizen and Responsible Workers**: Demonstrate integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.

3. **Health and Wellness Advocates**: Demonstrate a commitment to physical and mental well-being of self and others to make a positive and healthy choice.

4. **Complex Thinkers**: Think critically and creatively by identifying problems, assessing evidence and solutions and draw on multiple perspectives when approaching complex
issues and adapting to challenges. Apply knowledge and skills while investigating, interpreting, and analyzing information in order to develop and implement creative solutions to complex problems.

5. **Effective and Ethical Users of Technology:** Ethically and thoughtfully employ a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.

6. **Self-Directed Learners:** Independently seek and use resources including teachers, peers, print, and digital reference with perseverance and endurance to engage in new learning toward academic, professional and personal goals.

7. **Community Contributors:** Use acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goal.

These Student Learning Outcomes have been adapted from the Mount Diablo Unified School District’s Graduate Profile and have been board approved.

**INTRODUCTION**

This course catalog was designed by the College Park High School staff to help students and parents to better understand the educational programs offered so that you may make intelligent and informed choices for your educational growth and personal development. The course curricula follow the California State Standards. Please carefully consider the course descriptions and related information found in this catalog.

**A STUDENT’S GUIDE FOR SUCCESSFUL EDUCATIONAL PLANNING**

1. This booklet was designed for you to use as a workbook.

2. Read the information yourself and pursue more information when you need it. Involve your parents. Talk to teachers and administrators who you trust and who know your capabilities and aspirations. Please note that students must complete Geometry and Algebra II to be eligible for a four-year college or university. Please note that the choices which are appropriate for your friends may not be the right ones for you.

3. Consider college entrance requirements when making your choices. Even if you are undecided about college now, the more challenging your educational experience in high school, the more options await you after graduation. When in doubt, always choose the more rigorous course or sequence of courses. A recent College Board study disclosed that the more high school academic work students complete, the greater their standardized test performance such as on the SAT or ACT.

4. In any given subject area, take classes in sequence. Check the prerequisites of each course to see if you qualify to take the course. It is better to complete subject area sequences, i.e. Art Design I, Art Design II, and Advanced Art Design.
5. Refer to the graduation requirements page which will guide you in fulfilling the subject and credit requirements. Use this sheet as your checklist. Include the need to repeat classes if you have received a “D” or failed a class. **“D’s” must be made up for four-year college or university entrance requirements unless applying for community college. “F’s” must be made up for high school graduation.** Remember, classes repeated to raise a “D” grade **DO NOT earn additional credits.** The four-year educational plan that you choose must include all of the high school graduation requirements.

6. The businesses have advised that the best way to train students for careers is to teach them to read, write, compute, be on-time, and get along with others. Students will need transferable skills in order to be competitive in the 21st century. Making thoughtful choices now will better prepare you for future careers.

---

**PARENTS AS PARTNERS IN PLANNING**

1. Parents must approve and sign all student course request cards. College Park High School’s graduation requirements are very rigorous. **PLEASE PLAN CAREFULLY WITH YOUR STUDENT.**
   a. Students are expected to complete BOTH semesters of a yearlong class.
   b. Freshmen, sophomores, and juniors are required to enroll in a minimum of six (6) courses. Seniors who have **180** credits at the beginning of their senior year may petition to enroll in five (5) courses. Open periods only available for seniors during 1st or 6th periods.

2. Students may receive a maximum of twenty (20) elective credits (4 semesters) of teacher aide or office assistance services towards graduation.

3. Courses failed in all required areas (Math, English, Social Studies, Science, Fine Arts, Career Technical Education (CTE) and PE) must be repeated.
   a. The UC and CSU systems will NOT accept “D” grades to satisfy course entrance requirements except in accordance with their validation policy. Classes may be repeated to raise a “D” grade. However, such repeated classes **DO NOT earn additional credits** toward graduation from College Park High School.

4. Homework is required by MDUSD Board policy and should be monitored by parents. Parents are partners with the College Park High School staff. We encourage you to maintain ongoing contact with teachers. We are anxious to work together with you in planning your student’s four-year program. You may contact the teachers through voicemail phone numbers and/or email addresses. This information is available online at: [www.mdusd.org/collegepark](http://www.mdusd.org/collegepark) or via Homelink at: [https://abi2.mdusd.org/abi/loginhome.asp](https://abi2.mdusd.org/abi/loginhome.asp).
COURSE CHANGES

It is crucial that serious consideration be given to each of the courses a student selects as student-requested course changes will not be considered in the fall. Students and parents should consider the expectations of each class requested, especially Honors and Advanced Placement (AP) courses, in terms of level of interest, student time and other commitments such as athletics, work, or other out of school activities. The completion of the COURSE REQUEST CARD, when signed by student and parent or guardian, constitutes a contract between student, parent or guardian, and College Park High School. The master schedule of all classes and teacher assignments, which may include the hiring of teachers to teach those classes, is based on the courses students select in the spring.

Course changes will be corrected for academic level misplacement or computer errors ONLY!

POLICY FOR DROPPING A CLASS

The Mt. Diablo Unified School District expects all students to enroll in six classes each semester. Students wishing to DROP a class must do so during the first three weeks of the school in the fall semester with parental and administrative approval. Courses are year-long classes. A student/parent/teacher/administrator conference may be required prior to allowing a student to drop a class. Students dropping a class while maintaining a passing grade or earning an “F” will receive a “Withdrawal F” on their permanent records/transcripts. A “Withdrawal F (WF)” is the equivalent to an “F.” This change will only be permitted if the student schedule and master schedule contractual limits permit. Teachers may recommend a “No Credit” or “Withdrawal” for students in special cases.

Schedule changes create significant problems for students. The master schedule of classes and the assignment of teachers to teach those classes are based on courses students chose. Due to impacted enrollment at CP, change requests will only be honored within 72 hours of Walk-Thru. In the spring; therefore, CHANGES ARE MADE FOR ACADEMIC MISPLACEMENT OR COMPUTER ERROR ONLY.

Classes are not changed due to teacher preferences. Only when a parent, student, teacher, and administrator are in agreement that a change is in the best interest of a student, will a change be made. In those special cases, the following process will be:

First Parent/Teacher Conference
Second School Counselor
Third Counselor/Vice Principal/Department Chair/Teacher/Parent/Student Conference
Vice Principal/Department Chair advises Principal of recommendation to change or not to change.
Vice Principal informs teacher/parent regarding decision
Fourth Parent can appeal decision to Principal

Students enrolled in Advanced Placement courses are enrolled in the classes for the entire year.

Students who DROP a class after the third week of school will receive a grade of “WF.” The last date to drop a class without it appearing on a student transcript is THREE WEEKS from the first day of school.
SPECIAL EDUCATION

The California State Board of Education adopted the Master Plan for Special Education in 1974, and enacted Assembly Bill 1250 in 1977 which provides for statewide implementation of the Master Plan in California public schools. A major concept in the Master Plan for Special Education is that public education must offer special assistance to exceptional individuals in a setting, which promotes maximum interaction with the general school population, generally referred to as the “least restrictive environment.” There is a formal referral process. However, by high school, most students have already been identified. The goal at College Park High School is to make every effort to comply with the American with Disabilities Act of 2004.

DESIGNATED INSTRUCTION AND SERVICES - DIS

These services are provided by specialists and include specific services not normally given in a regular classroom and are supportive of the student’s total educational program. They include, but are not limited to, Designated Instruction and Services, student services in speech and language, and Adaptive Physical Education.

FULL TIME/PART TIME SPECIALIZED INSTRUCTION SERVICES

The program provides, directly or indirectly, instructional and other services for students whose needs have been identified by the Individualized Education Plan (IEP) team as being exceptional. Students are assigned to regular classroom teachers for the majority of the school day, services are determined by students’ IEP. Please refer to your case manager for course selection.

SPECIAL DAY CLASSES – SDC

These classes provide services to a student who has more intensive needs than can be met by regular school programs and the Resource Specialist Programs. Students are enrolled for a majority of the school day and grouped according to similar instructional needs. These classes include mild to moderate handicapped and severely handicapped students.

Available to Special Education students are regular academic and elective classes and programs provided by Adult Education and the Regional Occupational Program (ROP). Please refer to your case manager for course selection.
GRADUATION REQUIREMENTS
from College Park High School

Credits and Passage of Algebra I

**TOTAL CREDITS:** REQUIRED SUBJECTS + ELECTIVES = 220 CREDITS

Classes completed with a passing grade are worth 5 credits each semester, or 10 credits a year. Peer Tutoring Leadership units may be earned each semester for 2.5 credits.

**SUBJECT REQUIREMENTS:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CREDITS</th>
<th>YEARS</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>40</td>
<td>4</td>
<td>English I, English II, English II Pre-honors, World Perspectives, English III, English III/ American Threads, English III Honors, AP English Language &amp; Composition, English IV, English IV ERWC, AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>LIFE SCIENCES</td>
<td>10</td>
<td>1</td>
<td>Biology I, Biology AP, Environmental Science AP, Human Body Systems, Medical Interventions, Physiology, Principles of Biomedical Science, Zoology</td>
</tr>
<tr>
<td>PHYSICAL SCIENCES</td>
<td>10</td>
<td>1</td>
<td>Earth Science II, Environmental Science, Chemistry, Chemistry Honors, Physics</td>
</tr>
<tr>
<td>VISUAL &amp; PERFORMING ARTS / WORLD LANGUAGE / CAREER TECHNICAL EDUCATION (CTE)</td>
<td>20</td>
<td>2</td>
<td>2 OUT OF 3 CATEGORIES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>French I, French II, French III, French IV AP, French V Honors, German I, German II, German III, German IV AP, Spanish I, Spanish II, Spanish III, Spanish IV AP, Spanish V Honors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>Digital Journalism, ROP Advanced Photography, Advanced Concepts in Law, ROP Sports Medicine, AP Computer Science A, AP Computer Science Principles</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>20</td>
<td>2</td>
<td>PE 9, Team Sports, Aerobics, Advanced Basketball, Bowling L1, Net Sports, Dance I (PE), Weight Training LI &amp; LII</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>60</td>
<td></td>
<td>All classes in the above categories which exceed the minimum requirement for that category count toward elective credits. (Examples: AVID, Advanced Sports Medicine (ROP), Computer Science &amp; Software Engineering, Environmental Science, Geography, Human Rights Education, Intro to Film Studies, Medical Interventions, Psychology, Sociology, Sports Medicine (ROP), Video Production I, Video Production II.) Maximum allowances for PE: 40 credits; Teacher Assistance (TA): 20 credits; Work Experience Education (WEE): 40 credits.</td>
</tr>
</tbody>
</table>
# HIGH SCHOOL GRADUATION TABLE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>UNITS</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>30</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>30</td>
<td>World History</td>
<td>US History</td>
<td>US Gover’t/ Econ</td>
<td>US Government</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td>US History</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US Gov’t/ Econ</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td>20</td>
<td>Biology</td>
<td>Chemistry, Physics, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
<td></td>
<td>Earth Science II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual &amp; Performing Arts (VAPA) OR World Languages OR Career Technical Education (CTE)**</td>
<td>20 (2 out of 3 areas)</td>
<td>VAPA or World Language or CTE</td>
<td></td>
<td>VAPA or World Language or CTE</td>
<td></td>
</tr>
<tr>
<td>Physical Education***</td>
<td>20</td>
<td>PE 9</td>
<td>PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>60</td>
<td>Environmental Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** **220**

* Students must pass Algebra I either in middle school or high school in order to graduate. Students who have passed all four quarters of Algebra I in middle school with a “C” or better still must pass at least 30 units of additional mathematics courses during high school in order to meet the graduation requirement.

** Students need to take 20 credits in 2 out of 3 categories (VAPA, World Languages, or CTE—10 credits in each of the categories of choice).

*** Physical Education units may not exceed 40 total units.
Career Technical Education (CTE)

AB 1330 Furutani. Graduation requirements: career technical education.

Existing law prohibits a pupil from receiving a diploma of graduation from high school unless he or she completes specified requirements, including, but not limited to, completing one course in visual or performing arts or foreign language.

This bill, commencing with the 2012-13 school year, authorizes a pupil to complete one course in career technical education (CTE) in lieu of completing one course in visual performing arts (VPA or foreign language in order to receive a high school diploma.


Career Technical Education Courses Offered at College Park High School:

<table>
<thead>
<tr>
<th>AP Computer Science A</th>
<th>Drama I (HS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Computer Science Principles</td>
<td>Drama II (HS)</td>
</tr>
<tr>
<td>Work Experience Education Semester I</td>
<td>Drama III (HS)</td>
</tr>
<tr>
<td>Work Experience Education Semester II</td>
<td>Stagecraft</td>
</tr>
<tr>
<td>Concert Band-Instrumental Music II</td>
<td>Introduction to Film Study</td>
</tr>
<tr>
<td>Orchestra-Instrumental Music II</td>
<td>Advanced Film Study</td>
</tr>
<tr>
<td>Advanced Orchestra</td>
<td>Video Production I</td>
</tr>
<tr>
<td>Symphonic Band-Instrumental Music III</td>
<td>Video Production II</td>
</tr>
<tr>
<td>Bass Clef Choir-Vocal Music II</td>
<td>Video Production III</td>
</tr>
<tr>
<td>Concert Choir-Vocal Music III</td>
<td>German I</td>
</tr>
<tr>
<td>Mixed Choir-Vocal Music I</td>
<td>German II</td>
</tr>
<tr>
<td>Treble Choir-Vocal Music I</td>
<td>German Honors</td>
</tr>
<tr>
<td>Treble Choir-Vocal Music II</td>
<td>German III</td>
</tr>
<tr>
<td>Beginning Piano</td>
<td>French I</td>
</tr>
<tr>
<td>Piano II</td>
<td>French II</td>
</tr>
<tr>
<td>Guitar-Advanced</td>
<td>French Honors</td>
</tr>
<tr>
<td>Guitar-Beginning</td>
<td>French III</td>
</tr>
<tr>
<td>Wind Ensemble Instrumental Music III</td>
<td>Spanish I</td>
</tr>
<tr>
<td>Dance I-Arts (HS)</td>
<td>Spanish II</td>
</tr>
<tr>
<td>Dance II-Arts (HS)</td>
<td>Spanish Honors</td>
</tr>
<tr>
<td>Dance III-Arts (HS)</td>
<td>Spanish III</td>
</tr>
<tr>
<td>Jazz Band-Instrumental Music III</td>
<td>Spanish Language Literacy</td>
</tr>
<tr>
<td>Ceramics Advanced</td>
<td>AP French Language</td>
</tr>
<tr>
<td>Ceramics I</td>
<td>AP German Language</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>AP Spanish Language</td>
</tr>
<tr>
<td>Art II Graphic Design</td>
<td>Advanced Concepts of Law</td>
</tr>
<tr>
<td>Art II Drawing/Painting</td>
<td>ROP Photography Advanced</td>
</tr>
<tr>
<td>Art Advanced</td>
<td>ROP Advanced Media Communications</td>
</tr>
<tr>
<td>Art I</td>
<td>ROP Art of Video Production</td>
</tr>
<tr>
<td>Art II</td>
<td>ROP Video Production</td>
</tr>
<tr>
<td>AP Art History</td>
<td>ROP Multimedia</td>
</tr>
<tr>
<td>AP Art Studio 2-D</td>
<td>ROP Robotics Engineering</td>
</tr>
<tr>
<td>Applied Principles Art &amp; Design I</td>
<td>ROP Computer Application</td>
</tr>
<tr>
<td>Art Design II-2&amp;3D</td>
<td>ROP Bio-Technology</td>
</tr>
<tr>
<td>Applied Principles Art &amp; Design II</td>
<td>ROP Advance Sports Medicine</td>
</tr>
<tr>
<td>Advanced Art Design-3D</td>
<td>ROP Sports Medicine</td>
</tr>
<tr>
<td>Photography Arts I</td>
<td>Principles of Biomed Sciences</td>
</tr>
<tr>
<td>Photography Arts II</td>
<td>PLTW Human Body Systems</td>
</tr>
<tr>
<td>Photography Arts (Advance)</td>
<td>PLTW Medical Interventions</td>
</tr>
<tr>
<td>Digital Journalism</td>
<td>Sports Medicine</td>
</tr>
</tbody>
</table>
COLLEGE GUIDANCE SECTION

ADVANCED PLACEMENT PROGRAM
Advanced Placement (AP) courses offer our students the opportunity to do college level work at College Park High School. The curriculum for these courses is standard throughout the country and is very rigorous. The courses are available to qualified, academically talented students in the tenth, eleventh and twelfth grades. Students will earn an additional grade point: A=5, B=4, C=3, the same as for honors courses. Students who receive a “D” and “F” grade do not earn an extra grade point advantage. These classes are yearlong classes so students may not drop at the end of the first semester.

Students are encouraged to take the Advanced Placement Examinations(s) in the spring. Many colleges will give college credit based on the student’s score(s) on the examinations(s). Check with the individual colleges to find out which examinations and passing scores they will accept. Each three-hour test is administered annually in May. An AP grade report is sent in July to the student, high school and college(s) if requested. Applications are in the College and Career Center. Check with the College and Career Center (ext. 3227) for cost of exam.
(Note: Students are not required to enroll in an AP Course in order to take an AP exam).

HONORS PROGRAM
Honors (H) courses offer to our students the opportunity to do an enriched and / or accelerated rigorous curriculum in several areas. The courses are available to qualified, academically talented students in the tenth through twelfth grades. Students will earn an additional grade point: A=5, B=4, C=3 for honors classes. Students who receive a “D” and “F” grade do not earn an extra grade point advantage. Acceptance of the numbers of honors credits varies by university. Honors classes are yearlong courses and all students are expected to complete the yearlong course requirements.

*It is always to a student’s advantage to take the most rigorous academic schedule that they are able to manage because colleges evaluate on how “challenging” the curriculum has been.

COLLEGE INFORMATION
Students may take college courses with administrative approval if classes are NOT available at CPHS. Students must complete a Concurrent Enrollment Form through the Registrar’s office no later than the drop date the college allows. College units will be converted to high school credit as follows: 1 unit = 3 credits, 2 units = 6 credits, 3+ units = 10 credits. It is the student’s responsibility to provide a copy of the college transcript to the CPHS Registrar. Additional grade points for honors will only be given for specific courses, which are more advanced than our most advanced college preparatory courses and are approved by CPHS as honors courses. (Approved honors courses are: DVC’s English 150-151, 262-263, 252-253, and 272-273. The English courses are given 5 credits each semester if used as honors courses.)

❖ CALIFORNIA STATE UNIVERSITY (CSU) INFORMATION
The California State University selects applicants from the top one-third of California’s high school graduates. Admission is based on the student’s grade point average and score on either the American College Test (ACT) or SAT Reasoning test. The GPA is based on classes completed in the 10th and 11th grades, (only classes from the a-g list are used in the calculation) and includes bonus points for each “C” or better grade in approved honors courses. Up to eight semesters of AP/H courses taken during the last two years of high school are accepted. Up to 2 semesters of AP/H courses taken in the 10th grade can be counted in the eight semesters.

To be eligible for admission to the system, but not necessarily to a specific campus or major, students with a recomputed grade point average below 3.0 must present a minimum corresponding ACT composite or SAT Reasoning score. The higher the GPA, the lower the test scores required. Students with a 3.00 or higher GPA are eligible with any score on the ACT or SAT. Students must have a minimum recomputed GPA of 2.0. Students must meet the eligibility index with grade point average and test scores.

 chí University of California (UC) Information

The University of California system is composed of 10 campuses. There are 9 undergraduate college programs located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. The UC San Francisco campus provides graduate school programs in the health professions.

The University of California selects students who rank at the top of California’s high school graduates. Admission eligibility is based on the student’s grade point average in a specific sequence of high school courses referred to as the “a-g subjects” and a score on the American College Test (ACT) or SAT. The University also uses scores from two SAT subject tests from different subject areas. The University of California uses the highest verbal and math score from a single sitting of the SAT I and certified college preparatory subjects completed in the 10th, 11th, and 12th grades. Courses taken in 9th grade can be used to meet the Subject Requirement if you earn a grade of “C” or better, but they will not be used to calculate the student’s GPA.

 chí Independent Colleges and Universities

Admissions requirements vary at private (independent) colleges and universities. The University of California testing requirement and configuration of course requirements will generally meet or surpass requirements at independent colleges. Check catalogs, websites or write or call admission offices for specific requirements. Contact the College and Career Center at CPHS for guidance.

 chí Community Colleges

California citizens are free to enroll in any of the community colleges in California. Courses offered include one and two-year vocational programs, courses leading to an Associate of Arts degree and also course work leading to a transfer to the junior level at a four-year college. Minimum eligibility for admission to a community college is any one of the following: (a) high school diploma, (b) passing score on the California High School Proficiency Exam, or (c) age 18. Placement tests in Math, English, and Writing are required prior to enrollment.

<table>
<thead>
<tr>
<th>Who to Contact…</th>
<th>Los Medanos College</th>
<th>Diablo Valley College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2700 East Leland Road</td>
<td>321 Golf Club Road</td>
</tr>
<tr>
<td></td>
<td>Pittsburg, CA 94565</td>
<td>Pleasant Hill, CA 94523</td>
</tr>
<tr>
<td></td>
<td>(925) 439-2181</td>
<td>(925) 685-1230</td>
</tr>
<tr>
<td>Contra Costa College</td>
<td>2600 Mission Bell Drive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>San Pablo, CA 94806</td>
<td>(510) 235-7801</td>
</tr>
</tbody>
</table>
# UNIVERSITY OF CALIFORNIA / CALIFORNIA STATE UNIVERSITY REQUIREMENTS

<table>
<thead>
<tr>
<th>“a-g” Subject Requirements</th>
<th>UC/CSU Admission Requirements</th>
<th>CPHS Class Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. English</td>
<td>4 years</td>
<td>English I, English II, English II Pre-Honors, English II/World Perspectives (allowing 10 units for English II), English III/American Threads (allow 10 units for English III), English III H, AP English Language &amp; Composition, English IV, English IV ERWC, AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>c. Mathematics</td>
<td>3 years</td>
<td>(must include Algebra I, Geometry, Algebra II or Algebra II/Trig to fulfill the “c” requirement) Algebra I, Geometry, Algebra II, Algebra II/Trigonometry, Pre-Calculus, Pre-Calculus Honors, AP Statistics, Statistics, AP Calculus AB, AP Calculus BC</td>
</tr>
<tr>
<td>d. Laboratory Science</td>
<td>*2 years (3 recommended)</td>
<td>AP Biology, AP Environmental Science, Biology I, Chemistry I, Chemistry Honors, Human Body Systems (PLTW), Medical Interventions (PLTW) Physics, Physics H, Principles of Bio-Medical Sciences (PLTW), Zoology, Earth Science II*</td>
</tr>
<tr>
<td>e. Language Other Than English</td>
<td>2 years (3 recommended)</td>
<td>AP French IV Language and Culture, AP German IV Language and Culture, AP Spanish IV Language, French V Honors, French I, French II, French III, German V Honors, German I, German II, German III, Spanish Honors, Spanish I, Spanish II, Spanish III</td>
</tr>
<tr>
<td>g. College Preparatory Electives</td>
<td>*1 year</td>
<td>any course listed above under “a-f” in addition to: AP Macro Economics, AP Psychology, Citizen Law AB, AP Computer Science A, AP Computer Science Principles, Creative Writing AB, Earth Science II, Economics, Environmental Sciences, Geography, Human Rights Education, Intro to Law ROP, Psychology, Sociology, Writing Composition A</td>
</tr>
</tbody>
</table>

PLEASE NOTE: Not all courses offered at CPHS are listed above. This chart is an example.
**Additional UC/CSU Information**

**UNIVERSITY OF CALIFORNIA (UC)**

*Validation of Mathematics* Math is a skill building subject. Students may clear subject omissions and scholarship deficiencies by earning grades of “C” or higher in appropriate, more advanced courses in college preparatory math. This is called validation.

Example: A “D” in the first semester of Algebra I would be cleared if the student earns a “C” or higher in the second semester of Algebra I or if the student earns a “C” or higher in Algebra II. “D” or “F” grades earned in Geometry or Algebra II are cleared with a “C” or higher in Trigonometry. Both grades are used in calculating GPA.

Students must take geometry to apply.

*Validation grade in chemistry* Only amongst UC colleges will a second semester “C” or above in chemistry validate a first semester “D.”

**Laboratory Requirements**
To meet the “d” requirement, a student must take courses in at least two of the fundamental disciplines of biology, chemistry, and physics. Please consult your school’s certified “g” course list to learn which courses is “d” laboratory science approved.

**Test Requirements**
Students must take the SAT or ACT and two SAT Subject Test. Typically, a passing score for an AP tests is “3”

**NOTE:**
UC’s do require the applicant’s list of awards, Honors, extra-curricular activities, community service, and jobs held during high school.

**High School Grade Point Average**
The academic grade point average (GPA) is calculated on all academic courses completed in the subject areas specified by the University’s eligibility requirements (the “a-g” subjects), including additional points for completion of University-certified honors courses (see bullet below). It is recommended that the maximum value allowed for the GPA shall be 4.0.

**Honors Points**
Honors points are the number of points and performance in University-approved honors courses, College Board Advanced Placement courses, International Baccalaureate Higher Level courses and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of the first criterion. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the applicant’s secondary school.

WEBSITE: [www.ucop.edu/pathways](http://www.ucop.edu/pathways)

**CALIFORNIA STATE UNIVERSITY (CSU)**

*Validation of Mathematics.* Students may validate the requirement for three years of college preparatory mathematics (Beginning and Intermediate Algebra and Geometry) with a grade of “C” or better in a higher level college preparatory mathematics course such as Trigonometry, Analytic Geometry, and Calculus.

Validation of “D” grade in the first semester of a year course. CSU will require that applicants have a grade of “C” or better in each term of the required “a-g” courses, except that a “D” grade may be validated with a higher grade in the second semester or the next higher level course in Chemistry, languages other than English, and Mathematics.

**Laboratory Science** CSU’s require that the two years of lab science include at least one biological science and at least one physical science from the UC list of approved lab sciences in the “d” lab science area.

**Test Requirements**
SAT or ACT Some campuses waive the SAT score if the student has a GPA of 3.0 or higher.**

**Honors points** CSU will award honors points in calculating the GPA for up to 8 semester courses taken in 11th and 12th grades, including up to two 11th grade International Baccalaureate, Advanced Placement, or Honors courses with 11th or 12th grade course content in 10th grade.

**High School Grade Point Average** Beginning for admission to fall 2004 the high school grade point average calculation will include only those grades earned in approved college preparatory courses taken during the 10th, 11th, and 12th grades.

WEBSITE: [www.csumentor.edu](http://www.csumentor.edu)
*It should be noted that the best approach to take when a student has received a “D” as a semester grade is to re-take the class for a higher grade. Due to the high volume of students applying to UC’s and CSU’s, many campuses will reject a student regardless of their validation policy if the student has a “D” semester grade in required courses. **Because of the competition for spaces in impacted schools, many CSU’s do not waive the SAT score requirements.

**COLLEGE ENTRANCE EXAMINATIONS**

The ACT (American College Test) and SAT Reasoning are college entrance tests. University of California and other selective universities also require 2 or more SAT Subject Tests. Most colleges and universities accept both the ACT and SAT, however, it is not necessary to take both tests. Some students perform better on one test over the other. Colleges will use the higher score so it can be beneficial to take both tests. Information regarding testing dates and registration may be obtained in the College Park High School College and Career Center.

❖ **PSAT**
The Preliminary Scholastic Assessment Test is a preliminary SAT given once a year in October. This test, when taken in the Junior year, is used to qualify candidates for the National Merit Scholarship Program. Sophomores who have completed Algebra II may want to take the PSAT as a practice test. All sophomores are given the opportunity to take the PSAT paid for by the MDUSD.

❖ **PLAN**
PLAN is the practice version of the ACT. A Sophomore who has not completed Geometry, but wants to take a practice test, should consider this alternative. It includes an interest inventory, which complements the career unit in Sophomore English classes. PLAN will probably be given on a Saturday morning in late October or early November.

❖ **ACT**
The American College Test is designed to measure classroom achievement in four broad content areas; the ability to reason, and the application of problem-solving skills. The test takes approximately three hours and covers English Usage, Mathematics, Science Reasoning, and Reading. The score is based on the number of correct answers given with no penalty for wrong guesses. Score reports are sent directly to the student as well as the high school. Most colleges and universities nationwide accept the ACT.

❖ **SAT REASONING TEST**
The SAT is designed to measure academic aptitude in writing, reading comprehension and mathematical areas. The test takes about four hours and includes an essay. There is a scoring penalty for incorrect guesses. Scores are reported to the high school and to the student. Most colleges and universities nationwide accept this test.
OTHER TESTING PROGRAMS

There are a number of tests that high school students take during the course of their high school years. Some tests are mandated by the State of California or by the Mt. Diablo Unified School District as part of the graduation requirements. Other testing may be optional depending upon the student’s interests and educational goals.

Advanced Placement

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Over 90 percent of colleges give credit and/or advanced placement status to students who score a 3, 4, or a 5 on the exam. The examination is scored on a five point scale: 5 (extremely well qualified) to 1 (no recommendation). Each three-hour test is administered annually during the month of May. An AP Grade Report is sent in early July to each student’s home address, high school, and to the student’s college, if requested. Students are encouraged to take AP exams, but are not required to take the cumulative test in May for college credit. However, if a student is in an AP class, colleges prefer that the student take the AP test. Students may register to take an AP exam without being enrolled in an AP class, but it is highly recommended that students partake of the year-long course-work to prepare for the exam. Students must pay the fee to take the exams or qualify for a waiver.
College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

**What are the New Division I Requirements? Full Qualifier**

- Complete 16 Core Courses:
  - Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, Math, or Science.

- Minimum Core-Course GPA of 2.300.
- Meet the sliding scale requirement of GPA and ACT/SAT score.*
- Graduate from high school.

**Academic Redshirt**

- Complete 16 core courses.
- Minimum Core-Course GPA of 2.000.
- Meet the sliding scale requirement of GPA and ACT/SAT score.*
- Graduate from high school.

**Nonqualifier**

- Does not meet requirements for Full Qualifier or Academic Redshirt status.

**Full Qualifier:** A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

**Academic Redshirt:** A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

**Nonqualifier:** A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

**Examples**

**Q:** A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student-athlete’s initial-eligibility status?

**A:** The college-bound student-athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core-course GPA and test score requirement at the time of graduation.

**Q:** A college-bound student-athlete completes 16 core courses in the required framework with a 2.200 core-course GPA and a 79 sum ACT. What is the college-bound student-athlete’s initial-eligibility status?

**A:** The college-bound student-athlete is an academic redshirt under the new sliding scale because the minimum GPA requirement is 2.300. Refer to the NCAA website to see the sliding scale.

**Q:** A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athletes’ NCAA initial-eligibility status?

**A:** The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.
NCAA Divisions I and II require 16 core courses. See the charts below.

As of August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement. As of August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

As of August 1, 2018, NCAA Division II will require 16 core courses. In order to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores
- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements may be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning in August 2018, Division II will require a minimum SAT score of 840 or an ACT sum score of 70 + above—see new sliding scale.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average
- Be sure to look at the College Park High School specific List of NCAA Courses that is approved (page 17 of this catalog) or on the NCAA Eligibility Center's website [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on the website: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)).
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on the website: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)).
- The Division II core GPA requirement is a minimum of 2.000. As of August 1, 2018, Division II core GPA minimum requirement will be a 2.200.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

### DIVISION I
**16 Core Courses**

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

### DIVISION II
**16 Core Courses**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
Sampling of NCAA Approved Courses for College Park High

English
American Threads (English)
AP English Language and Composition
AP English Literature
Creative Writing
English I
English II
English II/ Pre-Honors
English III
English III Honors
English IV
Digital Journalism

Social Science
American Threads (History)
Citizen Law
Economics I
Economics AP
Geography
Human Rights Education
Psychology
Psychology AP
ROP Intro to Law
Sociology
US Government
US Government AP
US History
US History AP
World History
World History AP

Mathematics
Advanced Math Topics
Algebra I
Algebra II
Algebra II/ Trigonometry
Calculus AB/AP
Calculus BC/AP
Geometry
Pre-Calculus
Pre-Calculus Honors
Statistics AP
Statistics
Trig/Adv Algebra

Additional Core Courses
French I
French II
French III
French IV AP
French V Honors
German I
German II
German III
German IV AP
German V Honors
Spanish I
Spanish IA (.5 max)
Spanish IB (.5 max)
Spanish II
Spanish III
Spanish IV AP
Spanish V Honors

Natural/Physical Science
Marine Biology
Biology
Biology AP
Chemistry I
Chemistry Honors
Earth Science II
Environmental Science
Environmental Science AP
Human Body Systems
Medical Interventions
Physics
Physiology
Principles of Biomedical Sciences
Zoology

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.
**AVID** Secondary (grades 9-12) is an essential component of the AVID College Readiness System and is designed to enable schoolwide implementation of AVID’s proven instructional methodologies and content area best practices to improve outcomes for all students. AVID Secondary affects an entire campus by creating a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.

**The AVID Elective (AVID 9, AVID 10, AVID 11 and AVID 12)**

The AVID Elective (AVID 9, AVID 10, AVID 11, and AVID 12) is the core of AVID Secondary. It targets students in the academic middle—B, C, and even D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID places these students on the college track, requiring them to enroll in their school’s toughest courses, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.

**WICOR**

AVID’s proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of *Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn*. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.

Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.
Curriculum

Across all content areas, AVID’s research-based strategies and curriculum develop students’ academic skills such as: reading, writing, and critical thinking. Academic behaviors, including organization, time management, and goal setting, are also taught as part of the AVID System. The AVID curriculum was developed by elementary, middle, and high school educators in collaboration with college professors. Driven by the WICOR method, and based on rigorous standards, AVID’s curriculum supports high levels of academic achievement for all students and aligns to state and national content standards.

AVID Tutorials and AVID Tutors

Tutorials and tutors play a vital role in the AVID Elective class (AVID 9, AVID 10, and AVID 11), while also benefiting other content-area classes in a school. As a key component to the collaboration portion of the AVID System, tutorials are a time and place where students come with complex questions from any content class and get guiding support to confront tough problems and solve them within their own means.

Using their knowledge and experience, AVID-trained tutors are able to conduct collaborative tutorials that lead to increased student participation and success. Trained tutors are able to create an environment where students feel comfortable asking the questions that they might be embarrassed to ask in their content-area classrooms. Tutors are essential to the success of AVID, acting as a resource and role model for AVID students both academically and socially.

California STEM Learning Network

STEM is an acronym for Science, Technology, Engineering and Math education. Focus on these areas are together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning.

STEM will provide:
- EQUITY: STEM education is for All
- SUCCESS: STEM knowledge is key to success in the 21st century
- IMPACT: Strong partnerships create lasting impact
- LEARNING: STEM is an engine for continuous, lifelong learning
- CHANGE: Bold problem-solving and support are key

STEM programs at College Park High School include:
- Project Lead-the-Way (PLTW) in Biomedicine
  (Principles of Bio-Med; Human Body System; Medical Interventions)
COURSES OFFERED AT COLLEGE PARK

BUSINESS

WORK EXPERIENCE EDUCATION (S1/S2) (019400/029400)

Grades: 11-12 and age 16 (Year)
Pre requisite: Paid employment to meet program standards with parental approval.

There is a limited enrollment. Students must have all paperwork completed and teacher’s approval before being enrolled in class. Students must have a job and submit an application and training agreement.

Work Experience education is an instructional program that combines in-school learning with on-the-job training and supervision and community. Students attend weekly seminars that cover areas of job search, survival and advancement; economic, career, and self-awareness; and other meaningful career related information, coupled with the related instruction and actual on-the-job training. Students learn many skills while they are compensated for their efforts through employment in the business community and receive school credit for their work.

ENGLISH

(4 YEARS REQUIRED)

ENGLISH I (0010)

Grade: 9 (Year)
Prerequisite: Eighth (8th) grade English
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

English I is a required one-year freshman class designed to help students continue development in the language arts: reading, writing, speaking, and listening. This course includes instruction in composition, spelling, vocabulary, grammar, and the interpretation of literature. Skills and concepts are taught in an integrated way to be mutually emphasized and to align with the state and district adopted standards.

ENGLISH II (0060)

Grade: 10 (Year)
Prerequisite: Ninth (9th) grade English
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

English II is a required one-year sophomore class. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. Additional exposure to various types of literature and continued emphasis on developing written expression are stressed. Skills and concepts are taught in an integrated way to be mutually emphasized. (This course is aligned with the MDUSD adopted Language Arts Content Standards).

ENGLISH II (Pre-Honors) (0065) *

Grade: 10 (Year)
Prerequisite: Ninth (9th) grade English; Application Process
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

English II Pre-Honors is an elective course that fulfills the English II requirement. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. It stresses additional exposure to various types of literature and continues the emphasis on developing written expression. Skills and concepts are taught in an integrated way to be mutually emphasized. This course is designed for students who are highly motivated, able to assume considerable responsibility for their progress, and willing to pursue topics in depth.

*English II (Pre-Honors) is NOT an Honors course, nor is it a prerequisite for English III (Honors). (This course is aligned with the MDUSD adopted Language Arts Content Standards).
ENGLISH II/ WORLD PERSPECTIVES (310060)

This course fulfills the sophomore year English requirement and must be taken concurrently with World Perspectives World History.

Grade: 10 (Year)
Prerequisite: Ninth (9th) grade English
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

This course fulfills both the sophomore English and World History requirements through an interdisciplinary approach, which emphasizes the connection between history and literature. The course combines the study of literature and its historical context while still focusing on the literature. Students will gain a deeper understanding of literature and the perspective of history.

*This class is equivalent to English II.

ENGLISH III (0130)

Grade: 11 (Year)
Prerequisite: Tenth (10th) grade English II
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

English III is a required junior class. This course will enable students to continue developing their abilities in the skills of English. Works of literature, with an emphasis on American authors, will be studied; composition work will emphasize developing ability in a variety of written modes. Skills and concepts are taught in an integrated way to be mutually emphasized. (This course is aligned with the MDUSD adopted Language Arts Content Standards).

ENGLISH III / AMERICAN THREADS (3070)

This course fulfills the junior year English requirement and must be taken concurrently with U.S. History / American Threads.

Grade: 11 (Year)
Prerequisite: Tenth (10th) grade English II
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

This course fulfills both the junior English and U.S. History requirements through an interdisciplinary approach, which emphasizes the multicultural nature of American society. The course combines these two primary disciplines while weaving other elements of the humanities into the curriculum. Students will gain a holistic sense of the American experience.

ENGLISH III HONORS (0125)

Grade: 11 (Year)
Prerequisite: Tenth (10th) grade English II; Application Process
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

English III Honors is a one-year course for a limited number of students who are highly motivated, able to assume considerable responsibility for their progress, and willing to pursue topics in depth. Intensive study of works of American literature and advanced forms of composition will be required. The course will have a comprehensive written final examination. Students will be selected by an application process.

AP ENGLISH LANGUAGE & COMPOSITION (0126)

Grade: 11 (Year)
Prerequisite: Tenth (10th) grade English II; Application Process
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.
ENGLISH IV (0190)
Grade: 12 (Year)
Prerequisite: Eleventh (11th) grade English III
UC and CSU certified: English (Fulfills UC/CSU "b" requirement)

English IV is a required one-year senior class. In this course students will expand their knowledge of the classics, modern works of world literature, and non-fiction. This course focuses on close reading of literary works and on advanced forms of composition with development of both style and precision. Skills and concepts are taught in an integrated way to be mutually reinforcing. (This course is aligned with the MDUSD adopted Language Arts Content Standards.)

ENGLISH IV ERWC (0195)
Grade: 12 (Year)
Prerequisite: Eleventh (11th) grade English III
UC and CSU certified: English (Fulfills UC/CSU "b" requirement)

The Expository Reading and Writing Course (ERWC) curriculum created by a task force of high school and CSU faculty allows high school seniors to receive a full-year college preparatory English coursework credit. The ERWC program aligns with the California English-Language Arts Content Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty.

The goal of the Expository Reading and Writing Course is to prepare seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions.

Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Written assessments and holistic scoring guides conclude each unit.

AP ENGLISH LITERATURE & COMPOSITION (0216)
Grade: 12 (Year)
Prerequisite: Eleventh (11th) grade English III; Application Process
UC and CSU certified: English (Fulfills UC/CSU "b" requirement)

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading is wide and deep and builds upon the reading done in previous English courses. The course will have a comprehensive written final examination at the end of the school year.
ENGLISH
(ELECTIVES)

EL ACADEMIC LANGUAGE DEVELOPMENT
B (0690)
Grade: 9-12 (Year)
Prerequisite: Teacher recommendation

This is a two part course designed for English Learners at CELDT level 4 & 5. The direct English instruction, using Kate Kinsella’s 3D curriculum, contained in this course will move students from Intermediate to Advanced levels of English comprehension. The course objectives include basic communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of basic grammar, vocabulary, and other language elements in various receptive and productive contexts.

ENGLISH LANGUAGE DEVELOPMENT (0250)
Grade: 9-12 (Year)
Prerequisite: Placement by ELD/CELDT Assessment

UC and CSU certified: English* (*This course fulfills one year of the UC/CSU “b” requirement for first year English language learners.)

This course accelerates the learning of academic English, which students need to succeed in their core-content classrooms. This course focuses on strategies that enable English Learners to comprehend the language of textbooks, lectures, and discussions. Students learn the kinds of language needed to interact collaboratively with English speaking students in academic settings. The course provides EL students with opportunities to develop their thinking abilities, encourages them to read and write extensively, and offers support and encouragement for success in their core-content studies. The course provides access to textbooks and content topics covered in their core-content classrooms. Instruction is developmental and is thus delivered in ways appropriate to the English proficiency level of each student. The oral language, reading, and writing activities of the course incorporate the cultural background, living experiences, and knowledge that students bring to the classroom.

ENGLISH LANGUAGE DEVELOPMENT 1
(Beginner and Early Intermediate)
COURSE NUMBER: 000271-English Credits
Grade: 9-12 (Year)
Perquisites: Placement by ELD/CELDT Assessment

This course is designed for English learners at CELDT level 1 (Beginning) or CELDT level 2 (Early Intermediate) who have been in the United States less than a year and have literacy skills in their primary language. The direct English instruction contained in this course will move students from Beginner (CELDT level 1) and Early Intermediate (CELDT level 2) to Intermediate (CELDT level 3).

The course objectives include basic communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of basic grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language. Students will receive ten credits for English Language.

*This course is a mandatory elective for English language learners until they have met all the English requirements as specified by California state law.

ENGLISH LANGUAGE DEVELOPMENT 2
(0272)*
Grade: 9-12 (Year)
Prerequisite: Overall score of a 3 or above on CELDT

This course is designed for English learners at CELDT level 3. The direct English instruction contained in this course will move students from Intermediate (CELDT level 3) to Early Advanced (CELDT level 4). The course objectives include communication skills in listening speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of intermediate grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.

*This course is a mandatory elective for English language learners until they have met all the English requirements as specified by California state law.
ENGLISH LANGUAGE DEVELOPMENT 3
(Early Advanced) (0273)*

Grade: 9-12 (Year)
Prerequisite: Placement by ELD/CELDT Assessment

This course is designed for English Learners at CELDT level 4. The direct English instruction contained in this course will move students from Early Advanced (CELDT level 4) to Advanced (CELDT level 5). The course objectives include communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of early advanced grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.

*This course is a mandatory elective for English language learners until they have met all the English requirements as specified by California state law.

CREATIVE WRITING (0650)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: English (Fulfills UC/CSU “g” requirement)

Creative Writing is a seminar-style course for students interested in writing. Through whole class instruction, small group work, and individual instruction, students will develop their own voices and styles in writing, and gain skill and confidence in utilizing a writing process in a variety of genres. Students will read a variety of literary selections to use as models and stimuli for writing. (This course is aligned with the MDUSD Language Arts Content Standards.)

DIGITAL JOURNALISM (0770)

Grades: 9-12 (Year)
Prerequisite: None

Over the last two decades shifts in media technologies have combined to transform the practice of journalism. This course aims to explore these shifts to seeing how they affect journalism’s role in society. At the same time, the class will introduce you to the techniques of journalism in digital media and offer you conceptual and practical tools with which to produce a student-led online school paper. Students will learn how to conduct an interview, develop quality-questioning techniques, and write in journalistic style. These skills are within specific topic writing areas of journalism: news, feature, sports, and editorial. Students will learn to objectively express interpretations of events with a high emphasis on journalism ethics, independence, accuracy, impartiality and truth. Journalism is not just writing. It is the study of mass communications: newspapers, magazines, radio, internet, social media and television. Students are exposed to the history of journalism, media law and ethics, and the basics for using a computer for publishing an online newspaper. Impact of current events and how the professional media examines these daily news events is observed. Careers in journalistic fields are also brought to the attention of students.
YEARBOOK (0810)
Grades: 9-12 (Year)
Prerequisite: Application Process

This course introduces students to a variety of writing and layout skills involved in creating the school yearbook. Students will study design theories, the aesthetics of composition, and the evolution of visual communication. These elements will then be applied to learning in other art forms across the curriculum. The pace and setting of the course will simulate the professional work environment, preparing students for a variety of post-graduation careers.

MATHEMATICS
(3 YEARS REQUIRED)

HIGH SCHOOL DIPLOMA requirement – Passing grade in Algebra I

Warning to Parents and Students
Taking a course that is beyond a student’s preparation or ability will have a detrimental effect on the student and his/her progress. Choose the appropriate math course, keeping in mind prerequisites and the ability and motivation of the student. For college prep courses, Algebra I and above, expect at least 30 minutes of homework per period.

Note:

1. Placement of students into math classes is based on all eighth grade quarter grades, and the recommendation of the eighth grade teachers.
2. Students who need a slower pace algebra class and a review of basic skills should take Algebra IA (pilot year) and Algebra IB (to be offered in the 2017-2018 school year) series (must receive teacher/administrative recommendation to enroll in this series; limited amount of space available).
3. Students must earn 30 credits of math to graduate from College Park High School.
4. Students’ progress through courses according to the flow chart on the next page. Solid lines indicate the normal progression. Note alternate paths that some students might take depending on their level of success.
5. In order to meet the “a-g” UC and CSU requirements in math, a student must complete 3 years of math, i.e. Algebra, Geometry, and Algebra II or Alg II/Trig with a grade of “C” or better.

RE: Calculators
Most college prep courses (Algebra II and above) at College Park require the usage of a programmable graphing calculator. Most teachers use the T1-82 calculators in class on a regular basis. We recommend the T1-83 or TI-84 models for Algebra II through AP Calculus BC.
Math 8/Algebra I (Not offered at CP)
This course is aligned with the California Common Core State Standards for 8th grade Algebra I. This course differs from high school Algebra I in that it contains content from 8th grade mathematics. The additional content when compared to MATH 8 and high school Algebra I, demands a faster pace for instruction and learning and greater independence on the part of the students. After successful completion of this course, students are prepared for high school Geometry.

Math 8 (Not offered at CP)
This course is aligned with the California Common Core State Standards for 8th grade mathematics. The emphasis is on transitioning from concrete, basic math skills to abstract algebraic, geometric and statistical concepts. Students collect, model, and analyze data and patterns in real-world and career-related situations. They develop the ability to communicate, understand, and critique mathematical reasoning through reading, writing and speaking. Students focus on math specific study skills, perseverance, attention to precision, and preparation for success in high school mathematics. This course does not fulfill the high school graduation requirement for Algebra I. This course does not count towards high school graduation.
**ALGEBRA I (1310)**

Grades: 9-12 (Year)
Prerequisite: Passing grades in Math 8 per quarter and/or teacher recommendation
*UC and CSU certified (Fulfills UC/CSU “c” requirement)*

This course covers the 25 California State Mathematics Standards for Algebra I. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. This course is the first course in the three-year mathematics requirement for four-year college admission.

**GEOMETRY (1320)**

Grades: 9-12
Prerequisite: Minimum grade of a “C” in Algebra I is strongly recommended; MDUSD Math Matrix used for placement
*UC and CSU certified (Fulfills UC/CSU “c” requirement)*

This course provides the student with the knowledge of concepts and skills identified in the California State Mathematics Standards for Geometry. The ability to communicate mathematical reasoning and understanding will be incorporated in all math topics. In addition, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. This course is the second course in the three year mathematics requirement for four-year college admission.

**ALGEBRA 1A (1300)**

Grades: 9-12 (Year)
Prerequisite: Grades in Math 8 and/or teacher recommendation
*Pilot course*

Algebra 1A is a standards-based course designed for students to achieve district and state standards for the first semester of Algebra I. This course emphasizes algebraic skill development and conceptual understanding while infusing instruction and support to further develop the foundational mathematical concepts and skills essential for success in Algebra. Students advance to Algebra 1B, a second full-year course in the Algebra sequence. Completion of Algebra 1A and Algebra 1B fulfills the Algebra 1 graduation requirement.

**ALGEBRA II (1330)**

Grades: 10-12 (Year)
Prerequisite: Minimum grade of a “C” in Geometry is strongly recommended
*UC and CSU certified (Fulfills UC/CSU “c” requirement)*

This course provided the student with the knowledge, concepts and skills identified in the California State Math Standards for Algebra II. The ability to communicate mathematical reasoning and understanding will be incorporated in all math topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic settings and problems. This course is the third course in the three-year mathematics requirement for four-year college admission.

**ALGEBRA II / TRIGONOMETRY (1340)**

Grades: 10-12 (Year)
Prerequisite: Minimum grade of a “C” in Geometry is strongly recommended Qualifying score on assessment test and/or teacher recommendation.
*UC and CSU certified (Fulfills UC/CSU “c” requirement)*

This course provides the student with the knowledge, concepts, and skills identified in the California State Math Standards for Algebra II and Trigonometry. The ability to communicate mathematical reasoning and understanding will be incorporated into all topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic and trigonometric settings and problems. This course is the third course in the three-year mathematics requirement for four-year college admission.
PRE-CALCULUS (1390)

Grades: 10-12 (Year)
Prerequisite: Successful completion of Algebra II or Algebra II/Trig
UC and CSU certified (Fulfills UC/CSU “c” requirement)

This course is designed to develop students’ critical thinking in the analysis of functions and function modeling. Students will review and expand advanced algebra topics and apply problem solving techniques using graphical, numerical, and analytical methods. Students will be able to accurately model various scenarios using an appropriate model and will develop their skills in choosing and justifying a model, as well as verifying results, using mathematical properties and real-world context. Students will leave this course with the skills and abilities to connect mathematics to the world around them and be successful in higher level mathematics courses. The first semester of this course is a study of advanced algebra topics. These topics include logarithms, polynomials, sequences and series, matrices and determinants. The second semester is a study of trigonometry and statistics.

PRE-CALCULUS HONORS (1405)

Grades: 11-12 (Year)
Prerequisite: “B” or better in Algebra II/Trigonometry or Advanced Math Topics, and teacher recommendation
UC and CSU certified (Fulfills UC/CSU “c” requirement)

Pre-Calculus is considered to be the fourth year of a very strong high school mathematics program, but is also taught at the college level where it is the second college level course in mathematics after trigonometry. Pre-Calculus Honors refines the Trigonometric, Geometric and Algebraic techniques needed in the study of Calculus. New skills will be introduced and many old skills will be pushed to new heights with a conceptual understanding beyond the reach of most high school students.

STATISTICS (1520)

Grades: 11-12 (Year)
Prerequisite: “C” or better in Algebra II or Alg II/Trig
UC and CSU certified (Fulfills UC/CSU “c” requirement)

The purpose of the Statistics course is to encourage student awareness of the importance of mathematics in the real world. This course is an introduction to fundamental statistical problem-solving and interpretation of data. Students will gather, interpret, and analyze data. Students will apply appropriate statistical models to draw conclusions and learn to use technology in solving statistical problems. This course will cover basic statistical concepts that will prepare students to take a college-level statistics course in the future.

STATISTICS (AP) (1530)

Grades: 11-12 (Year)
Prerequisite: Algebra II
UC and CSU certified (Fulfills UC/CSU “c” requirement)

The purpose of this is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four board conceptual themes:

Exploring data: Observing patterns and departures from patterns
Planning a study: Deciding what and how to measure
Anticipating patterns: Producing models using probability and simulation
Statistical inference: Confirming models

Rationale
In colleges and universities, the number of students who take a statistics course is almost as large as the number of students who take a calculus course. At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, and business. Every semester more than 170,000 students take their first statistics course from the Mathematics or Statistics Department at a college or university. The vast majority of these students take a non-calculus based introductory course that is equivalent to the Statistics AP course. A large number of other students take a similar introductory course from other departments who teach their own statistics course. Science, engineering, business, and mathematics majors usually take an upper division calculus-based course in statistics, for which the Statistics AP course will be effective preparation.

AP CALCULUS AB (1375)

Grade: 11-12 (Year)
Prerequisite: “B” or better in Pre-Calculus
UC and CSU certified (Fulfills UC/CSU “c” requirement)

This course consists of the study of functions, limits, continuity, differentiation, integration, and applications of the principles of differential and integral calculus. The course will prepare students for the Advanced Placement Test in Calculus AB.
AP CALCULUS BC (1376)
Grade: 11-12 (Year)
Prerequisite: “B” or better in Pre-Calculus
UC and CSU certified (Fulfills UC/CSU “c” requirement)
This course consists of the study of functions, limits, continuity, differentiation, integration, and applications of the principles of differential and integral calculus. The course will prepare students for the Advanced Placement Test in Calculus BC.

PERSONAL FINANCE (6041)
Grades: 11-12 (Year)
Prerequisites: None
This comprehensive course covers career exploration, basic mathematical concepts, personal money management skills with introduction to applicable technology, research techniques, and problem-solving skills as each relates to personal finance. Specific topics include, but are not limited to, budgeting, tax preparation, banking, credit, purchasing a car, home ownership, insurance and investments. Students will leave this course with the knowledge and tools to be successful in their personal finances involving careers and everyday life.

PHYSICAL EDUCATION (2 YEARS REQUIRED)
All students are required to wear a physical education uniform consisting of shorts and shirts (plain colored, preferably purple or black) that has the student’s name written on the front. Parents may purchase a CPHS uniform, if they wish, however it is not mandatory. Base price is $27.00 ($15 for shorts; $12 for shirts).

Students must pass 5 out of 6 PE fitness-grams: mile, push-ups, curl-ups (sit-ups), sit-and-reach, trunk-lift, and BMI (body mass index). Standards are based on age and gender. If students do not pass 5 out of 6 PE fitness-grams, they must be enrolled in physical education for two consecutive years in high school (grade 9 and 10) unless individually exempted in accordance with the Education Code.

The maximum credit which may be earned for graduation in physical education is 40 units.

PHYSICAL EDUCATION 9 (8520)
Grade: 9 (Year)
Prerequisite: None
Ninth grade physical education is composed of activities from the eight areas included in the Physical Education Handbook and the model curriculum standards. It will also include a cognitive-based, health-related fitness program. This year forms the core program and will be the base for a sequentially developed elective program. All students will be exposed to the areas of aquatics, combatives, physical activity, gymnastics/tumbling, individual and dual sports, mechanics of body movement, rhythm and social dance, team sports and a cognitive-based, health-related fitness program.
TEAM SPORTS I (L1) – PE 10 (8870)

Grades: 10-12 (Year)
Prerequisite: Completion of 9th grade PE
Team Sports consists of the following units of instruction: volleyball, football, tennis, badminton, swimming, soccer, speedball, basketball, and softball. Instruction in skills will be provided in each activity.

Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

Course may be repeated for credit—L2.

PHYSICAL EDUCATION (ELECTIVES)
10-12 Grade Options

AEROBICS I (8970)

Grades: 10-12 (Year)
Prerequisite: Completion of PE 9

This course is designed to give students the opportunity to learn aerobic routines and training techniques used for achieving optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn basic aerobic steps as well as simple and complex aerobic dance combinations. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will gain an awareness of the career paths related to group exercise and fitness.

ADVANCED BASKETBALL (8875)

Grades: 10-12 (Year)
Prerequisite: Completion of PE 9

Advanced Basketball is the examination of advanced mental and physical fundamentals of the game of basketball. Students will learn how to play the game of basketball offensively, as well as how to play team defense. Physical fundamentals will include form shooting and specific drills related to dribbling and passing.

BOWLING LEVEL 1 (8650)

Grades: 10-12 (Year)
Prerequisite: None

This course is designed to give students the opportunity to learn bowling skills, techniques, rules of play, etiquette, and social values, as well as training techniques used for achieving optimal physical fitness. Students will develop the skills needed to advance their foundation of knowledge about movement. Students will also develop the skills that will provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle for life. Students will gain an awareness of the career paths related to bowling and fitness.

DANCE I (HS) PE (8710)

Grades: 10-12 (Year)
Prerequisite: None

Dance I is a class that introduces students to the study of fundamental forms of movement which will allow them to create their own dance compositions. Students will study different dance styles and forms which will include historical and cultural information on dance. This class is designed for all students with or without previous experience in dance and can prepare students for more advanced classes.
NET SPORTS (8800)

Grades: 10-12 (Year)
Prerequisite: Freshmen PE

This course is designed to build character through principles of lifelong fitness and physical activity by developing and demonstrating enthusiasm, self-control, industriousness, and consistency in class. Also, to reinforce the core values and principles of the Physical Education Department by facilitating student learning with respect to situational flexibility and adaptability, initiative and self-direction, productivity and accountability, and leadership and responsibility. Focusing on badminton, tennis, and volleyball skills.

WEIGHT TRAINING I (8890)

Grades: 10-12 (Year)
Prerequisite: Completion of 9th grade PE; Application Process for sophomores due to limited space available.

Weight Training is a three-day-a-week-work-out program. The off days are used for cardio-respiratory fitness. Various team sports are also offered during off days. Workouts are based upon the set/repetitions concept. Free bar, universal machines, and dumbbells are the major sources of training. Students are grouped by abilities and each student works on his/her own individual capacity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

WEIGHT TRAINING II (8480)

Grades: 11-12 (Year)
Prerequisite: Completion of Level 1

This course focuses primarily on mastery of skills and techniques taught in Level I and the identification of muscle groups involved. Advanced techniques and skills are taught, plus the development of individual programs which include development of short-and long-term goals. This course will place emphasis on development of lifting concepts, maintenance of muscle tone, endurance and establishment of a system of self-evaluation.

Course may be repeated for credit.

SCIENCE (2 YEARS REQUIRED)
Life Science + Physical Science

The Science Department recommends that all 9th grade students take Environmental Science or Biology I.

Life Sciences

BIOLOGY I (2110)

Grades: 9-12 (Year)
Prerequisite: None
Recommended: Completion of Algebra I prior to enrollment.

UC and CSU certified: Biological Science (fulfills UC/CSU “d” requirement)

Biology is the study of living things and their relationships with other living things and with the physical environment. Included is the study of life processes such as growth, reproduction, and metabolism, and the flow of energy through living systems. Genetics, evolution of life forms, classification of living things, the structure and function of molecules, cells, tissues, organs and systems that make up living organisms, are also studied. Attention is given to the human species and its relationship to other life. Science attitudes, thinking processes and skills, and applications of science and technology to social problems and personal decision making are emphasized. Biology I qualifies as a laboratory science course in meeting the University of California and CSU “d” admission requirement. (UC requires completion of Algebra I in order to satisfy their requirement.)
BIOLOGY (AP) (2044)

Grades: 11-12 (Year)
Prerequisite: Biology and Chemistry
UC and CSU certified: Biological Science (fulfills UC/CSU “d” requirement)

The Biology AP course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP examination, some students, as college freshmen, are permitted to take upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to take other courses to pursue their majors.

Biology AP includes those topics regularly covered in a college biology course for majors or in the syllabus from a high-quality college program in introductory biology. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbooks used for Biology AP should be those also used by college biology majors. The kinds of labs done by AP students must be the equivalent of those done by college students.

The Biology AP course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Summer work may be assigned/suggested.

AP ENVIRONMENTAL SCIENCE (2362)

Grades: 10-12 (Year)
Prerequisite: Completion of Algebra I with grade “B” or better, Biology I (or concurrent enrollment)
UC and CSU certified: Lab Science (fulfills UC/CSU “d” requirement)

This course is designed to be the equivalent of a college level course in Environmental Science. Environmental Science AP is an interdisciplinary field of study that integrates material from Biology, Earth Science, Chemistry, Mathematics, and Social Sciences to come to an understanding of the natural world and the forces that affect it. Topics include an in-depth exploration of ecosystems, populations, renewable and non-renewable resources, environmental problems, and the impact of human activities on the earth. Students will do comprehensive reading, laboratory and field work, and projects, as well as examine careers in Environmental Science. The curriculum is aligned to coursework by the College Board, and students are expected to take the AP Exam.

Summer work will be assigned/suggested.

Students may enroll in the AP Environmental Science class after completing Biology.

ZOOGY (2920)

Grades: 11-12 (Year)
Prerequisite: Completion of Biology with a “C” or better
UC and CSU certified: (fulfills UC/CSU “d” requirement)

This course deals with marine environments and the living things that inhabit them. The content includes the physical and chemical properties of water; characteristics of oceans and their interaction with land and with the atmosphere; aquatic ecosystems and how human activity both affects and is affected by aquatic environments and ecosystems. Laboratory and field work is integral to the course and includes study of both live and preserved specimens.

Biomedical Sciences

Project Lead-the-Way/STEM

College Park High school now offers a health career pathway that consists of three consecutive courses. These courses complement traditional science courses and are designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences. Students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. In all of the courses, students explore the prevention, diagnosis and treatment of disease and work collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

Please Note: The Biomedical Sciences courses are being offered in partnership with Project Lead the Way, a national non-profit organization dedicated to providing rigorous and relevant curriculum in science, technology, engineering and mathematics (S.T.E.M.). As part of this partnership and in order to
PRINCIPLES OF BIOMEDICAL SCIENCE (PBS): (2255)

Grades 9-12 (year)
Prerequisite: “B” or better in Algebra I
UC and CSU certified: elective (fulfills UC/CSU “d” requirement)

This course is the first in a 3 year series involving the investigation of body systems, health conditions and related careers. Students will solve real world problems while exploring medical treatments, lifestyle choices and research processes. Students investigate the human body systems and various health conditions including: heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. This course is designed to provide the scientific foundation for the subsequent courses (Human Body Systems and Medical Interventions). Most students who enroll in this class are an interest in health careers. Lab fee donations are requested.

HUMAN BODY SYSTEMS (HBS) (2257):

Grades 10-12 (year)
Prerequisite: Completion with a “C” or better in biology/PBS.
UC and CSU certified: Biological Science (Fulfills UC/CSU “d” requirement)

This is the second of the 3 year series investigating the integration of the body systems, health conditions and related careers. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.

MEDICAL INTERVENTION (MI): (2254)

Grade: 11-12 (year)
Prerequisite: Completion with a “C” or better in biology/PBS, chemistry, and HBS.
UC and CSU certified: Biological Science (Fulfills UC/CSU “d” requirement)

This is the final class of the 3 year series investigating the integration of the body systems, health conditions and related careers. Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Physical Science

ENVIRONMENTAL SCIENCE (2360)

Grades: 9 (Year)
Prerequisite: none
UC and CSU certified: (fulfills UC/CSU “g” requirement)

Environmental Science is the study of how humans affect and are affected by their environment. This course is designed to give the freshmen students an opportunity to acquire scientific background that will ensure success in their future science classes. Students will study the biological, chemical, geological and physical features of specific environments relative to equilibrium. Emphasis will be placed on laboratory skills, analytical thinking and the development of environmental awareness. This course is designed to increase a student’s sense of sustainability and stewardship as a member of the global community.
CHEMISTRY I (2270)

Grades: 10-12
Prerequisites: Completion of Algebra I with a "C" or better (highly recommended to have earned a "B" or better) plus concurrent enrollment in geometry, passage with a “C” or better in biology/PBS, and recommendation by current math & science teachers.
UC and CSU certified: Laboratory physical science (fulfills UC/CSU "d" requirement)

Chemistry is the study of the structure of matter – atoms, molecules, crystals, solutions - and how that structure is related to the properties and behavior of matter. A quantitative approach is used to investigate the processes that occur during chemical change, when matter changes its form, and with the energy that is always involved with those processes. Basic principles of chemistry are developed and applied to real life situations.

This course is designed to provide a solid foundation for further study of science. The course meets the criteria for laboratory physical science in the UC and CSU entrance requirements.

CHEMISTRY I HONORS (2280)

Grades: 10-12
Prerequisites: Completion of Geometry with a "B" or better or concurrent enrollment in Algebra II/Trig., passage with a “C” or better in biology/PBS, and recommendation by current math & science teachers. Application process required for enrollment—test evaluation.
UC and CSU certified: Laboratory physical science (fulfills UC/CSU "d" requirement)

Chemistry is a field which investigates the building blocks of all matter -- the atom. An understanding of chemistry is essential to many aspects of life in modern society. We will study how atoms combine to form various compounds, why atoms have characteristic properties, and how atoms, molecules, and other compounds behave under different conditions.

Chemistry Honors differs from Chemistry I in that the pace of instruction is faster, additional topics are included, and many topics are treated in greater depth and with more application of mathematics. An AP-level chemistry textbook will be used in this course.

This course is designed to provide a solid foundation for further study of science. The course meets the criteria set forth by the UC and CSU for a laboratory physical science honors course.

EARTH SCIENCE II (2390)

Grades: 10-12 (Year)
Prerequisite: One year of any science. Completion of Algebra I with a “C” or better and passage with a “C” or better in biology/PBS.
CSU certified: Lab Science (fulfills a UC “g” requirement, or CSU “d” requirement)

Students will learn about many topics including hurricanes, earthquakes, diamonds, volcanoes, ocean waves, black holes, planets, and the water cycle. The content includes major ideas selected from astronomy, geology, meteorology, oceanography, and cartography. Many basic concepts of chemistry and physics are also developed in the context of earth science topics. Scientific thinking processes and skills, as well as applications of science and technology to social problems and personal decision making, are emphasized.

Earth Science II fulfills the graduation requirement for 1 year of a physical science.

PHYSICS (2720)

Grades: 10-12 (Year)
Prerequisite: Geometry and concurrent enrollment in Algebra II, or teacher approval, passage with a “C” or better in biology/PBS. It is highly recommended students have passed Geometry with a “B” or better.
UC and CSU certified: Lab Science (fulfills UC/CSU “d” requirement)

Physics is a laboratory course that provides a systematic understanding of the fundamental principles of physical phenomena that govern chemical, biological, and earth science processes. The course provides a foundation for the intensive studies of the other sciences and for an understanding of many technological applications of science. Major areas of content include mechanics, work and energy, wave motion, light, and electromagnetism. Scientific thinking processes, and skills, and applications of science and technology to social problems and personal decision making are emphasized.

The course qualifies as a laboratory science in meeting UC entrance requirements.
WORLD HISTORY (3490)
Grade: 10
Prerequisite: None
UC and CSU certified: History (Fulfills UC/CSU “a” requirement)
This course offers a study of world civilization with an emphasis on cultures from the mid-18th through the 20th centuries. It will also integrate trends from previous periods as a way of developing appropriate historical context. Students will have opportunities to study significant historical developments and events during these periods; students will also demonstrate competency in thinking historically, understanding the relationship between the individual and community, and in applying the social science method.

AP WORLD HISTORY (3540)
Grade: 10
Prerequisite: English I completion with a grade of “B” or better and teacher recommendation (Application Process)
UC and CSU certified: History (Fulfills UC/CSU “a” requirement)
This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the last thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, has set the human stage. This course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a community. Students will be prepared to take the AP exam in World History.

WORLD PERSPECTIVES (313490)
This world history course must be taken concurrently with World Perspectives English. Grade: 10
Prerequisite: None
UC and CSU certified: History (Fulfills UC/CSU “a” requirement)
Teamed taught World History and English courses fulfill both sophomore history and English requirements through an interdisciplinary approach, which emphasizes cultures from the mid-18th century through the 20th centuries. The literature taught in the English component reinforces the cultural integrity of the time.

*This class is equivalent to World History.

AMERICAN THREADS / UNITED STATES HISTORY (3080)
This course fulfills the junior year U.S. History requirement and must be taken concurrently with English III / American Threads. Grade: 11 (Year)
Prerequisite: English II
UC and CSU certified: History (Fulfills UC/CSU “a” requirement)
This course series fulfills both the junior English and U.S. History requirements through an interdisciplinary approach, which emphasizes the multicultural nature of American society. The course combines these two primary disciplines while weaving other elements of the humanities into the curriculum. Students will gain a holistic sense of the American experience.

UNITED STATES HISTORY (3530)
Grade: 11
Prerequisite: None
UC and CSU certified: History (Fulfills UC/CSU “a” requirement)
The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the 20th century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on: the nation’s beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth century. Major historical units will include: the Progressive Era, World War I, the 1920’s, the Great Depression and the New Deal, World War II, the Cold War and the 1950’s, the 1960’s, the 1970’s, and contemporary America. Students will develop a sense of historical
connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

**AP UNITED STATES HISTORY (3531)**

Grade: 11 (Year)  
Prerequisite: World History completion with a grade of “B” or better and teacher recommendation  
(Application Process)  
**UC and CSU certified: History (Fulfills UC/CSU “a” requirement)**

The aim of A.P.U.S. History is to provide students with a learning experience equivalent to that obtained in most college introductory U.S. History courses and to prepare students for successful completion of the AP exam. This course will explore the major events, personalities, social, cultural, and technological changes that have shaped U.S. history from the 15th to the 20th centuries.

**UNITED STATES GOVERNMENT (3280) & ECONOMICS I (3150)**

Grade: 12 (Semester courses taken consecutively)  
**UC and CSU certified: History (Fulfills UC/CSU “a” requirement for Government; “g” for Economics)**

The semester of government course will study the basic structure of American government, exploring what the role of government should be under our constitutional system. Supporting objectives include historical political theories essential to the establishment of our system of government, supplemented by the social, economic, and religious institutions which influenced it. Further, an objective is to expose students to participatory government experiences leading to an informed electorate, capable of taking responsibility and leadership in society.

The semester of economics course will explore the basic principles and operations of the free market economy in the context of choices among scarce resources. Further, students will gain understanding of our role in the global economy, illustrating our interdependence. Lastly, students will develop skills for personal economics.

**AP GOVERNMENT POLITICS (3262) / AP MACRO ECONOMICS (3140)**

Grade: 12 (Year) Taken in conjunction  
Prerequisite: US History with a grade of “B” or better and teacher recommendation.  
**UC and CSU certified: History (Fulfills UC/CSU “a” requirement for government; “g” for economics)**

**AP Government Politics**  
The aim of A.P. Government Politics is to provide students with a learning experience equivalent to that obtained in most college introductory U.S. Government and Politics courses and to prepare students for successful completion of the A.P. exam. This course will give students an analytical perspective on government and politics in the U.S. and familiarize the student with the various institutions, groups, beliefs, and ideas that constitute U.S. politics.

**AP Macro Economics**  
**Macroeconomics:** The AP course in macroeconomics gives students an understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops students’ familiarity with economic and international economics.

**SOCIAL SCIENCE (ELECTIVES)**

**CITIZEN LAW A/B (3690)**

Grades: 9-12 (Year)  
Prerequisite: None  
**UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)**

This course is an introduction to the American Justice System. The course presents basic fundamentals of criminal and civil law. It also addresses trial procedures and the major institutions of the justice system. The course emphasizes an understanding of our legal system and an appreciation for its effectiveness. Students develop a framework for intelligent decision-making, leadership, and responsibility as citizens in society.
ADVANCED CONCEPTS IN LAW (3692)

Grades: 11-12 (Year) and Age 16
Prerequisite: None
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement); Certificate Awarded upon completion

Taught by experienced attorneys, this course is designed to give the high school student a working knowledge of the legal system in the United States. This course is concerned with developing an understanding of the role of the law in our society and an awareness of one’s rights and responsibilities under the constitution. Emphasis is placed on having the student participate in numerous activities e.g., Moot Court, Moot Trial, to experience the legal process.

Coursework includes an overview of the typical first and second years of law schools.

GEOGRAPHY (3610)

Grades: 9-10 (Year)
Prerequisite: None
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

This course is the study of people, places, and the environment through the application of the five themes of geography. Students will investigate the interconnections between the environment and human activities and develop basic geographic skills. Students will study the physical aspects of our planet in order to more fully understand how these elements impact human society. This course aligns with and supports the MDUSD History/Social Science standards.

HUMAN RIGHTS EDUCATION (3880)

Grades: 10-12 (Year)
Prerequisite: None
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

This course focuses on giving students an understanding of human rights documents and human rights issues—such as civil liberties, students’ rights, and genocides. The course includes historical and current issues. Students will realize the importance of becoming an informed citizen. They will participate in projects, readings, debates and other assignments that empower them to make their community and the world a better place as they learn how they can affect change through direct action.

AP PSYCHOLOGY (3774)

Grades: 11-12 (Year)
Prerequisite: Social Studies teacher recommendation (World History or U.S. History teacher)
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

The aim of A.P. Psychology is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses and to prepare students for successful completion of the AP exam. The course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. Students also learn about the methods psychologists use in their science and practice.

PSYCHOLOGY (3770)

Grades: 11-12 (Year)
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

The major goal of psychology is to systematically study individual behavior and human mental processes to gain an understanding of the self and others. The course will explore cognitive aspects of the mind, or how humans think and feel about the world around them. The course will provide opportunities for students to become knowledgeable about the importance of attitudes, feelings, and values for themselves and others in determining human behavior; the scientific basis of behavior and the process of human development as a lifelong journey.

SOCIOLOGY (3870)

Grades: 10-12 (Year)
Prerequisite: None
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

Sociology is the behavioral science that studies human society and social behavior. This course will make students aware of sociological forces that shape the structure of life in the United States and the world. The students will examine concepts such as family structure, culture, crime, adolescents, aging, and religion. They will also explore concepts relating to social change and world population.
VISUAL AND PERFORMING ARTS

ART I (4130)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Art I is a class that introduces students to the elements of art and principles of design. The history and criticism of visual arts are presented through the use of projects, lectures, films, and slides. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media. The student will respond to, analyze, and make judgments about form, content, techniques, and purpose in works of art as evidenced by creation/evaluation of portfolios. Basic tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. This course supports cross-curricular learning and basic school-to-career awareness. Art I is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced classes.

ART II (4140)

Grades: 10-12 (Year)
Prerequisite: Successful completion of Art I or equivalent experience with instructor approval
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Art II is an advanced class that expands students’ knowledge and abilities in the fundamentals and principles of two-dimensional art forms. The history and criticism of these forms are presented through the use of projects, lectures, and visual materials. This class provides an expanded understanding of how to see, evaluate, and interpret experience through drawing and painting styles and techniques such as perspective, contour, gesture, portrait, figure, landscape, non-objective, and abstract. The students will respond to, analyze, and make judgments about form, content, technique, and purpose in works of art as evidenced by the creation and evaluation of portfolios. Related tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. Work outside of class is required: portfolio or project preparation, reading, writing, or critical viewing where appropriate. This course continues cross-curricular and school to career awareness.

ART ADVANCED (4120)

Grades: 11-12 (Year) (Grade 10 students may enroll in Advanced Art with instructor approval)
Prerequisite: The successful completion of Art I and Art II, equivalent courses, or instructor approval
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

This is an advanced course of study in art with the intent of developing a portfolio of work that exhibits an in-depth understanding of visual relationships, aesthetics, and a variety of media. Students will develop their own projects with the approval and direction of the instructor. Art of regional civilizations as well as contemporary art will be explored. Works of art will be examined in terms of their historical precedents and their elements and principles of design. Students will also investigate the influence of new technology and materials on works of art and experiment with technological development. This course enhances cross-curricular
experiences and school to career opportunities. Students who repeat this course for credit will demonstrate higher levels of investigation and study in each repeated year.

ART & DESIGN I (4157)

Grades: 9-12
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

This course introduces students to the fundamentals and principles of visual arts. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as wire, glass, wood, leather, plaster, computer graphics, etc. Basic tools are explained and demonstrated, and techniques are practiced to promote creative expression through active student participation. The history and criticism of visual arts are presented through the use of projects, lectures, films, videos, and slides. Work outside of class is required: portfolio or project preparation, reading, writing, or critical viewing where appropriate.

This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as wire, glass, wood, leather, plaster, computer generated ideas, etc. Tools are explained and demonstrated, and techniques are practiced to promote creative expression through active student participation. This course prepares students for more advanced art classes.

ART DESIGN II-THREE DIMENSIONAL (GLASS / SAND) (4200)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Advanced Art Design-Three Dimensional is a second-year course that expands students’ knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. The history and criticism of these forms are presented through the use of projects, lectures, and visual materials. This class provides understanding of how to see, evaluate and interpret experience through a variety of such media. Related tools and techniques are explained, demonstrated and practiced to promote creative expression through active student participation. Work outside of class is required: portfolio or project preparation. Reading, writing, or critical viewing where appropriate. This class is designed for all students with previous experience in the visual arts who are prepared for an advanced level of three-dimensional design.

ART DESIGN II (4157)

Grades: 9-12
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Students who repeat this course for credit will demonstrate higher levels of investigation and study in each repeated year.

This course introduces students to the fundamentals and principles of visual arts. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as wire, glass, wood, leather, plaster, computer graphics, etc. Basic tools are explained and demonstrated, and techniques are practiced to promote creative expression through active student participation. The history and criticism of visual arts are presented through the use of projects, lectures, films, videos, and slides. This class provides a basic understanding of how to see, evaluate and interpret experience through a variety of media. Basic tools and techniques are explained, demonstrated and practiced to promote creative expression through active student participation. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced art classes.
ART HISTORY AP (4156)
Grades: 11-12 (Year)
Prerequisite: World History and English II

The AP Art History course prepares students for the AP Art History Exam. The course covers art from the Paleolithic period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and present from a variety of European and non-European cultures. In this course students engage in both visual and historical study about art and its contexts. Students develop an understanding of artworks in their context, considering issues of patronage, gender, politics, religion, and ethnicity. Attention is given to the interpretation of a work of art based upon its intended use, audience, and the role of both the artist and work of art in a particular society. Throughout the study of AP Art History, students examine how and why the work looks the way it does, what it means within its particular context, and how and why it has this meaning.

AP STUDIO ART: 2-D DESIGN (4280)
Grades: 11-12
Prerequisite: 2 years of high school 2-dimensional art

This course requires the student to show a high level of competence and range of understanding in visual concerns and methods. Through the creation of a 2-dimensional portfolio, students develop: a sense of quality work, concentration on a particular visual interest or problem, need for breadth of experience in the formal, technical, and expressive means of the artist. Maintaining a sketchbook or journal may be a necessary component of instruction, along with ongoing critical analysis through individual critiques. Students are expected to work not only in the classroom, but a significant outside of the classroom as well. Studio Art AP is for highly motivated students who are seriously interested in the study of art and offers the challenge of a rigorous academic curriculum.

CERAMICS I (4250)
Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Ceramics I is a class that introduces students to the fundamentals and principles of the visual arts and is open to any student in grades 9-12. The history and criticism of visual arts are presented through the use of projects, lectures, films and slides. This class provides a basic understanding of how to see, evaluate and interpret experience through a variety of media. Basic tools and techniques* are explained, demonstrated and practiced to promote creative expression through active student participation. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced art classes.
*techniques include: pinch, coil, slab, wheel, sculpture, decorating, and glazing works made of clay.

CERAMICS II (4260)
Grades: 10-12 (Year)
Prerequisite: Successful completion of Ceramics I, or demonstrated ability with instructor Approval
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Ceramics II is an advanced class that expands students’ knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. The history and criticism of ceramics are presented through the use of projects, lectures, and visual arts materials. This class provides understanding of how to see, evaluate and interpret experience through projects: wheel throwing, casting, slab, coil, sculpting, glazing, painting, and firing methods. Related tools and techniques are explained, demonstrated and used to promote creative expression through active student participation. Work outside of class is required: project preparation, reading, writing, or critical viewing where appropriate. This class is designed for all students with successful experience in Ceramics I who are prepared for a more advanced level of ceramics.
CERAMICS ADVANCED (4270)

Grades: 11-12 (Year)
Prerequisite: Ceramics I, II, or demonstrated ability with instructor approval
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Advanced Ceramics is an advanced class that expands students’ knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. Students must demonstrate the ability to work independently in areas of special interest. The history and criticism of ceramics are presented in greater depth through the use of projects, lectures, and visual arts materials. This class expands and deepens understanding of how to see, evaluate and interpret experience through projects: wheel throwing, casting, slab, pinch, coil, sculpting, glazing, decorating, and ceramic firing methods. Specialized tools and techniques are explained, demonstrated, and used to promote individual creative expression through active student participation. Work outside of class is required (e.g., project preparation, reading, writing, research, critical viewing, and exhibiting). Students will explore possibilities of higher education and/or career opportunities in ceramics. This class is designed for motivated students who are prepared for a more advanced level of ceramics.

DANCE I- ARTS (0943)
Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Elective (Fulfills UC/CSU “f” requirement)

Dance I is a class that introduces students to the study of fundamental forms of movement which will allow them to create their own dance compositions. Students will study different dance styles and forms which will include historical and cultural information on dance. This class is designed for all students with or without previous experience in dance and can prepare students for more advanced dance classes.

DANCE II- ARTS (0944)
Grades: 10-12 (Year)
Prerequisite: Dance I
UC and CSU certified: Elective (Fulfills UC/CSU “f” requirement)

Dance II is a class that continues the studies of dance movement and form, which will allow them to create their own dance compositions. Students will study different dance styles and forms which will include historical and cultural information on dance. This advanced dance class is designed for all students with previous experience in dance.

DANCE III- ARTS (0945)
Grades: 10-12 (Year)
Prerequisite: Dance II
UC and CSU certified: Elective (Fulfills UC/CSU “f” requirement) may be repeated for credit

Dance III is a class that continues the studies of dance movement and form, which will allow them to create their own dance compositions and dance productions. Students will study different dance styles and forms which will include historical and cultural information on dance. This advanced dance class is designed for all students with previous experience in dance.

Drama Philosophy

The Dramatics Program at College Park High School is based on the premise that every student has the capacity to create, to communicate, to solve problems individually and cooperatively. Our drama classes will develop each student’s dramatic imagination, problem solving and communicative potential through participation in the dramatic process. This includes not only written or literary drama, but also such non-literary modes as mime, improvisation, movement, development of the senses, oral communication, theatre games and such supportive elements as scenery, costumes/makeup, publicity, props and lights/sound. It will further include other forms of expression such as music, movement, the visual arts, electronic media (video) and film.
### DRAMA I (0900)

**Grades:** 9-12 (Year)
**Prerequisite:** None
**UC and CSU certified:** Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Drama I is a beginning class open to students in grades 9-12. Students will practice the techniques of acting and perform scenes. Play production, theatre history, and theatre of other cultures are also introduced. Students will also develop the ability to evaluate the different aspects of theatre.

### DRAMA II (0910)

**Grade:** 9-12 (Year)
**Prerequisite:** Drama I or equivalent experience with teacher recommendation
**UC and CSU certified:** Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Drama II is designed as an intermediate class in Dramatics. To be eligible, the student must have passed Drama I or have the instructor’s permission. The class places stress on the refinement and development of the principles learned in Drama I.

### DRAMA III (0920)

**Grade:** 9-12 (Year)
**Prerequisite:** Drama I or II, or equivalent experience with teacher recommendation
**UC and CSU certified:** Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Drama III places stress on the refinement and development of the principles learned in Drama I and Drama II. Advanced students are expected to participate in all major productions. Senior drama students are expected to either act in and/or direct one-act plays, plus advance scenes from classical and contemporary theatre.

### STAGECRAFT (0950)

**Grades:** 9-12 (Year)
**Prerequisite:** None

This is a class designed to teach the art of theatrical design, implementation, and production to students who are interested in set design, construction and decoration, lighting design and execution, sound design & execution, properties design construction & implementation, costume design and execution, hair & makeup design and execution, company and stage management, and arts administration. Each student will be able to demonstrate a mastery of the fundamental principles of technical production work. When competencies are evaluated and strengths and interests are found, each student will specialize in one or two of these areas and pursue major projects and research, sharing this knowledge and skill with the class, culminating with the successful production of three main stage productions and multiple student projects. This class will also be responsible for running and maintaining the theatre complex for the other performing arts disciplines, the school, and the community.

### INTRODUCTION TO FILM STUDIES (0840)

**Grades:** 10-12 (Year)
**Prerequisite:** None
**UC and CSU certified:** Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Film is one of the major collaborative art forms of the 20th century. This course will examine the many aspects of this art form, such as the history and aesthetics of film and other moving images. It will examine film in terms of vocabulary, criticism, grammar, production elements, genre, collaboration, acting, modes of music, historical context, and career opportunities.

### ADVANCED FILM STUDIES (0845)

**Grades:** 11-12 (Year)
**Prerequisite:** Introduction to Film Study, Video Production I, II or teacher permission
**UC and CSU certified:** Visual and Performing Arts (Fulfills UC/CSU “f” requirement or the “G” elective requirement)

This course is designed for students who have a serious interest in cinema as major art form of the 20th and 21st centuries. Students will use the language and tools learned in Introduction to Film Study to focus on the work of outstanding directors of the past and present. All of the directors studied have made a significant contribution to the development of film, have a compelling vision and unique style, and have a personal stamp that cuts across films, genres, and decades.
ADVANCED COMMUNICATION MEDIA
(ROP) (7360)

Grade: 11-12 (Year)
Prerequisite: Must be 16 years old.
UC and CSU “f” requirement or the “G” elective requirement

This is an ROP course that may be offered in alternate years.

Advanced Communication Media is a college preparatory interdisciplinary approach to multimedia communications, which builds on student proficiency in journalistic writing, photography, video, and design concepts. This class integrates research and writing techniques with artistic creation and expression as outlined in the California Visual and Performing Arts Framework (advanced level). Students achieve an advanced understanding and appreciated of technology used as a tool in artistic expression, and they continue to strengthen their analytical reading and expository writing skills as well as their critical thinking skills in this cross-disciplinary approach. Students develop communication and writing projects centered on research. These projects are integrated with multimedia, Web or documentary video production techniques.

THE ART OF VIDEO PRODUCTION (ROP)
(2905/2906)

Grade: 10-12 (Year)
Prerequisite: Must be 16 years of age
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

This is an ROP course that may be offered in alternate years.

Students compare the mediums of film, television and video, including aesthetics, cultural aspects and history. Students develop skills to produce their own videos, and take an in-depth look at the nature of video communications, exploring aspects of pre-production and post-production, script writing, camera-work, lighting and sound. Students utilize skills in directing and editing to produce a variety of projects, including school newscasts, documentaries, and video productions.

VIDEO PRODUCTION I (9101)
 Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Students will learn the basic aspects of video production, both in front of and behind the camera. They will study the techniques of video production and create their own theme-based video projects. There will be an emphasis on the uses of communication (speech, language, and writing) and organizational skills. This course includes aesthetics, cultural aspects, and the history of television and video production and is aligned to the Mt. Diablo Unified School District Visual and Performing Arts standards.

VIDEO PRODUCTION II (9102)
 Grades: 10-12 (Year)
Prerequisite: Video Production I
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

This class is designed for all students with or without previous experience in video production and will prepare students for more advanced classes. This class includes advanced instruction in all aspects of video/audio production, from techniques for on-camera talent (as a spokesperson, news anchor, and dramatic performer), to script writing, storyboarding, studio operation, directing, producing, linear and digital editing of video productions. Students will develop a portfolio (demo reel) of their work as well as other projects. The Video II students will work with the instructor on refining techniques and on major video projects. Theme-based projects skills will support other curricular areas and serve as a link from school to professional careers. The class stresses the practical use of communication (speech, language, and writing), computer, and organizational skills. This course includes aesthetics, cultural aspects, and the history of television and video production and is aligned to the Mt. Diablo Unified School District Visual and Performing Arts standards.
PHOTOGRAPHY ARTS I (4420)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)
* In order to gain maximum educational benefit from your photography class, student should have access to a digital camera with manual focusing and exposure control, but not required.

This course is an articulation agreement with Diablo Valley College. Students who pass both semesters with a C or better, submit a portfolio of 4 finished works and pass a written test with a grade of B or better will receive 3.0 units of CSU/UC transferrable credit.

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all students will expand their base for making informed aesthetic judgments as learned in Photography Arts I. Students will work with film and digital cameras. Digitally they will use simple and DSLR camera with film, students will learn to operate 35 mm cameras and light meters while using black and white film. Students will become proficient in operating 35 mm cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints and expand their use of the basics of design and lighting theories related to photography. In building their portfolio, students will be challenged with assignments that replicate definitive professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers.

PHOTOGRAPHY ARTS II (7750)

Grades: 10-12 (Year)
Prerequisite: Successful completion of Photography Arts I or approval of instructor
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)
* In order to gain maximum educational benefit from your photography class, student should have access to a 35mm film camera with manual focusing and exposure control, but not required.

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all students will expand their base for making informed aesthetic judgments as learned in Photography Arts I. Students will work with film and digital cameras. Digitally they will use simple and DSLR camera with film, students will learn to operate 35 mm cameras and light meters while using black and white film. Students will become proficient in operating 35 mm cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints and expand their use of the basics of design and lighting theories related to photography. In building their portfolio, students will be challenged with assignments that replicate definitive professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers.

PHOTOGRAPHY ARTS ADVANCED (ROP) (7735)

Grades: 11-12 (Year)
Prerequisite: Successful completion of Photography Arts II or approval of instructor
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)
* In order to gain maximum educational benefit from your photography class, student should have access to a digital camera with manual focusing and exposure control, but not required.

Photography, as a non-verbal language, allows all students to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. Students learn to understand the artistic qualities of the photographic medium while acquiring the techniques for utilizing photography for expressive purposes. Students will become proficient in operating digital cameras and light meters while using black and white film. Instruction includes studio and field techniques, photojournalism, fashion photography, and commercial, portrait, scientific, nature and wildlife, and sports photography. In producing their own works and by studying the photographs of others, students will develop a basis for making informal aesthetic judgments.
Vocal Music

The vocal music program at CPHS involves people from all walks of our campus life. All vocal music courses teach basic to advanced singing techniques in addition to music reading, singing in harmony, music theory, and group leadership skills. Students with little or no singing experience have the opportunity to develop their singing talents in a supportive group atmosphere that is conducive to forming strong friendships. Experienced singers may audition for advanced ensembles that compete in regional festivals and perform a more challenging repertoire. The choirs put on a popular series of concerts and fundraisers at school and in the Pleasant Hill Community, performing a diverse selection of classical, jazz, Broadway, and popular music. Annual performance tours to exciting destinations (such as Disneyland, New York, New Orleans, etc.) are an optional activity for choir students, as well as performances for professional sports teams.

BASS CLEF CHOIR – Vocal Music II (4860)

Grades: 9-12 (Year)
*Mainly comprised of 9-10 grade entry level male singers
Prerequisite: Vocal Music I or equivalent experience with teacher recommendation and audition.
UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Bass Clef Choir – Vocal Music II is open to students in grades 9—12 whose voice range is tenor or bass. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and at music festivals are an important part of the class instruction. Membership is by audition or teacher recommendation. Performances, as well as outside rehearsals, are mandatory.

CONCERT CHOIR Vocal Music II (4910)

Grades: 11-12 (Year)
*Ideally designed for beginning 11-12 grade students learning to sing in an ensemble performing group
Prerequisite: NONE
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Concert Choir – Vocal Music II is a class open to any student in grades 11-12 with teacher permission or audition. Students will learn vocal techniques, the elements of music to a greater degree of difficulty than in Mixed Choir, and rehearse and perform choral music of different styles, cultures and periods. Performances for school, the community and music festivals are an important part of the class instruction.

MIXED CHOIR - Varsity Choir (4890)

Grades: 11-12 (Year)
*Ideally designed for beginning 11-12 grade students learning to sing in an ensemble performing group
Prerequisite: NONE
UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement)

Mixed Choir (Varsity Choir) is a course open to students in grades 11-12. Students will learn proper vocal techniques and will rehearse and perform choral music of different styles, cultures, and periods. Performances for school, community, music festivals are an important part of the program. This class is designed for all students with or without previous experience in music and can prepare students for more advanced classes.

MUSICAL THEATRE Vocal Music I (4930)

Grades: 9-12 (Year)
Prerequisite: NONE
UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Students will learn proper vocal music techniques and teaching of acting in scenes from Broadway musicals. Performances for school, community and music festivals are an important part of the program. Musical Theatre is designed for all students without previous experience in drama or music, and will help prepare students for Concert Choir, Vocal Ensemble, Drama II or Drama II.

TREBLE CHOIR Vocal Music I (4870)

Grades: 9-12 (Year)
Prerequisite: NONE
UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement)

Treble Choir - Vocal Music I is a class open to students in grades 9-12 who are enthusiastic about singing and whose voice range is soprano, alto, or unchanged. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and music festivals are part of the class instruction. This course will help a student prepare for level II.
TREBLE CHOIR Vocal Music II (4880)

Grades: 9-12 (Year)
*Ideally designed for 9-12 grade students by audition only
Prerequisite: Vocal Music I or equivalent experience with teacher recommendation (articulation and audition criteria are attached)
*UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Treble Choir - Vocal Music II is a class open to students in grades 9-12 whose voice range is soprano or alto. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and at music festivals are an important part of the class instruction. Membership is by audition or teacher recommendation.

GUITAR – BEGINNING (4770)

Grades: 10-12 (Year)
Prerequisite: Successful completion of Guitar—Beginning and/or teacher interview/audition and approval
*UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Guitar – Beginning is a course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities.

Instrumental Music & Theory

CONCERT BAND – INSTRUMENTAL II (4690)

Grades: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation
*UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Concert Band – Instrumental Music II is open to students in grades 9-12 by teacher recommendation. Students will learn proper instrumental techniques and rehearse and perform instrumental music of different styles, cultures, and periods. Performances for school, community, and music festivals are an important part of the program. This class is designed for all students with some previous experience in instrumental music and can prepare students for more advanced classes. Marching Band will be a part of the activity of this band. The music teacher can supply additional information regarding this part of the program.

GUITAR – BEGINNING YEAR 1 (4740)

Grades: 9-12 (Year)
Prerequisite: None
*UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Keyboarding – Beginning Piano is a course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of piano technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities.
PIANO II (4735)

Grades: 9-12 (Year)
Prerequisite: Successful completion of Piano—Beginning and/or teacher interview/audition and approval
Pending UC and CSU approval

The new Piano II course would give students who already have a basic understanding to piano, music theory, and performance to continue and advance their skills and understanding of the instrument. Piano II would not delve as deeply into music theory as the AP Music Theory class already being offered, but would continue their understanding of theory topics through a focus on students’ exposure to repertoire and performance skills.

SYMPHONIC BAND – INSTRUMENTAL MUSIC III (4720)

Grades: 9-12 (Year)
Prerequisite: Instrumental Music II or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Symphonic Band-Instrumental Music III is an advanced instrumental music class. Students must be able to play their instrument with a high degree of skill, and teacher recommendation is required for enrollment in this class. This band will give a number of performances for the general public and at music festivals. The music teacher can supply information regarding this part of the program. Membership in this band is by teacher recommendation.

WIND ENSEMBLE MUSIC III (4810)

Grade: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Wind Ensemble-Instrumental Music III is an advanced instrumental music class open to any students in grades 9-12. Students will learn proper instrumental techniques and rehearse and perform music of an advanced degree of difficulty and of different styles, cultures, and periods. Performances for school, the community, and music festivals are an important part of the program. Students may enroll only with the teacher’s permission. The music teacher can supply additional information regarding this class.

JAZZ BAND – INSTRUMENTAL MUSIC III (4700)

Grades: 9-12 (Year)
Prerequisite Instrumental Music I or II, or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Jazz Band – Instrumental Music III is an advanced course in jazz. Students must be able to play their instrument with a high degree of skill. The music will consist of professional level commercial and jazz music. Students will be expected to improvise with some skill and to know and understand the harmonic structure of the music that is played. Students will be encouraged to write for this ensemble. The jazz band will perform on many occasions for the general public at music festivals. Membership in the group is by teacher recommendation to insure that the students have a high level of musical skill and to maintain a balanced instrumentation.

* Students enrolled in Jazz Band must be concurrently enrolled in another band or orchestra class.

ORCHESTRA INSTRUMENTAL MUSIC II (4980)

Grades: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Orchestra – Instrumental Music II is a course in orchestral music of different styles and periods. Students must possess some ability to perform on their instrument. At times, the group will perform as a full orchestra with the addition of wind and percussion players. A number of concerts will be performed each year for the general public and at music festivals. This class is open to students who
already play a string instrument, but with teacher permission, a student who wishes to learn to play an instrument, could be accepted.

**ADVANCED ORCHESTRA**

Grades: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation; audition required

*Pending UC and CSU approval*

may be repeated for credit

Advanced Orchestra is the advanced level ensemble performing group for string players. Student will be challenged with the rigorous repertoire. Ensemble and solo activities are designed to develop and refine elements of musicianship, including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Performances for school, the community, and music festivals are an important part of the program. Students may enroll only with the teacher’s permission. The music teacher can supply additional information regarding this class.

**MUSIC THEORY AP (4985)**

Grade: 11-12 (Year)
Prerequisite: Teacher Recommendation and must be able to read music notations.

*UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)*

This course is designed to provide college-level music theory and ear training. The ultimate goal of the AP Music Theory course is to develop the student’s ability to recognize, understand and describe the basic materials and processes of music. Students will explore the elements of music including scales, intervals, chords, melody, harmony and rhythm. This class is based on 18th century common practice and students will compose and arrange music in this style.

**WORLD LANGUAGES**

The World Language Department at College Park High School offers three living languages: French, German, and Spanish. At all levels emphasis is placed on mastery of the four language skills of speaking, understanding, reading and writing as well as comparative cultures study commensurate with the level of language of the student. A language is first and foremost an oral skill that cannot be mastered without daily oral language. Therefore, oral participation is mandatory at all levels and is an integral part of the student’s grade each quarter. Good attendance is a must.

**INFORMATION ABOUT THE ADVANCED PLACEMENT (AP) TESTS IN WORLD LANGUAGES**

Advanced Placement (AP) exams in world languages, with emphasis upon language or literature, are given each spring. Students who are successfully completing levels IV or V of a world language are encouraged to take these tests. A passing score on one Advanced Placement test may earn for the student college credit and advanced standing upon entrance to most colleges and universities. Preparation for the Advanced Placement tests is seen by universities as serving to stimulate high school students to higher achievement.
FRENCH I (5050)
Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Foreign Language/Elective (Fulfills UC/CSU “e” requirement)
Level I French is a performance-based course in which students use listening, speaking, and writing skills to begin to develop fluency in French. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

FRENCH II (5060)
Grades: 9-12 (Year)
Prerequisite: French I or consent of instructor
UC and CSU certified: Foreign Language/Elective (Fulfills UC/CSU “e” requirement)
Level II French is a performance-based course in which students use listening, speaking, reading and writing skills to progress on the continuum of developing fluency in French. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and the target culture. In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

FRENCH III (5070)
Grades: 10-12 (Year)
Prerequisite: French II or consent of instructor
UC and CSU certified: Foreign Language/Elective (Fulfills UC/CSU “e” requirement)
Level III French is a performance-based course in which student’s progress on the continuum of developing fluency in French. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspectives. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target culture, they expand their intercultural knowledge and awareness.

FRENCH IV (AP) (5150)
Grades: 10-12 (Year)
Prerequisite: French III or consent of instructor
UC and CSU certified: Foreign Language/Elective (Fulfills UC/CSU “e” requirement)
Level IV French is a performance-based course in which student’s progress on the continuum of developing fluency in French, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. They begin to adapt vocabulary to personal needs. As they continue the study of literature of the target culture, they further expand their intercultural knowledge and awareness. The students who choose to pursue the AP French program will develop both practical and long-range intellectual benefits. In addition to the intrinsic benefits, students receiving a score of 3 or higher on the AP French Language Examination may receive credit or placement, or both, in advanced courses at the college level.
Level I German is a performance-based course in which students use listening, speaking, reading and writing skills to develop fluency in German. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and the target culture. In a learning environment that continues to be supportive of and conducive to the development of new perspectives, student acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

**GERMAN III (5300)**

Grades: 10-12 (Year)
Prerequisite: German II or consent of instructor
*UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)*

Level III German is a performance-based course in which students use listening, speaking, reading and writing skills to progress on the continuum of developing fluency in German. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspective. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target culture, they expand their intercultural knowledge and awareness.

**GERMAN IV (AP) (5380)**

Grades: 10-12 (Year)
Prerequisite: German III or consent of instructor
*UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)*

Level IV German is a performance-based course in which student’s progress on the continuum of developing fluency in German, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspective. They begin to adapt vocabulary to personal needs. As they continue the study of literature of the target cultures, they further expand their intercultural knowledge and awareness. The students who choose to pursue the AP German program will develop both practical and long-range intellectual benefits. In addition to the intrinsic benefits, students receiving a score of 3 or higher on the AP German Language Examination may receive credit or placement, or both, in advanced courses at the college level.
GERMAN V (AP) (5381)
Grades: 10-12 (Year)
Prerequisite: German IV(Ap) or consent of instructor
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Level V German is a performance-based course in which students progress on the continuum of developing fluency in German, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspective, and adapt vocabulary to personal needs. As they continue the study of literature of the target cultures, they explore genres, the works of various authors, and further expand their intercultural knowledge and awareness. The course includes continued preparation for the Advanced Placement German Language Examination.

SPANISH I (5700)
Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Level I Spanish is a performance-based course in which student’s use listening, speaking, reading, and writing skills to begin to developing fluency in Spanish. While using these skills in exploring a variety of familiar themes or topics, students build confidence in a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin understanding the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH II (5710)
Grades: 9-12 (Year)
Prerequisite: Spanish I or consent of instructor
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Level II Spanish is a performance-based course in which students use listening, speaking, reading and writing skills to continue to develop fluency in Spanish. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and target culture(s). In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH III (5720)
Grades: 9-12 (Year)
Prerequisite: Spanish II or consent of instructor
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Level III Spanish is a performance-based course in which student’s progress on the continuum of developing fluency in Spanish. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspectives. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target culture, they expand their intercultural knowledge and awareness.

SPANISH FOR SPANISH SPEAKERS I (5701)
Grades: 9-12 (Year)
Prerequisite: Oral proficiency in Spanish; Assessment Required
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Spanish for Spanish Speakers I is a communication based course in which students improve their language skills in listening and speaking, and concentrate on developing reading and writing proficiency. Students expand these skills while exploring a variety of themes and topics. They begin to recognize similarities and differences between cultures and to appreciate the cultural contributions of Spanish speaking peoples. The course is an alternative to Spanish I for Spanish Speaking students and prepares student for Spanish II or higher level course. The instructional strategies, emphasis and time spent on specific performance objectives differ from Spanish I because of greater emphasis on
reading and writing skills. Much of the content for cultural understanding is based on the students' own experience and questions.

Español para hispanohablantes I es un curso en el cual los estudiantes mejoran sus destrezas de lenguaje. Este curso se concentra más en el desarrollo de lectura y escritura. Los estudiantes desarrollan estas destrezas mientras exploran una variedad de temas y materias. Empiezan a reconocer las semejanzas y diferencias entre las culturas y a apreciar las contribuciones culturales de los hispanohablantes. Este curso es la alternativa al curso de Español I. Prepara a los estudiantes para Español II o para un nivel más alto. Las estrategias de instrucción y el énfasis de objetivos específicos se diferencian de los de Español I. Mucho del contenido del entendimiento cultural se basa en la experiencia e inquietudes del estudiante.

**SPANISH FOR SPANISH SPEAKERS II (5702)**

Grades: 9-12 (Year)
Prerequisite: Oral proficiency in Spanish; Assessment Required; Spanish for Spanish Speakers I and/or teacher recommendation

*UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)*

Spanish for Spanish Speakers II is a language arts course in which students advance their language skills in listening and speaking, and continue to develop their reading and writing proficiency. Students expand these skills while exploring literature-based themes and topics. They recognize similarities and differences between cultures and appreciate the cultural contributions of Spanish speaking peoples. Successful completion of this course (“C” or better/teacher recommendation) allows students to enroll in any appropriate advanced level Spanish course.

Español Para hispanohablantes II es un curso en el cual los estudiantes mejoran sus destrezas de lenguaje. Este curso se concentra más en el desarrollo de lectura y escritura. Los estudiantes desarrollan estas destrezas mientras exploran una variedad de temas y materias. Empiezan a reconocer las semejanzas y diferencias entre las culturas y a apreciar las contribuciones culturales de los hispanohablantes. Este curso es la alternativa al curso de Español II. Prepara a los estudiantes para Español III o para un nivel más alto. Las estrategias de instrucción y el énfasis de objetivos específicos se diferencian de los de Español I. Mucho del contenido del entendimiento cultural se basa en la experiencia e inquietudes del estudiante.

**SPANISH LANGUAGE (AP) (5840)**

Grades: 10-12 (Year)
Prerequisite: Spanish III or consent of instructor

*UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)*

Level IV Spanish is a performance-based course in which student’s progress on the continuum of developing fluency in Spanish, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. They begin to adapt vocabulary to personal needs. As they continue the study of literature of the target culture, they further expand their intercultural knowledge and awareness. The students who choose to pursue the AP Spanish program will develop both practical and long-range intellectual benefits. In addition to the intrinsic benefits, students receiving a score of 3 or higher on the AP Spanish Literature Examination may receive credit or placement, or both, in advanced courses at the college level.

**SPANISH HONORS (5841)**

Grades: 10-12 (Year)
Prerequisite: Spanish IV or consent of instructor

*UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)*

Level V Spanish is a performance-based course in which student’s progress on the continuum of developing fluency in Spanish, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. They adapt vocabulary to personal needs. As they continue the study of literature of the target culture, they explore genres, the works of various authors, and further expand their intercultural knowledge and awareness. The students who choose to pursue the AP Spanish program will develop both practical and long-range intellectual benefits. In addition to the intrinsic benefits, students receiving a score of 3 or higher on the AP Spanish Literature Examination may receive credit or placement, or both, in advanced courses at the college level.
MISCELLANEOUS
(COURSES AT-LARGE)

ACADEMIC SUCCESS (900682)

Grades: 9-12
Prerequisite: Students must hold an IEP

This course will help students enhance personal responsibility and interpersonal skills while focusing on academic success. This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills. The six main components of this class are: school and workplace literacy, character education, skills for effective learning, personal well-being, school-to-career exploration, and service learning.

AVID 9 (099202)

Grades: 9
Prerequisite: Teacher recommendation based on test scores and GPA that show a discrepancy between performance and potential. (Application Process)

AVID 9 is a college preparatory elective in which students learn that skills to be successful in school and college. Students learn to apply study, test taking, time management, writing and critical thinking/problem solving skills to the content of their other academic courses. Tutorials and study groups focus on individual students’ needs. Outside speakers, college field trips and career exploration helps students see the connection between school and their future lives. Each 9th grade cohort group is encouraged to remain within AVID throughout their high school years.

AVID 10 (039202)

Grades: 10
Prerequisite: Teacher recommendation based on test scores and GPA that show a discrepancy between performance and potential. (Application Process)

AVID 10 is a college preparatory elective in which students learn that skills to be successful in school and college. Students learn to apply study, test taking, time management, writing and critical thinking/problem solving skills to the content of their other academic courses. Tutorials and study groups focus on individual students’ needs. Outside speakers, college field trips and career exploration helps students see the connection between school and their future lives. Each 10th grade cohort group is encouraged to remain within AVID throughout their high school years.

AVID 11 (49202)

Grades: 11 (Year)
Prerequisite: Teacher recommendation based on test scores and GPA that show a discrepancy between performance and potential. (Application Process)

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students study, in depth, exceptional leaders in contemporary society and examine the effect that these individuals have had on culture, politics, education, history, science, and the arts.

The course requires that students read essays, speeches, articles, and letters by these leaders, as we read at least one full-length work by the leader or about the leader. The AVID class is designed to offer students who have been selected based on their work ethics and desire to learn the necessary skills and work habits to enable them to perform quality work and succeed at the college level. Tutorials are done twice a week. AVID curriculum is completed on the other two days. Friday is usually reserved for motivational and team building activities.

AVID 12 (059202)

Grades: 12 (Year)
Prerequisite: Teacher recommendation based on test scores and GPA that show a discrepancy between performance and potential. (Application Process)

AVID Secondary starts with an elective class for one period a day, where students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Students in AVID 12 will be supported throughout the college application process.
AVID TUTOR 11 (749202)
Grades: 11 (Year)

AVID TUTOR 12 (759202)
Grades: 12 (Year)

AP COMPUTER SCIENCE A (2262)
G, CTE
Grades: 10-12 (Year)
Prerequisite: Concurrent enrollment in or successful completion of Algebra I.
Students learn Java, an object-oriented programming language. Instruction includes problem-solving and algorithm development, as well as data structures and design. This course is designed to provide the skills for an entry-level position in computer programming or provide a foundation for further studies in computer science at the college level.

AP COMPUTER SCIENCE PRINCIPLES (6029)
G, CTE
Grades: 10-12 (Year)
Prerequisite: Successful completion of Algebra II with a “C” or better or successful completion of AP Computer Science A and instructor approval. Recommended: students complete AP Computer Science A before AP Computer Science Principles.
UC and CSU certified (Fulfills UC/CSU “g” requirement)
AP Computer Science Principles introduces students to the central ideas of computer science, instills the ideas and practices of computational thinking and invites students to understand how computing changes the world. Students learn fundamentals of computing, analyzing data, information, or knowledge represented for computational use and creates technology that has a practical impact; to gain a broader understanding of how computer science impacts people society. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

LEADERSHIP (Ren) (89210)
Grades: 9-12 (Year)
Prerequisite: Required for elected or appointed student body and class officers.
A year course that develops those unique characteristics, attitudes, and skills which empower a person to make significant changes in self and to move a group of people in new and positive directions.
When a student is enrolled beyond one year, he or she has been elected or appointed to an office with increased scope and responsibility. In addition to refining the skills learned previously, the student will be expected to complete more difficult projects, prepare and provide peer instruction, and do additional reading, interviewing, and research in the areas of leadership and group process

ROBOTICS (ROP) (7400)
Grades: 10-11 (Year)
Prerequisite: “C” or better in Algebra I and recommended to be concurrently enrolled in geometry
UC and CSU certified (Fulfills UC/CSU “g” requirement)
Robotics ROP (Regional Occupancy Program) is an elective one year course. This course is to explore the use of robotic technology, including basics in electronics, software, engineering, and problem solving using a variety of different material such as the VEX robotics system. Using robots this course will the fundamentals of problem solving, program design, algorithms and programming using a high-level language. A robot is an embedded system of software and hardware. Programming and building robots applies science, technology, engineering and math (STEM) concepts. This course introduces the fundamental concepts of programming and robotics.

ASB LEADERSHIP (Sports) (9210)
Grades: 10-12 (Year)
- This course is an elective. It does not fulfill the 2-year Physical Education requirement.
- This course requires instructor’s signature for enrollment.
Our goal is to build a unified and recognizable athletic program to create success in the classroom and playing field. This class will focus on goal setting, team leadership, team building, community outreach, school branding, facility improvement and maintenance, and team management. Students will conduct fundraising activities. They will work with the school boosters, administration, the athletic director, and coaches. We should work toward building and promoting a positive image for our Student-Athletes within our community and school.
SPORTS MEDICINE (ROP) (68500)

Grades: 10-12 (Year)
Prerequisite: Must be 16 years old.
- This course is an elective. It does not fulfill the 2-year Physical Education requirement.

UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

This course is designed to explore human anatomy and physiology, and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity; and develop a thorough understanding of the structure and function of the musculoskeletal system. This knowledge serves as a platform for understanding the physiological response to injury and improving performance.

ADVANCED SPORTS MEDICINE (ROP) (8501)

Grades: 11-12 (Year)
Prerequisite: Must be 16 years old.
- This course is an elective. It does not fulfill the 2-year Physical Education requirement.
- This course requires instructor’s signature for enrollment.

UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

Advanced Sports Medicine provides an excellent opportunity for students to continue exploring their interest in the fields of health science and medicine. This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts of anatomy/physiology learned in Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries. Internship opportunities are available at after-school athletic events, assisting the head athletic trainer or team physician, and working with other health care professionals.

TEACHER AIDE (Office Aide) - TA (9500)

Grades: 11-12 (Year) at CPHS
Prerequisite: Instructor permission, administrative approval and signing of Code of Conduct contract.
Elective
May be repeated for credit*

This program is designed to allow a student to work as an instructional aide under the direct supervision of a teacher. Duties involve tutoring individuals or small groups of students and assisting teachers with the mechanics of instruction. Office aides work in various service capacities in the school. Placement is made for the following locations: Student Services North and Student Services South, Attendance Office, Main Office, Career Center, I.M.C., Custodial Services.
ROP (REGIONAL OCCUPATIONAL PROGRAM)  
STUDENT PROGRAMS

WHAT IS ROP?
Operated by the Contra Costa County Office of Education, ROP has been the primary source of career training for high school students in our county for the past 35 years. State credentialed teachers, high tech equipment and a commitment to students ensure a positive learning experience. Located on high school campuses, ROP courses are taken as part of a student’s regular high school schedule. Students advance through 90-540 hours of sequenced curriculum and earn high school graduation credits and/or college units. Students can earn a Certificate of Proficiency upon successful completion of the class.

ADVANTAGES OF ROP:
Students can use ROP courses to gain employment skills, explore a career field, get a head start on their college major, or “try out” a career choice through internships available in many classes. Many students use their newly acquired skills to work part-time after graduation to help pay college expenses.

TO ENROLL:
On campus ROP class: Indicate the course on your schedule for next year
Off campus ROP class: Indicate the course on your schedule for next year and call the ROP office at (925) 942-3437

ROP CLASSES AT COLLEGE PARK HIGH

Advanced Photography*
Advanced Sports Medicine*
Art of Video Production*
Biotechnology*
Advanced Concepts in Law*
Sports Medicine*

*Check with your vice principal to see if this class is a UC/CSU approved course at your school.

ROP Off-Campus Classes
The following classes are offered in the Mt. Diablo Unified School District.

Arts, Media, & Entertainment
Art & Animation 7356
Commercial Art 5754
Computer Graphics Arts 4430
Digital Arts Designs for the Web 6310
Journalism II 0790
Radio Communications 7810

Building Trades & Construction
Cabinetmaking 7950
Construction Technology 7980

Business & Finance
Accounting (Computerized) 6010
Commercial Banking 8370

Education, Child Development & Family Services
Careers in Teaching 6990
Careers in Teaching Internship 6991
Developmental Psychology of Children
Health, Science & Medical Tech
Commercial Foods: Nutrition & Wellness 8375
Forensic Science 7300
Veterinary Science 2900

Hospitality, Tourism & Recreation
Baking/Patisserie 8370
Culinary Careers 8270
Hotel Careers 9430
Restaurant Occupation 8325

Information Technology
Computer Applications 6021
Computer Programming 6360
Computer Science AP 6023

Manufacturing & Product Development
Civil Engineering & Architecture
Principles of Engineering 7717
Robotics Engineering Technology 7400

Marketing, Sales, & Services
Cosmetology/Esthetician/Manicuring 9410

Transportation
Automotive Technology 7010

For more information and school location: Pick up a ROP brochure at Student Services, your College Career Cents, Call the ROP Office 925-942-3437, or visit our website www.cocoschools.org/rop

ALTERNATIVE EDUCATION PROGRAMS

Necessary Small High Schools (Gateway/ Summit/ Prospect)
Located at several locations in the district, these alternative schools provide consistent instructional supervision and monitoring for 9-12 grade students who thrive in a small, close environment. For more information, contact the Student Services Coordinator at the student’s school of residence.

Olympic High School
Olympic High School is an alternative to the regular high school program providing opportunities to students needing credits to graduate, a flexible schedule in order to work or more individualized instructional program. The academic classes required for graduation are the same as other high schools in the district.

Horizons Center for Independent Study
Horizons Center for Independent Study is part of the Mt. Diablo Unified School District. It is a fully WASC-accredited high school, staffed with fully accredited teachers. It has a UC/CSU approved college preparatory program. The standards in Independent Study meet all the requirements for graduation from the Mt. Diablo Unified School District.

Horizons Center for Independent Study is a program for students who want to do high school on their own. The heart of Independent Study is the student learning at home, teaching him/herself independent of teacher or school. Students meet with their teacher/case manager once a week for 1-3 hours to discuss their progress. Each week the student hands in the previous week’s assignments, completed projects, and receives new assignments for the following week.

Partnership Academies
The Partnership Academies located at four high schools provide a sequence of classes in the sophomore, junior and senior years designed for students desiring careers in fields that require technical training. Each provides technical training and academic support for a variety of future careers. For more information see your Student Services Coordinator.
Regional Occupation Program (ROP)
ROP offers job skill training for careers in business, education, communications, fine arts, medical, engineering, restaurant, hotel, automotive electronics, construction and industrial operations at high school campuses and business locations throughout Contra Costa County. Students who are 16 years or older may receive elective credit for ROP as part of the regular high school program. For more information see you Student Services Coordinator or call the ROP office at: 942-3436.

Crossroads
Crossroads is an alternative school program for pregnant or parenting teens living within the school district. The curriculum is based on the needs and interest of the parent and full school credit is given. Contact your Student Services Coordinator for more information and enrollment procedures, or you may contact the program directly. (689-6852)

California High School Proficiency Examination
Students who pass the CHSPE will earn the legal equivalent of a high school diploma and may not be required to attend high school if they have parent approval. Students must be 16 or older or enrolled in the second semester of the 10th grade to take the exam. See your Student Service Coordinator for an application.

GED (General Educational Development Test)
The Adult Schools administer the GED. It consists of 5 tests: writing, social studies, literature/arts and math. Students must be within 2 months of their 18th birthday. Student receives a certificate that is the equivalent to a high school diploma. Phone 685-7340
<table>
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<tr>
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<th>Course Number</th>
<th>Grades</th>
<th>Semester/Year</th>
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<td>Bass Clef Choir</td>
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**NOTES:**