



**Riverside County High School
(Community and Court School)**

Come Back Kids Charter

And

Desert Edge School

High School Course of Study

2017-2018

Table of Contents

English-Language Arts/English Language Development	2
Mathematics	5
History-Social Science	8
Science	10
Fine Arts/Visual and Performing Arts	13
Language Other Than English(LOTE)	15
Health	21
Intervention and ELD	17
Physical Education	20
Career Technical Education Course Pathways	22
Career Technical Education	26
Electives	34

**Riverside County High School, CBK, and Desert Edge
High School Graduation Requirements**

Required Courses	Required Credits
English/Language Arts <ul style="list-style-type: none"> English Language Development (ELD) in Grade 9 earns ELA credit. 	30
Mathematics (Including completing the Algebra I requirement through Integrated Math I)	20
History/Social Science: <ul style="list-style-type: none"> World History (10 credits) United States History (10 credits) American Government (5 credits) Economics (5 credits) 	30
Science <ul style="list-style-type: none"> Life Science (10 credits) Physical Science (10 credits) 	20
Physical Education	20
Fine Arts/Language Other Than English/CTE	10
Electives including Health	70
Total	200

*One CTE course can be accepted as an optional high school graduation requirement in lieu of one course in visual or performing arts (Education Code Section 51225.3(c)). *Course equals 1yr or 2 semesters.*

English-Language Arts

English 9 CP (Year-Long Course – a-g ‘b’ Approved)
Course ID 201000

Board Approved August 2015

COURSE DESCRIPTION:

English 9 focuses on a variety of literary elements, short stories, novels, poetries, dramas, epic poetries, and literary nonfiction from memoirs, essays, and speeches. Readings extend across a variety of time periods, including multiple genres and focus on both fiction and non-fiction works. Students will read for literal comprehension and retention, depth of understanding, awareness of the text’s audience, purpose and task, and to analyze and interact with the text. By the end of ninth grade, students are prepared for focused in literary study: world literature in tenth grade, American literature in eleventh grade, and European literature in twelfth. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

English 10 CP (Year-Long Course – a-g ‘b’ Approved)
Course ID 202000

Board Approved August 2015

COURSE DESCRIPTION:

English 10 requires students to think critically about forms and purposes of writing in a variety of genres of literacy. The exposure of literacy includes short stories, poems, novels, and plays; nonfiction prose, historical documents, speeches, and web sites, and visual images such as photographs and advertisements. Students examine the writing styles of literary and non-literary works in several different genres and explore the functions of literacy created by a variety of authors. Students reflect on literacy, close read a variety of texts, and make critical choices with the use of fundamentals of writing while producing narrative, argumentative and informative essays. Students will practice and develop various strategies for producing and concentrating on specific ideas for drafting, revision and editing papers. Students will examine and identify their writing techniques and reflect on their writing by review and editing. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

English 11 CP (Year-Long Course – a-g ‘b’ Approved)
Course ID 203000

Board Approved August 2015

COURSE DESCRIPTION:

The purpose of this course is to prepare students for college and the workforce with emphasis in the English 11 American Literature curriculum. English 11 American Literature is based on historical background, cultural context, and literary analysis of selected works of study. This course requires students to think critically about forms and purposes of writing in a variety of genres of literacy. The exposure of literacy includes short stories, poems, novels, and plays; nonfiction prose, historical documents, speeches, and web sites, and visual images such as photographs and advertisements. Students examine the writing styles of literary and non-literary works in several different genres and explore the functions of literacy created by a variety of authors. Students reflect on literacy, close read a variety of texts, and make critical choices with the use of fundamentals of writing while producing argumentative, narrative and informative essays. Students will practice and develop various strategies for producing and concentrating on specific ideas for drafting, revision and editing papers. Students will examine and identify their writing techniques and reflect on their writing by review and editing. Fundamentals of writing will develop over the course as students select literary works and analyze the author’s central theme, as it relates to fiction and non-fiction. Students will practice and develop strategies for producing and concentrating on specific ideas for drafting, revising, and editing papers. Examination and identification of writing technique and reflection will be completed by review and editing. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

English 12 CP (Year-Long Course – a-g ‘b’ Approved)
Course ID 204000

Board Approved August 2015

COURSE DESCRIPTION:

English 12 is a comprehensive, chronological literature and writing course that introduces materials from the ancient world into the modern age. Students will create a variety of fiction and non-fiction documents and texts that help to prepare students for college and career readiness. Each unit and its correlating assignments are designed to slowly increase in complexity as skills are introduced and built on top of one another. The course is built to mirror Bloom’s Taxonomy in the progression of skills in each unit. Students will develop grade level appropriate reading skills, writing skills and speaking skills. During this course, students will also exercise and further a number of critical thinking and problem-solving skills. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. The purpose of English 12 course is to engage students in functional literacy and technical writing. Both MLA and APA styles will be explored and assessed in this course. In addition, students are immersed in a chronological and critical study of the English language and the evolution of literary forms. Students will focus on classic European and American literature, identifying differences in

perception and interpretation. Students are also expected to analyze and evaluate pertinent themes and topics aligned to the greater goals of European and American social study. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance. All content is aligned with the Common Core Standards for English (11-12th grade). *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

English 9 CP P (Year-Long Course a-g ‘b’ Approved)
Course ID 201600

Board Approved November 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary English Language Arts Course Library. English is the study of the creation and analysis of literature written in the English language. In English 9 students will study a variety of techniques to improve reading comprehension, writing skills, and grammar and mechanics. The instruction covers a variety of writing modes: creative, descriptive, expository, narrative, and persuasive. Students will learn to understand audience and purpose for writing and be able to assess and correct errors in their own written works. In English 9, students will read and analyze a variety of genres in literature with an emphasis on poetry.

By the end of this course, students will be able to analyze context clues and imagery to better understand a writer’s persuasive purpose, evaluate media messages and propaganda by identifying persuasive techniques, use prior knowledge and visualization techniques to improve reading comprehension, and differentiate fact and opinion in a piece of writing. Students will also analyze writing techniques used in a personal narrative, apply strategies to locate important information in narrative and expository text, make valid inferences from narrative and expository text, explore different forms of poetry and their purpose, study the use of dialogue in literature and how it’s used to further the plot, and balance research with original ideas in an essay. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

English 10 CP P (Year-Long Course – a-g ‘b’ Approved)
Course ID 202600

Board Approved November 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary English Language Arts Course Library. English is the study of the creation and analysis of literature written in the English language. In English 10 students will study a variety of techniques to improve reading comprehension, writing skills, and grammar and mechanics. The instruction covers a variety of writing modes: creative, descriptive, expository, narrative, and persuasive. Students will learn to understand audience and purpose for writing and be able to assess and correct errors in their written works. In English 10A, students will read and analyze a variety of genres in literature with an emphasis on social sciences and historical fiction. Students will also complete writing activities to persuade an audience and prepare for the workplace.

By the end of this course, students will be able to analyze a functional document and write an instruction manual, research career opportunity and analyze workplace documents and write an effective business letter. Students will learn to review text by highlighting, underlining, taking notes, and building tables. Students will analyze different viewpoints on an issue through research and make a presentation, generate potential counterarguments to a thesis, and explain perspectives on individual, community, national, and world issues reflected in text. Students will make a timeline to help study history, use vocabulary found in the social sciences, understand historical allusions in what is read and then write a critical essay on a specific use of propaganda. Using a structured process to write a research paper, students will use a checklist to proofread their work and conduct a peer review of a piece of writing. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

English 11 CP P (Year-Long Course – a-g ‘b’ Approved)
Course ID 203600

Board Approved November 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary English Language Arts Course Library. English is the study of the creation and analysis of literature written in the English language. In English 11 students will study a variety of techniques to improve reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive.

In English 11A, students will read and analyze different genres in literature with an emphasis on American literary movements over time. Students will also complete writing activities to evaluate literary works with regard to literary techniques, form, and theme.

By the end of this course, students will be able to do recognize different perspectives of the American identity in literature analyze the historical and cultural significance of literature from the Revolutionary period and analyze seminal American texts from the Revolutionary period. Students will also be able to identify and examine literary techniques used in romantic literature, identify and examine characteristics of theme and form in early American poetry, analyze the emergence and thematic elements of gothic literature and examine the historical and cultural significance of transcendentalist literature. Students will evaluate the characteristics and common themes of slave

narratives and the emergence of the realist period and its literature. Students will analyze how authors use complex characters and other literary elements for effect in realist literature and elements of form and theme in nineteenth-century poetry and evaluate naturalist literature and analyze elements of structure and purpose in writing. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.0*

English 12 CP P (Year-Long Course – a-g ‘b’ Approved)

Course ID 204600

Board Approved November 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary English Language Arts Course Library. English is the study of the creation and analysis of literature written in the English language. In English 12 students will explore the relation between British history and literature from the Anglo-Saxon period through the neoclassical era, including the works of Shakespeare. Students will read and analyze a variety of literary works from this time period using relevant cultural and political history presented in each lesson. In English 12A students will also study a variety of techniques to improve reading comprehension, writing skills, and grammar and mechanics. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In addition students will complete writing activities in which they will employ analytical and persuasive skills. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

ELD I/ELA 9 (Year-Long Course)

Course ID 201500

Board Approved

COURSE DESCRIPTION:

The English Language Development (ELD) curriculum is based on the California English Language Development Standards that addresses the teaching of the English language according to the level of English proficiency of each student based on the CELDT. The standards are designed to move all students, regardless of their instructional program, into the mainstream English-language arts curriculum. ELD focuses on developing student skills in listening, speaking, reading, and writing in English. This course is designed for students with beginning or no English language fluency.

English Language Development IV CP (Year-Long Course – a-g ‘b’ Approved)

Course ID 207500

Board Approved August 2015

COURSE DESCRIPTION:

English Language Development (ELD) IV is designed to help English Language Learner students develop high levels of academic achievement and proficiency in English. The course is based on the California ELD standards. The curriculum focuses on teaching academic vocabulary, syntax, and grammar, while engaging students through non-fiction texts that present real world issues relevant to teens’ lives. The course also helps students develop their writing skills in summarizing, justification, argument, and research. Students will receive high-leverage, portable academic language, including vocabulary, syntax and grammar, developing academic writing skills in summarizing, justification, argument and research and engage with authentic, increasingly complex informal texts that present real-world issues relevant to teens lives. *Successful completion with a grade of “C-” or better will meet one year of the English (B) a-g requirements for UC/CSU.*

Expository Reading and Writing (12th Grade Year-Long Course)

Course ID 204010

Board Approved August 2013

COURSE DESCRIPTION:

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen 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. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

Business Math (Semester Course)**Course ID 305000****Board Approved****COURSE DESCRIPTION:**

This course presents the practical application of mathematics to every-day experiences in business. Students are introduced to use of the calculator, measurement systems, mathematics used in industry and professions. Course content will also introduce the following: wholesale discounts, business terms, calculating interest, payroll, insurance, profit and loss, depreciation, probability and equations. Students develop understanding and use of common business terms. Students use common business terms and common business measurement systems. Students understand mathematics application to trade industries and other professions and use wholesale trade and cash discounts. Students solve problems involving interest. Students understand insurance and its applications and solve problems involving business payroll. Students solve problems involving profit, loss, and depreciation. Students read graphs, determine probability, and solve equations.

Consumer Math (Semester Course)**Course ID 305010****Board Approved****COURSE DESCRIPTION:**

This course presents the practical application of mathematics to every-day life as a consumer. Students are introduced to the use of the calculator, budgeting, using checking and savings accounts, and purchasing. Course content will review mathematical knowledge and apply it to daily experiences as a consumer. Students develop understanding of and apply consumer mathematics to every-day living. Students apply basic math processes to daily experiences as a consumer. Students prepare a budget, determine base income, and Understand and use checking and savings accounts. Students determine total price on basic purchases and understand the uses of credit. Students understand basic monthly living expenses and develop a savings and investment plan. Students complete state and federal income tax forms.

Consumer Mathematics P (Semester Course)**Course ID 305600****Board Approved August 2016****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary Math Course Library. This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

Integrated Mathematics I CP (Year-Long Course – a-g ‘c’ Approved)**Course ID 301000****Board Approved August 2015****COURSE DESCRIPTION:**

Integrated Math I is the first course of a three course sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California (Common Core) Standards for Integrated Math I and is intended for all ninth graders. Integrated Math I builds and strengthens students’ conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.

The purpose of Integrated Math I is to develop students’ ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Integrated Math I will extend the mathematics students learned in earlier grades and begin the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real-world situations, manipulatives, graphs, and diagrams will help students see the connections between different topics which will promote students view that mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students in this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning. Daily class work is designed around structured tasks. The lessons involve opportunities for students to work individually and cooperatively, to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for the make use of structure, and look for the express regularity in repeated reasoning. Students will share their mathematical thinking, and develop their ability to think critically and problem solve. Students will daily use at least one of the eight Standards of Mathematical Practice. *Successful completion with a grade of “C-” or better will meet one year of the Mathematics (C) a-g requirements for UC/CSU.*

Integrated Mathematics II CP (Year-Long Course – a-g ‘c’ Approved)**Course ID 302000****Board Approved August 2015****COURSE DESCRIPTION:**

Integrated Math II is the second course of a three course sequence including Integrated Math I, Integrated Math II and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math II. For the Integrated Math II course, students continue to develop algebra and geometry skills through engaging and real life applications. Students will build off of the standards they mastered in Integrated Math I building on geometry and algebra skills. Students will demonstrate abilities to reason logically and to understand and apply mathematical processes and concepts using algebraic operations, geometry topics with spatial sense, data analysis, and probability.

Integrated Math II builds and strengthens students' conceptual knowledge of tools of geometry, introduction to proofs, properties of triangles, similarity through transformations, congruence through transformations, using congruence theorems, properties of quadrilaterals, trigonometry, circles, arcs and sectors of circles, figures, quadratic functions, polynomials and quadratics functions, and their inverses.

The purpose of Integrated Math II is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Integrated Math II will extend the mathematics students learned in earlier grades and begin the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real-world situations, manipulative, graphs, and diagrams will help students see the connections between different topics which will promote students view that mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students win this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning. *Successful completion with a grade of “C-” or better will meet one year of the Mathematics (C) a-g requirements for UC/CSU.*

Integrated Mathematics III CP (Year-Long Course – a-g ‘c’ Approved)**Course ID 303000****Board Approved August 2015****COURSE DESCRIPTION:**

Integrated Math III is the third course of a three course series which includes all of the California (Common Core) Standards. It builds and strengthens students' conceptual knowledge of tools of geometry, similarity through transformations, symmetry, congruence through transformations, trigonometry, quadratic functions, polynomials and quadratics functions, and their inverses. Integrated Math III also includes linear relations and functions, systems of equations, polynomials and their functions, radical functions and relations, exponential and logarithmic functions, and a continued study of statistics.

The purpose of Integrated Math III is to develop students' ability to think mathematically and develop their conceptual understanding of and procedural fluency in mathematics. Integrated Math III will extend the mathematics students learned in earlier grades and continue the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real-world situations, manipulatives, graphs, and diagrams will help students see the connections between different topics which will promote students' view that mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students in this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning.

Daily class work is designed around structured tasks. The lessons involve opportunities for students to work individually and cooperatively, to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students will share their mathematical thinking, and develop their ability to think critically and problem solve. Students will daily use at least one of the eight standards of Mathematical Practice. *Successful completion with a grade of “C-” or better will meet one year of the Mathematics (C) a-g requirements for UC/CSU.*

Integrated Math 1 CP P (Year-Long Course – a-g ‘c’ Approved)**Course ID 301600****Board Approved November 2014****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary Math Course Library. Integrated Math is a comprehensive collection of mathematical concepts designed to give students a deeper understanding of the world around them. It includes ideas from algebra, geometry, probability and statistics, and trigonometry, and teaches them as interrelated disciplines. It's likely that students have been studying some form of integrated math since elementary school. In Integrated Math 1A, students will begin with algebra. They will build on their understanding of single-variable and two-variable expressions, equations, and inequalities. Students will also learn how to write equations and inequalities to represent and solve word problems. It's likely that students have been studying some form of integrated math since elementary school. In Integrated Math 1B, students will explore the connections between algebra and geometry. Students will learn about functions and use them to solve real-world math problems. They will study data collection methods and use different types of data plots to represent and analyze statistical data. They will learn geometric theorems and rules and write proofs to support them. Students will also explore congruency and similarity of triangles. *Successful completion with a grade of “C-” or better will meet one year of the Mathematics (C) a-g requirements for UC/CSU.*

Integrated Math 2 CP P (Year-Long – a-g ‘c’ Approved)**Course ID 302600****Board Approved November 2014****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary Math Course Library. Integrated Math is a comprehensive collection of mathematical concepts designed to give students a deeper understanding of the world around them. It includes ideas from algebra, geometry, probability and statistics, and trigonometry, and teaches these subjects as interrelated disciplines. It's likely that students have been studying some form of integrated math since elementary school. In Integrated Math 2A, students will begin with polynomial expressions, including rational expressions. Students will learn about quadratic equations and inequalities and solve them to find answers to real-world math problems. Finally, students will use this knowledge to examine polynomial functions. In Integrated Math 2B, students will study the connections between algebra and geometry. Students will learn about functions and use them to solve real-world math problems. Students will study data collection methods, and you will use different types of data plots to represent and analyze statistical data. Students will learn about geometric theorems and rules and write proofs to support them. Students will also explore congruency and similarity of triangles. *Successful completion with a grade of “C-” or better will meet one year of the Mathematics (C) a-g requirements for UC/CSU.*

Integrated Math 3 CP P (Year-Long – a-g ‘c’ Approved)**Course ID 303600****Board Approved November 2014****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary Math Course Library. Integrated Math is a comprehensive collection of mathematical concepts designed to give students a deeper understanding of the world around them. It includes ideas from algebra, geometry, probability and statistics, and trigonometry, and teaches them as interrelated disciplines. It's likely that students have been studying some form of integrated math since elementary school. In Integrated Math 3A, students will understand and work with polynomial expressions, including rational expressions. Students will also examine the relationship between equations and functions and analyze trigonometric functions in detail. In Integrated Math 3B, students will study and apply the laws of sine and cosine functions. Students will also investigate the cross sections and density of three-dimensional geometric figures. Students will use equations, inequalities, and functions to solve real-world math problems. Students will also look at function graphs and explore transformation of functions. Students will analyze statistical data and data collection methods and use probability to make decisions. *Successful completion with a grade of “C-” or better will meet one year of the Mathematics (C) a-g requirements for UC/CSU.*

Pre-Calculus P (Year-Long Course)**Course ID 305610****Board Approved August 2016****COURSE DESCRIPTION:**

Prerequisite: Must have completed Integrated Math III.

The content for this course is from the Plato Online Secondary Math Course Library. Pre-Calculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Pre-Calculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

Pre-Calculus (Year-Long Course)

Course ID 305030**Board Approved****COURSE DESCRIPTION:**

Pre-Calculus covers more complicated areas of Trigonometry and Geometric analysis necessary before a student undertakes Calculus. The students review and expand the concepts learned in Algebra 2 in order to prepare for Calculus. Students comprehend and utilize different forms of functions. Students understand the Manipulation of Polynomials and Rational Functions to solve problems. Students apply Polynomial functions to obtain zeroes, roots and factors. Understand and apply the rules of Exponents and Log Fundamentals. Students understand Trigonometric functions.

Pre-Calculus B covers the more complicated areas of Trigonometry and Math Analysis necessary before undertaking Calculus. The second semester course reviews and expands concepts learned in Algebra 2 necessary to prepare the student for differential and integral Calculus. Students understand and apply Linear, Polar, parametric equations, related functions and trigonometric functions and identities. Students understand and apply laws and identities of trigonometric functions. Students understand, graph, and solve problems using polar coordinates, vectors, the complex plane and DeMoivre's Theorem. Students use analytic geometry to understand conic sections. Students understand, manipulate and solve systems of equations and inequalities. Students recognize series, mathematical induction, binomial theorem, permutations, combinations and probability.

Probability & Statistics P (Grade 11, 12 Semester Course)**Course ID 305620****Board Approved August 2016****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary Math Course Library. This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

History-Social Science**American Government CP (Semester Course – a-g ‘a’ Approved)****Course ID 4040****Board Approved August 2015****COURSE DESCRIPTION:**

The purpose of this course is to give students an analytical perspective on government and politics in the U.S. It includes both the study of general concepts used to interpret U.S. governments and the analysis of specific examples. The course will cover the various institutions, groups, beliefs and the ideas that constitute U.S. government. Upon completion of this course, students will know important facts, concepts and theories pertaining to U.S. government, understand the political processes and their consequences, and be able to analyze and interpret basic data relevant to U.S. government. Students will be required to keep up with daily events in the nation by accessing information from The Washington Post, or Washington Times, and/or NPR or other radio and news programs. *Successful completion with a grade of “C-” or better will meet one semester of the Social Sciences (A) a-g requirements for UC/CSU.*

U.S. Government CP P (Semester Course – a-g ‘a’ Approved)**Course ID 404600****Board Approved November 2014****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary Social Studies Course Library. US Government is the study of the founding principles of democracy in the United States, the structures and details of how the government functions, and the role of the individual citizen in participating in that democracy. In US Government, students will learn about the principles and events that led to the founding of the United States in the eighteenth century; examine how the operations of the US government are spread among three branches of government and distributed between the national, state, and federal levels of government; explore the role of the individual citizen in the operations of the government; and, finally, apply these concepts to understanding the concrete areas of foreign, domestic, and economic policy. Students will explore timelines to gain an understanding of how events link to each other and to the structures of government that exist today, and they will analyze historical documents for a firsthand sense of how government structures were designed. Students will also gather evidence from relevant documents and historical texts to develop credible explanations of how and why the government exists as it does. Students will then use that evidence to express viewpoints on the operations of government by writing essays and creating presentations about topics of relevance to modern US citizens. *Successful completion with a grade of “C-” or better will meet one semester of the Social Sciences (A) a-g requirements for UC/CSU.*

Economics CP (Semester Course – a-g ‘g’ Approved)**Course ID 404010****Board Approved August 2015**

COURSE DESCRIPTION:

The goal of this course is to provide students a general understanding of economic principles and impact on society. The students will learn how to make better economic choices and how to be prepared to live in a global economy. Upon completion of this course, student will understand the basic principles of the laws of supply and demand, scarcity and the factors of production, opportunity cost, economic systems, the free market system, benefits of free enterprise, how government policies affect economic output, types of business and labor market, money and personal finance. *Successful completion with a grade of “C-” or better will meet one semester of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Economics CP P (Semester Course – a-g ‘g ‘ Approved)
Course ID 404610**

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Social Studies Course Library. This course leverages diverse resources from the National Council on Economic Education in partnership with the National Association of Economic Educators, and the Foundation for Teaching Economics. It begins with providing a basic understanding of the U.S. economy and its relationship to the world economy. It then covers macro issues such as government and the economy and micro issues such as entrepreneurship and consumer issues. *Successful completion with a grade of “C-” or better will meet one semester of the College Prep Elective (G) a-g requirements for UC/CSU.*

**United States History CP (Year-Long Course – a-g ‘a’ Approved)
Course ID 403000**

Board Approved August 2015

COURSE DESCRIPTION:

This course is designed to continue what students have learned in 10th grade World History and to expand their focus towards the American experience. US History is the study of the events, people, and culture of the United States over time. In US History, students will learn about the process of historical inquiry, review the events and principles behind the founding of the United States, and then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. Students will apply historical inquiry to analyze societal issues, trends, and events of US history from World War II to the present, including the Cold War, Civil Rights and other social movements, the Vietnam War, modern presidencies, and responses to global terrorism. Students will explore timelines to gain an understanding of how events link to each other, and they’ll analyze historical documents for a firsthand sense of how events unfolded. Additionally, student will gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. Throughout both semesters, students will then use evidence analyzed to evaluate change and continuity over time by writing essays and creating presentations about broad periods of historical development. By the end of this class students will have a firm grasp of key topics and be prepared for 12th grade Government and Economics. *Successful completion with a grade of “C-” or better will meet one year of the Social Sciences (A) a-g requirements for UC/CSU.*

**U.S. History CP P (Year-Long Course – a-g ‘a’ Approved)
Course ID 403600**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Social Studies Course Library and is A-G approved by the University of California. Course content for the first semester includes the Western Frontier (1865–1890), Industrializing America (1865–1914), Politics of the Gilded Age (1870–1900), Urban America (1877–1920), Progressive Era (1890–1920), U.S. Emergence as a World Power (mid 1800s–1918), American Involvement in World War I (1914–1918), Boom, Bust, and Recovery (1920–1941), and the Great Depression and New Deal (1929–1941).

Course content for the second semester includes Response to World Threats (1919–1945), World War II and the Post-War Peace (1939–1945), Postwar Era: 1945–1961, Turbulent Times (1961–1981), and New Challenges in a New World Order (1981–Present). *Successful completion with a grade of “C-” or better will meet one year of the Social Sciences (A) a-g requirements for UC/CSU.*

World History CP (Year-Long Course – a-g ‘a’ Approved)
Course ID 402000

Board Approved August 2015

COURSE DESCRIPTION:

The purpose of this course is to give students an overview of world history and cultures dating from the rise of civilization up to World War II and the Cuban Revolution as well as to develop in depth critical thinking skills involving how that period may have shaped subsequent cultures. It includes elements of social, economic, political and religious analysis of individual historical leaders and groups of people. The course will cover the production, distribution and consumption of goods, key events, battles and wars as well as the development of writing forms, science and technology in societies of influence. Throughout the year, each week will focus on a specific time period and empire where students will analyze the historical events, the people that influenced them and the impact on the local and greater society. Each quarter, students will be expected to identify a time period of interest, a well-known person from then and what they did to shape their locality. Students will be required to research the consequences of events by online searches related to the textbook readings and will be able to compare and contrast two key historical documents or leaders of influence that affected the time frame studied. *Successful completion with a grade of “C-” or better will meet one year of the Social Sciences (A) a-g requirements for UC/CSU.*

World History CP P (Year-Long-Course – a-g ‘a’ Approved)
Course ID 402600

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Social Studies Course Library. World History A and B provide a robust and comprehensive overview for your students. Beginning with early civilizations in the Middle East, India, and China, the combined eight units conclude with a survey of the world since 1945. Other topics include a review of the Byzantine empire, the resurgence of Europe, and the impacts of nationalism and democracy. The courses are flexible, offering optional topics, an array of learning resources, and a variety of engaging activities. *Successful completion with a grade of “C-” or better will meet one year of the Social Sciences (A) a-g requirements for UC/CSU.*

Science

Biology CP (Year-Long Course – a-g ‘d’ Approved)
Course ID 385000

Board Approved September 2017

COURSE DESCRIPTION:

This course meets UC/CSU (D) laboratory and District life science graduation requirement. This course is designed to prepare the college-bound student for the rigors that they will encounter as they enter college science courses and satisfies the laboratory science requirement for entrance into most colleges. The emphasis of study will be on biological concepts and processes as they apply to various biological systems. Students will gain experience in the use of various scientific instruments, tools, and measuring devices as well as the proper techniques in their use. A minimum of 20% of class time will be spent on laboratory experiences. This course is in compliance with the Next Generation Science Standards and the scope and sequence this entails. *Successful completion with a grade of “C-” or better will meet one year of the Laboratory Science (D) a-g requirements for UC/CSU.*

Biology CP P (Year-Long Course – a-g ‘d’ Approved)
Course ID 385600

Board Approved September 2017

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Science Course Library. This course meets UC/CSU (D) laboratory and District life science graduation requirement. This course is designed to prepare the college-bound student for the rigors that they will encounter as they enter college science courses and satisfies the laboratory science requirement for entrance into most colleges. The emphasis of study will be on biological concepts and processes as they apply to various biological systems. Students will gain experience in the use of various scientific instruments, tools, and measuring devices as well as the proper techniques in their use. A minimum of 20% of class time will be spent on laboratory experiences. This course is in compliance with the Next Generation Science Standards and the scope and sequence this entails. *Successful completion with a grade of “C-” or better will meet one year of the Laboratory Science (D) a-g requirements for UC/CSU.*

Chemistry P
Course ID 386630

Board Approved November 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Science Course Library. Chemistry is the study of how a set of substances with particular physical properties—like solid paper and the oxygen in the air—can react with each other to form different substances with entirely different properties—like gaseous water and carbon dioxide. In most cases, these chemical changes result in an energy change as well, either giving off energy or absorbing energy. Chemistry is considered one of the core scientific disciplines because it is so practical and widely useful in the modern world. The development of new types of materials, new methods of producing or storing energy, or new methods of interacting with genetic material all depend upon knowledge of chemistry. In Chemistry A, students will learn some of the “basics” of chemistry: the atomic and molecular structures that result in different chemical properties and the concepts and tools that will enable them to predict chemical properties and chemical reactions. In Chemistry B, students will learn about key types of chemical relationships and reactions, including solutions, reversible reactions, acid-base reactions, thermochemical systems, and electrochemical systems. Students will use their knowledge to analyze new situations and make qualitative and quantitative predictions. Finally, students will extend their chemical knowledge into the areas of nuclear chemistry, organic chemistry, and biochemistry.

Earth Science CP (Year-Long Course – a-g ‘g ‘ Approved)
Course ID 386000

Board Approved August 2015

COURSE DESCRIPTION:

Earth Science is designed as an introductory college preparatory course. The course goals include providing students with the skills necessary to succeed in rigorous science classes at the high school and college level. Students will gain a strong understanding of scientific methodology including strong laboratory techniques and the ability to properly interpret results of their observations. Furthermore, students will demonstrate an understanding of science as being a process of observing, studying, and analyzing in order to gain knowledge and deeper understanding about the earth and life on earth. More specifically, students will identify, define, and investigate the Earth’s place in the universe, dynamic Earth processes, energy in the Earth system, biochemical makeup, structure, and composition of the atmosphere, the human impact on the environment, and the exploration of space. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective(G) a-g requirements for UC/CSU.*

Earth Science P (Year-Long Course)
Course ID 386610

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Science Course Library. Earth Science is designed as an introductory college preparatory course. The course goals include providing students with the skills necessary to succeed in rigorous science classes at the high school and college level. Students will gain a strong understanding of scientific methodology including strong laboratory techniques and the ability to properly interpret results of their observations. Furthermore, students will demonstrate an understanding of science as being a process of observing, studying, and analyzing in order to gain knowledge and deeper understanding about the earth and life on earth. More specifically, students will identify, define, and investigate the Earth’s place in the universe, dynamic Earth processes, energy in the Earth system, biochemical makeup, structure, and composition of the atmosphere, the human impact on the environment, and the exploration of space.

Earth & Space Science P (Year-Long Course)
Course ID 386600

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Science Course Library and covers all three facets described by Next Generation Science Standards (NGSS): disciplinary core ideas, science and engineering practices, and crosscutting concepts. Science is sometimes referred to as the crossroads for several different disciplines: science, English language arts (ELA), and mathematics. To support this idea, the course addresses three Common Core standards—reading in science and Technical Subjects (RST), writing in History, Social Science, Science, and Technical Subjects (WHST), and the Standards for Mathematical Practice. The course also addresses a subset of the Common Core Standards for Mathematics as identified by NGSS.

Life Science (Year-Long Course)
Course ID 385200

Board Approved

COURSE DESCRIPTION:

The first semester course content includes discussion of plants, animals, ecosystems, structures of organisms, matter, energy and living things. Students develop knowledge and understanding of life on this planet. Students develop understanding of the use of a microscope and the empirical method. Students develop understanding of plants, fungi, invertebrate and vertebrate animals, and microbes. Students develop understanding of ecosystems and the interactions among living things. Students develop understanding of living organisms and their structures. Students develop understanding of the interaction between matter, energy and living things.

The second semester course content includes reproduction and early development, genetics, biological history of the earth, evolution, health issues and career opportunities. Students develop knowledge and understanding of Life Science and its applications to everyday life. Students develop understanding of the causes and controls of disease. Students develop understanding of human reproduction. Students develop understanding of the process of fossilization, geologic time and natural selection. Students develop understanding of the importance of preserving our environment and future implications. Students develop knowledge and understanding of career opportunities in Life Science.

Life Science P (Year-Long Course)
Course ID 385610

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Science Course Library. Students will explore a variety of components of investigations to ensure their understanding of the scientific method. Learners explore the definition of life and the chemistry of cells while comparing and contrasting cell types. The levels of organization within an organism and the structure and function of an organism's components will be studied. Learners explore taxonomy of living organisms and the diversity within each classification.

In the second semester of this course, students will explore the role of DNA in respect to genes and traits, as well as heredity, genetic variation, and biotechnology. Students will study the flow of energy throughout their environment while observing the roles of biotic and abiotic factors. Learners will also look at the factors that impact human health and a human's ability to reproduce and will explore changes that have occurred in human history, observing the eras created by science to identify periods of time.

Physical Science (Year-Long Course)
Course ID 386010

Board Approved

COURSE DESCRIPTION:

The first semester course content includes studies of matter and its properties and the composition and chemistry of matter. Students develop knowledge of Physical Science and its applications. Students develop understanding of the scientific method and tools scientists use. Students develop understanding of the properties and classification of matter. Students develop understanding of atomic structures. Students develop understanding of the chemistry of matter. Students develop knowledge of career opportunities in Physical Science.

The second semester course content includes concepts of types of energy, motion, magnetism, waves and career opportunities. Students develop understanding of the types of energy. Students develop understanding of mechanical energy and motion. Students develop understanding of electrical energy and magnetism. Students develop understanding of heat energy and waves. Students develop understanding of the uses of Physical Science in the development of technology and future applications. Students develop understanding of career opportunities in Physical Science.

Physical Science P (Year-Long Course)
Course ID 386620

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Science Course Library. Students are provided with opportunities to explore concepts related to the properties and structures of matter. Included are tutorials and applications where students can learn about and practice measuring matter, volume, density, force, atoms, elements, and compounds. Additionally, students will focus on identifying matter, states of matter, and the periodic table. Students will focus on chemistry fundamentals such as bonding and types of compounds, mixtures and solutions, chemical reactions, the scientific method, and controls and variables.

In the second semester of this course, students will focus on energy and its applications, including the properties and sources of energy, heat, electricity, circuits, power consumption, magnetism, electromagnetism, and the properties and behavior of sound and

light. Students will focus on concepts related to forces and motion including frame of reference, speed, slope of a line, linear vs. non-linear data, Newton's Laws, types of forces, balanced and unbalanced forces, work and simple machines.

Physics P (Year-Long Course)
Course ID 386640

Board Approved November 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Science Course Library. Physics is one of the three main fields of science, along with biology and chemistry. If asked what biology and chemistry deal with, most of us can come up with a one-word answer: life and chemicals respectively. Physics though, often seems like a grab bag of topics, including motion, magnets, machines, light, sound, and electrical circuits. The common thread running through all these things is that they each illustrate some very basic mathematical laws in our physical world. In brief, physics is the scientific study of matter, energy, and their most fundamental physical interactions, including attractions, repulsions, and collisions. In Physics A, students will learn about the "basics" of physics: how to describe and analyze motion, how forces interact with matter, and how to further describe these interactions with the aid of the concepts of energy and momentum. Finally, students will explore one more specialized topic, thermodynamics, and the physics of heat. In Physics B, students will use their physical understanding of motion, forces and energy and apply that knowledge to some important, specialized topics in physics: the behavior of waves, applications of wave theory to light and optics, the interaction of electrical and magnetic forces, and the special "non-Newtonian" properties of energy and matter described by quantum theory.

Fine Arts/Visual and Performing Arts

Art Appreciation CP (Semester Course – a-g ‘f’ Approved)
Course ID 228000

Board Approved August 2015

COURSE DESCRIPTION:

Art Appreciation is a one semester course designed to instill in the student a love of art history and studio, while introducing the student to both the language and the critical analysis of art. There is a presentation of basic terms, theories and techniques of the artist, as well as major art movements and media in the visual arts. Increases understanding and aesthetic pleasure, and develops understanding of the techniques and terminology in the visual arts. Students will develop a keener sense of visual perception as the semester progresses. Student will acquire visual literacy, both in verbal and written forms, as they observe, analyze, compare & contrast, discuss and interpret exceptional examples of creative work, or "masterpieces," as well as identify the time period to which they belong.

Major periods of art history will be presented sequentially, thus enabling students to understand the ways in which history and culture have affected visual artists and the ways artists have influenced each other and their societies. Works of art will be explored by means of text, discussion, slide, lecture and the internet and possibly gallery or museum visits. The Art Appreciation curriculum also provides studio art experiences which link to some of the cultures explored during the course of the semester. *Successful completion with a grade of "C-" or better will meet one year of the Visual and Performing Art (F) a-g requirements for UC/CSU.*

Digital Editing (Year-Long Course)
Course ID 229040

Board Approved

COURSE DESCRIPTION:

This course introduces students to the basics of Digital Photograph Editing. The content introduces students to the program Adobe Photoshop Elements 5.0 or other software as applicable. The students experiment with different photographic editing styles. The students also complete a project applying the skills and techniques he/she has learned. Students develop knowledge and skills to edit and improve a digital photograph through the use of a computer software program. Students develop and understanding of organizing and sharing photos. Students develop skill in sharing creations and develop skills in adjusting color in images. Students develop skills in fixing exposure problems.

The second semester content introduces students to the program Adobe Photoshop Elements 5.0 or other software as applicable. The students experiment with different photographic editing styles. The students also complete a project applying the skills and techniques he/she has learned. Students develop skills in repairing and retouching images Students develop and demonstrate skills for how to work with text. Students develop skills in combining multiple images. Students develop skills in Advance Editing techniques. Students demonstrate understanding of Digital Photo Editing.

**Digital Photography CP (Year-Long Course – a-g ‘f’ Approved)
Course ID 229000**

Board Approved August 2015

COURSE DESCRIPTION:

Digital Photography is a yearlong course that focuses on understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students learn image techniques and digital manipulation using Adobe Photoshop and Light room, teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography with in the larger context of the art world, and learn about the critical and varied application it has to the modern working world. *Successful completion with a grade of “C-” or better will meet one year of the Visual and Performing Art (F) a-g requirements for UC/CSU.*

**Drawing (Year-Long Course)
Course ID 229030**

Board Approved

COURSE DESCRIPTION:

This course presents an organized approach to the basic vocabulary and techniques of drawing, including a brief study of art criticism and art history. Emphasis is on applying theory when producing drawings using the various techniques. Students develop knowledge and skills in basic drawing by integrating theoretical knowledge with practice. Students develop knowledge of visual vocabulary and an understanding of aesthetic qualities and the vocabulary of art critics. Students develop understanding of the major periods of art history. Students develop knowledge and skill with different media used in drawing. Students integrate drawing techniques and aesthetic theory to improve skills and effectiveness.

The second semester emphasizes the production of artwork using and expanding the skills and techniques already introduced. To increase knowledge and skills in drawing by integrating theoretical knowledge with practice. Students understand art created to emphasize design theory. Students understand and create art emphasizing expressive qualities. Students understand and create art using symbolism to evoke emotionalism. Students understand and create art using perspective to create depth and interest. Students understand and create art using gradations and shading to create depth and interest.

**Historical Art I: World Civilizations (Semester Course)
Course ID 228020**

Board Approved

COURSE DESCRIPTION:

This course presents an in-depth study of the artworks and artists of the beginning of civilization and the civilizations of Asia, the Mediterranean, the Middle East, Africa and Medieval Europe. This study will be paired with a variety of learning opportunities in two and three dimensional media. Students are exposed to creative thinking in the four components of artistic perception, creative expression, cultural and historical context and aesthetic valuing. Students analyze specific artworks, identify cultural sources, discuss the processes involved and examine the role of artworks and artists within the context of world history. Students create a portfolio to track individual growth, prepare for college entrance and scholarships and learn about various careers in the visual arts. Students develop an understanding of the artworks and artists of ancient civilizations by being exposed to creative thinking in the following five components: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relations, and Applications.

**Music/Acting/Dance–Practice and Performance I & II (2 Year-Long Courses)
Course ID 229050 First Year
Course ID 229060 Second Year**

Board Approved

COURSE DESCRIPTION:

This course allows students actively involved in drama, acting, music and dance to use their participation to meet the fine art graduation requirement. The course is designed to be used for activities that occur outside of the school setting. Students develop and

enhance skill in music, acting or dance. Students design and implement a plan for self-improvement and mastery. Students develop a list of goals and skills. Students keep a journal of practice and performance including acquired skills. Students develop a self-critique including an action plan for improvement. Students develop a verifiable end of the course summary of activities.

Music Appreciation/History (Semester Course)
Course ID 228010

Board Approved

COURSE DESCRIPTION:

This course introduces students to basic music history. Course content is designed to expand students' awareness of cultural heritages and values through a study of music history. Students develop understanding of music and music history and to expand awareness of cultural heritages and values. Students demonstrate how social, political, economic and technological events influence the development of musical styles or trends. Students demonstrate an understanding of the staff and terms used in written music. Students classify musical works by school. Students develop an awareness of cultural heritage and an awareness of the effect of music on ideals and values.

Photography (Year-Long Course)
Course ID 229020

Board Approved

COURSE DESCRIPTION:

This course introduces students to the basics of photography. The content introduces students to the history of photography, camera equipment and its function. The students experiment with different photographic styles. Students also complete a project applying the skills and techniques he has learned. Students develop knowledge of photography and camera operations and to create original projects. Students develop knowledge of the history of photography. Students develop an understanding of the photographic process, including how a camera operates, film types and how film creates photographic images. Students develop skill in the use of lighting, filters, and depth of field in creating photographs. Students examine the works of various famous photographers. Students develop a personal project in a selected field of photography.

Studio Art (Year-Long Course)
Course ID 229010

Board Approved

COURSE DESCRIPTION:

This course is designed to expand student knowledge and skill in the areas of printmaking, drawing, graphic design, painting, sculpture and mixed media. Students develop knowledge and practice in various fields of art. Students develop knowledge of art history and criticism. Students develop technical knowledge in drawing and painting. Students develop familiarity with printmaking and develop understanding of graphic design and its uses. Students develop knowledge of three-dimensional art.

Languages Other Than English(LOTE)

French 1 CP P (Year-Long Course – a-g ‘e’ approved)
Course ID 229600

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary World Languages Course Library. These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries. *Successful completion with a grade of “C-” or better will meet one year of the Language Other Than English (E) a-g requirements for UC/CSU.*

French 2 CP P (Year-Long Course – a-g ‘e’ approved)
Course ID 229610

Board Approved August 2016

COURSE DESCRIPTION:

Prerequisite: Must have completed French I year-long course

The content for this course is from the Plato Online Secondary World Languages Course Library. Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity. *Successful completion with a grade of “C-” or better will meet one year of the Language Other Than English (E) a-g requirements for UC/CSU.*

German 1 CP P (Year-Long Course – a-g ‘e’ approved)
Course ID 229650

Board Approved September 2017

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary World Languages Course Library. This course focuses on providing a meaningful context that encourages learners to think in the target language as much as possible. It also introduces grammatical concepts without over reliance on grammatical analysis. The first semester focuses on communicating basic and practical greetings and personal information. The second semester consists of five units with an emphasis on a variety of practice types throughout the course. *Successful completion with a grade of “C-” or better will meet one year of the Language Other Than English (E) a-g requirements for UC/CSU.*

German 2 CP P (Year-Long – a-g ‘e’ Approved)
Course ID 229660

Board Approved September 2017

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary World Languages Course Library. This course taps into learners’ latent interest in the cultural past, present, and future of the Germans. The course employs direct-instruction approaches, including application of the target language through activities. Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific topics in German. *Successful completion with a grade of “C-” or better will meet one year of the Language Other Than English (E) a-g requirements for UC/CSU.*

Spanish 1 CP P (Year-Long – a-g ‘e’ Approved)
Course ID 229620

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary World Languages Course Library. Learning a language is a multi-faceted experience in which students are introduced to a whole new set of words and ways of expressing themselves with words, along with new cultures formed by people who have been speaking that language for centuries. The Spanish-speaking world is vast and rich, spanning Spain in the Iberian Peninsula and many parts of North, Central, and South America, all with varied ethnic and political histories and cultures.

In Spanish 1A, students be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of social life. Students will start with basic sentence structures and grammatical tools, and learn to communicate by listening, speaking, reading, and writing in Spanish as new vocabulary and grammar is internalized. Students also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. Students build on this semester's work as they advance in Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In Spanish 1B, students are introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. Students also describe various art forms, plays, concerts, and movies. Health and well-being and travel and tourism will be discussed. Students build on what they learned in the Spanish 1A course to communicate by listening, speaking, reading, and writing in Spanish as new vocabulary and grammar is internalized. Students also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. Students build on this semester's work as they advance in Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. *Successful completion with a grade of “C-” or better will meet one year of the Language Other Than English (E) a-g requirements for UC/CSU.*

Spanish 2 CP P (Year-Long – a-g ‘e’ Approved)
Course ID 229630

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary World Languages Course Library. Spanish 2 emphasizes communication in Spanish by further developing the student’s listening, speaking, reading and writing skills. The course will include a focus on stories with familiar vocabulary and structures as well as speaking and answering in sophisticated ways. Students will also learn how to interact with appropriate cultural behavior in most social situations. *Successful completion with a grade of “C-” or better will meet one year of the Language Other Than English (E) a-g requirements for UC/CSU.*

Spanish 3 CP P (Year-Long Course – a-g ‘e’ Approved)
Course ID 229640

Board Approved August 2016

COURSE DESCRIPTION:

Prerequisite: Must have completed Spanish II year-long course

The content for this course is from the Plato Online Secondary World Languages Course Library. Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track. *Successful completion with a grade of “C-” or better will meet one year of the Language Other Than English (E) a-g requirements for UC/CSU.*

Intervention

English 9 Support (Elective-Year-Long Course)
Course ID 601000

Board Approved

COURSE DESCRIPTION:

This course provides students with an intensive mastery-based language arts intervention that targets the needs of students in Grade 9 English language arts. It accelerates them to grade-level proficiency by utilizing a sequential, cumulative, skill-based instructional format in spelling, vocabulary, grammar, reading, writing, spoken language, and content subject areas.

English 10 Support (Elective-Year-Long Course)
Course ID 602000

Board Approved

COURSE DESCRIPTION:

This course provides students with an intensive mastery-based language arts intervention that targets the needs of students in Grade 10 English language arts. It accelerates them to grade-level proficiency by utilizing a sequential, cumulative, skill-based instructional format in spelling, vocabulary, grammar, reading, writing, spoken language, and content subject areas.

English 11 Support (Elective-Year-Long Course)
Course ID 603000

Board Approved

COURSE DESCRIPTION:

This course provides students with an intensive mastery-based language arts intervention that targets the needs of students in Grade 11 English language arts. It accelerates them to grade-level proficiency by utilizing a sequential, cumulative, skill-based instructional format in spelling, vocabulary, grammar, reading, writing, spoken language, and content subject areas.

English Language Development (ELD) I Support (Elective-Year-Long Course)
Course ID 601500

Board Approved

COURSE DESCRIPTION

The English Language Development (ELD) curriculum is based on the California English Language Development Standards that addresses the teaching of the English language according to the level of English proficiency of each student based on the CELDT. The standards are designed to move all students, regardless of their instructional program, into the mainstream English-language arts curriculum. The ELD curriculum focuses on developing student skills in listening, speaking, reading, and writing in English.

Students are introduced to basic English vocabulary, writing, reading, and grammar. This course is designed for students with beginning or no English language fluency.

English Language Development (ELD) II/Elective (Elective-Year-Long Course)
Course ID 602500

Board Approved

COURSE DESCRIPTION:

The English Language Development (ELD) curriculum is based on the California English Language Development Standards that addresses the teaching of the English language according to the level of English proficiency of each student based on the CELDT. The standards are designed to move all students, regardless of their instructional program, into the mainstream English-language arts curriculum. The ELD curriculum focuses on developing student skills in listening, speaking, reading, and writing in English.

Students engage in building English vocabulary, writing, reading, and grammar. This course is designed for students with early intermediate English language fluency.

English Language Development (ELD) III/Elective (Elective-Year-Long Course)

Course ID 603500

Board Approved

COURSE DESCRIPTION:

The English Language Development (ELD) curriculum is based on the California English Language Development Standards that addresses the teaching of the English language according to the level of English proficiency of each student based on the CELDT. The standards are designed to move all students, regardless of their instructional program, into the mainstream English-language arts curriculum. The ELD curriculum focuses on developing student skills in listening, speaking, reading, and writing in English.

Students engage in building English vocabulary, writing, reading, and grammar. This course is designed for students with intermediate level English language fluency.

English Language Development (ELD) IV/Elective (Elective- Year-Long Course)

Course ID 607500

Board Approved August 2015

COURSE DESCRIPTION:

English Language Development (ELD) IV is designed to help English Language Learner students develop high levels of academic achievement and proficiency in English. The course is based on the California ELD standards. The curriculum focuses on teaching academic vocabulary, syntax, and grammar, while engaging students through non-fiction texts that present real world issues relevant to teens' lives. The course also helps students develop their writing skills in summarizing, justification, argument, and research. Students will receive high-leverage, portable academic language, including vocabulary, syntax and grammar, developing academic writing skills in summarizing, justification, argument and research and engage with authentic, increasingly complex informal texts that present real-world issues relevant to teens lives.

Integrated Mathematics I Support (Elective Year-Long Course in conjunction with Integrated Mathematics I Course)

Course ID 601010

Board Approved August 2016

COURSE DESCRIPTION:

The Integrated Mathematics I Support course content includes Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability. The fundamental purpose of the course is to formalize and extend students' understanding of linear functions and their applications. The critical topics of study deepen and extend understanding of linear relationships—in part, by contrasting them with exponential phenomena and, in part, by applying linear models to data that exhibit a linear trend. Mathematics I uses proper-ties and theorems involving congruent figures to deepen and extend geometric knowledge gained in prior grade levels.

The Integrated Math Support class combines practice in material not yet mastered with instruction in new skill areas. Students who are behind need to catch up with their peers and stay current as new topics are introduced. Students who need more than the normal schedule of daily mathematics are scheduled in this support class. Small-group instruction is utilized for students who have not learned the prerequisite content. Integrated Math Support focuses on re-teaching the concept or skill in a different way, providing additional practice, and individualizing or grouping students based on needs.

Integrated Math Support emphasizes a balance of conceptual understanding, fluency with skills and procedures, and application of mathematics concepts to real-world contexts. This balance is achieved by connecting mathematical practices to mathematical content. Students to develop mathematical practices, including analyzing problems and persevering in solving them, constructing arguments and critiquing others, and reasoning abstractly and quantitatively.

A variety of instructional strategies are used to enhance student learning of the Integrated Math Standards. Student mathematical skills and understandings are assessed at the start of instruction to uncover strengths and weaknesses. Instruction is differentiated, focusing on the mathematical practice standards, the concepts within the content standards, and the needs of the students. Formative assessments are used on an ongoing basis to modify instruction and reevaluate student placement or grouping. A safe environment is created and students are encouraged to ask questions. Multiple representations (e.g., math drawings, manipulatives, and other forms of technology) are used to explain concepts and procedures. Students are able to demonstrate their understanding and skills in a variety of ways. Flexible grouping strategies are utilized. Students receive frequent feedback and have opportunities to collaborate and engage in mathematical discourse.

Math instruction in the Integrated Math Support class is differentiated by depth, pacing, complexity, and novelty. Depth of understanding refers to how concepts are represented and connected by learners. The level of cognitive demand (LCD) is adjusted based on student needs. The LCD is the degree of thinking and ownership required in the learning situation. Pacing refers to an increase in instructional time, in terms of both duration and frequency. Complexity involves uncovering relationships between and among ideas, connecting other concepts, and using an interdisciplinary approach to the content. Novelty requires students to re-examine or reinterpret their understanding of previously learned information. Students can look for ways to connect knowledge and

skills across disciplines or between topics in the same discipline. This approach may involve a performance task or real-world problem.

Integrated Mathematics II Support (Elective Year-Long Course in conjunction with Integrated Mathematics II Course)
Course ID 601020 **Board Approved August 2016**

COURSE DESCRIPTION:

The Integrated Mathematics II Support course content includes Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability. The course focuses on quadratic expressions, equations, and functions and on comparing the characteristics and behavior of these expressions, equations, and functions to those of linear and exponential relationships from Mathematics I. The need for extending the set of rational numbers arises, and students are introduced to real and complex numbers. Links between probability and data are explored through conditional probability and counting methods and involve the use of probability and data in making and evaluating decisions. The study of similarity leads to an understanding of right-triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, finish out the course.

The Integrated Math Support class combines practice in material not yet mastered with instruction in new skill areas. Students who are behind need to catch up with their peers and stay current as new topics are introduced. Students who need more than the normal schedule of daily mathematics are scheduled in this support class. Small-group instruction is utilized for students who have not learned the prerequisite content. Integrated Math Support focuses on re-teaching the concept or skill in a different way, providing additional practice, and individualizing or grouping students based on needs.

Integrated Math Support emphasizes a balance of conceptual understanding, fluency with skills and procedures, and application of mathematics concepts to real-world contexts. This balance is achieved by connecting mathematical practices to mathematical content. Students to develop mathematical practices, including analyzing problems and persevering in solving them, constructing arguments and critiquing others, and reasoning abstractly and quantitatively.

A variety of instructional strategies are used to enhance student learning of the Integrated Math Standards. Student mathematical skills and understandings are assessed at the start of instruction to uncover strengths and weaknesses. Instruction is differentiated, focusing on the mathematical practice standards, the concepts within the content standards, and the needs of the students. Formative assessments are used on an ongoing basis to modify instruction and reevaluate student placement or grouping. A safe environment is created and students are encouraged to ask questions. Multiple representations (e.g., math drawings, manipulatives, and other forms of technology) are used to explain concepts and procedures. Students are able to demonstrate their understanding and skills in a variety of ways. Flexible grouping strategies are utilized. Students receive frequent feedback and have opportunities to collaborate and engage in mathematical discourse.

Instruction in the Integrated Math Support class is differentiated by depth, pacing, complexity, and novelty. Depth of understanding refers to how concepts are represented and connected by learners. The level of cognitive demand (LCD) is adjusted based on student needs. The LCD is the degree of thinking and ownership required in the learning situation. Pacing refers to an increase in instructional time, in terms of both duration and frequency. Complexity involves uncovering relationships between and among ideas, connecting other concepts, and using an interdisciplinary approach to the content. Novelty requires students to re-examine or reinterpret their understanding of previously learned information. Students can look for ways to connect knowledge and skills across disciplines or between topics in the same discipline. This approach may involve a performance task or real-world problem.

Integrated Mathematics III Support (Elective Year-Long Course in conjunction with Integrated Mathematics III Course)
Course ID 601030 **Board Approved August 2016**

COURSE DESCRIPTION:

The Integrated Mathematics III Support course content includes Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability. The course focuses on polynomial, rational, and radical functions. The course expands the study of right-triangle trigonometry to include general triangles. Students bring together all of their experience with functions and geometry to create models and solve contextual problems.

The Integrated Math Support class combines practice in material not yet mastered with instruction in new skill areas. Students who are behind need to catch up with their peers and stay current as new topics are introduced. Students who need more than the normal schedule of daily mathematics are scheduled in this support class. Small-group instruction is utilized for students who have not learned the prerequisite content. Integrated Math Support focuses on re-teaching the concept or skill in a different way, providing additional practice, and individualizing or grouping students based on needs.

Integrated Math Support emphasizes a balance of conceptual understanding, fluency with skills and procedures, and application of mathematics concepts to real-world contexts. This balance is achieved by connecting mathematical practices to mathematical content.

Students to develop mathematical practices, including analyzing problems and persevering in solving them, constructing arguments and critiquing others, and reasoning abstractly and quantitatively.

A variety of instructional strategies are used to enhance student learning of the Integrated Math Standards. Student skills and understandings are assessed at the start of instruction to uncover strengths and weaknesses. Instruction is differentiated, focusing on the mathematical practice standards, the concepts within the content standards, and the needs of the students. Formative assessments are used on an ongoing basis to modify instruction and reevaluate student placement or grouping. A safe environment is created and students are encouraged to ask questions. Multiple representations are used to explain concepts and procedures. Students are able to demonstrate their understanding and skills in a variety of ways. Flexible grouping strategies are utilized. Students receive frequent feedback and have opportunities to collaborate and engage in mathematical discourse.

Instruction in the Integrated Math Support class is differentiated by depth, pacing, complexity, and novelty. Depth of understanding refers to how concepts are represented and connected by learners. The level of cognitive demand (LCD) is adjusted based on student needs. The LCD is the degree of thinking and ownership required in the learning situation. Pacing refers to an increase in instructional time, in terms of both duration and frequency. Complexity involves uncovering relationships between and among ideas, connecting other concepts, and using an interdisciplinary approach to the content. Novelty requires students to re-examine or reinterpret their understanding of previously learned information. Students can look for ways to connect knowledge and skills across disciplines or between topics in the same discipline. This approach may involve a performance task or real-world problem.

Physical Education

Physical Education 9 (Year-Long Course)

Course ID 341000

Board Approved

COURSE DESCRIPTION:

This course involves the student in general physical activities designed to improve motor and coordination skills appropriate to high school sports activities as defined by the California State Physical Education Standards. Students develop physical awareness, physical fitness, movement skills, and social and group interaction skills. Students strengthen the cardiovascular system, develop muscular strength and endurance, develop flexibility in performing activities, and develop motor skills.

Physical Education 10 (Year-Long Course)

First Semester Course ID 342000

Board Approved

COURSE DESCRIPTION:

This course involves the student in general physical activities designed to improve motor and coordination skills appropriate to high school sports activities as defined by the California State Physical Education Standards. Students develop physical awareness, physical fitness, movement skills, and social and group interaction skills. Students strengthen the cardiovascular system, develop muscular strength and endurance, develop flexibility in performing activities, and develop motor skills.

Physical Education 11 (Year-Long Course)

Course ID 343000

Board Approved August 2012

COURSE DESCRIPTION:

This course involves the student in general physical activities designed to improve motor and coordination skills appropriate to high school sports activities as defined by the California State Physical Education Standards. Students develop physical awareness, physical fitness, movement skills, and social and group interaction skills. Students strengthen the cardiovascular system, develop muscular strength and endurance, develop flexibility in performing activities, and develop motor skills.

Physical Education 12 (Year-Long Course)

Course ID 344000

Board Approved August 2012

COURSE DESCRIPTION:

This course involves the student in general physical activities designed to improve motor and coordination skills appropriate to high school sports activities as defined by the California State Physical Education Standards. Students develop physical awareness, physical fitness, movement skills, and social and group interaction skills. Students strengthen the cardiovascular system, develop muscular strength and endurance, develop flexibility in performing activities, and develop motor skills.

Physical Education P (Semester Course)

Course ID 345600

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Academic Course Library. This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

Academic Physical Education (Year-Long Course)

Course ID 345000

Board Approved August 2016

COURSE DESCRIPTION:

PE Academic is a semester course that promotes physical education literacy. Students will become informed consumers on matters related to lifelong physical activity and fitness, taking responsibility for setting individualized goals, and making their plans for active living. They will utilize self-assessment tools to determine health and wellness factors, learn self-management skills to set and monitor healthy living goals, learn key concepts and principles, find academic connections that relate fitness topics to other parts of the curriculum, take part in real-life activities that show how new information is generated by using the scientific method. Students will become aware of and use technology to learn new information about fitness, health, and wellness.

Health

Health (Health/Elective-Semester Course)

Course ID 198001

Board Approved

COURSE DESCRIPTION:

Course content includes disease prevention, nutrition, exercise, stress reduction, reproduction and STDs, substance abuse, first aid, safety, sanitation and local support agencies. Students increase understanding of health and how it relates to personal life style. Students develop life practices that contribute to good health (exercise, rest, posture, care of eyes and ears, oral health, etc.), and explain how family settings affect personal health. Students develop understanding of how eating patterns and nutrition affect health. Increase understanding of the human reproductive system and sexually transmitted diseases (STDs). Students recognize causes of common diseases and physical disorders and develop strategies for prevention. Students develop understanding of substance abuse and its effect on health. Students develop understanding of first aid procedures and develop understanding of home safety plans. Students develop understanding of home sanitation techniques and the effects of sanitation on health.

Health and Human Development (Health/Elective-Semester Course)

Course ID 198000

Board Approved

COURSE DESCRIPTION:

Students learn about nutrition, exercise, wellness, sexually transmitted diseases, decision making, human reproduction, family planning, fetal development, stages of pregnancy and labor, physiological and behavioral changes. Students become knowledgeable about human reproduction, nutritional needs and physiological changes during pregnancy, responsibilities and consequences of pregnancy, prevention and related health issues, and how to cope with unplanned pregnancy. Students gain knowledge of the functions of the human reproductive process and organs, and the importance of family planning methods, including contraception, abstinence and other options. Students develop knowledge of sexually transmitted diseases, including symptoms, treatments and prevention. Students develop knowledge of the special nutritional needs of pregnant and lactating adult women and teens, as well as the nutritional needs of infants. Students develop knowledge of the stages of fetal development, the physiological changes that occur during pregnancy, and the process of labor and delivery. Students develop knowledge of the unique adjustments of the postpartum period and the responsibilities of parenting.

Career Technical Education Course Pathways (Colors Indicate Pathway Courses)

One CTE course can be accepted as an optional high school graduation requirement in lieu of one course in visual or performing arts (Education Code Section 51225.3(c)).

Digital Photography I (Year-Long Introductory Course)

Course ID 509020

Board Approved August 2015

Arts, Media, and Entertainment Industry Sector
Design, Visual, and Media Arts Career Pathway

COURSE DESCRIPTION:

This introductory course provides entry-level training in fine art photography, studio production, lighting principles and theory. The course includes instruction in digital cameras, light meters, studio lighting equipment, computers, flash units, and scanners. Students are introduced to Photoshop and learn to apply creative thinking and visual problem solving skills in order to prepare students for more advanced courses and a foundation for professional career possibilities.

Digital Photography II (Year-Long Concentrator Course)

Course ID 509030

Board Approved August 2015

Arts, Media, and Entertainment Industry Sector
Design, Visual, and Media Arts Career Pathway

COURSE DESCRIPTION:

Digital Photography II is designed for the intermediate to advanced photography student who is pursuing a career in studio photography. The course is tailored to reflect each student's need for a more advanced and rigorous curriculum in digital photography. It focuses on artistic perception, creative expression, historical and cultural context, art and literacy and connecting and applying what is learned to careers in photography. Students are expected to master the properties and functions of the camera and will be introduced to advanced studio lighting and flash technology. Also, advanced skills in digital imaging and manipulation are taught. Finally, there is also a concentration on preparing images for the web and basic web site maintenance. Each student's focus will culminate in a photography portfolio tailored to the career of his/her choice.

Studio Art CTE (Year-Long Capstone Course)

Course ID 509130

Board Approved August 2015

Arts, Media, and Entertainment Industry Sector
Design, Visual, and Media Arts Career Pathway

COURSE DESCRIPTION:

Students in this capstone course develop the ability to solve visual communication problems through assignments designed to challenge their skills in lighting, camera operation, and commercial applications. All aspects of studio photography are discussed from lenses to lighting and people to products. This course emphasizes in-camera image production and problem solving. Students will receive a greater understanding of the requirements to own, manage, or work in a photography studio. Internships and externships in local photography studios are encouraged for all students to complete CC and CVE hours.

Home Economics Careers & Technology I/Culinary Arts (Year-Long Introductory Course)

Course Code 509060

Board Approved August 2015

Hospitality, Tourism, and Recreation Industry Sector
Food Service and Hospitality Career Pathway

COURSE DESCRIPTION:

This introductory course prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a solid background for a wide range of careers food science, dietetics and nutrition, as well as food service and hospitality. Course titles may include: Nutritional Science; Foods and Nutrition; Foods; Food, Nutrition and Meal Management; Culinary Arts I.

Foods and Nutrition (Year-Long Concentrator Course)

Course ID 509040

Board Approved August 2015

Hospitality, Tourism, and Recreation Industry Sector

Food Service and Hospitality Career Pathway

COURSE DESCRIPTION:

This concentrator course expands on the comprehensive core and prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a solid background for a wide range of careers food science, dietetics and nutrition, as well as food service and hospitality. Course titles may include: Nutritional Science; Foods and Nutrition; Foods; Food, Nutrition and Meal Management; Culinary Arts I.

Food and Beverage Production (Year-Long Capstone Course)

Course ID 509050

Board Approved August 2015

Hospitality, Tourism, and Recreation Industry Sector

Food Service and Hospitality Career Pathway

COURSE DESCRIPTION:

A capstone course that prepares individuals with the skills, attitudes and knowledge needed for employment in food and beverage production and preparation occupations. Instruction includes such topics as customer relations; industry awareness; sanitation and food handling; nutrition; standardized recipes and measurements; tools, utensils, appliances and equipment; and operational procedures. Students develop skills to select and use proper equipment, supplies and procedures to produce a variety of food products to be sold or served; plan menus and arrange for equipment, decorations, entertainment, transportation and storage of food. Course titles may include: Food and Beverage Production; Fundamentals of Food Service Production; Feast Lab; Catering and Production; and Baking and Pastry.

Home Economics Careers and Technology I/Hospitality Occupations (Year-Long Introductory Course)

Course ID 509070

Board Approved August 2015

Hospitality, Tourism, and Recreation Industry Sector

Hospitality, Tourism, and Recreation Career Pathway

COURSE DESCRIPTION:

This is an introductory course that prepares students for employment in occupations in hospitality, tourism and recreation. Instruction includes providing hospitality services in diverse settings to meet the needs of a wide variety of clients. Instruction may include but not be limited to eco-tourism; guest services; geography of the continents; customs and culture of countries as tourist destinations; special documentation needed for international travel; planning events to client specifications; recreational opportunities related to on-site and off-site attractions; and environmental and ecological principles. Course titles may include: Introduction to Hospitality and Tourism; and Careers in Hospitality, Tourism and Recreation.

Introduction to Lodging Industry (Year-Long Concentrator Course)

Course ID 509080

Board Approved August 2015

Hospitality, Tourism, and Recreation Industry Sector

Hospitality, Tourism, and Recreation Career Pathway

COURSE DESCRIPTION:

A concentrator course that prepares students with the skills, attitudes and knowledge needed for employment in the lodging industry and refines their related knowledge and skills. Topics covered typically include lodging terminology, the history of lodging, marketing, property management, guest psychology and relationships, lodging operations, food and beverage services, convention services, and other topics related to support services within the lodging industry. This program provides a strong background for careers in Hospitality, Tourism, and Recreation as well as Lodging and Hotel Operations. Course titles may include: Introduction to the Lodging Industry; Lodging and Tourism; Hotel and Lodging Services; and Lodging and Hotel Operations.

Lodging and Hotel Operations (Year-Long Capstone Course)

Course ID 509090

Hospitality, Tourism, and Recreation Industry Sector

Hospitality, Tourism, and Recreation Career Pathway

Board Approved August 2015

COURSE DESCRIPTION:

A capstone course that prepares students with the skills, attitudes and knowledge needed for employment in the lodging industry and refines their related knowledge and skills. Topics covered typically include lodging terminology, the history of lodging, marketing, property management, guest psychology and relationships, lodging operations, food and beverage services, convention services, and other topics related to support services within the lodging industry. This program provides a strong background for careers in Hospitality, Tourism, and Recreation as well as Lodging and Hotel Operations. Course titles may include: Introduction to the Lodging Industry; Lodging and Tourism; Hotel and Lodging Services; and Lodging and Hotel Operations.

Computer Applications (Year-Long Introductory Course)

Course ID 509010

Marketing, Sales, and Services Industry Sector

Professional Sales and Marketing Career Pathway

Board Approved August 2015

COURSE DESCRIPTION:

This introductory course is project-based designed to provide students with hands-on use of spreadsheets, word processing and presentation applications while studying computer concepts such as cloud computing and the Internet. The effective use of technology and Internet resources is used to further develop teamwork, communication and presentation skills in a variety of formats. These applications may be taught through a wide variety of units of study, which may include topics like: Internet Safety, Career Exploration and Financial Literacy. Course titles may also include: Computer Technology; Business Computer Information Systems; Computer Applications.

Principles of Marketing (Year-Long Concentrator Course)

Course ID 509100

Marketing, Sales, and Services Industry Sector

Professional Sales and Marketing Career Pathway

Board Approved August 2015

COURSE DESCRIPTION:

This concentrator course engages students in marketing concepts, strategies and products. Students develop a marketing campaign and write a marketing plan. This course prepares individuals to serve as agents or sales representatives to sell special lines of products to other businesses, factories, professional workers and public and private institutions. Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities and management of selling techniques. It will define the role of selling and business to business versus business to customer sales in various industries. Analyze customer/buyer behavior in the selling process. Course titles may include, Principles of Selling, Sales Representative.

Virtual Enterprise (Year-Long Capstone Course)

Course ID 509140

Marketing, Sales, and Services Industry Sector

Professional Sales and Marketing Career Pathway

Board Approved August 2015

COURSE DESCRIPTION:

This capstone course engages students in developing a simulated business. Students determine the nature of their business, its products and services, management and structure. Students learn about micro and macroeconomics, the Federal Reserve System, the stock market, and international transactions. Students study supply and demand and taxation by local, state, and federal governments.

Principles of Product Innovation and Design (Year-Long Introductory Course)

Course ID 509110

Manufacturing and Product Development Industry Sector

Product Innovation and Design Career Pathway

Board Approved August 2015

COURSE DESCRIPTION:

This introductory course introduces students to the working principles and foundational knowledge of robotics. Using robots, students cover 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.

Robotics and Manufacturing Systems (Year-Long Concentrator Course)

Course ID 509120

Board Approved August 2015

Manufacturing and Product Development Industry Sector
Product Innovation and Design Career Pathway

COURSE DESCRIPTION:

In this concentrator class, students explore the field of robotic design using a variety of hands on activities. Students begin the semester with an introduction to the tools used to create robotic devices. Students work in teams to create simple drive trains capable of movement through tele-operated interaction. Programming is an essential and vital element. Students program the onboard micro-processor using the C programming language. CAD application is introduced as a tool used for mechanical design. Students then move onto autonomous navigation where the robot is controlled entirely through programming. Mechanical concepts such as gearing/torque/speed/power are introduced. These topics are explored through the use of hands on labs. Students must use this knowledge to design and build custom drive trains capable of meeting a variety of criteria including climbing, pushing, attaining maximum speed, etc. Sensors are introduced to allow robotic devices to interact with the environment. Actuator design is discussed and different manipulator designs are introduced.

Advanced Robotics in the Manufacturing Industry (Year-Long Capstone Course)

Course ID 509000

Board Approved August 2015

Manufacturing and Product Development Industry Sector
Product Innovation and Design Career Pathway

COURSE DESCRIPTION:

In this capstone course, students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and object-oriented programs. Students write robotics programs to perform various tasks based on the sensory information of the robot. Through hands-on problem-based projects, students develop critical thinking, problem solving, effective communication, and team work skills. Robots are used as platforms to engage students in collaboratively learning science, technology, engineering, and math. This course emphasizes hands-on robotics activities with a concentration on algorithm development for solving problems in math and science.

Career Technical Education Courses

One CTE course can be accepted as an optional high school graduation requirement in lieu of one course in visual or performing arts (Education Code Section 51225.3(c)).

California Accounting CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509609

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Applied Medical Terminology CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509600

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. As the health care industry becomes more and more complex, developing expertise in accurately and efficiently identifying medical terms and their specific application is essential to a growing variety of health care careers. This course begins to prepare your students for those careers. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Audio Video Production 1 CP P (CTE Year-Long Course a-g ‘g ‘ Approved)

Course ID 509601

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. The content for this course is from the Plato Online Secondary Elective Course Library. This course is designed to enable all students at the high school level to learn the basics of audio video production. The course will help the students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. The course is based on Career and Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the audio video production industry. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Audio Video Production 2 CP P (CTE Year-Long-Course – a-g ‘g ‘ Approved)

Course ID 509623

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. This California course is designed to enable students at high school level to develop the knowledge and skills related to audio video techniques that they can use in their careers. This course discusses the elements of audio video production, preproduction activities, media production techniques, and postproduction activities. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the audio video production industry. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Audio Video Production 3 CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509624

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. This California course is designed to enable all students at the high school level to students understand the basic concepts in audio video manufacturing. Students will learn about preproduction techniques, advanced production techniques, advanced post-production techniques, mastering production techniques, special effects and animation, careers, and audio video production laws. The course is based on Career Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in audio video production. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Business Information Management CP P (CTE/Vocational Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509625

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. This California course is designed to enable students at high school level to develop information management skills that they can use during in their careers in business organizations. This course discusses career opportunities available in Business Information Management, computing technology for business, connecting through the internet, working with documents, working with spreadsheets, working with a presentation program, working with databases, web page design, and project management. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the business information management industry. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Career Explorations CP P (CTE Semester Course – a-g ‘g ‘ Approved)

Course ID 508604

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. The 21 lessons and additional activities in this one-semester course are fundamental to ensuring career readiness on the part of your students. Covering such essentials as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, California Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that your students need as they prepare to embark on their chosen careers. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Child Development (CTE Semester Course – a-g ‘g ‘ Approved)

Course ID 508608**Board Approved August 2015****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. As adulthood and its accompanying responsibilities become closer for many of your students, this one-semester course with 12 lessons introduces them to the basics of parenting. Students will learn the nuances of parenting including learning about prenatal and postnatal care and gain insights on the nurture of children. Students will also learn about the importance of positive parenting skills, parent-child communication, and ways to use community resources for effective parenting. Activities will help your students connect leading research to real-life experience. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Culinary Arts CP P (CTE Year-Long-Course – a-g ‘g ‘ Approved)**Course ID 509629****Board Approved August 2016****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Career Technical Education Course Library. This course is designed to enable all students at the high school level to learn the basics of culinary arts. Students will trace the origin and development of the culinary arts. They will also discuss important contributions made by chefs, notable culinary figures, and entrepreneurs. They'll analyze how trends in society influence trends in the food service industry. In addition, they'll examine the social and economic significance of the food service industry. This course also covers topics in health, sanitation, and sanitation, culinary skills, and more. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in the culinary industry. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Computer Programming CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)**Course ID 509621****Board Approved August 2015****COURSE DESCRIPTION:**

Part of the Plato Courseware Career and Technical Education (CTE) Library, Computer Programming combines engaging online and offline activities in a rigorous one semester course for your high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation and maintenance and the increasingly important issue of system security. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Computing for College and Careers CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)**Course ID 509603****Board Approved August 2015****COURSE DESCRIPTION:**

Part of the Plato Courseware Career and Technical Education (CTE) Library, this course is designed to enable students at the high school level to develop basic computer skills that they can use during their college education and also in their careers. This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers and/or into postsecondary education. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Digital and Interactive Media CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)**Course ID 509604****Board Approved August 2015****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Career Technical Education Course Library. This is an effective and comprehensive introduction to careers in the rapidly expanding world of digital art. The course covers creative and practical aspects of digital art in 15 lessons that are enhanced with online discussions and a variety of activities. Beginning with a history of digital art, the course goes on to issues of design, color, and layout. While students will experience creation of digital art, they will also learn about converting traditional art to digital formats. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Principles of Government & Public Administration CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509626

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. This California course is designed to enable all students at the high school level to learn the basics of government and public administration. Students explore career opportunities in the field of government and public administration. They also learn about the career-related skills, such as job acquisition skills, reading and writing, and mathematics they need to possess as professionals in this field. They learn about the safe and healthy working conditions necessary in the field of government and public administration. This course covers topics such as: the influence of geography and technology, and networking and communication as they relate to government and public administration. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in government and public administration industry. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Principles of Health Science CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509613

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. With an engaging and interactive instructional approach, this rigorous course provides your students with a comprehensive overview of health science topics and careers. Health science professionals are in increasing demand and of increasing interest, and this semester-long course is an effective way to introduce students to the wide array of health science careers. Beginning with medical terminology, the course includes an overview of physiology and human homeostasis and more. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Principles of Hospitality & Tourism CP P: Traveling the Globe (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509614

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Student will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Principles of Human Services CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509622

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. This California course is designed to enable all students at the high school level to develop the critical skills and knowledge necessary in the human services industry. Students will learn about various personal characteristics that they need to demonstrate in the workplace, such as integrity, and positive work ethics. This course covers topics such as employability skills, counseling and mental health services, and consumer services. The course is based on Career Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in the human services field. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Principles of Information Technology CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509615

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. This course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that your students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting edge look at the issues faced by leading IT professionals today and in the future. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**California Principles of Law, Public Safety, Corrections, & Security CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)
Course ID 509616 Board Approved August 2015**

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. For many reasons, high school students are drawn to learning about the careers addressed in this course. This one-semester course includes 15 lessons that help students learn about careers that make a powerful impact in all of our lives. From criminal law to every phase of the trial process, the course moves on to include lessons on the correctional system and the implications of legal ethics and the constitution. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**California Principles of Manufacturing CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)
Course ID 509617 Board Approved August 2015**

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. Principles of Manufacturing is a one-semester course comprising 15 lessons to help your students understand various manufacturing processes, concepts, and systems, and to introduce them to the various career paths available to them in manufacturing. This course emphasizes STEM principles while also covering practical aspects of manufacturing such as marketing and regulatory issues, as well as issues related to launching and managing a manufacturing business. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**California Principles of Transportation, Distribution, & Logistics CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)
Course ID 509618 Board Approved August 2015**

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. In an increasingly interconnected world, this course will introduce your students to an industry that delivers what people want, when and how they want it. The TDL industry is essential to creating global economic growth through increasingly more efficient delivery of goods and services. This course will help to develop both the quantitative and qualitative skills and knowledge required for students to prepare themselves for a successful TDL career. The course addresses the relevant logistical and geopolitical issues that impact global trade. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**California Professional Communications CP P (CTE Semester Course – a-g ‘g ‘ Approved)
Course ID 508607 Board Approved August 2016**

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. This California course is designed to enable all students at the high school level to develop communication skills they will need to be successful in a profession. Students learn about the key aspects of the communication process. They learn to apply communication protocol and appropriate language skills in professional and social communication. Students also explore effective strategies to address diversity in communication. Finally, students familiarize themselves with reading, writing, speaking, and listening skills. This course covers topics such as communication in business organizations and technology for communication. The course is based on Career Technical Education (CTE) standards designed to help students prepare for communication in a wide range of professions. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**California Professional Photography CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)
Course ID 509619 Board Approved August 2015**

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. Digital Photography provides you with the flexibility to not only use it as an independent individual course or as a group or class course, but to also easily customize the course to the unique needs of your situation. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as your students explore digital photography as an enriching activity or a career. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Sports & Entertainment Marketing CP P (CTE Semester Course – a-g ‘g ‘ Approved)

Course ID 508600

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. This California course is designed to enable all students at the high school level to develop skills they will need to be successful in sports, entertainment, and recreational marketing professions. Students learn about the structure of a business firm and financial statements. Students also learn about the basics of sports, entertainment, and recreation marketing. Finally, students explore essential career skills, such as teamwork and time management. This course covers topics such as marketing staples, mapping markets, marketing communication, and making the sale. The course is based on Career Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in sports, entertainment, and recreational marketing field. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

California Web Technologies CP P (CTE Year-Long Course – a-g ‘g ‘ Approved)

Course ID 509620

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary California Career & Technical Education Library. Whether they know it or not, almost all of your students have an interest in web design – but this semester-long course takes them inside the essentials of web design and helps them discover what makes a site truly engaging and interactive. Lessons such as Elements of Design, Effects of Color, and Typography help them understand the elements of effective and dynamic web design. The course covers the basics of HTML, CSS, and how to organize content, and helps to prepare them for a career in web design. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

CTE Pathways Internship (CTE/Vocational Capstone Semester Course)

Course ID 508608

Board Approved August 2016

COURSE DESCRIPTION:

CTE Pathways Internship is a one semester 5 credit course that takes place in both the classroom and on approved job sites. Students will take knowledge from the CTE classroom experience and apply what they have learned in a practical setting. Students will work in approved fields with professionals as their mentors.

This course will engage students in internships that will focus on developing specific industry knowledge and career readiness skills. Mentors within the corporate and non-profit systems will work with students to design and implement projects in high demand career fields. Projects will provide students with the opportunity to work with professionals in a professional atmosphere and work collaboratively to provide services and products that are beneficial to community partners and their clientele. The class will build upon writing and research skills introduced in pre-requisite CTE courses, supplement existing skills with instruction on the use of primary sources, and then analyzing the results for patterns and themes. Students will apply critical-thinking skills to assess the value of their research and present their results using project-based learning principles.

Game Development CP P (CTE Semester Course – a-g ‘g ‘ Approved)

Course ID 508606

Board Approved August 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Career Technical Education Course Library. In this course students will learn the ins and outs of game development to prepare them for a career in the field. Topics include the history of video games and devices, increasing awareness about game and player goals, game genres, player motivations, and player demographics, understanding the use of story elements in video games, character development, gameplay challenges and strategies, and level design and exploring the various components of game interfaces, game audio, and mobile and social gaming. As you might guess, games are included in the course to enhance the learning experience and help assess student progress. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

21st Century Manufacturing Practicum (CTE Concentration Semester Course)

Course ID 508000

Board Approved August 2016

COURSE DESCRIPTION:

Manufacturing Practicum is a five credit one semester elective course that familiarizes students with the manufacturing processes and systems through making physical products and internship in the community classroom. This class is designed as a concentration course for students enrolled in the Advanced Manufacturing Career Technical Education (CTE) pathway across a range of Industrial Arts disciplines leading to a student-designed capstone project. Topics include application of engineering and manufacturing skills, including engineering and information technology, and the materials, engineering mathematics, measurement, instrumentation, and

drawings. 21st Century technology and critical thinking skills will be integrated into the course through activities in computer-aided design, simulation and manufacturing, and analyzing and resolving problems that arise while completing assigned tasks. Students will develop their creative resourcefulness by completing a summative project contributing new ideas and working with initiative through conceptual and hands-on activities in addition to completion of the required course discussion and written products.

Electives

Academic Success P (Elective- Semester Credit)

Course ID 198600

Board Approved August 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Library. This one-semester course is intended as a practical, hands-on guide to help student improve their study habits and enhance their prospects for academic success, now and in the future. It is designed to help improve study skills regardless of skill level. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

African American Studies CP P (Elective- Semester Credit– a-g ‘g ‘ Approved)

Course ID 198601

Board Approved August 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Social Studies Course Library. This semester-long course traces the experiences of Africans in the Americas from 1500 to the present day. Throughout US history, African Americans have faced great adversity in the form of enslavement and institutional racism. They fought for their freedom and worked to right a broken system, but their struggle continues today. This course studies the treatment of enslaved Africans as they were brought to America, the prejudices African Americans have experienced, and their important role in the social, political, and economic development of the United States. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Anthropology 1 CP P (Elective- Semester Course– a-g ‘g ‘ Approved)

Course ID 198606

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. This course explores the evolution, similarity and diversity of humankind through time. The aim of anthropology is to use a broad approach to gain an understanding of the human past, present and future, and in addition address the problems humans face in biological, social and cultural life. It will look at how humans have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys to different areas of the anthropological world are just one of the powerful learning tools utilized in this course. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Anthropology 2 CP P (Elective- Semester Course– a-g ‘g ‘ Approved)

Course ID 198641

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. This course explores the evolution, similarity and diversity of humankind through time. The aim of anthropology is to use a broad approach to gain an understanding of the human past, present and future, and in addition address the problems humans face in biological, social and cultural life. It will look at how humans have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys to different areas of the anthropological world are just one of the powerful learning tools utilized in this course. This semester of the course continues the study of global cultures and the ways that humans have made sense of their world. Students will examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, students will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Archaeology CP P (Elective- Semester Course – a-g ‘g ‘ Approved)
Course ID 198602**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what can be learned about past societies from these items. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Art History & Appreciation P (Elective- Semester Course)
Course ID 198603**

Board Approved August 2015

COURSE DESCRIPTION:

Art Appreciation is a one semester course designed to instill in the student a love of art history and studio, while introducing the student to both the language and the critical analysis of art. There is a presentation of basic terms, theories and techniques of the artist, as well as major art movements and media in the visual arts. Increases understanding and aesthetic pleasure, and develops understanding of the techniques and terminology in the visual arts. Students will develop a keener sense of visual perception as the semester progresses. Student will acquire visual literacy, both in verbal and written forms, as they observe, analyze, compare & contrast, discuss and interpret exceptional examples of creative work, or “masterpieces,” as well as identify the time period to which they belong.

Major periods of art history will be presented sequentially, thus enabling students to understand the ways in which history and culture have affected visual artists and the ways artists have influenced each other and their societies. Works of art will be explored by means of text, discussion, slide, lecture and the internet and possibly gallery or museum visits. The Art Appreciation curriculum also provides studio art experiences which link to some of the cultures explored during the course of the semester.

**Art in World Cultures P (Elective- Semester Course)
Course ID 198604**

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. Who is the greatest artist of all time? Is it Leonardo da Vinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? You will learn about some of the greatest artists while also creating art of your own, including digital art. We will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

**ASB (Elective- Year-Long Course)
Course ID 199001**

Board Approved

COURSE DESCRIPTION:

This course allows students to plan, organize and participate in school activities and community awareness projects. To achieve student involvement at Riverside County High School and in the community through elected and appointed student leaders. Students understand the structure of his/her organization. Students understand the financial aspects of the ASB organization. Students learn to use various communication tools to present information. Students participate in service to others.

**Astronomy P: Exploring the Universe (Elective- Semester Course)
Course ID 198605**

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

Auto Mechanics (Elective- Semester Course)

Course ID 198003

Board Approved

COURSE DESCRIPTION:

This course introduces students to basic auto mechanics and maintenance. The course includes procedures necessary for the care, maintenance, and repair of vehicles, develops knowledge of tools used to repair a vehicle, basic automobile repair and maintenance, and automobile safety. The course develops student ability to perform maintenance and repairs and explores skills needed for jobs in auto repairs.

AVID (Elective- Year-Long Course for Grade 9)

Course ID 199002

Board Approved August 2015

COURSE DESCRIPTION:

Prerequisite: Teacher/counselor recommendation, GPA of 2.0 or above upon enrollment, average or above standardized test scores, and student's personal goal of attending college.

This is the first course of a 4-year program that prepares students for high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration, and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. The central goal of the AVID program (Advancement Via Individual Determination) is to prepare underserved students to master the skills necessary to meet all requirements for admission into college. Advancement via Individual Determination is a rigorous college prep program for students in grades 9-12. The AVID course is an elective class for students who are concurrently enrolled in a college-prep course of study. Students work collaboratively in tutor-led groups twice a week. Note-taking, writing, speaking, reading, and test-taking skills are strengthened through various strategies presented to the students. In addition, the course includes college motivational activities and family/community events. The AVID curriculum focuses on Writing, Inquiry, Collaboration, Organization and Reading (WICOR) through both teacher and tutor led activities.

Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students work on academic and personal goals and communication, adjusting to the high school setting. Students increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

AVID Grade 10 (Elective-Year-Long Course)

Course ID 199003

Board Approved August 2016

COURSE DESCRIPTION:

Prerequisite: Teacher/counselor recommendation, GPA of 2.0 or above upon enrollment, average or above standardized test scores, and student's personal goal of attending college.

This is the second course of a 4-year program that prepares students for courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on college and career research. Students also design and complete service projects as evidence of their leadership skills. This college preparedness and readiness course is designed to provide students with the necessary writing/study skills known to be beneficial for success in college. AVID is an on-going program in which the enrolled student's academic high school program is the "a-g" course sequence for entrance to a CSU/UC college. The AVID student will receive academic instruction and personal support from the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the student in academic tutorial sessions 2-3 times per week. In addition, the AVID student receives intensive college placement test preparation, information on colleges and careers, instruction on computer use, engage in philosophical chairs/Socratic seminars, and begin the CSU mentor.

During the tenth grade AVID Elective course, students refine the AVID strategies to meet their independent needs and learning styles. Students continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students expand their vocabulary use, continuing to prepare for college entrance exams

and preparation. Text analysis focuses on specific strategies to understand complex texts. Lastly, students narrow down their college and careers of interest, based on personal interests and goals.

**AVID Junior Seminar (Elective-Year-Long Course)
Course ID 199004**

Board Approved August 2016

COURSE DESCRIPTION:

Prerequisite: Teacher/counselor recommendation, student possesses a personal goal of attending college, is on track to complete the “a-g” course sequence for a CSU/UC college, and will take either/both the SAT and ACT by June of the junior year.

This is the third course of a 4-year program that prepares students for courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on developing the college entrance essay and coming to a better understanding of the requirements for acceptance into 4-year universities. Students also design and complete service projects as evidence of their leadership skills.

The AVID Junior Seminar is a rigorous program that was developed in conjunction with CSU instructors. The course integrates critical reading, writing, and research. It is a two-year sequential program in which students complete several in-depth projects about societal changes as well as great leaders and their contributions. Students will explore societal changes and leaders’ roles in bringing about these changes. They will identify one leader for in depth study, and the essential question to which students respond is “How has the leader been a catalyst for change?” The AVID Junior Seminar student will continue to receive academic instruction and personal support from the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the student in academic tutorial sessions 2-3 times per week. In addition, the AVID Junior Seminar student receives intensive college placement test preparation and information on colleges, engages in philosophical chairs/Socratic seminars, continues the CSU mentor, and becomes familiar with financial aid and scholarships.

The eleventh 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. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society and examine the effect 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 well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

**AVID 12 CP (Elective-Year-Long Course – a-g ‘g ‘ Approved)
Course ID 199005**

Board Approved August 2016

COURSE DESCRIPTION:

Prerequisite: Must have been in AVID at least 4 semesters (2 of which are from 11th grade), the student possesses a personal goal of attending college, be on track to complete the “a-g” course sequence for a CSU/UC college by the end of his senior year, has taken either/both the SAT and/or ACT by June of the senior year, and apply to at least one four year university. To receive the “g” credit, the student must have been enrolled in and completed a minimum of 2 years of AVID, including the AVID Junior Seminar.

This is the final course of a 4-year program that prepares students for courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on the college application and financial aid process. Students also design and complete service projects as evidence of their leadership skills.

The AVID Senior Seminar is a rigorous program that was developed in conjunction with CSU instructors. The course integrates critical reading, writing, and research and builds upon the skills learned in the AVID Junior Seminar and AVID elective classes. Therefore, practice will be in perfecting the skills of analytical writing, preparation for college entrance and placement exams, college study skills and test taking, note taking, research, financial aid, and scholarships. The AVID Senior Seminar student will receive personal assistance with the entire joint college application and financial aid process. This includes, but is not inclusive to both the CSU and UC college systems. He will also continue to receive academic instruction and personal support from the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the student in academic tutorial sessions 2-3 times per week.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. This course continues around the theme of “Leadership as a Catalyst for

Change in Society.” Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Basic Clerical Skills (Semester Course)

Course ID 198004

Board Approved

COURSE DESCRIPTION:

This course introduces students to knowledge and skills in basic clerical positions. Content includes typing or keyboard skills, filing, proper office communication formats, and expected attitudes and behaviors. Students will explore career opportunities. The course develops clerical skills necessary to be successful in an office setting including skills in communication, professional attitudes and behaviors, and researching the current job market.

Basic Computer Literacy- (Semester Course)

Course ID 198005

Board Approved

COURSE DESCRIPTION:

The course introduces students to basic computer literacy. Content includes keyboarding skills, basic computer operations and programs, and knowledge of computers, ethics, safety procedures, functions of computer hardware and software.

Beyond the Diploma (Elective-Semester Course)

Course ID 198006

Board Approved August 2015

COURSE DESCRIPTION:

A one semester elective course that prepares 12th grade students for life after high school. This class is designed for students seeking direction about a career and personal success skills. Topics include extensive exploration of one's values, interests, and abilities; life problem-solving and self-management skills; self-assessment including identifying one's skills and matching personality with work. An intensive career investigation; decisions making, goal setting and job search strategies, as well as resume writing and interviewing skills will be addressed. Units are designed to guide student's preparation in life skills, career exploration, college and the military. Beyond the Diploma is a one-semester course designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

Biotechnology P: Unlocking Nature's Secrets (Elective-Semester Course)

Course ID 198607

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. In today's world, biotechnology helps us grow food, fight diseases, and create alternative fuels. In this course, students will explore the science behind biotechnology and how this science is being used to solve medical and environmental problems.

Bookkeeping (Elective- Semester Course)

Course ID 198007

Board Approved

COURSE DESCRIPTION:

This course introduces students to basic bookkeeping procedures. Course content includes daily ledger, accounts receivable and payable, balance sheet, and career opportunities. The course develops knowledge and skills for individual and business record keeping, basic bookkeeping, skills in keeping a ledger, skills in keeping balance sheets, and researching the current job market.

Building Maintenance (Elective- Semester Course)
Course ID 198008

Board Approved

COURSE DESCRIPTION:

This course introduces the student to basic building maintenance and repair. Content includes basic knowledge of tools and equipment, maintenance procedures, safety, and career opportunities. The course develops knowledge and skills for routine building maintenance and repair, skills in using appropriate tools and equipment, and scheduling. Students learn to follow all appropriate OSHA and local safety rules and codes. Students research current job market.

Career Planning (Elective- Semester Course)
Course ID 198009

Board Approved

COURSE DESCRIPTION:

This course presents students with an introduction to career and vocational choices and planning. The course develops knowledge of career and vocational choices and explores personal abilities and interests. The course develops student understanding of vocational career options, required education, avenues to employment and job search skills. Students collect information and fill out various applications. Students use personal information to develop a beginning resume and cover letter, develop a knowledge of appropriate interview techniques and dress, and develop a career timeline and explore career paths.

Careers in Criminal Justice P (Elective- Semester Course)
Course ID 198608

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Library. The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

Carpentry (Elective- Semester Course)
Course ID 198010

Board Approved

COURSE DESCRIPTION:

This course introduces students to basic carpentry skills. Content will assist students to develop knowledge of tools and equipment, carpentry tasks, procedures and available career opportunities.

Child Development (Elective- Semester Course)
Course ID 198011

Board Approved

COURSE DESCRIPTION:

This course examines how children grow through the age of eighteen. The course also covers the process of parenting. Topics covered include ages and stages of cognitive, physical, social and emotional growth. The course examines the whole child as an individual, a family member and as a member of society from conception to becoming a parent. The course develops student understanding of the decisions and roles an individual must undertake. Students study about the roles they will play in children's lives in the future. Students learn about the developmental stages of children. The course develops knowledge about prenatal preparation and developmental stages of infancy, the physical, cognitive and socio/emotional stages of development of toddlers (ages 1-2), the developmental stages of the preschool years (ages 3-5), the developmental stages of the school age child (ages 6-11), and the major changes that occur in an adolescent (ages 12 and up).

Civic and Social Impact CP (Elective- Semester Course a-g "g" approved)
Course ID 198027

Board Approved September 2017

COURSE DESCRIPTION:

Civic and Social Impact offers an introduction into civics, government, and social responsibility, and it acts as an application of students' social studies education, in which they evaluate their role within local and state politics, research an issue that matters to them, learn professional communication and networking skills to take action to make a positive impact in their community. Students participate in lessons tied to local and state civics content. Students engage in activities to learn about different communication styles and networking. They will learn about goal setting and time management. Interactive activities facilitate a greater understanding of issues involved with living in a multicultural society, such as racism and sexism. Students will create a profile of effective citizenship; learn about the connection between public policy, issues, and problems in their communities; and identify the primary causes and effects of their assigned issues. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Computer Literacy III - Operating Systems (Elective- Semester Course)
Course ID 198013

Board Approved

COURSE DESCRIPTION:

This course develops student understanding of various operating systems, the screen for the operating system, various applications, develop knowledge of the various Program Management capabilities of both systems. Students learn to create, copy, and move group windows and program item icons. Students learn how to start applications, switch among applications and manage those applications. Students develop ability to change colors, screen displays, and the movement of the mouse to tastes and needs. Students demonstrate ability to view and organize files. Students demonstrate ability to create directories, subdirectories and use them appropriately. Students demonstrate ability to copy files to other disks, move files between directories and disks and delete unwanted directories and files. Students demonstrate ability to control the operations that can be performed on certain files by assigning special attributes. Students learn the use of a word processing program. Students demonstrate ability to transfer data between documents or applications. Students demonstrate use of graphics, drawing and image accessories. Students learn how to use accessories, such as a notepad, calculator, card file, calendar and clock.

Computer Literacy IV - Presentation and Desktop Publishing (Elective- Semester Course)
Course ID 198014

Board Approved

COURSE DESCRIPTION:

The course develops student skills to operate presentation and desktop publishing software. Students develop an understanding and hands on training in the use of presentation and desktop publishing software. Students develop the ability to create and use graphic presentations using presentation software. Students develop ability to edit a presentation. Students develop skills in using desktop publishing programs. Students develop ability to use various desktop publishing functions. Students develop ability to work with various editing functions.

Computer Science Discoveries CP - (Elective- Semester Course – a-g “g” approved)
Course ID 198020

Board Approved August 2017

COURSE DESCRIPTION:

Computer Science Discoveries is a semester-long introductory computer science survey course. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Cosmetology P: Cutting Edge Styles (Elective- Semester Course)
Course ID 198609

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Library. This five credit course provides an introduction to the basics of cosmetology. Students will explore career options in the field of cosmetology, learn about the common equipment and technologies used by cosmetologists, and examine the skills and characteristics that make someone a good cosmetologist. Students will also learn more about some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology related businesses.

Creative Writing (Elective- Semester Course)
Course ID 198015

Board Approved

COURSE DESCRIPTION:

The purpose of this course is to introduce students to a variety of writing styles. Students develop writing skills, increase skills in using technical writing tools and descriptions, and participate in advanced writing projects. Students write short stories, narratives, arguments, expository text, and develop skills for analyzing and writing poetry.

Creative Writing P (Elective- Semester Course)

Course ID 198610

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Elective Course Library. This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as also the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in creative writing fields.

Criminology CP P: Inside the Criminal Mind (Elective- Semester Course– A-G ‘g ‘ Approved)

Course ID 198611

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. This course focuses on the field of criminology – the study of crime. Students will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Digital Photography 1 P (Elective- Semester Course)

Course ID 198612

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. Digital Photography I focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

Digital Photography 2 P (Elective- Semester Course)

Course ID 198613

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. In this five credit course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.

Early Childhood Education P (Elective- Semester Course)

Course ID 198614

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. Children experience enormous changes in the first few years of their lives. They learn to walk, talk, run, jump, read and write, among other milestones. Caregivers can help infants, toddlers, and children grow and develop in positive ways. This course is for students who want to influence the most important years of human development. In the course, students learn how to create fun and educational environments for children; how to keep the environment safe for children; and how to encourage the health and well-being of infants, toddlers, and school-aged children.

Electricity (Elective- Semester Course)

Course ID 198016

Board Approved

COURSE DESCRIPTION:

This course introduces students to knowledge and application of basic electrical theory. Students learn to use tools and equipment, mathematical applications, safety procedures and basic installation. Students explore career opportunities and learn and demonstrate OSHA and local safety rules and procedures.

Ethnic Studies (Elective- Semester Course)

Course ID 198018

Board Approved

COURSE DESCRIPTION:

This course introduces students to the study of subcultures in diverse physical settings. Course content presents information on dominant cultures in the United States and their roles in our history. Students develop understanding of subculture in the United States. Students develop understanding of how societies develop. Students develop understanding of diverse lifestyles and geographical settings. Students develop understanding of how a physical setting affects societal development. Students understand the dynamics occurring among social, political and economic institutions in different cultures. Students develop understanding of the societal contributions of different cultures.

Fashion Design P (Elective- Semester Course)

Course ID 198615

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Library. Do you have a flair for fashion? Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you'll develop the essential communication skills that build success in any business. By the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

Foods: Nutrition and Cooking (Elective- Year-Long Course)

Course ID 199000

Board Approved

COURSE DESCRIPTION:

This course presents an introduction to foods; nutrition, consumer choices and preparation. The course requires active student involvement in the planning and preparation of recipes and meals. Students develop an understanding of the wide variety of food choices, the elements of good nutrition and the basics of recipe selection and preparation. Students understand the influence of geography and culture on food choices and preparation. Students develop an understanding of the nutritional components required for good health and physical fitness. Students develop a familiarity with the tools, appliances and methods used in efficient food preparation. Students develop an understanding of convenience foods and microwave cooking. Students develop an understanding of food safety requirements, careers in food services, and safe food preservation in the home.

The second semester course requires menu planning and practices cooking specific classes of foods: fruits, meats, vegetables, etc. Students develop experience in planning and producing menus, meals, and recipes using specific food groups. Students develop understanding of the properties of fruits and vegetables. Students develop understanding of the properties of dairy products. Students develop understanding of menu planning, food choices and the different varieties of grain products. Students develop understanding of the properties of meat, meat products and poultry. Students develop understanding of the properties of fish and seafood, eggs and egg products.

Food Services (Elective- Semester Course)

Course ID 198012

Board Approved

COURSE DESCRIPTION:

This course introduces students to basic food preparation. Students gain knowledge and skills in preparation, serving, sanitation and inventory of food in an institutional setting. Students develop knowledge and skills of food preparation in an institutional setting. Students develop understanding of food service skills in an institutional setting. Students develop inventory skills. Learn and abide by OSHA and local safety and sanitation rules and procedures. Students develop basic food service skills. Explore the job market.

Forensic Science 1 P (Elective- Semester Course)

Course ID 198649

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Library. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the students follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Forensic Science 2 P (Elective- Semester Course)

Course ID 198650

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Library. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the students follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed. This semester of the course focuses on the analysis of evidence and testing that takes place within this setting. Students examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy are examined.

**Geography (Elective- Year-Long Course)
Course ID 199007**

Board Approved

COURSE DESCRIPTION:

The first semester introduces the study of basic Geography. Course content includes study of land, water, air, weather, climate, vegetation, food, energy, and population. Students develop understanding of the physical environment and its interrelationship with natural processes and population. Students develop understanding of the earth and its interior structure, and the tools of geography. Students develop understanding of water, air and weather. Students develop understanding of climate, vegetation, and food production. Students develop understanding and value of energy resources. Students develop understanding of the growth, distribution, movement, and groups of world populations.

The second semester continues the study of World Geography. Course content includes study of regional environments. Students develop understanding of populations and their environments. Students develop understanding of the geography of Europe, Russia, and the former Soviet Republics. Students develop understanding of the geography of Asian countries. Students develop understanding of the geography of the pacific, North Africa, and the Middle East. Develop understanding of sub-Saharan Africa and Latin American geography. Students develop understanding of American and Canadian geography.

**Get Focused Stay Focused CP (Elective- Semester Course– a-g ‘g ‘ Approved)
Course ID 198021**

Board Approved August 2016

COURSE DESCRIPTION:

A five credit one year intervention elective course that prepares under credited students for high school success and college transition. The purpose is to improve high school retention, improve college preparation of high school students, and to improve the success rates of incoming college students. Get Focused Stay Focused employs a 10-year educational plan that guides students through high school, on to post-secondary education and training, and into the workforce. Individualized assignments and intervention strategies and are paired with a series of group workshops that support students within a small learning community. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Gothic Literature CP P (Elective- Semester Course– a-g ‘g ‘ Approved)
Course ID 198618**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Elective Library. This course focuses on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Great Minds in Science (Elective- Semester Course)
Course ID 198619**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Elective Library. This course focuses on the greatest scientific minds of the current time. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow’s world. Students engage in reading, writing, research, and discussion about current topics of science, the environment, and problems that may revolutionize the lives of people around the world.

**Health P (Health/Elective Semester Course)
Course ID 198620**

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Health and PE Library. This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

History of the Holocaust P (Elective- Semester Course)

Course ID 198621

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times.

Human Geography: Our Global Identity (Elective- Semester Course)

Course ID 198623

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. How do language, religion, and landscape affect the physical environment? How do geography, weather, and location affect customs and lifestyle? Students will explore the diverse ways in which people affect the world around them and how they are affected by their surroundings. Students will discover how ideas spread and cultures form, and learn how beliefs and architecture are part of a larger culture complex. In addition to introducing students to the field of Human Geography, this course will teach students how to analyze humans and their environments.

Independent Living (Elective- Semester Course)

Course ID 198022

Board Approved

COURSE DESCRIPTION:

Independent Living presents the skills and knowledge students need to cope successfully on their own as adults. The primary focus is on information needed to make informed decisions about leases, purchases, investments, savings, credit and insurance. Students understand and analyze the options and choices when living on one's own. Students recognize desirable employee behaviors and make basic decisions about wages. Students transition smoothly to adult living by setting short-, and long-term goals. Students learn the true costs of car ownership, create an accurate budget, and understand the cost of credit and the necessity of savings and investing.

International Business CP P (Elective- Semester Course A-G 'g ' Approved)

Course ID 198624

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Library. This course develops student knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected. Business structures and organizations, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st Century. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Introduction to Agriscience P (Elective- Semester Course)

Course ID 198627

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

Introduction to Culinary Arts P (Elective- Semester Course)

Course ID 198625

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Library. Food is fundamental to life. Not only does it feed our bodies, but it's often the centerpiece for family gatherings and social functions with friends. In this course, you will learn all about food including food culture, food history, food safety, and current food trends. You'll also learn about the food service industry and try your hand at preparing some culinary delights. Through hands-on activities and in-depth study of the culinary arts field, this course will help you hone your cooking skills and give you the opportunity to explore careers in this exciting industry.

Introduction to Fashion Design P (Elective- Semester Course)

Course ID 198615

Board Approved August 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Library. This one-semester elective course is intended to introduce students to the basics of fashion design. In this course, students will explore the history of fashion, the components of fashion, the influences and contributions of some key fashion innovators, and the various steps involved in the production of a garment. This course is structured as a sequence of 17 lessons and four Course Activities to provide students with both breadth and depth, as they explore the full gamut of relevant topics fashion design. Online discussions and course activities require students to develop and apply critical thinking skills while the included games appeal to a variety of learning styles and keep students engaged.

Introduction to Manufacturing P : Product Design & Innovation (Elective- Semester Course)

Course ID 198626

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Library. This course will give you a behind-the-scenes look at the vast industry called manufacturing. In unit one, you'll examine the basics of manufacturing, including a brief history and some of the basic processes and principles that work together to transform raw materials into useful and valuable commodities. In unit two, you'll explore some of the "soft" skills that, when properly developed, can jump-start a career in manufacturing. In unit three, you'll learn about some of the most important teamwork skills employees need to be successful on the job, particularly in the manufacturing industry. Unit four uncovers some of these "hard" skills that enable employees in the manufacturing industry to do their jobs effectively. In unit five, you'll learn about some of those skills that help engineers do their jobs to the best of their abilities. And finally in unit six you will examine some of the most important guidelines that employers must follow to protect the men and women who work for them.

Introduction to Philosophy P (Elective- Semester Course)

Course ID 198628

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Elective Library. This course focuses on influential philosophers of the Western world and the origins of the fundamental ideas of Western Civilization. Students will examine the questions of these great thinkers and develop an understanding of the world.

Introduction to Social Media P (Elective- Semester Course)

Course ID 198629

Board Approved August 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. This one-semester elective course is intended as a practical, hands-on guide to help students understand the world of social media and how individuals, social groups, and businesses are using different types of social media. This course is structured into lessons and Course Activities as follows: The first two lessons discuss various types of social media and the technologies that spawned them. The next eleven lessons take a closer look at different types of social media—from social and professional networks to geolocation and photo-sharing services. The last three lessons discuss how technological advances (specifically in mobile devices) and the legal environment impact social media, and how businesses and use social media in their marketing activities.

Journalism (Elective- Year-Long Course)

Course ID 199008

Board Approved

COURSE DESCRIPTION:

This course introduces the history of journalism in the United States, legal and ethical considerations, how to determine and write news, journalistic conventions and desktop publishing. Students develop an understanding of journalism and desktop publishing. Students develop an understanding of journalism history and ethics. Students develop understanding of the factors that determine what is newsworthy and how to interview a source. Students develop skill in the process of writing news stories. Students learn journalistic conventions in prose and editing. Students develop skills in layout and production of desktop publishing.

Journalism Yearbook: (Elective- Semester Course)
Course ID 198023

Board Approved

COURSE DESCRIPTION:

This course is designed to apply journalism principles to the design and production of a yearbook. Students produce a yearbook. Students develop understanding of yearbook organization. Students determine how the staff will organize and report. Students develop an understanding of the purpose, public relations and financing. Students develop skill in photography. Students understand layout and composition processes. Student produce, distribute and collect payment for finished yearbook.

Law and Order CP P (Semester Course – a-g ‘g ‘ Approved)
Course ID 198630

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Elective Library. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of the U.S. court system, as well as how laws are actually carried out, students become more informed and responsible citizens. Students will examine criminal law, consumer law, and family law. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Life Problems (Elective- Semester Course)
Course ID 198024

Board Approved

COURSE DESCRIPTION:

This course is designed to develop life skills based on individual needs, as decided by both teacher and student. Students develop life skills in setting goals, decision making, independent living, relationships, finance, careers and education. Students gain skills to develop and maintain healthy relationships. Students explore and develop skills for career planning and employment. Students develop skills for personal financial responsibility. Students develop skills to make responsible decisions for better living. Students develop decision-making skills regarding parenting, adoption and other alternatives.

Masonry (Elective- Semester Course)
Course ID 198025

Board Approved

COURSE DESCRIPTION:

This course introduces students to knowledge and skills used in basic masonry. Course content includes use of tools and equipment, knowledge of materials, safety and career exploration. Students develop knowledge and skills in masonry construction. Students develop knowledge and skills in the use of masonry, the use of basic masonry equipment, tools and materials and develop skills for maintenance of tools, materials and equipment. Students learn and practice appropriate OSHA and local safety practices and rules. Students develop job exploration skills.

Music Appreciation P: The Enjoyment of listening (Elective-Semester Course)
Course ID 198631

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. Music is part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course provides students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st Century. Students acquire basic knowledge and listening skills, making their future music experiences more informed and enriching.

Nutrition and Wellness P (Elective- Semester Course)
Course ID 198632

Board Approved August 2015

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives.

Parenting (Elective- Semester Course)

Course ID 198026

Board Approved

COURSE DESCRIPTION:

This course covers basic parenting skills and provide an opportunity for students to explore the physical, emotional and social needs of the infant, toddler and young child with a concentration on the child's first year of life. Students develop parenting skills and an increased understanding of children. Students explore the physical, emotional and social needs of the infant, toddler and young child with a concentration on the child's first year of life. Students develop knowledge of the characteristics, needs and care of the newborn. Students acquire knowledge of proper feeding and nutritional needs at various stages of development. Students develop knowledge of recommended health and safety practices, including maintenance of records. Students develop an understanding of the child's social, language, and physical development and the role of the caregiver. Students develop positive living skills to enhance relationships with their child.

Parenting-Advanced (Elective- Semester Course)

Course ID 198002

Board Approved

COURSE DESCRIPTION:

This course is designed to develop advanced parenting skills with an emphasis on toddlers and the preschool years. The course enhances parenting skills through increased understanding of the physical, emotional, and social needs of the developing preschool child. Students explore the role of the caregiver in providing the environment for optimum growth. Students develop knowledge of recommended health and safety practices when caring for a toddler/preschooler. Students demonstrate understanding of the role that age appropriate art, music and play activities serve in the development of the child. Students develop an understanding of the contribution that good nutrition and pleasant mealtimes make to the well-being of the child. Students develop an understanding of effective and appropriate discipline techniques. Students develop a plan for the future.

Parenting Lab I (Elective- Year-Long Course)

Course ID 199009

Board Approved

COURSE DESCRIPTION:

This course is a childcare practicum, which provides students with hands-on experience in infant and/or toddler care in a lab setting. Students are responsible for learning to care for children on a daily basis, responding to the emotional, physical, and socialization needs at each stage of development. Students learn the tenets of quality, age-appropriate child care through hands-on experience. Students become knowledgeable about the nutritional needs and appropriate feeding techniques for infants and toddlers. Students develop an understanding of age-appropriate play and stimulation that enhances the socialization and motor development of the child. Students develop knowledge and skills to diaper and bathe a baby properly. Students develop an understanding of the importance of health and hygiene and make a plan for implementation. Students develop skills aimed at accident prevention, safe use of toys and equipment, and emergency procedures.

Parenting Lab II (Elective- Year-Long Course)

Course ID 199010

Board Approved

COURSE DESCRIPTION:

This course is a childcare practicum, which provides students with hands-on experience in infant and/or toddler care in a lab setting. Students are responsible for learning to care for children on a daily basis, responding to the emotional, physical, and socialization needs at each stage of development. Students learn the tenets of quality, age-appropriate child care through hands-on experience. Students become knowledgeable about the nutritional needs and appropriate feeding techniques for infants and toddlers. Students develop an understanding of age-appropriate play and stimulation that enhances the socialization and motor development of the child. Students develop knowledge and skills to diaper and bathe a baby properly. Students develop an understanding of the importance of health and hygiene and make a plan for implementation. Students develop skills aimed at accident prevention, safe use of toys and equipment, and emergency procedures.

Peer Counseling P (Elective- Semester Course)

Course ID 198633

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. Helping people achieve their goals is one of the most rewarding of human experiences. Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information. This course explains the role of a peer counselor, teaches the observation, listening, and emphatic communication skills that counselors need, and provides basic training in conflict resolution, and group leadership. Not only will this course prepare you for working as a peer counselor, but the skills taught will enhance your ability to communicate effectively in your personal and work relationships.

Personal & Family Finance P (Elective- Semester Course)

Course ID 198634

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students will learn more about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

Personal Finance P (Elective- Semester Course)

Course ID 198646

Board Approved August 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Elective Course Library. This course focuses on reviewing and applying arithmetic skills utilized at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts.

Personal Psychology 1 CP P (Elective- Semester Course – a-g ‘g ‘ Approved)

Course ID 198616

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Elective Library. This course includes the study of infancy, childhood, adolescence, perception and states of consciousness. Also included is the study of memory, intelligence, emotion, health, stress and personality. This courses features exciting online psychology experiments. Amazing online psychology experiments dealing with personal behavior are featured within this course. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Personal Psychology 2 CP P (Elective- Semester Course – a-g ‘g ‘ Approved)

Course ID 198645

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Elective Library. This course includes the study of infancy, childhood, adolescence, perception and states of consciousness. Also included is the study of memory, intelligence, emotion, health, stress and personality. This courses features exciting online psychology experiments. Amazing online psychology experiments dealing with personal behavior are featured within this course. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

Plumbing (Elective- Semester Course)

Course ID 198028

Board Approved

COURSE DESCRIPTIONS:

This course introduces students to basic knowledge and skills in plumbing. Course content includes basic design, planning, use of tools and equipment, safety, use of plumbing techniques, and career exploration. Students develop knowledge and skills in plumbing. Students develop knowledge and skills in design, planning and basic use of plumbing in construction and maintenance. Students develop skills for tool and equipment maintenance and learn basic plumbing repair and maintenance techniques. Students develop knowledge of OSHA and local rules and procedures. Students develop knowledge of the current job market.

**Psychology CP (Elective- Semester Course – a-g ‘g ‘ Approved)
Course ID 198029**

Board Approved August 2015

COURSE DESCRIPTION:

The purpose of this course is to provide students with a framework for personal psychoanalyses, enabling them to differentiate between the valid information that will provide real insight and the oversimplified claims of pop-psychology. Primarily, this course will give students the content background they need in order to practice the habits of mind that will help them to distinguish fact from fiction, both in the psychological field as well as in every other discipline. Content background will include four main topics in the following order: biological bases for behavior, cognitive patterns, individual variations, and social interactions. In terms of habits of mind, students will approach psychology from a scientifically rigorous perspective, learning to apply psychological knowledge to real-world scenarios, so that they can better understand the responsible and valid use of psychology in realistic contexts. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Public Speaking P (Elective-Semester Course)
Course ID 198636**

Board Approved August 2016

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Electives Course Library. The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero’s views of rhetoric, and then traces those foundations into the modern world. Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair. By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use.

**Reading Enrichment Grade 9 (Elective-Year-Long Course)
Course ID 199011**

Board Approved August 2015

COURSE DESCRIPTION:

This grade-level (year-long) reading course is designed to focus on interest-based reading opportunities that build on the joy of reading independently. Students will select novels from their grade level for the purpose of increasing reading skills, develop self-regulation skills, and acquire improved literacy skills. Teachers will work with students on selecting age appropriate and developmentally appropriate books that challenge students and allow the instructor to have deep, complex conversations about the reading. Once students have completed a novel, he/she will be assessed on Renaissance Learning ‘s Accelerated Reader (AR) software program in order to establish content mastery. Students will earn credits based on a sliding scale the includes text complexity, Lexile level, points assigned to novels by AR, and reading level designed to promote reading for students with varying ability levels. Teachers have the opportunity to assign holiday, summer, winter, spring, and fall reading assignments outside of normal school hours in order to encourage enthusiasm in reading, support vocabulary and academic growth through the use of challenging books in order to continue to promote what it means to be a life-long learner.

**Reading Enrichment Grade 10 (Elective-Year-Long Course)
Course ID 199012**

Board Approved August 2015

COURSE DESCRIPTION:

This grade-level (year-long) reading course is designed to focus on interest-based reading opportunities that build on the joy of reading independently. Students will select novels from their grade level for the purpose of increasing reading skills, develop self-regulation skills, and acquire improved literacy skills. Teachers will work with students on selecting age appropriate and developmentally appropriate books that challenge students and allow the instructor to have deep, complex conversations about the reading. Once students have completed a novel, he/she will be assessed on Renaissance Learning ‘s Accelerated Reader (AR) software program in order to establish content mastery. Students will earn credits based on a sliding scale the includes text complexity, Lexile level, points assigned to novels by AR, and reading level designed to promote reading for students with varying ability levels. Teachers have the opportunity to assign holiday, summer, winter, spring, and fall reading assignments outside of normal school hours in order to encourage enthusiasm in reading, support vocabulary and academic growth through the use of challenging books in order to continue to promote what it means to be a life-long learner.

Reading Enrichment Grade 11 (Elective-Year-Long Course)

Course ID 199013

Board Approved August 2015

COURSE DESCRIPTION:

This grade-level (year-long) reading course is designed to focus on interest-based reading opportunities that build on the joy of reading independently. Students will select novels from their grade level for the purpose of increasing reading skills, develop self-regulation skills, and acquire improved literacy skills. Teachers will work with students on selecting age appropriate and developmentally appropriate books that challenge students and allow the instructor to have deep, complex conversations about the reading. Once students have completed a novel, he/she will be assessed on Renaissance Learning 's Accelerated Reader (AR) software program in order to establish content mastery. Students will earn credits based on a sliding scale the includes text complexity, Lexile level, points assigned to novels by AR, and reading level designed to promote reading for students with varying ability levels. Teachers have the opportunity to assign holiday, summer, winter, spring, and fall reading assignments outside of normal school hours in order to encourage enthusiasm in reading, support vocabulary and academic growth through the use of challenging books in order to continue to promote what it means to be a life-long learner.

Reading Enrichment Grade 12 (Elective-Year-Long Course)

Course ID 199014

Board Approved August 2015

COURSE DESCRIPTION:

This grade-level (year-long) reading course is designed to focus on interest-based reading opportunities that build on the joy of reading independently. Students will select novels from their grade level for the purpose of increasing reading skills, develop self-regulation skills, and acquire improved literacy skills. Teachers will work with students on selecting age appropriate and developmentally appropriate books that challenge students and allow the instructor to have deep, complex conversations about the reading. Once students have completed a novel, he/she will be assessed on Renaissance Learning 's Accelerated Reader (AR) software program in order to establish content mastery. Students will earn credits based on a sliding scale the includes text complexity, Lexile level, points assigned to novels by AR, and reading level designed to promote reading for students with varying ability levels. Teachers have the opportunity to assign holiday, summer, winter, spring, and fall reading assignments outside of normal school hours in order to encourage enthusiasm in reading, support vocabulary and academic growth through the use of challenging books in order to continue to promote what it means to be a life-long learner.

Real World Parenting P (Elective- Semester Course)

Course ID 198637

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Elective Library. This course focuses on creating the environments to support children, parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships.

Skill Application (Elective-Semester Course)

Course ID 198031

Board Approved

COURSE DESCRIPTION:

This course provides students an opportunity to apply general work skills. Course content includes application of knowledge and skills to actual work assignments. Students develop productive, responsible individuals through work experiences. Students demonstrate knowledge and skills necessary for supervised employment. Students learn to work productively. Students demonstrate good grooming habits that are appropriate to the workplace. Students develop maturity, show personal growth and independent thought. Students research the current job market.

Sewing (Elective- Semester Course)

Course ID 198030

Board Approved

COURSE DESCRIPTION:

This course introduces students to basic sewing techniques. Students produce beginning sewing projects. Students increase knowledge of operation and maintenance of a sewing machine, sewing tools and increase knowledge and understanding of sewing techniques. Students construct a simple project and demonstrate safe use of tools and equipment.

**Social Issues CP P (Elective- Semester Course – a-g ‘g ‘ Approved)
Course ID 198638**

Board Approved August 2014

COURSE DESCRIPTION:

The content for this course is from the Plato Online Elective Course Library. Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, and many more. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Social Problems 1 CP P: A World in Crisis (Elective- Semester Course – a-g ‘g ‘ Approved)
Course ID 198644**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Secondary Elective Library. This course focuses on the challenges faced by social groups, as well as the complex relationship among societies, governments and the individual. Possible solutions at both the structural level as well as that of the individual will be examined. Students will not only learn more about how social problems affect them personally, but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Social Problems 2 CP P: Crisis, Conflicts & Challenges (Elective- Semester Course – a-g ‘g ‘ Approved)
Course ID 198647**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Secondary Elective Library. The course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments and the individual. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Sociology 1 CP P: The Study of Human Relationships (Elective- Semester Course – a-g ‘g ‘ Approved)
Course ID 198639**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Course Secondary Elective Library. Sociology is the study of people, social life and society. The course examines social problems in the increasingly connected world and how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an important component of this relevant and engaging course. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Sociology 2 CP P: Your Social Life (Elective- Semester Course – a-g ‘g ‘ Approved)
Course ID 198648**

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Course Elective Library. The course continues to examine how beliefs, values, and behaviors affect the people around them. Students examine how society itself shapes human action and beliefs and how in turn these factors re-shape society itself. Fascinating online videos journeys will not only inform students, but motivate them to still seek more knowledge on their own. *Successful completion with a grade of “C-” or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

**Student Leadership (Elective- Year-Long Course)
Course ID 199015**

Board Approved

COURSE DESCRIPTION:

This course provides students with the opportunity to develop leadership skills now and for the future. Students enrolled in this course learn communication, organizational and managerial skills, business skills, responsible citizenship, group processes, and goal setting. Students take leadership roles in the school and community. Students learn to use various communication tools to present

information. Students learn organization, managerial and business skills. Students practice responsible citizenship and participate in service to others. Students learn and understand group processes. Students understand the process of setting and achieving goals.

Upholstery (Elective- Semester Course)
Course ID 198032

Board Approved

COURSE DESCRIPTION:

This course introduces students to knowledge and skills required to do basic upholstery. Content includes knowledge of tools and equipment, use of materials, and basic techniques used in the trade. Students explore career opportunities. Students develop knowledge and skills in basic upholstery techniques and procedures. Students demonstrate knowledge of basic upholstery techniques and skills. Students develop skills in using upholstery tools and equipment and learn upholstery reconstruction skills. Students learn all appropriate OSHA and local safety codes and rules. Students research the current job market.

Values and Decisions (Elective- Year-Long Course)
Course ID 199016

Board Approved

COURSE DESCRIPTION:

This course explores and develops personal value systems. Students develop understanding of social and personal values systems within social institutions. Students develop understanding of the differences and similarities of value systems held by different cultural and social groups. Students compare and contrast personal lifestyle with other groups. Students demonstrate understanding of the importance of decision making skills and respect. Students develop skills for coexisting in harmony and develop a personal values statement.

Veterinary Science P: The Care of Animals (Elective- Semester Course)
Course ID 198640

Board Approved August 2013

COURSE DESCRIPTION:

The content for this course is from the Plato Online Secondary Elective Course Library. This course examines some of the common diseases and treatments for domestic animals. Students explore toxins, parasites, and infectious diseases that impact animals and humans. Through veterinary medicine and science, the prevention and treatment of diseases and health issues are studied and applied.

Welding (Elective- Semester Course)
Course ID 198017

Board Approved

COURSE DESCRIPTION:

This course introduces the student to basic principles of welding. Course content includes use of tools and equipment used in various types of welding, safety, materials and career exploration. Students develop knowledge and skills used in welding. Students demonstrate basic welding knowledge and skills and demonstrate tool and equipment maintenance techniques. Students learn the properties of the basic materials used in welding. Students develop knowledge of current OSHA and local safety rules and procedures. Students develop knowledge of the current job market.

Work Experience Education I (Elective- Year-Long Course)
Course ID 199017

Board Approved

COURSE DESCRIPTION:

Work Experience Education is an elective class, which combines paid employment or unpaid work experience with classroom instruction. Students work up to twenty (20) hours per week and complete related classroom assignments. Students develop work habits, positive work attitudes, self-confidence, and job skills which can be used to locate, secure and retain employment in the community. The related classroom instruction is divided into four areas. The first semester deals with the employment cycle: how to obtain a job, how to retain a job, and how to leave a job. The second semester involves career exploration. The third semester examines workplace economics. The fourth semester students study legal issues in the workplace. Students develop knowledge of the processes necessary to obtain gainful employment. Students acquire an understanding of the skills necessary to obtain a position in the work force. Students develop skills in writing letters of application, resumes and completion of work applications. Students participate in interviews. Students develop communication skills and prepare letters of resignation. Students learn skills for job retention and safety. Students develop knowledge of career options. To acquire an understanding of the various careers available in the work force. Students research the job marketplace. Students develop a personal employment aptitude assessment. Students discover the current trends in employment outlook and options for training. Students explore personal career interests and the current wage structure.

Work Experience Education II (Elective- Year-Long Course)

Course ID 199006**Board Approved****COURSE DESCRIPTION:**

Work Experience Education is an elective class, which combines paid employment or unpaid work experience with classroom instruction. Students work up to twenty (20) hours per week and complete related classroom assignments. Students develop work habits, positive work attitudes, self-confidence, and job skills which can be used to locate, secure and retain employment in the community. The related classroom instruction is divided into four areas. The first semester deals with the employment cycle: how to obtain a job, how to retain a job, and how to leave a job. The second semester involves career exploration. The third semester examines workplace economics. The fourth semester students study legal issues in the workplace. Students develop knowledge of the basic economic concepts pertaining to employment. Students develop knowledge of interview questions and personnel practices that are legal and illegal. Students demonstrate understanding of the necessity for privacy in the workplace. Students demonstrate knowledge of worker's employment rights laws. Students demonstrate knowledge of worker's compensation laws.

Students acquire an understanding and basic knowledge of taxes. Students acquire an understanding of mandatory and optional fringe benefits. Students develop understanding of insurance and retirement benefits and plans. Students develop knowledge of budget, credit and banking principles. Students develop understanding of business operations.

World Geography CP P (Elective-Year-Long Course – a-g ‘a’ Approved)**Course ID 199601****Board Approved November 2014****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Secondary Social Studies Course Library. Geography is the study of where things are in the world. It is important to know why people settled where they did: sometimes this is for weather-related reasons, and sometimes it's because of bountiful natural resources nearby. In this course, students will learn about these special features which drive economic development and form the locales where people settle. By the end of this course, students will be able to do the following: analyze factors that contribute to Earth's climate, examine processes that shape the physical environment, analyze patterns of human settlement, analyze the relationship between natural resources and economic development, and analyze the human and physical geography of North America and South America.

The content for the second semester course is from the Plato Online Secondary Social Studies Course Library. Geography is the study of where things are in the world. It is important to know why people settled where they did: sometimes this is for weather-related reasons, and sometimes it's because of bountiful natural resources nearby. In this course, students will learn about these special features which drive economic development and form the locales where people settle. By the end of this course, students will be able to analyze the human and physical geographies of the following regions: Europe Asia Africa Australia and New Zealand. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*

World Religions (Elective- Semester Course – a-g ‘g’ Approved)**Course ID 198642****Board Approved August 2013****COURSE DESCRIPTION:**

The content for this course is from the Plato Online Course Secondary Elective Library. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students examine similarities and differences among the major religions and trace the major developments in these religions and explore their relationships with social institutions and culture. *Successful completion with a grade of "C-" or better will meet one year of the College Prep Elective (G) a-g requirements for UC/CSU.*