COLLEGE. CAREER. LIFE.

EUHSD

2022-2023 COURSE CATALOG

navigate your way
find your space
explore a career

... through our rigorous and relevant curriculum
... at any one of our top-tier schools
... in Culinary Arts, Graphic Design and more through Independent Study

NAVIGATE YOUR WAY
EXPLORE A CAREER
FIND YOUR SPACE
ESCONDIDO HIGH SCHOOL  
1535 North Broadway  
Escondido, CA 92026-2099  
(760) 291-4000  
ehscougars.com

SAN PASQUAL HIGH SCHOOL  
3300 Bear Valley Parkway  
Escondido, CA 92025-7699  
(760) 291-6000  
sphsgoldeneagles.org

ORANGE GLEN HIGH SCHOOL  
2200 Glen Ridge Road  
Escondido, CA 92027-4199  
(760) 291-5000  
orangeglenhigh.org

VALLEY HIGH SCHOOL  
410 N. Hidden Trails Road  
Escondido, CA 92027  
(760) 291-2240  
vhsgrizzlies.com

DEL LAGO ACADEMY  
1740 Scenic Trails Way  
Escondido, CA 92029  
(760) 291-2500  
delliagoacademy.org
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In order to graduate, EUHSD students must earn 230 credits to qualify for a high school diploma, which must include the following course requirements:

*Students planning to attend a California State University should consult their counselor to determine which visual and performing arts classes will be acceptable for admission purposes.

**Students enrolled in Math 1 within the EUHSD satisfy the CDE and EUHSD algebra graduation requirement by successfully completing the course. Algebra completed prior to Grade 9 may satisfy the CDE Algebra graduation requirement.

**Students enrolled in Math 2 within the EUHSD satisfy the UC/CSU geometry requirement by successfully completing the course.

***Following successful completion of Physical Education 1, students may apply for no more than 10 credits of the physical education requirement for their participation in interscholastic athletics, marching band/auxiliary units/cheer leading/dance or other programs/courses approved by the Superintendent or designee.

****Students should consult their counselor to determine which college prep elective or Career Technical Education courses meet this requirement.

All students planning to attend a four-year college and/or university should consult with their school counselor to develop a four-year plan that is acceptable for admission purposes. Coursework requirements vary at each institution.

Note: For Del Lago Academy and Valley High School, see School Counselor for Graduation Requirements.
**Graduation Requirements**

**Recommended CTE and UC Options**

<table>
<thead>
<tr>
<th>Designated College Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any 10 credits of AVID</td>
</tr>
</tbody>
</table>

| Additional 10 Credits of College Preparatory Math Course from C Category on Approved A-G List Beyond 10 Required by UC/CSU |

| Additional 10 Credits of Same World Language Course from E Category on Approved A-G List Beyond 20 Required by UC/CSU |

| Additional 10 Credits of Laboratory Science Course from D Category on Approved A-G List Beyond 20 Required by UC/CSU |

| Additional 10 Credits of a VAPA Course from F Category on Approved A-G List Beyond 10 Required by UC/CSU |

| Additional 10 Credits of a G Level Course Beyond 10 Required by UC/CSU |

| Any 10 Credits of Advanced Placement Course that is Not Being Used to Meet Another Graduation Requirement* |

| Any 10 Credits of “Honors” Level Course as Recognized by UC/CSU that is Not Being Used to Meet Another Graduation Requirement* |

---

**Math Requirements**

**EUHSD Graduation Requirements Same as State Mandated Requirements**

- 2 Years of Mathematics Courses* (20 Credits)
  - 1 of these courses must be Algebra 1/ Math 1 (full year) or a course that meets or exceeding the rigor of the Algebra Standards; in our district it is Algebra 2 or Math 3.
  - Grades must be D or better

**UC Requirements for Freshman Admission**

- Three years of Mathematics, including Algebra 1, Geometry, Algebra 2 or Math 1, Math 2 and Math 3.
  - Four years are recommended
  - Grades must be C or better

**CSU Requirements for Freshman Admission**

- Three years of Mathematics, including Algebra 1, Geometry, Algebra 2 or Math 1, Math 2 and Math 3.
  - Grades must be C or better

---

*For example, AP US History may not be used to meet this requirement because it also meets the 10 credit course requirement for US History.

In most cases, a single course may not be used to meet two graduation requirements. For example, Photography I A/B can either meet the VAPA graduation requirement or the CTE graduation requirement, but not both. Athletic Training is the exception to the rule.

---

*For example, to meet the state graduation requirement for algebra, the following situations would suffice:

- Algebra 1 A + B (full year)
- Math 1 A + B (full year)
- Combo of Algebra 1 with Math 1 – must pass both an A and B semester
- Math 3 A + B (full year)
- Algebra 2 A + B (full year)
- Combo of Math 3 with Algebra 2 – must pass both an A and B semester

Note: Algebra 1 may still be taken in 8th grade, but students may be required to show proof later, and would still need 20 credits of math, or two discrete math courses, for a district diploma. The 20 credits may not be met by 10 credits in both Algebra 1 and Math 1, as these are considered to be equivalent courses.
The CCI shows how well local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. For this reason, the CCI consists of both college- and career-readiness measures. This flyer contains the college-readiness measures. To view the career-readiness measures, please visit https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf.

College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. Several measures have been approved by the State Board of Education as indicating college readiness, as shown below. For each measure, specific criteria are used to determine whether a student is “Prepared” or “Approaching Prepared.”

**Prepared**

Graduates classified as Prepared must meet at least one of the criteria:

- **Smarter Balanced Summative Assessments**
  Receive a score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics

- **Advanced Placement (AP) Exams**
  Receive a score of 3 or higher on two AP exams

- **International Baccalaureate (IB) Exams**
  Receive a score of 4 or higher on two IB exams

- **College Credit Courses**
  Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded

- **State Seal of Biliteracy (SSB)**
  Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
• **University of California (UC) and California State University (CSU) a–g requirements**
  Complete a–g course requirements with a grade of C or better and meet one of the additional criteria below:
  
  - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
  - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
  - Receive a score of 3 on one AP exam or score 4 on one IB exam
  - Complete a CTE Pathway

### Approaching Prepared

Graduates classified as Approaching Prepared must meet at least one of the criteria:

- **Smarter Balanced Summative Assessments**
  Receive a score of Level 2 “Standard Nearly Met” on both ELA and mathematics

- **College Credit Courses**
  Complete one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded

- **UC and CSU a–g requirements**
  Complete a–g course requirements with a grade of C or better

For more information, please visit the California Accountability Model & School Dashboard web page at [https://www.cde.ca.gov/ta/ac/cm/index.asp](https://www.cde.ca.gov/ta/ac/cm/index.asp).
If a student elects to take 10 credits of a Fine Art rather than 10 credits of a World Language to meet the EUHSD graduation requirement, then all Visual and Performing Arts (VAPA) classes will qualify within the following areas: Art, Ceramics, Dance, Drama, Photography, Music or Video Production. However, UC/CSU college-bound students are advised to check the website: https://hs-articulation.ucop.edu/agcourselist#/list/search/all to determine if a particular course meets the yearlong course G criteria for those colleges/universities.

All students in the state of California are required to successfully complete Algebra 1 or an approved course equivalent in order to receive a California high school diploma. Students may meet this requirement in eighth grade. However, the algebra course will NOT be entered into the student’s high school transcript.

The weighted high school GPA is calculated using the approved weighted courses from the UC/CSU A-G course list https://hs-articulation.ucop.edu/agcourselist#/list/search/all and a maximum of four UC/CSU transferrable community college courses from the EUHSD designated list. All EUHSD students must complete an off campus approval form. Forms are available in the school counseling office. Counselor approval required prior to signing up for community college courses.

EUHSD offers students many options to fulfill the EUHSD graduation course requirements. Each school site has an Campus Online Program where students can take online courses to remediate or accelerate. Course Descriptions are listed on pages 65-80. Independent Study is another online option for students. Student placement into Campus Online or Independent Study is done through the school counseling office. Students should contact their counselor for more information. See pages 13-14 for more information about Independent Study.

Specific course information on prerequisites, length of courses, UC/CSU, and NCAA approval is available in the counseling office.

Articulation is a process which links a high school and college course in order to help students avoid experiencing a delay in or duplication of learning. It allows high school students to receive college credit and/or advanced placement for articulated classes taken in high school. By encouraging enrollment in both high school and post-secondary education, articulation provides an incentive for students to continue their education, reduces costs to the student and minimizes needless duplication of coursework.

An articulated high school course is a high school course that college faculty in the discipline has determined to be comparable to a specific community college course. Students that obtain a B or higher and pass the final exam and/or project may apply to earn college credit. Articulation agreements are specific to teacher, please check with instructor to confirm articulation is in place.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Passed 5/6 fitness areas of PFT</th>
<th>Did not pass 5/6 fitness areas of PFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>PE High School Course 2</td>
<td>PE High School Course 2</td>
</tr>
<tr>
<td></td>
<td>PE Elective Courses:</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>(Aerobics, Baseball, Basketball, Football, Soccer, Softball, Volleyball, and Weight Training)</td>
<td>PE Elective Courses:</td>
</tr>
<tr>
<td></td>
<td>CIF Team Sport/Cheer</td>
<td>(Aerobics, Baseball, Basketball, Football, Soccer, Softball, Volleyball, and Weight Training)</td>
</tr>
<tr>
<td></td>
<td>Non-PE Dept. Courses:</td>
<td>Student must continue PFT testing</td>
</tr>
<tr>
<td></td>
<td>(Marching Band, Dance, ROTC)</td>
<td>in deficient fitness areas</td>
</tr>
<tr>
<td>11</td>
<td>PE 11-12</td>
<td>PE 11-12</td>
</tr>
<tr>
<td></td>
<td>PE Elective Courses:</td>
<td>PE Elective Courses:</td>
</tr>
<tr>
<td></td>
<td>(Aerobics, Baseball, Basketball, Football, Soccer, Softball, Volleyball, and Weight Training)</td>
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</tr>
<tr>
<td></td>
<td>CIF Team Sport/Cheer</td>
<td>CIF Team Sport/Cheer</td>
</tr>
<tr>
<td></td>
<td>Non-PE Dept. Courses:</td>
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</tr>
<tr>
<td></td>
<td>(Marching Band, Dance, ROTC)</td>
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</tr>
<tr>
<td></td>
<td>Student must continue PFT testing in deficient fitness areas</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualified students submit a 11th or 12th grade PE exemption form for Board approval</td>
</tr>
<tr>
<td>12</td>
<td>PE 11-12</td>
<td>PE 11-12</td>
</tr>
<tr>
<td></td>
<td>PE Elective Courses:</td>
<td>PE Elective Courses:</td>
</tr>
<tr>
<td></td>
<td>(Aerobics, Baseball, Basketball, Football, Soccer, Softball, Volleyball, and Weight Training)</td>
<td>(Aerobics, Baseball, Basketball, Football, Soccer, Softball, Volleyball, and Weight Training)</td>
</tr>
<tr>
<td></td>
<td>CIF Team Sport/Cheer</td>
<td>CIF Team Sport/Cheer</td>
</tr>
<tr>
<td></td>
<td>Non-PE Dept. Courses:</td>
<td>Non-PE Dept. Courses:</td>
</tr>
<tr>
<td></td>
<td>(Marching Band, Dance, ROTC)</td>
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</tr>
<tr>
<td></td>
<td>Student must continue PFT testing in deficient fitness areas</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualified students submit a 11th or 12th grade PE exemption form for Board approval</td>
</tr>
</tbody>
</table>
### CAREER PATHWAY COURSE SEQUENCES

#### INDUSTRY SECTOR: AGRICULTURE AND NATURAL RESOURCES

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURAL BUSINESS</td>
<td>Ag Economics/Ag Government</td>
<td>Agriculture Business, Marketing and Leadership</td>
</tr>
<tr>
<td>AGRICULTURAL MECHANICS</td>
<td>Agricultural Engineering 1</td>
<td>Agricultural Engineering 2</td>
</tr>
<tr>
<td>ANIMAL SCIENCE</td>
<td>Animal Biological Science</td>
<td>Veterinary Science</td>
</tr>
<tr>
<td>AGRISCIENCE</td>
<td>Chemistry &amp; Agriscience</td>
<td>Agricultural Physics</td>
</tr>
<tr>
<td>ORNAMENTAL HORTICULTURE</td>
<td>Floral Design</td>
<td>Advanced Floriculture</td>
</tr>
</tbody>
</table>

#### INDUSTRY SECTOR: ARTS, MEDIA, AND ENTERTAINMENT

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESIGN, VISUAL AND MEDIA ARTS</td>
<td>Graphic Design</td>
<td>Advanced Graphic Design</td>
</tr>
<tr>
<td>(SUB: GRAPHIC DESIGN)</td>
<td>Multimedia Communication</td>
<td>Advanced Multimedia Communication</td>
</tr>
<tr>
<td>DESIGN, VISUAL AND MEDIA ARTS</td>
<td>Visual Communications &amp; Digital Media</td>
<td>Advanced Communications &amp; Digital Media</td>
</tr>
<tr>
<td>(SUB: VISUAL/COMMERCIAL ART)</td>
<td>Film/Video Production</td>
<td>Advanced Film/Video Production</td>
</tr>
<tr>
<td>PRODUCTION AND MANAGERIAL ARTS</td>
<td>Podcasting</td>
<td>Advanced Podcasting</td>
</tr>
<tr>
<td>(SUB: FILM/VIDEO PRODUCTION)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRODUCTION AND MANAGERIAL ARTS</td>
<td>Wood Innovation &amp; Design</td>
<td>Advanced Wood Innovation &amp; Design</td>
</tr>
<tr>
<td>(SUB: MULTIMEDIA PRODUCTION)</td>
<td>Wood 1</td>
<td>Wood 2</td>
</tr>
</tbody>
</table>

#### INDUSTRY SECTOR: BUILDING AND CONSTRUCTION TRADES

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CABINETRY, MILLWORK &amp; WOODWORKING</td>
<td>Wood Innovation &amp; Design</td>
<td>Advanced Wood Innovation &amp; Design</td>
</tr>
<tr>
<td></td>
<td>Wood 1</td>
<td>Wood 2</td>
</tr>
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</table>

#### INDUSTRY SECTOR: BUSINESS AND FINANCE

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL SERVICES</td>
<td>Business</td>
<td>Advanced Business and Financial Services</td>
</tr>
</tbody>
</table>

#### INDUSTRY SECTOR: HOSPITALITY, TOURISM AND RECREATION

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD SERVICE AND HOSPITALITY</td>
<td>Culinary Arts and Food Science</td>
<td>Advanced Culinary Arts and Restaurant Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Baking &amp; Pastry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Cuisine</td>
</tr>
</tbody>
</table>

#### INDUSTRY SECTOR: INFORMATION & COMMUNICATION TECHNOLOGIES

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOFTWARE AND SYSTEMS DEVELOPMENT (SUB: SYSTEMS PROGRAMMING)</td>
<td>AP Computer Science Principles</td>
<td>AP Computer Science A</td>
</tr>
</tbody>
</table>

#### INDUSTRY SECTOR: MANUFACTURING AND PRODUCT DEVELOPMENT

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAPHIC PRODUCTION TECHNOLOGIES</td>
<td>Printing and Graphics 1</td>
<td>Page Layout &amp; Design 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Screen Printing 1</td>
</tr>
<tr>
<td>PRODUCT INNOVATION AND DESIGN</td>
<td>Manufacturing Innovation &amp; Design</td>
<td>Advanced Manufacturing Innovation &amp; Design</td>
</tr>
<tr>
<td>MACHINING AND FORMING TECHNOLOGIES</td>
<td>Manufacturing 1</td>
<td>Manufacturing 2</td>
</tr>
<tr>
<td>WELDING AND MATERIALS JOINING</td>
<td>Welding &amp; Metal Fabrication 1</td>
<td>Welding &amp; Metal Fabrication 2</td>
</tr>
</tbody>
</table>

#### INDUSTRY SECTOR: TRANSPORTATION

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>CONCENTRATION CLASS</th>
<th>CAPSTONE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYSTEMS, DIAGNOSTICS, SERVICE,</td>
<td>Auto Technology 1</td>
<td>Auto Technology 2</td>
</tr>
<tr>
<td>AND REPAIR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**What is a CTE pathway?**
A CTE pathway is a sequence of two or more CTE courses within a student’s area of career interest. Pathways are designed to connect high school classes to college, industry certifications, and/or a career.

**Why should students participate in a CTE pathway?**
While in high school, students have the opportunity to acquire free technical skills training in the career field they are interested in. Students will learn valuable technical skills and soft skills making them employable regardless of the field of study they actually end up in.

Some teachers’ courses are articulated with California Community Colleges.
The Escondido Union High School District, along with the Escondido Union School District, San Pasqual Union School District (herein referred to as "the Districts") and California State University, San Marcos (CSUSM) have created a community-wide partnership to support college preparation. The Districts and CSUSM have agreed that a college preparation and guaranteed admission program included under a support alliance, would provide a valuable mechanism for increasing the number and percentage of the District graduates qualifying for admission into California State University San Marcos. Toward that end, the institutions have developed the MAP/Alliance program to serve students. Under the MAP/Alliance program, students who meet the criteria listed below, may be considered for guaranteed admission to California State University San Marcos.

**MAP/ALLIANCE GUARANTEED ADMISSION PROGRAM REQUIREMENTS**

Successfully complete the minimum CSU eligibility index requirements and achieve a Category 1 or 2 on the Multiple Measures Evaluation, demonstrating no early start needs in English or Math. Those students participating in category of 3 or 4 may be accepted.

Have taken the SAT Reasoning Test or ACT (no minimum score is required). *CSU campuses have temporarily suspended the use of ACT/SAT exams in determining admission eligibility. Admission requirement (including test scores) beyond Fall 2022 have not been determined. For more information go to UC/CSU websites.*

Graduate with a cumulative GPA of 3.0 or higher.

Students must submit the Free Application for Federal Student Aid (FAFSA) or The California Dream Act Application.

Students must meet District residency requirement their senior year, with an exception for homeless, foster youth and military dependents.

Students must complete all A-G coursework required by CSU admission policies.

Students must participate in the CAASPP and reach the standard of "met or exceeded" in Mathematics and English Language Arts. Students who reach CAASPP standard of "nearly met" or "not met" must successfully complete additional coursework designed to build the appropriate skills and knowledge.

For more information, see your student’s school counselor or call EUHSD at (760) 291-3200.
# CSU & UC ADMISSION COMPARISON

## MINIMUM FRESHMAN ADMISSION REQUIREMENTS AS OF AUG. 2021

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CALIFORNIA STATE UNIVERSITY (CSU)</th>
<th>UNIVERSITY OF CALIFORNIA (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: HISTORY/SOCIAL SCIENCE</strong></td>
<td>15 yearlong/30 semester college preparatory A-G courses are required with letter grade of C or better*:</td>
<td>11 UC – required college-preparatory courses must be completed prior to senior year (including summer courses)</td>
</tr>
<tr>
<td></td>
<td>2 years/4 semesters of history/social science, including one year of U.S. history or one semester of U.S. history and one semester of American government, AND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 year of history/social science from either the A or G subject area</td>
<td>1 year of world history, cultures, or historical geography (including European History) from the A subject area.</td>
</tr>
<tr>
<td><strong>B: ENGLISH</strong></td>
<td>4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):</td>
<td>ESL/ELD cannot meet the senior year of English.</td>
</tr>
<tr>
<td></td>
<td>Advanced ESL may be submitted for the first year of the 4 years of English.</td>
<td></td>
</tr>
<tr>
<td><strong>C: MATHEMATICS</strong></td>
<td>3 years/6 semesters of mathematics (including or integrating topics covered in elementary algebra, two- and three-dimensional geometry, advanced algebra) *</td>
<td>Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth &amp; Space Sciences, Chemistry/Earth &amp; Space Sciences, and Physics/Earth &amp; Space Sciences as part of the Next Generation Science Standards [NGSS] models), or two years of a three-year NGSS integrated science model, or one year of biology, chemistry or physics and one year of an approved science chosen from the earth &amp; space sciences or interdisciplinary sciences disciplines. Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the science requirement. Courses must be from the D subject area.</td>
</tr>
<tr>
<td></td>
<td>(Also acceptable are courses that address the above content areas, and include or integrate: probability, statistics or trigonometry.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).</td>
<td></td>
</tr>
<tr>
<td><strong>D: SCIENCE</strong></td>
<td>2 YEARS/4 SEMESTERS OF SCIENCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area**</td>
<td>Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth &amp; Space Sciences, Chemistry/Earth &amp; Space Sciences, and Physics/Earth &amp; Space Sciences as part of the Next Generation Science Standards [NGSS] models), or two years of a three-year NGSS integrated science model, or one year of biology, chemistry or physics and one year of an approved science chosen from the earth &amp; space sciences or interdisciplinary sciences disciplines. Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the science requirement. Courses must be from the D subject area.</td>
</tr>
<tr>
<td></td>
<td>Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.</td>
<td></td>
</tr>
<tr>
<td><strong>E: LANGUAGE OTHER THAN ENGLISH</strong></td>
<td>2 years/4 semesters (or equivalent to the 2nd level high school instruction) of language other than English*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Courses must be the same language, American Sign Language allowed)</td>
<td></td>
</tr>
<tr>
<td><strong>F: VISUAL AND PERFORMING ARTS</strong></td>
<td>1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts</td>
<td></td>
</tr>
<tr>
<td><strong>G: COLLEGE PREPARATORY ELECTIVE</strong></td>
<td>1 year/2 semesters of elective course work chosen from any area on approved A-G course list</td>
<td></td>
</tr>
</tbody>
</table>

### REPEATED COURSES

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>CSU AND UC DO NOT USE PLUS/MINUS GRADES IN THE GPA CALCULATION; FOR EXAMPLE, A- C+.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required A-G courses must be completed with a grade of C or better*. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.</td>
<td>Required A-G courses must be completed with a letter grade of C or better*. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.</td>
</tr>
</tbody>
</table>

---

*Pass/Credit grades allowed for A-G coursework completed in winter 2020 through summer 2021.
*High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements.
**It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.

Information is accurate as of August 2021.
### VALIDATION OF SUBJECT OMISSION BY OTHER COURSES

<table>
<thead>
<tr>
<th>Subject</th>
<th>CSU Requirements</th>
<th>UC Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry. Integrated style Math 2 will be accepted in lieu of a Geometry course.</td>
<td>The omission of a full year of geometry cannot be validated by any higher-level coursework. A letter grade of C or better in any semester of an advanced math course will validate two years of the requirement, but not Geometry. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to CSU’s Admission Handbook.</td>
</tr>
<tr>
<td><strong>LANGUAGE OTHER THAN ENGLISH (LOTE)</strong></td>
<td>A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the level of validation.</td>
<td>CSU also allows the validation of D/F grades in Chemistry. For UC, refer to the CSU Admission Handbook.</td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong></td>
<td>A grade of C or better in the second semester of Chemistry will validate the first semester.</td>
<td>UC does not allow validation of Chemistry.</td>
</tr>
</tbody>
</table>

### VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES

Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in Quick Reference Guide to UC Admissions. CSU also allows the validation of D/F grades in Chemistry. For UC, refer to the CSU Admission Handbook.

### VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES

Required A-G courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests (taken prior to 2021), Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions. For UC, the omission of a course in Geometry cannot be validated by any examination score.

### HIGH SCHOOL GPA

Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. **CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.** Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned. **Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does not average grades. However, when completing the UC admission application, all A-G courses and grades must be reported.**

### HONORS POINTS

Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.

### TEST SCORES—ACT/SAT

**ACT OR SAT**

Applicants to CSU are not required to submit ACT or SAT scores. The CSU will temporarily suspend the use of ACT/SAT examinations in determining admission eligibility for all CSU campuses for the 2022-2023 academic year and in awarding CSU scholarships. Student will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college course placement (www.CSUSTudentSuccess.org). SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.

UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.
INDEPENDENT STUDY: A BRIGHT IDEA

STUDENTS CAN ACCESS INDEPENDENT STUDY AT EITHER ESCONDIDO, ORANGE GLEN OR SAN PASQUAL HIGH SCHOOLS. THE INDEPENDENT STUDY PROGRAM IS OFFERED OUT OF THE LEARNING CENTERS LOCATED AT THESE HIGH SCHOOLS.

Under the direction of specially trained staff, students enrolled in Independent Study receive the advantages of individualized study and may choose to engage in traditional classes or campus programs within their desired areas of interest. This flexible program opens the door for advanced learning in areas such as lab sciences and career technical education or the chance to serve on the school newspaper, explore careers from culinary arts to graphic design, or participate in a wide variety of athletic programs.

The Escondido Union High School District Independent Study Program Offers:

- Flexible Schedules
- College Prep Curriculum
- Ability to take Campus Courses
- High Standards for Student Performance and Accountability
- Participation in the Guaranteed College Admissions Program (MAP) to CSUSM
- Access to School Activities and Sports
- Online Learning
- A Self-Paced Program
- Individualized Learning
- Highly Qualified Specially Trained Teachers
- Extended Hours
- A Variety of Electives
- Free or Low Cost Internet Access at Home*
- Laptop Computer Check Out for Home Use*

*For Qualifying Students

For more information, see your student’s school counselor or call EUHSD at (760) 291-3200.

NEED CREDITS?

Our Campus Online program provides high quality, individually designed credit recovery and credit acceleration opportunities. Campus Online maintains an environment that is personalized and supportive. With computer-assisted instruction as its foundation, students can choose from over 50 core and elective courses. Students can adjust their pacing within their courses to meet their individual learning needs and goals with the oversight of their specifically trained, qualified teachers.
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* Course is repeatable

** Pending student enrollment

Note: Course offerings subject to change.
If you want to play sports at a Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or aren’t sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

**ACADEMIC REQUIREMENTS & CORE COURSES**

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA. Only courses that appear on your high school’s list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/courselist for a full list of your high school’s approved core courses. Complete 16 core courses in the following areas:

**DIVISION I**

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your 7th semester.

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 years</td>
</tr>
<tr>
<td><strong>Math</strong> (Algebra I or higher)</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Natural/Physical Science</strong> (including one year of lab, if offered)</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Additional</strong> (English, math or natural/physical science)</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Additional Courses</strong></td>
<td>4 years (Any area listed to the left, foreign language or comparative religion/philosophy)</td>
</tr>
</tbody>
</table>

**DIVISION II**

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Math</strong> (Algebra I or higher)</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Natural/Physical Science</strong> (including one year of lab, if offered)</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Additional</strong> (English, math or natural/physical science)</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Additional Courses</strong></td>
<td>4 years (Any area listed to the left, foreign language or comparative religion/philosophy)</td>
</tr>
</tbody>
</table>

**GRADE-POINT AVERAGE**

The NCAA Eligibility Center calculates your core-course grade-point average based on the grades you earn in NCAA-approved core courses.

- **DI** requires a minimum 2.3 GPA
- **DII** requires a minimum 2.2 GPA

**SLIDING SCALE**

Divisions I and II use sliding scales to match test scores and GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. The sliding scale balances your test score with your core-course GPA. Find more information about test scores at ncaa.org/test-scores.

**TEST SCORES**

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won’t use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.
NCAA HIGH SCHOOL TIMELINE

9TH GRADE
- Start planning now! Take the right courses and earn the best grades possible.
- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Sign up for a free Profile Page at eligibilitycenter.org for information on NCAA requirements.

10TH GRADE
- If you fall behind academically, ask your counselor for help finding approved courses you can take.
- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at eligibilitycenter.org/.
- Monitor the task list in your Eligibility Center account for next steps.
- At the end of the school year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE
- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the SAT/ACT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After your graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- Reminder: Only students on an NCAA Division I or II school's institutional request list will receive a certification.

12TH GRADE
- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved core courses and graduate on time with your class.
- Take the SAT/ACT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the school year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.
- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the SAT/ACT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After your graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- Reminder: Only students on an NCAA Division I or II school's institutional request list will receive a certification.

HOW TO PLAN YOUR HIGH SCHOOL COURSES TO MEET THE 16 CORE-COURSE REQUIREMENT:

4 X 4 = 16

9TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

10TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

11TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

12TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

For more information: ncaa.org/playcollegesports | eligibilitycenter.org
Search Frequently Asked Questions: ncaa.org/studentfaq
Follow NCAA Eligibility Center: @NCAAEc @playcollegesports @ncaaec

November 2021
NCAA is a trademark of the National Collegiate Athletic Association.
1. Earn a minimum GPA of 2.0 in four years of English Language Arts.

2. Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts with a score of 3 or 4 in Grade 11.

3. Demonstrate proficiency in one or more languages, other than English, through one of the following methods:
   A) Pass a foreign language Advanced Placement (AP) examination with a score of 3 or higher.
   B) Complete a four-year high school course of study in a foreign language, with an overall GPA of 3.0 or higher.
   C) Pass a district-approved test with a score of proficient or higher that meets the level of an AP exam demonstrating proficiency in reading, writing, and speaking.
   D) Pass the SAT II foreign language examination with a score of 600 or higher.

4. In addition to the previous requirements, if the primary language of the student is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, while in K-12.

SPEAK LIFE, DIFFERENTLY.

WHY SHOULD I GET THE “CALIFORNIA STATE SEAL OF BILITERACY”?

The seal will go on your diploma proving your bilingualism. It will enhance your resume and college applications, and help you achieve your college and career goals.

COVID-19 may affect CA State Seal of Biliteracy requirements. For most up-to-date information go to https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp
The Escondido Union High School District strives to provide students with a variety of instructional experiences during high school. This course description book contains courses offered throughout the district. Students and parents should review their individual school’s Course Selection Sheet/s for specific courses offered at their school during the 2022-2023 school year.

The following information is subject to change based on new adoptions. Please visit the Escondido Union High School District website at [www.euhsd.org](http://www.euhsd.org) for the most up-to-date information.

*Not every course listed in this district wide course description book is offered at every school site.*

*Specific course work for Del Lago Academy is available by visiting the counseling office at Del Lago Academy.*
### AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

#### AGRICULTURAL ECONOMICS 3123 (P)

<table>
<thead>
<tr>
<th>College Prep: Yes</th>
<th>Grades: 12</th>
<th>Credits: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Prerequisite: Students Must Complete 20 Units Of Agriculture Coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: Teacher Recommendation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU G Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD Economics Requirement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agricultural Economics is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry—agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy. The major purpose of this course is to examine the American and global economies as they relate to food production, processing and distribution.

#### AGRICULTURAL GOVERNMENT 3124 (P)

<table>
<thead>
<tr>
<th>College Prep: Yes</th>
<th>Grades: 12</th>
<th>Credits: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Prerequisite: Students Must Complete 20 Units Of Agriculture Coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: Teacher Recommendation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU A Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD Government Requirement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agricultural Government focuses on the structure and processes of the United States Government System. Initial emphasis will be on the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare the political power at the local, state, national, and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Agriculture Industry.

#### AGRICULTURAL BUSINESS, MARKETING AND LEADERSHIP 5719/5720 (P)

<table>
<thead>
<tr>
<th>College Prep: Yes</th>
<th>Grades: 12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Corequisite: Agricultural Economics and Agricultural Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pending UC Approval for UC/CSU G Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pending Board Approval for EUHSD CTE Requirement Or Elective Credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agriculture Business, Marketing and Leadership is designed to introduce students to the business, marketing, and leadership aspects of the agricultural industry. Topics in this course include an introduction to agribusiness, business models, market research, professional relations, product promotion, sales practices, FFA leadership, and the Supervised Agricultural Experience (SAE) projects. Students will explore and analyze regional agricultural businesses and the American agriculture economy as it relates to the sale and marketing of commodities and products. The leadership curriculum will focus on six central themes: self-image, cooperation amongst groups, goal setting, positive attitude, work ethic, and patriotism and community service. Students who successfully complete this course will be able to progress in the agricultural business pathway and take advantage of future post-secondary education and career opportunities offered in the field of Agricultural Business. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards. This is the capstone course in a pathway of courses designed to engage students and develop college and career readiness skills within the agriculture and natural resources industry sector.

#### AGRICULTURAL ENGINEERING 1 5711/5712 (P)

<table>
<thead>
<tr>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Prerequisite: Completion Or Concurrent Enrollment In Math 1 &amp; Enrolled In FFA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU G Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD CTE Requirement Or Elective Credit</td>
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</tr>
</tbody>
</table>

Agricultural Engineering 1 is an academically challenging course that integrates mathematics, science, writing and mechanics. Specific units include using the Ag Mechanics Shop, Measurement, Project Planning, Electricity and Electronics, Plumbing Systems and Water Use, Concrete and Masonry, Arc Welding, Power Mechanics, and Careers. Students will focus on understanding theory of the preceding areas, as well as mastery of application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. A variety of resources will be accessed (Internet, professional journals, books, and industry professionals) for the purpose of creating written and oral presentations that demonstrate students’ knowledge and ability. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
## DISCOVER AGRICULTURE

### AGRICULTURAL ENGINEERING 2  
**5713/5714 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Prerequisite: Ag Engineering 1 and Completion Or Concurrent Enrollment In Math 1 &amp; Enrolled In FFA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU CTE Requirement Or Elective Credit</td>
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</tr>
</tbody>
</table>

This course may be articulated with Mt. SAC and students who earn a B or better may receive 3 units of college credit.

Agricultural Engineering 2 is the second class offered in the Mechanized Agriculture Pathway. In this course, students will continue to build on the knowledge and skills gained in the Agricultural Engineering 1. They will also study more advanced fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural engineering. Integral to this will also be the opportunity to participate in activities developed through a student leadership organization. By participating in this program, students will meet College Career Readiness learning outcomes. EUHSD agricultural education program is made up of three integrated parts: classroom instruction, FFA and a supervised agricultural experience (SAE). In this course students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components: Classroom/Laboratory instruction (contextual learning), Supervised Agricultural Experience programs (work-based learning), and student leadership organizations. The SAE is a required component of our agricultural education program and intended for every student. Through their involvement in the SAE program, students consider multiple careers and occupations. Learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. As part of students' agricultural coursework, they build and maintain a Record Book and Coursework Portfolio in which they will store artifacts and industry-related certificates, awards, etc. related to FFA leadership and Supervised Agricultural Experiences.

### CHEMISTRY & AGRISCIENCE  
**5744/5745 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Prerequisite: Completion Or Concurrent Enrollment In Math 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: Biology &amp; Sustainable Agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD Physical Science Requirement Or CTE Requirement Or Elective Credit</td>
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</tr>
</tbody>
</table>

This class may be articulated with Mt. SAC College and students who earn a B or better may receive 3 units of college credit.

Chemistry & Agriscience is a yearlong physical and chemical science course that examines content through the study of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research project to be conducted throughout the first semester of the course. To complete that whole project, each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocols, and cited using APA formatting. Students will also develop and present a capstone soil management plan for agricultural producers, using the course content learned throughout the course. Students are expected to participate in a supervised agriculture experience program as part of their enrollment in this course.

### AGRICULTURAL PHYSICS  
**5750/5751 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite: Biology and Sustainable Agriculture &amp; Chemistry and Agriscience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

Agricultural Physics is intended for students whose interest is in agriculture. It covers the study of the atmosphere, heat and mass transfer, and an introduction to soil physics, with emphasis to conditions that enhance crop production. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODES</th>
<th>Credits</th>
<th>Repeatable For Credit</th>
<th>Prerequisite</th>
<th>Repeats within or between years</th>
<th>UC/CSU Requirements</th>
<th>College Prep</th>
<th>Grades</th>
<th>College Prep</th>
<th>MEETS COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCOVER AGRICULTURE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ANIMAL BIOLOGICAL SCIENCE</td>
<td>5718/5719</td>
<td>10</td>
<td>Yes</td>
<td>None</td>
<td>No</td>
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<td>Yes</td>
<td>9-12</td>
<td>Yes</td>
<td>Biological Science Requirement Or CTE Requirement Or Elective Credit</td>
</tr>
<tr>
<td>FLORAL DESIGN</td>
<td>7947/7948</td>
<td>10</td>
<td>No</td>
<td>None</td>
<td>Yes*</td>
<td></td>
<td>Yes</td>
<td>9-12</td>
<td>Yes</td>
<td>Fine Arts Or CTE Requirement Or Elective Credit</td>
</tr>
<tr>
<td>VETERINARY SCIENCE</td>
<td>4029/4030</td>
<td>10</td>
<td>No</td>
<td>Animal Science</td>
<td></td>
<td></td>
<td>Yes</td>
<td>11-12</td>
<td>Yes</td>
<td>Biological Science Requirement Or CTE Requirement Or Elective Credit</td>
</tr>
<tr>
<td>FLORICULTURE (ADVANCED)</td>
<td>7951/7952</td>
<td>10</td>
<td>Yes*</td>
<td>Art &amp; History Of Floral Design Or Teacher approval</td>
<td></td>
<td></td>
<td>Yes</td>
<td>10-12</td>
<td>Yes</td>
<td>Fine Arts Or CTE Requirement Or Elective Credit</td>
</tr>
</tbody>
</table>

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
# ADVANCEMENT VIA INDIVIDUAL DETERMINATION

## AVID 1 5854/5855 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
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</tr>
</tbody>
</table>

Required Prerequisite: Application Process – Minimum 2.0 GPA; Average Or Above Standardized Test Scores; Especially In Math; High Motivation; Positive Attitude; Parent Contract.

Meets UC/CSU G Requirements

Meets EUHSD Designated College Prep Requirement Or Elective Credit

(Four-Year option)

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by the AVID Center. Students engage in tutor-facilitated study groups, activities, and tasks, which strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID 1, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills, test taking, note taking, and research techniques.

## AVID 2 5856/5857 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
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</tr>
</tbody>
</table>

Required Prerequisite: AVID 1

Meets UC/CSU G Requirements

Meets EUHSD Designated College Prep Requirement Or Elective Credit

(Four-Year option)

AVID 2 continues to build on the previous course and focuses on students’ academic and social-emotional success and well-being. While students are concurrently enrolled in their core content classes, the AVID program continues to help them become successfully integrated into the culture and activities of the school while also preparing them to participate in the activities and assessments that lead to college preparation and acceptance.

## AVID 3 5858/5859 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Prerequisite: AVID 2

Meets UC/CSU G Requirements

Meets EUHSD Designated College Prep Requirement Or Elective Credit

(Four-Year option)

AVID 3 builds on AVID courses 1 and 2 and shifts students from planning to enter college to beginning to take specific steps to prepare for college acceptance. Like all AVID courses, this class helps students succeed in both their current academic program while also preparing them for the important steps they need to take to be prepared for college and career in their junior year.

## AVID SENIOR SEMINAR 5910/5911 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
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</tr>
</tbody>
</table>

Required Prerequisite: AVID 3

Co-Requisite: Enrollment In At Least One Honors Or Advanced Placement Course

Meets UC/CSU G Requirements

Meets EUHSD Designated College Prep Requirement Or Elective Credit

(Four-Year option)

AVID Senior Seminar is the culmination of a student’s years in the AVID program. The course involves substantial critical reading and writing, preparation for external exams such as Advanced Placement, International Baccalaureate, and weekly Socratic Seminars. Students enrolled in the Senior Seminar are required to complete weekly timed writings and analytical discourses in subjects across the curriculum. In addition, students are required to make oral presentations to the class on topics related to college entrance, contemporary issues and social concerns. Senior Seminar students are expected to participate in and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic instruction and assist students in gaining multiple perspectives on texts, supporting arguments with clear reasoning and evidence, and developing their critical thinking skills to the degree necessary for success in college. Senior Seminar students are required to produce an extended, reflective essay focusing on one of their areas of study such as Mathematics, Science, History, English, or World Language.
ARTS, MEDIA, AND ENTERTAINMENT INDUSTRY SECTOR

FILM/VIDEO PRODUCTION 4126/4127 (P)

Length: 1 Year  Repeatable For Credit: No  College Prep: Yes  Grades: 9-12  Credits: 10

Prerequisite: None

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Film/Video Production provides introductory training in video production and media analysis and is designed to introduce students to media, film and video production tools, techniques, and software applications. Students will gain experience in storyboarding, video script writing, field videography, editing, and production terms. By producing short film projects, students will learn how to use video production equipment to express their creativity and demonstrate their acquired skills. Students will also explore the history of film and television and analyze various media sources for creativity and content. Additionally, students will become aware of the many job opportunities in the field of film and video production. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards which are embedded with The California Arts Standards for Media Arts. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector.

FILM/VIDEO PRODUCTION (ADVANCED) 4128/4129 (P)

Length: 1 Year  Repeatable For Credit: No*  College Prep: Yes  Grades: 10-12  Credits: 10

Required Prerequisite: Film/Video Production

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Advanced Film/Video Production provides continued training in video production and media analysis and is designed to support students in building advanced skills in understanding media, and using film and video production tools, techniques, and software applications. Students will build on their experience in storyboarding, video script writing, field videography, editing, and production terms. By producing short film projects, students will learn how to use video production equipment to express their creativity and demonstrate their acquired skills. Students will also explore the history of film and television and analyze various media sources for creativity and content. Additionally, students will become aware of the many job opportunities in the field of film and video production. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards which are embedded with The California Arts Standards for Media Arts. This is the capstone course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

GRAPHIC DESIGN 7784/7785 (P)

Length: 1 Year  Repeatable For Credit: No  College Prep: Yes  Grades: 9-12  Credits: 10

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Graphic Design is the first course in a sequence of Arts, Media, and Entertainment Industry sector and the Design, Visual, and Media Arts pathway. The course is designed to span the entire range of visual communication in a digital platform. The course provides a curriculum of conceptual problem solving, innovation, and critical thinking, and formal design as well as an introduction to branding and marketing strategies. The course is an introduction to the fundamental principles and elements of graphic design. Instruction will incorporate traditional hand-rendering methods, as well as use of computer applications and computer-generated design. The course focuses on graphic design foundations including composition, layout, digital art, illustration, typography, and photo manipulation. Students will acquire the technical knowledge and the creative processes necessary for an entry-level position in the commercial communication field. These occupations may include production artist, advertising and graphic designer, illustrator, and layout artist. The end of course portfolio may be used in consideration of future educational or employment plans.

GRAPHIC DESIGN (ADVANCED) 7788/7789 (P)

Length: 1 Year  Repeatable For Credit: Yes*  College Prep: Yes  Grades: 10-12  Credits: 10

Required Prerequisite: Graphic Design

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Advanced Graphic Design is the final course in the EUHSD Graphic Design, Visual, and Media Arts sub-pathway that is part of the Arts, Media, and Entertainment Industry Sector. This course is designed to build on the Graphic Design introductory class and provides students the opportunity to advance and expand their understanding regarding the process of proposing, designing, and producing digital and print graphic design products as well as understanding the impact and role that visual art/graphic design has on society and culture. Students review and build on what they learned in the introductory course regarding composition, layout, digital art, illustration, typography, photo manipulation, and collaborative project creation and management that incorporate these and other elements. Using a variety of software tools, students create and print products for a variety of projects including real-world applications such as school related events and activities. Students develop a professional industry standard portfolio demonstrating master of the learning standards. This class is one year in length and is intended for students who wish to continue their education in graphic design, digital illustration, and/or multimedia art by building a design portfolio and providing design work for the school community. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
DISCOVER CAREER TECHNICAL EDUCATION

ARTS, MEDIA, AND ENTERTAINMENT
INDUSTRY SECTOR

**MULTIMEDIA COMMUNICATION 5676/5677 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td>Required Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU F Requirements</td>
<td>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

This class may be articulated with Palomar College and students who earn a B or better may receive 3 units of college credit.

Multimedia Communication provides entry-level training of journalism and related fields in a project-based environment. Coursework will focus on multimedia journalism and visual element principles and their application to industry/commercial and professional practice environments. Skills and knowledge will be demonstrated in both the educational and work-based setting. Students will be creating artistic products that demonstrate a comprehensive knowledge of industry practices and professional expectations. They will complete studies in the arenas of the history and evolution of journalism, news literacy, ethics, photos and visuals (including photojournalism and graphic design), writing, design and layout, production and publication, and careers. Students will generate knowledge and understanding of digital editing and publishing platforms, such as (but not limited to) the SNO digital media platform, Adobe Photoshop & InDesign (with optional certification exam), and will apply industry standard technologies and content to the development of their stories. In this foundational level course, students will be expected to develop their independent practice, personal reflection and artistic development through brainstorming, experimentation, critique, and collaboration. Student work will be evaluated using professional industry standards, culminating in a professional portfolio. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards which are embedded with The California Arts Standards for Media Arts. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector.

**MULTIMEDIA COMMUNICATION (ADVANCED) 5678/5679 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: Yes*</td>
<td>Required Prerequisite: Multimedia Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU F Requirements</td>
<td>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advanced Multimedia Communication provides continued training of journalism leadership and related fields in a project-based environment. Coursework will focus on multimedia journalism and visual element principles and their application to industry/commercial and professional practice environments as well as the development of skills needed in order to effectively operate in a leadership role in a journalism-based environment. Skills and knowledge will be demonstrated in both the educational and work-based setting. Students will be creating artistic products that demonstrate a comprehensive knowledge of industry practices and professional expectations. They will complete studies in the arenas of the history and evolution of journalism, news literacy, ethics, photos and visuals (including photojournalism and graphic design), writing, design and layout, production and publication, and careers. Students will generate knowledge and understanding of digital editing and publishing platforms, such as (but not limited to) the SNO digital media platform, Adobe Photoshop & InDesign (with optional certification exam), and will apply industry standard technologies and content to the development of their stories. In this secondary level course, students will be expected to develop their independent practice, personal reflection and artistic development through brainstorming, experimentation, critique, and collaboration, but also to oversee and manage the student publication which includes peer-to-peer leadership and associated responsibilities. Student work will be evaluated using professional industry standards, culminating in a professional portfolio. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards which are embedded with The California Arts Standards for Media Arts. This is the capstone course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**

### ARTS, MEDIA, AND ENTERTAINMENT INDUSTRY SECTOR

#### PODCASTING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>College Prep</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>6470/6471 (P)</td>
<td>Podcasting</td>
<td>10</td>
<td>Yes</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

- **Repeatable For Credit:** No
- **Prerequisite:** None
- **Meets UC/CSU G Requirements**
- **Pending Board Approval for EUHSD CTE Requirement Or Elective Credit**

Podcasting will focus on the various elements and techniques required to produce a high-quality narrative podcast. Learners will explore the foundational elements of art, the craft of research and story development, sound design and production, voice technique development and voiceover, and marketing and monetization. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector.

#### PODCASTING (ADVANCED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>College Prep</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>6472/6473 (P)</td>
<td>Advanced Podcasting</td>
<td>10</td>
<td>Yes</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

- **Repeatable For Credit:** Yes*
- **Required Prerequisite:** Podcasting
- **Pending UC Approval for UC/CSU G Requirements**
- **Pending Board Approval for EUHSD CTE Requirement Or Elective Credit**

Advanced Podcasting will explore the medium of podcasting, specifically in the context of narrative storytelling. The foundation of the course is an exploration into the elements of storytelling, focusing on the rhetorical choices that a writer/producer must consider (structure, diction, evidence, audience, voice and tone). Students will begin the course with a teacher-selected core reading list that allows them to explore and build awareness of the art of storytelling. As the course progresses, students will work in collaborative groups with the instructor to create their own reading lists, which will be inquiry-based and will inform them more about the subject that they choose for their own podcast. The capstone project for this class is the creation of an original podcast that incorporates student research, interviews, and original writing, and that will be produced and published for our school audience.

This course emphasizes improving students’ communication skills through podcast media and preparing students for potential careers in audio production and podcasting. Students will build on their study of podcasting and incorporate their learning about the field of futurism to create polished episodes of a future-focused podcast. Students will perform basic exercises and drills to start developing their vocal instrument, working on volume, pitch, and pace, as well as fluency, articulation, and rhythm. Students will explore the process of reaching listening audiences as they learn about planning, recording, editing, and publishing. This is the capstone course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

#### VISUAL COMMUNICATIONS & DIGITAL MEDIA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>College Prep</th>
<th>Length</th>
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</thead>
<tbody>
<tr>
<td>4971/4972 (P)</td>
<td>Visual Communications &amp; Digital Media</td>
<td>10</td>
<td>Yes</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

- **Repeatable For Credit:** No
- **Recommended Prerequisite:** Concurrent Enrollment In An English Class
- **Meets UC/CSU G Requirements**
- **Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

Students enrolled in Visual Communications & Digital Media learn and interact with the various media skills and tools necessary to produce the school’s literary publications: school yearbook. Students study industry related publication policies and procedures relative to digital media and visual communication in a high school setting. Students build the habits of mind skills that serve to enhance their leadership, teamwork, and higher level thinking for decision-making. Students will improve their critical thinking and writing skills, advance their understanding of journalistic writing and reporting, and increase their access to quality, complex reading pieces in the world around them.

#### VISUAL COMMUNICATIONS & DIGITAL MEDIA (ADVANCED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>College Prep</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>4973/4974 (P)</td>
<td>Advanced Visual Communications &amp; Digital Media</td>
<td>10</td>
<td>Yes*</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

- **Repeatable For Credit:** Yes*
- **Required Prerequisite:** Visual Communications & Digital Media Or Teacher Approval
- **Recommended Prerequisite:** Successful Completion Of English 9
- **Meets UC/CSU G Requirements**

Advanced Visual Communications & Digital Media builds upon the foundational skills acquired in course one. In addition to the overarching objective of producing the school’s literary publication, students assume leadership roles and responsibilities in all aspects of publication development and design. Students take on both short and long term projects and are expected to facilitate large and small group discussions with their fellow students, staff, site admin and/or industry partners. As students continue to refine their understanding of journalistic writing and reporting, they will create a digital portfolio of their best work as a culmination presentation project. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.
## WOOD 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6449/6450 (P) | **Length:** 1 Year  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 10  
**Repeatable For Credit:** No  
**Prerequisite:** None  
**Meets UC/CSU G Requirements**  
**Meets EUHSD CTE Requirement Or Elective Credit**  
Wood 1 is an entry-level course offering students an opportunity to build foundational entry-level skills to students with limited and/or no experience in woodworking. Students learn about the safety, use, and maintenance of basic wood shop tools and procedures and participate in a series of demonstration activities that illustrate proper selection and use of woodworking tools. Students interpret and follow step-by-step procedures for the completion of a variety of projects according to industry specifications. They will research, identify, and use specific wood products in their project designs. Students will demonstrate competence in the construction process by completing their projects according to industry rubrics. Students will showcase their projects to industry experts and will receive feedback on their designs. |

## WOOD 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6451/6452 (P) | **Length:** 1 Year  
**College Prep:** Yes  
**Grades:** 10-12  
**Credits:** 10  
**Repeatable For Credit:** No  
**Recommended Prerequisite:** Wood 1  
**Meets UC/CSU G Requirements**  
**Meets EUHSD CTE Requirement Or Elective Credit**  
This class may be articulated with Palomar College and students who earn a B or better may receive 3 units of college credit.  
Wood 2 is an intermediate level course offered to students with moderate experience in woodworking. This course builds on students' knowledge of safety, systems, tools, procedures and processes to successfully create individual projects acquired in year 1. It also provides learning opportunities for students interested in preparing for careers in cabinet construction and wood products. |

## ADVANCED WOOD

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6453/6454 (P) | **Length:** 1 Year  
**College Prep:** Yes  
**Grades:** 11-12  
**Credits:** 10  
**Repeatable For Credit:** Yes*  
**Required Prerequisite:** C Or better in Wood 2  
**Meets UC/CSU F Requirements**  
**Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**  
Advanced Wood is the advanced course in EUHSD's woodworking pathway and falls under the Building and Construction Trades Pathway. This course is designed to further the student's knowledge and skills of furniture design and construction in the field of woodworking. In addition to developing skills in design and advanced woodworking techniques, students select and construct a major/technically advanced piece and/or group of well-designed, functional furniture pieces. Projects range from chairs, tables, desks, dressers, cabinets, and buffets, to grandfather clocks and stringed instruments. The class focuses on an occupational information concept, providing students with not only skills and abilities to succeed at entry-level jobs, but the attitudes of safety and managerial habits necessary to be successful in both a classroom and working environment. The class is repeatable for fourth year students who may focus on special projects and advanced study. This course is open to students who have demonstrated the pre-requisite habits of mind and the critical thinking and woodworking skills necessary to successfully complete advanced woodworking projects. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year. |

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
### BUILDING AND CONSTRUCTION TRADES INDUSTRY SECTOR

**WOOD INNOVATION & DESIGN** 6478/6479 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit:** No

**Prerequisite:** None

**Pending UC Approval for UC/CSU F Requirements**

**Pending Board Approval for EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

Wood Innovation & Design will introduce students to an innovative product design curriculum that is related to woodworking that includes a focus on design factors such as aesthetics, format, geometric shape and form, perspective drawing, scale, proportion, and presentation techniques. This course incorporates product innovation and design (S.T.E.A.M.) and offers a cross curriculum collaboration between Art & Design and Product Design & Woodworking Engineering. Students will use computers and shop machinery as a medium/tool for design of project components such as: designing, rendering, sketching, inventing, model making, CAD, 3D printing, 3D modeling, lasers, and woodworking. This course exposes students to tools, machinery, safety training, processes, and enables students to experience the process of translating an idea into a finished project. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Building and Construction Trades Industry Sector.

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**WOOD INNOVATION & DESIGN** (ADVANCED) 6480/6481 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit:** Yes*

**Required Prerequisite:** Wood Innovation & Design

**Pending UC Approval for UC/CSU F Requirements**

**Pending Board Approval for EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

Advanced Wood Innovation & Design will use the introductory course, Wood Innovation & Design as a foundation and students will continue to create and design products that are related to woodworking. Students will demonstrate capacity in language arts, mathematics, and scientific knowledge and skills required to pursue the full range of post-secondary and career opportunities by solving problems using critical thinking skills (analyze, synthesize, and evaluate). Students will work independently and in teams to learn how to problem solve, ideate, collaborate, research, utilize critical thinking and present (visually & verbally) a complete product that they have built themselves using design, math, computers, tools, and machines to prepare for employment in woodworking. This course is academically challenging and involves reading, research and writing of design proposals and use of math in building prototypes. Students use problem-solving with laboratory/shop work by creating working prototypes of their products. Students use analytical thinking, as well as factual content to research, problem solve and create working products. This is the capstone course in a pathway of courses designed to engage students and develop college and career readiness skills within the Building and Construction Trades Industry Sector. Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

### BUSINESS AND FINANCE INDUSTRY SECTOR

**BUSINESS** 6474/6475 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit:** No

**Prerequisite:** None

**Pending UC Approval for UC/CSU G Requirements**

**Pending Board Approval for EUHSD CTE Requirement Or Elective Credit**

Business will introduce students to basic economic principles and business practices, including business management and operations, entrepreneurship, marketing, finances, organization structures, government and business, and risk management. Career opportunities and preparation, personal financial management, business writing and technological applications are also covered. There is an overarching emphasis on today’s interconnected global economy throughout. Coursework and assignments provide hands-on and real-world learning experiences, as well as research and writing opportunities. By the end of the course, students will understand the basic practices and skills underlying the Business and Finance Industry Sector and will be prepared for the capstone course of the Pathway.

This course is project based and is enhanced by the use of guest speakers (CEO’s, Managers, etc.). Computer simulations and case studies are also used to allow the students the opportunity to actually apply the information and knowledge that they have acquired. One or more field trips may also be offered. Embedded within this course, students will receive an overview of legal matters that they could deal with in their personal and/or professional life.

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**BUSINESS AND FINANCIAL SERVICES** (ADVANCED) 6476/6476 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit:** Yes*

**Recommended Prerequisite:** Business

**Pending UC Approval for UC/CSU G Requirements**

**Pending Board Approval for EUHSD CTE Requirement Or Elective Credit**

Advanced Business and Financial Services covers accounting principles and practices, the complete accounting cycle and creation of financial reports. Use of the general journal and special journals, general ledger, accounts payable, accounts receivable and proper financial reporting. This course provides instruction in the basic accounting procedures used to operate a business including sole proprietorship, partnerships, and corporations. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for further education and training. The complete accounting cycle is covered, students learn how to use generally accepted accounting principles to prepare, analyze, verify financial transactions, reports and economic information to make decisions for organizations. The course trains students in the basics of manual and computerized accounting and finance. Students learn accounting topics including ethics, accounting principles, computing accounting, accounting terminology, job specific accounting, and clerical duties related to accounting. Students also gain real-world applications in income tax, personal finance, and stock market. Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.
**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**

### HOSPITALITY, TOURISM, AND RECREATION INDUSTRY SECTOR

#### CULINARY ARTS & FOOD SCIENCE 3514/3515 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 10

- **Repeatable For Credit:** No
- **Prerequisite:** None

- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

This class may be articulated with Mesa College and students who earn a B or better may receive 3 units of college credit.

Culinary Arts & Food Science is a comprehensive lab-based foods and nutrition course. Students will learn how to make healthy and nutritious food choices reflecting the most current nutritional guidelines. Students will learn how to plan and safely prepare food in a hands-on lab based kitchen setting. Students will acquire the basic facts regarding food borne microorganisms and food safety. Students will study the science and technological impact of food choice and nutrition. The course will emphasize the science of food including examples such as the Ph Scale, chemical hazards in fish, denatured protein, fermentation and yeast, Millard reaction, osmosis, and the chemical reaction of quick bread. Students will learn life skills; integrate academic learning, and examine the vast career opportunities in the food and hospitality industries. The course focuses on CTE Pathway Standards – those that reflect the essential knowledge and skills students are expected to master to be successful in The Food Service and Hospitality Industry Sector.

#### ADVANCED BAKING & Pastry 5062/5063 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 10-12
- **Credits:** 10

- **Repeatable For Credit:** No
- **Required Prerequisite:** Completion Of Math 1, Biology & Culinary Arts & Food Science
- **Recommended Prerequisite:** Completion Of Advanced Culinary Arts & Restaurant Management

- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

Students enrolled in Advanced Baking and Pastry participate in a hands-on course of study that builds upon the previous two years of Culinary Arts coursework within the EUHSD. Students will participate in both individual and group tasks that explore the preparation and production of baking and pastry items designed to meet baking and pastry industry standards. In a lab-based environment, students learn and demonstrate culinary arts skills to prepare specific baking and pastry dishes using unique ingredients and techniques that showcase the art and design of baking and pastry foods. This course is aligned to the CA Career Technical Education Standards and students will also complete a variety of reading, writing, speaking/listening tasks during the course.

#### ADVANCED CULINARY ARTS & RESTAURANT MANAGEMENT 3518/3519 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 10-12
- **Credits:** 10

- **Repeatable For Credit:** No
- **Recommended Prerequisite:** Completion Of Math 1, Biology & Culinary Arts & Food Science

- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

This class may be articulated with Mesa College and students who earn a B or better may receive 3 units of college credit.

Advanced Culinary Arts & Restaurant Management is a capstone course in a sequence of career technical education courses in the Food Service and Hospitality pathway. Students will participate in a variety of advanced level hands on tasks and longer projects that serve to assist them in demonstrating competency in all phases of food service and food production. Through a variety of individual and group assignments, students will demonstrate their learning of a variety of topics, included but not limited to, the study of stocks, sauces and soups, meat, poultry, fish and seafood, appetizers, plating, garnishing and presentation. Students will complete a safety test to assure that they are ready to participate fully in the course utilizing a variety of culinary arts equipment. Students will apply their skills and techniques learned in class to a variety of service and catering opportunities.

#### INTERNATIONAL CUISINE 5060/5061 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 10-12
- **Credits:** 10

- **Repeatable For Credit:** No
- **Required Prerequisite:** Completion Of Math 1, Biology & Culinary Arts & Food Science
- **Recommended Prerequisite:** Completion Of Advanced Culinary Arts & Restaurant Management

- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

Students enrolled in International Cuisine participate in a hands-on course of study that builds upon the previous two years of Culinary Arts coursework within the EUHSD. Students will participate in both individual and group tasks that explore the preparation and production of foods from throughout the world. Students will study cuisines and cultural understandings as well as the heritage and historical context from Asia, the Mediterranean, Latin American, Europe, and regional American locations. In a lab-based environment, students learn and demonstrate culinary arts skills used within various geographic regions around the world. Students explore the traditions, customs, techniques, culinary tools, and major ingredients within specific cuisines. This course is aligned to the CA Career Technical Education Standards and students will complete a variety of reading, writing, speaking/listening tasks during the course.
## DISCOVER CAREER TECHNICAL EDUCATION

### INFORMATION & COMMUNICATIONS

#### INDUSTRY SECTOR

**EXPLORING COMPUTER SCIENCE** 0888/0889 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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<tbody>
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<td>Repeatable For Credit: No</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Meets EUHSD CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today’s students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

**AP COMPUTER SCIENCE PRINCIPLES** 0895/0896

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<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
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<tbody>
<tr>
<td>Repeatable For Credit: No</td>
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<td></td>
</tr>
<tr>
<td>Prerequisites: Math 1</td>
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<tr>
<td>Meets UC/CSU D Requirements</td>
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<tr>
<td>Meets EUHSD CTE Requirement Or Elective Credit</td>
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</table>

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

**AP COMPUTER SCIENCE A** 0891/0893

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Repeatable For Credit: No</td>
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</tr>
<tr>
<td>Prerequisites: Math 1</td>
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<td>Meets UC/CSU C Requirements</td>
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<tr>
<td>Meets EUHSD CTE Requirement Or Elective Credit</td>
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</table>

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

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**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
### MANUFACTURING AND PRODUCT DEVELOPMENT INDUSTRY SECTOR

#### MANUFACTURING INNOVATION & DESIGN (ADVANCED) 6484/6485 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Prerequisite: Grade Of C Or Better In Manufacturing Innovation &amp; Design</td>
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<tr>
<td>Pending UC Approval for UC/CSU D Requirements</td>
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<tr>
<td>Pending Board Approval for EUHSD CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

**Advanced Manufacturing Innovation & Design** will use the introductory course, Manufacturing Innovation & Design as a foundation and students will continue to create and design products that are related to manufacturing and provide students the opportunity to specialize in a particular area of interest, expand their expertise in a particular specialization and develop more advanced skills. Students will demonstrate capacity in language arts, mathematics, and scientific knowledge and skills required to pursue the full range of post-secondary and career opportunities by solving problems using critical thinking skills (analyze, synthesize, and evaluate) in this academically challenging class. Students will work independently and in teams to learn how to problem solve, ideate, collaborate, research, utilize critical thinking and present (visually & verbally) a complete product that they have built themselves using design, math, computers, tools, and machines to prepare for employment in manufacturing. This is the capstone course in a pathway of courses designed to engage students and develop college and career readiness skills within the Manufacturing and Product Development Industry Sector. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

#### MANUFACTURING INNOVATION & DESIGN 6482/6483 (P)

<table>
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<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
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<td>Repeatable For Credit: No*</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Pending UC Approval for UC/CSU D Requirements</td>
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<tr>
<td>Pending Board Approval for EUHSD CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

**Manufacturing Innovation & Design** will introduce students to an innovative product design curriculum that is related to manufacturing that includes a focus on design factors such as aesthetics, format, geometric shape and form, perspective drawing, scale & proportion, and presentation techniques. This course incorporates product innovation and design (S.T.E.A.M.) and offers a cross curriculum collaboration between art & design, physics, chemistry, and product design. Students will use computers and shop machinery as a medium/tool for design of project components such as: designing, rendering, sketching, inventing, model making, welding, manufacturing & product development. This course exposes students to tools, machines, safety training, processes, and enables students to experience the process of translating an idea into a finished product. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Manufacturing and Product Development Industry Sector.

#### MANUFACTURING 2 6445/6446 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No*</td>
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<td></td>
</tr>
<tr>
<td>Required Prerequisite: Grade Of C Or Better In Manufacturing 1</td>
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<tr>
<td>Meets UC/CSU G Requirements</td>
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<tr>
<td>Meets EUHSD CTE Requirement Or Elective Credit</td>
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**Manufacturing 2** provides intermediate-level training in manufacturing occupations. Building on previous skills acquired in Manufacturing 1, students will gain the skills to earn industry credentials from the National Institute for Metalworking Skills (NIMS) on the vertical milling machine, engine lathe, and surface grinder. They will also receive an introduction to Computer Aided Design (CAD) via Solid-works and Computer Aided Machining (CAM) instruction covers the following areas: safety in the workplace, precision measurement, vertical MIG, Arc, Oxy-Act, and Flux-cored, and TIG welding, Oxy-Fuel cutting, layout and design, grinding/finishing, tool making and sharpening, sawing/cutting, threading, drill presses, press brake, sheet metal, forge, fabrication, lathe, vertical mill, and Computer Numeric Controlled machining. Print reading, technical math instruction, and an introduction to Computer Assisted Design and Machine Systems are also part of the course. Students use equipment such as measuring and layout tools, welding and metal working machines, drill presses, saws, lathes, vertical mills and computer numerical controlled machines. This course continues to provide students with a variety of hands-on, industry related networking opportunities in order to expose students to the various careers within the industry.

#### ADVANCED MANUFACTURING 6447/6448 (P)

<table>
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<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
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</table>

**Advanced Manufacturing** provides advanced-level training in manufacturing occupations. Building on skills acquired in previous Manufacturing coursework, students will become fully proficient in operating CNC mills and lathes. Students will learn how to create industry-level drawing using Computer Aided Design (CAD) software and convert their drawings to G-code machining language using Computer Aided Machining (CAM) software. Students will have the opportunity to earn industry credentials from the National Institute for Metalworking Skills (NIMS) on the CNC vertical milling machine and CNC lathe. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
DISCOVER CAREER TECHNICAL EDUCATION

**WELDING AND METAL FABRICATION 2**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Required Prerequisite: Grade Of C Or Better In Welding And Metal Fabrication 1

Meets UC/CSU G Requirements

Meets EUHSD CTE Requirement Or Elective Credit

Welding and Metal Fabrication 2 is a second year course and part of the Manufacturing and Product Development Career Pathway. This course provides the next level of experience and training in critical thinking and leadership pertaining to welding and metal fabrication skills. This course helps students understand the various employment opportunities that exist in occupations such as engineering, steel fabrication and materials joining and the many related occupations associated with these fields such as welding inspection, sales, and management. All students, however, gain more advanced experience in joining and fastening materials through welding, the use of polymers, and other bonding agents and learn how and where it is appropriate to use each of these joining and fastening techniques.

All students follow and demonstrate industry safety practices and participate in a lab-based instructional setting. They learn about the history of welding and fabrication, developing a practical understanding of today's industry standard processes as well as looking forward to what welding and fabrication will look like in the near future. Students will have the opportunity to develop understanding and skills through hands-on experience with a variety of industry related tools. Students will design, create, present, and evaluate their own work and the work of their classmates.

**WELDING AND METAL FABRICATION 3**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Required Prerequisite: Grade Of C Or Better In Welding And Metal Fabrication 2

Meets UC/CSU G Requirements

Meets EUHSD CTE Requirement Or Elective Credit

Welding and Metal Fabrication 3 is a third year course in the Manufacturing and Product Development Career Pathway. Students who complete this course have attained practical, marketable skills, and certifications related to this industry thus making them uniquely prepared to enter post-secondary welding and metal fabrication preparation programs and jobs. Students at this level do not simply follow industry practices but lead other students by demonstrating their exemplary understanding of workplace safety and collaboration in a functional lab-based setting.

In addition to welding and metal fabrication skills and content knowledge, this course continues to provide project-based experiences that develop the unique leadership and critical thinking skills that jobs in this competitive industry require. Students add to their understanding regarding the history of welding and fabrication and develop a practical understanding of today's processes in order to look forward to emerging technologies and applications in the field. The course culminates with students describing in detail their portfolio of work and presenting it along with samples to real audiences and for real purposes such as local fairs and trade shows.

**CODING OF COURSES: (P) College Prep, (H) Honors, (AP) Advanced Placement**
PAGE LAYOUT & DESIGN 1  5081/5082 (P)

**Length:** 1 Year  **College Prep:** Yes  **Grades:** 10-12  **Credits:** 10

**Repeatable For Credit:** No

**Required Prerequisite:** Printing & Graphics 1

**Meets UC/CSU G Requirements**

**Meets EUHSD CTE Requirement Or Elective Credit**

This class may be articulated with Palomar College and students who earn a B or better may receive 3 units of college credit.

Page Layout and Design 1 provides training in the Printing and Graphics Technology field in the specific area of page layout and design. The following skills are geared towards the acquisition and development of the basic foundational skills necessary to go into the third year of this program. Instruction covers the following: An overview of electronic document design and page layout, electronic composition, along with text and graphics entry with computers. Students will learn the essential principles to utilizing design and type including: the four principles that are necessary for all design projects (proximity, contrast, alignment, and repetition), how to recognize when you are not using good design principles, and how to apply the principles to create excellent page layouts. Students will take an in-depth look at Adobe InDesign. Students will learn necessary bindery equipment skills including how to set up a full bleed. Students will create a two-color screen print. Students will design a marketing package containing a variety of items, based on the business and what visual message they want to send to the consumer. Some of these items are business cards, letterhead & envelopes, flyers, newsletters, brochures, postcards, newspaper ads, and interactive PDF’s. Each requires some elements in common, as well as specific editing depending on the item (example: photographs for a website require a different resolution and size that a photograph that will be framed.) Students will learn when to utilize RGB and/or CMYK color, depending on the output. Students will create artwork and colors separations, culminating with screen-printing using multiple colors. Students will learn how and when to use a heat press.

SCREEN PRINTING 1  5083/5084 (P)

**Length:** 1 Year  **College Prep:** Yes  **Grades:** 10-12  **Credits:** 10

**Repeatable For Credit:** No

**Required Prerequisite:** Printing & Graphics 1 And Page Layout & Design 1

**Meets UC/CSU G Requirements**

Pending Board Approval For EUHSD CTE Requirement Or Elective Credit

This class may be articulated with Palomar College and students who earn a B or better may receive 3 units of college credit.

In the Screen Printing 1 course, students will incorporate the advanced skills of 2-4 color screen printing using their own original creations designed using the most current Adobe Creative Suite applications: Illustrator, Photoshop, and InDesign. Each student group will develop a portfolio relative to a specific business utilizing industry standards providing a marketing plan, logo development, business cards, marketing brochures, a coordinating screen-printed business sign, and t-shirt. Students will complete both individual and group projects, and will showcase their work in small teams. Students will show project development from start to finish including hand sketches, thumbnails, rough drafts, and finished products throughout the course. There is an internship requirement of three hours, either in the District Printing Services or another approved business. All students must complete a digital resume and cover letter as well as a college/career research project. Students will create and submit a digital portfolio of their work. Their digital portfolio and a ten-minute group business project oral presentation displaying and explaining their marketing pieces will culminate this course.
### AUTO TECHNOLOGY 1 6342/6343 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 10
- **Repeatable For Credit:** No
- **Prerequisite:** None
- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

This class may be articulated with Palomar College and students who earn a B or better may receive 3 units of college credit.

Students enrolled in Auto Technology 1 will begin building a foundational understanding of transportation practices and basic skills. Both classroom and hands-on lab experiences are designed to cover maintenance, electrical systems, lubrication expectations, and cooling and fuel systems. Students will also review and demonstrate learning on the following automotive systems: brakes, steering and suspension, front-end alignment, power train and air conditioning. This is a beginning class in a pathway of courses designed to assist students in the college and career readiness skills in the Transportation Industry Sector.

### AUTO TECHNOLOGY 2 6344/6345 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 10
- **Repeatable For Credit:** No
- **Required Prerequisite:** Concurrent Enrollment Or Completion Of Math 1
- **Recommended Prerequisite:** Auto Technology 1 Or Teacher Recommendation
- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

Auto Technology 2 is the second course in a sequence of courses within the Transportation Industry Sector and the Systems, Diagnostics, Service, and Repair Career Pathway. The course was written to align to the skills and competencies outlined within the California Model Career Technical Education Standards. As a second year course, students will work both independently and in small and large group settings where they will participate in a variety of performance based tasks that build upon the skills and competencies acquired in year 1. Both classroom and hands-on lab experiences are designed to cover maintenance, electrical systems, lubrication expectations, and cooling and fuel systems. Students will continue to explore a variety of automotive systems; including brakes, steering and suspension, front-end alignment, power train and air conditioning, etc. This course is designed as part of an automotive technology pathway designed to assist students in meeting college and career readiness skills in the Transportation Industry Sector. Students will also continue to enhance their career portfolio, which will include ongoing development of a professional resume.

### ADVANCED AUTO TECHNOLOGY 6350/6351 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 11-12
- **Credits:** 10
- **Repeatable For Credit:** Yes*
- **Required Prerequisite:** Concurrent Enrollment Or Completion Of Math 1
- **Recommended Prerequisite:** Auto Technology 1 & Auto Technology 2
- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

Advanced Auto Technology course was written to align to the skills and competencies outlined within the California Model Career Technical Education Standards. As a third year course, students will, independently and in small group settings, participate in a variety of performance based tasks that build upon the skills and competencies acquired in years 1 and 2. Students will continue to enhance their knowledge of the transportation industry and the careers, education and certification requirements that lead to college and career readiness. Students will receive rigorous training on advanced electrical systems, advanced use of the global impact of the industry, advanced diagnoses and repair of refrigeration system components, troubleshooting OBDI and OBDII system capabilities, advanced training, diagnoses, and repair of emission controls systems, and advanced training, diagnoses, and repair of drive trains and axles. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.*
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
<th>Repeatable For Credit</th>
<th>Recommended Prerequisite</th>
<th>Meets EUHSD English Requirement</th>
<th>Meets UC/CSU B Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 9</td>
<td>9</td>
<td>10</td>
<td>No</td>
<td>None</td>
<td>(P)</td>
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</tr>
<tr>
<td>ENGLISH 10</td>
<td>10</td>
<td>Yes</td>
<td>No</td>
<td>English 9</td>
<td>(P)</td>
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<tr>
<td>ENGLISH 11</td>
<td>11</td>
<td>Yes</td>
<td>No</td>
<td>English 9 &amp; 10</td>
<td>(P)</td>
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</tr>
<tr>
<td>ENGLISH 12 CSU EXPOSITORY READING &amp; WRITING COURSE (ERWC)</td>
<td>12</td>
<td>Yes</td>
<td>No</td>
<td>English 9, 10 &amp; 11 or AP English Language</td>
<td>(P)</td>
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</tr>
</tbody>
</table>

**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement
### AP ENGLISH LANGUAGE & COMPOSITION 1752/1753

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU B Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement</td>
<td></td>
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</tr>
</tbody>
</table>

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

### AP ENGLISH LITERATURE & COMPOSITION 1760/1761

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU B Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement</td>
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</tr>
</tbody>
</table>

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
ENGLISH LANGUAGE DEVELOPMENT

**ELD 1 (2 PERIOD BLOCK)**

<table>
<thead>
<tr>
<th>1208/1209 (BLOCK 1)</th>
<th>1229/1230 (BLOCK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Grades: 9-12</td>
<td>Credits: 20</td>
</tr>
<tr>
<td>Repeatable For Credit: No * Exceptions With District Approval</td>
<td></td>
</tr>
<tr>
<td>Placement Based On Multiple Measures</td>
<td></td>
</tr>
<tr>
<td>Co-Req: MUST BE ENROLLED IN BOTH SECTIONS</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD Elective Credit</td>
<td></td>
</tr>
</tbody>
</table>

ELD 1 is designed to build skills necessary for transition into ELD 2 and eventually mainstream ELA coursework. The course is aligned to the CA 9-12 ELD standards at the emerging level.

English Language Development 1 curriculum is written to provide students with the requisite skills necessary to meet the California State Standards for ELD grades 9/10 or 11/12 and meet the learning outcomes expressed in the College and Career Readiness standards. ELD courses emphasize cross-disciplinary and meaningful interactions with complex texts and intellectually rich tasks, as called for in the CA CCSS for ELA/Literacy. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers, and effective communicators. Students will read and write using a variety of grade level appropriate informational and literary resources and will utilize technology to research, publish, upload and share work with their fellow students.

**ELD 2 (2 PERIOD BLOCK)**

<table>
<thead>
<tr>
<th>7909/7910</th>
<th>7911/7912 (SUPPORT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Grades: 9-12</td>
<td>Credits: 10 ELA 10 Elective</td>
</tr>
<tr>
<td>Repeatable For Credit: No * Exceptions With District Approval</td>
<td></td>
</tr>
<tr>
<td>Placement Based On Multiple Measures</td>
<td></td>
</tr>
<tr>
<td>Co-Req: MUST BE ENROLLED IN SUPPORT</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement &amp; Elective Credit</td>
<td></td>
</tr>
</tbody>
</table>

ELD 2 is designed to build skills necessary for transition into ELD 3 and mainstream ELA coursework. The course is aligned to the CA 9-12 ELD standards at the expanding level.

English Language Development 2 curriculum is written to provide students with the requisite skills necessary to meet the California State Standards for ELD grades 9/10 or 11/12 and meet the learning outcomes expressed in the College and Career Readiness standards. ELD courses emphasize cross-disciplinary and meaningful interactions with complex texts, intellectually rich tasks, as called for in the CA CCSS and for ELA/Literacy. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers, and effective communicators. Students will read and write using a variety of grade appropriate informational and literary resources and will utilize technology to research, publish, upload and share work with their fellow students.

**ELD 3 INTENSIVE (2 PERIOD BLOCK)**

<table>
<thead>
<tr>
<th>7885/2411 (P)</th>
<th>7913/7915 (SUPPORT)</th>
</tr>
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<tbody>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: Yes</td>
</tr>
<tr>
<td>Grades: 9-12</td>
<td>Credits: 10 ELA 10 Elective</td>
</tr>
<tr>
<td>Repeatable For Credit: No * Exceptions With District Approval</td>
<td></td>
</tr>
<tr>
<td>Placement Based On Multiple Measures</td>
<td></td>
</tr>
<tr>
<td>Co-Req: MUST BE ENROLLED IN SUPPORT</td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU B Requirements</td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement &amp; Elective Credit</td>
<td></td>
</tr>
</tbody>
</table>

English Language Development 3 Intensive curriculum is written to provide students with the requisite skills necessary to meet the California State Standards for ELD grades 9/10 or 11/12 and meet the learning outcomes expressed in the College and Career Readiness standards. ELD courses emphasize cross-disciplinary and meaningful interactions with complex texts, intellectually rich tasks, and others called for in the CA CCSS for ELA/Literacy. As outlined in the CA ELA/ELD Framework, the CA CCSS in ELA/Literacy and the CA ELD Standards are inextricably linked in their conception and realization in California classrooms. ELD courses support students accessing high quality content curriculum and maintaining steady progress toward developing advanced levels of English. Students will be taught in ways that further students’ development of their skills, abilities, and knowledge in literacy, language, and the specific area of study. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers, and effective communicators. Students will read and write using a variety of grade appropriate informational and literary resources and will utilize technology to research, publish, and upload and share work with their fellow students. Students will develop the habits of mind to reflect, respond, and communicate about a variety of topics and issues.

ELD 3 is the EUHSD capstone ELD course and is designed to build skills necessary for transition into mainstream ELA coursework. The course is aligned to the CA 9-12 ELD standards at the bridging level.

Students are enrolled for two class periods and receive five elective credits and five EUHSD English Language Arts credits for each semester. This course is UC approved. In order to receive UC ELA B credit, students MUST complete the full year of ELD 3 Intensive with a grade of C or better. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
### ELD Math Literacy

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 Year</td>
</tr>
<tr>
<td>College Prep</td>
<td>No</td>
</tr>
<tr>
<td>Grades</td>
<td>9-12</td>
</tr>
<tr>
<td>Credits</td>
<td>10</td>
</tr>
</tbody>
</table>

- Repeatable For Credit: No
- Prerequisites: None
- Not UC/CSU Approved
- Meets EUHSD Elective Credit
- Course Will Receive Pass/Fail Grade

**Course Description**

ELD Math Literacy is designed to enhance students' language fluency and build mathematics numeracy and is aimed specifically at students identified as English Language Learners (ELs) and/or, more specifically, students with interrupted formal education ("SIFE"). Students will explore mathematics content through a variety of learning experiences based on the latest best practices and pedagogical research with the goal of helping to ensure they acquire the requisite concepts and skills to be successful when they enroll in the Math 1 course. Throughout this course students participate in small and whole group tasks promoting "math talk" in order to build the array of interpersonal and collaborative skills and habits of mind that will help ensure their success. A key focus of the course is to equip students with the formal academic language to support their mathematical understanding and overall language skills with the larger goal of effective college and career preparation.

### Language & Culture

<table>
<thead>
<tr>
<th>Course Code</th>
<th>6531/6532</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 Year</td>
</tr>
<tr>
<td>College Prep</td>
<td>No</td>
</tr>
<tr>
<td>Grades</td>
<td>9-12</td>
</tr>
<tr>
<td>Credits</td>
<td>10</td>
</tr>
</tbody>
</table>

- Repeatable For Credit: No
- Placement Based On Multiple Measures
- Not UC/CSU Approved
- Pending EUHSD Board Approval For EUHSD Elective Credit
- Course Will Receive Pass/Fail Grade

**Course Description**

Language and Culture Support is designed for students with Interrupted Formal Education (SIFE) newcomer English Learners. This course is a general elective focusing on Foundational Literacy Skills and English Language Development through a study of basic American civics, career exploration, educational planning, community resources, culture and identity, and an intro to core content. The goal is to prepare students for a smooth assimilation into US schools with the basic tools and skills to be successful in high school and beyond.
**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement

Credits: 10

Grades: 9-12

College Prep: Yes

**EUHSD INTEGRATED MATH**

The Integrated Mathematics curriculum includes attention to each of the Eight Standards for Mathematical Practice. Instructional materials and classroom experiences provide students with a rich array of resources and technology designed to support student mastery of state standards and both procedural and conceptual understanding while building essential 21st Century skills designed for college and career readiness.

**EUHSD HONORS MATH**

In the EUHSD Mathematics courses, our focus is to personalize the pursuit of honors work and to focus on the work produced by students. We are providing students with the opportunity to contract for honors consideration. This means that students who elect to participate and then produce honors level work will receive honors credit. This honors designation is open to all students in Math 1, Math 2, Math 3 with Statistics, Math 3 with Precalculus, and Math 4. Only Math 4 will receive UC Honors designation and allow for grades to be weighted. Math 1, Math 2 and Math 3 courses will not have weighted grades.

Honors work can best be described as a product that shows a student delved more deeply into methodology, structure, and/or theory, addressed more sophisticated questions, and satisfies the standards with greater rigor. The content of an honors assignment can be either broader in scope or deeper in examination than in a comparable assignment.

“Math 1, 2, 3, and 4 Honors courses will be the “Opt-in” model, taught within the same classroom. We will not be registering any students for these courses until after the beginning of the school year. Students who opt in to honors will be required to sign a contract, as will their parents.

**MATH 1 (HONORS NOT WEIGHTED)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Prerequisite: None

Meets UC/CSU C Requirements

Meets EUHSD Mathematics Requirement

Math 1 is the first of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The Math 1 course is designed to formalize and extend student understanding of linear functions and their applications. The critical areas of focus include: extending understanding of numerical manipulation to algebraic manipulation; (2) synthesizing understanding of function; (3) deepening and extending understanding of linear relationships; (4) applying linear models to data that exhibit a linear trend; (5) establishing criteria for congruence based on rigid motions; (6) applying the Pythagorean Theorem to the coordinate plane. The Math 1 curriculum addresses each of the conceptual categories outlined by the California Common Core State Standards for Mathematics: number and quantity, algebra, functions, geometry, statistics and probability, and modeling.

**MATH 2 (HONORS NOT WEIGHTED)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Recommended Prerequisite: Completion Of Math 1

Meets UC/CSU C Requirements

Meets EUHSD Mathematics Requirement

Math 2 is the second of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The Math 2 course is designed to formalize and extend student understanding of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability, and Discrete Mathematics. The critical areas of focus include: extending understanding of functions and equations; using matrices as models for solving problems; developing understanding of coordinate methods for representing and analyzing geometric shapes; extending understanding of relationships between two quantitative variables; introducing and developing student ability in modeling and optimization problems using vertex-edge graphs; developing understanding of trigonometric functions, and extending understanding of probability topics. The Math 2 curriculum addresses each of the conceptual categories outlined by the California Common Core State Standards for Mathematics: number and quantity, algebra, functions, geometry, statistics and probability, and modeling.

**MATH 3 WITH PRECALCULUS (HONORS NOT WEIGHTED)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Recommended Prerequisite: Completion Of Math 1 & Math 2

Meets UC/CSU C Requirements

Meets EUHSD Mathematics Requirement

Math 3 with Precalculus is the third of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The Math 3 with Precalculus course is designed to formalize and extend student understanding of Algebra and Functions, Geometry and Trigonometry, Discrete Mathematics, and prepare students for AP Calculus in the fourth year. The critical areas of focus include: mathematical reasoning in various contexts; linear programming as a tool for problem-solving; extending understanding of congruence and similarity of geometric shapes; extending understanding of functions to include polynomial, rational, inverse and trigonometric functions; symmetry of circles and circular motion; and developing student understanding of sequential change more fully. The Math 3 with Precalculus curriculum addresses the conceptual categories outlined by the California State Standards for Mathematics: number and quantity; algebra, functions, geometry, and modeling.

**DISCOVER MATHEMATICS**
**DISCOVER MATHEMATICS**

### MATH 3 WITH STATISTICS (HONORS NOT WEIGHTED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2261/2262 (P)</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
</tr>
<tr>
<td>2285/2286 (H)</td>
<td>Yes</td>
<td></td>
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</tr>
</tbody>
</table>

- **Length:** 1 Year
- **College Prep:** Yes
- **Repeatable For Credit:** No
- **Recommended Prerequisite:** Completion Of Math 1 & Math 2
- **Meets UC/CSU C Requirements**
- **Meets EUHSD Mathematics Requirement**

**Math 3 with Statistics** is the third of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The Math 3 with Statistics course is designed to formalize and extend student understanding of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability, and Discrete Mathematics and prepare students for AP Statistics in the fourth year. The critical areas of focus include: mathematical reasoning in various contexts; linear programming as a tool for problem-solving; extending understanding of congruence and similarity of geometric shapes; investigating and understanding variability in data sets; extending understanding of functions to include polynomial, rational, and inverse functions, symmetry of circles and circular motion; and developing student understanding of sequential change more fully. The Math 3 with Statistics curriculum addresses each of the conceptual categories outlined by the California State Standards for Mathematics: number and quantity, algebra, functions, geometry, statistics and probability, and modeling.

### MATH 4 (HONORS WEIGHTED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2265/2266 (P)</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
</tr>
<tr>
<td>2269/2270 (H)</td>
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</table>

- **Length:** 1 Year
- **College Prep:** Yes
- **Repeatable For Credit:** No
- **Recommended Prerequisite:** Completion Of Math 1, 2 & 3
- **Meets UC/CSU C Requirements**
- **Meets EUHSD Mathematics Requirement**

**Math 4 continues the preparation of students for college mathematics. In Course 4, formal and symbolic reasoning strategies, the hallmarks of advanced mathematics, are developed as complements to more intuitive arguments and numerical and graphical approaches to problems developed in Courses 1-3. The mathematical content and 11 units in course 4 allows considerable flexibility in tailoring a course to best prepare students for undergraduate programs. A sequence of units in Course 4 is recommended for students intending to pursue programs in the mathematical, physical, and biological sciences, or engineering. The Math 4 curriculum addresses each of the conceptual categories outlined by the California State Standards for Mathematics: number and quantity, algebra, functions, geometry, statistics and probability, and modeling.**

### DATA SCIENCE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2737/2738 (P)</td>
<td>Yes</td>
<td>11-12</td>
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</table>

- **Length:** 1 Year
- **College Prep:** Yes
- **Repeatable For Credit:** No
- **Prerequisites:** Math 1 & 2 & Completion or Concurrent enrollment in Math 3
- **Pending UC Approval for UC/CSU C Approval**
- **Pending Board Approval for EUHSD Mathematics Requirement**

**Data Science is designed to have students use real data to explore relationships with data, model with data, and evaluate data-based arguments. Students will learn how to present evidence for hypotheses through gathering, organizing, analyzing and synthesizing data and communicating results in a cohesive manner. Use of CODAP, spreadsheets, Google Data Commons, Texas Instrument Graphing Calculators, and Colab (Python) to sort and analyze data will be embedded in each unit.**

### AP STATISTICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>2909/2910</td>
<td>Yes</td>
<td>10-12</td>
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</tbody>
</table>

- **Length:** 1 Year
- **College Prep:** Yes
- **Repeatable For Credit:** No
- **Prerequisites:** Math 3
- **Meets UC/CSU C Requirements**
- **Meets EUHSD Mathematics Requirement**

**AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.**
### AP Calculus

**3414/5163 (AB) 2881/2882 (BC)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeateable For Credit: No

Prerequisites: Math 3

Meets UC/CSU C Requirements

**Meets EUHSD Mathematics Requirement**

**AP Calculus AB and AP Calculus BC** focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

**AP Calculus AB** is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

**AP Calculus BC** is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.
### LEADERSHIP - ASSOCIATED STUDENT BODY

- **5471/5472 (P)**
- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 10
- **Repeatable For Credit:** Yes *
- **Required Prerequisite:** Application Process
- **Meets UC/CSU G Requirements**
- **Meets EUHSD Elective Credit**

Leadership (Associated Student Body) is a project-based course aimed at increasing students’ leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students will frequently write critically, reflectively, persuasively and speak about the real world issues that arise from the planning of events.

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### WORK EXPERIENCE

- **8400**
- **Length:** 1 Semester
- **College Prep:** No
- **Grades:** 11-12
- **Credits:** 5-10 Per Semester
- **Repeatable For Credit:** Yes Up To A Maximum Of 10 Credits Per Semester
- **Prerequisite:** None
- **Not UC/CSU Approved**
- **Meets EUHSD CTE Requirement Or Elective Credit**

Work Experience course is designed for students who are presently employed and wish to receive elective credit through course participation while employed in an EUHSD Work Experience approved position. The Work Experience coursework is aligned to the 2008 California Association of Work Experience Educators standards and some of the California English Language Arts grade 9 & 10 standards. The course provides students with opportunities to integrate supervised paid or unpaid employment in an approved field or occupation and weekly classroom instruction. A major emphasis in the course is to assist students in developing desirable work habits and attitudes while employed in real jobs. The job held by the student need not be related to his or her future and/or present occupation goal(s). Through the on-the-job experience, students will learn how to work with and for other people. You must be currently employed and at least 16 years old.

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### COLLEGE AND CAREER READINESS

- **1154**
- **Length:** 1 Semester
- **College Prep:** No
- **Grades:** 9
- **Credits:** 5
- **Repeatable For Credit:** No
- **Prerequisite:** None
- **Not UC/CSU Approved**
- **Meets EUHSD Elective Credit**

The focus of College and Career Readiness is to equip students with the requisite skills to prepare them for the world of college and career. Students will engage in a variety of in class discussions, group projects, and information from guest speakers all designed to help them learn the foundational skills necessary for academic success. The course concentrates on activities and content that enables a more trans-disciplinary approach to learning, knowledge that helps students compete in a global learning environment while attaining 21st Century Skills necessary for academic and career success. Student will study learning skills, literacy skills, and inquiry skills as they complete a variety of projects designed to sharpen those skills.

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**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement
HEALTH

ATHLETIC TRAINING/HEALTH EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Length: 1 Year</th>
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<th>Grades: 9-12</th>
<th>Credits: 10</th>
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<tr>
<td>7105</td>
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<tr>
<td>2921</td>
<td>ATHLETIC TRAINING/HEALTH EDUCATION</td>
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</tr>
</tbody>
</table>

Repeatable For Credit: No
Prerequisite: None
Not UC/CSU Approved
Meets EUHSD Health/Safety Education Requirement If Both Semesters Are Taken With Passing Grades

Students enrolled in Athletic Training, participate in a year-long course that is designed to provide them with information and hands-on practical exploratory experiences in the field of sports medicine/athletic training. Through online research, class discussions, use of primary sources, and completion of group and individual class projects/tasks, students will explore such topics as: exercise and nutrition, common sports injuries and treatment options, basic human body systems, effects of substance abuse, psychology and physiological effects of substance abuse and drug use, problems associated with extreme heat and cold temperatures, basic CPR/First Aid training, application techniques of taping, wrapping, bandaging, and splinting, etc. Students will also conduct career exploration and educational requirements for specific industry related fields. This course is aligned to the CA Health requirements. Students successfully completing both semester A and B of the course will satisfy EUHSD Health education requirement. Students who do not successfully complete both semesters must take the entire EUHSD Health class in order to meet the EUHSD Health graduation requirement.

HEALTH EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Length: 1 Semester</th>
<th>College Prep: No</th>
<th>Grades: 9-12</th>
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<tbody>
<tr>
<td>7104</td>
<td>HIGH SCHOOL COURSE 2</td>
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<tr>
<td>3210</td>
<td>HEALTH EDUCATION</td>
<td></td>
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</tr>
</tbody>
</table>

Repeatable For Credit: No
Prerequisite: None
Not UC/CSU Approved
Meets EUHSD Health/Safety Education Requirement

Health Education provides basic personal health and safety information, the EUHSD comprehensive health course empowers students to make positive, healthy personal health decisions. The course covers the state mandated instructional health education and includes the following topics: personal-responsibility, mental and emotional health, nutrition, sexual health, human trafficking, exercise and fitness, first aid, diseases and human body systems, substance abuse, and family/life relationships. Students will explore a variety of health issues as they seek to become more informed on their overall personal health and decision-making skills. This course is aligned to the California Department of Education’s Curriculum Frameworks and Learning Standards. In addition, the health course covers the five requirements of the California Healthy Youth Act which mandates all schools provides students with the knowledge and skills to: 1) protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy, 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family, 3) promote understanding of sexuality as a normal part of human development, 4) ensure integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction, and 5) understand healthy, positive, and safe relationships and behaviors. EC Section 51950(b)(1)-(5).

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
**DISCOVER PHYSICAL EDUCATION**

### 11TH-12TH GRADE PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Length</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEROBIC FITNESS</td>
<td>2528</td>
<td>1 Semester</td>
<td>No</td>
<td>9-12</td>
<td>5</td>
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<tr>
<td>BASEBALL</td>
<td>2529</td>
<td>1 Semester</td>
<td>No</td>
<td>9-12</td>
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<tr>
<td>BASKETBALL</td>
<td>2530</td>
<td>1 Semester</td>
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<td>9-12</td>
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<tr>
<td>FOOTBALL</td>
<td>2572</td>
<td>1 Semester</td>
<td>No</td>
<td>9-12</td>
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<tr>
<td>SOCCER</td>
<td>8796</td>
<td>1 Semester</td>
<td>No</td>
<td>9-12</td>
<td>5</td>
</tr>
</tbody>
</table>

**Repeatable For Credit:** Yes*

**Prerequisite:** None

**Not UC/CSU Approved**

**Meets EUHSD Physical Education Requirement**

The theme for the 11th/12th grade physical education student is "Students Select Activities for the Pursuit of Individual Excellence". The designed curriculum will provide opportunities for students to select activities in which they will continue to specialize. Students will be encouraged to apply their knowledge of exercise physiology, planning and pursuing life styles conducive to maintaining optimum health. The 11th and 12th grade program is designed to promote a student's positive self-image, develop socially desirable skills and create opportunities for leadership among their peers. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.

### AEROBIC FITNESS

Length: 1 Semester  
College Prep: No  
Grades: 9-12  
Credits: 5

Repeatable For Credit: Yes*

Required Prerequisite: PE Course 1 for 10-12th graders

Required Co-Requisite: 9th Grade Must Be Co-Enrolled In PE Course 1

Not UC/CSU Approved

Meets EUHSD Elective Credit

May Satisfy EUHSD Physical Education Requirement  
According To EUHSD Board Policy

Aerobic Fitness will develop strength, flexibility, agility and cardiovascular endurance through a program of exercise, and aerobic activities. The course will consist of cardiovascular, abdominal, upper and lower body muscular strengthening and endurance conditioning to improve overall health and fitness. The students will learn the benefits of a lifelong exercise program and set nutritional goals. Nutritional information may be provided to enhance a student’s overall conditioning program. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.

### BASEBALL

Length: 1 Semester  
College Prep: No  
Grades: 9-12  
Credits: 5

Repeatable For Credit: Yes*

Required Prerequisite: PE Course 1 for 10-12th graders

Required Co-Requisite: 9th Grade Must Be Co-Enrolled In PE Course 1

Not UC/CSU Approved

Meets EUHSD Elective Credit

May Satisfy EUHSD Physical Education Requirement  
According To EUHSD Board Policy

Baseball is designed to improve the fundamental skills in the area of hitting, fielding, throwing and catching for the student who desires a higher level of achievement. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.

### BASKETBALL

Length: 1 Semester  
College Prep: No  
Grades: 9-12  
Credits: 5

Repeatable For Credit: Yes*

Required Prerequisite: PE Course 1 for 10-12th graders

Required Co-Requisite: 9th Grade Must Be Co-Enrolled In PE Course 1

Not UC/CSU Approved

Meets EUHSD Elective Credit

May Satisfy EUHSD Physical Education Requirement  
According To EUHSD Board Policy

Basketball is designed to teach basic shooting, passing, dribbling, and rebounding skills along with elementary offensive, defensive and team fundamentals. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.

### FOOTBALL

Length: 1 Semester  
College Prep: No  
Grades: 9-12  
Credits: 5

Repeatable For Credit: Yes*

Required Prerequisite: PE Course 1 for 10-12th graders

Required Co-Requisite: 9th Grade Must Be Co-Enrolled In PE Course 1

Not UC/CSU Approved

Meets EUHSD Elective Credit

May Satisfy EUHSD Physical Education Requirement  
According To EUHSD Board Policy

The Football course provides students with the opportunity to develop skills and strategies in football which will be applied to competitive football. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.

### SOCCER

Length: 1 Semester  
College Prep: No  
Grades: 9-12  
Credits: 5

Repeatable For Credit: Yes*

Required Prerequisite: PE Course 1 for 10-12th graders

Required Co-Requisite: 9th Grade Must Be Co-Enrolled In PE Course 1

Not UC/CSU Approved

Meets EUHSD Elective Credit

May Satisfy EUHSD Physical Education Requirement  
According To EUHSD Board Policy

Soccer is designed to create the opportunity for students to learn beginning, intermediate and advanced soccer skills, rules and strategies, and cooperative team play. This course will enable students to be educated viewers and participants of a soccer match. This course will offered on the core, intermediate and advanced levels. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.
### DISCOVER PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>2690</th>
<th>WEIGHT TRAINING &amp; CONDITIONING</th>
<th>2784</th>
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<tbody>
<tr>
<td><strong>SOFTBALL</strong></td>
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<td><strong>VOLLEYBALL</strong></td>
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<td>Required Co-Requisite:  9th Grade Must Be Co-Enrolled In PE Course 1</td>
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<td>Required Co-Requisite: 9th Grade Must Be Co-Enrolled In PE Course 1</td>
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<tr>
<td>Not UC/CSU Approved</td>
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<tr>
<td>May Satisfy EUHSD Physical Education Requirement According To EUHSD Board Policy</td>
<td></td>
<td>May Satisfy EUHSD Physical Education Requirement According To EUHSD Board Policy</td>
<td></td>
</tr>
</tbody>
</table>

**Softball**

Softball is designed to teach basic techniques of the game, the positions, the rules, the strategies and actual skills. Emphasis will be on good fundamentals in performing throwing, fielding, catching, pitching, batting and base running skills. These skills will be practiced in a variety of drills and adapted games and demonstrations of the proper techniques will be used constantly. The course will also promote social development through team competition and will also involve emotional skills of students. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.*

**Volleyball**

Volleyball is offered as an elective class taught both indoors and outdoors. The course will develop hand-eye coordination, conditioning, ability, rules, strategies, sportsmanship and competitive team play. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous semester.*
### DISCOVER SCIENCE

#### BIOLOGICAL SCIENCE

**AP BIOLOGY 3657/3658**
- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 11-12
- **Credits:** 10
- **Repeatable For Credit:** No
- **Prerequisites:** Biology & Chemistry
- **Meets UC/CSU D Requirements**
- **Meets EUHSD Biological Science Requirement**

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

**BIOLOGY 3655/3656 (P)**
- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 10
- **Repeatable For Credit:** No
- **Prerequisite:** Completion Or Concurrent Enrollment In Math 1
- **Meets UC/CSU D Requirements**
- **Meets EUHSD Biological Science Requirement**

Biology covers the composition of matter and the changes it undergoes. Through hands-on and minds-on performance tasks and key activities, students develop an understanding of the fundamental core ideas, cross-cutting concepts, and science and engineering practices used in Biology. Topics include cells, genetics and biotechnology, ecology, evolution, and human environmental impacts. Questions on physical and chemical phenomena motivate the laboratory inquiry that students conduct.

**HUMAN ANATOMY & PHYSIOLOGY (HONORS WEIGHTED) 4630/4631 (P) 4616/4617 (H)**
- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 11-12
- **Credits:** 10
- **Repeatable For Credit:** No
- **Required Prerequisite:** Biology And Completion Or Concurrent Enrollment in Math 1
- **Meets UC/CSU D Requirements**
- **Meets EUHSD Biological Science Requirement**

This class may be articulated with Palomar College and students who earn a B or better may receive 3 units of college credit.

Human Anatomy and Physiology is an NGSS aligned science course that focuses on a deeper understanding of the structure and function of the human body and mechanisms for maintaining homeostasis. It is an intense course for those who are planning on a career in medicine, or veterinary medicine, or biological research. Students will do readings and investigations that will prepare them to operate very effectively in freshman level college courses in this area.

(Honors) - The Honors Human Anatomy & Physiology classes are designed to teach the core skills outlined with the Human Anatomy and Physiology curriculum document as well as provide extension - learning opportunities within each unit. Honors teachers will incorporate required units as well as two additional units of study thus the honors course moves at a faster pace. Students in the honors program will be required to be well organized, attend to a variety of projects and/or writing tasks that seek to extend their learning. They may be asked to complete additional outside and/or in class tasks and will need a strong foundation in reading and writing. Consideration for honors placement includes a variety of data such as science teacher recommendation, class grades, test scores or other assessment data.

**MEDICAL BIOLOGY 3659/3660 (P)**
- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 10
- **Repeatable For Credit:** No
- **Required Prerequisite:** Completion Or Concurrent Enrollment In Math 1
- **Meets UC/CSU D Requirements**
- **Meets EUHSD Biological Science Requirement**

Medical Biology is a college preparatory laboratory science course aligned to the Next Generation Science Standards. This course is designed to provide students with an understanding of foundational biological concepts through the lens of human biology, public health, and medicine. Students will engage in hands-on inquiry experiments, conduct research, complete simulations, and apply knowledge of biology to explain medical phenomena. Topics include the relationship between science and medicine, cell physiology, genetics, evolution, and ecology with an emphasis on public health.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
DISCOVER SCIENCE

PHYSICAL SCIENCE

AP CHEMISTRY 3631/3605
Length: 1 Year  College Prep: Yes  Grades: 10-12  Credits: 10
Repeatable For Credit: No
Prerequisites: Chemistry and Completion or Concurrent Enrollment In Math 3
Meets UC/CSU D Requirements
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP ENVIRONMENTAL SCIENCE 4661/4662
Length: 1 Year  College Prep: Yes  Grades: 10-12  Credits: 10
Repeatable For Credit: No
Prerequisites: 1 Year of Life Science, 1 Year of Physical Science & Math 1
Meets UC/CSU D Requirements
Meets EUHSD Physical Science Requirement
The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP PHYSICS 1 2857/2858
Length: 1 Year  College Prep: Yes  Grades: 10-12  Credits: 10
Repeatable For Credit: No
Prerequisites: Math 2 & Completion Or Concurrent Enrollment In Math 3
Meets UC/CSU D Requirements
Meets EUHSD Physical Science Requirement
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

AP PHYSICS 2 6241/6242
Length: 1 Year  College Prep: Yes  Grades: 10-12  Credits: 10
Repeatable For Credit: No
Prerequisites: AP Physics 1 & Completion Or Concurrent Enrollment In Math 3
Meets UC/CSU D Requirements
Meets EUHSD Physical Science Requirement
AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids, thermodynamics, electrical force, field, and potential, electric circuits, magnetism and electromagnetic induction, geometric and physical optics, and quantum, atomic, and nuclear physics.

CHEMISTRY 3661/3685 (P)
Length: 1 Year  College Prep: Yes  Grades: 9-12  Credits: 10
Repeatable For Credit: No
Required Prerequisite: Completion Or Concurrent Enrollment In Math 1
Meets UC/CSU D Requirements
Meets EUHSD Physical Science Requirement
Chemistry covers the composition of matter and the changes it undergoes. Through hands-on and minds-on performance tasks and key activities, students develop an understanding of the fundamental core ideas, cross-cutting concepts, and science and engineering practices used in chemistry. Topics include chemical bonding, periodicity, atomic & molecular theory, states of matter, conservation laws, organic chemistry, stoichiometry, thermodynamics, solution, chemical equilibria, reaction rates, and nuclear chemistry. Questions on physical and chemical phenomena motivate the laboratory inquiry that students conduct.

PHYSICS 3689/3854 (P)
Length: 1 Year  College Prep: Yes  Grades: 9-12  Credits: 10
Repeatable For Credit: No
Required Prerequisite: Completion Or Concurrent Enrollment In Math 1
Meets UC/CSU D Requirements
Meets EUHSD Physical Science Requirement
Physics is a yearlong college preparatory lab-based course covering a variety of twenty-first century skills and cross cutting concepts outlined within the California Next Generation Science Standards. Students will participate in a hands-on curriculum that covers the major principles of physics such as mechanics, thermodynamics, waves and optics, electromagnetism, theory of relativity, and quantum mechanics. Students will explore the latest discoveries in physics and complete both short and long term assignments designed to integrate key ideas and concepts. Through scientific inquiry, students will engage in a study of real world ideas and concepts requiring both conceptual and procedural understanding and demonstration of learning.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
## AMERICAN GOVERNMENT

**3464 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Semester</th>
<th>College Prep: Yes</th>
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<th>Credits: 5</th>
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</thead>
</table>

**Repeatable For Credit: No**

**Prerequisite: None**

**Meets UC/CSU A Requirements**

**Meets EUHSD American Government Requirement**

Students in grade twelve pursue a deeper understanding of the institutions of American Government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. The learning standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. This course is guided by a series of rigorous, relevant project-based learning tasks. Students engage in inquiry-based research that includes intensive reading, discussion, and writing as well as collaboration between students and other audiences.

## AP US GOVERNMENT & POLITICS

**4590/4591**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit: No**

**Prerequisites: None**

**Meets UC/CSU A Requirements**

**Meets EUHSD American Government Requirement IF Both Semesters Are Taken With Passing Grades**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Weighted Grading: Only Semester A will receive weighted status for EUHSD students enrolled in this course. EUHSD graduation credit is applied only if student maintains a passing grade in both semesters of the yearlong Advanced Placement course. In order to meet the EUHSD graduation requirement and fulfill the California Content Standards for the course, if student fails either semester A or semester B or drops the course after only one semester, the student must retake the original AP course or enroll in the College Preparatory semester long class.

## ECONOMICS

**1788 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Semester</th>
<th>College Prep: Yes</th>
<th>Grades: 12</th>
<th>Credits: 5</th>
</tr>
</thead>
</table>

**Repeatable For Credit: No**

**Prerequisite: None**

**Meets One Semester Of The UC/CSU G Requirement For College Preparatory Level But Does Not Meet The UC/CSU G Requirement For The Basic Level.**

**Meets EUHSD Economics Requirement**

Economics provides students with an opportunity to consider the impact of economic policy and choice on individuals, groups, and institutions. The study of economics allows for the analysis of human behavior and builds students' ability to make informed decisions based on relevant economic information. This course provides rigorous and relevant learning experiences related to the following topics: the analysis of costs and benefits, the trade-offs between consumption, investment, and savings, the availability and allocation of natural resources, the distribution of resources among investors, managers, workers, and innovation, the role of the government in supporting, taxing, and investing in industries, and human and physical capital. Students explore how economic topics and phenomena such as scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets affect people's day-to-day lives. The course is aligned with the latest learning standards and frameworks and includes ongoing inquiry-based research, reading, writing, and performance-based tasks.

## AP ECONOMICS

**6929 (MACRO)**

**6959 (MICRO)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit: No**

**Prerequisites: None**

**Meets UC/CSU G Requirements**

**Meets EUHSD Economics Requirement IF Both Semesters Are Taken With Passing Grades**

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

**AP Microeconomics** is an college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

EUHSD graduation credit is applied only if student maintains a passing grade in both semesters of the yearlong Advanced Placement course. In order to meet the EUHSD graduation requirement and fulfill the California Content Standards for the course, if student fails either semester A or semester B or drops the course after only one semester, the student must retake the original AP course or enroll in the College Preparatory semester long class.

**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement
**DISCOVER SOCIAL SCIENCE**

**AP EUROPEAN HISTORY 5447/5448**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU A Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD World History Requirement</td>
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</tr>
</tbody>
</table>

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

**AP PSYCHOLOGY 1991/1992**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU G Requirements</td>
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</tbody>
</table>

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

**AP HUMAN GEOGRAPHY 2807/2808**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU A Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD Designated College Prep/CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

**PSYCHOLOGY 1851/1852 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12 (10th w/ permission)</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU G Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD Elective Credit</td>
<td></td>
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</tbody>
</table>

Psychology is the systematic study of behavior and mental processes as well as the factors which influence them. Psychology encompasses broad areas of research about human behavior. This course will provide students the opportunity to learn about the major areas in the field and tie scientific issues to applications in daily life. Students will become familiar with research methods used by psychologists in order to better understand theory and practice.

**SOCIOLOGY (INTRODUCTION) 2925/2926 (P)**

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC/CSU G Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD Elective Credit</td>
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</tr>
</tbody>
</table>

Sociology is designed to introduce students to different environments and cultures. The course will assist students in examining and appreciating diverse cultures and cultural relationships. Students will reflect on their own and other communities and work together with their peers to engage in activities designed to address the school, community, and global environment from a sociological prospective.
## US History: 3459/3461 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 11
- **Credits:** 10
- **Repeatable For Credit:** No
- **Prerequisite:** None
- **Meets UC/CSU A Requirements**
- **Meets EUHSD US History Requirement**

**US History** examines the major turning points in American history in the twentieth century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. Emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and understand that rights under the U.S. Constitution depend on an educated citizenry for their preservation and protection.

## AP US History: 1999/1909

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 11
- **Credits:** 10
- **Repeatable For Credit:** No
- **Prerequisite:** None
- **Meets UC/CSU A Requirements**

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

## World History: 3418/3419 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 10
- **Credits:** 10
- **Repeatable For Credit:** No
- **Prerequisite:** None
- **Meets UC/CSU A Requirements**
- **Meets EUHSD World History Requirement**

**World History** examines major turning points that shaped the modern world from the late eighteenth century through the present day including the cause and course of the two world wars. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Furthermore, this course is designed to help students extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. This course emphasizes the concept of “thinking and working like a historian” and includes a variety of literacy-intensive project-based learning tasks, which require students to engage in inquiry, research, reading, collaboration, and writing. Students are also encouraged to use technology to enhance and publish their learning and work.

## US History: Chicana/o Perspective: 2935/2936 (P)

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 11
- **Credits:** 10
- **Repeatable For Credit:** No
- **Prerequisite:** None
- **Meets UC/CSU A Requirement**
- **Pending EUHSD Board Approval for US History Requirement**

The US History: Chicana/o Perspective course has been designed as a survey of US history as it relates to the Chicano/Mexican people prior to the Spanish colonization of the Americas to the present century. This course will provide an overview of movements related to culture, religion, education, economics, immigration, and civil rights in the United States. We will examine the indigenous, Spanish, and Mexican contributions to the development of the United States in order to help students build appreciation for Chicana/o-American culture. Students will also examine how the social constructs of race and class influence social behavior and self-identity of people of Mexican descent.
DISCOVER NAVAL SCIENCE

The Goal Of The Naval Junior Reserve Officers Training Corp (NJROTC) Program Is To Develop Responsible And Informed Citizens And To Encourage Self-Discipline, Patriotism, And A High Degree Of Personal Honor.

Students not residing in the Orange Glen High School assignment area may be granted an intra-district transfer and will take all classes at Orange Glen. Transportation to and from school will be the students’ responsibility. All uniforms and equipment are provided at no cost to the student.

Credits are awarded to students based on successful completion of NJROTC coursework. Students will work with their OCHS School Counselor to develop a four-year plan and to determine application of NJROTC credits to specific EUHSD graduation requirements. Credits may be applied according to the following EUHSD Board approved guidelines. Students may not apply credit to more than one graduation requirement.

The EUHSD CTE graduation requirement may be met upon successful completion of Naval Science I, II, III, or IV providing the course is not being used to fulfill any other requirement.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**

<table>
<thead>
<tr>
<th>NAVAL SCIENCE I</th>
<th>8085/4116</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: Teacher Approval</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Naval Science I includes basic Naval orientation, organization and world cultures. Field trips will be made to military installations and naval vessels.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAVAL SCIENCE II</th>
<th>8086/4117</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: Naval Science I</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Naval Science II includes world history, leadership, first aid, survival, basic navigation and American government.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NAVAL SCIENCE III</th>
<th>8088/4118</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: Naval Science I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Naval Science III includes seamanship, navigation naval operations, sea power and geopolitics, communications and intelligence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAVAL SCIENCE IV</th>
<th>4120/4119</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: Naval Science I, II &amp; III</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Naval Science IV includes military law, international law, oceanography, meteorology, astronomy, electricity, naval weapons and logistics.</td>
<td></td>
</tr>
</tbody>
</table>

* EUHSD CTE GRADUATION REQUIREMENT

<table>
<thead>
<tr>
<th>APPLY CREDITS IN ONE OF THE FOLLOWING WAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAVAL SCIENCE I A/B</td>
</tr>
<tr>
<td>(5) GENERAL ELECTIVE CREDITS AND (5) EUHSD HEALTH REQUIREMENT CREDITS</td>
</tr>
<tr>
<td>(5) ELECTIVE CREDITS AND (5) PE CREDITS</td>
</tr>
<tr>
<td>(10) GENERAL ELECTIVE CREDITS</td>
</tr>
<tr>
<td>(10) EUHSD WORLD HISTORY GRADUATION REQUIREMENT</td>
</tr>
<tr>
<td>(10) PHYSICAL EDUCATION CREDITS</td>
</tr>
</tbody>
</table>

* If a student chooses to fulfill the EUHSD World History graduation requirement through participation in Naval Science II, the student recognizes that the course is NOT approved by the University of California or the California State University system as a college preparatory or A History/Social science course. Students should be STRONGLY encouraged to take the EUHSD World History class in addition to the Naval Science II course.

**Naval Science I and II meet the California Physical Education State Standards. After completing both Naval Science I and Naval Science II, students have satisfied (5) credits of physical education. The OCHS Counseling staff will work with students to determine application of credit based on EUHSD graduation requirements.
Placement in Special Education courses are made by the student’s Individualized Education Program (IEP) team. Please contact your student’s case manager should you have questions about course placements and considerations. Students enrolled in the following Specialized Academic Instruction courses are placed according to the student’s IEP. These courses do not meet UC/CSU requirements; however, they do meet EUHSD graduation requirements.

**ENGLISH**

<table>
<thead>
<tr>
<th>ENGLISH 9</th>
<th>2534/2535</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
<td></td>
</tr>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Grades: 9</td>
<td>Credits: 10</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement</td>
<td></td>
</tr>
</tbody>
</table>

English 9 (SAI) is a modified curriculum written to provide students with the requisite skills necessary to meet the California State Standards grades 9/10 and the learning outcomes expressed in the College and Career Readiness statements. Students will be placed in smaller class sizes to demonstrate independence as deliberate readers, knowledgeable and proficient writers, and effective communicators. Students will read and write using a variety of grade level informational and literary resources and will utilize technology to research, publish, upload, and share work with their fellow students.

<table>
<thead>
<tr>
<th>ENGLISH 10</th>
<th>2574/2575</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
<td></td>
</tr>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Grades: 10</td>
<td>Credits: 10</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
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<tr>
<td>Recommended Prerequisite: English 9</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement</td>
<td></td>
</tr>
</tbody>
</table>

English 10 (SAI) is modified curriculum and provides students with the requisite skills necessary to meet the California State Standards grades 9/10 and the learning outcomes expressed in the College and Career Readiness statements. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers, and effective communicators. Students will read and write using a variety of grade level informational and literary resources and will utilize technology to research, publish, upload, and share work with their fellow students.

<table>
<thead>
<tr>
<th>ENGLISH 11</th>
<th>2703/2704</th>
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</thead>
<tbody>
<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
<td></td>
</tr>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Grades: 11</td>
<td>Credits: 10</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisite: English 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement</td>
<td></td>
</tr>
</tbody>
</table>

English 11 (SAI) is a modified curriculum written to provide students with the requisite skills necessary to meet the California State Standards grades 11/12 and the learning outcomes expressed in the College and Career Readiness statements. Students will be placed in smaller class sizes to demonstrate independence as deliberate readers, knowledgeable and proficient writers, and effective communicators. Students will read and write using a variety of grade level informational and literary resources and will utilize technology to research, publish, upload, and share work with their fellow students.

<table>
<thead>
<tr>
<th>ENGLISH 12</th>
<th>7593/7594</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
<td></td>
</tr>
<tr>
<td>Length: 1 Year</td>
<td>College Prep: No</td>
</tr>
<tr>
<td>Grades: 12</td>
<td>Credits: 10</td>
</tr>
<tr>
<td>Repeatable For Credit: No</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: English 9, 10 &amp; 11</td>
<td></td>
</tr>
<tr>
<td>Not UC/CSU Approved</td>
<td></td>
</tr>
<tr>
<td>Meets EUHSD English Requirement</td>
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</tr>
</tbody>
</table>

English 12 (SAI) is a modified curriculum to provide students with a study of expository, analytical, and argumentative reading and writing.
**MATHEMATICS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>(SPECIALIZED ACADEMIC INSTRUCTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1</td>
<td>2251/2252</td>
<td>Length: 1 Year&lt;br&gt;College Prep: No&lt;br&gt;Grades: 9-12&lt;br&gt;Credits: 10&lt;br&gt;Repeatable For Credit: No&lt;br&gt;Prerequisite: None&lt;br&gt;Not UC/CSU Approved&lt;br&gt;Meets EUHSD Mathematics Requirement&lt;br&gt;The Math 1 (SAI) course has a modified curriculum designed to formalize and extend student understanding of linear functions and their applications. The critical areas of focus include: extending understanding of numerical manipulation to algebraic manipulation; (2) synthesizing understanding of function; (3) deepening and extending understanding of linear relationships; (4) applying linear models to data that exhibit a linear trend; (5) establishing criteria for congruence based on rigid motions; (6) applying the Pythagorean Theorem to the coordinate plane.</td>
</tr>
<tr>
<td>MATH 2</td>
<td>2259/2260</td>
<td>Length: 1 Year&lt;br&gt;College Prep: No&lt;br&gt;Grades: 9-12&lt;br&gt;Credits: 10&lt;br&gt;Repeatable For Credit: No&lt;br&gt;Prerequisite: Completion Of Math 1&lt;br&gt;Not UC/CSU Approved&lt;br&gt;Meets EUHSD Mathematics Requirement&lt;br&gt;The Math 2 (SAI) course has a modified curriculum designed to formalize and extend student understanding of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability, and Discrete Mathematics. The critical areas of focus include: extending understanding of functions and equations; using matrices as models for solving problems; developing understanding of coordinate methods for representing and analyzing geometric shapes; extending understanding of relationships between two quantitative variables; introducing and developing student ability in modeling and optimization problems using vertex-edge graphs; developing understanding of trigonometric functions; and extending understanding of probability topics.</td>
</tr>
</tbody>
</table>

**HEALTH AND PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>(SPECIALIZED ACADEMIC INSTRUCTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH EDUCATION</td>
<td>3061</td>
<td>Length: 1 Semester&lt;br&gt;College Prep: No&lt;br&gt;Grades: 9-12&lt;br&gt;Credits: 5&lt;br&gt;Repeatable For Credit: No&lt;br&gt;Prerequisite: None&lt;br&gt;Not UC/CSU Approved&lt;br&gt;Meets EUHSD Health/Safety Education Requirement&lt;br&gt;Health Education provides basic personal health and safety information, the EUHSD comprehensive health course empowers students to make positive, healthy personal health decisions. The course covers the state mandated instructional health education and includes the following topics: personal-responsibility, mental and emotional health, nutrition, sexual health, human trafficking, exercise and fitness, first aid, diseases and human body systems, substance abuse, and family/life relationships. Students will explore a variety of health issues as they seek to become more informed on their overall personal health and decision-making skills. This course is aligned to the California Department of Education’s Curriculum Frameworks and Learning Standards. In addition, the health course covers the five requirements of the California Healthy Youth Act which mandates all schools provides students with the knowledge and skills to; 1) protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy, 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family, 3) promote understanding of sexuality as a normal part of human development, 4) ensure integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction, and 5) understand healthy, positive, and safe relationships and behaviors. EC Section 51930(b)(1)-(5).</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION (ADAPTIVE)</td>
<td>2502/2508</td>
<td>Length: 1 Year&lt;br&gt;College Prep: No&lt;br&gt;Grades: 9-12&lt;br&gt;Credits: 10&lt;br&gt;Repeatable For Credit: Yes * Based on IEP&lt;br&gt;Prerequisite: None&lt;br&gt;Not UC/CSU Approved&lt;br&gt;Meets EUHSD Physical Education Requirement&lt;br&gt;Adaptive Physical Education is for students who are in need of corrective or adapted exercises and activities in accordance with the family physician’s recommendation. Course work and activities are designed around each student’s Individual Educational Program (IEP).</td>
</tr>
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</table>
### DISCOVER SPECIAL EDUCATION

#### SCIENCE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>Length: 1 Year</th>
<th>College Prep: No</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOLOGY</strong></td>
<td>2870/2871</td>
<td>Repeatable For Credit: No</td>
<td>Required Prerequisite: Completion Or Concurrent Enrollment In Math 1</td>
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<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
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<tr>
<td><strong>PHYSICS</strong></td>
<td>3691/3692</td>
<td>Repeatable For Credit: No</td>
<td>Required Prerequisite: Completion Or Concurrent Enrollment In Math 1</td>
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<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
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</tbody>
</table>

**Meets EUHSD Biological Science Requirement**

Biology (SAI) covers the composition of matter and the changes it undergoes. Through hands-on and minds-on performance tasks and key activities students, develop an understanding of the fundamental core ideas, crosscutting concepts, and science and engineering practices used in Biology. Topics include cells, genetics and biotechnology, ecology, evolution, and human environmental impacts. Questions on physical and chemical phenomena motivate the laboratory inquiry that students conduct.

**Meets EUHSD Physical Science Requirement**

Physics (SAI) is based on the Next Generation Science Standards for California Public Schools. Physics is an introductory lab-based course that covers forces, motions, interactions, energy, electricity, waves, and electromagnetic radiation. Through hands-on and minds-on performance tasks, students develop an understanding of the fundamental core ideas, cross-cutting concepts, and science and engineering practices used in physics. Students use these skills and concepts to investigate and explain local phenomena with evidence from scientific inquiry. Additionally, students use engineering design principles to develop solutions to relevant and real-world problems.

#### SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>Length: 1 Semester</th>
<th>College Prep: No</th>
<th>Grades: 12</th>
<th>Credits: 5</th>
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<tbody>
<tr>
<td><strong>AMERICAN GOVERNMENT</strong></td>
<td>5336</td>
<td>Repeatable For Credit: No</td>
<td>Prerequisite: None</td>
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<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
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<tr>
<td><strong>ECONOMICS</strong></td>
<td>7325</td>
<td>Repeatable For Credit: No</td>
<td>Prerequisite: None</td>
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<td></td>
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<tr>
<td><strong>(SPECIALIZED ACADEMIC INSTRUCTION)</strong></td>
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</tbody>
</table>

**Meets EUHSD American Government Requirement**

Students in grade twelve pursue a deeper understanding of the institutions of American Government (SAI). They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. The learning standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. This course is guided by a series of rigorous, relevant project-based learning tasks, which require students to engage in inquiry-based research that includes intensive reading, discussion, and writing as well as collaboration between students and other audiences.

**Meets EUHSD Economics Requirement**

Economics (SAI) is a semester-long course with a modified curriculum which invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
WORLD HISTORY
3196/3198
(SPECIALIZED ACADEMIC INSTRUCTION)
Length: 1 Year  College Prep: No  Grades: 10  Credits: 10
Repeatable For Credit: No
Prerequisite: None
Not UC/CSU Approved
Meets EUHSD World History Requirement

Students in World History (SAI) study major turning points that shaped the modern world; they study world history from the late eighteenth century through the present day including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Furthermore, this course is designed to help students extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. This course emphasizes the concept of “thinking and working like a historian” and includes a variety of literacy-intensive project-based learning tasks, which require students to engage in inquiry, research, reading, collaboration, and writing. Students are also encouraged to use technology to enhance and publish their learning and work.

US HISTORY
3194/3195
(SPECIALIZED ACADEMIC INSTRUCTION)
Length: 1 Year  College Prep: No  Grades: 11  Credits: 10
Repeatable For Credit: No
Prerequisite: None
Not UC/CSU Approved
Meets EUHSD US History Requirement

Students in US History (SAI) study the major turning points in the twentieth century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depend on an educated citizenry for their preservation and protection.
CERAMICS (INTRODUCTION) 4178/4179 (P)

Length: 1 Year  College Prep: Yes  Grades: 9-12  Credits: 10
Repeatable For Credit: No
Prerequisite: None
Meets UC/CSU F Requirements
Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Students taking Introduction to Ceramics will complete an exploration of the basic methods of hand building and the use of the potter's wheel. Form, function, decoration, historical and cultural context will be analyzed. Instruction moves from the development of an art vocabulary and design context, through the creation, glazing and firing of several ceramic projects.

CERAMICS (INTERMEDIATE) 4180/4181 (P)

Length: 1 Year  College Prep: Yes  Grades: 10-12  Credits: 10
Repeatable For Credit: No
Recommended Prerequisite: Introduction To Ceramics
Meets UC/CSU F Requirements
Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Intermediate Ceramics is a continuation of Introduction to Ceramics with more advanced problems in methods of forming and decorating clay forms. Kiln design and firing will be studied as well as outside reading and writing relating to ceramic history, studio artists in ceramics, and the ceramic industry.

**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement
**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**

### CERAMICS (ADVANCED)  
**Code:** 3293/4185 (P)

<table>
<thead>
<tr>
<th>Length</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
</tr>
</tbody>
</table>

Repeatable For Credit: Yes*

Recommended Prerequisite: Intermediate Ceramics

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Advanced Ceramics uses the prior two years of ceramics courses as a foundation for students to build upon. While students are introduced to a variety of new processes and techniques, there is a focus on creative expression and aesthetic valuing at a more advanced level than in Beginning or Intermediate Ceramics. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

### DESIGN & MIXED MEDIA I  
**Code:** 6276/6278 (P)

<table>
<thead>
<tr>
<th>Length</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
</tr>
</tbody>
</table>

Repeatable For Credit: No

Prerequisite: None

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Design and Mixed Media is a course that is centered on the development of design and on three-dimensional projects. Emphasis is on craftsmanship and knowledge of specific tools and materials. Media exploration is achieved through ceramics, metals, sculpture, printmaking, jewelry making, enamelware, etc.

### DANCE (BEGINNING)  
**Code:** 3493/4201 (P)

<table>
<thead>
<tr>
<th>Length</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
</tr>
</tbody>
</table>

Repeatable For Credit: No

Prerequisite: None

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Meets UC/CSU F Requirements

May Satisfy EUHSD Physical Education Requirement According To EUHSD Board Policy

Beginning Dance students will be introduced to the history and style of a variety of dance forms such as ballet, modern, jazz, hip-hop, tap, musical theatre, and social dance, as well as gain a better appreciation for all aspects of the art of dance. Emphasis will be placed on fundamental technique as students learn the basics of dance, including warm-ups, across the floor progressions, and center combinations. Students will also learn about self-expression and the creative process through choreography projects. Students gain performance experience by participating in the mandatory Spring Dance Concert.

### DANCE (INTERMEDIATE)  
**Code:** 4198/4199 (P)

<table>
<thead>
<tr>
<th>Length</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
</tr>
</tbody>
</table>

Repeatable For Credit: No

Recommended Prerequisite: Beginning Dance Or Audition

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

May Satisfy EUHSD Physical Education Requirement According To EUHSD Board Policy

Students will continue studying the history, style, and influence of a variety of dance forms. Students will continue their study of fundamental technique and expand their choreographic experience in such forms as ballet, jazz, modern, tap, and improvisation. Students will gain performance experience by participating in the mandatory Spring Dance Concert.

### DANCE (ADVANCED)  
**Code:** 3286/3274 (P)

<table>
<thead>
<tr>
<th>Length</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
</tr>
</tbody>
</table>

Repeatable For Credit: Yes*

Recommended Prerequisite: Intermediate Dance Or Audition

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

May Satisfy EUHSD Physical Education Requirement According To EUHSD Board Policy

Students will build upon their experience in Intermediate Dance by continuing their study of technique, choreography, and production. Students will expand their appreciation of dance history, culture, and influence a variety of dance forms. Students will gain performance and production experience with the opportunity to choreograph for the mandatory Spring Dance Concert. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

### PERFORMANCE DANCE ENSEMBLE  
**Code:** 5968/5969 (P)

<table>
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<tr>
<th>Length</th>
<th>College Prep</th>
<th>Grades</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>Yes</td>
<td>9-12</td>
<td>10</td>
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</tbody>
</table>

Repeatable For Credit: Yes*

Required Prerequisite: Audition Or Teacher Approval

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

May Satisfy EUHSD Physical Education Requirement According To EUHSD Board Policy

This course is designed for the highly motivated, focused, and skilled dance students who want to broaden their technique, creative work, and performance experience. Emphasis will be placed on regular public performances. Students will have the opportunity to work with professional choreographers as well as faculty and select students. Advanced concepts in choreography are covered during each unit of study as well as all aspects of production. Content for Performance Dance Ensemble is aligned to the California Visual and Performing Arts content standards. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

**DISCOVER VISUAL AND PERFORMING ARTS**

Spring Dance Concert. Performance experience by participating in the mandatory Spring Dance Concert. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

Emphasis will be placed on fundamental technique, creative work, and performance experience. Emphasis will be placed on regular public performances. Students will have the opportunity to work with professional choreographers as well as faculty and select students. Advanced concepts in choreography are covered during each unit of study as well as all aspects of production. Content for Performance Dance Ensemble is aligned to the California Visual and Performing Arts content standards. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.
## DISCOVER VISUAL AND PERFORMING ARTS

### DRAMA I

<table>
<thead>
<tr>
<th>1145/1146 (P)</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
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<td></td>
<td></td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Meets UC/CSU F Requirements</td>
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<tr>
<td>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

Drama I is designed as an introduction to the theatre and to performance for beginning students and for students who want to sharpen their basic skills. The class uses a variety of exercises to isolate and develop each of the actor's physical and interpretive "tools". Class projects include pantomime, improvisation, character interpretation, two-character scenes, and one-act plays.

### DRAMA II

<table>
<thead>
<tr>
<th>3893/4194 (P)</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable For Credit: No</td>
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<tr>
<td>Recommended Prerequisite: Drama I Or Teacher Approval</td>
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<tr>
<td>Meets UC/CSU F Requirements</td>
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<tr>
<td>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

Emphasis in Drama II is on preparation of one-act and full-length plays for classroom presentation and study of period acting styles, stage directions, and production techniques. Students will receive ample opportunity to hone their individual acting skills.

### DRAMA (ADVANCED)

<table>
<thead>
<tr>
<th>3287/3275 (P)</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Repeatable For Credit: Yes*</td>
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<tr>
<td>Recommended Prerequisite: Teacher Approval</td>
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<tr>
<td>Meets UC/CSU F Requirements</td>
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<tr>
<td>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

Advanced Drama emphasizes the production of one-act and full-length plays for presentation to the public. Students will know the jobs of all members of a production company theoretically as well as from practical experience. Students will continue to survey theatre history. It is an activity-centered course and will require participation outside of class.

*Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

### STAGECRAFT

<table>
<thead>
<tr>
<th>3084/3085 (P)</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Repeatable For Credit: Yes*</td>
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<tr>
<td>Recommended Prerequisite: Teacher Approval</td>
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<tr>
<td>Meets UC/CSU F Requirements</td>
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<tr>
<td>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</td>
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</table>

Stagecraft is designed for students who desire to study "technical" theatre without participating in an on-stage part of the productions. The class will be primarily concerned with the design and construction of scenery and costumes for the main stage. The class also studies makeup and lighting design, properties construction, and sound effects engineering. Backstage "crewing" of one production is required for successful completion of the class. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

### BAND (BEGINNING)

<table>
<thead>
<tr>
<th>7013/7014 (P)</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Repeatable For Credit: No</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Meets UC/CSU F Requirements</td>
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<tr>
<td>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

Beginning Band performs a wide variety of musical styles. The class combines performance/competition preparation with technical and musical instruction at the introductory level. Membership requires dedication and commitment to participate fully in rehearsals, field trips, performances and competitions outside of regular school hours. An important focus of Beginning Band is the preparation and participation in public performances. These activities often serve as external evaluations of class achievement of standards. Some performances in the course are competitive in nature; thus, preparatory instruction prior to the official opening of school and after school rehearsals may be scheduled. Participation in these activities may be required for full participation in any co-curricular activities associated with the class.

No student will be denied enrollment or credit for failure to participate during these sessions; however, participation as a competing member may be delayed until such time as the instructor feels the student is ready.

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**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement

**Grades:** 9-12

**BAND (INTERMEDIATE)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Required Prerequisite: Audition Or Teacher Approval

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Intermediate Band performs a wide variety of musical styles, and at a more advanced level than Beginning Intermediate Band. The class combines performance/competition preparation with technical and musical instruction at the intermediate level. Membership requires audition, or permission from the director, as well as dedication and commitment to participate fully in rehearsals, field trips, performances and competitions outside of regular school hours. An important focus of Intermediate Band is preparing for and participating in public performances. These activities serve as external evaluations of class achievement of standards. Many of the performances in this course are competitive in nature; thus, preparatory instruction prior to the official opening of school and after school rehearsals may be scheduled. Participation in these activities may be required for full participation in any co-curricular activities associated with the class.

**BAND (ADVANCED)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: Yes*

Required Prerequisite: Intermediate Band Or Teacher Approval

Meets UC/CSU F Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Advanced Band performs a wide variety of musical styles at a more advanced level than Beginning Intermediate Band. The class combines performance/competition preparation with technical and musical instruction at the advanced level. Membership requires audition, or permission from the director, and dedication and commitment to participate fully in rehearsals, field trips, performances and competitions outside of regular school hours. An important focus of Advanced Band is preparing for and participating in public performances. These performances serve as evaluations of class achievement of standards. The course is competitive in nature; thus, preparatory instruction prior to the official opening of school and after school rehearsals may be scheduled. Participation in these activities will be required for full participation in any co-curricular activities associated with the class. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

**CONCERT BAND**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Semester</th>
<th>College Prep: No</th>
<th>Grades: 9-12</th>
<th>Credits: 5</th>
</tr>
</thead>
</table>

**Spring Semester Only**

Repeatable For Credit: Yes*

Recommended Prerequisite: Prior Experience Playing An Instrument Or Teacher Approval

Not UC/CSU Approved

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Concert Band is specifically designed to assist the student in the development of technique, fundamental concept of music and musical proficiency. It also offers the opportunity to perform frequently. This course is designed to challenge the student with musical literature, which can be both satisfactorily performed and may serve to develop technique. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.
### Concert Choir

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3500/3501</td>
<td>College Prep: Yes, Grades: 9-12, Credits: 10</td>
</tr>
</tbody>
</table>

- **Repeatable For Credit:** Yes*
- **Prerequisite:** None
- **Meets UC/CSU F Requirements**
- **Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

*Concert Choir is an ensemble that performs literature from various selected eras of musical history. In addition to techniques of rehearsal and performance, the student will learn the theory and history of the music performed. The director schedules required performances. Performance attire may be required. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.*

### Jazz Ensemble

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3096/3097</td>
<td>College Prep: Yes, Grades: 9-12, Credits: 10</td>
</tr>
</tbody>
</table>

- **Repeatable For Credit:** Yes*
- **Required Prerequisite:** Audition Or Teacher Approval And Concurrent Enrollment In Marching Band Or Concert Band
- **Meets UC/CSU F Requirements**
- **Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

*Jazz Band performs a wide variety of jazz styles at an intermediate to advanced level. The class combines performance/competition preparation with technical and musical instruction at the intermediate to advanced level. Membership requires audition or permission from the director, and dedication and commitment to participate fully in rehearsals, field trips, performances and competitions outside of regular school hours. An important focus of Jazz Band is the preparation and presentation of public performances. These activities serve as evaluators of class achievement of standards. The course is competitive in nature; thus, preparatory instruction prior to the official opening of school and after school rehearsals may be scheduled. Participation in these activities will be required for full participation in any co-curricular activities associated with the class. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.*

### Guitar

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3276/3277</td>
<td>College Prep: Yes, Grades: 9-12, Credits: 10</td>
</tr>
</tbody>
</table>

- **Repeatable For Credit:** Yes*
- **Prerequisite:** None
- **Meets UC/CSU F Requirements**
- **Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

*Guitar is an instrumental music course designed to benefit students with a wide range of musical backgrounds from introductory students with little or no music/guitar background to advanced students who wish to enhance their skills. Instruction will include tuning, fingerling, strum patterns, rhythm patterns, music theory, chord theory, chord progressions, improvisation, and performance skills. Varieties of both pop and classical music will be presented giving the students a basic knowledge of several styles.

An important component of the course is the preparation and presentation of student work in public performance. Public performance activities serve as evaluators of student progress and mastery level of curricular material and concepts. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.*

### Marching Band

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>7350</td>
<td>College Prep: No, Grades: 9-12, Credits: 5</td>
</tr>
</tbody>
</table>

- **Fall Semester Only**
- **Repeatable For Credit:** Yes*
- **Recommended Prerequisite:** Prior Experience Playing An Instrument Or Teacher Approval
- **Not UC/CSU Approved**
- **Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**
- **May Satisfy EUHSD Physical Education Requirement According To EUHSD Board Policy**

*The Marching Band performs a wide variety of musical styles and represents the school at parades, field competitions, football games, pep rallies and other performances. The class combines performance/competition preparation and technical and musical instruction. Membership in the Marching Band requires dedication and commitment to participate fully in rehearsals, field trips, performances and competitions outside the regular school hours. The principal focus of the Marching Band is the preparation and presentation of competitive performances. These activities serve as evaluators of the band's performance in comparison to other similar programs and in comparison to established standards of musical excellence and achievement. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.*

---

**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement
DISCOVER VISUAL AND PERFORMING ARTS

AP MUSIC THEORY 3800/3801
Length: 1 Year College Prep: Yes Grades: 9-12 Credits: 10
Repeatable For Credit: Yes*
Prerequisites: Basic Performance Skills In Voice Or An Instrument
Meets UC/CSU F Requirements
Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

PIANO 7409/7006 (P)
Length: 1 Year College Prep: Yes Grades: 9-12 Credits: 10
Repeatable For Credit: Yes*
Prerequisite: None
Meets UC/CSU F Requirements
Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Piano/Keyboard is an instrumental music course designed to benefit students with a wide range of musical backgrounds from introductory students with little or no music/piano background to advanced students who wish to enhance their skills. Instruction will include note reading, rhythm reading, sight-reading, proper posture, fingering, right/left hand coordination, music theory, chord theory, and performance skills. Varieties of both pop and classical music will be presented giving the students a basic knowledge of several styles. Students will learn solo, small ensemble and accompaniment technique. An important component of the course is the preparation and presentation of student work in a public performance. Public performance activities serve as evaluators of student progress and mastery level of curricular material and concepts. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

PERCUSSION ENSEMBLE 3805/3806
Length: 1 Year College Prep: No Grades: 9-12 Credits: 10
Repeatable For Credit: Yes*
Required Prerequisite: Teacher Approval
Not UC/CSU Approved
Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Percussion Ensemble performs a wide variety of musical styles. The class combines performance/competition preparation with technical and musical instruction at the introductory level through advanced level. Membership requires dedication and commitment to participate fully in rehearsals, field trips, performances, and competitions outside of regular school hours. An important focus of Percussion Ensemble is the preparation and presentation of public performances. These activities serve as evaluators of class achievement of standards. The course is competitive in nature; thus, preparatory instruction prior to the official opening of school and after school rehearsals may be scheduled. Participation in these activities may be required for full participation in any co-curricular activities associated with the class. No student will be denied enrollment or credit for failure to participate during these sessions; however, participation as a competing member may be delayed until the instructor feels the student is ready. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

SHOW CHOIR 4005/4006 (P)
Length: 1 Year College Prep: Yes Grades: 9-12 Credits: 10
Repeatable For Credit: Yes*
Required Prerequisite: Audition Or Teacher Approval
Meets UC/CSU F Requirements
Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Show Choir is an auditioned, mixed ensemble that combines the movement of dance and singing to perform literature from various selected eras of musical history. In addition to techniques of rehearsal and performance, the student will learn the theory and history of the music performed. The director schedules required performances. Performance attire may be required. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

TREBLE CHOIR 4123/4124 (P)
Length: 1 Year College Prep: Yes Grades: 9-12 Credits: 10
Repeatable For Credit: Yes*
Required Prerequisite: Audition Or Teacher Approval
Meets UC/CSU F Requirements
Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

Treble Choir is an auditioned all-female ensemble that performs advanced-level literature from various selected eras of musical history. In addition to techniques of rehearsal and performance, the students will learn the theory and history of the music performed. The director schedules required performances. Performance attire may be provided. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement
## DISCOVER VISUAL AND PERFORMING ARTS

### PHOTOGRAPHY I

<table>
<thead>
<tr>
<th>Code</th>
<th>6358/2507 (P)</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit: No**

**Prerequisite: None**

**Meets UC/CSU F Requirements**

**Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

*This class may be articulated with Palomar College and students who earn a B or better may receive 3 units of college credit.*

Photography I is an introductory yearlong course in black and white photography. This course will provide students with opportunities to gain knowledge and skills in the field of photography. This course will familiarize the student with fundamentals of light, photographic equipment, materials, methods, and processes. The students will also study the concepts of composition and aesthetics. Students will analyze the role and development of photography in past and present cultures throughout the world, noting human diversity and how photography has reflected major historical events in the world. The students will also be introduced to computer technology and digital photography.

### PHOTOGRAPHY II

<table>
<thead>
<tr>
<th>Code</th>
<th>3295/3296 (P)</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Repeatable For Credit: Yes**

**Recommended Prerequisite: Photography I**

**Meets UC/CSU F Requirements**

**Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit**

Photography II is designed for the serious photographer who wants to refine the quality of the pictures taken and processed. Students explore advancements in digital photography, including shooting digital, scanning negatives, manipulating images, enhancing photos, restoration, and printing with photo quality inkjet printers. Exposure is given a high priority. Important photographers, who have impact on the field, are studied. Copy work is learned. Medium and large format cameras are used. Possible careers in or related to photography are examined. Students are given, as much as possible, a choice to work in the areas of photojournalism, commercial, digital, or experimental photography. *Students who repeat this course participate in new standards-aligned tasks designed to build upon the knowledge and skills from the previous year.*

*Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement*
## Discover World Language

### American Sign Language

<table>
<thead>
<tr>
<th>Course</th>
<th>Code/Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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<tr>
<td>1</td>
<td>3071/3072 (P)</td>
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<td></td>
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<tr>
<td>Prerequisite: None</td>
<td></td>
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<td></td>
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<tr>
<td>Meets UC/CSU E Requirements</td>
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<tr>
<td>Meets EUHSD Fine Arts/World Language Requirement Or Designated College Prep/CTE Requirement Or Elective Credit</td>
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</tr>
</tbody>
</table>

**American Sign Language (ASL) offers students the chance to communicate in and understand another language while familiarizing themselves with the community and culture of the Deaf. This course develops the ability to communicate accurately and effectively in expressive and receptive signing within a range of real life situations. Students experience audiovisual, Deaf literature, both written and visual, and may attend field trips and/or receive information from guest lecturers.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code/Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>2</td>
<td>3073/3074 (P)</td>
<td>Repeatable For Credit: No</td>
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<tr>
<td>Required Prerequisite: ASL 1 Or Teacher Approval</td>
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<td>Meets UC/CSU E Requirements</td>
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</tr>
<tr>
<td>Meets EUHSD Fine Arts/World Language Requirement Or Designated College Prep/CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

**American Sign Language 2 is a course for students who wish to expand their knowledge of a language other than English and build on the skills acquired in Sign Language 1. This course expands on the fundamentals of American Sign Language (ASL) as used by the Deaf Community, including vocabulary, syntax, fingerspelling, and grammatical non-manual signals. ASL 2 focuses on communicative competence in both expressive and receptive signing. Using course approved materials, students will also be directed to websites and online resources associated with ASL to answer questions, practice the language and engage in discussion regarding ASL, Deaf culture, and Deaf history. In addition, students will meet with the instructor for clarification, demonstration of receptive and expressive skills, and to ensure basic communication skills are mastered.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code/Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3075/3076 (P)</td>
<td>Repeatable For Credit: No</td>
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<tr>
<td>Required Prerequisite: ASL 2 Or Teacher Approval</td>
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</tbody>
</table>

**American Sign Language 3 is a continuation of the overview of American Sign Language (ASL) taught in ASL 1 and 2 classes. Intermediate level vocabulary, structure, history, and the Deaf community are the primary focuses. Students will expand their skills in telling narratives in greater details. Use of signs in certain situations and conversational strategies are emphasized. Students will continue to broaden their communication skills through interaction with individuals in the Deaf community. Receptive and expressive practices and conversational behaviors within a range of real-life situations will be continued in this course.**

### French

<table>
<thead>
<tr>
<th>Course</th>
<th>Code/Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>3309/3311 (P)</td>
<td>Repeatable For Credit: No</td>
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<tr>
<td>Prerequisite: None</td>
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<td></td>
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<tr>
<td>Meets UC/CSU E Requirements</td>
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<tr>
<td>Meets EUHSD Fine Arts/World Language Requirement Or Designated College Prep/CTE Requirement Or Elective Credit</td>
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</tbody>
</table>

**French I is an introduction for students wishing to learn a foreign language. It is designed to develop each of the major communications skills: listening, speaking, reading, and writing. Major emphasis is on speaking and understanding and fostering an appreciation of the French culture.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code/Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>3312/3313 (P)</td>
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<tr>
<td>Recommended Prerequisite: French I</td>
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<td></td>
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<tr>
<td>Meets UC/CSU E Requirements</td>
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<tr>
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</tbody>
</table>

**French II is designed to continue the development of the major communication skills: listening, speaking, reading, and writing. Students will be able to express themselves at the basic level in present and past tenses. Additional emphasis will focus on reading comprehension in the target language.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code/Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>3314/3315 (P)</td>
<td>Repeatable For Credit: No</td>
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<tr>
<td>Recommended Prerequisite: French II</td>
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</tr>
<tr>
<td>Meets UC/CSU E Requirements</td>
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<td></td>
</tr>
<tr>
<td>Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit</td>
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</tbody>
</table>

**French III is designed with an in-depth view of the French language. Students will form complex sentence structures and sustain lengthy conversations. Communication skills are developed and enhanced. The course will provide an opportunity for students to gain insights into French-speaking cultures around the world.**
## DISCOVER WORLD LANGUAGE

### AP FRENCH LANGUAGE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 11-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Prerequisites: French III

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

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

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

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### SPANISH I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Prerequisite: None

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

Spanish I is an introduction for students wishing to learn a foreign language. It is designed to develop each of the major communication skills: listening, speaking, reading and writing. Major emphasis is on speaking and understanding, and fostering an appreciation of Spanish speaking cultures.

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### SPANISH II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Recommended Prerequisite: Spanish I Or 2 Years Of Spanish In Middle School

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

Spanish II is designed to continue the development of the major communication skills: listening, speaking, reading and writing. Students will be able to express themselves at the basic level in present and past tenses. Additional emphasis will focus on reading comprehension in the target language.

---

### SPANISH III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Recommended Prerequisite: Spanish II

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

Spanish III is designed to be an in-depth view of the Spanish language. Students will form complex sentence structures and sustain lengthy conversations. Communication skills are developed and enhanced. The course will provide an opportunity for students to gain insights into Spanish-speaking cultures.

---

### AP SPANISH LANGUAGE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Prerequisites: Spanish III Or Spanish For Spanish Speakers II

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

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

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

### AP SPANISH LITERATURE 1831/1832

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 10-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Prerequisites: Spanish III Or Spanish For Spanish Speakers II

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages’ (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

### SPANISH FOR SPANISH SPEAKERS I 2454/2455 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Required Prerequisite: Placement By Exam

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

Spanish for Spanish Speakers I is designed to develop Spanish speakers’ critical reading, writing, thinking, and speaking skills. The course is aligned with California English/Language Arts 9 Standards to prepare students for the complexities of life within the evolving contextual demands of the Twenty-First Century. This course fulfills the UC LOTE requirement as completing two years of World Language.

### SPANISH FOR SPANISH SPEAKERS II 2456/2457 (P)

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Repeatable For Credit: No

Required Prerequisite: Placement By Exam or Spanish Speakers I

Meets UC/CSU E Requirements

Meets EUHSD Fine Arts/World Language Requirement Or Elective Credit

Spanish for Spanish Speakers II is designed to expand on students’ previous understanding of the essential elements of literary and expository prose, research resources and methods, and language handling. This course fulfills the UC LOTE requirement as completing the third year of World Language.
ONLINE AND INDEPENDENT STUDY COURSES

Student Placement Into Campus Online Or Independent Study Is Done Through The School Counseling Office. Students Should Contact Their Counselor For More Information.

ENGLISH

ENGLISH 9 E 9600E/9601E (P)

Length: 1 Year College Prep: Yes Grades: 9-12 Credits: 5 (per semester)
Repeatable For Credit: No
Prerequisite: None
Availability: Independent Study and Campus Online
Meets UC/CSU B Requirements
Meets EUHSD English Requirement

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer’s The Odyssey, Shakespeare’s Romeo and Juliet, and Richard Connell’s “The Most Dangerous Game.” They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

ENGLISH 10 E 9602E/9603E (P)

Length: 1 Year College Prep: Yes Grades: 10-12 Credits: 5 (per semester)
Repeatable For Credit: No
Prerequisite: None
Availability: Independent Study and Campus Online
Meets UC/CSU B Requirements
Meets EUHSD English Requirement

This sophomore-year English course invites students to explore a diverse selection of world literature organized into thematic units. While critically reading fiction, poetry, drama, and expository nonfiction, students learn essential reading comprehension strategies and engage in literary analysis and evaluation of both classic and contemporary works. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their listening and speaking skills and produce clear, coherent writing. Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen’s A Doll’s House, George Orwell’s Animal Farm, and Marjane Satrapi’s Persepolis. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor’s “A Latina Judge’s Voice,” Niccolò Machiavelli’s The Prince, and the contemporary informational text Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science.

ENGLISH 11 E 9604E/9605E (P)

Length: 1 Year College Prep: Yes Grades: 11-12 Credits: 5 (per semester)
Repeatable For Credit: No
Prerequisite: None
Availability: Independent Study and Campus Online
Meets UC/CSU B Requirements
Meets EUHSD English Requirement

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

ENGLISH 12 E *(THIS IS NOT ERWC) 9606E/9607E (P)

Length: 1 Year College Prep: Yes Grades: 12 Credits: 5 (per semester)
Repeatable For Credit: No
Prerequisite: None
Availability: Independent Study and Campus Online
Meets UC/CSU B Requirements
Meets EUHSD English Requirement

This senior-year English Language Arts course invites students to explore a diverse collection of texts organized into thematic units. You will engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository nonfiction, you will learn comprehension and literary-analysis strategies. Tasks will encourage you to strengthen your oral language skills and produce creative, coherent writing. You will read a range of classic texts including the ancient epic Gilgamesh, William Shakespeare’s Hamlet, and Oscar Wilde’s The Importance of Being Earnest. You will study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Contemporary texts by Seamus Heaney, Derek Walcott, and Chinua Achebe round out the course.
**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**

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<thead>
<tr>
<th>MATH 1 E</th>
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<td>Meets EUHSD Mathematics Requirement</td>
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The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students’ understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane.

<table>
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<tr>
<th>MATH 2 E</th>
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<td>Grades</td>
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<tr>
<td>Meets EUHSD Mathematics Requirement</td>
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</table>

This course begins by focusing on the extension of the number system. Students evaluate functions, touch on exponential functions, and explore the operations of polynomials. Next, nonlinear functions are covered before students complete a unit on factoring polynomials using various methods. The course continues with quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from previous courses. As quadratic equations become more multifaceted, real and complex numbers are introduced to extend the set of rational numbers which can be used to solve quadratic equations. Students also explore the link between probability and data through conditional probability, two-way tables, and counting methods. Finally, this course challenges students to make connections between algebra and geometry as they study similarity, right triangle trigonometry and proofs, as well as circles with and without coordinates. Students are able to use coordinates to prove simple geometric theorems algebraically as well as analyze two- and three-dimensional figures. The content within this course allows students to practice problem solving and critical thinking as they attempt real-world scenario math problems.

<table>
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<tr>
<th>MATH 3 E</th>
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<tr>
<td>Meets EUHSD Mathematics Requirement</td>
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</table>

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.
<table>
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<th>COURSE</th>
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<td><strong>PRECALCULUS E</strong></td>
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<td>5</td>
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</table>

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students’ understanding of linear and exponential functions, and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students learn how they can use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Based on plane Euclidean geometry, this rigorous full-year course addresses the critical areas of: congruence, proof, and constructions; similarity and trigonometry; circles, three-dimensional figures, and probability of compound events. Transformations and deductive reasoning are common threads throughout the course. Students build on their conceptual understanding of rigid transformations established in middle school as they formally define each and then, use them to prove theorems about lines, angles, and triangle congruency. Rigid transformations are also used to establish relationships between two-dimensional and three-dimensional figures. Students use their knowledge of proportional reasoning and dilations to develop a formal definition for similarity of figures. They apply their understanding of similarity to defining trigonometric ratios and radian measure. Students also make algebraic connections as they use coordinate algebra to verify properties of figures in the coordinate plane and write equations of parabolas and circles. Throughout the course, students investigate properties of figures, make conjectures, and prove theorems. Students demonstrate their reasoning by completing proofs in a variety of formats. The standards of mathematical practice are embedded throughout the course as students apply geometric concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.
HEALTH EDUCATION

**HEALTH E**

**9634E**

<table>
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<tr>
<th>Length: 1 Semester</th>
<th>College Prep: No</th>
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<tr>
<td>Not UC/CSU Approved</td>
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Meets EUHSD Health/Safety Education Requirement

The Health (California Edition) course is a semester long course. The course is being offered within the EUHSD Learning Centers for elective credit only and fulfills the EUHSD Health graduation requirement. Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this course is a one-semester course that provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Designed for high school students, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks. By providing basic personal health and safety information, this course empowers students to make positive health decisions. This course covers the state mandated instruction in health education, including the following major units of instruction: 1) Self-responsibility for Wellness, 2) Understanding the Human Body, 3) Mental Health, 4) Family and Social Health, 5) Growth Development, 6) Nutrition, 7) Exercise and Fitness, 8) Substance Abuse, 9) Diseases and Disorders, 10) Consumer and Community Health, and 11) Safety and First Aid.

PHYSICAL EDUCATION

**PHYSICAL EDUCATION E**

**9647E**

<table>
<thead>
<tr>
<th>Length: 1 Semester</th>
<th>College Prep: No</th>
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<td>Repeatable For Credit: Yes</td>
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<td>Prerequisite: None</td>
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</table>

Meets EUHSD Physical Education Requirement

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design a fitness program to meet their individual fitness goals.

SCIENCE

**BIOLOGY E**

**9628E/9629E (P)**

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<th>Length: 1 Year</th>
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<td>Prerequisite: None</td>
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*Meets UC/CSU D Requirements

Meets EUHSD Biological Science Requirement

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. *In order to meet UC approval, students are required to complete virtual labs as part of the overall course.

**CHEMISTRY E**

**9630E/9631E (P)**

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<th>College Prep: Yes</th>
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<td>Prerequisite: None</td>
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*Meets UC/CSU D Requirements

Meets EUHSD Physical Science Requirement

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world. *In order to meet UC approval, students are required to complete virtual labs as part of the overall course.

**EARTH & SPACE SCIENCE E**

**9784E/9785E (P)**

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<td>Prerequisite: None</td>
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*Meets UC/CSU D Requirements

Meets EUHSD Physical Science Requirement

This laboratory science course elective is aligned to the Next Generation Science Standards for California Public Schools, and is designed to introduce students to the principles and concepts of Earth and Space Science, as well as prepare them for additional coursework in the Earth and Space sciences. Concepts discussed include the origins and objects in the universe, history of the Earth, Earth’s structure and processes such as weathering, erosion, and plate tectonics, weather, climate, and human impact on the Earth. Students also conduct a variety of laboratory activities that develop skills in observation, use of scientific tools and techniques, data collection and analysis, and mathematical applications. *In order to meet UC approval, students are required to complete virtual labs as part of the overall course.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
### World History E

**9616E/9617E (P)**

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 10-12
- **Credits:** 5

**Prerequisite:** None

**Availability:** Independent Study and Campus Online

Meets EUHSD World History Requirement

This year-long course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

### Physics E

**9632E/9633E (P)**

- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 5

**Repeatable For Credit:** No

**Availability:** Independent Study and Campus Online

**Prerequisite:** None

*Meets UC/CSU D Requirements*

Meets EUHSD Physical Science Requirement

This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principals, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. "In order to meet UC approval, students are required to complete virtual labs as part of the overall course.

### Government E

**9620E (P)**

- **Length:** 1 Semester
- **College Prep:** Yes
- **Grades:** 12
- **Credits:** 5

**Repeatable For Credit:** No

**Availability:** Independent Study and Campus Online

**Prerequisite:** None

*Meets EUHSD American Government Requirement*

Meets UC/CSU A Requirements

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays, of historical evidence and to draw conclusions about historical events.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
**ECONOMICS E**

**9621E (P)**

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Meets UC/CSU G Requirements

This semester-long course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

**WORLD LANGUAGE**

**SPANISH I E**

**9635E/9636E (P)**

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<th>Length: 1 Year</th>
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Meets UC/CSU E Requirements

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

**SPANISH II E**

**9637E/9638E (P)**

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Meets UC/CSU E Requirements

Spanish II - High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

**SPANISH III E**

**9639E/9640E (P)**

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Meets UC/CSU E Requirements

In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.
**ELECTIVES**

**ADVERTISING & SALES PROMOTION E  9780E (P)**

Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study Only
Prerequisite: None
Meets EUHSD CTE Requirement Or Elective Credit
Meets UC/CSU G Requirements

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

**ART HISTORY E  9764E (P)**

Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study and Campus Online
Prerequisite: None
Meets UC/CSU G Requirements

Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit

**ANIMAL SYSTEMS E  9810E (P)**

Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study and Campus Online
Prerequisite: None
Meets UC/CSU G Requirements

Meets EUHSD CTE Requirement Or Elective Credit

Animal Systems is a semester-long high school course that provides students with a wealth of information on livestock-management practices, animal husbandry, physiological systems, the latest scientific trends, veterinary practice, and innovations in food production. Changes in practices, regulations, and legislation for animal welfare continue as new research provides solutions to medical, ethical, and practical concerns. The course reviews current topics, such as advancements in technology and research, and defines areas of discussion while maintaining focus on best-management practices. A student might use the knowledge gained from the course to further an interest in becoming a chef, researcher, doctor, wildlife-management professional, or any number of applicable careers.

**ASTRONOMY 1 A E  9811E (P)**

Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study Only
Prerequisite: None
Meets UC/CSU G Requirements

Meets EUHSD Elective Credit

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 origin of the universe, the Milky Way, and other galaxies and stars.

**ASTRONOMY 1 B E  9812E (P)**

Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study Only
Prerequisite: None
Meets UC/CSU G Requirements

Meets EUHSD Elective Credit

Building upon the prior prerequisite course, this course presents a variety of subjects that allow the student to become more familiar with the universe. Students will explore the solar system, the sun, comets, asteroids, and meteors as well as become familiar with the concepts of space travel and settlements. Students will also examine the life cycle of stars and the properties of planets.
BUSINESS/FINANCE (INTRODUCTION) E 9813E/9814E
Length: 1 Year  College Prep: No  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study and Campus Online
Prerequisite: None
Not UC/CSU Approved
Meets EUHSD CTE Requirement Or Elective Credit

CAREERS IN FINANCE E 9815E (P)
Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study and Campus Online
Prerequisite: None
Meets UC/CSU G Requirements
Meets EUHSD CTE Requirement Or Elective Credit

Introduction to Careers in Finance is a semester-long course that provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers. Course units address a broad set of services in the industry including finance overview, financial services, securities analysis, investments, principles of corporate finance, banking services, risk management, and insurance.

CAREERS IN HEALTH SCIENCE E 9816E (P)
Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study and Campus Online
Prerequisite: None
Meets UC/CSU G Requirements
Meets EUHSD CTE Requirement Or Elective Credit

This semester-long course is an overview of health careers and overriding principles central to all health professions. The course provides a foundation for further study in the field of health science. Upon completion of the course, students are able to discuss the potential career choices and have an understanding of basic concepts that apply to these different choices such as science and technology in human health, disease, privacy, ethics and safety. Essential skill development, such as communication and teamwork, are also addressed.

CAREERS IN TRANSPORTATION, DISTRIBUTION & LOGISTICS E 9817E (P)
Length: 1 Semester  College Prep: Yes  Grades: 9-12  Credits: 5
Repeatable For Credit: No  Availability: Independent Study and Campus Online
Prerequisite: None
Meets UC/CSU G Requirements
Meets EUHSD CTE Requirement Or Elective Credit

This semester-long course introduces students to the complicated world of commercial transportation. Students undertake an overview of the fields of transportation, distribution, and logistics, learning the differences between the fields and the primary services provided in each. Students learn how warehousing, inventory, and other associated businesses impact the economy, which includes the advantages and disadvantages of automation on employment. Students learn about the history of transportation including. Students examine the fields that serve to support and manage transportation systems. Lastly, the role of technology and technological development on transportation-related businesses is addressed.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement

**COMMUNICATIONS & SPEECH I E**

**9779E (P)**

**Length:** 1 Semester  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 5

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Prerequisite:** None  
**Meets UC/CSU G Requirements**

**COMMUNICATIONS & SPEECH II E**

**9818E (P)**

**Length:** 1 Semester  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 5

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Prerequisite:** None  
**Meets UC/CSU G Requirements**

**COMPUTER APPLICATIONS E**

**9709E/9710E**

**Length:** 1 Year  
**College Prep:** No  
**Grades:** 9-12  
**Credits:** 5 (per semester)

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Prerequisite:** None  
**Not UC/CSU Approved**

**COMPUTER SCIENCE (INTRODUCTION) E**

**9819E/9820E**

**Length:** 1 Year  
**College Prep:** No  
**Grades:** 9-12  
**Credits:** 5 (per semester)

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Prerequisite:** None  
**Not UC/CSU Approved**

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
### DISCOVER INDEPENDENT STUDY/CAMPUS ONLINE

**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement

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<th>9823E/9824E (P)</th>
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- Construction Careers is a semester-long course that introduces high school students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students learn the key techniques in building all types of building, as well as the key individuals involved in each step of the process. Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students learn that there is no way to be successful in construction without taking such issues seriously. Lessons in this course also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building.

- Corrections is one of the three branches of the Criminal Justice Systems (CJS) in the United States. All three branches employ personnel who are authorized to uphold and enforce the law and are required to operate under the rule of law. Each branch works as part of the entire system to maintain the public safety and well-being and bring criminals to justice. Corrections facilities and programs are run by a complex system of policies and procedures which uphold local, state, and federal laws. Corrections: Policies and Procedures gives high school students an introductory, yet thorough view of many aspects of corrections operations. Students receive historical and legal background information as they study how prisons and prisoners have evolved into correctional facilities and programs for offenders. In this semester-long course duties, responsibilities, conduct, training, and special certification possibilities for corrections are reviewed, giving students an in-depth look at what a variety of careers in this growing field encompass and require.

- In today’s world, crime and deviant behavior rank at or near the top of many people’s concerns. In this course, we will study the field of Criminology – the study of crime. We 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. Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors… from arrest to punishment…help shape the criminal case process?

- Want to have an impact on the most important years of human development? Students will 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.

- 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.
**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**

### FIRE AND EMERGENCY SERVICES
- **9825E (P)**
  - Length: 1 Semester
  - College Prep: Yes
  - Grades: 9-12
  - Credits: 5
- Repeatable For Credit: No
- Prerequisite: None
- Meets UC/CSU G Requirements
- Meets EUHSD CTE Requirement Or Elective Credit

### FORENSIC SCIENCE I
- **9655E (P)**
  - Length: 1 Semester
  - College Prep: Yes
  - Grades: 9-12
  - Credits: 5
- Repeatable For Credit: No
- Prerequisite: None
- Meets UC/CSU G Requirements
- Meets EUHSD Elective Credit

### FORENSIC SCIENCE II
- **9656E (P)**
  - Length: 1 Semester
  - College Prep: Yes
  - Grades: 9-12
  - Credits: 5
- Repeatable For Credit: No
- Required Prerequisite: Forensic Science I
- Meets UC/CSU G Requirements
- Meets EUHSD Elective Credit

### FORESTRY AND NATURAL RESOURCES
- **9759E (P)**
  - Length: 1 Semester
  - College Prep: Yes
  - Grades: 9-12
  - Credits: 5
- Repeatable For Credit: No
- Prerequisite: None
- Meets UC/CSU G Requirements
- Meets EUHSD CTE Requirement Or Elective Credit

### GOTHIC LITERATURE
- **9657E**
  - Length: 1 Semester
  - College Prep: No
  - Grades: 9-12
  - Credits: 5
- Repeatable For Credit: No
- Prerequisite: None
- Not UC/CSU Approved
- Meets EUHSD Elective Credit

### HEALTH SCIENCE CONCEPTS
- **9767E/9768E (P)**
  - Length: 1 Year
  - College Prep: Yes
  - Grades: 9-12
  - Credits: 5 (per semester)
- Repeatable For Credit: Yes
- Prerequisite: None
- Meets EUHSD CTE Requirement Or Elective Credit

This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology— including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways. Course Objectives Throughout the course, you will meet these goals: - Examine the human body to explain its organization and functions - Use basic medical terminology to describe health science concepts - Understand common diseases and disorders of the body systems - Define the stages of human reproduction and development - Relate the body systems to their health science career specialties.

**DISCOVER INDEPENDENT STUDY/CAMPUS ONLINE**

- Spectroscopy will be examined.
- Chromatography, odontology, entomology, mineralogy, and material analysis.
- Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.
- Fingerprints, blood spatter, DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. 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 student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.
**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement

### DISCOVER INDEPENDENT STUDY/CAMPUS ONLINE

#### HOSPITALITY & TOURISM E 9659E (P)
- **Length:** 1 Semester
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 5
- **Availability:** Independent Study Only
- **Prerequisite:** None
- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

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. Students 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.

#### LAW AND ORDER E 9661E (P)
- **Length:** 1 Semester
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 5
- **Availability:** Independent Study Only
- **Prerequisite:** None
- **Meets UC/CSU G Requirements**

Every society has laws that its citizens must follow. From traffic laws to regulation of how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society’s legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

#### JOURNALISM E 9826E/9827E (P)
- **Length:** 1 Year
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 5 (per semester)
- **Availability:** Independent Study Only
- **Prerequisite:** None
- **Meets UC/CSU G Requirements**
- **Meets EUHSD Elective Credit**

Investigating the Truth - If you’re the first to know what’s going on in your school or town, or the first to post on Facebook or Instagram about your favorite TV shows or favorite celebrities, then you’re just the person that every online, in-print, and broadcast news outlet is looking for. And Journalism: Investigating the Truth is the perfect course for you! In this course, you’ll learn how to write a lead that grabs your readers, how to write engaging news stories and features, and how to interview sources. You’ll also learn about the history of journalism, how to succeed in the world of social media news, and how to turn your writing, photography, and people skills into an exciting and rewarding career.

#### KEYBOARDING AND APPLICATIONS E 9828E
- **Length:** 1 Semester
- **College Prep:** No
- **Grades:** 9-12
- **Credits:** 5
- **Availability:** Independent Study and Campus Online
- **Prerequisite:** None

Keyboarding and Applications is a semester-long course that teaches students keyboarding skills, technical skills, effective communication skills, and productive work habits. Students learn proper keyboarding techniques. Once students have been introduced to keyboarding skills, lessons include daily practice of those skills. Students gain an understanding of computer hardware, operating systems, file management, and the Internet. In addition, students apply their keyboarding skills and create a variety of business documents, including word processing documents and electronic presentations.

#### LAW, PUBLIC SAFETY E 9829E (P)
- **Length:** 1 Semester
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 5
- **Availability:** Independent Study and Campus Online
- **Prerequisite:** None
- **Meets UC/CSU G Requirements**

Legal institutions focus on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

#### MARKETING & SALES FOR TOURISM & HOSPITALITY E 9830E (P)
- **Length:** 1 Semester
- **College Prep:** Yes
- **Grades:** 9-12
- **Credits:** 5
- **Availability:** Independent Study and Campus Online
- **Prerequisite:** None
- **Meets UC/CSU G Requirements**
- **Meets EUHSD CTE Requirement Or Elective Credit**

This semester-long course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students are introduced to marketing theory and application of the basic principles of marketing as applied in hospitality and tourism. The relationship between marketing and other functions such as advertising, sales techniques, and public relations is addressed. Students have an opportunity to explore this multi-faceted world, identifying multiple career paths and opportunities.
### MUSIC APPRECIATION E 9748E (P)

**Length:** 1 Semester  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 5  

**Repeatable For Credit:** No  
**Availability:** Independent Study Only  
**Meets EUHSD Fine Arts Or Elective Credit**  
**Prerequisite:** None  

**Description:**
Music is part of everyday lives 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 will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the Twentieth First Century. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.

### PERSONAL FINANCE E 9792E (P)

**Length:** 1 Semester  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 5  

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Meets EUHSD Elective Credit**  
**Prerequisite:** None  

**Description:**
This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, and satisfy personal goals. 

### PERSONAL CARE SERVICES E 9731E

**Length:** 1 Semester  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 5  

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Meets EUHSD CTE Requirement Or Elective Credit**  
**Prerequisite:** None  

**Description:**
Personal Care Services introduces high school students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching), teaching (including physical and hygiene practices in head, hand, and facial care for men), massage therapy, teaching body-mind disciplines (yoga, Pilates, and martial arts), and fitness (general exercise classes and acting as a personal trainer), and mortuary science (embalming and funeral directing). The semester-long course teaches students about what each career entails and the education and training they need to become credentialed in various career specialties. In addition, about half of the course is devoted to Practicum Training (CPhT) and associated with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it.

### NURSING ASSISTANT E 9769E/9770E (P)

**Length:** 1 Year  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 5  

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Meets UC/CSU G Requirements**  
**Meets EUHSD CTE Requirement Or Elective Credit**  
**Prerequisite:** None  

**Description:**
This two-semester course prepares students to provide and assist with all aspects of activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology and procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Certified Nursing Assistant (CNA). Course objectives throughout the course, you will meet the following goals:
1.) Describe the role of the Nursing Assistant in the healthcare environment. 2.) Know the legal and ethical responsibilities specific to nurse assisting. 3.) Perform patient care procedures. 4.) Perform physical comfort and safety functions specific to nurse assisting. 5.) Perform activities of daily living (ADLs). 6.) Analyze effective techniques for communicating with a diverse patient population. 7.) Understand the principles of immobility and patient positioning. 8.) Know how to maintain patient dignity and provide culturally sensitive care.

### PHARMACY TECHNICIAN E 9771E/9772E (P)

**Length:** 1 Year  
**College Prep:** Yes  
**Grades:** 9-12  
**Credits:** 5  

**Repeatable For Credit:** No  
**Availability:** Independent Study and Campus Online  
**Meets UC/CSU G Requirements**  
**Meets EUHSD CTE Requirement Or Elective Credit**  
**Prerequisite:** None  

**Description:**
This two-semester course prepares students for employment as a Certified Pharmacy Technician (CPhT) and associates with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it.

**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement
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</table>

**PRINCIPLES OF PUBLIC SERVICE E**

**9793E (P)**

- Length: 1 Semester
- College Prep: Yes
- Grades: 9-12
- Credits: 5
- Repeatable For Credit: No
- Prerequisite: None
- Meets UC/CSU G Requirements
- Meets EUHSD CTE Requirement Or Elective Credit

Have you ever wondered who decides where to put roads? Or makes sure that someone answers the phone when you call 911? Or determines that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies. Public service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So, if you want to work for the greater good, there is probably a public service career for you!

**PUBLIC HEALTH E**

**9833E**

- Length: 1 Semester
- College Prep: Yes
- Grades: 9-12
- Credits: 5
- Repeatable For Credit: No
- Prerequisite: None
- Meets UC/CSU G Requirements
- Meets EUHSD CTE Requirement Or Elective Credit

Public Health: Discovering the Big Picture in Health Care is a semester-long high school course that discusses the multiple definitions of public health and the ways these definitions are put into practice. The five core disciplines and ways they interact to reduce disease, injury and death in populations is explored. By understanding the roles of public health, students gain a greater appreciation for its importance and the various occupations one could pursue within the field of public health. Students explore the history, nature and context of the public health system. Students also learn how to promote public health, and how to coordinate a response to a public health emergency. Students explore how diseases spread and learn about the roles of the Centers for Disease Control and the World Health Organization. By entering the field of public health, students play an integral part in improving the health and lives of many people.

**REAL WORLD PARENTING E**

**9761E**

- Length: 1 Semester
- College Prep: No
- Grades: 9-12
- Credits: 5
- Repeatable For Credit: No
- Prerequisite: None
- Not UC/CSU Approved
- Meets EUHSD Approved

What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course.

**DISCOVER INDEPENDENT STUDY/CAMPUS ONLINE**

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specific set of expectations since protecting society is such

will explore some of the most common career paths in pub

vice includes many different types of careers, but they all

have in common the goal of working for others. This course

focuses on the preparation for entry to practice, along with

the navigating the field once you are in it (working as part of

a team, dealing with patients, etc.). Students choose their

career path by studying different roles, responsibilities, set-
tings, education needs, and amounts of patient contact. De-
gree and training requirements, working environment, sal-
aries, and the day in life of that career is also covered in

this course. Students explore important aspects that are

applicable to the entire health field, such as behaving eth-

ically, keeping patients safe and free from infections and

germ, and following laws and policies.

This two-semester course introduces high school students

to the study of psychology and helps them master funda-

mental concepts in research, theory, and human behavior.

Students analyze human growth, learning, personality, and

behavior from the perspective of major theories within the

psychology, including the biological, psychosocial, and cog-
nitive perspectives. From a psychological point of view, stu-
dents investigate the nature of being human as they build a

comprehensive understanding of traditional psychological

concepts and contemporary perspectives in the field. Course

components include an introduction to the history, perspec-
tives, and research of psychology; an understanding of topics

such as the biological aspects of psychology, learning, and
cognitive development; the stages of human development; as-
pects of personality and intelligence; the classification and
treatment of psychological disorders; and psychological

aspects of social interactions.

**PSYCHOLOGY E**

**9624E/9625E (P)**

- Length: 1 Semester
- College Prep: Yes
- Grades: 9-12
- Credits: 5 (per semester)
- Repeatable For Credit: No
- Prerequisite: None
- Availability: Independent Study and Campus Online
- Meets UC/CSU G Requirements

This two-semester course introduces high school students
to the study of psychology and helps them master funda-
mental concepts in research, theory, and human behavior.
Students analyze human growth, learning, personality, and
behavior from the perspective of major theories within the
psychology, including the biological, psychosocial, and cog-
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pects of personality and intelligence; the classification and
treatment of psychological disorders; and psychological
aspects of social interactions.
**Coding of Courses:** (P) College Prep, (H) Honors, (AP) Advanced Placement

## SMALL BUSINESS ENTREPRENEURSHIP E

<table>
<thead>
<tr>
<th>Length: 1 Year</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
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This full-year course is designed to provide the skills needed to effectively organize, develop, create, manage and own a business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students explore what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students become familiar with the traits and characteristics that are found in successful entrepreneurs, and see how research, planning, operations, and regulations can affect small businesses. Students also learn how to develop plans for having effective business management, financing and marketing strategies.

## SOCIAL PROBLEMS I E

<table>
<thead>
<tr>
<th>Length: 1 Semester</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 5</th>
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<td>Prerequisite: None</td>
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Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among societies, governments and the individual. Each unit is focused on a particular area of concern, often within a global context. 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.

## SOCIAL PROBLEMS II E

<table>
<thead>
<tr>
<th>Length: 1 Semester</th>
<th>College Prep: Yes</th>
<th>Grades: 9-12</th>
<th>Credits: 5</th>
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The Social Problems II 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.

## SOCIETY E

<table>
<thead>
<tr>
<th>Length: 1 Semester</th>
<th>College Prep: Yes</th>
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<tbody>
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Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course the delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

## SPORTS & ENTERTAINMENT MARKETING E

<table>
<thead>
<tr>
<th>Length: 1 Semester</th>
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Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, you’ll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion-dollar sports and entertainment marketing industry. You’ll learn about how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. If you’ve ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.
**DISCOVER INDEPENDENT STUDY/CAMPUS ONLINE**

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<tr>
<th>STRATEGIES FOR ACADEMIC SUCCESS E 9682E</th>
<th>THERAPEUTICS E 9838E (P)</th>
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<td><strong>Prerequisite:</strong> None</td>
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<td><strong>Availability:</strong> Independent Study and Campus Online</td>
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<tr>
<td><strong>Not UC/CSU Approved</strong></td>
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**Meetes EUHSD CTE Requirement Or Elective Credit**

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques. Course objectives throughout the course, you will meet the following goals: 1.) compare different types of motivation and explain how motivation affects academics, 2.) understand the concept of academic integrity, and define cheating as it relates to online learning, 3.) identify different types of organizers, and describe the purposes of each, 4.) describe different strategies for remembering information, 5.) list and explain each of the five steps of test preparation, 6.) explain the importance of following a rubric, 7.) describe the benefits of creating study groups, and distinguish the characteristics of quality study groups.

<table>
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<th>STEM (INTRODUCTION) E 9837E (P)</th>
<th>VISUAL ARTS E 9796E/9797E (P)</th>
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<td><strong>Meets EUHSD Fine Arts Or CTE Requirement Or Elective Credit</strong></td>
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This semester-long course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem-solving skills, and potentially awaken an interest in pursuing a career in STEM. Students are introduced to the history, fundamental principles, applications, processes, and concepts of STEM. Students are exposed to several computer applications used to analyze and present technical or scientific information. Finally, students explore the kinds of strategies frequently used to solve problems in these disciplines. Throughout the course, students discover their strengths through practical applications and awareness of the various STEM careers.

**Meetes EUHSD CTE Requirement Or Elective Credit**

Therapeutics: The Art of Restoring and Maintaining Wellness is a semester-long high school course that focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, occupational therapists, athletic trainers, massage therapists, dieticians and diabetic technicians, art therapists, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists. Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook. Key concepts and specific skill sets are introduced in the lessons, allowing students to apply what they have learned to health careers. This course is important because skilled health care workers are in high demand and expected to remain so for the foreseeable future.

**Meetes EUHSD CTE Requirement Or Elective Credit**

Covering art appreciation and art history, this full year course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. The course includes prehistoric art, early Medieval and Romanesque art, art in the 12th, 13th, and 14th centuries; 15th-century art in Europe; 16th-century art in Italy; the master artists, high Renaissance and Baroque art; world art (which includes the art of Asia, Africa, the Americas, and the Pacific cultures); 18th- and 19th-century art in Europe and the Americas; and modern art in Europe and the Americas.

**Coding of Courses: (P) College Prep, (H) Honors, (AP) Advanced Placement**
MISSION

Empowering every student to graduate prepared for college, career, and life through excellence in learning.