



**Course Selection Guide**  
**SY 2024-25**

# Table of Contents

FUHSD Non-discrimination policy	3
School Counseling & Planning	8
College Admissions	11
Core Subjects	
English	20
Mathematics	24
Physical Education	28
Science	30
Social Studies/History	33
Applied Academics	35
Visual and Performing Arts	55
World Languages	62
Non-departmental/General Electives	64
Adult Ed, Secondary Ed and Summer Academy Programs	66
FUHSD Awards & Recognitions	69

## FUHSD NON-DISCRIMINATION INFORMATION

---

The Fremont Union High School District (FUHSD) prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, genetic information, marital status, medical condition, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, Vietnam Era Veterans' status or association with a person or a group with one or more of these actual or perceived characteristics.

For questions or complaints, contact:

Equity Compliance Officer:

Graham Clark, Superintendent

589 W. Fremont Avenue, Sunnyvale, CA; (408) 522-2201, [graham\\_clark@fuhsd.org](mailto:graham_clark@fuhsd.org)

Title IX Coordinator:

Trudy Gross, Associate Superintendent

589 W. Fremont Avenue, Sunnyvale, CA; (408) 522-2203, [trudy\\_gross@fuhsd.org](mailto:trudy_gross@fuhsd.org)

Section 504 Coordinator:

Cathleen Rodriguez, Coordinator of Special Services

589 W. Fremont Avenue, Sunnyvale, CA; (408) 522-2285, [cathleen\\_rodriguez@fuhsd.org](mailto:cathleen_rodriguez@fuhsd.org)

### MANDARIN:

Fremont Union 高中校区 (FUHSD) 禁止基于某人的实际或感知的年龄、血统、肤色、残疾、性别、性别认同、性别表达、遗传信息、婚姻状况、医疗状况、移民身份、国籍、种族或民族、宗教、性别、性取向、越战退伍军人身份或与具有上述一个或多个实际或感知特征的个人或群体的联系而进行歧视、恐吓、骚扰（包括性骚扰）或欺凌。

如有任何问题或投诉，请联系：

公平合规主任：

教育学监：Graham Clark

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2201, [graham\\_clark@fuhsd.org](mailto:graham_clark@fuhsd.org)

教育修正案第 IX 条款协调员：

副教育学监：Trudy Gross

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2203, [trudy\\_gross@fuhsd.org](mailto:trudy_gross@fuhsd.org)

康复法案第 504 节协调员：

Cathleen Rodriguez

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2285, [cathleen\\_rodriguez@fuhsd.org](mailto:cathleen_rodriguez@fuhsd.org)

**JAPANESE:**

Fremont Unionハイスクールディストリクト(FUHSD)は、年齢、祖先、肌の色、障害、性別、性自認、性表現、遺伝情報、婚姻状況、病状、移民状況、国籍、人種または民族、宗教、性別、性的指向、ベトナム時代退役軍人の地位、またはこれらの実際の特性または認識の1つ以上を持つ人物または集団との関連に基づく差別、脅迫、嫌がらせ(セクハラ含む)、いじめを禁止するものです。

ご質問や苦情はこちらまで:

エクイティ・コンプライアンス・オフィサー:

Graham Clark、スーパーインテンデント

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2201, [graham\\_clark@fuhsd.org](mailto:graham_clark@fuhsd.org)

タイトル IX コーディネーター:

Trudy Gross、アソシエイト・スーパーインテンデント

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2203, [trudy\\_gross@fuhsd.org](mailto:trudy_gross@fuhsd.org)

セクション504コーディネーター:

Cathleen Rodriguez

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2285, [cathleen\\_rodriguez@fuhsd.org](mailto:cathleen_rodriguez@fuhsd.org)

**KOREAN:**

The Fremont Union 고등학교 교육구(FUHSD)는 개인의 실제적 또는 인지된 연령, 혈통, 피부색, 장애, 성별, 성 정체성, 성별 표현, 유전 정보, 결혼 여부, 건강 상태, 이민 상태, 국적, 인종 또는 민족, 종교, 성적 취향, 베트남전 참전 여부 이러한 실제적 또는 인지된 특성 중 하나 이상에 해당하는 개인 또는 그룹과의 연관성 때문에 차별, 위협, 괴롭힘(성희롱 포함) 또는 따돌림 행위를 하는 것을 금지합니다.

질문이나 불만 사항이 있는 경우 연락 주십시오.

형평성 준수 책임자:

Graham Clark, 교육장

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2201, [graham\\_clark@fuhsd.org](mailto:graham_clark@fuhsd.org)

타이틀 IX 코디네이터:

Trudy Gross, 부교육장

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2203, [trudy\\_gross@fuhsd.org](mailto:trudy_gross@fuhsd.org)

섹션 504 코디네이터:

Cathleen Rodriguez

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2285, [cathleen\\_rodriguez@fuhsd.org](mailto:cathleen_rodriguez@fuhsd.org)

**TAGALOG:**

Ipinagbabawal ng Distrito ng Mataas na Paaralan ng Fremont Union o Fremont Union High School District (FUHSD) ang diskriminasyon, pananakot, panliligalig (kabilang ang sekswal na panliligalig) o pang-aapi batay sa aktwal o naiisip na edad ng isang tao, ninuno, kulay, kapansanan, kasarian, pagkakakilanlan ng kasarian, pagpapahayag ng kasarian, genetikong impormasyon, katayuan sa pag-aasawa, kondisyong medikal, katayuan sa imigrasyon, nasyonalidad, lahi o etnisidad, relihiyon, kasarian, sekswal na oryentasyon, katayuan bilang

beterano ng Vietnam Era o kaugnayan sa isang tao o grupong may isa o higit pa sa aktuwal o napapansing mga katangiang ito.

Para sa mga katanungan o reklamo, makipag-ugnayan sa:

Opisyal sa Pagsunod sa Katarungan:

Graham Clark, Superintendente

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2201, [graham\\_clark@fuhdsd.org](mailto:graham_clark@fuhdsd.org)

Tagapag-ugnay ng Título IX

Trudy Gross, Katulong na Superintendente

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2203, [trudy\\_gross@fuhdsd.org](mailto:trudy_gross@fuhdsd.org)

Tagapag-ugnay ng Seksyon 504:

Cathleen Rodriguez

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2285, [cathleen\\_rodriguez@fuhdsd.org](mailto:cathleen_rodriguez@fuhdsd.org)

**SPANISH:**

El Distrito de Escuelas Secundarias de Fremont Union (FUHSD) prohíbe la discriminación, la intimidación, el acoso (incluyendo el acoso sexual) o la intimidación en función de la edad, ascendencia, color, discapacidad, género, identidad de género, expresión de género, información genética, estado civil, condición médica, estado migratorio, nacionalidad, raza o etnia, religión, sexo, orientación sexual, estado de veterano de la era de Vietnam o asociación con una persona o un grupo con una o más de estas características reales o percibidas.

Si tiene preguntas o quejas, comuníquese con:

Equity Compliance Officer (Oficial de Cumplimiento de Equidad):

Graham Clark, Superintendente

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2201, [graham\\_clark@fuhdsd.org](mailto:graham_clark@fuhdsd.org)

Coordinador del Título IX

Trudy Gross, Superintendente asociada

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2203, [trudy\\_gross@fuhdsd.org](mailto:trudy_gross@fuhdsd.org)

Coordinador de Sección 504

Cathleen Rodriguez

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2285, [cathleen\\_rodriguez@fuhdsd.org](mailto:cathleen_rodriguez@fuhdsd.org)

**VIETNAMESE:**

Học khu Trung học Fremont Union (FUHSD) nghiêm cấm phân biệt đối xử, đe dọa, quấy rối (bao gồm quấy rối tình dục) hoặc bắt nạt dựa trên tuổi nhận thức hoặc tuổi thực tế, nguồn gốc tổ tiên, màu da, khuyết tật, giới tính, nhận dạng giới tính, biểu hiện giới tính, thông tin di truyền, tình trạng hôn nhân, tình trạng y tế, tình trạng nhập cư, quốc tịch, chủng tộc hoặc sắc tộc, tôn giáo, giới tính, khuynh hướng tình dục, tình trạng Cựu chiến binh chiến tranh Việt Nam hoặc mối quan hệ với một người hoặc nhóm người có một hoặc nhiều đặc điểm thực tế hoặc nhận thức này.

Nếu có các câu hỏi hoặc khiếu nại, hãy liên hệ:

Nhân viên Tuân thủ công bằng:

Graham Clark, Giám đốc Học khu

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2201, [graham\\_clark@fuhdsd.org](mailto:graham_clark@fuhdsd.org)

Điều phối viên Đề mục IX:

Trudy Gross, Phó Giám đốc Học khu

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2203, [trudy\\_gross@fuhdsd.org](mailto:trudy_gross@fuhdsd.org)

Điều phối viên Mục 504

Cathleen Rodriguez

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2285, [cathleen\\_rodriguez@fuhdsd.org](mailto:cathleen_rodriguez@fuhdsd.org)

The Fremont Union High School District Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs to ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act.

The Superintendent or designee shall ensure that the District provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note-takers, written materials, taped test, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment material distributed to these groups. (34CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures. In compliance with the law, the District's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

Fremont Union High School District Board Policy 0410

## SCHOOL COUNSELING & PLANNING

---

The purpose of the Guidance Program is to assist students with their academic planning so they can take full advantage of a range of options upon graduation from high school. FUHSD's School Counseling Teams at each site generally include Certificated School Counselors, College and Career Advisors, and Administrators. These team members are often the first point of contact for students and families seeking information about FUHSD's high schools. The majority of school counseling services are delivered through group presentations in the classroom or in evening presentations for students and their families. School counseling presentations occur throughout the year at each site with topics that include choosing a college and career, financial aid, and course selection. The School Counseling team is available to students and their families for individual appointments for support with:

- Social emotional wellness
- College to career planning (including a 4-year plan toward graduation)
- Facilitating positive, collaborative relationships with peers and teachers
- Navigating the high school experience (including time management, involvement in extracurricular activities, self-advocacy, volunteer and internship opportunities)

The College and Career Advisors are the point of contact for college representatives, military recruiters, and volunteer and internship opportunities. They also organize our district's College Fair each fall. Schedules of visits from college representatives are generally posted online and shared via announcements. College and Career Advisors support Naviance, our district's college and career planning tool, which provides students with personalized surveys and customized career and college exploration resources.

### THE GUIDANCE PROGRAM

<b>9<sup>th</sup></b> Orientation	Freshman year is about establishing a strong foundation for the high school experience. Students learn to navigate the wide range of academic programs and extracurricular opportunities for personal and academic growth. Students will be introduced to their School Counseling Team members and the resources available to them.
<b>10<sup>th</sup></b> Exploration	Sophomore students feel the challenge of an added academic class (i.e., World History) as they settle into their high school experience. Students face many choices in the spring as they continue developing the academic and career paths they wish to pursue after high school. Course choices become a major focus for sophomores as they reflect on their progress and future career goals.
<b>11<sup>th</sup></b> Decision-Making	As students enter the junior year, they begin making more definitive decisions about post-high school plans. School counseling activities focus on self-reflection and assessment of students' interests, skills, academic preparation, and future goals as part of this planning process. College and Career Center speakers and evening workshops offer students and parents information about college and other educational alternatives, careers, and financial aid.
<b>12<sup>th</sup></b> Transitions	The School Counseling Program for Seniors is designed to support their transition to life beyond high school. Information presented includes completing the application processes for 2- and 4-year colleges, financial aid, community college career programs, trade and technical schools, military programs, and apprenticeship programs. Seniors are encouraged to take advantage of work-based learning opportunities such as part-time jobs, internships, and job shadowing experiences as they narrow their focus to a particular field and the post-secondary programs required to meet their goals.



# IMPORTANT GUIDANCE INFORMATION

A semester class is worth 5 credits; a year class (two semesters) is worth 10 credits. A full course load is 6 classes; therefore, most students earn 30 credits each semester for a total of 60 credits per year.

Failed classes (grade of F) earn no credits. Required classes that are failed must be repeated until they are passed. Classes in which a student earns a D grade will count towards graduation requirements, but they will not count for college eligibility.

Courses that are repeated earn credits only once, unless otherwise noted in the course description. Example: A student earns a D in Algebra 1 and then repeats the course the next year earning a B. The D grade will remain on the permanent record but will earn no credits. The B grade will earn 5 credits. The higher grade will be used to calculate the total GPA. A minimum grade of C is required for college eligibility.

College eligibility may be met in selected courses with the end of course grade even if the first semester grade is lower than a C. Consult your Guidance Counselor or Assistant Principal for specific course listings.

The 9-12 Academic Grade Point Average (GPA) includes all grades in all academic courses for the full four years of high school. The 10–12 Academic GPA is used for college eligibility.

For more information about your CHS’ counseling program, please visit these websites:

Cupertino High School	<a href="#">School Counseling Department</a>	<a href="#">College and Career Center</a>
-----------------------	--	---

## FUHSD GRADUATION & UC/CSU A-G COURSE REQUIREMENTS

Subject Area	FUHSD Graduation	UC/CSU A-G Requirements
Social Science	30 credits: World History (10 <sup>th</sup> ), US History (11 <sup>th</sup> ), Gov. (12 <sup>th</sup> ), Economics (12 <sup>th</sup> )	(a) 2 Years: World History <u>and</u> US History <u>or</u> 1 Sem. US History & 1 Sem. Gov
English	40 credits	(b) 4 years
Math	20 credits: 10 credits "Algebra" 10 credits "Geometry" minimum	(c) 3 years through Algebra 2 (4 years recommended): *Must complete 1 yr of Geometry for UC
Science	20 credits: 10 credits Life Science 10 credits Physical Science	(d) 2 years (3 recommended): 1 year Life Science (ex. Biology, Physio, APES) 1 year Physical Science (ex. Chem, Physics, APES), 1 year of 2 required years may be interdisciplinary. A 3 <sup>rd</sup> year may be Comp Sci or Engineering "D" classes.
World Language	*10 credits	(e) 2 years minimum in same language (3 years recommended)
Visual/ Performing Arts (includes music, art, drama, dance)	*10 credits	(f) 1 year
Applied Academics (includes Career Technical Education, Computer Science, Journalism, general career education)	*10 credits	(g) Please refer to course descriptions in this guide to determine which FUHSD courses in this category meet UC/CSU "g" requirements.
Physical Education	20 credits	None
Elective	60 credits	Certain courses may meet UC/CSU requirements. Please refer to course descriptions in the course guide.
Total Credits	220 credits	15 College Prep classes
General Notes	Must pass with D's or better	Must pass with C's or better (For additional information on UC/CSU gpa and testing requirements, please refer to the College Admissions section of this guide)

\*For FUHSD graduation, students must complete 2 of the 3 starred areas

## COLLEGE ADMISSIONS

---

FUHSD provides all students with their own account in our college and career guidance resource, Naviance. This online tool allows students to conduct personalized searches to explore the range of careers and related college opportunities available to them. Please refer to your school's main page to link to the appropriate Naviance site. Naviance can help a student better understand which of the options listed below is best to meet his or her future goals. Your School Counselors, administrators, and College and Career Advisor are also ready to help you understand your options and make plans for your future.

### COMMUNITY COLLEGE

Admission to community college requires one of the following: graduating from high school, passing either the General Educational Development (GED) Exam or California High School Proficiency Examination (CHSPE), being at least 18 years of age. At the community college, students can complete the first two years of college and transfer as juniors to 4-year universities when they successfully complete appropriate course work. Students can also earn AA degrees and certificates in specific vocational areas that will assist them in entering an occupation. Local community college contact information is listed below:

**De Anza College**

21250 Stevens Creek Blvd.  
Cupertino, CA 95014  
Counseling: (408) 864-5400  
[www.deanza.fhda.edu](http://www.deanza.fhda.edu)

**Evergreen Valley College**

3095 Yerba Buena Road  
San Jose, CA 95135  
Counseling: (408) 270-6474  
[www.evc.edu](http://www.evc.edu)

**Foothill College**

12345 El Monte Road  
Los Altos Hills, CA 94022  
Career Center: (650) 949-7229  
[www.foothill.fhda.edu](http://www.foothill.fhda.edu)

**Mission College**

3000 Mission College Blvd.  
Santa Clara, CA 95054  
Counseling: (408) 855-5030  
[www.missioncollege.org](http://www.missioncollege.org)

**San Jose City College**

2100 Moorpark Avenue  
San Jose, CA 95128  
Counseling: (408) 288-3750  
[www.sjcc.edu](http://www.sjcc.edu)

**West Valley College**

14000 Fruitvale Avenue  
Saratoga, CA 95070  
Counseling: (408) 741-2009  
<http://westvalley.edu/>

### PRIVATE UNIVERSITIES & COLLEGES

There are hundreds of private (independent) universities and colleges across the country. Students will find great variety among these schools as each offers a unique educational environment. A student's individual needs and career plans will determine which private university he or she would be best suited for. While most private universities are relatively small in size, they also differ from public universities in educational emphasis: religious, nonsectarian, community service, career focus, and liberal arts. For additional information on private universities in California, we recommend visiting <http://www.aiccu.edu>.

#### How Do Private Universities Make Admissions Decisions?

Private universities vary in terms of selectivity with some having highly selective admission standards and others having a relatively open admissions program. Listed below are key factors involved in admissions decisions:

- **High School Courses** – A strong program of college preparatory courses is recommended beginning as a freshman and continuing through the senior year.
- **Grades and Class Rank** – Private universities look carefully at the grades in academic subjects as well as the number of Honors and AP (Advanced Placement) courses the student took throughout high school. The Fremont Union High School District does not rank students. Private universities utilize GPAs to infer ranking.

- **College Entrance Exams** – The SAT and/or ACT are used by most private universities. Some of the more competitive institutions also require the SAT. We recommend students take these tests during the junior or senior year. Information regarding test dates and registration are shared annually with families and posted on the FUHSD website.
- **Letters of Recommendation** – Private universities require letters of recommendation from teachers, counselors, administrators, or community members.
- **Extra Curricular Activities** – Activities in and out of school — clubs, athletics, music, art, drama, journalism, band, cheerleading, yearbook, alumni ties, and community service — may also be used in making admissions decisions.
- **Essays or Personal Statements** – Short essays are required. Topics vary by university and, sometimes, the program or major. Please refer to each college or university to determine if there are requirements unique to that school.
- **Special Talents and Achievements** – Excelling in subject areas or activities and possessing leadership skills are also determining factors in private university admissions.
- **Cultural or Ethnic Diversity** – Most private universities prefer a sampling of students from across the nation and abroad. Cultural and ethnic diversity are still considered factors in admissions.
- **Interview or Audition** – Some private universities require or recommend an interview or audition depending on the program.

## CALIFORNIA STATE UNIVERSITIES



The twenty-three campuses of the California State Universities are located in Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Maritime Academy in Vallejo, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, and Stanislaus.

**The California State University** selects applicants from the top one-third of California's high school graduates. Admission is based initially on the student's grade point. The GPA is based on college prep courses for sophomore and junior years.

For additional information about CSU, we recommend visiting <https://www.calstate.edu/apply>

CSU SUBJECT REQUIREMENTS		
Area	Subject	Years
a.	<b>History and Social Science</b> (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government AND 1 year of social science)	2
b.	<b>English</b> (4 years of college preparatory English composition and literature)	4
c.	<b>Math</b> (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3
d.	<b>Laboratory Science</b> (including 1 biological science and 1 physical science)	2
e.	<b>Language Other than English</b> (2 years of the same language; American Sign Language is applicable)	2
f.	<b>Visual and Performing Arts</b> (dance, drama or theater, music, or visual art)	1
g.	<b>College Preparatory Elective</b> (additional year chosen from the University of California "A-G" list)	1

## UNIVERSITY OF CALIFORNIA

The University of California campuses are located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. The University of California in San Francisco is primarily a graduate program in the health professions. The University of California selects applicants from the top nine percent of California's high school graduates. Admission is based on the student's grade point average in a specific sequence of high school courses called the "A-G" subjects completed in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. A student is required to complete 15 year-long "a-g" subjects as described below with at least a C grade in each, 11 of which must be completed by the end of the junior year. Because admission to UC is so competitive, it is recommended that students complete more than the minimum requirements. For additional information about UC, we recommend visiting <https://admission.universityofcalifornia.edu/index.html>.

### UC SUBJECT REQUIREMENTS FOR ADMISSION

**a. History/Social Science – 2 YEARS REQUIRED**

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

**b. English – 4 YEARS REQUIRED**

Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

**c. Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED**

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses; also acceptable are courses that address the previously mentioned content areas and include or integrate probability, statistics or trigonometry. Courses intended for 11th and/or 12th grade levels may satisfy the required third year or recommended fourth year of the subject requirement if approved as an advanced math course.

**d. Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

Two years (3 recommended) of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).

**e. Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

Two years (3 recommended), or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable, as are Native American languages. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

**f. Visual and Performing Arts (VPA) – 1 YEAR REQUIRED**

One year-long course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art

**g. College-Preparatory Electives – 1 YEAR REQUIRED**

One year (two semesters) chosen from courses specific to the elective (G) subject area or courses beyond those used to satisfy the requirements of the A-F subjects.

## COLLEGE ADMISSIONS TESTING

---

The ACT and the SAT Reasoning Tests are college entrance tests: both are accepted by most colleges and universities. It is not necessary to take both tests, although students may choose to do so. Information listed below is for the purpose of giving a general overview. For the most current information regarding any test dates, fees and registration information please check with your high school's College and Career Center or the websites listed. Many colleges/universities have opted to go "test optional" or "test blind" for admissions testing. For information regarding which schools require admissions testing, please review the admissions website for schools in which you are interested in applying for more information. UC will not consider SAT or ACT test scores when making admissions decisions or awarding scholarships. If you choose to submit test scores as part of your application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after you enroll.

### ACT

WEBSITE: <http://www.actstudent.org/>

The ACT is a multiple-choice test designed to measure classroom achievement in four broad content areas, as well as the ability to reason, and the application of problem-solving skills. The test takes approximately three hours and covers **English, Mathematics, Reading and Science Reasoning**. The Writing Test, which is optional, measures skill in planning and writing a short essay. The score is based on the number of correct answers given with no penalty for wrong guesses. Subscores for English, Mathematics, Reading, and Science Reasoning, as well as a composite score, may be returned to the high school for distribution to the student or sent directly to the student's home. This test is accepted by most colleges and universities nationwide.

### ADVANCED PLACEMENT EXAMS

WEBSITE: [www.collegeboard.com](http://www.collegeboard.com)

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Many colleges and universities grant credit and/or advanced placement to students who score in the upper range of the test (3 or better); students should check with their prospective college and program for specific information. The examination is scored on a five-point scale: 5 (extremely well qualified) to 1 (no recommendation). AP Score results are posted online by College Board in early July and, if the student requested, sent to the college.

### EARLY ASSESSMENT PROGRAM (EAP)

WEBSITE: <https://www.calstate.edu/eap/>

The Early Assessment Program is a partnership between the California Department of Education, California State University, California Community Colleges, and the Smarter Balanced Assessment Consortium. As part of the California Assessment of Student Performance and Progress (CAASPP), results of the 11<sup>th</sup> grade Smarter Balanced summative assessment include an EAP college readiness status. Students who earn a "Ready for College" status in English-Language Arts and/or Mathematics can use these results to place into credit-bearing courses in that department should they enroll in a participating college or university. Students who earn a "Conditionally Ready for College" status must take and pass with a grade of "C" or higher an approved course in that content area or otherwise meet the school's criteria for placement.

**PSAT: PRELIMINARY SAT**

WEBSITE: [www.collegeboard.com](http://www.collegeboard.com)

The Preliminary SAT is given once a year, in October. This test, usually taken in the Junior year, is used to determine the winners of National Merit Scholarships and is an excellent practice experience for the SAT. When space permits, students are encouraged to take the PSAT as sophomores for practice on these college preparation exams.

**SAT**

WEBSITE: [www.collegeboard.com](http://www.collegeboard.com)

College Board's SAT includes an Evidence-based Reading and Writing test and a Math test. The SAT focuses on the skills that matter most for college readiness and success, including a focus on evidence-based reading, writing, and analysis. The Mathematics test features complex applications of problem solving and data analysis. For more information about the SAT, visit the College Board website.

**TOEFL: TEST OF ENGLISH AS A FOREIGN LANGUAGE**

WEBSITE: [www.toefl.org](http://www.toefl.org)

The TOEFL is used to evaluate English proficiency of students whose native language is not English. This test does not replace the ACT or SAT. UC and CSU systems require the TOEFL if 2 years of high school were in a country where the language of instruction was not English.



## COLLEGE ELIGIBILITY FOR STUDENT ATHLETES

Students who plan to compete in collegiate athletics must go through a separate eligibility process in addition to the college application process. There are two main bodies for collegiate athletics, the NCAA and the NAIA; these are two separate organizations with different eligibility criteria and processes. Student athletes are highly encouraged to contact the college's athletics department for information and guidance specific to their sport and program. Students begin the process of applying for athletic eligibility during their junior year.

### NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA currently has separate eligibility criteria for Division I and Division II programs. Eligibility is based on completion of certain course requirements, grade point average, and the score on the ACT or SAT. Only core courses are used to calculate grade point average. Students must certify their amateurism as part of the eligibility process. For more information about NCAA eligibility, visit the NCAA eligibility website:

[http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA\\_EMS.html#](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#).

DIVISION I	DIVISION II
16 Core-Course Rule*	16 Core-Course Rule
<b>16 Core Courses:</b>	<b>16 Core Courses:</b>
4 years of English	3 years of English
3 years of mathematics (Algebra I or higher)	2 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered by high school)	2 years of natural/physical science (1 year of lab if offered by high school)
1 year of additional English, mathematics, or natural/physical science	3 years of additional English, mathematics, or natural/physical science
2 years of social science	2 years of social science
years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)	years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

\*10 core courses must be completed prior to the beginning of the senior year; 7 of the 10 must be in English, math, or science.

### NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)

Student athletes planning to compete in NAIA athletics must complete the NAIA eligibility process. Eligibility is based on grade point average, high school standing, and the score on the ACT or SAT. Students must be considered amateur athletes. For more information about NAIA eligibility and to register online, visit the NAIA eligibility center: <http://www.playnaia.org/index.php>.

An entering freshman must:

- Be a graduate of an accredited high school;
- Meet two of the three following requirements:
  - Test score: achieve a minimum of 18 on the ACT or 860 on the SAT (combined score of critical reading and math only)
  - High School GPA: achieve a minimum overall high school GPA of 2.0 on a 4.0 scale
  - Class rank: graduate in the top half of your high school class

## COURSE DESCRIPTIONS BY CONTENT AREA

---

### HOW TO READ THE COURSE DESCRIPTIONS

Each course description includes credits earned, grade level and recommended precursor courses, if applicable, and a short narrative. In addition, the University of California and California State University “a-g” designations are denoted. Each subject area lists a general description about the connection to that area and both high school graduation and UC eligibility requirements. Eligibility requirements detail the minimum requirements to be eligible for admission into the UC system, not for specific requirements for each campus. For specific admissions criteria of particular colleges and universities, please check directly with the appropriate institution’s admissions office.

The following guide details the wide range of course offerings available throughout the district. Course offerings are determined by a number of factors including: graduation and college admissions requirements; school and district achievement data; student interest; teacher availability/expertise; and fiscal resources. In some instances, due to these factors, courses listed in this guide will not be available at all schools. Please refer to your own school’s course selection guide for those courses available to your student. All classes required for graduation and college admission are offered at all schools. All course offerings must be approved in advance by the FUHSD Board of Trustees.

## CORE SUBJECTS

---

Courses for the following core subject areas can be found in this section:

English  
Mathematics  
Physical Education  
Science  
Social Science

## ENGLISH

The overall goal of the English-Language Arts program is to enable the student to respond in a variety of ways to the ideas in literature, starting at the personal and progressing to the universal level. This goal is achieved in the classroom by: using literature that focuses on aesthetic, ethical, cultural and political issues and themes; using active learning strategies that help students integrate thinking, reading, speaking, listening and writing; using a variety of assessment strategies.

Writing instruction focuses on the process of writing and on self-discovery: connecting personal experience to the ideas and issues of literature. Speaking and listening activities are integrated into all language classes.

Students are expected to develop their abilities to read more broadly and to comprehend at higher levels, as well as to work effectively in groups. Throughout the curriculum, students are encouraged to think both creatively and critically; to express independent thinking; and to work on clarity of thought in written and oral communication.

### HIGH SCHOOL GRADUATION

There is a four-year requirement for graduation.

### UC ELIGIBILITY

“b” English –4 years required. A student must earn 40 credits and grades of “C” or higher in approved English courses.

<b>1010: Literature &amp; Writing</b>		
Grades: 9	Credits: 10	UC/CSU Requirement: b
This course integrates the study of literature with instruction in the writing process. Students will explore the ideas and issues of literature while improving their writing, speaking, listening, thinking and language skills. Materials include poetry and prose, fiction and non-fiction.		

  

<b>1020: World Literature &amp; Writing</b>		
Grades: 10	Credits: 10	UC/CSU Requirement: b
Using works of world literature, the student will explore themes of human experience and inquiry. The literature will include novels, plays, stories and poetry by historical and contemporary authors from around the world. This literature-based program provides instruction and experiences for students to build their listening, speaking, reading, writing and thinking skills.		

<b>1043: Global Literature &amp; Writing</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Required: Intermediate-level English learners enroll in this class concurrently with ELD 2. Students will read literature from different cultures of the world. While the reading is primarily in English, students will be encouraged to share examples of literature from their own native culture. In addition, students will be introduced to the basic elements of literature, including character, setting, plot and theme analysis. The emphasis is on instructing reading and writing strategies to prepare students for Literature/Writing 1 and higher English classes.		

<b>1130: American Literature &amp; Writing</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: b
This course provides rigorous and challenging experiences for the student in the areas of critical reading, critical thinking, effective discussion, essay test-taking, expository writing and research. The core of the curriculum is a chronological or thematic study of American literature, its literary periods and major writings. Outside reading focuses on broader philosophical ideas, encouraging wider reading including classics by American authors.		

<b>1140: American Literature &amp; Writing Honors</b>		
Grades: 11	Credits: 10	UC/CSU Requirement: b
This course is designed for students who enjoy being challenged in literature and writing classes and who are prepared to accept the responsibilities of that challenge. Like the American Literature course this honors course is a chronological or thematic study of American literature, its literary periods and its major writers; however, the honors course will include more extensive reading, writing (both timed and process essays) and analytical thinking. Furthermore, students in the honors program are expected to invest significantly more academic energy into the course and to work more independently than students taking American Literature and Writing.		

<b>1180: Voices of Modern Culture</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: b
This course makes use of a variety of literary and language forms to explore the major ideas in modern culture including poetry, the short story, the novel, drama, film, nonfiction writing and reporting, and investigative research. The main focus of the course is understanding all texts as unique “voices” from other cultures in other places and times. The course is divided into six units: Many Selves, Many Voices, encountering the Other and Being the other, a Medley of Voices, Voices from the Past, Visible Voices, and Multiple Perspectives. Within each of these six units is an emphasis on writing instruction, literary study and oral skills.		

<b>1240: British Literature &amp; Writing</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: b
This course includes the study of the literature of the Anglo-Saxon period, the Medieval and Elizabethan periods, and the Jacobean and Puritan ages, a sweep that entails Britain's dramatic literature and history from 449 to 1660. Also covered is literature written from 1660 to today, including the Restoration and Eighteenth Century, the Romantic Age, the Victorian Age and the Twentieth Century.		

<b>1410: AP English Literature &amp; Composition</b>		
Grades: 12	Credits: 10	UC/CSU Requirement: b
This Advanced Placement English course in Literature and Composition engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements, such as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on selections that do not yield all of their pleasures of thought and feeling the first time through. Students will read deliberately and thoroughly, taking time to understand a work's complexity in order to absorb its richness of meaning and to analyze how that meaning is embodied in literary form. Completion of this course with a grade of "C" or higher will clear a CSU Early Assessment Program result of "Conditionally Ready" on the 11 <sup>th</sup> grade Smarter Balanced assessment.		

#### **ENGLISH LANGUAGE DEVELOPMENT PROGRAM\***

<b>1420: ELD Level 1A</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: Assessment. ELD 1A focuses on speaking and listening skills for beginning level English Language Learners. This course helps students develop basic interpersonal communication skills. Through quality interactive instruction and activities, the course introduces both communicative and academic vocabulary, covers language patterns, grammatical structure, and oral skills to help the student survive academically in American schools and functionally in society. ELD 1A course is taken concurrently with ELD 1B.		

<b>1430: ELD Level 1B</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: Assessment. ELD 1B emphasizes reading, writing, and literacy skills for the beginning level English Language Learners. Students begin by learning how to compose paragraphs and progress to authoring organized expository and narrative writings, including descriptive, compare and contrast, narratives, and literary response essays. ELD 1B is designed to be a print rich environment including both non-fictional and fictional texts. ELD 1B course is taken concurrently with ELD 1A.		

<b>1440: ELD Level 2</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: Assessment. This course is designed for students who already have a foundational knowledge of English in academic and communicative vocabulary, sentence structure, reading of non-fictional and fictional texts, and writing. Through quality interactive instruction and activities, students will continue to build cognitive academic language proficiency in all four skill areas. Texts will be of greater length and complexity. Students will be introduced to additional expository and narrative writing genres, including persuasive, research and biographical essays.		

<b>1450: ELD Level 3</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: b
<p>Recommended: Assessment. This course is designed for advanced learners of English as an additional language. Students acquire sophisticated academic and communicative vocabulary, sentence structure, reading of non-fictional and fictional texts, and writing. Students read non-fictional and fictional texts of demanding length and complexity in various genres to prepare them for advanced mainstream English and courses in other content areas. Through quality interactive instruction and activities, a print-rich environment, and public speaking experiences, students will continue to solidify cognitive academic language proficiency in all four skill areas. Students will be introduced to additional expository and narrative writing genres, including full research reports and reflective essays.</p>		

\* Students in the ELD program will concurrently be placed in a sheltered literature course appropriate to their English level. ELD students are assessed yearly for appropriate placement.

## MATHEMATICS

Mathematics courses prepare students for both college and career readiness, equipping them with the knowledge and skills necessary to fully participate in the twenty-first-century global economy. Math courses follow a traditional progression in foundational courses: Algebra 1, Geometry, and Algebra 2 with options for more in depth and rigorous study. Courses are aligned to the California Common Core State Standards for Mathematics. Standards for Mathematical Practice apply to all course offering in order to ensure students are able to: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; and Look for and express regularity in repeated reasoning across the curriculum. Advanced mathematics courses provide students with pathways to a variety of Advanced Placement course offerings.

### HIGH SCHOOL GRADUATION

There is a two-year requirement for graduation; the minimum is Algebra 1 and Geometry.

### UC ELIGIBILITY

“c” Mathematics – 3 year required, 4 years recommended. A student must earn 30 credits and a grade of “C” or higher in approved mathematic courses, and must have completed a Geometry course.

<b>2210: Algebra 1</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
Algebra 1 is imperative for success in subsequent math courses, and transitions students from arithmetic to symbolic reasoning. The key content, which follows the Common Core State Standards for Algebra 1, involves understanding, writing, solving, and graphing linear, exponential, and quadratic equations and inequalities. When working with linear equations, emphasis will be placed on understanding equations in slope-intercept form and slope in general as it relates to rates in context. Solving systems of two linear equations in two unknowns is also emphasized. Exponential relationships are studied in comparison with linear relationships to highlight the characteristics of exponential growth and decay. Quadratic equations are solved by factoring, using graphs, and applying the quadratic formula. Students should also become comfortable with operations on monomial and polynomial expressions. Students learn to solve problems employing all of these techniques. Successful completion of Algebra 1 prepares students for Geometry.		
<b>2230: Geometry</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
Recommended: Successful completion of Algebra 1. The Geometry course, which follows the Common Core State Standards for Geometry, focuses on a formal development of geometric skills and concepts. Students build their visualization, reasoning, and mathematical communication skills through study of the following topics: transformations, congruence, similarity, properties of geometric shapes (triangles, quadrilaterals, circles), geometric modeling (plane and solid), coordinate geometry, and right triangle trigonometry. They also develop the ability to construct formal logical arguments and proofs in a geometric setting. Geometry meets the graduation requirement, and together with Algebra 1, prepares a student for Algebra 2.		

<b>2240: Geometry Enriched</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
Recommended: Mastery of Algebra 1. Geometry Enriched emphasizes formal proofs and students are expected to enter with a firm grasp of Algebra 1 concepts and skills. The course, which follows the Common Core State Standards for Geometry, focuses on a formal development of geometric skills and concepts. Students build their visualization, reasoning, and mathematical communication skills through study of the		



following topics: transformations, congruence, similarity, properties of geometric shapes (triangles, quadrilaterals, circles), geometric modeling (plane and solid), coordinate geometry, right triangle trigonometry, and probability. Students also develop the ability to construct formal logical arguments and proofs in a geometric setting. Mastery of Geometry Enriched and Algebra 1 prepares students for the rigor of the course that follows: Algebra 2/Trigonometry.

### **2310: Algebra 2**

Grades: 9-12

Credits: 10

UC/CSU Requirement: c

Recommended: Successful completion of Algebra 1 and Geometry. Algebra 2 expands and refines the mathematical content of Algebra 1 and Geometry. Emphasis is placed on abstract thinking skills, the function concept, extension of right triangle trigonometry to the unit circle and domain of all real numbers, and the algebraic solution of problems in various content areas. Polynomial, exponential, logarithmic, radical, rational, and trigonometric functions comprise the core material through which equations, graphs, and their transformations are studied and applied. The course also includes an introduction to statistics and sequences and series. Calculators are used to aid in the solution of problems and in making estimates for realistic solutions. Successful completion of Algebra 2 prepares students for Pre-Calculus or Applications of Advanced Mathematics.

### **2320: Algebra 2/Trigonometry**

Grades: 9-12

Credits: 10

UC/CSU Requirement: c

Recommended: Mastery of Algebra 1 and Geometry/Geometry Enriched. Algebra 2/Trigonometry is for students who plan to maximize the amount of mathematics studied in high school. Course content includes a more rigorous study of all topics taught in the Algebra 2 course. As in Algebra 2, emphasis is placed on abstract thinking skills, the function concept, extension of right triangle trigonometry to the unit circle and domain of all real numbers, and the algebraic solution of problems in various content areas. Polynomial, exponential, logarithmic, radical, rational, and trigonometric functions comprise the core material through which equations, graphs, and their transformations are studied and applied. The course also includes an introduction to statistics and sequences and series. Beyond the content of Algebra 2, in the trigonometry portion of Algebra 2/Trigonometry, students study, in depth, all 6 trigonometric functions as they relate to the unit circle using radians and degrees, including simplifying expressions, solving equations, graphing, and applications. Additional topics include solving triangles, defining and solving equations with inverse trigonometric functions, and proving and applying trigonometric identities. Calculators are used to aid in the solution of problems and in making estimates for realistic solutions. Successful completion of Algebra 2/Trigonometry prepares students for Pre-Calculus or Applications of Advanced Mathematics. Mastery of Algebra 2/Trigonometry prepares students for Pre-Calculus Honors.

<b>2390: Pre-Calculus</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Successful completion of Algebra 2/2-Trigonometry. Pre-Calculus focuses on the study of families of functions, their application in mathematical modeling, and the use of equivalence to rewrite expressions to reveal important features. Students analyze features of a variety of functions and their graphs, connect different representations, and identify and apply transformations of equations and graphs. To solve problems using function models, students choose among function families, fit linear and nonlinear functions to data, and interpret, apply, and evaluate the resulting models. The study of functions in this course includes strengthening of concepts and skills from prior courses, fuller development of equivalent forms of functions, and an in-depth study of trigonometry and its applications. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11th grade Smarter Balanced assessment. Full mastery of concepts and skills from this course prepares students to take Calculus AB the following year.</p>		
<b>2410: Applications of Advanced Mathematics</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Successful completion of Algebra 2/2-Trigonometry. Applications of Advanced Math is designed for college-bound students who want an advanced mathematics course after Algebra 2 that focuses on real-world applications in fields such as business, finance, politics, architecture, gaming, and natural science. Students who complete this class will be prepared for Advanced Placement or college level statistics. The course consists of four core units: geometry and trigonometry, mathematical modeling, statistics, and the mathematics of decision-making. To help students understand that math makes sense outside of a textbook, the course incorporates real world data and technological tools. The course is built around collaborative tasks that require students to persevere in solving complex, unfamiliar problems, choose and use mathematical models to represent their thinking. Students will be asked to clarify their thinking, verify the reasonableness of their conclusions, explain their solutions in writing, and critique the reasoning of others. As the course progresses, students will be expected to communicate their ideas with increasing accuracy, objectivity, clarity, and concision. Students are encouraged to explore multiple pathways toward a solution to further enhance their understanding. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11th grade Smarter Balanced assessment.</p>		
<b>2420: Pre-Calculus Honors</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Mastery of both Geometry/Geometry Enriched and Algebra 2/Trigonometry. Pre-Calculus Honors is for students who plan to maximize the amount of mathematics studied in high school. This fast-paced course assumes that students have already mastered all skills and concepts from prior courses. The focus is on expanding the study of functions to a broad variety of function types, with increased emphasis on abstract thinking and formal proofs. Students analyze features of a variety of functions and their graphs, connect different representations, and identify and apply transformations of equations and graphs. Students also solve challenging problems using function models, where they choose among function families, fit linear and nonlinear functions to data, and interpret, apply, and evaluate the resulting models. This course continues the rigorous study of trigonometry begun in Algebra 2/Trigonometry, moving on to advanced equations, graphs, and proofs, including the study of vectors and polar coordinates. Students also continue their study of topics such as the algebra of polynomials and rationals, advanced inequalities, conic sections, and sequences and series. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11th grade Smarter Balanced assessment. Successful completion of this course prepares students to take Calculus AB, or with full mastery of concepts and skills, Calculus BC, the following year.</p>		

<b>2430: AP Calculus AB</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Mastery of Pre-Calculus. This course covers the content of two quarters (more than one semester) of a college Calculus curriculum, focusing on the application of limits, differentiation and integration. Some techniques of integration and indeterminate forms for limits are also covered.</p> <p>Throughout the course, an emphasis is placed on symbolic, graphical, and numeric representations, as well as on clear communication of mathematical thinking. Students successfully completing this course are prepared to take the Calculus AB AP Exam, which requires use of a graphing calculator. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11<sup>th</sup> grade Smarter Balanced assessment.</p>		

<b>2440: AP Calculus BC</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Mastery of Pre-Calculus Honors. This course covers the content of three quarters (two semesters) of a college Calculus curriculum, focusing on applications of limits, differentiation and integration. Numerical approaches (such as Newton’s method, Simpson’s Rule, and Euler’s Method); various techniques of integration; indeterminate forms for limits; and Taylor series are also covered, as well as application of Calculus techniques to parametric and polar representations. Throughout the course, an emphasis is placed on symbolic, graphical and numeric representations, as well as on clear communication of mathematical thinking. Students successfully completing this course are prepared to take the Calculus BC AP Exam, which requires use of a graphing calculator. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11<sup>th</sup> grade Smarter Balanced assessment.</p>		

<b>2460: AP Statistics</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Successful completion of Algebra 2 or higher math course. This course covers the content of one semester of an introductory, non-Calculus-based, college curriculum in Statistics, which is often a requirement for college students majoring in the social sciences, health sciences and business. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is built around four main topics: exploring data, planning a study, probability as it relates to distribution of data, and inferential reasoning. With the possible exception of probability, most of the material in this course has not been a part of the traditional secondary mathematics curriculum. Students successfully completing this course are prepared to take the Statistics AP Exam which includes use of a graphing calculator. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11<sup>th</sup> grade Smarter Balanced assessment.</p>		

## PHYSICAL EDUCATION

Our goal is to prepare our students for life in our society. Our objectives are to give the students information and basic skills they will need for survival and longevity. We expect our students to go away with an understanding of and a positive attitude towards physical fitness and wellness. Our two years of required Physical Education (PE) are divided into two programs—PE 9 core and PE 10 electives. The unit activities are instruction oriented and of two types—survival and carry-over life time activities. The survival activities are designed to give our students the knowledge and skills needed to have a healthy life. In the carry-over activities, we are attempting to expose our students to a variety of experiences, some of which they might pursue for a lifetime.

## HIGH SCHOOL GRADUATION

There is a two-year requirement for graduation.

## UC ELIGIBILITY

There is no Physical Education requirement.

<b>2510: PE 9</b>		
Grades: 9	Credits: 10	UC/CSU Requirement: N/A
A basic course required of all freshmen, which includes instruction in beginning and intermediate skills, basic rules, history and etiquette in a variety of sports. Students must complete the objectives of an activity in each of the following areas: Individual—an activity in which the student performs without the need of another person; Dual—an activity in which a student competes against another student; Team—an activity in which a group of students compete against another group of students; Rhythmic—an activity in which movement is coordinated with music or a rhythmic beat; Aquatic—an activity which covers the basic skills of swimming; Wellness—fundamentals of good health practices are incorporated in activities.		
<b>2530: PE 10-12</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: PE 9. The PE 10 elective program is designed to allow choice in the selection of physical education activities. Emphasis is placed on refining basic skill and participation. The activities typically offered may include: aerobics, aquatics, basketball, badminton, body development, dance, flag football, game management, golf, gymnastics, pickleball, recreational games, soccer, softball, tennis, track, ultimate Frisbee, volleyball, weight training, wrestling.		
<b>2740: PE Weight Training</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: PE 9. This course is designed for those students interested in developing body strength for advanced sports skills. Students will engage in weightlifting, cardiovascular conditioning and flexibility exercises. Students will utilize both free weights and weight machines.		
<b>2780: PE Total Fitness</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: PE 9. The course emphasizes aerobic activity with elements of all five of the components of fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. This course is set to prepare students for a life of fitness after high school. Knowledge of anatomy and physiology will be introduced. Individual students will be assessed primarily on their own personal fitness level and student personal PE folders will be maintained.		

<b>XXXX: PE Athletics</b>		
Grades: 10-12	Credits: 5 per season	UC/CSU Requirement: N/A
Required: Student must be a member of an interscholastic athletic squad. This elective course is limited to students who are members of interscholastic athletic squads, spirit, drill, and auxiliary teams. 10 <sup>th</sup> grade students may earn their PE credit through a team rather than a regular PE class upon completion of the season. 9 <sup>th</sup> grade students may earn 5 elective credits per Sport Season.		

## SCIENCE

A good science background is essential in our technology-oriented society and workplace. Our science classes focus on the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century. In our classrooms, students have the opportunity to learn science by asking questions, designing and implementing experiments and investigations, analyzing and interpreting data, and constructing explanations. Students will additionally develop models, evaluate information, and write arguments based on evidence. Students are strongly encouraged to take a science class each year to gain a better understanding of the world around them and become more scientifically literate. AP (Advanced Placement) courses are based on standards established by College Board through the Advanced Placement Program. College credit offered for AP courses vary widely depending on the college or university chosen, the chosen major, and other factors. Citations here regarding college credit are taken directly from the College Board.

### HIGH SCHOOL GRADUATION

There is a two-year requirement for graduation. One year must be a physical science and the other a life science; “Science & Society” and “Environmental Science” may be used to satisfy either year.

### UC ELIGIBILITY

“d” Laboratory Science – 2 years required, 3 years recommended. A student must earn 20 credits and a grade of “C” or higher in approved laboratory science courses.

<b>3110: Biology</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: d
Biology is an introductory laboratory course based on the Next Generation Science Standards that includes the following core ideas: From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; and Biological Evolution: Unity and Diversity. Students will explore and deepen their understanding of these core ideas through scientific inquiry. In the process, they will learn to think and act like scientists by using science practices and cross-cutting concepts that they can apply in subsequent science courses. As part of the California Healthy Youth Act, students will engage in a comprehensive sexual health education unit that will prepare them to make informed and healthy choices.		

<b>3120: AP Biology</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Chemistry. AP Biology is the equivalent of a two-semester college introductory biology course that focuses on enduring conceptual understandings and the content that supports them. This course is based on eight units including: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. While delving deeply into these foundational biology concepts, students will develop their inquiry and reasoning skills by designing experiments, analyzing data, and justifying arguments using evidence.		

<b>3130: Physiology</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Chemistry. This is a laboratory course investigating the functional and interdependent phenomena of the human body, its systems, and the maintenance of homeostasis. Studies include anatomical structure and physiological function for the development, performance, and coordination of internal and external activities of the human body. Dissections, observations of organs, and practice with models serve as an anchor for understanding these human systems.		

<b>3610: Chemistry</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Algebra 1 (can be concurrent). Chemistry is a laboratory course based on the Next Generation Science Standards. Students will explore and deepen their understanding of Earth's systems and humans' relationships with the Earth through the lens of chemistry, which include the following core ideas: structures and properties of matter, chemical reactions, and the energy and forces that drive these interactions. Students will continue to grow in their ability to learn, to think, and to act like scientists, preparing them to make informed decisions about important science-related issues in our society and the world. Emphasis is placed on conceptual understanding of ideas, and students are expected to use algebra to explain these ideas.		

<b>3620: Chemistry Honors</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Geometry (can be concurrent). Chemistry Honors is a laboratory course based on the Next Generation Science Standards. Students will explore and deepen their understanding of Earth's systems and humans' relationships with the Earth through the lens of chemistry, which includes the following core ideas: structures and properties of matter, chemical reactions, and the energy and forces that drive these interactions. Students will continue to grow in their ability to learn, to think and to act like scientists, preparing them to make informed decisions about important science-related issues in our society and the world. The honors course incorporates an increased application of mathematical reasoning to explain chemical phenomena, a rigorous application of the concepts, and more intensive pacing.		

<b>3630: AP Chemistry</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Chemistry Honors and Algebra 2. AP Chemistry is the equivalent of a two-semester college introductory chemistry course. The course is organized around nine units that students will explore: atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. Emphasis is placed on laboratory experimentation, problem solving and quantitative understanding of complex chemical phenomena. Students taking this course should have a successful background in mathematics and basic chemistry.		

<b>3710: Physics</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Algebra 1. Physics is a laboratory course based on the Next Generation Science Standards. Students will explore and deepen their understanding of the universe and humans' relationships with the Earth through the lens of physics, which includes the following core ideas: energy, matter, forces, time, and space. Students will continue to grow in their ability to learn, to think, and to act like scientists, preparing them to make informed decisions about important science-related issues in our society and the world. Emphasis is placed on conceptual, rather than the mathematical, understanding to explain natural phenomena.		

<b>3730: AP Physics C: Mechanics</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Pre-Calculus Honors and Physics Honors/AP Physics 1. This course is the equivalent of a one-semester, calculus-based, college physics course for science or engineering majors. Students will deepen their understanding of physics topics such as motion, forces, momentum, and energy. Emphasis is placed on laboratory experimentation, problem solving, and quantitative understanding of physics. Students taking this course should have a successful background in mathematics and algebra-based physics.		
<b>3735: AP Physics C: Mechanics and Electricity/ Magnetism</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: AP Calculus and Physics Honors/AP Physics 1. This course aligns with a two-semester, calculus-based, college physics course sequence for science or engineering majors and covers the content of both AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. Students will deepen their understanding of physics topics such as motion, forces, momentum, energy, fields, circuits, and electromagnetism. Emphasis is placed on laboratory experimentation, problem solving, and quantitative understanding of physics. Students taking this course should have a successful background in mathematics and algebra-based physics.		
<b>3750: AP Physics 1: Algebra-based</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Algebra 2 and Biology. AP Physics 1 is based on the “big ideas” in physics, and is the equivalent of the first semester of college-level, algebra-based physics. Students will cultivate their understanding of foundational physics concepts through inquiry-based investigations as they explore topics including kinematics, dynamics, forces, circular motion, gravitation, work, energy, power, rotational motion, mechanical waves, sound, electric force and simple circuits.		
<b>3840: AP Environmental Science</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology, Chemistry or Physics, and Algebra 2 (can be concurrent). This class is equivalent to an introductory college-level environmental science class. Students study scientific principles, systems, and explore how humans interact with and depend on their environment. In this interdisciplinary, problem-based, “big-picture” science course, students apply elements of many traditional lab sciences (Biology, Chemistry, Earth Science, and Physics) and social sciences (economics, history, government). Contemporary environmental issues such as climate change, pollution, population dynamics, food and land resources, energy consumption, urban planning, and species loss will be explored in great depth. This class is well suited for students who have a strong interest and commitment to better understanding their environment and who enjoy connecting science to social and political issues.		
<b>3850: Science &amp; Society</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology. This course is a Project Based Learning (PBL) course where students work on a variety of projects that connect important scientific concepts within current societal issues. As an interdisciplinary science class, the focus is on developing critical thinking and scientific literacy skills within the context of societal issues. Emphasis is placed on the NGSS science and engineering practices including: defining problems, carrying out investigations, analyzing data, and developing arguments based on evidence. Some example units of study may include: Infectious Diseases, Environmental Issues, Ethics in Science and Technology, and Sustainable Energy. Students can earn physical or life science credit toward high school graduation for this course.		



## SOCIAL STUDIES/HISTORY

In the history/social sciences, students learn how their lives have been and will continue to be affected by domestic and international politics, demographics, economic flux, technological change, and social change. The study of continuity and change in human events is the focus of the history/social science curriculum. Students will understand and appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

### HIGH SCHOOL GRADUATION

There is a three-year requirement for graduation that includes World History, United States History, and Economics/Government.

### UC ELIGIBILITY

“a” History/Social Science – 2 years required. A student must earn 20 credits and a grade of “C” or higher in approved history/social science courses. While Economics is needed for meeting high school graduation requirement for Social Studies, for UC Eligibility, it is included in the “g” requirement.

<b>1595: Intro to Ethnic Studies*</b>		
Grade: 9	Credits: 5	UC/CSU Requirement: g
Introduction to Ethnic Studies is a 9th grade, one semester course. Students should expect to examine the complexities of identity - their own and others' - to develop awareness of personal and community connections to local and global histories and to foster empathy. This awareness and empathy will be developed by studying the narratives of and by people from historically marginalized groups in order to understand the ways that individuals and communities shape and are shaped by institutions and cultures. The course is built on the foundational principles that: (1) every student brings valuable knowledge, experience, and ideas with them into the classroom, (2) students have power to transform society, and (3) while everyone has different needs, everyone's well-being is interconnected. Course materials and overarching questions will emphasize the intersections of identity including, but not limited to: race, religion, gender, (dis)ability, and immigrant status, etc. Lessons will be interdisciplinary, drawing from history, literature, art, and other subjects. Students will explicitly be taught skills that will help them to be successful in future classes including perspective-taking, developing questions, analyzing multiple - sometimes conflicting - sources, creative problem solving, and communicating & collaborating with others.		

\*Course earns elective credits until State of CA graduation requirement takes effect for Class of 2030

<b>1620: World History</b>		
Grade: 10	Credits: 10	UC/CSU Requirement: a
In this course, students examine major turning points in the shaping of the modern world and the rise of Democratic ideas from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world including Asia, Africa, and the Middle East.		

<b>1730: US History</b>		
Grade: 11	Credits: 10	UC/CSU Requirement: a
In this course, students study the History of the United States in the twentieth century. The year begins with a review of U.S. History prior to the 20 <sup>th</sup> Century. After the review unit, this course will study: America at the turn of the Century, United States as a world power, the 1920's, the Great Depression and New Deal, United States in World War II and the post-war period, U.S. foreign policy since World War II, the Civil Rights movement, and the United States in contemporary society.		

<b>1750: AP US History</b>		
Grade: 11	Credits: 10	UC/CSU Requirement: a
<p>Recommended: Students should have earned a “B” or better in their previous history class and have strong writing skills. This survey course gives students a thorough grounding in facts, and goes on to examine the significance of facts, their contexts, as well as their causes and results. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and material in United States history. Students learn how to read historical material analytically and critically, to weigh historical evidence and interpretations and to arrive at conclusions based on facts. Students should expect a steady and heavy load of reading from the textbook, in addition to Document Based and Free Response essays that put particular demands on historical knowledge and the ability to make and prove a historical argument. Unlike the mainstream US History course, where there is single focus on the US in the 20<sup>th</sup> Century, AP US History covers the entire scope of our history, from the Amerindian settlements to contemporary American issues. The course makes demands similar to those found in introductory college courses and prepares students for success on the AP US History test held in early May.</p>		
<b>1835: Economics</b>		
Grades: 12	Credits: 5	UC/CSU Requirement: g
<p>The course covers economic principles such as production, supply and demand, profits, distribution of goods, competition, money and banking, government monetary and fiscal policies, credit insurance, securities market and comparative economic systems.</p>		
<b>1845: US Government</b>		
Grades: 12	Credits: 5	UC/CSU Requirement: a
<p>The goals of this course are to give an understanding of democratic processes and an awareness of the values and social framework that support them. Major units in the course are federal government, state government, political parties, elections, and selected issues of government in the United States.</p>		
<b>1855: AP US Government &amp; Politics</b>		
Grades: 12	Credits: 5	UC/CSU Requirement: a
<p>Recommended: Students should have earned a “B” or better in their previous history class and have strong writing skills. The advanced placement course in government parallels an introductory college course in political science. The course is designed to give students a thorough understanding of and critical perspective on the system of US government politics, policy, and practices. Instruction emphasizes understanding course content by way of in-depth research and analysis. Furthermore, students will apply their understanding of the subject matter to both historical and current political events and analyze their impact on American society. AP US Government and Politics is a tightly structured, highly demanding, fast-paced college-level course in which students study a year’s amount of curriculum in only one semester. Students will be required to read the college-level textbook and supplemental readings. Expository writing will be required. Ideally, this course is really for those students who are specifically interested in government and politics.</p>		
<b>1865: AP Microeconomics</b>		
Grades: 12	Credits: 5	UC/CSU Requirement: g
<p>Recommended: Students should have earned a “B” or better in their previous history class and have strong writing skills. The purpose of the Advanced Placement course in Economics is to give students a thorough and advanced understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger mixed market economic system. It places primary emphasis on the nature and functions of decision making by households and firms.</p>		

## APPLIED ACADEMICS

---

Courses for the following subject areas can be found in this section:

- Computer Science Electives
- Journalism Electives
- General Career Education
- Career Technical Education (CTE)

CTE courses are listed by Industry Sector:

- Arts, Media, and Entertainment
- Building Construction Trades
- Business and Finance; Marketing, Sales and Services
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Tourism & Recreation (includes Culinary classes)
- Public Services (includes Law)
- Transportation

These courses all satisfy the FUHSD Applied Academics credit category.

### HIGH SCHOOL GRADUATION

Courses in this section are electives in the **Applied Academics** credit category. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts**, **World Languages** and **Applied Academics**). For example, if a student earns 10 credits in an **Applied Academics** course, he/she would still need 10 credits from either **World Languages** or **Fine Arts** to satisfy the graduation requirement.

### UC ELIGIBILITY

“g” College Prep Elective – 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, year-long approved course. Generally, the courses in Applied Academics count as a “g”; see individual course descriptions for specific information about UC/CSU eligibility.

## COMPUTER SCIENCE ELECTIVES

<b>2350: AP Computer Science A</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: c
Recommended: Successful completion of Computer Programming Java and Algebra 2 or higher math course. This course is designed to serve as the equivalent of a one-semester, entry-level college course in computer science for students majoring in computer science, engineering, math, the sciences or business. Students are expected to have strong computer and problem-solving skills as they will create and debug original object-oriented programs, using Java, to solve problems by using adaptable and reusable algorithmic modules and data structures. Students successfully completing this course are prepared to take the AP Computer Science A Exam. This course may be used as 3 <sup>rd</sup> year or beyond "c" requirement for "a" to "g" eligibility in addition to the successful completion of Algebra 2.		

<b>2370: Computer Programming Java</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: g
Recommended: Successful completion of Algebra 1 or higher math course and previous computer use. The course is designed to introduce the student to the study and writing of computer programs, with an emphasis on problem-solving and program design. Analytical thinking skills and logic are emphasized. The Java language is used with an emphasis on understanding universal programming concepts such as data types and data structures, selection, and iteration along with applications of programming for the Internet and programs written in an object-oriented paradigm. Elementary study of digital computer hardware may be included. This course is recommended for the college-bound student planning on a business, math or science major or for the student preparing for an AP Computer Science course.		

## JOURNALISM ELECTIVES

<b>1360: Journalism</b>		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: g
Recommended: Successful completion of Writing for Publication. An elective class for students who produce the student newspaper, assuming full responsibility for its development, production and marketing while meeting similar challenges to those experienced by the professional field. The curriculum also provides an opportunity to create a personal reading program representing the research focused on societal forces, trends and issues.		

## CAREER TECHNICAL EDUCATION

Career Technical Education (CTE) courses provide students with opportunities to explore careers in industries that are thriving in our region. They have the opportunity to develop and deepen the skills to be successful in a career in a given field. Courses offered provide career/technical skills training and/or on-the-job training with work-based learning. Some CTE courses may not be available every year. Many of these courses are offered on other school campuses, but are open to students if scheduling permits. Course locations are noted when applicable.

### INDUSTRY SECTOR: DESIGN, VISUAL, AND MEDIA ARTS

Industry Sector <i>Pathway</i>	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Arts, Media & Entertainment  <i>Design, Visual &amp; Media Arts</i>		Multimedia Design (f)	Advanced Multimedia Design
Arts, Media & Entertainment  <i>Design, Visual &amp; Media Arts</i>	Photography & Design (f)		Studio Art
Arts, Media & Entertainment  <i>Game Design and Integration</i>	Photography & Design (f)	Commercial Art	Studio Art

#### XXXX: Multimedia Design SEE COUNSELOR TO ENROLL

Grades: 10-12

Credits: 10

UC/CSU Requirement: f

**Location: HHS/MVHS NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION**

This course focuses on the historical, theoretical, and cultural issues as related to the mass media and the Internet. In addition to theoretical and historical work, students will heighten their ability to critically analyze and create multimedia. Students will evaluate (verbally and in writing), design, create and present multimedia projects. Concepts and skills developed throughout the course are revisited and reinforced with each unit of instruction.

#### XXXX: Advanced Multimedia SEE COUNSELOR TO ENROLL

Grades: 10-12

Credits: 10

UC/CSU Requirement: N/A

**Location: Homestead NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION**

This course is designed to provide students with advanced skills in a wide variety of multimedia applications in use in today's internet, video, digital, and publishing industries. Emphasis will be placed on career preparation skills associated with printed and electronic media such as web pages, magazine and newspaper advertisements, composite photography, video editing, 3D rendering, and business presentations. Priority will be given to students who are progressing in the Design, Visual & Media Arts Pathway and choose this as one of their "First 6" classes.

<b>XXXX: Photography and Design SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
<b>Location: LHS/MVHS NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>		
<p>Photography and Design is a yearlong course that begins with understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students learn image techniques and digital manipulation using Adobe Photoshop and Lightroom, teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Beginning second semester, students will explore the relationship between photography, graphic design and advertising/media applications. Students will explore visual communication that is both directed by industry needs (advertising/graphic design) and personal creative drives (photography as fine art).</p>		

<b>XXXX: Commercial Art SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
<b>Location: Monta Vista NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>		
<p>Recommended: Successful completion of any level 1 Art course or Writing for Publications. This course will focus on career skill sets in visual design and industrial design. Explorations in traditional and digital media associated with Graphic Design, Advertising, Illustration and Industrial Design will be covered. Human-based experiences, Design Thinking and a collaborative work environment will be emphasized. Students will gain an understanding of the impact of design on the production process for different types of products. Students can expect to work with traditional hand-making design methods blended with using the computer. No previous computer or design skills are necessary.</p>		

<b>XXXX: Studio Art SEE COUNSELOR TO ENROLL</b>		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
<b>Location: LHS/MVHS NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>		
<p>Recommended: Level 1 Art/ Ceramics/ 3-Design/Photography. Students will focus on building their personal portfolio and gain entrepreneurial skills required to become a successful artist. Advanced Visual Communications coordinates 2-D and 3-D studio work and cultural studies together with an emphasis on careers in the art field. Selected cultures of Meso-American, Italian, German, French, Middle Eastern and Asian art will be introduced and students will produce projects that relate to each unique culture to be included in their portfolio. Language and cultural studies will be taught on a daily basis so as to appreciate historical and cultural differences. The art elements and principles of design composition serve as a foundation for each unit covered and attention will be given to visual studio work. Students will gain knowledge and an appreciation for various art forms and entrepreneurship skills that will lead to a successful career in the visual communications field.</p>		

# INDUSTRY SECTOR: CABINET, MILLWORK, AND WOODWORKING

Industry Sector <i>Pathway</i>	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Building & Construction Trades  <i>Cabinetry, Millwork &amp; Woodworking</i>		Woodworking	Advanced Woodworking

XXXX: Woodworking SEE COUNSELOR TO ENROLL		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Location: Monta Vista	NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION	
Recommended: None. An introduction to the fundamentals including the use of hand/power tools, safety practices, and woodworking materials. Students will follow the guidance of the instructor to practice the processes of design, drafting, building, and finish work of beginning level projects. Students will also be exposed to a variety of college and career opportunities related to woodworking.		

XXXX: Advanced Woodworking SEE COUNSELOR TO ENROLL		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Location: Monta Vista	NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION	
Recommended: Introduction to Woodworking. Students will expand their use of hand and power tools including learning custom settings and basic maintenance and repair for machinery. Students will expand understanding and use of materials including different woods, adhesives, and finishes and will learn cost estimating. Students will design, draft, build, and finish projects that meet the needs of a “client”. Students will also assist with shop management by demonstrating basic woodworking processes to beginning students and will investigate related college and career opportunities. Priority will be given to students who are progressing in the Woodworking Pathway and choose this as one of their “First 6” classes.		

**INDUSTRY SECTORS: BUSINESS & FINANCE; MARKETING, SALES, & SERVICE**

<b>Industry Sector Pathway</b>	<b>Intro Level Course(s)</b>	<b>Concentrator / Intermediate Level Course(s)</b>	<b>Capstone / Advanced Course(s)</b>
Business & Finance <i>International Business</i>	4580 Principles of Business (g)  Digital Marketing in Business (g)	4570 International Business (g)	
Business & Finance <i>Financial Services</i>	4580 Principles of Business (g)  Digital Marketing in Business (g)	Accounting 1 (g)  ACCT 1A Financial Accounting I <sup>DE</sup>	Accounting 2 <b>OR</b> ACCT 1B Financial Accounting II <sup>DE</sup>
Business & Finance <i>Financial Services</i>	4580 Principles of Business (g)		Money & Banking (g)
Business & Finance <i>Business Management</i>	4580 Principles of Business (g)  Digital Marketing in Business (g)		Economics & Virtual Enterprise (g)
Marketing, Sales & Service <i>Marketing</i>	4580 Principles of Business (g)		Principles of Marketing <b>OR</b> BUS 90 Principles of Marketing <sup>DE</sup>

<b>4580: Principles of Business</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: g
<i>Location: Cupertino, Fremont, Homestead, Lynbrook, Monta Vista</i>		
<i>This business course introduces students to the study of Economics, Personal Finance, Commerce, and Entrepreneurship. Course projects focus on applying economic concepts, financial literacy, investments in the stock market, sales and marketing strategies, career exploration, and creating a business plan. This course is ideal for students seeking financial freedom and a foundation for success in any career.</i>		



XXXX: Digital Marketing in Business SEE COUNSELOR TO ENROLL		
Grades: 9-12	Credits: 10	UC/CSU Requirement: g
Location: Homestead	<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>	
<p>This course provides an in-depth, hands-on introduction to business technology, specifically how it is used in today's contemporary and dynamic business organizations to support essential organizational functions from marketing, business leadership, finance, entrepreneurship, to communication. Students will also explore current social media trends, and research ways social media influences successful business practices today, and apply higher level thinking to interpret business trends and apply this to create effective business and marketing plans. Students will also learn the process of building a positive digital footprint, digital communication norms through various digital platforms and social networking sites, and practice strategies for both personal and professional interests online. The course will culminate with students researching post-secondary careers of their interest, interviewing professionals in selected careers, and creating an electronic career portfolio, which can serve as a resource to guide students in their post-secondary education and future career pursuit.</p>		

<b>4570: International Business</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: g
Location: Cupertino, Homestead, Monta Vista		
<p>Recommended: Principles of Business. This course builds on skills learned in Principles of Business with an introduction to a global perspective on the economic, cultural, and political factors that influence business. The course includes fundamentals of import/export business, business structures, business plans, trade relations, financial transactions, legal agreements, and global entrepreneurship. Students will learn marketing activities and consumer behavior as they relate to developing, pricing, distributing, and promoting goods and services in both domestic and global markets. Critical thinking skills and peer collaboration will be enhanced for students through participation in Socratic seminars and group projects. Examples of group projects include "How to do Business in (Country) for Dummies", "Business Plans", "Export Project", "Travel Project" and "Discovering Your Management and Personality Profile". Priority will be given to students who are progressing in the International Business Pathway and choose this as one of their "First 6" classes.</p>		

<b>XXXX: ACCT 1A Financial Accounting I SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 10/Units 5	CSU and UC Transferable
Location: Online Synchronous		
<p>Recommended: Successful completion of Principles of Business. The primary objective of Financial Accounting I is to help students learn how accounting meets the information needs of various users by developing and communicating information that is used in decision-making. Accordingly, the expected student outcome is the demonstration that the student can read, analyze and interpret external financial statements.</p>		

<b>XXXX: ACCT 1B Financial Accounting II SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 10/Units 5	CSU and UC Transferable
Locations: Online Synchronous		
<p>Prerequisite: ACCT 1A. The primary objective of Financial Accounting II is to help students learn how accounting meets the information needs of various users by developing and communicating information that is used in decision-making. Accordingly, the expected student outcome is the demonstration that the student can read, analyze and interpret external financial statements, including corporate and partnership financial statements.</p>		

XXXX: Principles of Marketing SEE COUNSELOR TO ENROLL		
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
Location: Monta Vista	<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>	
<p>This course focuses on the science and art of building and managing profitable customer relationships. Marketing’s central purpose is presented as demand management, the skills needed to manage the level, timing and composition of demand. Students will learn the necessity of attracting new customers by promising and delivering superior customer service in an environment continually being shaped by the two powerful forces of technology and globalization. Students will study contributions to marketing by Peter Drucker, Ted Levitt, Philip Kotler, Regis McKenna and Geoffrey Moore, among others. Priority will be given to students who are progressing in the Business Management Pathway and choose this as one of their “First 6” classes.</p>		

<b>XXXX: BUS 90 Principles of Marketing SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 10/ Units 5	CSU Transferable
Location: Online Synchronous		
<p>Recommended: Successful completion of Principles of Business. Fundamentals of marketing: product planning and development; pricing strategies; and marketing channels.</p>		

# INDUSTRY SECTOR: ENGINEERING & ARCHITECTURE

Industry Sector <i>Pathway</i>	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Engineering & Architecture  <i>Engineering Design</i>	Introduction to Engineering Design (d)  Engineering Essentials (d)  8150 Introduction to Engineering and Alternative Energy	Principles of Engineering (d)	Digital Electronics (d) <b>OR</b> DMT 55 Survey of Design and Manufacturing Processes/Modern Fabrication <sup>DE</sup> <b>AND</b> DMT 53 3D Printing, Reverse Engineering and Rapid Prototyping: Strategies in Industry <sup>DE</sup>

<b>XXXX: Introduction to Engineering Design SEE COUNSELOR TO ENROLL</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: d
Location: FHS/HHS/MVHS	<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>	
Recommended: Completed Algebra 1, enrolled in Geometry. The major focus of this introductory engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation found in engineering-related careers. Students use 3D solid modeling design software to help them create solutions to proposed problems. Students learn how to document their work and communicate their ideas to peers and members of the professional community. This course may be used as 3 <sup>rd</sup> year or beyond “d” requirement for “a” to “g” eligibility.		

<b>XXXX: Engineering Essentials SEE COUNSELOR TO ENROLL</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: d
Location: Fremont	<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>	
<p>Engineering Essentials is a full-year course designed to be a high school student’s first exposure to the Project Lead the Way (PLTW) Engineering program. Students will explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. This course may be used as 3<sup>rd</sup> year or beyond “d” requirement for “a” to “g” eligibility.</p>		

<b>8150: Introduction to Engineering and Alternative Energy</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: g
Location: Cupertino		
<p>This introductory engineering course introduces students to the basic concepts and skills required of engineers and designers working in a professional environment. Students demonstrate their skills by providing alternative energy solutions to real world problems. Each project is designed to replicate a real-world engineering project in which students conduct research and propose possible solutions to the problems posed by the “client”. Students work in teams to create a Design Brief for each of a series of progressively more difficult hands-on-projects and present their solutions to the “client”. This class introduces students to Computer-Aided Design (CAD) as an integral component of the design, engineering and manufacturing process.</p>		

XXXX: Principles of Engineering SEE COUNSELOR TO ENROLL		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Location: FHS/HHS/MVHS	NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION	
Recommended: Completed Introduction to Engineering Design or Engineering Design and completed Geometry (including Geometry Trigonometry) or enrolled in Algebra 2 or Algebra 2/Trig. This survey course exposes students to some of the major concepts they will encounter in a post-secondary engineering course of study. Students will have an opportunity to investigate engineering and high-tech careers, develop problem-solving skills, and understand engineering concepts. They will apply their knowledge of research and design to create solutions to real-world engineering problems. They will document their work and communicate solutions. Students work in both lab and classroom settings using industry-standard software and the VEX® Robotics platform. Priority will be given to students who are progressing in the Engineering Design Pathway and choose this as one of their “First 6” classes. This course may be used as 3 <sup>rd</sup> year or beyond “d” requirement for “a” to “g” eligibility.		

XXXX: Digital Electronics SEE COUNSELOR TO ENROLL		
Grades: 10-12	Credits: 10	UC/CSU Requirement: g
Location: Fremont	<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>	
Recommended: Completion of Introduction to Engineering Design or Engineering Design, Principles of Engineering, Physics or Physics Honors. This course explores the foundation of modern electronic devices such as mobile phones, and MP3 players, computers. Students are introduced to applied logic through computer simulation software that allows them to construct and test digital circuits. Priority will be given to students who are progressing in the Engineering Design Pathway and choose this as one of their “First 6” classes.		

<b>XXXX: DMT 55 Survey of Design &amp; Manufacturing Process/Modern Fabrication SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 8/Units 4	CSU Transferable
Location: De Anza College Campus		
<p>DMT 55 and DMT 53 are the courses taken in the third year of the Engineering Design pathway. These courses build upon student's knowledge from their introductory course (Introduction to Engineering Design, Engineering Essentials, or Introduction to Engineering and Alternative Energy) and Principles of Engineering. Survey of Design &amp; Manufacturing Process/Modern Fabrication is designed to introduce students to both design, manufacturing and modern fabrication, by means of demonstrations, with the following areas of emphasis: manufacturing processes, equipment and systems, design for manufacturing, measurement tools, blueprint reading, rapid prototyping (3D printers), CNC machine set-up, CNC machine programming (lathe and mill), CAD/CAM and quality control using geometric dimensioning and tolerancing (GD&amp;T). This hands on, team based course is designed to provide students with instruction and skills through applied real world experience to enable insight as to how products are designed and fabricated. Students will be able to identify the terminology of each area, examine each technique and skill requirement, and gain a fundamental understanding of diverse industry processes.</p>		

<b>XXXX: DMT 53 3D Printing, Reverse Engineering &amp; Rapid Prototyping: Strategies in Industry SEE COUNSELOR</b>		
Grades: 10-12	Credits: 8/Units 4	CSU Transferable
Location : De Anza College Campus		
<p>Recommended: Successful completion of DMT 55 Survey of Design &amp; Manufacturing Process/Modern Fabrication. The objective of 3D Printing, Reverse Engineering &amp; Rapid Prototyping: Strategies in Industry is to present a comprehensive overview of 3D Printing, spanning from fundamentals to applications and technology trends. Participants will learn the fundamentals of (AM) Additive Manufacturing/3D Printing of polymers, metals, composites, and biomaterials, and will realize how process capabilities (rate, cost, quality) are determined by the material characteristics, process parameters, and machine designs. Application areas including aerospace components, electronics, high-tech, medical devices, and consumer products will be discussed by means of detailed examples and case studies. Particular emphasis will be placed on concepts of industry applications, and related design principles and process standards. In class sessions will run live demonstrations with state-of-the-art industry grade 3D Printers, 3D Laser scanners and reverse engineering tools. Participants will understand how to design, fabricate, and measure test parts, and explore Additive Manufacturing process limits as well as appropriate applications of these technologies.</p>		

**INDUSTRY SECTOR: HEALTH SCIENCE & MEDICAL TECHNOLOGY**

<b>Industry Sector</b> <i>Pathway</i>	<b>Intro Level Course(s)</b>	<b>Concentrator / Intermediate Level Course(s)</b>	<b>Capstone / Advanced Course(s)</b>
Health Science & Medical Technology <i>Public &amp; Community Health</i>	Health 21 Contemporary Health Concerns <sup>DE</sup>	HTEC 60A Basic Medical Terminology <sup>DE</sup>	HTEC 50 Introduction to Health Technologies <sup>DE</sup>
Health Science & Medical Technology <i>Patient Care</i>	KINS 16A (2): Prevention of Athletic Injuries <sup>DE</sup> KINS 15 (2): First Aid and CPR/AED <sup>DE</sup>	KINS 16B (1): Emergency Athletic Injury Care <sup>DE</sup>	KINS 16C (1): Treatment & Rehabilitation of Athletic Injuries <sup>DE</sup>

**XXXX: HLTH 21 Contemporary Health Concerns SEE COUNSELOR TO ENROLL**

Grades: 10-12	Credits: 8/ Units 4	CSU and UC Transferable
---------------	---------------------	-------------------------

Location: CHS

HLTH 21, HTEC 60A and HTEC 50 are taken over the course of one year as part of the Public & Community Health pathway. Contemporary Health Concerns examines the development of understanding and attitudes relative to individual, family, community, international, and global health medical issues and needs. Topics include health consumerism, mental health, stress, drugs and addiction, infectious and chronic degenerative diseases nutrition, weight management, fitness, sexual health and reproduction, and environmental concerns. Students will learn about common lifestyle behaviors with an emphasis on self-help and preventable aspects of medical care.

**XXXX: HTEC 60A Basic Medical Terminology SEE COUNSELOR TO ENROLL**

Grades: 10-12	Credits: 6/ Units 3	CSU Transferable
---------------	---------------------	------------------

Location: CHS

HLTH 21, HTEC 60A and HTEC 50 are taken over the course of one year as part of the Public & Community Health pathway. Basic Medical Terminology provides an orientation to medical terminology; basic structure of medical terms and their components-prefixes, suffixes and roots with emphasis on analysis, definition, spelling and pronunciation.

**XXXX: HTEC 50 Introduction to Health Technologies SEE COUNSELOR TO ENROLL**

Grades: 10-12	Credits: 4/ Units 2	CSU Transferable
---------------	---------------------	------------------

Location: CHS

HLTH 21, HTEC 60A and HTEC 50 are taken over the course of one year as part of the Public & Community Health pathway. Introduction to Health Technologies is a survey of health technology programs with an emphasis on the professions; designed to assist in identifying personal strengths and weaknesses related to health technology professions; assist students in health technology professions to learn basic principles of human behavior.

<b>XXXX: KINS 15 First Aid and CPR/AED SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 2/ Units 1	CSU and UC Transferable
Location: FHS		
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b> KINS 15, 16A, 16B and 16C are taken over the course of one year as part of the Patient Care pathway. First Aid and CPR/AED provides the layperson with the knowledge and skills to respond to an emergency. Certification opportunity in First Aid and CPR/AED.		

<b>XXXX: KINS 16A Prevention of Athletic Injuries SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 6/ Units 3	CSU and UC Transferable
Location: FHS		
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b> KINS 15, 16A, 16B and 16C are taken over the course of one year as part of the Patient Care pathway. Prevention of Athletic Injuries is emphasized through pre-participation physical exams, exercise programs, preventative taping, proper fitting of equipment, and protective braces.		

<b>XXXX: KINS 16B Emergency Athletic Injury Care SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 6/ Units 3	CSU and UC Transferable
Location: FHS		
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b> KINS 15, 16A, 16B and 16C are taken over the course of one year as part of the Patient Care pathway. Emergency Athletic Injury Care covers basic injury recognition and emergency response of acute trauma. Practical hands-on skills are emphasized in laboratories.		

<b>XXXX: KINS 16C Treatment &amp; Rehabilitation of Athletic Injuries SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 6/ Units 3	CSU and UC Transferable
Location: FHS		
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b> KINS 15, 16A, 16B and 16C are taken over the course of one year as part of the Patient Care pathway. Treatment & Rehabilitation of Athletic Injuries covers follow-up injury treatment, phases of tissue healing, and stages of rehabilitation, including therapeutic modalities.		

# INDUSTRY SECTOR: HOSPITALITY, TOURISM, AND RECREATION

Industry Sector <i>Pathway</i>	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Hospitality, Tourism & Recreation  <i>Food Service &amp; Hospitality</i>		5710 Culinary Arts 1 **	7765 Culinary Arts 2 **
Hospitality, Tourism & Recreation  <i>Food Science, Dietetics &amp; Nutrition</i>		5710 Culinary Arts 1 **	Culinary Food Science ** (g)

\*\* = Articulation for Dual Enrollment credit with Mission College may be obtained through completion of this two-course pathway

<b>5710: Culinary Arts 1</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Location: Cupertino, Fremont, Lynbrook		
This is a preparatory course addressing many aspects of food preparation including safety and sanitation, measurement basics, kitchen tools and uses, nutrition, basic food science, and meal planning and preparation. The goal of this course is to introduce the kitchen novice to the world of food and flavors. Students also will explore the array of careers in the food industry.		

<b>7765: Culinary Arts 2</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: N/A
Location: Cupertino, Fremont		
Recommended: Intro to Culinary Careers: Foods and Nutrition & Culinary Careers. This is an advanced course which encompasses all aspects of the restaurant business including food preparation, safety and sanitation, menu planning, and nutrition. This course will prepare students for an above entry-level job in restaurants, or for an institution of higher learning for a career in Food Service. Students will refine their cooking skills, sanitation practices and creativity by group and independent lab work, reading and writing assignments, classroom projects and home cooking assignments. This course will prepare students who are interested in pursuing ServSafe certification. Priority will be given to students who are progressing in the Hospitality Pathway and choose this as one of their "First 6" classes. Students who earn a "B" or better in both Culinary Careers and Culinary Careers 2 may earn 5 units of CSU transferable credit at Mission College for FDR 051: Basic Food Preparation.		



# INDUSTRY SECTOR: PUBLIC SERVICES

Industry Sector <i>Pathway</i>	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Public Services  <i>Legal Practices</i>		4850 Law (g)	4840 BUS 18 Business Law <sup>DE</sup> <b>AND</b> SOC 15 Law & Society <sup>DE</sup>

<b>4850: Law</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: g
Location: Cupertino, Fremont, Homestead, Monta Vista		
Recommended: None. This class provides students with the legal skills necessary for them to survive in today's world and presents a snapshot of the legal profession in order to give students the opportunity to explore legal careers. The topics covered include: legal ethics, procedural law, criminal law, personal injury law, contract law, law for the minor, real and personal property law, employment law, trial procedure, and the law of evidence. Students learn life skills like how to protect one's rights while observing the rights of others, landlord and tenant relationships, and how to avoid certain types of fraud and identity theft. Critical thinking skills will be developed as students read complex text closely and analyze fact patterns critically. Students will practice the skills of collaboration and public speaking through participation in Socratic seminars, debates, group projects, and mock trials.		

<b>4840: BUS 18 Business Law I</b>		
Grades: 10-12	Credits: 10/ Units 5	CSU and UC Transferable
Location: CHS		
<p>BUS 18 and SOC 15 are the courses taken in the second year of the Legal Practices pathway. These courses build upon student's knowledge from Law. Business Law I covers social forces and the law; source of law; agencies for enforcement; and court systems and procedures. California law applicable to contracts, tort negligence, agency, and the Uniform Commercial Code. Contemporary legal issues.</p>		

<b>XXXX: SOC 15 Law &amp; Society</b>		
Grades: 10-12	Credits: 8/Units 4	CSU and UC Transferable
Location: CHS		
<p>Recommended: Successful completion of Business Law I. Law &amp; Society provides an overview of the American legal system, including its development, structure, and history. Review of the legal and judicial process in the United States, covering the adversarial system, the jurisdiction of federal and state courts, and the general process of judicial review. Explanation of different sources of law, including statutes, court cases, and administrative agency rules. Review of basic legal reasoning and introductory research methods. Introduction to civil law, criminal law, family law, real property law, contracts, employment, immigration, intellectual property, and other areas of law. Also included is a review of the principles of legal ethics, theories of jurisprudence, and practical problems of law enforcement and the administration of justice.</p>		

---

**INDUSTRY SECTOR: TRANSPORTATION**

Industry Sector <i>Pathway</i>	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Transportation  <i>Systems Diagnostics, Service &amp; Repair</i>		Auto Tech 1	Auto Tech 2

**XXXX: Automotive Technology 1 SEE COUNSELOR TO ENROLL**

Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
--------------	-------------	-------------------------

Location: Fremont	<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>
-------------------	--

The Automotive Technology program is designed to provide pre-employment training to students for entry-level employment in the automotive service industry. Employment possibilities include parts assembly technician, technician helper, lube technician, tune-up technician and tire changer. Automotive Technology 1 provides students both theory and hands on experience in the following areas: shop safety, brakes, automatic transmission, electrical systems, suspension systems, air conditioning/heating and diagnosis and trouble-shooting repair procedures. Job search skills, business ethics, appropriate communication skills for the marketplace, and job retention skills, including attendance, punctuality and proper work attire will be reinforced at all levels of instruction.

**XXXX: Automotive Technology 2 SEE COUNSELOR TO ENROLL**

Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
---------------	-------------	-------------------------

Location: Fremont	<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>
-------------------	--

Recommended: Automotive Technology 1. Automotive Technology 2 reinforces and builds on knowledge and skills developed in Auto Tech 1, and introduces advanced topics in diagnostics, engine performance, and fuel injection systems. Priority will be given to students who are progressing in the Transportation Pathway and choose this as one of their "First 6" classes.

# INDUSTRY SECTOR: CHILD DEVELOPMENT

Industry Sector <i>Pathway</i>	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Child Development  <i>Education, Child Development &amp; Family Services</i>	CLP 5 College Major and Career Options <sup>DE</sup>	CD 10G Child Development (The Early Years) <sup>DE</sup>	CD 12 Child, Family and Community Interrelations <sup>DE</sup>

XXXX: CLP 5 College Major & Career Options SEE COUNSELOR TO ENROLL		
Grades: 10-12	Credits: 4/ Units 2	CSU and UC Transferable
Location: HHS		
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>		
CLP 5, CD 10G, and CD12 are taken over the course of one year as part of the Education, Child Development & Family Services pathway. College Major & Career Options helps students to identify compatible college majors and career options by completing a variety of self-assessment inventories. Students will examine how individual, family, social, and cultural perspectives influence the college major and career decision-making process. The course will review college major and career myths, the purpose and structure of higher education, and organizational structures found in employment settings.		

XXXX: CD 10G Child Development (The Early Years) SEE COUNSELOR TO ENROLL		
Grades: 10-12	Credits: 8/4 units	CSU and UC Transferable
Location: HHS		
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>		
CLP 5, CD 10G, and CD12 are taken over the course of one year as part of the Education, Child Development & Family Services pathway. Child Development (The Early Years) is an introductory course that examines the major physical, psychosocial and cognitive/language developmental milestones for children, both typical and atypical, from conception through middle childhood. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. (This course meets NAEYC Standards 1 and 3; NBPTS Standards 1 and 4; and CEC )Standards 1, 2 and 3.)		

<b>XXXX: CD12 Child, Family &amp; Community Interrelationships SEE COUNSELOR TO ENROLL</b>		
Grades: 10-12	Credits: 8/ Units 4	CSU and UC Transferable
Location: HHS		
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>		
<p>CLP 5, CD 10G, and CD12 are taken over the course of one year as part of the Education, Child Development &amp; Family Services pathway. Child, Family &amp; Community Interrelationships is an introduction to the study of the developing person in a societal context including the interrelationship of family, schools and community. Emphasis on how ecology and socialization impact development, as well as historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. (Applicable standards to this course: National Association for the Education Young Children Standards; Standard 2 Building Family and Community Relationship, Standard 4 Using developmentally effective approaches, and Standard 5 6 Becoming a Professional; National Board for Professional Teaching Standards Early Childhood Generalist Standard 2 Equity, Fairness and Diversity, Standard 7 Family, Community Partnerships and Standard 9 Reflective Practice; Council for Exceptional Children/ Division for Early Childhood Standard 9 Professional and Ethical Practice and Standard 10 Collaboration; California Early Childhood Competencies: Culture, Diversity &amp; Equity, Family &amp; Community Engagement, Professionalism.)</p>		

## GENERAL CAREER EDUCATION

<b>XXXX: Administration of Justice SEE COUNSELOR TO ENROLL</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Location: Homestead		
This course will help students acquire the basic knowledge of the law enforcement profession. This program is an articulated, feeder program to community college police science programs. Students will gain a thorough knowledge of the role of the police in society, including crime evidence, laws of arrest, and overall protection objectives. Successful completion of this training will provide students with a good background for acceptance into community college police training programs.		

<b>XXXX: Training for Transitions</b>		
Grades: 11-12	Credits: 10	UC/CSU Requirement: N/A
Location: Cupertino, Fremont, Homestead		
Required: Approval of instructor. This program is for adolescent students at risk and/or in special education aged 16 to 21(up to two years). The importance of community based and on-the-job training is an effective means of developing solid job skills and exploring career options. We utilize the classroom in conjunction with job exploration to expose the student to work opportunities. The students receive school credits toward their graduation. This is a course study – the program is broken into three (3) stages as follows:		
<ul style="list-style-type: none"> <li>● Classroom Instruction</li> <li>● Community Classroom</li> <li>● Work Exploration and possible Work Experience Opportunities</li> </ul>		

<b>XXXX: Work Experience SEE COUNSELOR TO ENROLL</b>		
Grades: 11-12	Credits: 5 to 20 per year	UC/CSU Requirement: N/A
<b>NOTE: STUDENTS WILL HAVE TO TRAVEL/ HAVE THEIR OWN TRANSPORTATION</b>		
Students who are employed may choose to enroll in Work Experience with priority given to seniors who need credits toward graduation or need to work. Throughout their time in the program, students develop and complete a portfolio, which demonstrates research about multiple career paths alongside the abilities, knowledge, and skills gained through Work Experience. Credit is granted each semester, and is based on a combination of completion of coursework, attendance at class meetings, employer/teacher evaluations, and hours of employment. Students interested in this course should contact their Guidance Counselor.		

<b>XXXX: HUMA 20 Life Skills for Higher Education SEE COUNSELOR TO ENROLL</b>		
Grades: 11-12	Credits: 8/Units 4	CSU and UC Transferable
Location: Cupertino		
HUMA 20, CLP 5, and COUN 5 are taken over the course of one year as part of the Transition to College Pathway. Life Skills for Higher Education addresses the multitude of life skills and strategies for success, with emphasis on attaining professional, personal and academic goals in a diverse society. Topics covered include creative and realistic goal setting, academic and life management, cultural relevant learning styles, college and community resources, library and internet use, time management, and techniques to reduce math and science anxiety. Evaluation and application of academic study methods to achieve subject matter mastery. Development of critical thinking skills, and application of reading, writing, note taking and test taking methods to improve personal strategies. Exploration of personal lifestyle and health factors, including the causes and management of stress, as it relates to academic success. Assessment of academic and career goals, selection of majors, and development of education plans.		

<b>XXXX: CLP 5 College Major and Career Options SEE COUNSELOR TO ENROLL</b>		
Grades: 11-12	Credits: 4/Units 2	CSU and UC Transferable
Location: Cupertino		
<p>HUMA 20, CLP 5, and COUN 5 are taken over the course of one year as part of the Transition to College Pathway. College Major and Career Options helps students to identify compatible college majors and career options by completing a variety of self-assessment inventories. Students will examine how individual, family, social, and cultural perspectives influence the college major and career decision-making process. The course will review college major and career myths, the purpose and structure of higher education, and organizational structures found in employment settings.</p>		

<b>XXXX: COUN 5 Introduction to College SEE COUNSELOR TO ENROLL</b>		
Grades: 11-12	Credits: 2/Units 1	CSU and UC Transferable
Location : Cupertino		
<p>HUMA 20, CLP 5, and COUN 5 are taken over the course of one year as part of the Transition to College Pathway. Introduction to College is an introduction to De Anza College that includes information about programs, services, policies, degrees, certificates, transfer requirements, and college culture. Students will focus on strategies needed for academic success and development of a preliminary Comprehensive Educational Plan.</p>		

## VISUAL AND PERFORMING ARTS

---

Courses for the following subject areas can be found in this section:

Art  
Music  
Theatre and Performing Arts

These courses all satisfy the FUHSD Fine Arts credit category.

### HIGH SCHOOL GRADUATION

Art, Music, and Theatre and Performing Arts courses are electives under **Fine Arts**. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts**, **World Languages** and **Applied Academics**). For example, if a student earns 10 credits in a **Fine Arts** course, he/she would still need 10 credits from either **World Languages** or **Applied Academics** to satisfy the graduation requirement.

### UC ELIGIBILITY

“f” Visual and Performing Arts (VPA) – 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, yearlong approved VPA course. See individual course descriptions for specific information about UC/CSU eligibility.

## ART

The visual arts are part of the “basics.” They communicate forcefully and directly. Students who learn the symbolic structure of the visual arts can respond to and symbolize their experiences in ways that are not dependent on the coding and decoding of verbal language. These skills are especially important in the American culture where information is transmitted both visually and verbally. Experiences in the visual arts lead to the formation of enduring attitudes, values, and satisfying accomplishments.

The University of California requires one year of Visual/Performing Arts. Courses with the “f” notation for the UC requirement have been approved as meeting UC entrance requirements. The California State University System (CSU) also requires one year of a Visual/Performing Art course for admission to their system. All courses approved by UC are also approved by CSU as meeting the Visual/Performing Arts admissions requirement.

<b>6110: Art 1</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This is an introductory course that provides the student an opportunity to explore the elements of design such as line, shape, color, form, value and texture through the use of various media including drawing, painting printing making and collage. Basic visual literacy and visual communication skills will be instructed. A basic survey of art history will be covered.		

<b>6120: Art 2</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Art 1. This is an intermediary art course. Further refinement of drawing and painting skills will be the primary focus, but various art making practices and new media may be introduced such as pastel painting, colored pencil, mixed media, scratchboard, and mask painting. Visual literacy and visual communication skills will be further developed. Historical and contemporary topics will be evident in student work and /or through class discussion.		

<b>6130: Art 3</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Art 2. This is an advanced level course focused around a specialized area of art and / or around the exploration of a variety of media and techniques. In addition, Students will be directed in developing their own creative voice and work for a portfolio. Advanced visual literacy and visual communication skills will be further developed. Historical and contemporary topics will be evident in student work and /or through class discussion.		

<b>6140: Art 4</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Art 3. This is an advanced course that is focused on creative problem solving and visual communication. Students in this course will explore and refine a field(s) of concentration such as drawing or painting or appropriate media and work in depth toward the development of a portfolio that may be used for entrance into an art school or for career-oriented purposes. Students who enroll should be capable of self-direction and independent study. Historical and contemporary topics will be evident in student work and/or through class discussion. This course is designed to provide opportunities for students to build their art-making skill sets through hands-on practice, critiques and the study of the history and purpose of visual art.		



<b>6210: 3D Sculpture and Design 1</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This is a basic design course for students primarily interested in three-dimensional materials. Design for both aesthetic and functional objects is emphasized. Whether the objects are utilitarian or aesthetic, a regard for quality of workmanship and design is stressed. Not only do students explore a variety of media such as clay, leather, wood, metal, enamels, etc., they also gain an appreciation for handcrafted articles as they reflect our past and present culture.		

<b>6220: 3D Sculpture and Design 2</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in 3-D Design 1. Students will further their knowledge and appreciation of design with more depth and complexity, as well as increase their skills in handling materials and tools. Various new media are introduced and experimentation and individualized instruction are encouraged. The skills learned are useful for future employment in an art-oriented occupation, for communicating ideas and preparing for further education.		

<b>6230: 3D Sculpture and Design 3</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in 3-D Design 2. For the advanced design student who has professional or vocational goals in a particular area. The student will develop a high level of skill in a specific medium. The student will be encouraged to contact professional people in their specific fields and research techniques in the medium, culminating with a brief report. Specific projects will result from a student/teacher conference that will outline the projects to be completed each semester.		

<b>6240: 3D Sculpture and Design 4</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in 3-D Design 3. This course is for the advanced student of three-dimensional art who has professional or vocational goals in a particular area. The student will develop a high level of skill in a specific medium, research techniques in the medium and be encouraged to contact professionals in the area, culminating with a brief report. The projects to be completed each semester will be outlined in a student/teacher conference.		

<b>6360: Ceramics 1</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This is an introductory art course centered on developing hand-building techniques such as pinch, slab and coil. Introductory work on the potter's wheel may be explored. Techniques in underglazing, inlay and carving will be explored. In addition, a variety of glazing techniques will be demonstrated.		

<b>6370: Ceramics 2</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Ceramics 1. The student will design and produce a variety of forms that utilize hand-building methods and wheel-throwing techniques. Advanced surface decoration will be explored such as inlay, texture and stamping,		

<b>6380: Ceramics 3</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Ceramics 2. The student will continue refinement in basic hand-building and potter's wheel techniques. Exploration in decorating methods and self-directed projects will be developed.		

<b>6390: Ceramics 4</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Ceramics 3. The student will work with a developing style and strive for a specific direction such as hand building, wheel, sculpture or a combination thereof. More emphasis will be placed on creative solutions, advanced decorating methods that may include glaze application, glaze calculations, glaze mixing and firing techniques.		

<b>6440: AP Drawing</b>		
<b>6450: AP 2D Art and Design</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: B or better in Art 2, or evaluation of student portfolio. This course is designed for the student who is seriously interested in art as a potential college major or career. The curriculum will include the development of a portfolio that may be used for college admission and submitted to the College Board for the AP Examination. Students will be required to complete homework assignments outside of class and to maintain a sketchbook. Only students enrolled in the AP Art course will be allowed to register and submit an AP Portfolio in May.		

## Music

---

Music plays an essential role in the education of all students. Music is a unique language for expression... Music is intellectually stimulating and challenging... Music is part of every culture, and its place in each culture is significant.  
—from California's Visual and Performing Arts Framework

Music is part of the learning experience for all students in California's elementary and secondary schools. A balanced and comprehensive education program requires that music be included as a discrete discipline in the visual and performing arts curriculum. Strong music education programs contribute significantly to the development of knowledge, understanding and appreciation of our culturally diverse society. Effective music instruction is organized to respond to this need and must meet this challenge.

<b>7030: B Choir</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This choir is a beginning vocal group. It contains the basic introduction of the first year of high school vocal music. The techniques of vocal production and sight singing are explored. This choir performs for local school and community events.		

<b>7040: Advanced Treble Choir</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. The course content includes work on tone production and quality, breathing, diction and general musicianship and the study and performance of three and four part music for treble voices. This choir performs for local school and community events.		

<b>7060: A Choir</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. The students will experience a large mixed choir that provides the opportunity to perform large choral works. This choir performs for local school and community events.		

<b>7080: Small Mixed Vocal Ensembles</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. This is a small musical group of students who perform on occasions when a larger group would be excessive. The music performed covers different styles from Renaissance to contemporary.		

<b>7120: Concert Band</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Approval of instructor. Refinement of tone and a more advanced understanding of basic performance techniques are stressed. Alternate and trill fingering are studied. The intonation, balance and blend required in ensemble playing are developed. Transposition and elementary music theory as related to band work are introduced; terms concerning tempo, dynamics and expression are emphasized through the reading of many compositions of different styles and from different periods in music history. The concert band performs concerts.		

<b>7130: Symphonic Band</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. This is a continuation of Concert Band work, with more detail in individual techniques and skills. It provides continued study of band literature, with stress on a larger and more challenging repertoire. The symphonic band performs concerts.		

<b>7140: Wind Ensemble</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. This select group of about 50 is formed by audition only. It is for the serious, advanced musician only, and performs more difficult high school and some college-level music. The wind ensemble performs concerts.		

<b>7240: Orchestra</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. The course content involves the study and performance of ensemble and orchestra literature, intermediate and advanced string technique and musicianship.		

<b>7250: Chamber Orchestra</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. This course is offered to advanced level students who will study and perform string/orchestral literature for continuing individual technique development on his/her instrument. Advanced/professional level music will be studied and performed from all historical periods of music.		

<b>7320: Music Genesis</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This course is open to all students interested in the basic elements and concepts of music through the study of Rock, Jazz and Classical music. No previous musical knowledge is required. Class content is based on listening and music videos.		

## THEATER AND PERFORMING ARTS

The theatre arts emphasize the use of the intellect as well as the development of sensitivity, creativity, and the capacity to make reasoned, aesthetic decisions while exploring the range of human experience. As language is a primary component of drama, students develop poise, confidence, ease, and versatility in verbal presentation. There are several ways to enter into theatre arts, but always these courses result in successful interactions, performances, and products.

The University of California requires one year of Visual/Performing Arts. Courses with the “f” notation for the UC requirement have been approved as meeting UC entrance requirements. The California State University System (CSU) also requires one year of a Visual/Performing Art course for admission to their system. All courses approved by UC are also approved by CSU as meeting the Visual/Performing Arts admissions requirement.

---

<b>6710: Drama</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This course is for those students who want introductory training in acting. Class emphasis is on voice, movement, improvisation, mental preparation, script preparation and various acting techniques. Course study may include the history of world theatre and theatre’s contributions to world cultures with representative readings of excellent plays from all cultures and eras; the formulation of criteria for personal evaluation of dramatic literature, performance and production; continued instruction in voice, staging and character analysis; playwriting techniques; directing techniques; rehearsal and performance for an audience.		

---

<b>6730: Advanced Drama Honors</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: Advanced Drama. This course is for those students who are most interested and practiced in studying acting and the theater. Course study will be based on the skills and knowledge developed in the previous Drama courses and will help students to continue on to more advanced levels of dramatic study. Students will be expected to have a solid foundation of dramatic principles and practices.		

## WORLD LANGUAGES

In an ever-changing and interconnected world, students need to develop cross-cultural understanding and communication skills in order to enhance their ability to compete in a global economy. The primary goal of the World Languages Department is to provide students the opportunity to develop proficiency in a language other than English. World Language courses are aligned to the California Content Standards for World Languages and to the American Council for the Teaching of Foreign Languages (ACTFL) standards.

Students will develop communicative competence in the target language, both in spoken and written form. Classroom instruction is conducted primarily in the target language, with an emphasis on real-world applications so students develop their ability to interact with speakers of the target language. Diverse learning styles are taken into consideration when developing class activities. Students will build their understanding of the structure of the target language by drawing comparisons to their own languages, which in turn will enhance their awareness of their own language structure. Through their study of the language, students will learn the cultural heritage of other lands and become acquainted with customs and thoughts of other people.

### HIGH SCHOOL GRADUATION

**World Languages** is a selective elective area. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts**, **World Languages** and **Applied Academics**). For example, if a student earns 10 credits in a **World Languages** course, he/she would still need 10 credits from either **Fine Arts** or **Applied Academics** to satisfy the graduation requirement.

### UC ELIGIBILITY

“e” Language Other than English (LOTE) – 2 years required, 3 years recommended. A student must earn 20 credits and a grade of “C” or higher in the same language other than English.

FUHSD offers courses in four languages: Chinese, French, Japanese, and Spanish. Course descriptions are listed by level and apply to all languages unless otherwise specified.

Level 1		
4110: French 1, 4310: Spanish 1, 4410: Chinese 1		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Students will learn to address elements of daily life in both oral and written form, gain a new perspective on the world as they are introduced to other cultures and traditions, and learn the fundamental grammatical structures of the language to convey meaning. Class activities will allow students to become proficient in reading, writing, listening and speaking the target language for real-world language use.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		

Level 2		
4020: Japanese 2, 4120: French 2, 4320: Spanish 2, 4420: Chinese 2		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Recommended: C or better in Level 1, or language skills check. The primary goal continues to be the development of communicative competence. Students will use the target language to reinforce and expand their knowledge and to acquire new information about the target language and culture. They continue to build their language skills through more advanced reading, writing, speaking, and listening activities.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		

<b>Level 3</b> <b>4030: Japanese 3, 4130: French 3, 4330: Spanish3, 4430: Chinese 3</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
<p>Recommended: C or better in Level 2, or language skills check. Students will learn more advanced vocabulary and grammar, and will improve communicative competence in the target language. More formal writing skills begin to be developed. Cultural study promotes a deeper understanding of the people who speak the language. They will begin to develop the ability to understand the language spoken at the pace of a native speaker. The course will be conducted primarily in the target language.</p> <p>Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.</p>		

<b>Level 4 Honors</b> <b>4040: Japanese 4 H, 4140: French 4 H, 4340: Spanish 4 H, 4440: Chinese 4 H</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
<p>Recommended: C or better in Level 3, or language skills check. The course includes advanced grammar and vocabulary. The goal will continue to be communicative competence, with an emphasis on understanding and using more complex and precise language. The students read and respond to a variety of texts in the target language to reinforce and expand their language skills. There is a focus on writing well-structured responses to a variety of prompts. The study of culture continues to be an integral part of the course. Level 4 Honors is conducted entirely in the target language.</p> <p>Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.</p>		

<b>Level 5 AP</b> <b>4050: AP Japanese Language &amp; Culture, 4150: AP French Language &amp; Culture, 4350: AP Spanish Language &amp; Culture, 4450: AP Chinese Language &amp; Culture</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
<p>Recommended: C or better in Level 4 Honors, or language skills check. The Advanced Placement course aims to develop overall fluency in the language. Students will continue to expand and refine their skills with college level coursework. The course prepares students to demonstrate their advanced level of proficiency across three communicative modes: interpersonal (interactive communication), interpretive (receptive communication) and presentational (productive communication). Students will hone their ability to respond to written material, both fiction and non-fiction, as well as a variety of multimedia. One of the goals of the course is to prepare students for the AP Language Exam. A student may receive college credit by earning a passing grade on this national exam.</p> <p>Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.</p>		

## NON-DEPARTMENTAL/GENERAL ELECTIVES

The Fremont Union High School District offers a selection of Non-Departmental elective courses that are not connected to any of the other departments listed in this guide. These courses offer students opportunities and/or supports that are not subject-specific. Some of these courses require that students meet specific criteria or must be selected to enable enrollment.

### HIGH SCHOOL GRADUATION

Non-departmental elective courses may be applied to the 60 credits needed in the Elective area.

### UC ELIGIBILITY

“g” College Prep Elective – 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, yearlong approved course. See individual course descriptions for specific information about UC/CSU eligibility.

<b>3025: Health</b>		
Grade: 9	Credits: 5	UC/CSU Requirement: g
Health Education provides students with the knowledge, attitudes, and skills to make health-promoting decisions for themselves and their respective communities. The course addresses the physical, mental, emotional, and social dimensions of health. Students also examine the underlying social, economic and environmental conditions impacting health, as well as individual risk factors and risk behaviors. Throughout the course students will have opportunities to self-reflect and apply their learning to their health by maintaining a semester-long portfolio.		

<b>XXXX: Leadership</b>		
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Required: Students must hold some type of office through elections or interviews. In this course, students will develop leadership skills that will be utilized in planning and presenting schoolwide activities and programs. Community involvement will be expected via activities in the elementary schools such as conflict resolution, peer tutoring, performances, or presentations, as well as attendance at local government meetings and assistance with community programs such as food drives and multicultural activities. Other examples of activities may include but are not limited to: rallies, lunch-time activities, dances, student and staff recognition, homecoming. Students will be active participants in planning and presenting the course and their work will be assessed through actual presentations and portfolio development. This course is repeatable.		

<b>XXXX: Yearbook</b>		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: g
This course is an expansion of office computing, incorporating the use of a computer-based system and software with graphic capabilities to produce publication materials. Students will integrate typeset text and graphics on the page using accepted writing, publication and presentation techniques. This course is designed to prepare students for entry-level employment in the newspaper-publishing field. Students will produce desktop-published camera/copy ready masters for reproduction.		



<b>Advancement Via Individual Determination (AVID)</b> <b>AVID 9, AVID 10, AVID 11, AVID 12</b>		
Credits: 10		
Required: Enrollment in this course is by application/selection only. The AVID course is designed to offer students the opportunity to develop their study skills, enhance their organizational techniques, and refine their academic preparation for college. The focus of skill building will be in the areas of expository writing, note-taking, oral communication, and collaborative inquiry. This class is designed for capable and determined students whose academic success in rigorous courses may not reflect their ability. An application and selection process is required for enrollment.		
<b>School Service Tutor: AVID Tutor, Bilingual Tutor, Student Tutor (Guided Studies, Terra Nova)</b>		
Grades: 11-12	Credits: 0-10	UC/CSU Requirement: N/A
Recommended: Permission of supervising teacher/staff and completion of tutor training workshop if offered. This course is designed to provide an opportunity for students to give school service by tutoring special needs students during a regularly scheduled class or students in the regular program who only need academic assistance. Students are also expected to give time to tutoring outside of the regularly scheduled class. Students have the opportunity to learn about different learning styles, to value diversity, to give service and to explore teaching as a career. Students will receive a letter grade for this course.		
<b>Academic Assistants: Teacher Assistant and Lab Assistant</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: Approval from staff member who the assistant will be supporting. Students enrolled in these courses will work with teachers and clerical staff to support the classroom and overall academic environment. Students can be expected to fulfill a variety of requests from the staff to set up and support the academic needs of the classroom. Students enrolled in these courses will receive work simulation experiences. Students will receive a letter grade for this course. Students may earn a maximum of 20 credits in these classes during their 4 years of high school.		
<b>School Staff Assistant: Student Clerk, Food Services Assistant, Media Assistant, Tech Assistant</b>		
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: Approval from staff member whom the assistant/clerk will be supporting. Students enrolled in these courses will work with administrators, teachers and clerical staff to support the cafeteria, library, front office, and/or general campus. Students enrolled in these courses will receive work simulation experiences. Students will receive a letter grade for this course. Students may earn a maximum of 20 credits in these classes during their 4 years of high school.		

## ADULT ED, SECONDARY ED, AND SUMMER ACADEMY PROGRAMS

Fremont Union High School District offers a variety of alternative education programs. Each unique, innovative program provides specialized opportunities that lead to high school graduation, diploma equivalency testing, continuing educational opportunities and/or vocational/career training. Each program is set up on a voluntary basis allowing the student to self-select according to perceived needs. All programs require special applications and most require student-parent interviews.

Each alternative program is unique in its structure and method for reaching individual needs. Each also provides a strong instructional program based on district objectives and district wide curricular guidelines. Through the process of meeting different needs along varied avenues, the district provides the best education possible for all students. The directory below serves as a resource to administrators, parents, and students to explore opportunities to develop educational plans for students who need special arrangements, creative and innovative programs to complete their education.

<b>Adult Education – GED Prep</b>	High school students who are at least 17 1/2 may be released from high school to attend the GED Preparation Program. The program is designed to prepare students to pass the GED. GED classes are held concurrently with ASE classes with course offerings available in the mornings and evenings at the FUHSD Adult School.
<b>Adult Secondary Education (ASE)</b>	A program which leads to an adult high school diploma. Students have the option of a traditional seat-time class or independent study. ASE is open to adults who are a minimum of 18 years of age and whose high school class has graduated. Call the FUHSD Adult School for information on program enrollment.
<b>Community Day School</b>	A small essential school designed to meet the educational needs of expelled students, and students transitioning from the juvenile justice system. The program is located in the Educational Options Center directly behind the District Office. The primary mode of instruction is direct teaching in all major subject areas. Meets five days per week, six hours a day.
<b>Customized Learning Program (CLP)</b>	A voluntary alternative program designed for students who want to complete credits towards a high school diploma in a small, blended learning environment. Students will be enrolled in up to four hours of classes on the Educational Options campus. Their customized schedule will be a combination of teacher-supported, online classes and direct instruction classes. Students interested in taking the GED may take preparatory classes through CLP.
<b>EXCEL</b>	A credit recovery course created to provide students with the opportunity to earn the amount of high school credits needed to graduate. A Guidance Counselor and/or AP determine admission to the program. The course(s) of focus are determined and the student, parent and EXCEL teacher sign a contract.
<b>Home Teaching</b>	Teachers provide instruction to students who are medically excused from school due to a temporary but extended medical disability, which is projected to continue for a minimum of three weeks. Physician verification is required.
<b>Educational Options Resource</b>	A program designed for Special Education students who have struggled within the comprehensive high school setting. One to one directed study, in combination with career/job training and transitions to work program, helps students gain academic skills while working toward a high school diploma or GED certificate and preparing for future employment.
<b>Middle College</b>	This is a model collaborative program between FUHSD and De Anza College designed to challenge 11 <sup>th</sup> and 12 <sup>th</sup> grade students who are academically very capable but, for a variety of reasons, are not performing up to their potential. Students benefit from the teaching and support services of both institutions.

<b>8<sup>th</sup> Block – Concurrent Enrollment</b> (formerly known as Night School)	A program offered as an additional opportunity for 11 <sup>th</sup> and 12 <sup>th</sup> grade students to make up credits or recover A-G eligibility in English and Social Science classes. Classes are available to 10 <sup>th</sup> grade students on a space available basis. Classes are held at Fremont, Homestead and Cupertino High School after school. 3 sessions run each year in the Fall, Winter and Spring. Students must register by completing an application with their high school Guidance Counselor.
<b>Summer Academy</b>	This is a six-week summer session for students within the Fremont Union High School District. The Summer Academy program is designed for students deficient in credits and/or skills required for high school graduation. Limited spots are available for A-G recovery in English, Social Science, and Biology. Students may earn 5 to 10 credits during the summer.
<b>Terra Nova</b>	Terra Nova is a personalized learning community designed for 10 <sup>th</sup> and 11 <sup>th</sup> grade students who, while academically capable, have not performed well in the past. Located on the Cupertino High School (CHS) campus, the program is for high potential students still within the reach of graduation. Factors impacting their success may include social, emotional or family issues. All Terra Nova students are assigned to an advisor and have access to a licensed therapist. Academic classes with Terra Nova instructors include: 10 <sup>th</sup> grade English, World History, and Study Skills; 11 <sup>th</sup> grade English and Study Skills. Students have the opportunity to take additional classes on the CHS campus as well.
<b>Work Experience Education (WEE)</b>	Students who are employed may choose to enroll in Work Experience with priority given to seniors who need credits toward graduation or need to work. Throughout their time in the program, students develop and complete a portfolio, which demonstrates research about multiple career paths alongside the abilities, knowledge, and skills gained through Work Experience. Credit is granted quarterly, and is based on a combination of completion of related instruction, attendance at class meetings, employer/teacher evaluations, and hours of employment. Students interested in this course should contact their Guidance Counselor.

## ALTERNATIVES TO GRADUATION WITH A HIGH SCHOOL DIPLOMA

---

California has approved exams that students may pursue as equivalent to a high school diploma. Students interested in one of these options should carefully consider their post-secondary goals as these tests may not fulfill all requirements for future education or employment. For more information about these equivalency tests and where they are recognized, please refer to the California Department of Education's websites, listed below.

Passing one of these tests does not exempt a student from attending school unless he or she is 16 or over and has verified parental permission to leave early. Contact your Guidance Counselor or Assistant Principal for more information.

### **California High School Proficiency Exam (CHSPE)**

The California High School Proficiency Examination is a test for students who need to verify their high school level skills. Students who pass the CHSPE receive a Certificate of Proficiency from the California Department of Education. For more information, please refer to the California High School Proficiency Exam website: <http://www.chspe.net/>.

### **High School Equivalency Tests: General Education Development (GED), High School Equivalency Test (HiSet)**

These three tests are approved in California as high school equivalency tests. For more information, please refer to the California Department of Education's High School Equivalency Tests website: <http://www.cde.ca.gov/ta/tg/gd/>.

## FUHSD AWARDS AND RECOGNITIONS

---

The Fremont Union High School District recognizes students at the end of their senior year for accomplishments in certain areas beyond a high school diploma. Listed below are District and State awards and the respective criteria for each.

**FUHSD Board of Trustees Community Service Award:** *recognizes students who provide service to nonprofit organizations in the community. This recognition takes place as part of the Senior Awards ceremony at the schools and students may choose to wear their Community Service Award medal at their graduation ceremonies.*

Students must complete a minimum of 80 hours of voluntary service with a nonprofit community organization between June and May 1 of their senior year. Time spent competing in events or attending conferences/events for a high school club does not count towards this total. Students must not receive any pay, recognition, award, or school credit for the voluntary service. Community service activities must be described on the Community Service Award application form and the student must obtain a verifying signature and phone number of the supervising adult.

**FUHSD CTE Certificate of Completion:** recognizes students who have attained work-based competencies and knowledge by completing a designated Career Technical Education pathway and capstone course. Students who meet the eligibility criteria for the FUHSD CTE Certificate of Completion will receive a special certificate and a notation on their high school transcript. In order to be eligible for the certificate, students must earn a high school diploma, take the CAASPP ELA and Mathematics, and earn a GPA of 2.0 in industry pathway courses. FUHSD offers the CTE Certificate of Completion in the following industry pathways:

- Arts, Media, and Entertainment – Design, Visual, & Media Arts
- Building & Construction Trades – Cabinetry, Millwork, & Woodworking
- Business & Finance – Business Management
- Business & Finance – Financial Services
- Engineering & Architecture – Engineering Design
- Health Science & Medical Technology – Patient Care
- Health Science & Medical Technology – Public & Community Health
- Hospitality, Tourism, & Recreation - Food Service & Hospitality
- Transportation – Systems Diagnostics, Service, & Repair

FUHSD schools offer different courses and CTE pathways. Students should refer to their school's course list or guidance department for information about the CTE pathways available at their school.

**State Seal of Biliteracy:** recognizes students who have attained a high level of proficiency in speaking, reading, and writing in two or more languages. Students who meet the eligibility criteria for the Seal of Biliteracy will receive a special seal with their high school diploma.

FUHSD offers the Seal of Biliteracy in the following languages: Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, and Spanish. In order to receive the Seal of Biliteracy, students must demonstrate English language fluency and World Language fluency through the following requirements:

**English Language Fluency:**

**Option A** - Coursework: Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes; or

**Option B** - Assessment (One of the following criteria need to be met):

1. State Assessment: Pass the California Assessment of Student Performance and Progress for English language arts administered in grade 11, at or above the “standard met” achievement level.
2. Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
3. SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

**World Language Fluency:**

**Option A** - Coursework: Successful completion of a four-year high school course of study in a world language with a minimum 3.0 GPA and oral proficiency in that language (language course needs to be taken at an accredited school and/or part of our FUHSD Community Language Schools Partner List); or

**Option B** - Assessment: Pass a world language AP examination with a score of “3” or higher

**Additional Requirement for English Language Learner Students:** In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

**Golden State Seal Merit Diploma:** recognizes students who demonstrate mastery of the curriculum in 6 content areas, including English-Language Arts, mathematics, science, social sciences, and two additional content areas. Students who meet the eligibility criteria for the Golden State Seal Merit diploma will receive a special seal with their high school diploma. In order to receive the Golden State Seal Merit diploma, students must meet the following criteria:

1. Successful completion of all FUHSD high school graduation and state requirements, with a minimum overall GPA of 2.0 through the Fall Semester of the 12th grade year;
2. A minimum 3.33 GPA in a single course in each of the following subject areas: English-Language Arts, Mathematics, Science, Social Science, and two additional academic subjects.
3. A minimum score of “Meets Standard” or CAASPP English Language Arts and Mathematics