AP Computer Science Applications
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 10-12

AP Computer Science Applications (CSA) builds on the basic skills learned in AP Computer Science Principles (AP CSP) to teach students Java and authentic Android app development. Students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers: every unit in this course builds on students' prior knowledge and skills until they can complete an app development cycle independently from the ground up.

AP Computer Science Principles
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 10-12

AP CSA builds on the basic skills learned in AP Computer Science Principles (AP CSP) to teach AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative.

AP Environmental Science
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 10-12

The goal of the Environmental Science Advanced Placement (AP) course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. This course utilizes the Environmental Science AP curriculum provided by the College Board. The exam is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in the field of environmental science.

AP Psychology
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 10-12

The AP Psychology Course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

AP Research
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 11-12; completion of AP Seminar

AP Research is the 2nd year of the AP Capstone Diploma Program and will give current AP Seminar students the opportunity to receive the AP Capstone Diploma if they successfully complete the exam for both years with a score of 3 or higher. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.

AP Seminar
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 10-12

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AVID 9
UC/CSU: g
NCAA: not   applicable

Placement Guidelines: Grade 9

Advanced Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success; it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by avid center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

AVID 10
UC/CSU: g
NCAA: not   applicable
Placement Guidelines: Grade 10

Advancement via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success; it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by avid center, tutor-facilitated study groups, motivational activities, and academic success skills. In avid, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

AVID 11
UC/CSU: g
NCAA: not   applicable
Placement Guidelines: Grade 11

Advancement via individual determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by avid center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

AVID Senior Seminar
UC/CSU: g
NCAA: not   applicable
Placement Guidelines: Grade 12

The AVID Senior Seminar follows the weekly structure of all AVID elective classes, with two days of teacher led curriculum per week, two days of tutorials, and a day allocated for guest speakers, lessons taught by college instructors, and visits to colleges or other appropriate events. As seniors progress through the year, this additional day is also used for students to work with the A.V.I.D. teacher and tutors to plan their Socratic Seminar activity, to select appropriate text materials to be discussed, and to plan the activity itself.

Throughout the school year, the AVID teacher serves as a conduit to colleges and universities as well as to academic departments on campus. This individual assists AVID students in applying to colleges, researching financial aid and housing, registering for entrance and placement exams, and in preparing for external examinations in the spring. AVID tutors also assist in these procedures by providing actual information and giving feedback to AVID seniors regarding their college applications and essays.

AVID Tutor
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

Working under the direction and supervision of the AVID teacher, students selected to be AVID tutors will take an active part in developing the academic and personal strengths of AVID students. The expectations and responsibilities of the AVID tutor are aligned to guidelines provided by the AVID Center.

Computer Technology 2
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

The major emphasis of this course is to create advanced solutions for computer systems to meet the challenges of business and industry. This course includes instruction on the development of networking, system maintenance and analysis and quality assurance. Also, this course provides students with an understanding of programming languages and software creation and design. Students will learn the design, development, and implementation of computer systems and software. This will require knowledge of computer operating systems, programming languages, and software development. Persons with expertise in the more advanced computer concepts and cutting-edge technologies presented in this course are in high demand to develop tomorrow's products for use by businesses and consumers.

Computer Technology 3
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

Students will create advanced solutions for computer systems to meet the challenges of business and industry. This includes introduction to networking, system maintenance and analysis, quality assurance, understanding of programming languages, software creation and design all effortless interfaced with humans. Students will learn the design, development, and implementation of computer systems and software. This will require knowledge of computer operating systems, programming languages, and software development. Persons with expertise in the more advanced computer concepts and cutting-edge technologies presented in this course are in high demand to develop tomorrow's products for use by businesses and consumers.

Culinary 1
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

The Culinary Arts I course will provide students with an opportunity to develop industry-based skills in a commercial food preparation laboratory. Students will develop safe work habits and operational procedures required for employment in the industry. Students will be introduced to industrial equipment and technology to attain information and skills to develop their career goal in the food industry.

Culinary 2
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

Students will continue developing their knowledge, skills, attitudes, and behaviors required for entry level employment and/or transition to postsecondary training in hospitality and food service. Students will utilize industrial equipment in a commercial setting and have opportunities to participate in job shadowing and mentoring activities. The Food Service and Hospitality Pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition, food service management, and customer service.

Introduction to Design
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

Introduction to design is a high school level foundation course in the project lead the way engineering program (PLTW). In introduction to design students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Introduction to Digital Media
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

This is a year-long course that introduces students to a broad spectrum of computer applications. Students are exposed to web design, video animation, digital imaging, digital video and digital art using current industry standards. This course works to help students learn the basic competencies necessary to use and manipulate images and information easily. Additionally, students will learn to use word processing, graphic skills and design skills in the production of professional documents such as a flyer, letterhead, business card, magazine cover, and newsletter. Graphic design and page layout techniques are emphasized. Students will produce documents that communicate effectively and use proper desktop publishing techniques.

Journalism

UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

Journalism is responsible for managing *The Bulldog Times*, an online student-led news publication. This course equips students with an applicable understanding of journalistic principles and practices: how to recognize compelling stories, gather facts through skillful interviewing and research, and craft news and feature articles that inform and engage readers. Students work in a collaborative professional environment, committed to publishing online weekly content about the news, campus and community activities, and student culture. Students develop skills in writing, editing, interviewing, public speaking, research, media literacy, photojournalism, project management, and professional communication. This class will require time outside of class to complete assignments to ensure extensive and broad coverage of student life and community events. Application is required for enrollment.

Leadership

UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

The Leadership course provides opportunities for students in leadership education. This course also engages them in worthwhile activities which will contribute to the general education and development of all students. This class is taught to explain the real purpose of student government, to provide the opportunity for in-service student government training. This class provides the student with a basic understanding of good communication and thus enhances good relation between student body, faculty, administrative staff and the community at large. Leadership training will teach students to conduct democratic elections, work toward strengthening public relations, to aid in carrying out school functions, and to recognize that the student's main function is one of service to the school and its various organizations and activities.

Psychology 1

UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 11-12

This course is designed to introduce students to concepts in psychology by employing active learning techniques. Students will be introduced to the field of psychology, explore psychology as a science, study the human life cycle, and investigate the brain including its functions and processes. Additionally, students will practice people skills including listening and speaking, and explore the importance of respect, empathy, trust, and being a responsible member of a group.

Psychology 2

UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 11-12

This course is designed to introduce students to concepts in psychology. By employing active learning techniques students will receive a brief introduction to the field before focusing on personality and individual differences, exploring mental processes such as learning, memory, thinking, and problem solving, studying psychological disorders and treatments, and examining social cultural dimensions of behavior. Additionally, students will practice people skills, including

listening and speaking, explore the importance of respect, empathy, trust, and being a responsible member of a group.

Publications and Design
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 10-12

Publication Design is responsible for the production of the high school yearbook. Students are expected to produce a visually creative book that is acceptable to the student body while at the same time recording the events of the year for future reference. Students will learn page layout and design, graphics (including computer graphics), photography and copy, captions and headline writing skills. Students will also learn to use graphic programs such as Adobe Photoshop and learn to scan and retouch graphics and photographs. The class is responsible for meeting deadlines associated with a professional publication. Sales and advertising skills will also be taught in conjunction with the promotion of the yearbook. All the District's high schools' yearbooks are now completely produced on computers, using new state of the art equipment. This class requires time outside the normal school day.

Sports Medicine
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 10-12

The primary goal of Sports Medicine 1 is to integrate basic medical concepts and related scientific information to provide a foundation in the prevention, recognition, assessment, management, disposition, and rehabilitation of sports related injuries and illnesses. Conceptual information will be combined with practical skills to synthesize a general understanding of skills, education, and personal characteristics needed to succeed in any health care field.

Tutor Clinic
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 11-12

This course will train students to become tutors of other students. Students selected will be trained in the following: Improve their self-concept and the self-concept of those students tutored; Model acceptable school behavior; Assist other students to improve their basic academic skills; Keep accurate records; Promote responsibility and improve communication skills; Use creativity and imagine to stimulate learning; Use and model various study skills techniques.

Work Experience
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 11-12

Work Experience provides job-related experiences for high school students through supervised part-time employment as part of their total school program. This course assists students in becoming productive, responsible individuals through employment experiences.

<u>World Geography</u>
UC/CSU: g
NCAA: not applicable

Placement Guidelines: Grades 9-12

World Geography is a one semester, elective course which will provide additional social studies instruction for the college-bound student as well as certain "survival skills" for other students. The course will emphasize location, place, region, human-environment interaction and movement. This course incorporates skills related to the use of a textbook, the use of appropriate maps, graphs and charts, the use of globes, and the use of newspapers and periodicals.