

## ELECTIVES COURSE DESCRIPTIONS

### **Health**

**UC/CSU: not applicable**

**NCAA: not applicable**

**Placement Guidelines: Grades 9-12**

Health education is a continuum of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy. The health education standards signify the essential skills and knowledge that all students need to become health literate. The health education standards represent a strong consensus of the essential knowledge and skills that students should know in grades nine through twelve in California's public schools. The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors.

### **World Geography**

**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.

### **Study Skills**

**UC/CSU:**

**NCAA: not applicable**

**Placement Guidelines: Grades 9-12**

Students will receive instruction on how to study, how to become effective test takers, and acquire good study habits. They will learn techniques in taking notes, working independently, managing time and studying. Students will develop skills in finding answers to problems, reading for meaning and taking tests. (Reading passages will be pulled from suggested reading lists).

### **Work Experience**

**UC/CSU: Does not meet a-g requirement**

**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 is aligned to the California Model Curriculum Standards for Work Experience Education.

### **Exploratory Work Experience (Internship)**

**UC/CSU: Not approved**

**NCAA: not applicable**

**Placement Guidelines: Grades 9-12; Counselor Recommendation**

Exploratory Work Experience is an elective course combining paid and/or non-paid work-based learning experiences (job shadowing, observations, and internships) with classroom instruction in employability skills and career exploration. The course is aligned with the state and federal guidelines, Education Codes 51760 and 51775, the California Association of Work Experience Educators (CAWEE) Work Experience Framework, and Content Standards for California Public Schools. Students develop positive work habits, self-confidence, job skills, and a personal career exploration portfolio.

### **Creative Writing**

**UC/CSU:**

**NCAA: not applicable**

**Placement Guidelines: Grades 9-12**

The Creative Writing class is an elective course designed to introduce students to character, dialogue, voice, style, and description in fiction. The course will provide them with the opportunity to study selected short fiction and to work on stories, poetry, and even screen writing of their own.

### **Media Studies**

**UC/CSU:**

**NCAA: not applicable**

**Placement Guidelines: Grades 11-12; Teacher recommendation**

Media Studies is designed to develop an awareness and basic understanding historical, political, and cultural nature of the motion picture, television, and radio art forms. Classroom instruction will emphasize auditory and visual experiences of cinematic arts, as well as television, and radio models. Furthermore, learning experiences will focus upon an increased analysis and appreciation of media as art and its political impact through evaluation and analysis of its inherently aesthetic qualities. The course meets the visual performing arts (f) requirements of the University of California.

### **Management of Hospitality and Tourism**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grades 10-12; Requires an Introduction to BAHT**

The Management of Hospitality and Tourism course will be the second-year course for Business and Hospitality Academy students. All segments of Hospitality and Tourism Industry will be explored from a managements and business perspective. This class will build upon concepts introduced in the Intro to Hospitality Management course. This course is aligned to the California Career and Technical Education Standards: Hospitality, Tourism, and Recreation Industry Sector Pathway.

### **Hospitality Consumer Economics**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grades 11-12; Requires Intro to BAHT**

Hospitality Consumer Economics is designed so students can master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic and hospitality business context are the basic economic principals of micro and macroeconomics, international economics, comparative economic systems, measurements, and methods.

### **Hospitality Senior Project**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grades 12; Requires Hospitality Consumer Economics**

The Hospitality Senior Project provides students the opportunity and support to design and implement their interest, knowledge, and the skills they have gained in their Business Hospitality career pathway courses and their visions for their future education while applying higher level of skills through this Capstone course. The course introduces students to advanced study in the career pathway area of specialization. A final project includes developing a project proposal, research, developing a business plan, and presentation of the completed project. The course requirements help students develop skills that target a specific area in the industry. Students will also manage a school-based enterprise.

### **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.

**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.

**Peer Leadership****UC/CSU:****NCAA: not applicable****Placement Guidelines: Grades 10-12**

This course is designed to train students in the basic helping skills needed to become a positive support person for other students, and to prepare the student for the advanced training class. They will be trained in active listening, problem solving, tutoring, attendance monitoring, and gaining knowledge in areas of human growth and mental health.