

Harbor High School

Course Catalog

2016-2017



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HIGH SCHOOL GRADUATION AND COLLEGE/UNIVERSITY ENTRANCE REQUIREMENTS

Subject	SCCS High School Graduation Must pass Algebra 1	A-G University/College entrance requirements Must earn a grade of "c" or higher
English	4 years	B. 4 Years
Math	2 years Minimum level: Algebra 1	C. 3 Years (4 recommended) Minimum level: Algebra 2
Social Studies	3 years	A. 2 Years
Science	2 years	D. 2 Years Lab Science (3 recommended)
World Language	Not required	E. 2 Years (3 recommended)
Fine Art/Visual Performing Arts	1 year	F. 1 Year
Fine Art, Applied Art, or World Language	1 year	G. Elective 1 Year of any A-G course
Health and Applied Art	½ year each	none
Physical Education	2 years	none

SAMPLE Harbor High Student Pathways

Students are individually scheduled into classes after meeting with their counselor and placed into the most academically challenging schedule for his/her level.

SAMPLE 4-year Pathway 1: College Preparatory: Recommended for Competitive Colleges (i.e., CSU, UC, and private)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Intensive English 1 E- Literacy/Health Geometry PE 1 Biology Spanish 1 <i>or</i> Sp. for Spanish Speakers 1	Intensive English 2 AP World History Algebra 2 PE 2 Chemistry or AP Physics 1 Spanish 2 <i>or</i> Spanish for Spanish Speakers 2	English 3 Honors AP US History Intro to Calculus Honors AP Biology or AP Physics 1 Spanish 3 <i>or</i> AP Spanish Visual/Performing Arts Elective	AP English Literature Economics/Government Honors AP Calculus AP Chemistry AP Biology AP Spanish Elective

SAMPLE 4-year Pathway 2: College Preparatory: Basic “A-G” Requirements (i.e., CSU and Cabrillo College)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 1 E- Literacy/Health Algebra 1 PE 1 Integrated Science Spanish 1 <i>or</i> Spanish for Spanish Speakers 1	English 2 World History Geometry PE 2 Biology Spanish 2 <i>or</i> Spanish for Spanish Speakers 2	English 3 US History Algebra 2 Physics Spanish 3 <i>or</i> AP Spanish or Elective Elective	English 4 Economics/Government Analysis Chemistry <i>or</i> Elective <i>or</i> AP Spanish Elective Elective

SAMPLE 4-year Pathway 3: Meets High School Graduation Requirements (i.e., HS Diploma and Cabrillo College)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 1 or ELD E- Literacy/Health Math PE 1 Integrated Science Elective	English 2 or ELD World History Math (Algebra 1 required for graduation) PE 2 Biology Elective	English 3 or ELD US History Visual/Performing Arts Math ROP Elective Elective Elective	English 4 or ELD Economics/Government Academic Elective ROP Elective Elective Elective

Course Pathways by Department

English Department Courses

Course Descriptions are online at www.harborhigh.org under “Quick Links” on the home page

*A-G course

4 years required for graduation

4 years required to meet a-g

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 1*	English 2*	English 3*	English 4*
<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
English 1 Intensive*	English 2 Intensive*	English 3 Honors*	AP American Literature & Composition*

English Learner Pathway

Newcomer ELD	ELD 1	ELD 2	ELD 3 or transitional English class*	English 1* with English 1 Shadow Class or grade level English class*
9-12th CELDT level 1 First year in US	9-12th CELDT level 2 Second year in US	9-12th CELDT level 2-3 Third year in US	9-12th CELDT level 3-4 Fourth year in US	9-12th CELDT level 4-5 Fifth year + in US <i>This class placement is determined by multiple measures of a student's English language proficiency</i>

Math Department Courses and Pathway

Course Descriptions are online at www.harborhigh.org under “Quick Links” on the home page

*A-G Course

2 years required for graduation; Algebra 1 required for graduation

3 years required to meet a-g; Algebra 2 required to meet a-g

Grades of C or higher are required to advance on the math pathway

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Math 1	Geometry	Algebra 2	Pre Calculus or PreCalculus Honors
Geometry	Algebra 2	Pre Calculus or PreCalculus Honors	AP Calculus AB or AP Statistics
Algebra 2	PreCalculus or PreCalculus Honors	AP Calculus AB or AP Statistics	AP Calculus AB or AP Statistics

Science Courses and Pathway

Course Descriptions are online at www.harborhigh.org under “Quick Links” on the home page

*A-G Course

2 years required for graduation

2 years required of to meet a-g

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Integrated Science	Biology	Physics, AP Physics 1 or Chemistry	Chemistry, Physics, AP Physics 1, AP Biology, or AP Chemistry
Biology	Physics, AP Physics 1 or Chemistry	Chemistry, Physics, AP Physics 1, AP Biology, or AP Chemistry	Chemistry, Physics, AP Physics 1, AP Biology, or AP Chemistry

Social Studies Department Courses

Course Descriptions are online at www.harborhigh.org; under “Quick Links” on the home page

*A-G Course

3 years required for graduation

2 years required to meet a-g

9 th Grade	10 th Grade	11 th Grade	12 th Grade
No Social Studies Classes in 9 th Grade	World History*	US History*	US Government* Economics*
	<i>or</i>	<i>or</i>	<i>or</i>
	AP World History*	AP US History*	US Government Honors*

World Language Pathway

Course Descriptions are online at www.harborhigh.org under “Quick Links” on the home page

*A-G Course

0 years required for graduation

2 years required of to meet a-g

Grades of C or higher are required to advance on the math pathway

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Spanish 1	Spanish 2	Spanish 3	AP Spanish
Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2	AP Spanish	AP Spanish
Spanish for Spanish Speakers 2	Spanish 4 or AP Spanish	AP Spanish	

Visual and Performing Arts Courses and Pathway

Course Descriptions are online at www.harborhigh.org under "Quick Links" on the home page

*A-G Course

1 year (or 1 year World Language) required for graduation

1 year required of to meet a-g

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Draw/Paint	Draw/Paint, Advanced Draw/Paint or Ceramics	Draw/Paint, Advanced Draw/Paint, Ceramics, or Advanced Ceramics	Draw/Paint, Advanced Draw/Paint or Ceramics, or Advanced Ceramics
Drama	Drama or Advanced Drama	Drama or Advanced Drama	Drama or Advanced Drama
Beginning Dance/Theater Movement	Beginning or Advanced Dance/Theater Movement	Beginning or Advanced Dance/Theater Movement	Beginning or Advanced Dance/Theater Movement
Band	Band	Band	Band
Choir	Choir	Choir	Choir

What is the difference between an AP class, Honors and Intensive class?

AP Classes - AP classes are the equivalent of college level courses. This includes everything from the amount of reading and level of difficulty of the textual material, to how students are assessed and the overall quality of work students are expected to produce. In fact, the course syllabus has to be approved by a panel of college professors through the College Board. By earning a C or higher, students can earn a *weighted grade*. Students can also choose to take an end of course AP Exam that, based on their scores, may earn them college credit.

Honors - An Honors class parallels the curriculum offered in the corresponding regular class, but may cover additional topics or some topics in greater depth and has a significantly heavier work load. These rigorous courses are good preparation for AP classes. Similar to an AP class, students can also earn a *weighted grade* by earning a C or higher.

Intensive - Students cover the same curriculum as their non-intensive equivalents, but at a faster pace challenging students to work above grade level. These courses are good introductions to see what Honors or AP classes are like.

What is a weighted grade?

AP and Honors classes give an extra grade point for earning a C or higher in the class (A = 5pts, B = 4pts and C = 3pts). Receiving a grade of B in an honors class is equivalent to an A when calculating into the GPA. This is done because Harbor recognizes that AP and Honors courses are difficult, and we want students to challenge themselves.

Do Students Have to Take the AP exam?

Each AP class is designed to prepare students for the College Board AP Exams given in May. Students are strongly encouraged to take the exam, but the exam is not required as part of the course. The exams currently cost about \$92 each, but fee waivers are available. Contact counselors for further information.

Why should students take an Honors or AP class?

* Studies conducted by the College Board indicate that students who take AP classes are far more prepared for the next stage of their academic career and are more likely to be successful in college classes and complete college in four years.

*Honors and AP classes boost the GPA! Students can actually earn a GPA higher than a 4.0 if they earn straight A's in general education *and* AP and Honors classes.

*Having Honors or AP classes on transcripts increases the chances for admission to a student's college of choice as well as earning academic scholarships. Each AP class offers an AP exam which, if passed, typically waives the required equivalent at the college level.

*Students who pass 5-6 AP Exams during the time they are at Harbor not only meet high school graduation requirements, but in effect, complete a semester of college which can be significantly cost saving.

*Taking AP classes increases the chance of students being placed in required higher level classes at the college level in subject areas that are sequential like math, science and English.

How to Read a Course Description

Course Title	AP World History
Grade level(s) of student who may enroll in the course	10th
UC/CSU requirement met by this course (see p. 3)	● Meets A- G: yes (category a)
Length of course (one year or one semester)	● Length of course: one year
# of credits students earn	● Credits: 5 credits a semester
How students would be best prepared to enroll in this course	● Recommended Preparation: Strong English grades
Other information about course	Other: <ul style="list-style-type: none">● This course may be taken in place of World History.● Students must turn in a completed application and letter of intent.● Summer work may be required.
Description of the course:	This class requires concentration and dedication. The AP curriculum is rigorous and challenging, and achieving the necessary level of mastery requires substantial effort and focus. To achieve this level of mastery, students will read and take notes on one chapter from the text every week, accompanied by lectures, video clips, primary and secondary readings, comparison exercises, and writing activities. Following each chapter, students will complete a weekly quiz composed of multiple choice questions, as well as additional short answer and occasional essay questions. This is a writing intensive course, which means students will complete regularly assigned formal and informal writing assignments.

Course Descriptions by Department

Social Studies

World History

10th

- Meets A- G: **yes** (category a)
- Length of Course: **one year**
- Credits: **5 credits a semester**

This course combines the study of history, key people, events, geography and cultures from around the world. It examines major turning points in the shaping of the modern world from the late eighteenth century to the present. The class 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. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural context. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

AP World History

10th

- Meets A- G: **yes** (category a)
- Length of Course: **one year**
- Credits: **5 credits a semester**

Other:

- This course may be taken in place of World History.
- Students must turn in a completed application and letter of intent.
- Summer work may be required.

This class requires concentration and dedication. The AP curriculum is rigorous and challenging, and achieving the necessary level of mastery requires substantial effort and focus. To achieve this level of mastery, students will read and take notes on one chapter from the text every week, accompanied by lectures, video clips, primary and secondary readings, comparison exercises, and writing activities. Following each chapter, students will complete a weekly quiz composed of multiple choice questions, as well as additional short answer and occasional essay questions. This is a writing intensive course, which means students will complete regularly assigned formal and informal writing assignments.

US History

11th

- Meets A- G: **yes** (category a)
- Length of Course: **one year**
- Credits: **5 credits a semester**

This course provides students with an understanding of American History from 1865 to the present, combining chronological teaching with a thematic approach to the student of history. Students

are encouraged to analyze, research, evaluate and state opinions about specific political, economic and social events contributing to our unique American cultures. Students will gain a better understanding of the development of the American character, political and economic systems in the process of completing this course of study.

AP US History

11th

- Meets A- G: **yes** (category a)
- Length of Course: **one year**
- Credits: **5 credits a semester**

Other:

- This course may be taken in place of US History.
- Students must turn in a completed application and letter of intent.
- This class is weighted.

This course is designed to provide students with the analytical skills, factual and theoretical knowledge and writing skills necessary to deal with the problems and developments in U.S. History from colonial times to the modern era. Students learn to assess historical materials, describe and define their relevance to a given problem, and judge their reliability and importance. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

American Government

12th

- Meets A- G: **yes** (category a)
- Length of Course: **one semester**
- Credits: **5 credits**

This course furthers students' understanding of the American governmental system. Units studied are: the historical and philosophic foundations of democracy, the Constitution, the electoral process, civil liberties, and the three branches of government, state, and local government. Emphasis is on the federal level. This class includes a research project.

American Government Honors

12th

- Meets A- G: **yes** (category a)
- Length of Course: **one semester**
- Credits: **5 credits**

Other:

- Students must turn in a completed application and letter of intent.
- This class is weighted.

This course gives students an analytical perspective on American politics while preparing them for college humanities courses. The scope of the material learned is larger, covering subject matter

equivalent to an introductory college level class. Emphasis is on improving critical thinking and writing skills while developing a deep understanding of the American political system. This class requires a term research paper.

Economics

12th

- Meets A- G: **yes** (category a)
- Length of Course: **one semester**
- Credits: **5 credits**

This course gives students an in-depth introduction to basic economic theory and practice, beginning with supply and demand, resource allocation, competition and price structures (circular flow), money supply, and government monetary and fiscal policy. The course also includes a career exploration unit that requires an I-search paper focused on a specific occupation, participation in a job shadowing experience as well as an interview of the individual being shadowed and the creation of a professional resume.

English

English 1

9th

- Meets A- G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

This college-preparatory course builds skills in reading, writing, speaking and listening that are aligned with the Common Core State Standard for English Language Arts. Students learn about literary devices as they analyze short stories, mythology, novels, drama, and informational materials. Students also have opportunities to select independent reading choices and time for SSR (Sustained Silent Reading) is built into the class on a daily basis. Students are also introduced to the practice of writing interpretive (Response to Literature) essays.

Intensive English 1

9th

- Meets A- G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

Other:

- Students must submit an application and letter of intent.
- Summer reading and a summer writing project is required.
- Students should expect an average of 45 minutes of homework per night with approximately 150 pages of reading per week.

This college preparatory course is for the highly motivated student. Students analyze literature and write

full-length essays regularly and curriculum is aligned with the Common Core State Standard for English Language Arts. Literature study covers short stories, novels, essays, poetry and drama. Although there is some creative writing, the main focus is on the writing skills needed for college, with emphasis on interpretive (Response to Literature) essays. Language study covers punctuation, spelling, vocabulary, and usage.

Reading Strategies

9th-12th

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Elective)
- Recommended Preparation: Placement based on ELA assessments, teacher and counselor recommendation.

Other:

- This course only counts as elective credits and may not be applied towards fulfilling the English requirement.
- This course may be repeated.

Reading Strategies is for students who will benefit from an intensive reading intervention program. The instructional model includes individualized and small-group activities proven to help students make significant gains in reading.

English 2

10th

- Meets A- G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

This college-preparatory course builds skills in reading, writing, speaking and listening that are aligned with the Common Core State Standard for English Language Arts. Students continue to study literary devices and interpretive/response to Literature essays, persuasive essays and reading a wide variety of genres over the course of the school year including both required and independent choices. Literature covers novels, poetry, historically significant speeches, and both informational and persuasive expository text.

Intensive English 2

10th

- Meets A- G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

Other:

- Students must submit a completed application and letter of intent.
- Summer reading and assignments are required.
- Students should expect an average of 45 minutes of homework per night with approximately 150

pages of reading per week.

This college-preparatory course is for the highly motivated student. Students analyze literature and write full-length essays regularly. Literature study covers novels and essays. Emphasis is placed on writing persuasive and interpretive (Response to Literature) essays through both out of class as well as timed, in-class situations. Language study covers vocabulary development with an emphasis on SAT preparation, grammar and usage. This course is aligned with the Common Core State Standard for English Language Arts.

English 3

11th

- Meets A- G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

In this college- preparatory course, students study the major themes present in some of our greatest American literature through daily reading, writing, discussion, and vocabulary development aligned with the Common Core State Standard for English Language Arts. Students read novels, short stories, plays, nonfiction and poetry by writers whose ideas have inspired and shaped the values we hold today. The literature ranges from works of the 19th century to more contemporary texts.

English 3 Honors

11th

- Meets A-G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

Other:

- Summer reading and assignments are required.
- Students must turn in an application and letter of intent.
- This class is weighted.

This college-preparatory course is for the highly motivated student. Literature includes both fiction and non-fiction written in the United States from colonial to modern. An emphasis is placed on developing academic writing skills with an emphasis on persuasive essays and response to literature/interpretive essays, comparing and referencing multiple works to support claims. Extensive vocabulary development accompanies all reading and writing. Language study covers vocabulary development with an emphasis on SAT preparation, grammar and usage.

English 4

12th

- Meets A- G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

In this college- preparatory course, students explore the literature of contemporary writers from around the world that speak on themes of universal significance through daily reading, writing, discussion, and vocabulary development aligned with the Common Core State Standard for English Language Arts.

AP English Literature and Composition

12th

- Meets A- G: **yes** (category b)
- Length of Course: **one year**
- Credits: **5 credits a semester**

Other:

- This course may be taken in place of English 4.
- Students must turn in a completed application and letter of intent.
- Summer reading and assignments are required.
- This class is weighted.

This course is for highly motivated students who wish to pursue college level English while still in high school. Students study a wide variety of literature, drama, poetry, and non-fiction writing, concentrating on critical analysis of structural and thematic elements of texts. Students examine texts within the cultural, social, historical, and artistic contexts of the eras in which they were written. Extensive student participation is required in the form of whole-class discussions, the completion of critical analysis reading journals, and frequent student-led explication of texts. Students read critically, and advanced composition skills are taught and practiced through the frequent writing of in-class, informal and formal literary analyses and expository essays.

English Language Development (E.L.D.)

The English Language Development (ELD) Program is designed to assist students whose native language is not English and who have limited or no English skills.

How is Placement Determined?

Placement in the program is based on an initial assessment, CELDT scores, progress in ELD courses, and recommendations made by the Language Review Team (LRT).

What is the CELDT (California English Language Development Test)?

This is an assessment given annually in early September to all students classified as English Learners. The test evaluates students' oral, reading, listening and writing skills and results are one of several criteria used to determine placement in the appropriate ELD level (1-4). Students must score early advanced to advanced in all of the categories (reading, writing, listening and speaking) to be considered for reclassification as RFEP (Re-designated Fluent English Proficient).

General Info:

- ELD courses count towards fulfilling the English graduation requirement.
- Through the LRT process, students with qualifying CELDT and CST scores may be moved up a level at the semester.

- At times it may be necessary for students to stay at a level more than 1 year in which case the student will continue to earn credit towards the 4-year English graduation requirement with a passing grade of a D- or higher in the class.
- Students in ELD classes who wish to attend a 4-year college immediately after high school will need to enroll in additional a-g English classes to be eligible. Talk to your counselor early if you are planning on attending a 4-year college.
- Students who have not completed at least three years of high school in an English-speaking country who are applying to a 4-year college must take an assessment called TOEFL (Test of English as a Foreign Language). It is used to determine the English proficiency of students whose native language is not English. Talk to your counselor for more information.

Newcomers ELD

9th – 12th

- Meets A- G: **no**
- Credits: **10 credits a semester** (English)
- Recommended Preparation: The student is new to the US and scores at beginning levels on the CELDT.

Other:

- This course meets daily in 100-minute blocks and is the equivalent of two classes.
- This course may be repeated.

The primary focus is on 1) vocabulary development starting with learning the alphabet, and commonly used words and phrases related to specific topics and settings taught through a thematic approach; 2) communicating basic information and needs, as well as asking and answering questions using simple sentences or phrases both orally and in writing and 3) reading sentences. Emphasis is also placed in orienting students with the skills they need to function in American society and the US school system.

ELD 1

9th - 12th

- Meets A- G: **no**
- Credits: **10 credits a semester** (English)
- Recommended Preparation: Overall CELDT Score – Beginning in reading and writing although may score in Early Intermediate in speaking and listening.

Other:

- This course meets daily in 100-minute blocks and is the equivalent of two classes.
- This course may be repeated.

Emphasis continues to be on developing vocabulary and pronunciation, initiating simple dialogues and responding to questions that relate to everyday life and personal interests. Intensive instruction of sentence writing and grammar is also a focus with emphasis on present vs. past tense. Students begin to read short articles, stories, and other texts in English with the emphasis being on literal comprehension.

ELD 2

9th - 12th

- Meets A- G: **no**
- Credits: **10 credits a semester** (English)
- Recommended Preparation: Overall CELDT Score –Early Intermediate especially in the areas of reading and writing

Other:

- This course meets daily in 100-minute blocks and is the equivalent of two classes.
- This course may be repeated.

Emphasis is on speaking, listening, reading, and writing skills geared toward assisting students with being successful in both academic and social settings. Students use more complex vocabulary and sentences to communicate and express ideas in a wider variety of social and academic situations. Students read short articles, stories, and other texts in English and write paragraphs. Intensive instruction of sentence writing and grammar is also a focus with emphasis on expanding use and understanding of verb tenses.

ELD 3

9th - 12th

- Meets A- G: **no**
- Credits: **10 credits a semester** (English)
- Recommended Preparation: Overall CELDT Score - Intermediate

Other:

- This course meets daily in 100-minute blocks and is the equivalent of two classes.
- This course may be repeated.

Students are introduced to writing five-paragraph expository and persuasive essays as well as narratives while learning about the writing process. Developing academic language is a focus. Emphasis is also placed on reading strategies necessary to understand a text, the features of different types of writing, and literary devices. Intensive instruction of grammar continues to be a focus.

English 1 Shadow

9th & 10th

- Meets A- G: **no**
- Credits: **5 elective credits a semester**
- Recommended Preparation: English Learners who meet the criteria to be in an ELD 4 (based on CELDT scores, Edge Placement, ELA assessments, and teacher recommendation). Students are recommended through the LRT process for this course and must be concurrently enrolled in English 1.

This course is specifically designed to support students in being successful in English 1. Areas of emphasis include the following:

- o Introduction to and reinforcement of key academic vocabulary that students are required to learn in English 1.
- o Reading comprehension of core texts read in English 1 (including both literal and interpretive skills).
- o Development of writing skills through support with essays, narratives and other portfolio pieces that are assigned in English 1

- o Support with other major assignments, projects and tests from the English 1 curriculum
- o Reinforcement of organization and time management skills

The primary goals of the course is that students will earn a C or higher in English 1, have increased scores on their ELA assessments, and to prepare students for English 2.

Mathematics

Core Connections Algebra I

9th - 12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: A “C-” or higher in Pre-Algebra or Course 3 is required and students are advised to have a strong background with fractions, decimals, and percents including addition, subtraction, multiplication and division in these all areas.

Other:

- Both semesters must be completed with a D- or higher to meet graduation requirements.

This course is designed to meet the California state requirement for Algebra 1 and is aligned with the California Common Core State Standards. Topics include operations of real numbers, equations and their applications, graphing, systems of equations, exponents and radicals, polynomials and factoring, quadratic functions and equations, and rational expressions. This course leads to Geometry.

CPM Algebra I A

9th - 12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 math credits a semester**
- Recommended Preparation:

Other:

- This course meets the California state requirement for the first semester of Algebra 1 and is aligned with the California Common Core State Standards. Topics include operations of real numbers, equations and their applications, graphing, systems of equations, exponents and radicals, polynomials and factoring, quadratic functions and equations, and rational expressions. This course leads to Geometry.

This course is designed to meet the first half of the California state requirement for Algebra 1 for the student who would benefit from a slower pace or received lower than a C- in an Algebra 1 class. Topics include operations of real numbers, equations and their applications, graphing, systems of equations, exponents and radicals, polynomials and factoring, quadratic functions and equations, and rational expressions.

CPM Algebra I B

9th - 12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 math credits a semester**
- Recommended Preparation: none

Other:

- This course meets the California state requirement for the second semester of Algebra 1 and is aligned with the California Common Core State Standards. Topics include operations of real numbers, equations and their applications, graphing, systems of equations, exponents and radicals, polynomials and factoring, quadratic functions and equations, and rational expressions. This course leads to Geometry.

Topics include operations of real numbers, equations and their applications, graphing, systems of equations, exponents and radicals, polynomials and factoring, quadratic functions and equations, and rational expressions.

CPM Geometry

9th - 12th

- Meets A- G: **yes** (meets category c)
 - Length of Course: **one year**
 - Credits: **5 credits a semester**
 - Recommended Preparation: None, however, a C or higher in Algebra 1 is strongly encouraged
- This course is a study of the properties of points, lines, planes and solids, using set concepts and is aligned with the California Common Core State Standards. Special attention is given to the properties of perpendiculars, parallels, polygons, and circles as a means of stressing deductive proof and postulate structure, right triangle trigonometry and Laws of Sines and Cosines. Also included is an introduction to methods of plane coordinate geometry. This course leads to Algebra II or Accelerated Algebra II / Pre-Calculus.

CPM Algebra II

9-12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: Algebra 1 with a C or better. A C or higher in Geometry is strongly encouraged

Study of the structure of algebra is combined with systematic instruction in its techniques with curriculum aligned with the California Common Core State Standards. The highlights of Algebra I are reviewed with stress on concepts and reasoning. The concepts of relation and function unify the work in irrational numbers, quadratic relations and systems, exponential functions and logarithms, trigonometric functions, and identities, complex numbers, circular functions and their inverses, and progressions and the binomial expansion. This course leads to Pre-calculus or Pre-calculus Honors.

CPM Pre-Calculus

10-12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: a C- or higher in Algebra 2

This is a Pre-Calculus course with major emphasis on elementary functions and their graphs. The course also includes a vector approach to analytical geometry; sequences & series; trigonometry in 2 or 3 dimension; parametric and polar concepts. This course leads to AP Calculus AB or AP Statistics.

CPM Pre-Calculus Honors

11-12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: a B or higher in Algebra 2

This is a Pre-Calculus course with major emphasis on elementary functions and their graphs. The course also includes a vector approach to analytical geometry; sequences & series; trigonometry in 2 or 3 dimension; parametric and polar concepts. This course leads to AP Calculus AB or AP Statistics.

Advanced Placement Calculus AB

11th-12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: a C- or higher in CPM Pre-Calculus is required.

Other:

- Students must turn in a completed application and letter of intent.
- Summer work is assigned.
- AP Calculus AB is recognized as a weighted grade.

This college-level course focuses on the techniques and applications of differentiating and integrating elementary functions. This course meets the Advanced Math UC entrance requirement. Students are encouraged to take the AP Calculus AB exam for university credit.

Advanced Placement Statistics

11th - 12th

- Meets A- G: **yes** (meets category c)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: a C or higher in Analysis or Intro to Calculus Honors is strongly encouraged

Other:

- Students must turn in a completed application and letter of intent.
- AP Statistics is recognized as a weighted class.

This college-level course focuses on the techniques and applications of one and two variable statistics and probabilities, conditional and geometric probabilities, and the study of hypothesis testing and chi-squared analysis.

Science

Science Graduation Requirements:

- Two years of science is required to fulfill the high school graduation requirement.
- All 9th graders must take either Biology and / or a World Language.
- Through the IEP or LRT process, science classes may be postponed for students in Special Education and English Learners. Students who do not take science in the 9th grade year, must take it in the 10th.
- As part of the graduation requirement, students must complete at least one year (10 credits) in Physical Science and one year (10 credits) Life Science.

Integrated Science

9th

- Meets A-G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Other: **Introductory Science Course for most 9th grade students**

The science curriculum in the first year of integrated science emphasizes how Earth is a unique system that supports life. Earth's biotic and abiotic systems are defined by the interaction of matter and energy through dynamic processes. These processes impact the biosphere over time. The standards in Integrated Science 1 present the foundations of physics, chemistry, biology, and earth science. These standards build the knowledge base that prepares the student for the next three years of science where the rest of the California Science Standards will be addressed. The Disciplinary Core Ideas, Cross Cutting Concepts and Science and Engineering Practices will be integrated by having students construct and understanding of concepts through the use of science and engineering practices.

Biology

9th - 12th

- Meets A- G: **yes** (category d)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Life Science)
- Recommended Preparation: Concurrent enrollment in Algebra 1 or higher

This course deals with the study of cellular structure and function, respiration and photosynthesis, classification, genetics, homeostasis mechanisms, body systems (ie. the immune system, nervous system, and endocrine system), DNA replication and protein synthesis, biotechnology, ecology, and evolution. Laboratory activities reinforce science concepts and develop scientific investigation and experimentation skills.

Chemistry

10th - 12th

- Meets A- G: **yes** (category d)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Physical Science)

- Recommended Preparation: completion of Biology and a C or better in Algebra One or instructor approval; strongly suggest concurrent enrollment in Algebra 2 or higher

Students will learn about changes in matter and energy, scientific measurement, atomic structure, the periodic table, chemical names and formulas, chemical equations, stoichiometry, thermo-chemistry, behavior of gases, bonding, solutions, reaction rates, acids and bases. Students conduct laboratory investigations to test and apply their understanding of chemical principles and solve problems related to chemical systems. This course is especially useful for careers in science, math, medicine, forestry, dentistry, engineering, criminology, metallurgy, and photography.

Physics

10th - 12th

- Meets A- G: **yes** (category d)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Physical Science) and a C or better in Algebra One or instructor approval.
- Recommended Preparation: completion of Biology and Algebra 1

From early historical explanations of motion, electricity, heat, and light, students follow the growing understanding of this phenomenon as they develop a practical understanding of physical events and how their occurrence can be predicted. Through laboratory investigations students observe, test and apply physical principles and develop skills for using scientific tools and techniques. Students also apply mathematics as they measure, collect and analyze data, and solve problems related to physical phenomenon.

AP Physics 1

10th – 12th

- Meets A- G: **yes** (category d)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Physical Science)
- Recommended Preparation: completion of Biology; enrollment in Algebra 2 or higher is highly encouraged

Other:

- Students must turn in a completed application and letter of intent.
- AP Physics is recognized as a weighted class (ie. when calculating the GPA, students receive 5 points for an A, 4 points for a B and 3 points for a C).

Physics and AP Physics are similar in the overall topics that are covered, however, there are some significant differences which include the following:

- Students perform more sophisticated analysis.
- AP Physics is much more math intensive and requires problem solving using trigonometry which is taught in Algebra 2. Students make use of sine, cosine and tangents and cover topics involving vectors. Students taking AP Physics and Algebra 2 have the benefit of receiving instruction, practice and reinforcement of these concepts in both classes. The regular Physics is taught at a

- more conceptual level using Algebra 1 level skills.
- o Students demonstrate a deeper level of understanding of the basic physics principals.

AP Biology

11th - 12th

- Meets A- G: **yes** (category d)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Life Science)
- Recommended Preparation: 1. completion of Biology and 2. Chemistry or Honors Physics (these courses may be taken concurrently while enrolled in AP Biology).

Other:

- Students must turn in a completed application and letter of intent.
- AP Biology is recognized as a weighted class.

AP Biology is designed to be the equivalent of a college introductory biology course. It aims to provide students with the concepts, factual knowledge, and thinking skills necessary to deal critically with the rapidly changing science of biology. The course covers three general areas: 1) molecules and cells, 2) heredity and evolution and 3) organisms and populations.

AP Chemistry

11th - 12th

- Meets A- G: **yes** (category d)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Physical Science)
- Recommended Preparation: Students must have completed Chemistry, Physics or Honors Physics

Other:

- Students must turn in a completed application and letter of intent.
- AP Chemistry is recognized as a weighted class.

AP Chemistry is designed to be the equivalent of a college introductory chemistry course. Students will learn how to tackle chemistry problems and analyze scientific and societal issues using scientific problem solving. This class will contribute to the development of the students' ability to think clearly and express their ideas, orally and in writing, with clarity and logic. In addition, students will emerge from this program with a deeper appreciation for the natural world. Instructional activities will include laboratory experiments, presentation of results, explaining how things work using chemical terms and participation in discussions.

World Language

All 9th graders will take either Biology and / or a World Language. Through the IEP or LRT process, these courses may be taken in grade 10 - 12 for students in Special Education and English Learners.

Program Information

World language constitutes an important part in the liberal arts education, and fluency in another language improves job opportunities, both in the United States and abroad. Taking world languages at the higher levels also strengthens the transcript of high school work when applying to a four-year college and is good preparation for the S.A.T. foreign language exam.

CSU & UC admission requirements

- Due to the sequential nature of the course, a C or higher will validate a lower grade earned in a lower level World Language class when it comes to meeting eligibility requirements for most schools. For example, a C earned in Spanish 2 will validate a D earned in Spanish 1. Advancing to a higher level is not recommended if students were not successful in the lower one.
- 2 years of the SAME language must be completed to meet CSU and UC admission requirements.

Incoming Freshmen

All incoming freshmen that have taken any level of Spanish during the 8th grade are required to take an assessment to determine the most appropriate placement.

Native Spanish Speakers – all grades

All Spanish speakers taking any level of Spanish for the first time at Harbor High School including incoming freshmen will complete an assessment to determine the most appropriate placement.

Spanish 1

9th - 12th

- Meets A- G: **yes** (category e)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: None.

Spanish 1 is an introductory course for the student who has never studied Spanish or who has had limited exposure to the Spanish language. Basic grammar and language structures are covered stressing speaking, reading, and listening comprehension. An emphasis is placed on students conversing in and understanding basic Spanish. The course also introduces the students to the culture of Spanish-speaking peoples and the opportunities to use their knowledge and skills in travel, careers, and future academic studies.

Spanish 2

9th - 12th

- Meets A- G: **yes** (category e)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: Incoming freshmen must pass an assessment to enroll in Spanish 2; C- or better in Spanish 1.

Spanish 2 further develops students' proficiency levels in reading, writing, speaking and listening. Previously learned vocabulary and grammatical structures will be reviewed and reinforced to expand communicative skills in the above areas and new vocabulary, grammar and culture will be taught through meaningful and relevant themes. An appreciation for the connection between language and culture will be emphasized. Emphasis is placed on communicative competence in the target language by employing interpersonal, presentational and interpretive modes of communication. To reach this goal,

the class is conducted almost entirely in Spanish. This course satisfies the 2nd year of the two-year language admission requirement for the UC and CSU systems.

Spanish 3

9th - 12th

- Meets A- G: **yes** (category e)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: Incoming freshmen must pass an assessment to enroll in Spanish 3; C- or better in Spanish 2.

Spanish 3 is an intermediate-level language course of study with increased practice and development in the skills of conversation, reading, writing and listening comprehension. Coursework includes reading short expository pieces as well as excerpts of fiction such as short stories and poetry. Greater emphasis is placed on producing Spanish through writing and speaking as well as interpreting through listening comprehension exercises. The class is conducted solely in Spanish. There is an emphasis in grammar studies in order to learn several more tenses and to expand students' knowledge of structural devices. Spanish 3 will further prepare students for travel in Spanish-speaking countries and careers utilizing Spanish.

Spanish 4

11th - 12th

- Meets A- G: **yes** (category e)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: It is recommended that students earn a "C-" or higher in Spanish 3 and for native speakers, a "C-" or higher in Spanish for Spanish Speakers Level 2.

Spanish 4 builds on the skills learned in Spanish 3, focusing on speaking and listening skills and further develops reading and writing skills. Instruction is in Spanish. Reading assignments include authentic and adapted literary materials such as short stories, news articles and poems. Compositions and writing assignments help perfect grammar and more sophisticated verbal tenses and structures. Vocabulary expansion and specialization continues as students engage in more sophisticated reading. Familiarity with the cultures of the Spanish-speaking world continues to increase as students read newspaper and magazine articles, view films and artwork and listen to speakers from different countries in Latin America. This course fulfills the fourth year requirement for the Seal of Biliteracy.

AP Spanish

11th - 12th

- Meets A- G: **yes** (category e)
- Length of Course: **one year**
- Credits: **5 credits a semester**
- Recommended Preparation: It is recommended that students earn a "C" or higher in Spanish 3 and for native speakers, a "C" or higher in Spanish for Spanish Speakers Level 2.

Other:

- Students must turn in a completed application and letter of intent.
- Summer work is required.

- AP Spanish is a weighted class.

AP Spanish Language is designed to prepare highly motivated students to demonstrate their linguistic proficiency across the three interrelated communicative modes: Interpersonal (listening, speaking and writing), Interpretive (reading and listening), and Presentational (speaking and writing). The use of authentic sources such as Spanish language newspapers, radio broadcasts, podcasts, video clips and literary works are the foundation of the course. AP Spanish parallels a third year (fifth or sixth semester) college or university level course, and culminates in the AP Spanish Language exam in early May. Universities reward students who receive high scores on the AP test with credit, placement or both. This is a thematically driven and organized course. Spanish grammar will be studied and tested, but will serve as a tool for communication, not the primary focus of AP Spanish. It is assumed that students already have a strong grammar foundation upon entering this class. While students will work to refine and expand grammatical foundations, they will remain focused on the ability to communicate. The class is conducted entirely in Spanish. This course fulfills the fourth year requirement for the Seal of Biliteracy.

Spanish for Spanish Speakers – 1

Spanish for Spanish Speakers – 2

9th - 12th

- Meets A- G: **yes** (category e)
- Length of each Course: **one year**
- Credits: **5 credits per semester**
- Recommended Preparation: Native speakers take an assessment to determine the most appropriate level in the World Language program. Students should earn a C- or better to move up on to next level.

Spanish for Spanish Speakers 1 and 2 is a two-year program designed for students whose native language is Spanish (or who have completed a Spanish Immersion program), but who want to improve their formal knowledge of Spanish and further develop their interpretive and presentational skills. In addition to learning the structures of the Spanish language, the courses give students knowledge and appreciation of Hispanic culture by exposing them to renowned works by Spanish and Latin American authors as well as to informational texts from newspapers or magazines that focus on high-interest and culturally-relevant themes. Through these works, students learn about the cultural products, practices and perspectives of the Spanish-speaking world. The course emphasizes the mastery of writing, reading and oral communication skills, with particular attention given to spelling, accent marks and expanding students' vocabulary beyond their particular region of origin. By expanding their vocabulary and utilizing a standard Spanish, the students will understand and be understood by the greatest number of Spanish speakers around the world. This focus aims to develop academic literacy in Spanish in order to support student success in English language core classes. Level 1 addresses basic literary and grammatical concepts, while Level 2 addresses more advanced literary and grammatical concepts in preparation for AP Spanish and college.

Physical Education & Health

Completing the PE Graduation Requirement

- Students take PE 1 in their 9th grade year and PE 2 in their 10th grade year.
- Other PE electives and Athletic PE (even for those students in 3 season sports) do NOT count as PE

credit.

- Except in the case of injuries with a doctor's letter (provided each semester), students may not wait to fulfill PE requirements.

Physical Education 1

9th

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester**

This course focuses on individual and dual sports, as well as physiology of exercise and physical fitness through aerobic workouts. Students are expected to demonstrate knowledge and competency in motor skills, movement patterns and strategies essential to perform a variety of physical activities that encourage lifelong health and fitness. Students also learn the rules, strategies and basic etiquette in specific activities, which include racquet sports(tennis, badminton, pickle ball), aquatics, weight training and conditioning, individual movement activities and track and field. This course also requires students to participate in state mandated fitness testing.

Physical Education 2

10th

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester**

Students will continue to demonstrate knowledge and competency in motor skills, movement patterns and strategies essential to perform a variety of physical activities that encourage life-long health and fitness. PE 2 focuses on team sports emphasizing physiology of exercise and physical fitness through aerobic workouts. Students will also learn the rules, strategies and basic etiquette in volleyball, basketball, softball, soccer, water polo and football. Self defense and combative activities will also take place in Core PE 10.

Health

9th

- Meets A- G: **no**
- Length of Course: **one semester**
- Credits: **5 credits**

Other:

- This class fulfills the Health course district graduation requirement.

This course includes information on first aid, nutrition, disease, mental health, sexuality, substance abuse, and the environment's effect on health. This course meets the community and personal Health graduation requirement, and provides knowledge of how the human body functions and its health needs.

Visual Performing Arts

Drawing and Painting

9th - 12th

- Meets A - G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)

Drawing and Painting 1 is an introductory course where students draw, paint, and experiment with mixed media. Students are introduced to the principles of design and the elements of art, and become familiar with the work of influential artists from our own and other eras and cultures. Written work includes art exhibit reviews, brief responses on classroom topics, quizzes and final exams. Slide lectures introduce students to contemporary art issues, as well as specific media and techniques that apply to their work. Even students who don't think they have any talent come away from this class with skills and work that they can be proud of. This course provides a necessary foundation in color and design theory for Drawing and Painting 2, 3, 4.

Advanced Drawing and Painting

10th - 12th

- Meets A - G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)

Other:

- This course may be repeated with students advancing a level each year.

Each level builds on the skill and concepts learned in the previous one with differentiated instruction provided to students based on their background. Written work includes art exhibit reviews, brief responses on classroom topics, quizzes and final exams. Slide lectures introduce students to contemporary art issues, as well as specific media and techniques that apply to their work. Problem solving, personal expression and creative freedom is also stressed while students improve their skills and discover their own personal style as artists. Students are also expected to exhibit several pieces of work in the end-of-year show with emphasis on the creation of a portfolio in levels 3-4.

Drawing and Painting 2 - Media includes but is not limited to oil pastel, watercolor, pen and ink, oil paint and acrylic paint.

Drawing and Painting 3 - Students work with acrylics, oils, pastel, advanced printmaking techniques, as well as other mixed media.

Drawing and Painting 4 is an advanced and in-depth study of student directed central themes. Students continue to explore new media, but are encouraged to achieve mastery in a specific area and create a series of thematically related works.

Ceramics 1

9th - 12th

- Meets A – G: **yes** (category f)

- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)

This course focuses on sculpture and hand building with clay, and creating functional pottery on a potter's wheel. Students experiment with relief sculpture and fully three-dimensional sculpture, both abstract and realistic. Students learn techniques of solid clay construction as well as slab and coil techniques; how to throw cylinders, bowls, jars, bottles and a variety of other pot forms; and different types of surface decoration techniques including applying high-fire glazes by spraying and dipping. There are additional projects, both functional and decorative, developed with low fire clay and glazes. Slide lectures introduce students to the history of clay and sculpture and to contemporary applications. Students also write a gallery review and master the vocabulary associated with ceramic work throughout the year.

Advanced Ceramics

10th - 12th

- Meets A - G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)
- Recommended Preparation: Ceramics 1 or consent of instructor

Other:

- This course may be repeated with students advancing a level each year.

Students create a series of projects based on their personal vision and some research as they continue to develop their skills on the potter's wheel and with sculpture. Mosaic projects can also be developed. On the potter's wheel, students work on increasingly complex and/or larger thrown forms, lidded forms, and assembled forms. Students learn to use airbrushes and glaze guns to improve glaze results. Students also develop a strong mastery of the vocabulary associated with clay work and are required to visit art galleries and museums as exhibits become available.

Art History Honors

11th - 12th

- Meets A - G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 per semester** (Fine Art)

Other:

- Students must turn in a completed application and letter of intent.
- Art History Honors is recognized as a weighted class.

An in depth study of art from prehistory to the present. This course focuses on the major art movements of the western world, including the study of painting, sculpture, and architecture. A wide range of non-western cultural viewpoints will be included as well. The study of art is presented to inter-connect the underlying social, economic, psychological, religious, scientific, philosophic systems that characterize one age from another. Writing, slide identification tests, reports, and presentations will be used to evaluate students' knowledge and ability to synthesize concepts. Additionally, students will create several fun, small-scale projects that will help illuminate some of the information covered.

Drama 1

9th - 12th

- Meets A-G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 per semester** (Fine Art)

Drama 1 offers students the opportunity to be creative and expressive in a safe environment. Students experiment with and experience the basics of acting. They perform scenes from plays and improvise scenes, which they create. Voice and movement exercises, mime and theater games are explored.

Advanced Drama

10th - 12th

- Meets A-G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 per semester** (Fine Art)
- Recommended Preparation: Completion of Drama 1 or consent of instructor

Other:

- This course may be repeated with students advancing a level each year.

This is an intermediate/advanced level Theatre Arts class designed to meet the needs of students interested in developing in depth skill in the areas of acting technique, directing and/or specialized areas of Technical Theatre (i.e. Set Design & Construction, Costume Design & Construction). Students complete small group project-based work in their selected Technical Area in addition to participating as a class in specialty units in areas such as the History of Film, playwriting, the audition process, careers in theatre & film, the technique of great film directors like Alfred Hitchcock, and master teachers in the art of acting & directing like Stella Adler, Uta Hagen and Constantin Stanislavski. Actors and directors focus on development of heightened interpretive skills, concentration, characterization, voice, physical expression, staging techniques, improvisation, etc. Technical theatre students learn about and develop critical skills in the area of design, construction and crew management that are applied in the context of our major productions: Fall Play, Escapade Concert or Spring Musical.

Beginning Dance / Theater Movement

9th - 12th

- Meets A-G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)

Other:

- This course may be repeated with students advancing a level each year.
- 10th – 12th graders may take this course in place of PE 2.

Theater Movement is designed to meet the needs of performers at all skill levels including students who have never had any type of dance training before. It focuses on movement exploration and

choreography. As a group we explore the role of movement on stage and ponder the question, “What makes a great dance?” Through a series of dance exercises, students get into shape, develop a larger movement vocabulary, strength and flexibility and explore what is communicated through movement. Each semester students are exposed to different movement techniques (i.e. ballet, modern, jazz, tap, ballroom, etc.) in addition to having numerous opportunities to experiment with original choreography and performance.

Advanced Dance / Theater Movement

10th-12th

- Meets A-G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)

Other:

- This course may be repeated with students advancing a level each year.
- 10th – 12th graders may take this course in place of PE 2.

Advanced Dance/Theater Movement: This course builds on the concepts studied in Beginning Dance / Theater Movement with specific emphasis on finding and developing the artistic voice in the creative process. The central focus of the class addresses the following questions: What is dance? What makes great dance? What role/s has dance played throughout time? How are dances created? Through the process of movement exploration, technique development, choreography, performance & discussion, students build a deeper understanding of how we move, how we communicate through movement, and the elements in play in creating and performing dance. Students continue to refine their skills as dancers and have numerous avenues to further develop choreographic skills through a series of dance studies and projects. Advanced students also have opportunities to choreograph larger scale projects with opportunity for public performances.

Band

9th - 12th

- Meets A- G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)
- Recommended Preparation: Audition may be required when multiple players of same instrument.

Other:

- This course may be repeated.
- Participation in performances outside of class is required.

Designed to teach team work, self-discipline, and develop higher level thinking skills necessary to express one's self through music. Music styles include pep band jazz, band, funk, and Latin. Performances will include the Winter and Spring Concerts, Football Games, Jazz and Concert Festivals and other community events.

Choir

9th - 12th

- Meets A- G: **yes** (category f)
- Length of Course: **one year**
- Credit: **5 credits a semester** (Fine Art)

Other:

- This course may be repeated.
- Participation in performances outside of class is required.

This is the premier performing choir of the Harbor High School Music Department with an emphasis on excellent ensemble singing and individual vocal development. It is also an outlet for the student who enjoys singing for his/her own pleasure including various styles of choral literature such as jazz, choral, and pop. Performance tour opportunities will be available for this choir, as well as performances at Winter and Spring Concert, and selected festivals.

Play Production

9th - 12th

- Meets A- G: **no**
- Length of Course: **one semester** (fall only).
- Credit: **variable up to 5 credits a semester** (Fine Arts)
- Recommended Preparation: Audition

Other:

- This course may count as a 6th class (or a 5th one for seniors) if taken for the full 5 credits which requires the completion of 100 hours.
- Students have the option of getting a letter grade or pass/fail, but must decide ahead of time.
- May be repeated for credit.
- Students should plan on attending the mandatory meeting tied to auditions and sign-ups for cast and crew in early September.

Learn about theater production by helping to put on Harbor's annual fall play. Students receive credit for participating in rehearsal, performance, and production duties for this show. Roles are available for actors, designers, set crew and construction personnel, costumers, make-up artists, and light-sound technicians. Auditions, rehearsals, and performances will be arranged after school and/or in the evening.

Spring Musical

9th - 12th

- Meets A- G: **no**
- Length of Course: **one semester** (spring only)
- Credit: **variable up to 5 credits a semester** (Fine Arts)
- Recommended Preparation: Audition

Other:

- This course may count as a 6th class (or a 5th one for seniors) if taken for the full 5 credits which requires the completion of 100 hours.
- Students have the option of getting a letter grade or pass/fail, but must decide ahead of time.
- May be repeated for credit.
- mStudents should plan on attending the mandatory meeting tied to auditions and sign-ups for cast and crew in late January.

Experience the joy of musical comedy by putting on Harbor's spectacular spring musical! Students receive credit for participation in rehearsal and performance of the production. Jobs are available for actors, singers, dancers, designers, stage crew personnel, and light-sound technicians. Auditions, rehearsals, and performances will be arranged after school and/or in the evening.

Applied Arts

e-Literacy

9th

- Meets A- G: **no**
- Length of Course: **one semester**
- Credit: **5 credits** (Applied Arts)

The main goal of e-Literacy is for students to become proficient in working with computers within the educational setting and build the foundation for students to move to higher level, technology-based courses. Skills include keyboarding, Internet research, Microsoft Word, Excel, and Powerpoint as well as a variety of Google tools. As part of this course, students also utilize the technology they learn and apply them to units related to career exploration, disposable income / budgeting, and cyber-bullying.

Woodshop

9th - 12th

- Meets A- G: **no**
- Length of Course: **one year**
- Credit: **5 credits a semester** (Applied Arts)

Other:

- This course is paired with Introduction to Technology taken the other semester.

This is a beginning level course for students to learn how to make things out of wood using both hand and power tools. Students learn about safety measures, woodworking techniques and the proper use of equipment as they plan and create their own projects.

Yearbook

9th - 12th

- Meets A- G: **no**
- Length of Course: **one year**
- Credit: **5 credits a semester** (Applied Arts)

Other:

- Students will not be admitted into the class at the semester.
- Additional time outside of class is required attending school events to take photos.

This class is responsible for designing and producing the school yearbook, CORSAIR. Students learn a variety of skills in the following areas while also specializing in one: copy writing, editing, designing of pages and sections, photography, graphics, typing, proofreading, advertising, fund raising, sales and finance.

Special Education

Basic Classes - For Students in the Special Day Class (SDC) Program

- Students attend the majority of their academic courses in a self-contained classroom format with one teacher, usually their Case Manager.
- SDC courses specific to various subject areas (Basic Social Studies, Basic Math, Basic Science, etc.) are available for students in this program based on their IEP.
- Elective courses and P.E. are taken in the mainstream program.
- Tutorial courses are provided for support in mainstream classes through individual tutoring and reinforcement of study skills.

General Info for All **Basic** Courses (i.e. Basic Math, Basic English, Basic World History)

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Elective)
- Recommended Preparation: Placement by IEP

Graduation Requirements Related to the SDC Program

SDC courses titled Basic (ie. Basic Math, Basic English, etc.) count as elective credit. Parents should be advised that students who do not take mainstream English, math and other academic classes in the specified subject areas required for graduation are eligible to earn a Certificate of Completion or a Certificate of Attendance.

RSP (Resource) Program

Academic Support

9th - 12th

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Elective)
- Placement by IEP team

This course may be repeated.

This is a course which provides academic support to students. Students strengthen academic skills through individualized and small-group instructions. Instruction is based upon Common Core Standards.

General Elective Courses

Leadership

9th - 12th

- Meets A-G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Elective)
- Recommended Preparation: This impacted class requires that students participate in an interview process.

Other:

- Students must be available to periodically attend meetings and events outside of the school day.
- This course may be repeated.

Student leadership plays an integral part in the ongoing co-curricular programs provided for the student body. Leadership students help create, plan and implement the many student activities that occur at Harbor High School. You will learn to organize projects, run effective meetings, develop communication skills, and broaden your leadership capabilities through actual service to the school community.

Academic Assistants and AVID Tutors

11th – 12th

- Meets A-G: **no**
- Length of Course: **one semester or one year**
- Credits: **5 credits a semester** (Elective)
- Recommended Preparation: Requires the completion of an application available in Counseling.

Other:

- Students earn a letter grade.
- This course may be repeated for up to 20 credits.
- Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library or Teacher Aides, Academic Assistants or AVID Tutors.

Unlike teacher aides, this the primary purpose of these position are NOT for students to complete clerical work, clean, organize, etc. although you may periodically be asked to complete these tasks. Instead, the Academic Assistant's role is to work directly with other students to provide individual and small group in-class support, helping the students they work with become successful, independent learners. Students in these roles integrate effective study and learning strategies to maximize the individual's potential for academic progress and reinforce the teacher's academic expectations. Students earn a letter grade.

Athletic P.E.

10th - 12th

- Meets A-G: **no**
- Length of Course: **one season**
- Credits: **2.5 credits per sport** (Elective)
- Recommended Preparation: **None**

Other:

- This course does not count as a class and does not meet during the normal school day.
- The course may be repeated.

Athletes who complete the season and have satisfactorily met attendance and other team expectations automatically receive elective credit for their participation. Credits earned for participating in fall and winter sports are recorded on the **first** semester report card and spring sports are recorded on the second semester report card.

- A maximum of 3 sports per year will be allowed.
- If a student is participating in two sports per season, credit may only be earned for one of the sports.
- Students who become ineligible will not earn credits. No partial credit will be assigned.
- Athletic PE is graded as a Pass / Fail. A pass is not used in determining GPA eligibility.

Food Services Assistant

9th - 12th

- Meets A-G: **no**
- Length of Course: **one semester**
- Credits: **5 credits a semester** (Elective)
- Recommended Preparation: Consent of staff from Food Services Dept.

Other:

- Students earn a pass or fail.
- This course may be repeated.
- Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library or Teacher Aides, Academic Assistants or AVID Tutors.

Students assist in our kitchen working with food service professionals while learning about food safety, handling, and preparation, nutrition and introductory culinary skills.

Student Aide

10 - 12th

- Meets A-G: **no**
- Length of Course: **one semester**
- Credits: **5 credits a semester** (Elective)
- Recommended Preparation: Consent of staff member

Other:

- Students earn a pass or fail.
- This course may be repeated.
- Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library Aide, Academic Assistants or AVID Tutors.
- To sign-up, students should pick-up a School Service form in the Counseling Office, which is to be completed and returned before enrollment will occur.

Students in this role work under the guidance of a teacher or another staff member in the Administrative Building assisting in a variety of capacities such as delivering messages, filing, clerical work, alphabetizing, general cleaning, photocopying, organizing materials, answering phones and setting up equipment. Students are expected to report to the teacher of record every class period.

Library Aide

10th – 12th

- Meets A-G: **no**
- Length of Course: **one semester or one year**
- Credits: **5 credits a semester**
- Recommended Preparation: Consent of the Librarian

Other:

- Students earn a letter grade.
- This course may be repeated.
- Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library or Teacher Aides, Academic Assistants or AVID Tutors.
- To sign-up, students should pick-up a School Service form in the Counseling Office, which is to be completed and returned before enrollment will occur.

Library aides supervise the circulation desk, check item in and out, shelve books and magazines; assist in filing, processing of new materials, general cleaning and photocopying; develop library displays; and assist students and faculty in finding information on computer databases, in magazines and in books.

Library aides are an integral part of library operation. Aides are expected to be on time to class. When work is complete, student aides may study and read while being available to assist the library staff and patrons.

AVID

AVID (Advanced Via Individual Determination) is designed to be a four-year elective program. Students are selected through a process that includes recommendations from the junior high schools, a student application and an interview. The profile of an AVID student is one who is earning a 2.0 – 2.5 GPA and has the potential to be accepted by at least one four-year university. Through the AVID program, students will be placed in rigorous academic classes and will have resources made available to help them succeed.

AVID classrooms focus on WICR, which stands for Writing, Inquiry, Collaboration, and Reading. These are areas a student should be able to master if he/she will succeed in high school as well as college. The AVID class stresses these areas with the intention of developing better students. In addition, AVID students will utilize resources such as college placement centers, SAT study sessions, college tutors, and Socratic seminars to help them prepare for college. One of the most valuable things that AVID offers students is a twice weekly tutorial where college students come into the classroom to help the students with their understanding of material in academic classes. This provides positive role models for the high school students.

AVID sets a goal that all students who participate in four years of the program will be eligible for admission to a four-year university. The current rate of high school seniors in California who have completed four years of AVID and who are eligible for admission to the University of California is approximately three times as high as those graduates who have not completed AVID. AVID is not a “miracle program.” It sets a high goal for all entering students, gives those students a rigorous curriculum, and provides resources to help the students succeed, but, as the program states, it is based upon students Individual Determination.

AVID 1 – 3

9-11th

- Meets A-G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (elective)
- Recommended Preparation: Students must be first generation college students earning a 2.0 GPA average

AVID Senior Seminar

12th

- Meets A-G: **yes** (G category) if the student has been enrolled in the AVID program for 3 years and is concurrently taking an AP or honors course.
- Length of Course: **one year**
- Credits: **5 credits a semester** (elective)
- Recommended Preparation: Students must be first generation college students earning a 2.0 GPA average

Regional Occupational Program (R.O.P.)

What is R.O.P.?

- This program is designed to provide students the opportunity to explore and develop job-related skills in specific careers. These career/technical classes are offered by the Santa Cruz Office of Education but held at the different high schools. Some are held during the regular school day and others occur after school hours.
- Seniors and juniors are given priority, however, if space is available, 15 year olds may sign-up. Enrollment is limited.
- If a student is interested in a particular ROP class not offered at Harbor, they may take it at another site if space is available. Students must also provide their own transportation.
- While students can take multiple off-campus ROP classes, no more than one will count towards the minimum number of classes a student is required to take.
- Students receive high school credit and, if the course is articulated with Cabrillo College, students may earn college credit.
- For more information, students can go to www.rop.santacruz.k12.ca.us

How Do I Sign-up?

Talk to the ROP Counselor, located in the Harbor High Career Center, for questions. Students may also pick-up brochures with more detailed information about the various classes here.

ROP Courses at Harbor

Bicycle Performance and Technology

10th - 12th

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Recommended Preparation: None

This course is designed to provide students with the entry-level skills required in the bicycle repair industry. Areas to be covered include: basic mechanical skills, tires and tubes, drive train, bearing systems, wheel truing, brake systems, gear adjustment, stem, handlebar, saddle/seat-post fitting, and on-the-road-repairs.

Biotechnology

11th – 12th

- Meets A- G: **yes** (Category “D”)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Science)
- Recommended Preparations: Biology & Chemistry

This is a one-year laboratory course that introduces students to the field of biotechnology. The course emphasizes the scientific theory, concepts and techniques used in the field. The course integrates the disciplines of biology, and chemistry. Students are also introduced to the many career options available in biotechnology.

Business Careers

10th – 12th

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Recommended Preparations: none

Description: This course is designed for students who would like to explore business careers in companies, corporations and the possibilities of owning and managing their own business. Students will learn the fundamentals of business administration, to make effective decisions regarding business plans, marketing, purchasing, inventory management, and financial records management. We will study basic business and personal economics including budgets, income and expense records, credit and financial/fiscal responsibility. Computers are utilized consistently throughout the course to teach effective and efficient management techniques.

Students will learn very basic, beginning level skills in creation and production of marketing material including graphic design, data base and presentation software.

Construction Technology 1 & 2

10th – 12th

- Meets A- G: **no**
- Articulation: **yes** Cabrillo CEM 190CB
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Recommended Preparations: Woodshop preferred

Construction Technology is a program involving classroom and work-site competencies in the following areas: basic construction math, project organization, starting the job, foundations and support structures, practices and procedures for standard wood framing, exterior wall and roof coverings, repairing and/or altering old and new structures and new technologies. Focus on green construction. Articulation with Cabrillo - Eligible to petition for CEM 190CB, *3 units, with a grade of "C" or better, credit by exam. Construction Tech 2 students need to have permission from instructor.*

Criminal Justice: Contemporary Perspectives

10th - 12th

- Meets A- G: **yes** (category "G")
- Articulation: **yes** Cabrillo CJ 1
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Recommended Preparations: none

Students learn the basics of law enforcement including a working knowledge of state and federal laws and varied segments of the judicial system. The course of study includes: historical survey of American police agencies, philosophy of origin of crime and social impact on society; current trends; hiring and testing processes; laws of arrest and search and seizure laws; may include participation in a ride-along program with a local law enforcement agency. Students are also eligible to petition for 3 units of Cabrillo credit towards CJ -1 Intro to Criminal Justice by earning a C or better and 70% on the Cabrillo approved CJ-I final exam and with instructor approval.

Digital Photography

11th - 12th

- Meets A - G: **yes** (Category "F")
- Length of Course: **one year**
- Credits: **5 credits a semester** (Fine Arts)
- Recommended Preparation: None

Photography 1 is a year-long course for students in 11th – 12th grade. Students are introduced to fundamental art and design theory and skills essential in the creation of photographic works of art. Lectures and projects emphasize elements of art and principals of design in all art-making and mediums

and specifically the creation of photographs. Students are informed and influenced by studying the history of photography and photographers as well as contemporary artists and their works. This course emphasizes story-telling and visual, verbal and written articulation of concepts. Students study the historical context and diverse cultural themes and subject matter of photography while developing skills in artistic perception, critiquing, and discernment in subjects and composition through assignments that emphasize solving visual art problems.

Graphic Design 1 & 2

10th – 12th

- Meets A- G: **yes** (Category “F”)
- Articulation: **yes** Cabrillo DM 1
- Length of Course: **one year**
- Credits: **5 credits a semester** (Fine Arts)
- Recommended Preparation: E-literacy

Graphic Design 1 explores the elements of art and principles of design and the tools and techniques used in graphic design. The historical, social and cultural analyses of art and design are explored and analyzed. Emphases is placed upon the practical aspects of commercial art (graphic design and art direction) and how this art is used in publishing, design and illustration, photography, multimedia and Internet web presentations. Technology and computers are utilized as design tools. A systematic and structured approach is implemented to complete a wide range of projects of increasing difficulty in various types of media

Graphic Design 2 continues to utilize the elements of art and principles of design along with the study of typography, message and medium and additional tools and software to expand art and communication skills in the graphic design industry. Graphic Design 2 students work independently, learn skills individually and produce a polished digital and hard copy portfolios and exhibits of their work.

Health Careers

10th - 12th

- Meets A- G: **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Recommended Preparation: None

This course is an introduction for high school students in scientific concepts, theories and skills development in the health care setting. Students participate in a combination of interactive classroom instruction and skills practice. Curriculum provides students with a global view of today's healthcare environment while exposing them to potential career opportunities and future options for career advancement and higher education.

Integrated Marketing and English

11th-12th

- Meets A- G: **yes** (Category “B”)

- Length of Course: **one year**
- Credits: **5 credits a semester** (English)
- Recommended Preparation: None

This interdisciplinary Marketing and English course provides opportunities for students to study the English language within the context of business. Students read and analyze a variety of texts - essays, journal articles, advertisements, blogs, plays, business communications and full-length literary works to develop an understanding of how the study of practical and academic English is translated into the practice and language of business. Students refine their skills in rhetorical reading, writing and speaking and polish their presentation skills, so they can successfully market not only the businesses that they may work for but also themselves.

International Business

- Meets A- G: **yes** (Category “G”)
- Length of Course: **one year**
- Credits: **10 credits a semester**
- Recommended Preparation: None

Students will develop knowledge in the cultural, social, political, legal and economic factors that interact to create the international business environment. Students will understand fundamental economic and business ownership concepts, the implementation of marketing and business plans, economic systems, international relations and the global economy, management of human resources and will enable students to develop critical thinking and economic decision-making skills. Students will research economic issues that exist in their community as well as worldwide.

Concepts are introduced as theory and fundamental knowledge. Reading, lecture attendance, understanding and participatory discussion of material are required of all students. Practical knowledge and skills are practiced in hands on activities and assignments with group and individual projects. Projects will include essays, reports, primary and secondary research, business analysis,

Medical Technologies

11th - 12th

- Meets A-G: **yes** (Category “G”)
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Recommended Preparation: Health Careers (preferred)

This course consists of scientific concepts, theories and skill development for students interested in biology, anatomy and health care technology. This course provides the student with a solid base of knowledge and skills in human health sciences. This course provides an in-depth study of medical terminology, physiology and anatomy with emphasis on the human being.

Sports Medicine

11th & 12th

- Meets A - G: **yes** (Category “G”)
- Articulation: **yes** Cabrillo KIN 10 A
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Recommended Preparations: **Biology**

Students learn the skills necessary to work within the field of Sports Medicine, Athletic Training and Health Professions caring for physically active individuals. Focus is on functional anatomy, physiology, biomechanics and nutrition; the care and prevention of athletic injuries, therapeutic treatments and rehabilitation exercises. Students work as student athletic trainers at their school. Meets CSU/UC “G” requirement. Cabrillo Articulation -- Eligible to petition for KIN-10A, 3 credits, with Grade of “B” (80%) or better and instructor recommendation, credit by exam.

Video Productions 1 & 2

10th - 12th

- Meets A- G: **yes** (Category “F”)
- Articulation **yes** Cabrillo DM 134A
- Length of Course: **one year**
- Credits: **5 credits a semester** (Fine Arts)

ROP Video Production provides students with both the artistic and technical skills to produce short videos, including directing, lighting and filming. In this hands-on class, students produce a variety of projects including narratives, music videos, documentaries, PSAs, and animations. Software includes Adobe Premiere Pro and After Effects. Meets CSU/UC “F” VPA visual art requirement. Students are eligible to petition for DM 34, 3 units of Cabrillo credits, with project portfolio, a B or better, and instructor recommendation. Level 2 coursework includes advanced producing and directing. Required: Satisfactory performance in Level 1 and instructor recommendation.

Off-Campus ROP Courses

**Students may have 1 ROP off-campus course count towards the minimum number of classes required. Students must provide their own transportation and it must fit into student’s schedule.*

Animal Science

11th – 12th

- Meets A-G: **yes** (Category “G”)
- Length of Course: **1 year**
- Credits: **5 credits a semester** (Applied Arts)
- Location: **Soquel High School**

Students will learn principles of anatomy/physiology of mammals (reproduction, nutrition, respiration, genetics). The class will explore diet, habitat and behavior to create humane, ecologically and economically sustainable animal production systems. Outdoor lab time, community activities and hands-on experiences in the field will be combined with traditional classroom teaching. Will successfully prepare students who plan on majoring in Agricultural Science in college.

Aquaculture 2

11th - 12th

- Meets A-G: **yes** (Category "G")
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Location: **San Lorenzo Valley High School**

A hands-on applied math and science application of aquaculture. This course includes aquatic careers, an overview of the different types of aquaculture, water-quality, monitoring, aquatic ecology, equipment, organism life cycles and culturing techniques, feeding and nutrition and business practices. Students volunteer 20 hours of service learning for the year.

Artistic Welding

11th – 12th

- Meets A-G: **no**
- Articulation **no**
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Location: **Soquel High School**

This course is designed to provide students with entry level skills required in the various metal working occupations. Areas to be covered include oxygen-acetylene gas welding, tungsten inert gas (TIG), metallic inert gas (MIG), stick electrode arc welding processes, spot welding, drafting and blueprint reading, sheet metal forming processes, metal working power tools and hot and cold metal fabrication.

Automotive Service Technician

11th - 12th

- Meets A-G: **no**
- Length of Course: **one semester per module** (4 modules; 2 year for full program)
- Credits: **10 credits a semester** (Applied Arts)
- Location: **Santa Cruz High School**

Other:

- Meets daily during both A2 and B2

This basic automotive technology course stresses general diagnosis, engine removal and reinstallation, cylinder head and valve train diagnosis and repair, engine block diagnosis and repair, lubrication and cooling system diagnosis and repair. Early morning class five days a week. Preference to juniors who commit to the two year program.

Cosmetology

12th

- Meets A-G: **no**

- Length of Course: **one year**
 - Credits: **5 per semester** (Applied Arts)
 - Location: **Shoreline School of Cosmetology**
1550 41st Ave. Capitola
423-5806
- Time: Monday and Wednesday 4:00PM – 7:00PM**

Seniors only. Beginning instruction in the field of cosmetology. The high school class enables students to complete the first 160-200 hours of the Adult Cosmetology Program. Students must attend an informational forum, offered the second Friday of each month 3:30 – 4:30PM at the Shoreline School of Cosmetology. After Forum, must complete information sheet and go through an interview. GPA Requirement 2.0 and completion of Algebra 1 and Biology and excellent attendance in school.

Culinary Arts

11th - 12th

- Meets A-G: **no**
- Articulation **yes** Cabrillo CAHM 50ABC 3 credits
- Length of Course: **one year**
- Credits: **5 credits a semester** (Applied Arts)
- Location: **Front Street Kitchen—Downtown Santa Cruz**

This instructional program prepares students with food production, preparation, and service skills for employment in institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Afternoon to early evening class once a week. Could receive Cabrillo credit with a “C” or better and recommendation by the instructor for CAHM 50ABC 3 credits

Fire Science

11th - 12th

- Meets A-G: **no**
- Articulation: **yes** Cabrillo FT 1 3 units
- Length of Course: **one year**
- Credits: **5 per semester** (Applied Arts)
- Location: **Santa Cruz High**

This course is an overview of fire technology and includes information on fire fighting, hazardous materials, fire prevention and the organizations that provide this type of service. Various certifications will be offered including CPR, First Aid, and Incident Command. Could receive Cabrillo credit. Students who complete the course with a grade of C (70%) or better and upon recommendation of the instructor, are eligible to petition for college credit upon enrolling at Cabrillo College, credit by exam. Cabrillo FT1 3 units.

Information Technology

11th – 12th

- Meets A-G: **No**
- Length of Course: **1 year**

- Credits: **5 credits a semester** (Applied Arts)
- Location: **Cruzio Classroom in downtown Santa Cruz**

Students are introduced and learn a variety of networking technologies, operating systems and communications networks. Students will learn the fundamentals of web design and the infrastructures that support the World Wide Web. Students will learn Linux, program in the Bash Shell, code in the PHP-Hypertext Preprocessor programming language and SQL-Structured Query Language to use, manage and update online databases. Students need to complete an application to apply for the class.

Music Production & Recording Arts

11th – 12th

- Meets A-G: **No**
- Length of Course: **1 year**
- Credits: **5 credits a semester** (Applied Arts)
- Location: **Scotts Valley High School**

Students explore the many dimensions and careers in the music business in a state-of-the-art recording studio and will learn Apple's Logic 9 software. Students will also learn the theory and techniques relevant to composing in a commercial song format and will become familiar with standard music industry business practices.