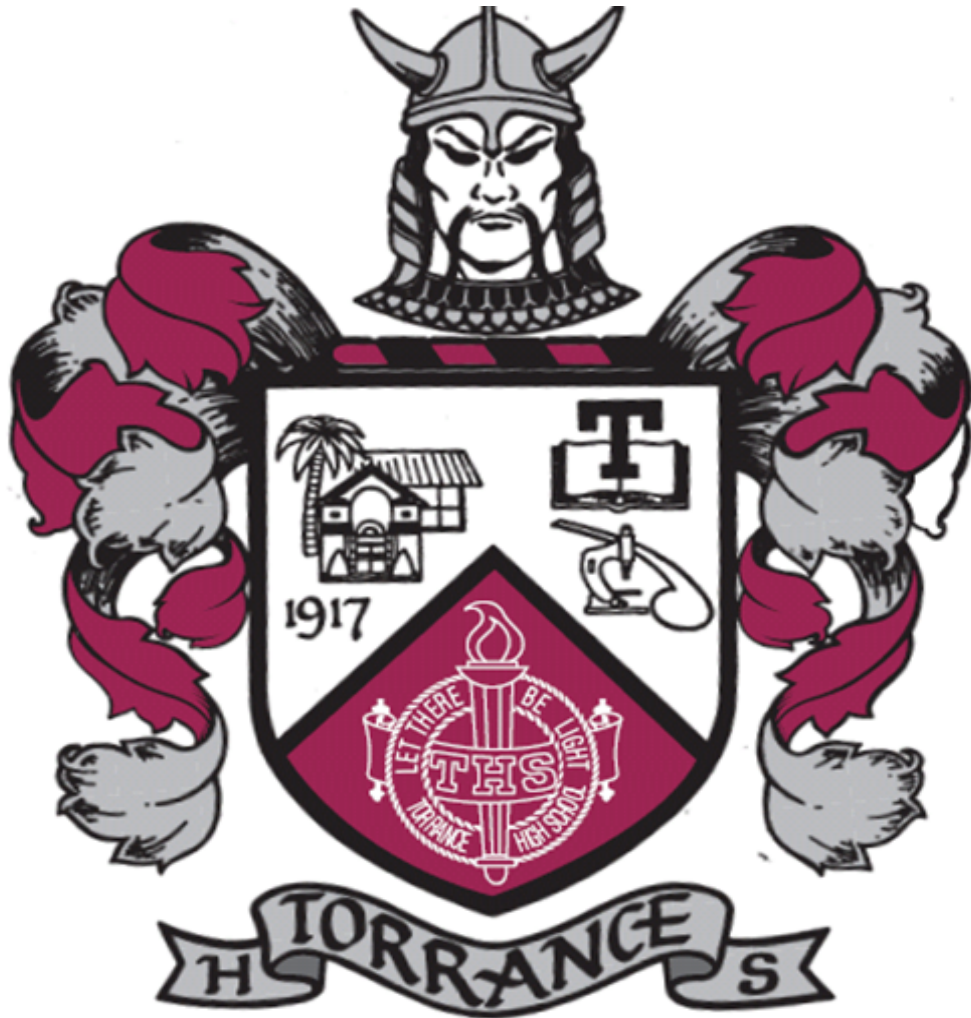


TORRANCE HIGH SCHOOL



2023-2024

COURSE DESCRIPTION BOOK

TARTAR PRIDE



A TRUE TARTAR WILL...



Behave respectfully, responsibly, and compassionately



Read intentionally



Think critically and analytically



Write purposefully



Communicate and collaborate effectively

Message to Students and Parents

This Course Description Book has been prepared by the Torrance High counseling and teaching staff and is issued to you in the hope that you will use it as a permanent reference throughout your high school years. It contains course descriptions, a Four-Year Educational Plan, graduation and CSU and UC entrance requirements, and a brief explanation of guidance terminology, policies, and practices.

This book can best be used in consultation with the counseling personnel at Torrance High, who can provide in-depth information about the topics contained herein. In addition, counselors can assist you in developing a Four-year Educational Plan that provides the very best high school program possible. Please contact the counseling office whenever you have questions.

Course offerings and college admission requirements are subject to change, and this book will be updated annually to reflect any changes that occur.

This course description book is available online at <http://ths.tusd.org>. Please bookmark it so that you can use it as a meaningful reference throughout your four years at Torrance High.

FREQUENTLY CALLED: NAMES, OFFICES AND PHONE NUMBERS

Torrance High School phone number

(310) 533-4359

Principal	Karim Girgis	ext. 7980
Assistant Principal-Business Office	Kelsey Jimerson	ext. 8150
Assistant Principal-Student Services	Paul Nitake	ext. 7991
Assistant Principal-Curriculum Office	Mark Roulette	ext. 7992
Site Supervisor	Christopher Johnson	ext. 7990
Dean of Students	Michelle Kaloper-Bersin	ext. 7960

Counselors:

Students with last name beginning with:

A – E	Christina Yun	ext. 7961
F – Lon	Klarissa Torres	ext. 7964
Loo – Re	Aisha Takesue	ext. 7966
Rh – Z	Robert Young	ext. 7965

DIS Counselor	Oscar Aranda	ext. 8105
Mental Health Therapist	Brianna Angele	ext. 7921
Mental Health Therapist	Joanna Frank	ext. 8182
College/Career Coordinator	Jenna Mendoza	ext. 8003
Activities Director	Nathan Jones	ext. 8030
Athletic Director	George Tachibana	ext. 7986
Athletic Trainer	Gina Leccese	ext. 8104
Gate Coordinator	Don Glavich	ext. 8017
ELD Coordinator	Jennifer Crawford	ext. 8181
Librarian	Paula Fox	ext. 7901
School Psychologist	Jessica Chien	ext. 7976
Attendance Office	Elaine Omoto	ext. 7959
School Nurse	Kirsten Wagner	ext. 7971
Health Office	Tiffany Young – LVN	ext. 7972

Board of Education Requirements for High School Graduation

A student who fulfills the following requirements shall be eligible for high school graduation:

1. Students shall have a minimum of **220 credits**, which shall include:
 - a. **Mathematics: 20 credits** – Students must pass Algebra 1 or its equivalent
 - b. **Science: 20 credits**
 - a) 10 credits of Biological (Life) Science
 - b) 10 credits of Physical Science
 - c. **English: 40 credits** – All students are required to take English 1 (9th grade), English 2 (10th grade), English 3 (11th grade), English 4 (12th grade)
 - d. **Social Science: 30 credits**
 - 1) 10 credits of World History (10th grade)
 - 2) 10 credits of the U.S. History (11th grade)
 - 3) 10 credits of the U.S. Government/Economics (12th grade)
 - e. **Physical Education: 20 credits**
Physical Education is a Quarter class, earning 2.5 credits per Quarter.
9th–Grade students must be enrolled in P.E., athletics, pep squad, drill team, beginning dance or P.E. band.
10th through 12th grade students must complete an additional 10 units of one of the following:
P.E. 10-12, weight training, dance, athletics, pep squad, drill team or P.E. Band.
 - f. **Fine Arts or World Language: 10 credits**
A student shall complete 10 credits (one full year) in a single foreign language or 10 credits in fine arts (art, music or drama).
 - g. **Health – 5 credits.** 9th Grade students must be enrolled in Health unless they've already completed the course. Students in grades 10-12 who have not completed Health are required to complete the course for graduation.
 - h. **Credit Limitations:** Credits acceptable for graduation are limited for the following courses:
Aides – 10 credits only; Work Experience – 20 credits; correspondence courses – 10 credits per academic discipline and 40 credits total.
 - i. **Elective credits: 75 credits**
2. A satisfactory citizenship record as evidenced by six or more semesters of composite satisfactory or excellent citizenship grades. Students who fail to meet this requirement are provided the following alternatives to meet graduation requirements:
 - a. Complete the School Citizenship/Personal Awareness course (if offered)
 - b. Complete 60 hours of community service for each composite U.

School Terminology, Policies, and Practices

A one period course for one quarter = 2.5 credits

A one period course for one semester = 5 credits

A one period course for two semesters = 10 credits

A customary school load for a year is 60 credits

Audit: no credit or grade is given for the class but the student must attend and do the work or risk a failing grade in the class. This option is available only with teacher approval and by completing a petition filed no later than one week after quarter report cards are distributed.

Credit interval: a student may not enter a new semester class for credit after the sixth week of the semester. A student must enter a quarter class within 3 weeks of the new quarter to earn credit.

Repeated courses: a student who repeats a class should know the following:

- a. All grades appear on the transcript.
- b. TUSD uses the highest grade to meet graduation requirements.
- c. No credit is given for the first time the class was taken and an R appears on the transcript to indicate that this class was repeated for credit later.
- d. The cumulative GPA does not include courses with an R designation. Colleges and universities treat repeated course grades differently. Students should check specific college catalogs carefully concerning practices related to courses that are repeated in high school.

Classes taken outside of TUSD (sometimes called “**outside credit**”) **require written approval prior to starting the course to receive THS credit.** A maximum of one (1) course per academic area may be applied toward the diploma. Students should see their counselor for details. Outside Credit is usually issued using the following formula: 18 hours of instruction equals one (1) credit.

Students who are planning to enroll in off-site (online) classes must meet with their counselor prior to registering and paying fees for the class.

Minimum Course Enrollment Each Semester:

Freshman, Sophomores, and Juniors	6
Seniors	5

Seniors: only those who have met all graduation requirements may participate in graduation ceremonies. Seniors, who have not met graduation requirements in June, have until October 1 of their graduating year to complete graduation requirements and receive a THS diploma for their class year. After that, they will be referred to work towards an Adult School diploma at Torrance Adult School.

KEY: **Course titles** labeled with (+) indicate University of California (UC)/California State University (CSU) approved class. **All courses labeled with a (★) will receive an extra grade point for GPA calculation on the Torrance High School transcript.** **For UC/CSU admissions eligibility the UC/CSU will weigh the GPA according to their own institutional policies.**

University Entrance Requirements

Students are urged to seek the advice of their counselor in planning their high school programs to make certain That they satisfy the admission requirements of the college of their choice.

California State University (CSU) System

Examination requirements:

- Scholastic Aptitude Test (Sat Reasoning) or American College Test (ACT) with Writing
- SAT Subject Tests are no longer required by UC for admissions but some majors may recommend certain tests. Please contact the school's specific majors for information.
- TOEFL for all non-residents and LEP students only

UC/CSU Subject requirements: A minimum of 15 academic or college preparatory classes and of these 15 academic credits, at least 7 must be taken during the last two years of high school. Academic or college preparatory units consist of courses in English, mathematics, laboratory sciences, and world languages, social studies, and visual and performing arts. Torrance High School's most current University of California "a-g" List may be downloaded at <https://hs-articulation.ucop.edu.edu/agcourselist#/list/search/all?f=> Below are the courses at THS that meet the UC requirements:

a – HISTORY/SOCIAL SCIENCE: 3 years required. 1 year US History or 1 semester US History and 1 semester US Government, and 1 year World History

b – ENGLISH: 4 years required. 4 years of college preparatory English.

c – MATHEMATICS: 3 years required, 4 years recommended that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2.

d – LABORATORY SCIENCE: 2 years required, 3 years recommended. 2 years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics, but not including Physical Science of the Earth.

e – WORLD LANGUAGE REQUIREMENT: 2 years required, 3 years recommended. 2 years of the same language other than English.

f – VISUAL AND PERFORMING ARTS REQUIREMENT: 1 year required.

g – ELECTIVE COURSES: 1 year required. Any course listed on the approved UC A-G course list beyond the minimum requirements listed above. For example: AP Macroeconomics, Creative Writing, and Economics A (S), Forensics, Psychology A/B, Psychology A/B (AP), Intermediate English Workshop, Personal & Family Management. For complete lists see: website above

To check eligibility for CSU:

http://www.csumentor.edu/planning/high_school

Grades in classes: It is important to note that UC and CSU do not recognize a "D" as a passing grade—even if it is in an honors or AP class. Please see your counselor about options for "making up" grades in required subjects to meet UC or CSU eligibility.

NCAA Requirements and website information: page 19 following the Physical Education Athletics section or at www.eligibilitycenter.org.

TORRANCE HIGH SCHOOL FOUR-YEAR EDUCATIONAL PLAN

Read the course descriptions carefully and plan to take classes that will meet minimum Torrance Unified School District graduation requirements and lead to your goals beyond high school.

Student Name _____

Date _____

At this time, **after high school**, I plan to _____

GRADE 9

FIRST SEMESTER

English 1/1H
Math
Science
P.E. 9/Athletics/Pep/P.E. Band/
Drill Team
Colorguard
Health/Intro to Media & Design (full year) OR
Health/Geography
Elective: _____

SECOND SEMESTER

English 1/1H
Math
Science
P.E. 9/Athletics/Pep/P.E. Band/
Drill Team
Colorguard
Health/Intro to Media & Design OR
Health/Geography
Elective: _____

GRADE 10

English 2/2H
Math
Science
P.E. 10-12/Weight Training/Athletics/Pep/PE Band/
Band/Drill Team/ Colorguard
World History/AP World History
Elective: _____

English 2/2H
Math
Science
P.E. 10-12/Weight Training/Athletics/Pep/PE
Drill Team/ Colorguard
World History/AP World History
Elective: _____

GRADE 11

English 3/AP English Language
U.S. History/AP U.S. History
Elective: _____
Elective: _____
Elective: _____
Elective: _____

English 3/AP English Language
U.S. History/AP U.S. History
Elective: _____
Elective: _____
Elective: _____
Elective: _____

GRADE 12

English4/English Literature AP
AP U.S. Government & Politics/
AP Macroeconomics or
US Government B & Economics A
Elective: _____
Elective: _____
Elective: _____
Elective: _____

English 4/English Literature AP
AP U.S. Government & Politics/
AP Macroeconomics or
US Government B & Economics A
Elective: _____
Elective: _____
Elective: _____
Elective: _____

ALTERNATE ELECTIVE CHOICES:

First Semester _____ Second Semester _____

Year _____

TORRANCE HIGH SCHOOL COURSE DESCRIPTIONS

CAREER TECHNICAL EDUCATION DEPARTMENT

Career Technical Education (CTE) courses focus on academic and technical skills, as well as the knowledge and training necessary to succeed in future careers. CTE courses make academic content accessible to students by providing hands-on experiences and prepares students to become life-long learners. CTE courses are offered through various Pathways, which are a sequential series of courses in specific subjects. Some courses offer dual enrollment or articulation with El Camino College and there are opportunities to participate in nationally recognized student leadership organizations such as Family, Career and Community Leaders of America (FCCLA). Certificates may be earned in specific Pathways. Pathways currently offered include: Child Development; Emergency Response; Food Science, Dietetics & Nutrition; Fashion Design & Merchandising; PLTW Engineering Design; and Professional Theatre (for Theatre course descriptions, see the Fine Arts section). [Click here](#) to view the informational flyer on Torrance High's CTE pathways.

(0083) INTRODUCTION TO MEDIA & DESIGN Grade 9 Semester

This introductory course will allow students to create original multimedia content that aids in visual communication. These foundational skills will be utilized throughout the student's education and in future careers. Units are included on desktop publishing, spreadsheets, photo manipulation, graphic design, digital storytelling, and simple website design. Examples of coursework include creating professional documents, slideshow presentations, brochures, infographics, magazine covers, posters, album covers, logos, and designs with commercial use in mind. Students will practice and utilize online research skills for several projects. Students will use the Microsoft Office Suite and web-based programs such as Pixlr.

(0282) + PERSONAL AND FAMILY MANAGEMENT Grades 11 – 12 Year

In this course students will explore topics that will enable them to effectively deal with the demands and challenges of life. Topics of study include post high school education and training, career exploration, personal finance and budgeting, independent living, personal health and wellness, housing decisions, food preparation and nutrition, personality and self-concept, preparation and management of adult relationships, interpersonal skills such as communication and conflict resolution, family theories related to development and child rearing, child development, and both personal and family crisis management. This course meets the standards for UC "G" Elective Credit.

(0771) GRAPHICS COMMUNICATION TECHNOLOGY: ANNUAL PRODUCTION

Grades 10 – 12 Year

Prerequisites: Approval by instructor. Students will produce the school yearbook, which provides an opportunity for practical experience in desktop publishing, managing, editing, writing, visualizing, proofreading, advertising sales and marketing. This is for students who like to write, interview people, and create exciting innovative ways to arrange ideas, fonts, and graphics for publication.

(0770) GRAPHICS COMMUNICATION TECHNOLOGY: NEWSPAPER PRODUCTION

Grades 10 – 12 Year

Prerequisites: Approval by instructor. The Graphic Communications Technology: Newspaper program helps students develop graphic communications skills. The program prepares students for employment of advanced training in journalism, desktop publishing and a variety of related industries.

CHILD DEVELOPMENT CAREER PATHWAY

The Childhood Development Career pathway consists of four [Dual Enrollment courses](#) completed over a two year period. [Click here](#) to view the informational flyer.

	FALL	SPRING
YEAR 1	Childhood Development (CDEV) 103	Childhood Development (CDEV) 104
YEAR 2	Childhood Development (CDEV) 112 <i>*available school year 2024-2025</i>	Childhood Development (CDEV) 108 <i>*available school year 2024-2025</i>

(0283DCC) ★ CDEV 103: CHILD GROWTH AND DEVELOPMENT Grades 10-11 Semester
 This course is an introduction to child development from conception through adolescence with an emphasis on the interaction between the maturational processes and environmental factors relating to physical, cognitive, and psychosocial growth. While studying developmental theory and investigative research methodologies, students will observe and interview children, evaluate individual differences and analyze characteristics of development at various stages. Also, the effect of cultural influences on development will be studied. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously.
 *Freshman and seniors may be enrolled in this course on a case-by-case basis.

(TBD) ★ CDEV 104: THE HOME, THE SCHOOL, THE COMMUNITY Grades 10-11 Semester
Prerequisites: CDEV 103
 This course examines the interconnection among the home, the family, the school, and the community in relation to the development of the child from birth to adolescence. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. Influences of social agents such as family support services, educational systems, media, and peers, and on how these social agents contribute in preparing the child for living independently in a diverse society will also be explored. Additional topics include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously.
 *Freshman and seniors may be enrolled in this course on a case-by-case basis.

EMERGENCY RESPONSE CAREER PATHWAY

The Emergency Response Career pathway consists of six [Dual Enrollment courses](#) completed over a three year period. [Click here](#) to view the informational flyer.

	FALL	SPRING
YEAR 1	Fire and Emergency Technology (FTEC) 1	Administrative Justice (AJ) 21 - Introduction to Emergency Management
YEAR 2	Fire and Emergency Technology (FTEC) 2 <i>*available school year 2024-2025</i>	Fire and Emergency Technology (FTEC) 6 <i>*available school year 2024-2025</i>
YEAR 3	Fire and Emergency Technology (FTEC) 120 <i>*available school year 2025-2026</i>	Fire and Emergency Technology (FTEC) 144 <i>*available school year 2025-2026</i>

(0574DCC) ★ FTEC 1: FIRE PROTECTION ORGANIZATION Grades 10-11 Semester

This course provides an introduction to fire protection. Emphasis is placed on career opportunities in fire protection and related fields and the philosophy and history of fire protection. Additional topics include fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously.

*Freshman and seniors may be enrolled in this course on a case-by-case basis.

(TBD) ★ AJ 21: INTRODUCTION TO EMERGENCY MANAGEMENT Grades 10-11 Semester

This course is the 2nd-semester companion course to FTEC 1 (0574DCC). It introduces students to the fundamentals of emergency management. Students will also become familiar with the major issues confronting emergency management providers. The course will emphasize the elements of the Incident Command System. Students will participate in a series of simulated emergency management exercises. Case studies of large scale emergency events will be covered. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously.

*Freshman and seniors may be enrolled in this course on a case-by-case basis.

FOOD SCIENCE, DIETETICS & NUTRITION PATHWAY

The Food Science, Dietetics & Nutrition pathway consists of two courses completed over a two year period.

Course 1	Course 2
Foods and Nutrition 1 (<i>Concentration Course</i>)	Foods and Nutrition 2 (<i>Capstone Course</i>)

(0249) +FOODS AND NUTRITION 1

Grades 9 – 12 Year

This beginning level course is laboratory based, meaning students will explore food through hands-on experiences including cooking and experimentation. It is the beginning level of the foods and nutrition pathway aimed at preparing students for college and careers in the food science, food service, nutrition, and dietetics industries. Students will complete their food handler’s permit or certification preparing them for the industry. Additionally, broad introductory aspects of the food industry will be explored including marketing, product development, pricing, scientific process, nutritional information, and cultural perspectives. This course meets the Common Core College and Career Readiness anchor standards for a “g” elective on the UC a-g list. In order to advance to Foods and Nutrition 2, students must pass both semesters with a “C” or better.

(0277) +FOODS AND NUTRITION 2

Grades 10-12 Year

Prerequisite: Foods & Nutrition 1 with a grade of “C” or better for both semesters

This advanced level course is laboratory based, meaning students will explore food through hands-on experiences including cooking and experimentation. This is the capstone of the foods and nutrition pathway aimed at preparing students for college and careers in the food science, food service, nutrition, and dietetics industries. Students will complete an advanced level food handler’s permit or certification preparing them for the industry. Additionally, in depth aspects of the food industry will be explored including scientific process, nutritional information, community, and cultural perspectives. Extra time will be spent on nutritional recipes, cooking labs, and profiles. This course meets the Common Core College and Career Readiness anchor standards for a “g” elective on the UC a-g list. *Students may be eligible to receive college credit for this course pending approval.

PLTW ENGINEERING DESIGN PATHWAY

The Project Lead the Way (PLTW)* Engineering Design pathway consists of three [Dual Enrollment courses](#) completed over a three year period.

- Students who complete all four of the PLTW way classes are eligible to apply for the [Mechanical Engineering Design Technician certificate](#) through El Camino Community College.

Course 1	Course 2	Course 3
Introduction to Engineering Design (<i>Intro Course</i>)	Principles of Engineering <u>Or</u> Aerospace Engineering (<i>Concentration Courses</i>)	Engineering Design & Development (<i>Capstone Course</i>)

*PLTW courses are elective classes that receive “g” Elective credit on the UC a-g list. **They do not replace required science classes.**

(0447) ★ +PLTW: INTRODUCTION TO ENGINEERING DESIGN (IED) Grades 9 – 10 Year
Co-requisite: Concurrent enrollment in Algebra 1 or higher math, concurrent enrollment in Biology or higher science.

In Introduction to Engineering Design (IED), students will use 3D solid modeling design software to help them design solutions and solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. IED applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology. The course of study includes the design process, technical sketching and drawing, measurement and statistics, modeling skills, geometry of design, reverse engineering, documentation, advanced computer modeling, design team, and design challenges. THS student enrolled IED will be concurrently enrolled in El Camino College and will receive El Camino credit in Engineering Technology, IED counts as a “g” elective on the UC a-g list.

(0432) ★ +PRINCIPLES OF ENGINEERING (POE) Grades 9 – 12 Year
Prerequisite: Completion of Introduction to Engineering Design or completion of GTT Design and modeling.
Co-requisite: Enrollment in Chemistry or higher science and enrollment in Geometry or higher math.

This course is designed to introduce students to the foundation principles of engineering and to give students opportunities to begin applying those principles to real-life problems. Students will learn that the engineering process is multifaceted, combining physical science knowledge, mathematical insight, creative design, organization skills, communication skills, data analysis and documentation, and critical thinking. Students will engage in problem-solving activities and project development that will require them to build expertise in all of the facets of engineering mentioned above. Course format will include lectures, in-class use of various technologies, group projects, discussions, problem-solving sessions, lab experiments, and outside research. Students will be concurrently enrolled in El Camino College; will receive El Camino credit in Engineering Technology. POE is an interdisciplinary science course.

(0438) ★ +AEROSPACE ENGINEERING (AE) Grades 10 – 12 Year
Prerequisite: Principles of Engineering or Physics

The major focus of Aerospace Engineering is to expose students to the world of aeronautics, flight and engineering through the fields of aeronautics, aerospace engineering and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials and systems engineering. Students work in teams utilizing hands-on activities. Projects and problems are exposed to various situations faced by aerospace engineers. In addition,

students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community. This course is designed for 10th and 12th grades students. Students will be concurrently enrolled in El Camino College and will receive El Camino credit in Engineering Technology. AE is an interdisciplinary science course.

(0458) ★ +PLTW ENGINEERING DESIGN AND DEVELOPMENT (EDD) Grade 12 Year
Engineering Design and Development is designed for 12th grade students who have completed Principles of Engineering (POE) and at least one additional PLTW course (IED, AE, or CSP)

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in small teams to design and develop an original solution to a well-defined open-ended problem by applying an engineering design process.

Students will perform research to select, define, and justify a problem. After carefully defining requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

(0455A) ★ +PLTW AP COMPUTER SCIENCE PRINCIPLES (CSP) Grade 10-12 Year
This course is a science elective – please see the Science section for its description

(0152) +ENG 3/4 FICTION FAVORITES

Grades 11 – 12

Semester

This course is designed to help students improve their reading comprehension skills. Fiction topics will be used for class discussions and written assignments. The class will allow students to work individually to develop writing and reading skills. This course meets the UC/CSU ENGLISH requirements. Offered first semester only.

(0185) +FORENSICS WORKSHOP A/B

Grades 9 – 12

Semester/Year

Prerequisite: A grade of “C” or better in English and instructor approval. Forensics and Debate is designed to be a competitive academic activity class with emphasis on the development of communication skills and knowledge. Students will become proficient in the skills required for debate, research, and organization. Students will compete in a variety of events ranging from original oratory, to debate, to extemporaneous speaking, to the oral interpretation of literature. These events will take place locally and at the state level. This course requires a commitment beyond the school day. This class meets during zero period. This course meets the UC/CSU “g” elective requirement.

ENGLISH LANGUAGE DEVELOPMENT ELECTIVES

These courses do not count toward English graduation requirements. The following support classes are designed for English Language Learners (ELL) students to assist them in acquiring greater proficiency in English. Students need the ELL Coordinator's permission prior to enrollment.

(0789) BEGINNING ENGLISH WORKSHOP Grades 9 – 12 Semester/Year
Beginning English Workshop is designed for the student functioning at the beginning stages of English language acquisition. This class focuses on building vocabulary and the use of the English language. Additional emphasis on literacy skills are addressed through Guided Reading Instruction. Student Placement will be determined by the ELL Coordinator's recommendation and/or Guided Reading Level Pre-A-I or a 0-3—lexile level.

(0786) INTERMEDIATE ENGLISH WORKSHOP Grades 9 – 12 Semester/Year
English Language Learners will have the opportunity to strengthen their reading skills and improve their vocabulary in the Intermediate English Workshop. Novels will be read as a class, in small groups, and as individual books. Guided Reading Instruction and direct instruction provides practice in preparation for the CAASPP Exam. The ELL Coordinator's recommendation and/or Guided Reading Level of E-N or a lexile level of 125 to 575 will determine placement.

(0787) ADVANCED ENGLISH WORKSHOP Grades 9 – 12 Semester/Year
This course is designed to help students work on the fluency and effectiveness of their reading and writing. Both fiction and non-fiction texts are used for study and as models. Students will work individually and in small groups on teacher and student-selected topics. Novels will be read in class, in small groups, and individually. Guided Reading Instruction and direct instruction provides practice in preparation for the CAASPP Exam. The ELL Coordinator's recommendation and/or Guided Reading Level of J-Q or a lexile level of 300-850 will determine placement.

(0792) INTERVENTION WORKSHOP Grades 10 – 12 Semester/Year
This course is designed to give English Language Learners the opportunity to become re-designated as Fluent English Proficient. Students will work within the particular academic area(s) of need while also improving their English skills. Test preparation and reading skills are areas targeted for improvement. Guided Reading Instruction will also be given as part of the course work. Placement will be determined by the ELL Coordinator's recommendation.

MATHEMATICS DEPARTMENT

The mathematics program reflects the importance of mathematics as a useful tool in solving problems. Each class requires daily homework assignments with the time a student spends on homework varying according to individual needs and type of class. Twenty credits of mathematics are required for graduation. Once enrolled in a math class, a student remains in that class for the full year. Audits are not given in math classes. Ten credits and the minimum grade in the prerequisite class are required for progression to the next class.

The possible sequences of math courses are:

	Sequence 1	Sequence 2	Sequence 3	Sequence 4
9th grade	Algebra 1	Geometry	Geometry	Algebra 2
10th Grade	Geometry	Algebra 2	Algebra 2	Precalc
11th Grade	Algebra 2	Trig	Precalc	AP Calc AB or AP Stat
12th Grade	Trig, Pre Calc, Prob/Stat, or Intro to Data Science	Precalc, Prob/Stat, or Intro to Data Science	AP Calc AB or AP Calc BC or Prob/Stat or AP Stat, or Intro to Data Science	AP Calc BC or AP Stat or Intro to Data Science

- Prerequisite for each course is a C or better in the previous course.
- Trigonometry is a bridge between Algebra 2 and Precalc.
- Precalc is a prerequisite for AP Calculus AB and AP Calculus BC.
- AP Calculus AB is the first semester of the three-semester college sequence.
- AP Calculus BC is the first and second semester of the three-semester college sequence.
- Intro to Data Science is a math elective that can be taken any time after Algebra 2.
- It is recommended that students ask their teacher for input on the next course to take. It varies depending on the grade in class and work habits.

(0302) +ALGEBRA 1

Grades 9 – 12 Year

The concepts covered in Algebra 1 are aligned to the California Common Core State Standards. The course continues and reviews the concepts of linear functions and systems, which were started in 8th grade math. The course continues the study of functions with exponential and quadratic functions, with concepts including; analyzing graphs, function related skills, and solving techniques. The concept of sequence is introduced for the basic sequences corresponding to the functions covered. The course provides practice in problem solving, critical thinking, and modeling.

(306) +ALGEBRA 2

Grades 9 – 12 Year

(307) ★+ALGEBRA 2 HONORS

Grades 9 – 12 Year

Prerequisites: Credit in both Algebra 1 and Geometry is required. Grade of “A” or “B” in Geometry Honors recommended for Algebra 2 Honors. The concepts covered in Algebra 2 are aligned to the California Common Core State Standards. The course continues and reviews the concepts of quadratic and exponential functions, which were started in Algebra 1. The course continues the study of functions with polynomial, logarithmic, rational, radical, and trigonometric functions, with concepts including; analyzing graphs, function related skills, and solving techniques. The concept of sequence is expanded from Algebra1 to cover the corresponding series. The course provides practice in problem solving, critical thinking, and modeling as it aligns to the corresponding function. The course also extends the concepts done in statistics to further analyze and describe data sets.

(326) ★ +AP CALCULUS AB

Grades 11 – 12 Year

Prerequisite: Honors or AP Pre-Calculus, or a grade of “A” in Pre-Calculus is recommended. Please read the AP section at the beginning of the Mathematics Department guidelines. The concepts covered in Calculus AB are aligned to the content standards determined by the College Board. The course is designed to cover the topics covered in the first semester of college calculus. Topics in the course include the techniques and applications of limits, derivatives and integrals for the functions studied in prior mathematics courses. Skills learned in prior mathematics classes are a fundamental building block of the course.

(0328) ★ +AP Calculus BC

Grades 11 – 12 Year

Prerequisite: A grade of “A” in AP or Honors Pre-Calculus is recommended. For Honors recommendation, please read the Honors section at the beginning of the Mathematics Department guidelines. The concepts covered in Calculus BC are aligned to the content standards determined by the College Board. The course is designed to cover the topics covered in the first and second semester of college calculus. Topics in the course include the techniques and applications of limits, derivatives and integrals for the functions studied in prior mathematics courses. The second semester topics include: additional integration techniques and applications; polar, parametric, and logistic functions; vector and series analysis. Skills learned in prior mathematics classes are a fundamental building block of the course.

(0299) ★ +AP STATISTICS

Grade 11 – 12 Year

Prerequisite: A grade of “A” in Algebra 2 Honors and/or a “B” or higher grade in Pre-Calculus is recommended. Statistics AP is an advanced placement course in statistics. It is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will integrate the use of graphing calculators and computers. This course is equivalent to a one semester, introductory, college course in statistics typically required for engineering, psychology, sociology, health, science, and business majors.

(0315) +GEOMETRY

Grades 9 – 12 Year

(0316)★+GEOMETRY HONORS

Grades 9 – 12 Year

Prerequisite: Credit in Algebra 1 is required. The concepts covered in Geometry are aligned to the California Common Core State Standards. The course covers transformations, constructions, congruence of triangles, triangle relationships, parallel line relationships, similarity, right triangle trigonometry, circles, and volume. Geometric properties are expressed with equations for many relationships as well as for circles, parabolas, parallel, and perpendicular lines. The course provides practice in problem solving, critical thinking, and modeling as it aligns to the corresponding geometric relationship. The course also introduces conditional probability.

(0318) INTRODUCTION TO DATA SCIENCE

Grades 9 – 12

Year

[Click here for more information](#)

[information](#)

Prerequisite: A grade of C or higher in Algebra 2 or teacher recommendation.

Approved as UC A-G ‘C’ math elective.

Introduction to Data Science is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics through hands-on activities. Data is everywhere, and this curriculum will help prepare students to live in a world of data. The curriculum focuses on practical applications of data analysis to give students concrete and applicable skills. This curriculum engages students with a wider world of data that falls into the “Big Data” paradigm and are relevant to students’ lives. RStudio, the statistical programming language used by academics and industry, will be used to bring data to life. Through RStudio, students will learn to compute with data to develop graphical and numerical summaries to both communicate findings and to generate further exploration. This is a project- and inquiry-based class.

(0319) +PRE-CALCULUS Grades 10 – 12 Year

(0320) ★ +AP PRE-CALCULUS Grades 10 – 12 Year

Prerequisite: Credit in Algebra 1, Geometry, and Algebra 2 is required and a grade of C or higher in Geometry and Algebra 2 is recommended. Grade of “A” or “B” in Algebra 2 recommended. *For AP Pre-Calculus, a grade of A or B in Algebra 2 Honors is recommended.* The concepts covered in Precalculus are aligned to the California Common Core State Standards. The course continues and reviews the functions, which were started in Algebra 2. The trigonometry begun in Algebra 2 continues to cover all trig functions, trig identities, solving trig equations, and D’Molvie’s Theorem. The course finishes the study of conic sections and introduces parametric equations, polar equations, vectors and matrices. The course provides practice in problem solving, critical thinking, and modeling as it aligns to the corresponding function. The course also extends the concepts done in statistics to further analyze and describe data sets. This is an advanced course, which reviews Algebra 2 and covers Trigonometry, vectors and limits.

(0317) +PROBABILITY AND STATISTICS Grades 11 – 12 Year

Prerequisite: A grade of C or higher in Algebra 2 is recommended. This is a one-year course; intended for students who have successfully completed a second-year course in algebra. The course introduces probabilistic and statistical concepts and their applications to real world statistical problems. This course will make use of the statistical capabilities of the graphing calculator to solve various problems. This is not an AP course but is a rigorous and comprehensive introduction to statistics.

(0300) TRIGONOMETRY Grades 10 – 12 Year

Prerequisite: A grade of C or higher in Algebra 2 or teacher recommendation. Trigonometry is a course that prepares students for Pre-Calculus. This yearlong course is designed for students who have already passed Algebra 2 but are not ready for the rigors of Pre-Calculus. The course embeds prerequisite Algebra 2 concepts while complementing and expanding the mathematical content and concepts of geometry as they relate to the study of trigonometry. Emphasis is on abstract thinking skills, the function concept, and the solution of problems in various content areas. Successful completion of this course will allow students to move on to either Pre-Calculus or Probability and Statistics.

PHYSICAL EDUCATION/HEALTH DEPARTMENT

Each student in the 9th grade is required to take Physical Education and Health. Students must complete an additional 10 units of Physical Education or an equivalent class in grade 10, 11, or 12. Classes are designed to give varied activities during each quarter. The instructional program includes learning skills, rules, strategies, safety factors, etiquette of various sports, team, dual and individual sports as well as developmental activities and physical fitness training.

Any student in a school-sponsored interscholastic athletic or pep program offered during a semester is exempt from regular physical education instruction and receives athletics credit. A student in athletics may take a P.E. class as an elective. However, only one of those P.E. grades can be used for eligibility.

NOTE: Credit in all PE and Athletics classes is earned quarterly (2.5 credits per quarter = 10 credits per year) with 20 credits in P.E. required to graduate from high school. PE grades are used to determine student eligibility for sports and other school activities, but not for the grade point average for university admission, honors recognition, and automobile insurance discounts.

Daily dressing is required. Students are required to dress for P.E. in suitable P.E. clothing according to state law. Excuses may be issued for non-participation only if a student is to be excused from an activity; a note from the parent or doctor must be given to the health office before class. Daily participation is vital to receiving credit for P.E. The state mandates at least 400 minutes of physical education every 10 school days in high school. Students with extended length of non participation days due to injuries, illnesses, or unforeseen circumstances may be removed from class and the course may be taken in future Quarter/Quarters.

Physical Education uniforms are recommended for all students enrolled in P.E. The uniform is a gray T-shirt and maroon shorts. Physical Education uniforms can be purchased through the Business Office. Prices are as follows: shorts \$12.00, t – shirts \$12.00

No pockets on any clothing will be allowed for safety precautions. Loose fitting or dangling jewelry is not permitted (Failure to comply results in a non-suit for that day). Lockers will be issued; students must supply their own combination lock. The school is not responsible for replacing lost/stolen items.

Physical Fitness Testing: All ninth and tenth grade physical education and athletic students (including Drill Team, P.E. Band, and Pep Squad) will be required to complete the Physical Fitness Test (“PFT”) battery of health related fitness items. The PFT will only be given once a year during the second semester.

(0373) BEGINNING DANCE

Grades 9 – 12

Quarter/Year

Prerequisite: None. No previous dance experience is necessary, but students are asked to participate in auditions in order to ensure each student is placed in the appropriate level class.

Beginning Dance is a one year course which will satisfy part of the Physical Education requirement for graduation. Students will explore concepts and techniques of dance. Included in these areas will be styles of movement, creative expression and choreographic skills. Students will also be asked to recognize the origins of dance in historical and cultural contexts. Viewing and evaluating dance work with written assignments are a part of this class. All students in Beginning Dance participate in one dance performance during the school year in which after school rehearsals may be required.

(0369) DRILL TEAM

Grades 9 – 12

Quarter/Year

Prerequisite: Audition & instructor approval. No previous dance experience is necessary, but is a bonus.

Selection for the Drill Team occurs in the spring before the school year. The Drill Team is a precision dance unit that performs at football games, rallies, basketball games, and indoor competitions throughout the area, including Knott's Berry Farm and Las Vegas. Additionally, the team performs at Disneyland. Members are expected to attend summer camp and participate in the summer athletic program. The team meets 5th period and practices after school. This is a yearlong sport and the expectation is that members are dedicated to the goals of the team.

(0235) (*0237) HEALTH/ONLINE HEALTH (0237 used for scheduling purposes) Grade 9

Semester

The course is designed to help students understand and develop the knowledge, skills, attitudes and behaviors that are critical to healthy living. Includes guest speakers for various topics concerning teenage health. This course is required to graduate and is required for all 9th grade students.

(0374) INTERMEDIATE DANCE

Grades 9 – 12

Quarter/Year

Prerequisite: Audition & instructor's approval

Intermediate Dance is a one-year course which will satisfy part of the Physical Education requirement for graduation. Students will continue to build on and explore concepts and techniques of dance that were introduced in Beginning Dance. Included in these areas will be styles of movement, creative expression and Choreographic skills. Students will also be asked to recognize the origins of dance in historical and cultural contexts. Viewing and evaluating dance work with written assignments are a part of this class. All dance students in Intermediate Dance participate in two-five dance performances during the school year in which after school rehearsals may be required.

(0376) PE BAND

Grades 9 – 12

Quarter/Year

Each participant must have a physical examination from a doctor, insurance, parent permission forms on file and clearance from the athletic director's office before he/she may participate. Each participant must meet District eligibility requirements.

(0381) PEP SQUAD

Grades 9 – 12

Quarter/Year

Prerequisite: To fulfill all requirements during spring tryouts and to be selected by qualified judges. Class period is used to learn and practice routines for performances at school sporting events and special activities and after school, practices are required and mandatory. Participants are responsible for individual uniform and camp expenses. Each participant must have a physical examination from a doctor, insurance, parent permission forms on file and clearance from the athletic director's office before he/she may participate. Each participant must meet District eligibility requirements.

(0384) PHYSICAL EDUCATION – COURSE 1 (PE9)

Grade 9

Quarter/Year

Program: All ninth graders must take ninth grade physical education unless he or she is participating in athletics, P.E. Band, Color Guard, or Pep Squad. Students will participate in two activities per quarter. All classes are coed. Ninth grade physical education classes may include the following activities: fitness and conditioning, badminton, tennis, flag football, wrestling, soccer, weight training, basketball, softball, volleyball, and track and field.

(0385) PHYSICAL EDUCATION – COURSE 2 (PE10 -12) Grades 10 – 12

Quarter/Year

Students must complete an additional 10 units of Physical Education or an equivalent class in grade 10, 11, or 12. Two years (or 8 quarters) of P.E. credit is required for graduation. Physical education is optional for students in grades 11 and 12 who have already completed the P.E. graduation requirement. The activities, which may be offered, include badminton, tennis, volleyball, weight training, softball, basketball and soccer.

(0382) WEIGHT TRAINING—Grades 10 – 12

Quarter/Year

Prerequisite: must have passed PE9 and/or athletics with a grade of “C” or better all 4 quarters of 9th-grade year, or have teacher approval.

Weight training is a co-educational activity offered to students who want to further their physical conditioning. Technical training and proper lifting fundamentals are taught. Students will learn to develop a personal work out program to fit his/her needs. Additional equipment is made available for the students to use and individualized programs are designed to help students progress. This course focuses on strength and muscle building. Total Body Workout will be instructed with music. Priority registration goes to 11th and 12th graders.

ATHLETICS

PHYSICAL EDUCATION ATHLETICS

Grades 9 – 12

Quarter/Year

Prerequisite: Students are recommended for this program by respective coaches. The courses involve participation in an interscholastic athletic program. Each athlete is responsible for seeing that his/her name is on the team roster submitted by the coach of that sport prior to scheduling. Students approved for a team will be placed in 6th period and remain in 6th period for the entire semester. Each athlete must have a physical examination from a doctor, insurance, parent permission forms on file and clearance from the athletic director’s office before he/she may participate. Athletes must meet CIF and District eligibility requirements (GPA above 2.0, nor more than one U). Once the student begins a sport, he/she is ineligible to participate in another sport until the initial season has ended.

Students are encouraged to participate in the Torrance High School Summer school athletic programs that are offered at Torrance High School.

FALL SPORTS

(0370) Boys’ Football

(0395) Boys’ Water Polo

(0368) Boys’ and Girls’ Cross Country

(0389) Girls’ Tennis

(0391) Girls’ Volleyball

(0399) Girls’ Golf

WINTER SPORTS

(0387) Boys’ Soccer

(0387) Girls’ Soccer

(0367) Boys’ Basketball

(0367) Girls’ Basketball

(0395) Girls’ Water Polo

(0392) Boys’ and Girls’ Wrestling

SPRING SPORTS

(0366) Boys’ Baseball (Tryouts held in winter)

(0388) Girls’ Softball (Tryouts held in early fall)

(0390) Boys’ & Girls’ Track (Tryouts held in winter)

(0399) Boys’ Golf (Tryouts held in late fall)

(0395) Boys & Girls’ Swimming

(0389) Boys’ Tennis (Tryouts held in late fall)

(0391) Boys’ Volleyball (tryouts held in late fall)

Because all 9th and 10th graders must be enrolled in physical education, **keeping statistics for a team is considered an aide position. It is a quarter class and does NOT count as a P.E. class.** Statisticians will not be enrolled in 6th period Athletics.

NCAA DIVISIONS I & II Eligibility Requirements

IF YOU ARE PREPARING TO PARTICIPATE IN COLLEGE SPORTS AT A DIVISION I OR DIVISION II SCHOOL you must register with the NCAA Eligibility Center at the beginning of your junior year.

Log on to www.eligibilitycenter.org Select "Prospective Student-Athletics." Then select "List of Approved Core Courses" on the left side of the screen. Follow prompts to select a school by name.

Division I (16 Core Courses)

- 4 years of English
- 3 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

Division II (16 Core Courses)

- 3 years of English
- 2 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

Please see your counselor for more information.

SCIENCE DEPARTMENT

Some Things to Consider When Recommending Students for Classes

- **Anatomy/Physiology and Anatomy/Physiology Honors** are biological sciences with no math prerequisites but are still rigorous courses.
- **Marine Science** is an interdisciplinary science with no math prerequisite but is still a rigorous course.
- **AP Biology and AP Chemistry:** These classes are second year courses. Students must have taken the 1st year of the courses as a prerequisite.
- **AP Environmental Science:** Students must have completed Chemistry 1.
- **AP Physics 1:** Students must have completed Chemistry 1
- **AP Physics 2:** Students selecting AP Physics 2 are encouraged to have earned grades of C or better in AP Physics 1 and B or better in Physics.
- All AP classes are college level courses and students are expected to take the AP examinations.
- **Earth and Space Science** is for grades 9-12 and is considered a “g” elective for the UC a-g requirement.

Ninth Grade Biology Pathway

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
	Biology/biology H Introduction to Engineering & Design (IED)*	Chemistry Chemistry H Physics	AP Chemistry AP Biology AP Environmental Science Physics/AP Physics Anatomy/Anatomy H Marine Science	AP Chemistry AP Biology AP Environmental Science Physics/AP Physics Anatomy/Anatomy H Marine Science

Accelerated Science Pathway

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Biology 1H	Chemistry Chemistry 1H Physics	Chemistry AP Chemistry Physics AP Physics 1 Anatomy/Anatomy H	AP Chemistry AP Biology AP Environmental Science Physics/AP Physics Anatomy/Anatomy H Marine Science	AP Chemistry AP Biology AP Environmental Science Physics/AP Physics Anatomy/Anatomy H Marine Science

((0405)+ANATOMY & PHYSIOLOGY (Biological Science) Grades 10 – 12 Year
Recommendation: Students selecting Anatomy & Physiology are encourage to have earned course grades of “C” or better in either 1) Biology or Chemistry or 2)

This demanding course is open to students interested in the branch of science that provides an extensive and detailed study of the numerous organ systems of the human body. This rigorous course explores an introductory understanding of anatomical structures and physiological interactions of the body. Students will be working with specific organ dissection and will include the systematic dissection of fetal pigs.

(0424) +BIOLOGY: The Living Earth (EL) [Biological Science] Grades 9 – 12 Year
(0412) +BIOLOGY: The Living Earth

This lab-based Next Generation Science Standards (NGSS) aligned course will explore standard biological and earth science concepts from a phenomena-based approach. Throughout the course, students build an understanding of life and how life changes over time in response to a changing environment--due to evolution and/or human impact. Students will view these phenomena through the lenses of concepts such as Energy and Matter (relationships in ecosystems, earth’s atmosphere) or structure and function (cells, mitosis and cancer, or evidence for evolution). This course satisfies the biological science graduation requirement for TUSD and meets one year of the UC/CSU requirements as a lab science.

Note Biology Recommendation:

- Students who choose Biology in the ninth-grade year must complete Chemistry or Physics to graduate from high school.

(0411) ★ +HONORS BIOLOGY: THE LIVING EARTH (Biological Science) Grades 8 – 10 Year

This course is aligned with the Next Generation Science Standards (NGSS) and explores various biological and earth science concepts using a phenomena and lab-based approach. Throughout the course, students build an in-depth understanding of living organisms through such concepts as Structure, Function and Growth, Energy and Matter, and Inheritance of Traits. Students will engage in critical thinking laboratory experiments as well as a number of application-based activities to demonstrate their mastery of the curriculum. This course is recommended for highly capable and motivated students. Students selecting this course should read at or above grade level and be mature enough to work independently. This course is more demanding than the general biology class and will require daily student preparation and study. This course satisfies the biological science graduation requirement for TUSD and meets one year of the UC/CSU requirements as a lab science.

(0414) ★ +AP BIOLOGY (Biological Science) Grades 10 – 12 Year

Prerequisite: Biology 1, Chemistry 1.

Recommendations: Students selecting AP Biology are encouraged to have completed Biology 1 and Chemistry 1 with a grade of A or Biology 1 Honors and Chemistry 1 Honors with a grade of B or better.

This standards based college level class is designed for capable highly motivated students. This course will prepare students for the Advanced Placement Test, which can have the potential of earning college credit. Students must be capable of working independently, because the course is rigorous, requiring daily student preparation and study. This course will prepare students to competency in the standards for the College Board.

(0472) +CHEMISTRY OF THE EARTH (Physical Science) Grades 9 – 12 Year

Recommendations: Students selecting chemistry are encouraged to have earned a grade of C or better in Biology. Chemistry of Earth is a laboratory, inquiry-based course emphasizing the student’s ability to demonstrate their knowledge of chemistry within the context of the Science and Engineering Practices outlined in the Next Generation Science Standards (NGSS). This course specifically examines the role of chemical properties and processes in driving the Earth System. Students should have a strong background in mathematics. Successful completion of Chemistry is a requirement for many colleges and universities and is recommended by all colleges.

(0418) ★+ HONORS CHEMISTRY OF THE EARTH (Physical Science) Grades 9 – 12 Year

Prerequisite: Biology: The Living Earth

Recommendations: Students selecting Chemistry Honors are encouraged to have earned a B or better in Geometry and earned an A in Biology, earned an A or B in Biology Honors, or earned an A in both semesters of both Physical Science of the Earth.

This class uses a university level textbook and is designed and recommended for capable and highly motivated students. Daily student preparation and study is required. Course content is rigorous and includes a great deal of mathematical problem solving. Students must be capable and willing to work independently. Chemistry Honors meets college entrance requirements for laboratory science.

(0439) ★ +AP CHEMISTRY (Physical Science) Grades 10 – 12 Year

Prerequisite: Current enrollment in Pre-Calculus or Calculus and completion of Chemistry 1/Chemistry 1 Honors. Recommendations: Students selecting AP Chemistry are encouraged to have earned an A in Chemistry 1 or an A or B in Chemistry 1 Honors. Students are also encouraged to have earned a B or better in Geometry. This course is rigorous, challenging and is designed to prepare students to take and pass the AP Chemistry exam. The class is equivalent to a college or university chemistry class and it meets college entrance requirements for laboratory science.

(0421/1421) +EARTH AND SPACE SCIENCE Grade 9-12 Year

(0425) +EARTH AND SPACE SCIENCE (EL)

This course is an overview of physical science with an emphasis on the earth and provides insight into the means by which scientific knowledge is acquired. This yearlong lab course is based upon the Next Generation Science Standards (NGSS) with a focus placed on developing abilities in problem solving through experimentation and concrete examples. Through the integration of chemistry and physics, students will study the birth of the universe, earth's place in the universe, dynamic earth processes, energy in the earth system, biogeochemical cycles, composition of the atmosphere, California geology, and climate change. This yearlong course is designed to meet the physical CSU requirements for Physical Science. This course is considered a "g" elective for the UC a-g requirement.

(0400) ★ +AP ENVIRONMENTAL SCIENCE (Physical Science) Grades 10 – 12 Year

Recommendation: Students selecting this course are encouraged to have earned grades of B or higher in either AP Biology and AP Chemistry or Biology 1, and Chemistry 1.

The advanced Placement Environmental Science Course is designed to be the equivalent of a one-semester introductory college course in Environmental Science. This interdisciplinary laboratory science course embraces the departments of geology, biology, environmental studies, chemistry and geography providing students the tools to examine, analyze, evaluate and possibly resolve natural and man-made environmental problems. This course is extremely rigorous and challenging and expects students to take the AP Environmental Science exam.

(0431) +MARINE SCIENCE A/B (Interdisciplinary Science) Grades 11 – 12 Year

Recommendation: Students selecting Marine Science are encouraged to have earned course grades of "C" or better in Biology and Algebra.

Marine Science is the science that deals with the dynamic processes of the oceans and seas. First semester coursework in this class includes examination of seawater, ocean floor and coastal features, and analysis of the interaction of atmosphere and sea, including analyses of currents, drifting organisms, and waves. Second semester coursework includes causes and analysis of tides, beaches and sand, and investigations of various marine ecosystems including the intertidal, kelp forest, coral reef, deep sea, and open ocean. All students participate fully in this activity-based program. Oceanography/Marine Biology.

(0473) +PHYSICS OF THE UNIVERSE (Physical Science) Grades 10 – 12 Year
Prerequisite: Completion of Biology: The Living Earth/Biology 1 Honors

Physics of the Universe is a Next Generation Science Standards (NGSS) aligned course where students build an understanding of major Physics concepts through the lens of Earth and Space Science phenomena. Students will learn about wave characteristics, Newton’s laws of motion, conservation of momentum, force fields, electricity, magnetism, and energy. The integration of engineering principles, coupled with a strong background in mathematics, will help students design, build, and improve upon current technologies, breaking down complex global problems into more manageable problems that can be solved.

(0441) ★ +AP PHYSICS 1 Grades 10 – 12 Year
Prerequisite: Geometry Co-requisite: Algebra II

AP Physics1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion), work, energy, and power. Twenty five percent of the instructional time will be spent in hand-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Each student will complete a lab notebook or portfolio of lab reports. AP Physics 1 is a full year course that is the equivalent of a first semester introductory college course in algebra-based physics.

✓ (0466) ★+AP PHYSICS 2 Grades 10 – 12 Year
Prerequisites: Students should have completed AP Physics 1 or a comparable introductory physics course and should have taken or be concurrently taking Pre-Calculus or an equivalent course.
Recommendation: Students selecting AP Physics 2 are encouraged to have earned grades of C or better in AP Physics 1 and B or better in Physics.

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students taking *AP Physics 2* will participate in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide them with opportunities to demonstrate the foundational physics principles and apply science practices. Such inquiry-based experiences provide opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. This course is extremely rigorous and challenging. Students enrolled in *AP Physics 2* are expected to take the Advanced Placement Test in May.

(0455) +PLTW AP COMPUTER SCIENCE PRINCIPLES Grade 10-12 Year
Prerequisite: Completion of Geometry. Co-requisite: Concurrent enrollment in Algebra 2 or above.

Computer Science Principles (CSP) is a yearlong course within the PLTW Engineering Pathway. It is a project/problem-based course where students work in teams to develop computational thinking as they solve open-ended, practical problems that occur in the real world. The course covers the College Board’s AP Computer Science Principles framework. CSP does not teach mastery of a single programming language but instead aims to develop computational thinking, to generate excitement about the field of computing and coding, and to introduce a variety of computational tools that foster creativity. In specific CSP projects and problems, students will create artifacts and writings associated with AP Computer Science Principles. This course meets the UC a-g’s “d” Science requirement.

(0505) ★ +AP UNITED STATES HISTORY

Grade 11

Year

This course is a two-semester, collegiate level course that provides students with an in-depth study of American history in preparation for the advanced placement exam in May. Throughout the year, students will go through an extensive, chronological study of the political institutions, foreign and domestic policies, social and economic changes, diplomacy and international relations and cultural and intellectual developments from the Pre-Columbian Era to the present. Students will identify significant changes and continuities, evaluate causes and effects, and analyze various individuals, concepts, and movements in the U.S. History. In order to demonstrate mastery of the content, students will be assessed in several ways including stimulus-based multiple-choice questions, short answer questions, long essay questions, and document-based questions. The Advanced Placement exam is expected to be taken.

(0477) +WORLD HISTORY A/B

Grade 10

Year

(0618) +WORLD HISTORY A/B, Sheltered

Grade 10

Year

In this course, students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with focus on study skills, and methodology used at the high school level. It continues with a connecting phase to the rise of democratic ideals and reviews past learning (ancient civilization, middle ages, etc.) The major thrust of the course, however, is world history, culture and geography from 1789 to the present (with emphasis on the 20th century). Close attention will be paid to the expansion of the west and the growing interdependence of people and cultures throughout the world.

(0503) ★ +AP HUMAN GEOGRAPHY

Grades 9 – 12

Year

The purpose of the AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. This class will follow the College Board course outline for AP Human Geography. Students employ spatial concepts and landscape analysis to examine human social organizations and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Some of the themes examined in the course include population, cultural patterns and processes, rural and urban development. These specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of Geography as a field of study. This course is designed to prepare students for the AP examination in Human Geography. The Advanced Placement exam is expected to be taken.

(0504) ★ +AP WORLD HISTORY

Grade 10

Year

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies.

This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. This course is designed to prepare students for the AP examination in World History. The Advanced Placement exam is expected to be taken.

SOCIAL SCIENCE ELECTIVE

(0483) +WORLD GEOGRAPHY A

Grades 9 – 12

Semester

This is an introductory course into world physical and cultural geography. Students learn about the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. Topics include basic physical geography and map-reading skills, regional geography and culture, and traditional roles foreign nationals play in the growth of American culture, current political, social and cultural concerns. *UC approved.

(0531) +PSYCHOLOGY A/B

Grades 10 – 12

Year

This course is designed to give students an introduction to the general field of psychology. Students will be exposed to both traditional psychology and the field of parapsychology. Among the topics, which may be covered, are perception, personality, motivation, emotions, learning, growth and development, ESP, dreams, sleep, and history of psychology. Psychology B provides opportunities for students to do specific, in-depth studies in the field of psychology. This course will focus on self-concept and self-image. Students will do extensive work on assertion training and the concept of Freedom.

(0534) ★ +AP PSYCHOLOGY

Grades 11 – 12

Year

A rigorous yearlong course in Psychology designed for qualified students who wish to complete studies in high school equivalent to an introductory college course in psychology. Course content includes units on history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotions, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The course is designed to prepare students for the AP Examination in Psychology. It will require outside research and extensive reading. The Advanced Placement exam is expected to be taken.

(0581) ★ + INTRODUCTION TO ADMINISTRATION OF JUSTICE HONORS Grades 11 - 12 Semester One

This one semester course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime and components of the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces, which have shaped those principles and approaches. Although justice structure and process are examined in a cross-cultural context, emphasis is placed on the United States justice system, particularly the structure and function of police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, sentencing, and incarceration policies. Students are expected to take Concepts of Criminal Law Honors during the second semester. Introduction to the Administration of Justice Honors counts a "g" elective on the UC a-g list.

(0579) ★+ CONCEPTS OF CRIMINAL LAW I HONORS

Grades 11 – 12

Semester Two

In this course, students examine the historical development and philosophy of law and its application to the criminal justice system. Topics covered include legal research, case law, classifications of crime, crimes against person and property, and crimes against the state. Prerequisites: Completion of Introduction to Administration of Justice Honors. Concepts of Criminal Law Honors counts as a "g" elective on the UC a-g list.

Civil Law in a Civil Society Honors is a one semester that trains students in the theory and hands-on experience required for real-world legal careers. Students will learn the basic elements of the various categories of civil law including: tort law, Constitutional Law, business law, contracts, real estate law, family law, wills, trusts, and estates. The students will learn the black letter law of each category within the context of the various documents and procedures associated with that law. Students will use analysis and research techniques to apply the black letter law to case studies and interpret these laws in the context of the modern world. Students will also evaluate the American civil court system, the role and function of civil law in American society, and fundamental concepts in American civil justice. Students are expected to take Advanced Civil Law Honors during the second semester. Civil Law in a Civil Society Honors counts as a “g” elective on the UC a-g list.

Advanced Civil Law Honors is designed to advance the legal skills of students who have completed the Civil Law in a Civil Society Honors, giving them the experience required for a career in the legal field. Students will advance their knowledge in the theories and practical application of civil law categories such as torts, Constitutional law, contracts, business law, real estate law, family law, wills, trusts, and estate law. Students will demonstrate their current knowledge of the "black letter law" while developing advanced preparations of real-world legal forms, court documents and filings, and client relations. Students will sharpen their legal research skills with case studies, writing concise legal briefs, and conducting client interviews. They will also learn how to negotiate and participate in Alternate Dispute Resolution (ADR) exercises. *Prerequisites:* Completion of Civil Law in a Civil Society Honors. Advanced Civil Law Honors counts as a “g” elective on the UC a-g list.

VISUAL AND PERFORMING ARTS

VISUAL ART

This program makes possible experiences in a variety of media and exposes students to the possibilities of applying their creative skills within the realm of vocational as well as recreational endeavors. Student projects will depend upon the equipment and materials that are available. Materials for Art Department classes are paid for in accordance with district policy.

(0007) +ART 1 (Art 1 is a yearlong class) Grades 9 – 12 Year

This class is designed as an entry-level high school art class. Students will be challenged with both two and three-dimensional projects using materials and concepts that will further their understanding of the visual arts. Projects will help the student in developing an awareness of how these concepts apply to past, present and future cultures. Realistic and abstract drawing styles, painting, sculpture, printmaking, weaving, paper machè and architecture are some of the areas investigated. Completion of this one-year course will meet the district VPA graduation requirement.

(0008) +ART 2 (Art 2 is a yearlong class) Grades 10 -12 Year

Prerequisite: Full year of Art 1 with a grade of “A” or teacher recommendation. Emphasis is placed upon composition and the process involved in developing the ability to create. Original works of art are pursued in various media. Students become aware of schools of art and investigate current developments and opportunities in art. Students will be expected to enter local art competitions and exhibitions.

(0009) +ART 3 (Art 3 is a yearlong class) Grades 11 – 12 Year

Prerequisite: Full year of Art 2 with a grade of “B” or better in Art 2 and teacher recommendation. Students will have the opportunity to develop a portfolio of works that they have created. Diversity of subject matter and media will be encouraged. Students will consider post high school options for application of their art interests, both academically and vocationally. Students will be expected to enter local art competitions and exhibitions.

(0010) +ART 4 (Art 4 is a yearlong class) Grade 12 Year

Prerequisite: Full year of Art 3 with a grade of “B” or better in Art 3 and teacher recommendation. Students will continue to improve their portfolio of work and explore the creative process in more depth. Students will be expected to enter local art competitions and exhibitions.

(0012) +BEGINNING CERAMICS A/B (Beg. Ceramics is a yearlong class) Grades 11 – 12 Year

This course develops creativity through the medium of clay. Students learn terminology and techniques for hand building, the potter’s wheel, and glazing. First semester students will learn the basic hand building techniques; pinch, coil, and slab. Second semester students will further develop all these techniques with an emphasis on form and sculpture. Students will also learn the basics of wheel throwing construction. Each semester will investigate ceramic’s relevance through history, science, culture, and contemporary applications.

(0003) +ADVANCED CERAMICS A/B (Adv. Ceramics is a yearlong class) Grade 12 Year

Prerequisite: One year of Ceramics A/B with a grade of “B”. This class will give the self-motivated student an opportunity to expand their knowledge and ability. Students will experiment with more complex combinations and forms. They will further explore glaze composition, applications, and firing techniques, gaining insight into the wide range of the material’s possibilities. This class will challenge the student’s creative potential as well as provide a supportive environment for scholarships, exhibitions, and regional to state recognition.

(0033)+PHOTOGRAPHY 1

Grades 11 – 12 Year

Introduction to basic concepts and techniques in photography. Students learn the working of the camera, how to take pictures creatively, develop film, print proofs and enlargements, take digital photos, edit using Pixlr, mount photographs, etc. Students receive both class, darkroom, and computer lab instruction. Assignments may include action, depth of field, still life, portraiture, night shots, etc. Students investigate vocational possibilities in the field of photography. Students must furnish a 35mm camera for their own use.

(0035) +PHOTOGRAPHY 2

Grade 12 Year

Prerequisite: One year of Photography 1 with grade of “B” or better and teacher recommendation. Students should have a working film and digital camera with the capability to change the shutter speed and aperture for more creative flexibility in taking pictures. Students will have the opportunity to expand their knowledge and ability in the developing process in the darkroom and editing digital images. Students will be required to enter local and community photo competitions. Students must furnish a 35mm camera for their own use. UC a-g approved.

DANCE

(0372) ADVANCED DANCE (UC “F” approval pending)

Grades 9 – 12 Year

Prerequisite: audition & instructor’s approval.

Advanced Dance is a one year course which will satisfy the Fine Arts requirement for graduation. Students will continue to build on and explore concepts and techniques of dance that were introduced in Beginning and Intermediate Dance. Included in these areas will be styles of movement, creative expression, choreographic and production skills. Advanced Dance concentrates on developing the student’s ability to create dances using a variety of sources as well as developing their individual technique level and endurance. Students are given the experience of working with spoken word, music, technology, props, etc. and the opportunity to develop knowledge and awareness of many different dance genres. In addition, Advanced Dance students learn basic stage technology for dance production and the art of teaching dance through many guided peer teaching assignments, mentoring and observations. Students will also be asked to recognize the origins of dance in historical and cultural contexts. Viewing and evaluating dance work with written assignments are a part of this class. All Advanced Dance students participate in two-five dance performances/productions during the school year in which after school rehearsals and fundraising participation will be required. Students in Advanced dance are also encouraged to participate in outside dance classes, camps, technique classes, and workshops to enhance their dance training.

(0334) BAND AB (COLORGUARD) (UC “F” approval pending)

Grades 9 – 12 Year

Open to any interested students BY AUDITION ONLY. No previous experience is necessary to audition. Teacher approval required for enrollment. The Colorguard is a dance based performance group that uses various types of equipment such as tall flags, rifles and sabres. In the fall, the Colorguard competes as part of the Marching Band. In addition, the Colorguard competes throughout Southern California in the winter and spring seasons. All students in COLORGUARD are also required to enroll in PE Band (see page 36). This course is currently pending review for UC “f” credit.

MUSIC

Participation in band, choir, or ensembles provides students with an opportunity to become involved with school and community activities and to learn qualities of leadership, responsibility and citizenship. This program provides an enrichment and appreciation that develops the whole student and lasts throughout their lives.

(0333) +ADVANCED BAND

Grades 9 -12

Year

Advanced Band is an entry-level high school performance course for students who are new to band or students entering high school from a middle school band program. The course is designed to develop students' instrumental music performance technique on a woodwind, brass or percussion instrument, including bass guitar. (NOTE – guitar and piano students will not be accepted. Students interested in those instruments should enroll in INTERMEDIATE INSTRUMENTS – PIANO, OR JAZZ BAND.) This includes reading basic notation and beginning music theory. Students who complete this course will meet the requirements for WIND ENSEMBLE, JAZZ BAND, and PERCUSSION ENSEMBLE. All students in Advanced Band are also required to enroll in PE Band. See requirements for this class below.

(0347) +WIND ENSEMBLE

Grades 9 – 12

Year

Open to all wind players by AUDITION only. Teacher approval required for enrollment. Requirements include basic knowledge of music theory and performance skills based on completion of Standards of Excellence, Book 2. Students enrolled in Wind Ensemble will be placed in a Chamber Ensemble – small performance groups of 3-5 students.

These ensembles will perform multiple times over the course of the year. In addition, all students in Wind Ensemble are also required to enroll in PE Band. See requirements for this class below. This is an approved UC a-g class.

(0346) +JAZZ BAND

Grades 9 – 12

Year

Open to all saxophone, trumpet, trombone, guitar, bass, piano, vibraphone and drum set players by AUDITION only. Teacher approval required for enrollment. Requirements include basic knowledge of music theory and performance skills based on completion of Standards Excellence, Book 2. Students enrolled in Jazz Band will be placed in the Jazz Band AND a Jazz Combo. All ensembles will perform multiple times over the course of the year. All students in Jazz Band are also required to enroll in PE Band. See requirements for this class below. This is an approved UC a-g class.

(0345) +PERCUSSION ENSEMBLE

Grades 9 – 12

Year

Open to all percussion players by AUDITION only. Teacher approval required for enrollment. Requirements include basic knowledge of music theory and performance skills based on completion of Standards of Excellence, Book 2. Students enrolled in Percussion Ensemble will be placed in a Chamber Ensemble – small performance groups of 3-5 students. These ensembles will perform multiple times over the course of the year. In addition, all students in Percussion Ensemble are also required to enroll in PE Band. See requirements for this class below. This is an approved UC a-g class.

(0376) PE BAND

Grades 9 – 12

Year

All band students are required to enroll in PE Band. Each of these groups will meet after school two or three times per week. Rehearsal schedules will be published at the beginning of the school year. After school, rehearsals are considered a class. Attendance at these rehearsals is mandatory for all students involved in that performance group. All school rules regarding absences and tardies apply to after school rehearsals. All Rehearsals are mandatory.

PEP BAND - Pep Band is MANDATORY for all students in PE Band, **including Colorguard members**. The Pep Band performs at home and away varsity football games, some home basketball games, rallies and other school functions throughout the year.

Marching Band - The Marching Band starts at band camp in August. Once school starts, Marching Band rehearses four times a week until Thanksgiving. The Marching Band performs at all varsity home football games, some varsity football away games, and most importantly field show tournaments. These are about 5 or 6 field show tournaments in October and November – all of them on Saturdays. The last tournament is championships and takes place the weekend before Thanksgiving. Students in the Marching Band will be required to attend all of these events. This group is open to all interested students, no experience is necessary. Marching Band is not required, it is optional. Only PE Band is mandatory. (SEE ABOVE)

Groups that require an audition:

Symphonic Winds – Symphonic Winds will rehearse twice per week starting in January. Auditions will take place during December. Symphonic Winds is similar to an orchestra but with no string instruments (violin, viola, cello, bass). All instrumentalists (woodwinds, brass, and percussion) are required to audition for Symphonic Winds, which performs two to three concerts per year.

Drumline – This group performs as part of the Marching Band in the fall season. After the fall season, the Drumline adds new members who want to join and compete independently during the winter and spring (from December through April). Drumline is by audition, but no experience is necessary.

Colorguard – The Color guard is a dance-based group that uses various types of equipment such as tall flags, rifles, and sabres as part of their routine.

In the fall, the Colorguard competes as part of the Marching Band. In addition, the Color guard competes extensively in the spring at tournaments throughout Southern California. Membership is by audition but no experience necessary.

(0354)+INTERMEDIATE INSTRUMENTS Grades 9 – 12 Year
This yearlong course is designed to teach students to play beginning level piano, guitar, bass, or strings. No prior musical experience is necessary. Students should have a strong desire to practice their instruments on a daily basis. Students will learn the physical “hands on” playing of the instrument as well as basic music theory (scales, chords, rhythm, etc.), appropriate songs and music history. Students will work daily in our piano lab with piano/keyboards and computers. This class fulfills the “Fine Arts” graduation requirement for California State University and University of California schools.

(0339) +ADVANCED CHOIR (Troubadours) Grades 9 – 12 Year
Admission by instructor approval and audition only. This class provides advanced students with more difficult vocal techniques, close harmonies, and advanced music literature in various styles. This is a performing troupe for festivals, competitions and other activities, which requires special costuming and travel to other communities. Students must maintain eligibility. This class fulfills the “Fine Arts” graduation requirement for California State University and University of California schools.

(0338) +CHOIR Grades 9 – 12 Year
Open to all students interested in singing, no audition necessary. Class stresses voice development and proper vocal conditioning, learning to sing in harmony and reading music. Students are introduced to a variety of music. This is a performing troupe for concerts and other activities, which may require special costuming and travel to other communities. Students must maintain eligibility. This class fulfills the “Fine Arts” graduation requirements for California State University and University of California schools.

THEATRE ARTS

The Theatre pathway consists of three courses completed over a three year period. [Click here](#) to view the informational flier.

Course 1	Course 2	Course 3
Beginning Theatre (<i>Intro Course</i>)	Intermediate Theatre (<i>Concentration Course</i>)	Advanced Theatre (<i>Capstone Course</i>)

(0112) + BEGINNING THEATRE

Grades 9 – 12

Year

Beginning Theatre is the 1st-year introductory course in the Performing Arts Professional Theatre CTE pathway and is designed to introduce students to all aspects of theatre production. In the yearlong course, students will learn basic knowledge of the stage, playwriting, and exploration of the actor's tools: movement, voice, and imagination, theatre appreciation, the theatre production process, improvisation, as well as the role of the director and designer in the production process. Students will learn basic acting techniques and perform monologues, scene work and one-act plays. They will also receive instruction in musical theatre that will concentrate on acting, singing and dancing. Students will be expected to perform in the final Theatre Arts showcase that takes place at the end of semester 2.

(0113) + INTERMEDIATE THEATRE

Grades 10 – 12

Year

Prerequisite: A grade of "B" or better in both semesters of Beginning Theatre and/or teacher recommendation.

Intermediate Theatre is the 2nd-year concentrator course in the Performing Arts Professional Theatre CTE pathway where students are given the opportunity for actual experience through performance.

In this yearlong course, students will advance their skills in the various elements of theatre including acting, directing, playwriting, and design. Students will explore various techniques in acting, directing, playwriting and apply them to monologues, scenes, and one-act plays that will be produced for an audience. Students will be expected to participate in various THS productions such as LAB (student written production), *Night of Broadway*, *One: 1-act festival*, *Java Drama*, *Theatre for Young Audiences*, *Night of the Arts*, and *Scenefest (Theatre Arts Showcase)*, as well as other outside festivals and competitions, which will include time after school. Students will also be enrolled in Period 7 Stage Tech. Participation in THS Theatre organizations such as Club Theatre and Thespian Society are highly encouraged. This course is designed for students that wish to further their theatre experience, in preparation for Advanced Theatre. After school rehearsal hours are required during production weeks.

(0115) + ADVANCED THEATRE

Grade 12

Year

Prerequisite: A grade of "B" or better in both semesters of Intermediate Theatre and/or teacher recommendation and audition. Advanced Theatre is the 3rd-year capstone course in the Performing Arts Professional Theatre CTE pathway, in which the major emphasis is to provide for the continued growth and development of the students' acting, playwriting, directing, and design skills through hands-on approach to theatre. Advanced theatre will emphasize artistic perception and creative expression, and will promote understanding of aesthetics, historical and cultural awareness, and the interconnections of the arts and other disciplines.

Through creating theatre, students will grow in their ability to comprehend the world and to communicate with others. Through acute physical and vocal and movement exercises, improvisation, devising, behavioral studies, scene-study, and script analysis, all students will continue to develop and refine their skills which will be applied directly to their work. Advanced theatre students will also be expected to complete a capstone project, applying their leadership skills in one of the various elements of theatre such as playwriting, directing,

producing, and designing. Students will be expected to participate in various THS productions such as *LAB: student written production; Night of Broadway, ONE: 1-act festival, Java Drama, Theatre for Young Audiences, Night of the Arts, and Scenefest (Theatre Arts Showcase), and other outside festivals and competitions which will include time after school.* Students will also be enrolled in Period 7 Stage Tech. Students will also be expected to take a leadership role in THS Theatre organizations such as Club Theatre and Thespian Society. Advanced Theatre can be repeated for elective credit. After school rehearsal hours are required during production weeks.

(0084) STAGE TECH

Prerequisite: Audition and/or interview and teacher recommendation.

Stage Tech is a play production class. It is offered in the 7th period and runs on a non-traditional schedule. All students must complete 80 hours of class time in order to earn credits for the semester. This course provides students a hands-on experience of mounting a theatre production, including choosing the material, the audition and interview process, rehearsals and design process, to performance and running of the front of house. Students will gain experience in both Technical Theatre and Performance Theatre. Tech students will learn aspects of personnel management, publicity, stage management, and design elements such as scenic, lighting, sound and costumes. Performance students will learn auditioning techniques, character development, time management, rehearsal techniques, methods of acting, directing techniques, as well as voice and movement for the actor. At the end of the course, students will be able to manage the theatre both back and onstage in addition to presenting a full-length production of a straight play or musical.

WORLD LANGUAGES DEPARTMENT

Two consecutive years of the same language are required for university entrance and three years are recommended. However, foreign language classes are electives and are NOT required for high school graduation. Many activities and classroom materials are used in the teaching of foreign languages. History, literature and other cultural contributions are a part of these courses. **Classes are academically rigorous and require daily homework and student preparation.** Level 1 Foreign Language classes are recommended for students with strong Math and English Language Arts skills. Tests are oral and written. AP Classes: To enroll in Spanish Language and Culture AP or Japanese Language and Culture AP, a student must complete the corresponding language 3rd or 4th year course level with a grade of "B" or higher.

(0209) +JAPANESE 1	Grades 9 – 12	Year
(0228) +KOREAN 1	Grades 9 – 12	Year
(0218) +SPANISH 1	Grades 9 – 12	Year

Japanese 1, Korean 1, and Spanish 1 involve periods of intensive oral drill and practice intended to develop the ability to learn language sounds accurately and to imitate them without distortion. The student learns to carry on simple conversations and to understand directions concerning the classroom and its activities. The student studies vocabulary and grammar by reading, writing, listening and speaking, and learns sentence patterns through drills in the classroom. Native Japanese and Korean students may test into a higher level if they are interested in taking Japanese and Korean. Homework is assigned daily.

(0205) +SPANISH FOR SPANISH SPEAKERS A/B

Requirement: Student must be a fluent Spanish speaker.

This course is designed specifically for native, heritage or other speakers of Spanish and who already have oral language proficiency. The purpose of this course is to enable students whose language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts for a variety of audiences including the family, school and community. Students will learn basic concepts of literary analysis and how to use them to interpret authentic works of literature. Students will learn to correct orthography and grammar, practice writing paragraphs, letters, short stories and short essays to improve their written expression. The course will allow students to explore cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language, as well as other languages to be acquired.

(0210) +JAPANESE 2	Grade 9 – 12	Year
(0229) +KOREAN 2	Grade 9 – 12	Year
(0220) +SPANISH 2	Grade 9 – 12	Year

Prerequisite: Completion of the 1st year of the language with a grade of "C" or better. Japanese 2, Korean 2 and Spanish 2 provide experience to increase speaking, understanding, reading, and writing ability in the language as it is used in its culture. The life and customs of the people are studied and increased knowledge of language structure is emphasized. Native Japanese and Korean students may test into a higher level if they are interested in taking Japanese and Korean. Homework is assigned daily.

(0225) +SPANISH FOR SPANISH SPEAKERS C/D

Requirement: Completion of Spanish for Spanish Speakers A/B with a "C" or better.

The purpose of this course is to further advance Spanish speakers in their communicative and literacy skills. It is a fast-paced course taught entirely in Spanish. After completing this course, the students are expected to demonstrate proficiency in their reading, writing, speaking, listening, grammar, and orthography skills.

Students will have read and studied various elements of Spanish and Latin American literature and literary genres. Students will also have studied and produced different types of writing pieces. Students will have reviewed and learned advanced grammar structures such as the future, conditional, compound tenses, subjunctive moods, etc. Students will demonstrate a better understanding of orthography and accents.

Students will have increased their cultural knowledge by learning the geography, brief history and cultural elements of different Spanish speaking countries and famous Spanish speaking people. This class incorporates AP Exam practice activities to ease the transition into the AP Spanish Language & Culture class. Such as reading comprehension activities with multiple-choice questions, persuasive essays, formal emails, incorporation of the three communicative skills (interpretation, interpersonal and presentational) and the six themes; Global Challenges, Science and Technology, Beauty and Aesthetics, Families and Communities, Public and Personal identities and Contemporary Life.

(0211) +JAPANESE 3	Grades 10 – 12	Year
(0230) +KOREAN 3	Grades 10 – 12	Year
(0222) +SPANISH 3	Grades 10 – 12	Year

Prerequisite: Completion of the 2nd year of the language with a grade of "C" or better. Third year classes offer reading for comprehension of functional grammar, videos in the native language are also incorporated into the course, and improvement of written and oral expression. Native Japanese and Korean students may test into a higher level if they are interested in taking Japanese and Korean. Homework is assigned daily.

(0175) ★ +KOREAN 3 HONORS	Grades 9 – 12	Year
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Prerequisite: Completion of Korean 2 with grades of "B" or higher is recommended.

Korean 3 Honors focuses on mastery of high-intermediate level reading, writing, listening, and speaking as well as the further development of cultural literacy. These language skills will be developed through the study and use of authentic materials, which will extend from everyday exchanges to literary texts and real-life experiences beyond the classroom setting. Students in Korean 3 Honors will have opportunities to participate in interpersonal, interpretive and presentational communication, experience products and practices, and acquire knowledge and new perspectives.

(0223) ★ +SPANISH 3 HONORS	Grades 10 – 12	Year
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Prerequisite: Completion of Spanish 1 & 2 with grades of "B" or better is recommended.

Spanish 3 Honors is a fast moving class taught almost entirely in Spanish. Class Activities, including explanations and directions, will be conducted in Spanish at an accelerated pace. Authentic resources including online print, audio and audiovisual resources will be used. Reading selections are advanced in both language and literary content. Completing and presenting both group and independent projects are integral parts of the program. The ability to work independently and the desire to advance in all areas of the language are essential. Homework is assigned daily.

(0231) +KOREAN 4	Grades 11 – 12	Year
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Prerequisite: Completion of the 3rd year of the language with a grade of "C" or better. Fourth year classes emphasize the student's ability to speak, understand, read, and write in the language. Students need a good understanding of vocabulary and grammar. Works of acclaimed authors are read. The ability to work independently and the desire to advance in all areas of the language are essential. Work will be upper high school level and homework is assigned daily.

(0253) ★ +KOREAN 4 HONORS

Grades 11 – 12

Year

Korean 4 Honors will provide advanced practice in reading and writing Korean. This includes extensive use of Hangeul as well as the strengthening of previously learned Hancha (Chinese character writing) and the learning of new Hancha. Small group conversations will strengthen conversation skills and confidence in speaking the language. While further developing listening, comprehension and writing skills, the course will provide advanced studies in Korean literature and develop a better understanding of the culture of Korea. Additionally, students will be able to read, critique and analyze a variety of reading materials, and utilize them when writing research papers and completing various independent projects.

The goal of this course is to enhance the students' fluency in everyday conversation as well as in the reading and writing of Korean.

This course is intended to meet both the University of California and the California State University requirements as an advanced foreign language. Homework is assigned daily.

(0232) +KOREAN 5

Grades 11 – 12

Year

(0254) ★ +KOREAN 5 HONORS

Grades 11 – 12

Year

Korean 5 Honors will provide advanced practice in reading and writing Korean. This includes extensive use of Hangeul as well as the strengthening of previously learned Hancha (Chinese character writing) and the learning of new Hancha. Small group conversations will strengthen conversations skills and confidence in speaking and listening. While further developing listening, comprehension and writing skills, the course will provide advanced studies in Korean literature and develop a better understanding of the culture of Korea.

Additionally, students will be able to read, critique and analyze a variety of reading materials, and utilize them when writing research papers and completing various independent projects. The goal of this course is to enhance the students' fluency in everyday conversation as well as in the reading, writing and translating of Korean at a level for independent survival. This course is intended to meet both the University of California and the California State University requirements as an advanced foreign language.

(0256) ★ +AP JAPANESE LANGUAGE AND CULTURE Grades 11 – 12 Year

Prerequisite: Japanese 3 or Japanese 4 with a grade of "B" or higher is recommended. Advanced Placement Japanese Language and Culture is intended for students who wish to develop their proficiency in all four-language skills: listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Japanese-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing.

The AP Japanese Language and Culture examination will be appropriate for students who have completed the equivalent of approximately 300 hours of instruction at the college level. The course and exam will incorporate Japanese cultural information within the teaching of reading, writing, and speaking the language. The course and exam will be grounded in the "Standards for Japanese Language Learning" found in Standards for Foreign Language Learning in the 21st Century. At the end of the course, students are expected to take the Advanced Placement examination in Japanese.

(0189) ★ +AP SPANISH LANGUAGE AND CULTURE Grades 11 – 12 Year

Prerequisite: Spanish 3 or 3 Honors or Spanish 4 or Spanish for Spanish Speakers C/D with a grade of "B" or higher is recommended.

The AP Spanish Language and Culture course is a rigorous course taught entirely in Spanish. This course is intended for students who wish to develop their proficiency across the three modes of communication: interpersonal, interpretive and presentational. The course will focus on six central themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, as well as Beauty and Aesthetics. Students in this level are encouraged to take the AP Spanish Language & Culture exam.

Authentic resources including online print, audio, and audiovisual resources; traditional print resources that include literature, essays, and magazine and newspaper articles; a combination of visual/print resources such as charts, tables, and graphs are integrated into the course all with the goal of providing a diverse learning experience. Students communicate using rich advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course will demonstrate an understanding of the culture (s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (communities).

(0670DCC) ★ SLAN 111: AMERICAN SIGN LANG I Grades 10-12 Semester

This [dual enrollment course](#) is a beginning level course, taught within the context of deaf culture, and introduces students to signing and comprehending elementary American Sign Language (ASL). Through a visual-gestural approach and multimedia activities, students develop basic vocabulary and grammar that deal with everyday topics. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. Note: This course is comparable to two years of high school sign language.

*Freshman may be enrolled in this course on a case-by-case basis.

(0671DCC) ★ SLAN 112: AMERICAN SIGN LANG II Grades 10-12 Semester

Prerequisite: SLAN 111

This [dual enrollment course](#) is a continuation of the study of American Sign Language (ASL) and deaf culture. Focusing on ASL structure and grammar used by native signers, students will develop fluency at the intermediate level. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. Note: This course is comparable to two years of high school sign language.

*Freshman may be enrolled in this course on a case-by-case basis.

(0214DCC) ★ CHIN 1: ELEMENTARY CHINESE I Grades 10-12 Semester

This [dual enrollment course](#) introduces and develops students' skills for language acquisition in listening, speaking, reading, and writing Mandarin Chinese. Students also are introduced to the cultural background of the language. Technological support and tutorial services enhance the course. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. This course will be taught synchronously online and students are expected to complete some tasks asynchronously. Note: This course is comparable to two years of high school Chinese.

*Freshman may be enrolled in this course on a case-by-case basis.

(0260DCC) ★ CHIN 2: ELEMENTARY CHINESE II Grades 10-12 Semester

Prerequisite: CHIN 1

This [dual enrollment course](#), taught within the context of Chinese culture, is a continuation of the study of elementary Mandarin Chinese through intensive practice in listening, speaking, reading, and writing. Students improve their oral communication skills and extend their study of the basic grammar, vocabulary, and Chinese characters. Technological support and tutorial services enhance the course. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. This course will be taught synchronously online and students are expected to complete some tasks asynchronously.

*Freshman may be enrolled in this course on a case-by-case basis.

ADDITIONAL OFFERINGS

(0459) ★ +ACADEMIC DECATHLON Grades 9 – 12 Semester/Year
(By selection) The Academic Decathlon class prepares potential competitors for the yearly regional and statewide competition. By studying and researching 10 different subject areas in depth, students develop their research, writing, speaking, and studying skills. The summer class is highly recommended for those who wish to be considered for the fall competition. Opportunities exist for all GPAs and all grade levels. Maybe repeated for honors-level credit.

(0452) OFFICE AIDE A Grades 10 – 12 Quarter

(0450) LIBRARY PRACTICE Grades 10 – 12 Quarter

(0448) CLASS AIDE Grades 10 – 12 Quarter

Requires teacher/office recommendation. This program enables students to act as Class Aide to departments or teachers. Students will assist teachers by running errands and performing appropriate classroom tasks. Students may not receive more than ten (10) credits of aide course work towards graduation. Students may not enroll in more than one aide course in a given semester. Students must have a minimum 2.0 GPA.

(0449) LEADERSHIP A/B Grades 9 – 12 Semester

(By election) Leadership A/B is for elected student council members. Student government, parliamentary procedure, and the organization and running of the co-curricular program are key elements of Leadership A. Students will have the opportunity to develop speaking and writing skills, organizational skills, and to gain confidence and poise. Service to the community, school, and peers is stressed.

OTHER ELECTIVE COURSES

(0627) SOUTHERN CALIFORNIA ROC 1-4 pm

(0628) SOUTHERN CALIFORNIA ROC 4-7 pm

(0653) SOUTHERN CALIFORNIA ROC 7-10pm

Students and parents should be aware of changes in the SoCal ROC program and how credits are issued. Classes are offered in a variety of time blocks beginning with 12:45-3:45 and there are several programs offered after 3:00 pm. Credits for each class are published in the semester schedules. Students may earn between 5 – 10 credits for a semester long class. If credits are a concern, please pay close attention to the number of credits awarded to successful completion of the class you chose. A parent and counselor's signatures are required for registration. Registration for SoCal ROC classes ends after the first few days of the new semester. In many cases, classes fill early depending on demand. Early registration is recommended.

TORRANCE HIGH SCHOOL
Honors/AP Program Information

GATE/Honors Coordinator
 AP Coordinator

Don Glavich ext. 8017
 Kelsey Jimerson ext. 8150

District Philosophy

The Torrance Unified School District is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses. All students who are willing to accept the challenge of a rigorous academic curriculum and meet course prerequisites...shall have equal access to Advanced Placement and Honors courses.

Necessary Guidance to Help Students Make Appropriate Course Choices

It will be important to help students make appropriate course choices without placing restrictions on what courses they are permitted to take. To that end, we have designed a guidance and course selection process from February through June intended to help students and parents determine if enrollment in an Honors or Advanced Placement course is appropriate. The emphasis will be on making sure students and parents are aware of the goals of Honors and Advanced Placement courses, the workload in these classes, and the expected performance level for students in these courses. Students and parents will be able to weigh the input of the teachers and counselors with the rigors of the courses and determine if they wish to accept the challenges of Honors or Advanced Placement courses.

Student Commitment to Honors Programs

In addition, students will be asked to commit to at least a full year of enrollment in these courses. Students in these courses will be evaluated at the semester. It is our belief that in choosing to enroll in advanced courses that students must also commit to the higher expectations in these courses. Students with failing grades may be removed from the course without honors or Advanced Placement credit.

What is the difference between AP and Honors?

Both levels are rigorous courses of study. However, AP courses are designed and updated annually to reflect what is being taught in cutting-edge college courses. Students receive an external evaluation by means of the AP exam. College faculty from around the world will score the exam and verify that the student has mastered college-level studies.

Torrance High School offers the following Honors and Advanced Placement courses:

Honors	Advanced Placement
Geometry Honors	AP English Literature and Composition
Algebra 2 Honors	AP English Language and Composition
Anatomy and Physiology Honors	AP Pre-Calculus
Biology 1 Honors	AP Calculus AB/BC AP Computer Science
Chemistry 1 Honors	AP Statistics
English 1 Honors	AP Biology AP Chemistry
English 2 Honors	AP Environmental Science

Spanish 2 Honors	AP Physics 1 & 2
Spanish 3 Honors	AP Government & Politics
Korean 4 Honors	AP Macroeconomics
Korean 5 Honors	AP US History
Academic Decathlon	AP World History
Intro. To Administration of Justice Honors	AP Psychology
Concepts of Criminal Law 1 Honors	AP Spanish Language and Culture
Civil Law in a Civil Society Honors	AP Japanese Language and Culture
Advanced Civil Law Honors	AP Human Geography

Honors Program

Each course of study in the Torrance High School Honors Program is designed to meet standards of scholarship and academic achievement that are a substantially higher level than a student is expected to attain in a regular course of study. Each course of study in the Honors Program must meet the following criteria:

- Prepare students for Advanced Placement.
- Have established prerequisites that include designated levels of appropriate performance.
- Have distinctive features in terms of extended contents and additional workload that set it apart from regular high school courses in the same subject.

Advanced Placement Courses

1. AP courses give students a head start on college.
2. College credit can allow you to move into upper-level College courses sooner.
3. Stand out in the admissions process.
4. Earn academic scholarships and awards.
5. Experience a college-level test.
6. AP classes qualify for the honors grade point, which is recognized at University of California.
7. AP classes demand a high standard of teaching.
8. Students who take AP courses and exams are much more likely than their peers to complete a Bachelor's degree in four years or less.

CONSIDERATIONS FOR AP COURSES

- All AP courses require serious academic commitment.
- These are college level courses and students will be expected to meet the expectations of the teacher.
- AP students will pay for each exam they take. (Current cost - \$95.00)
- The AP Tests are approximately 3 hours long and are administered over a two-week time period during mid-day.
- Students are expected to take the exam (s) for each corresponding enrolled course.

Are You Ready For Honors?

Each year Torrance Unified School District offers students the opportunity to take classes at the local high school as a way to advance in various subject areas. Although these classes are quite demanding, most students who attend these classes are successful. This questionnaire is designed to help students and their parents decide whether these classes are appropriate to take. Please answer the questions honestly and discuss the results with your parents. The more informed your decision is, the more successful you will be.

- Are you INTERESTED in this subject?
- Do you ALWAYS complete all your homework and turn it in ON TIME?
- Do you have GOOD STUDY HABITS—find time each day to study even if you don't necessarily have homework?
- Are you MOTIVATED by a challenge and have the PERSEVERANCE to complete a task even if it is very difficult?
- Do you take RESPONSIBILITY for your work—go above and beyond what's expected, participate in class, very attentive in class?
- When problems arise, do you SEEK HELP from others?
- Are you SUCCESSFUL in all of your classes, even those that seem less interesting?

Look carefully at the key words here and rate yourself. If you can honestly answer yes to each question then you are probably well suited to enter this program. If you answered “**maybe**” or “**no**” to some of these questions, you may wish to wait a year and work on those habits to improve them and then apply for these classes later during your high school career. Remember that each student has individual strengths and weaknesses. Several of these reasons are not based on student interest or ability and may reflect that you are not quite ready for these courses. Please do not rank yourself against others. You are the person who will attend the class. You must complete the assignments and you alone will take the tests.

SEQUENCE OF COURSES

The following courses offered in the five subject areas are listed in sequential order and show how a student would progress through Torrance High School's four-year Honors/AP program:

MATH:

Geometry Honors (8-10)

Algebra 2 Honors (9-11)

AP Pre-Calculus (formerly Pre-Calculus Honors (10-12)

AP Calculus – AB &/or BC (11-12)

AP Statistics (11-12)

SCIENCE:

Biology 1 Honors (8, 9, 10)

Chemistry 1 Honors (9-11)

Chemistry AP (10-12)

Anatomy & Physiology Honors (10-12)

AP Biology (10-12)

AP Environmental Science (10-12)

AP Physics (10-12)

Project Lead the Way

PLTW AP Computer Science Principles

SOCIAL SCIENCE:

AP Human Geography (9-10)

AP World History (10)

AP US History (11)

AP Government/Macroeconomics (12)

AP Psychology (11-12)

Introduction to Administration of Justice H (11-12)

Concepts of Criminal Law Honors (11-12)

Civil Law in a Civil Society Honors (11-12)

Advanced Civil Law Honors (11-12)

ENGLISH:

English 1 Honors (9)

English 2 Honors (10)

English Language AP (11)

English Lit AP (12)

WORLD LANGUAGES:

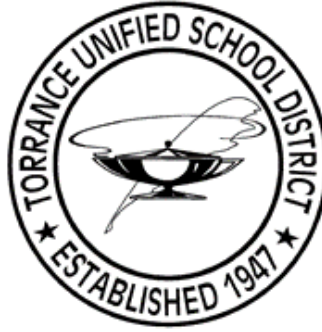
Korean4/5 Honors (varies)

Spanish 2 Honors (9-11)

Spanish 3 Honors (10-12)

AP Spanish Language & Culture (11-12)

AP Japanese Language & Culture (11-12)



HONORS/ADVANCED PLACEMENT COURSE COMMITMENT FORM

Student Name _____ Grade _____

Student I.D. Number _____ School TORRANCE HIGH

Honors Course(s) Selected

Advanced Placement Course (s) Selected

- I am aware that the Honors and Advanced Placement (AP) courses are rigorous and demanding and I believe that I have the necessary academic background, commitment and motivation to succeed.
- I understand that Advanced Placement (AP) courses are equivalent to freshman-level courses at an American University and at the conclusion of an Advanced Placement course; I will have the opportunity to take the corresponding Advanced Placement exam.
- I am prepared to make a commitment to stay in the class for one year and I am aware that my grade will be part of my permanent high school record.
- I recognize that success in these courses require that I may need to sacrifice school-sponsored and community activities, especially those that require me to miss school or require evening hours.
- I am aware that summer homework is required in Honors/Advanced Placement courses and becomes part of my fall semester grade.
- I have discussed my decision for Honors/Advanced Placement classes with my teacher, counselor and parents.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____