

# Harbor High School Course Catalog



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## Table of Contents

<b>DEPARTMENT COURSES</b>	<b>PAGE</b>
High school graduation and college/university entrance requirements .....	3
Course Pathways .....	4-7
Honors/AP Program.....	8
Requisitos De Graduación De La Preparatoria Y Universidad, Plan De Curso Académico Estudiantil Por Departamento, y El Programa de Clases Avanzadas .....	9-15
How to Read the Course Descriptions.....	16
Course Descriptions by Department .....	17
Social Studies.....	17-19
English and English Language Development (ELD).....	19-24
Math.....	24-26
Science.....	27-29
World Language.....	29-31
Physical Education.....	32-33
Visual and Performing Arts.....	33-36
Applied Arts.....	36-37
Special Education.....	37
General Electives.....	38-40
AVID.....	40-41
Career Technical Education Program.....	41-46

## HIGH SCHOOL GRADUATION AND COLLEGE/UNIVERSITY ENTRANCE REQUIREMENTS

Subject	SCCS High School Graduation Earn 230 Credits Must pass Math 1	A-G University/College entrance requirements  Must earn a grade of "C" or higher
Social Studies	3 years	A. 2 Years
English	4 years	B. 4 Years
Math	2 Years	C. 3 Years (4 recommended)
Science	2 Years	D. 2 Years Lab Science  (3 recommended)
World Language	none	E. 2 Years (3 recommended)
Fine Art/Visual Performing Arts	1 year	F. 1 Year
Fine Art, Applied Art, or World Language	1 year	G. Elective 1 Year of any A-G course
Health and Applied Art	½ year each	none
Physical Education	2 years	none

## Course Pathways by Department

### English Department Courses

Course Descriptions are online at [hh.sccs.net](http://hh.sccs.net)

\*A-G course

4 years required for graduation

4 years required to meet a-g

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

### English Learner Pathway

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

## Math Department Courses and Pathway

Course Descriptions are online at [hh.sccs.net](http://hh.sccs.net)

\*A-G Course

2 years required for graduation; Integrated Math 1 and Integrated Math 2 required for graduation

3 years required to meet a-g; Integrated Math 3 required to meet a-g  
Grades of C or higher are required to advance on the math pathway

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Integrated Math 1	Integrated Math 2	Integrated Math 3 or Int. Math 3/ Pre-Calculus	PreCalculus or PreCalculus Honors
Integrated Math 2		PreCalculus Honors	AP Calculus AB or AP Statistics
	Integrated Math 3 or Int. Math 3/ Pre-calculus	AP Calculus AB or AP Statistics	AP Calculus AB or AP Statistics

## Science Courses and Pathway

Course Descriptions are online at [hh.sccs.net](http://hh.sccs.net)

\*A-G Course

2 years required for graduation

2 years required of to meet a-g

3 or more years highly recommended for college admission

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Integrated Science	Biology	Physics, AP Physics 1 or Chemistry	Chemistry, Physics, AP Physics 1, AP Biology, or AP Chemistry
Biology	Physics, AP Physics 1 or Chemistry	Chemistry, Physics, AP Physics 1, AP Biology, or AP Chemistry	Chemistry, Physics, AP Physics 1, AP Biology, or AP Chemistry

## Social Studies Department Courses

Course Descriptions are online at [hh.sccs.net](http://hh.sccs.net) \*A-G Course

3 years required for graduation

2 years required to meet a-g

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Geo-Literacy	World History*	US History*	US Government* Economics*
	<i>or</i>	<i>or</i>	<i>or</i>
	AP World History*	AP US History*	US Government Honors*

## World Language Pathway

Course Descriptions are online at [hh.sccs.net](http://hh.sccs.net)

\*A-G Course

0 years required for graduation

2 years required of to meet a-g

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

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Spanish 1	Spanish 2	Spanish 3	AP Spanish
Spanish for Spanish Speakers 3	Spanish for Spanish Speakers 4	AP Spanish	
Spanish for Spanish Speakers 4	AP Spanish		

## Visual and Performing Arts Courses and Pathway

Course Descriptions are online at [hh.sccs.net](http://hh.sccs.net)

\*A-G Course

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

1 year required of to meet a-g

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Draw/Paint	Draw/Paint, Advanced Draw/Paint or Ceramics	Draw/Paint, Advanced Draw/Paint Ceramics, or Advanced Ceramics	Draw/Paint, Advanced Draw/Paint, Ceramics, or Advanced Ceramics
Theater Arts	AP Art History Theater Arts, Advanced Theater Arts	AP Art History Theater Arts, Advanced Theater Arts	AP Art History Theater Arts, Advanced Theater Arts
Band	Band	Band	Band
Guitar	Guitar	Guitar	Guitar

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

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

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

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

***What is a weighted grade?***

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

***Do Students Have to Take the AP exam?***

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

***Why should students take an Honors or AP class?***

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

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

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

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

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



# Preparatoria Harbor Catálogo de Cursos



300 La Fonda Avenue  
Santa Cruz, CA 95062  
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## REQUISITOS DE GRADUACIÓN DE LA PREPARATORIA Y UNIVERSIDAD

<b>Materia/Curso</b>	<b>SCCS Graduación de la High School</b>  <b>Gana 230 créditos</b>  <b>Estudiante debe pasar Matemáticas 1</b>	<b>Requisitos de ingreso a la universidad A-G</b>  <b>Nota académica de C o superior necesaria.</b>
<b>Estudios Sociales</b>	3 años	A. 2 años
<b>Inglés</b>	4 años	B. 4 años
<b>Matemáticas</b>	2 años	C. 3 años (4 años recomendado)  Nivel mínimo: Matemáticas 3
<b>Ciencias</b>	2 años	D. 2 años Ciencias con laboratorio  D. (3 años recomendado)
<b>Idioma Extranjero</b>	Ninguno	E. 2 años (3 años recomendado)
<b>Bellas Artes / Artes Visuales</b>	1 año	F. 1 año
<b>Bellas Artes, Arte Aplicado o Idioma Extranjero</b>	1 año	G. Electivo 1 año, cualquier curso A-G
<b>Salud y Arte Aplicado</b>	½ medio año	Ninguno
<b>Educación Física</b>	2 años	Ninguno

## Plan De Curso Académico Estudiantil Por Departamento

Las descripciones de los cursos están en la página web: [hh.sccs.net](http://hh.sccs.net) bajo "Quick Links" en la página principal de Harbor.

### Cursos y ruta del departamento de inglés

4 años de inglés requeridos para graduación.

4 años requeridos para cumplir con el requisito de A-G.

Grado 9	Grado 10	Grado 11	Grado 12
Inglés 1 Intensivo*	Inglés 2*	Inglés 3*	Inglés 4*
	o	o	o
	Inglés 2 Honores *	AP Lenguaje y Composición *	AP Literatura Americana y Composición *

### English Learner Pathway (ELD= Desarrollo de inglés como segundo idioma)

(Recién Llegados) Newcomer ELD	ELD 1	ELD 2	ELD 3	Inglés 1* con Inglés 1 Sombra o nivel de grado de Inglés
Grado 9-12 Colocación depende de Evaluación Calificación de la Evaluación ELPAC	Grado 9-12 Colocación depende de Evaluación Calificación de la Evaluación ELPAC	Grado 9-12 Colocación depende de Evaluación Calificación de la Evaluación ELPAC	Grado 9-12 Colocación depende de Evaluación Calificación de la Evaluación ELPAC	Grado 9-12 Colocación depende de Evaluación Calificación de la Evaluación ELPAC

## Cursos y ruta del departamento de Matemáticas

2 años requeridos para graduación; Matemáticas 1 requerido para graduación de preparatoria.

3 años requeridos para cumplir con requisitos A-G; Matemáticas 2 requerido para cumplir con A-G.

Nota académica de C o superior necesaria para avanzar en cursos de matemáticas.

Grado 9	Grado 10	Grado 11	Grado 12
Matemáticas 1	Matemáticas 2	Matemáticas 3 o Matemáticas 3/ Pre-cálculos	Pre-cálculos o Pre-cálculos Honores
	Matemáticas 3	Pre-cálculos Honores	AP Estadísticas o AP Cálculos AB
Matemáticas 2	Matemáticas 3/ Pre-cálculos	AP Estadísticas o AP Cálculos AB	AP Estadísticas o AP Cálculos AB

## Curso y ruta del departamento de Ciencias

2 años requeridos para graduación

2 años requeridos para cumplir con A-G

Grado 9	Grado 10	Grado 11	Grado 12
Ciencia Integrada	Biología	Física, AP Física 1 o Química	Química, Física, AP Física 1, AP Biología o AP Química
Biología	Física, AP Física 1 o Química	Química, Física, AP Física 1, AP Biología, or AP Química	Química, Física, AP Física 1, AP Biología o AP Química

## Curso y ruta del Departamento de Estudios Sociales

3 años requeridos para graduación

2 años requeridos para cumplir con A-G

Grado 9	Grado 10	Grado 11	Grado 12
Computación	Historia del Mundo*	Historia de EEUU*	Gobierno/ Economía EEUU*
	or	or	or
	AP Historia del Mundo*	AP Historia de EEUU*	Honores Gobierno/ Economía EEUU*

## Cursos del Departamento de Idioma Extranjero

0 años requeridos para graduación

2 años requeridos para cumplir con A-G

Nota académica de C o superior necesaria para avanzar en cursos de Idioma.

Grado 9	Grado 10	Grado 11	Grado 12
Español 1	Español 2	Español 3	AP Español
Español 3 para hablantes de Español	Español 4 para hablantes de Español	AP Español	
Español 4 para hablantes de Español	AP Español		

## Cursos de Artes Visuales y Escénicas

1 año requerido para graduación

1 año requerido para cumplir con A-G

<b>Grado 9</b>	<b>Grado 10</b>	<b>Grado 11</b>	<b>Grado 12</b>
Arte	Arte, Arte Avanzado, o Cerámica	Arte, Arte Avanzado, Cerámica, o Cerámica avanzada	Arte, Arte Avanzado, Cerámica, o Cerámica avanzada
	AP Historia de Arte	AP Historia de Arte	AP Historia de Arte
Artes del teatro	Artes del teatro, Artes avanzadas del teatro	Artes del teatro, Artes avanzadas del teatro	Artes del teatro, Artes avanzadas del teatro
Banda	Banda	Banda	Banda
Guitarra	Guitarra	Guitarra	Guitarra

***¿Cuál es la diferencia entre una clase de Nivel Avanzado, Intensiva y Honores?***

**Cursos Avanzados** - Conocidas en inglés por sus siglas AP)- Estas clases son equivalentes a los cursos de nivel de colegio. Incluye, desde la cantidad de lectura y el nivel de dificultad del material de texto, hasta la evaluación de los estudiantes y la calidad de trabajo que se espera que los alumnos produzcan. De hecho, el programa de cursos, tiene que ser aprobado por un panel de profesores de colegio a través de la Junta Directiva del mismo. Al obtener una C o una calificación mayor, los alumnos pueden ganar más puntos hacia su GPA (Grade Point Average) en español Promedio de Grados, que tienen más valor. Los alumnos también tienen la opción de tomar un examen final de Avanzado, que basado en sus resultados pueden ganar créditos de colegio.

**Honores** - Una clase de honores cubre tópicos más profundamente y tienen un monto de trabajo mucho más fuerte. Estos cursos rigurosos son una Buena preparación para las clases Avanzadas. Similar a las clases Avanzadas los alumnos pueden ganar más puntos hacia su promedio de grados, al tener una C o más alto (un promedio de más peso).

**Intensivo** - Los alumnos cubren el mismo plan de estudio de clases que las equivalentes a las no intensivas, pero a un paso más rápido, retando a los alumnos a trabajar sobre el nivel de grado. Los alumnos deben de ser capaces de leer al nivel de grado, tener fuertes hábitos de estudio, motivados a terminar las tareas y participar en clase. Estos cursos son una buena presentación para ver si las clases de Honores y Avanzado son para ellos.

***¿Qué es un Promedio de Grado de Peso?***

Cursos Avanzados y Honores dan un punto de grado extra por tener una C o mejor grado en la clase(A = 5pts, B = 4pts y C = 3pts). Al tener un grado B en Honores es equivalente a una A cuando calculas tu GPA. Esto es porque consideramos que una clase Avanzada y de Honores son más difíciles, y queremos que los alumnos tengan un reto consigo mismos.

***¿Tienen que tomar un examen de Cursos Avanzados los alumnos?***

Cada clase Avanzada está diseñada para preparar a los alumnos para el examen Avanzado que da en mayo la Junta Directiva del Colegio. Se les motiva a los alumnos a que tomen el examen, pero el examen no es un requisito como parte del curso. El costo del examen es de \$75.00 cada uno, pero hay disponibilidad de excepción de costo. Comuníquese con las consejeras para información adicional

***¿Por qué debe tomar un alumno la clase de Honores o Avanzada?***

\* Estudios realizados por la Junta Universitaria, indican que los alumnos que toman clases avanzadas están más preparados para la próxima etapa de sus carreras académicas, y tienen más oportunidad de tener éxito en sus clases universitarias y completarlas en 4 años.

\*¡Clases de Honores y Avanzadas aumentan su Promedio de Grado! Los alumnos pueden ganar un Promedio más alto que 4.0, si sus calificaciones son sólo A en su educación regular y en clases de Honores.

\*. Tener clases de Honores y Avanzados en sus certificados de calificaciones, incrementa las oportunidades de admisión de los alumnos a la universidad de su elección, así como para ganar becas académicas. Cada clase Avanzada ofrece un examen Avanzado, el cual si se pasa, típicamente, deja sin efecto el requisito equivalente al nivel de universidad.

\*. Los alumnos que pasan 5-6 exámenes de clases Avanzadas durante el tiempo que estén en Harbor, no sólo cumplen los requisitos de graduación de la preparatoria, de hecho, completan un semestre de universidad, lo cual es un ahorro monetario considerable.

\* Tomar clases Avanzadas incrementa la oportunidad de que los alumnos sean puestos en clases que necesitan de un nivel más alto, requeridas por la universidad, en áreas de materias que son secuenciales cómo, matemáticas, ciencias e inglés.

## How to Read a Course Description

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



# Course Descriptions by Department

## Social Studies

<b>WORLD HISTORY</b>	
Grade Level:	10
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category A
Other:	

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

<b>AP WORLD HISTORY</b>	
Grade Level:	10
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category A
Other:	This course may be taken in place of World History. Students must turn in a completed application and letter of intent. Summer work may be required.

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

<b>U.S. HISTORY</b>	
Grade Level:	11
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category A
Other:	

This course provides students with an understanding of American History from 1865 to the present, combining chronological teaching with a thematic approach to the student of history. Students are encouraged to analyze research, evaluate and state opinions about specific political, economic and social events contributing to our unique American cultures. Students will gain a better understanding of

the development of the American character, political and economic systems in the process of completing this course of study.

<b>AP U.S. HISTORY</b>	
Grade Level:	11
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category A
Other:	This course may be taken in place of US History. Students must turn in a completed application and letter of intent. This class is weighted.

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

<b>AMERICAN GOVERNMENT</b>	
Grade Level:	12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category A
Other:	

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

<b>AMERICAN GOVERNMENT HONORS</b>	
Grade Level:	12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category A
Other:	Students must turn in a completed application and letter of intent. This class is weighted.

This course gives students an analytical perspective on American politics while preparing them for college humanities courses. The scope of the material learned is larger, covering subject matter equivalent to an introductory college level class. Emphasis is on improving critical thinking and writing skills while developing a deep understanding of the American political system. This class requires a term research paper.

<b>ECONOMICS</b>	
Grade Level:	12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category A
Other:	

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

## English

<b>ENGLISH 1</b>	
Grade Level:	9
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category B
Other:	

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

<b>ENGLISH 1 INTENSIVE</b>	
Grade Level:	9
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category B
Other:	Students must submit an application and letter of intent. Summer reading and a summer writing project is required. Students should expect an average of 45 minutes of homework per night with approximately 150 pages of reading per week.

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

<b>ENGLISH 2</b>	
Grade Level:	10
Recommended Completion of:	English 1
Fulfills UC/CSU Requirement:	Category B
Other:	

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

<b>ENGLISH 2 HONORS</b>	
Grade Level:	10
Recommended Completion of:	English 1
Fulfills UC/CSU Requirement:	Category B
Other:	Students must submit a completed application and letter of intent. Summer reading and assignments are required. Students should expect an average of 45 minutes of homework per night with approximately 150 pages of reading per week.

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

<b>ENGLISH 3</b>	
Grade Level:	11
Recommended Completion of:	English 2
Fulfills UC/CSU Requirement:	Category B
Other:	

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

<b>AP LANGUAGE &amp; COMPOSITION</b>	
Grade Level:	11
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category B
Other:	This course is taken in place of English 3. Summer reading and assignments are required. Students must turn in an application and letter of intent. This class is weighted.

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

<b>ENGLISH 4</b>	
Grade Level:	12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category B
Other:	

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

<b>AP ENGLISH LITERATURE AND COMPOSITION</b>	
Grade Level:	12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category B
Other:	This course is taken in place of English 4. Students must turn in a completed application and letter of intent. Summer reading and assignments are required. This class is weighted.

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

## English Language Development (E.L.D.)

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

### ***How is Placement Determined?***

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

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

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

### ***General Info:***

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

<b>NEWCOMERS ELD</b>	
Grade Level:	9-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	No
Other:	The student is new to the US and scores at beginning levels on the CELDT. This course meets daily in 100-minute blocks and is the equivalent of two classes. This course may be repeated.

The primary focus is on 1) vocabulary development starting with learning the alphabet, and commonly used words and phrases related to specific topics and settings taught through a thematic approach; 2) communicating basic information and needs, as well as asking and answering questions using simple

sentences or phrases both orally and in writing and 3) reading sentences. Emphasis is also placed in orienting students with the skills they need to function in American society and the US school system.

<b>ELD 1</b>	
Grade Level:	9-12
Recommended Completion of:	ELPAC Test/Score
Fulfills UC/CSU Requirement:	No
Other:	This course meets daily in 100-minute blocks and is the equivalent of two classes. This course may be repeated. Overall CELDT Score – Beginning in reading and writing although may score in Early Intermediate in speaking and listening.

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

<b>ELD 2</b>	
Grade Level:	9-12
Recommended Completion of:	ELPAC Test/Score
Fulfills UC/CSU Requirement:	No
Other:	Overall CELDT Score –Early Intermediate especially in the areas of reading and writing. This course meets daily in 100-minute blocks and is the equivalent of two classes. This course may be repeated.

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

<b>ELD 3</b>	
Grade Level:	9-12
Recommended Completion of:	CELDT Test/Score
Fulfills UC/CSU Requirement:	No
Other:	Overall CELDT Score –Intermediate. This course meets daily in 100-minute blocks and is the equivalent of two classes. This course may be repeated.

Students are introduced to writing five-paragraph expository and persuasive essays as well as narratives while learning about the writing process. Developing academic language is a focus. Emphasis is also

placed on reading strategies necessary to understand a text, the features of different types of writing, and literary devices. Intensive instruction of grammar continues to be a focus.

<b>TRANSITIONAL ENGLISH</b>	
Grade Level:	9-10
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category B
Other:	English Learners who meet the criteria to be in an ELD 4 (based on CELDT scores, Edge Placement, ELA assessments, and teacher recommendation). Students are recommended through the LRT process for this course and must be concurrently enrolled in English 1.

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

- o Introduction to and reinforcement of key academic vocabulary that students are required to learn in English 1.
- o Reading comprehension of core texts read in English 1 (including both literal and interpretive skills).
- o Development of writing skills through support with essays, narratives and other portfolio pieces that are assigned in English 1
- o Support with other major assignments, projects and tests from the English 1 curriculum
- o Reinforcement of organization and time management skills

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

## Mathematics

<b>INTEGRATED MATH 1</b>	
Grade Level:	9-10
Recommended Completion of:	A "C" or higher in Course 3 (or equivalent 8th grade math course) is required and students are advised to have a strong background with fractions, decimals, and percents including addition, subtraction, multiplication and division in all these areas.
Fulfills UC/CSU Requirement:	Category C
Other:	Meets Algebra 1 graduation requirements. Both semesters must be completed with a D- or higher to meet graduation requirements.

Integrated Math 1 is designed to combine some of the basic principles of Algebra I, Geometry, and Statistics. Topics include Linear and Exponential functions, Rigid Transformation and Constructions,



Interpreting and Analyzing Univariate and Bivariate data. The Common Core Standards for Mathematical Practices will be addressed throughout the course. This course leads to Integrated Math 2.

<b>INTEGRATED MATH 2</b>	
Grade Level:	9-12
Recommended Completion of:	Integrated Math 1 with a "C" or higher
Fulfills UC/CSU Requirement:	Category C
Other:	

Integrated Math 2 is designed to combine some of the intermediate principles of Algebra I, Geometry, Algebra 2 and Probability. Topics include Quadratic Functions, Similarity and Congruence, Circles, Basic Trigonometric Functions and Probability. The Common Core Standards for Mathematical Practices will be addressed throughout the course. This course leads to Integrated Math 3.

<b>INTEGRATED MATH 3</b>	
Grade Level:	9-12
Recommended Completion of:	Integrated Math 2 with a "C" or higher
Fulfills UC/CSU Requirement:	Category C
Other:	

Integrated Math 3 is designed to combine some of the advanced principles of Algebra I, Geometry, Algebra 2 and Probability. Topics include Polynomials, Comparing Linear, Quadratic, Logarithmic and Exponential Functions, Trigonometric Functions and Introductory Statistical Inference. The Common Core Standards for Mathematical Practices will be addressed throughout the course. This course leads to Pre-Calculus; Pre-Calculus Honors or AP Statistics.

<b>INTEGRATED MATH 3/PRE-CALC</b>	
Grade Level:	10-12
Recommended Completion of:	Integrated Math 2 with an "A" both Semesters; MAP score of >250; and passing score on placement exam.
Fulfills UC/CSU Requirement:	Category C
Other:	

This course covers the concepts covered in Integrated Math 3 in greater depth as well as several Pre-Calculus topics. Integrated Math 3/Pre-Calc is an accelerated, challenging course designed for students who excel in math and who are motivated to adhere to a scheduled fast-paced syllabus. In order to maintain the rigorous schedule, students will be expected to complete a significant amount of homework and persevere through challenging curriculum. There will be a review of student progress 6-weeks into the course to ensure the above expectations are being met. This course leads to AP Calculus AB or AP Statistics.

<b>PRE-CALC/PRE-CALC HONORS</b>	
Grade Level:	11-12
Recommended Completion of:	"C -" of higher in Integrated Math 3
Fulfills UC/CSU Requirement:	Category C
Other:	

This is a Pre-Calculus course that covers the topics of functions, which include Polynomial, Rational, Exponential and Logarithmic functions, their graphs, transformations, properties and laws. Then the emphasis is shifted to Trigonometry, Analytic Trigonometry, and Analytic Geometry. Systems of Equations, Inequalities, and Sequences and Series are the last few topics. Once the topics are thoroughly introduced, and students acquire the mastery of the concepts; the introduction of limits, the tangent line problem, average rate of change, and the area problem, the key Calculus topics will be covered to ensure students obtain the prerequisites of a Calculus class. This course leads to AP Calculus AB or AP Statistics.

<b>AP CALCULUS AB</b>	
Grade Level:	11-12
Recommended Completion of:	"C" or higher in Pre-Calculus is required "B" or higher recommended
Fulfills UC/CSU Requirement:	Category C
Other:	Students must turn in a completed application and letter of intent. AP Calculus is recognized as a weighted class.

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

<b>AP STATISTICS</b>	
Grade Level:	11-12
Recommended Completion of:	"C" or higher in Integrated Math 3 or Pre-Cal Honors is strongly encouraged
Fulfills UC/CSU Requirement:	Category C
Other:	Students must turn in a completed application and letter of intent. AP Statistics is recognized as a weighted class.

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. Statistics is the art and science of collecting, organizing, analyzing, and drawing conclusions from data. Done properly, statistics can help us get clear answers to puzzling questions. In AP Statistics, we will organize our study of statistics around four major themes: exploring data, planning and conducting a study, anticipating patterns (probability models), and statistical inference. We will use statistical software, interactive Web tools, and graphing calculator simulations to investigate important statistics and probability concepts. Students are encouraged to take the AP Statistics exam for university credit: This course is usually required for college majors such as Engineering, Psychology, Sociology, Health Science, and Business.

## Science

### Science Graduation Requirements:

- Two years of science is required to fulfill the high school graduation requirement. 3 or more years are highly recommended for college admission.
- As part of the graduation requirement, students must complete at least one year (10 credits) in Physical Science and one year (10 credits) Life Science.

<b>INTEGRATED SCIENCE</b>	
Grade Level:	9-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category D
Other:	Introductory Science Course for most 9th grade students

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

<b>BIOLOGY</b>	
Grade Level:	9-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category D
Other:	

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

<b>CHEMISTRY</b>	
Grade Level:	10-12
Recommended Completion of:	completion of Biology and a C or better in Math 1 or instructor approval; strongly suggest concurrent enrollment in Math 2 or higher
Fulfills UC/CSU Requirement:	Category D
Other:	

Students will learn about changes in matter and energy, scientific measurement, atomic structure, the periodic table, chemical names and formulas, chemical equations, stoichiometry, thermo-chemistry, behavior of gases, bonding, solutions, reaction rates, acids and bases. Students conduct laboratory

investigations to test and apply their understanding of chemical principles and solve problems related to chemical systems. This course is especially useful for careers in science, math, medicine, forestry, dentistry, engineering, criminology, metallurgy, and photography.

<b>PHYSICS</b>	
Grade Level:	10-12
Recommended Completion of:	completion of Biology and Math 1
Fulfills UC/CSU Requirement:	Category D
Other:	C or better in Math 1 or instructor approval.

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

<b>AP PHYSICS 1</b>	
Grade Level:	10-12
Recommended Completion of:	completion of Biology; enrollment in Math 3 or higher is highly encouraged
Fulfills UC/CSU Requirement:	Category D
Other:	Students must turn in a completed application and letter of intent. AP Physics is recognized as a weighted class

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

- Students perform more sophisticated data analysis.
- AP Physics is much more math intensive and requires problem solving using trigonometry which is taught in Math 3. Students make use of sine, cosine and tangents and cover topics involving vectors. Students taking AP Physics and Math 3 have the benefit of receiving instruction, practice and reinforcement of these concepts in both classes. The regular Physics is taught at a more conceptual level using Math 2 level skills.
- Students demonstrate a deeper level of understanding of the basic physics principles.

<b>AP BIOLOGY</b>	
Grade Level:	11-12
Recommended Completion of:	1. Completion of Biology and 2. Chemistry or AP Physics I (these courses may be taken concurrently while enrolled in AP Biology).
Fulfills UC/CSU Requirement:	Category D
Other:	Students must turn in a completed application and letter of intent. AP Biology is recognized as a weighted class.

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

<b>AP CHEMISTRY</b>	
Grade Level:	11-12
Recommended Completion of:	Students must have completed Biology, Chemistry, Physics or AP Physics I
Fulfills UC/CSU Requirement:	Category D
Other:	Students must turn in a completed application and letter of intent.

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

## World Language

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

### **Program Information**

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

### **CSU & UC admission requirements**

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

### **Incoming Freshmen**

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

### **Native Spanish Speakers – all grades**

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

<b>SPANISH 1</b>	
Grade Level:	9-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category E
Other:	

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

<b>SPANISH 2</b>	
Grade Level:	9-12
Recommended Completion of:	Incoming freshmen must pass an assessment to enroll in Spanish 2; C- or better in Spanish 1.
Fulfills UC/CSU Requirement:	Category E
Other:	

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

<b>SPANISH 3</b>	
Grade Level:	9-12
Recommended Completion of:	Incoming freshmen must pass an assessment to enroll in Spanish 3; C- or better in Spanish 2.
Fulfills UC/CSU Requirement:	Category E
Other:	

Spanish 3 is an intermediate-level language course of study with increased practice and development in the skills of conversation, reading, writing and listening comprehension. Coursework includes reading short expository pieces as well as excerpts of fiction such as short stories and poetry. Greater emphasis is placed on producing Spanish through writing and speaking as well as interpreting through listening comprehension exercises. The class is conducted solely in Spanish. There is an emphasis in grammar

studies in order to learn several more tenses and to expand students’ knowledge of structural devices. Spanish 3 will further prepare students for travel in Spanish-speaking countries and careers utilizing Spanish.

<b>AP SPANISH</b>	
Grade Level:	11-12
Recommended Completion of:	It is recommended that students earn a “C” or higher in Spanish 3 and for native speakers, a “C” or higher in Spanish for Spanish Speakers Level 2.
Fulfills UC/CSU Requirement:	Category E
Other:	Students must turn in a completed application and letter of intent. Summer work is required. AP Spanish is a weighted class.

AP Spanish Language is designed to prepare highly motivated students to demonstrate their linguistic proficiency across the three interrelated communicative modes: Interpersonal (listening, speaking and writing), Interpretive (reading and listening), and Presentational (speaking and writing). The use of authentic online-resources as well as a supplemental text and workbook series are the foundation of the course. This is a thematically driven and organized course. Spanish grammar will be studied and tested, but will serve as a tool for communication; it will be, not the primary focus of AP Spanish. While students will work to refine and expand grammatical foundations, they will remain focused on the ability to communicate. This class is a blend of second language learners and native speakers. It fulfills the fourth year requirement for the Seal of Biliteracy. It is recommended that students earn a B or higher in Spanish 3 and native speakers earn a B or higher in Spanish for Spanish Speakers Level 2.

<b>SPANISH FOR SPANISH SPEAKERS -1</b>	
<b>SPANISH FOR SPANISH SPEAKERS -2</b>	
Grade Level:	9-12
Recommended Completion of:	Native speakers take an assessment to determine the most appropriate level in the World Language program. Students should earn a C- or better to move up on to next level.
Fulfills UC/CSU Requirement:	Category E
Other:	

Spanish for Spanish Speakers 1 and 2 is a two-year program designed for students whose native language is Spanish (or for those who have completed a Spanish Immersion program), who want to improve their formal knowledge of Spanish and further develop their reading, writing, and speaking skills at an intermediate to advance level. To that end, to Hispanic culture by reading works from Spanish and Latin American authors as well as authentic online resources that focus on high-interest and culturally-relevant themes so that students gain an appreciation for the cultural products and, practices of the Spanish-speaking world. While the course emphasizes writing, reading and oral communication skills, particular attention is also given to grammar structures, spelling, accents and expanding students’

vocabulary beyond their particular region of origin. Emphasis is placed on academic literacy in Spanish in order to support student success in English language core classes

## Physical Education & Health

### Completing the PE Graduation Requirement

- Students take PE 1 in their 9th grade year and PE 2 during 10<sup>th</sup>-12th grade years.
- Students may opt to take PE 2 during their 10th-11th-12th grade years. PE 2 may be taken for PE credit and/or elective credit.
- Students are encouraged to take PE as an elective course once the two-year requirement has been met. Students who are playing two or more interscholastic sports are exempt from PE 2 if they have met the state physical education testing (Fitnessgram) requirements.
- Other PE electives and Athletic PE (even for those students in 3 season sports) do NOT count as PE credit.

<b>PHYSICAL EDUCATION 1</b>	
Grade Level:	9
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	

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

<b>PHYSICAL EDUCATION 2</b>	
Grade Level:	10-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	No
Other:	

Students will continue to demonstrate knowledge and competency in motor skills, movement patterns and strategies essential to perform a variety of physical activities that encourage lifelong health and fitness. PE 2 focuses on team sports emphasizing physiology of exercise and physical fitness through aerobic workouts. Students will also learn the rules, strategies and basic etiquette in outdoor physical performance and indoor physical performance.



<b>HEALTH</b>	
Grade Level:	9
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category G
Other:	This class fulfills the Heath course district graduation requirement.

Health Education fulfills the Heath course district graduation requirement. This course meets the California High School Standards and the California Healthy Youth Act for Health Education in grades Nine through Twelve. Health offers students the opportunity to examine a wide variety of health related topics and issues that are critical to their overall wellness. Class activities will be focused on promoting a healthy lifestyle through self-evaluation, “real world” health content, and health skills practice. The purpose of this course is to provide our students with tools to live a lifelong healthy lifestyle. The curriculum has been broken down into Five (5) units of study that will address: Nutrition and Physical Activity; Growth, Development, and Sexual Health; Violence, Injury Prevention and Safety; Alcohol, Tobacco, and Other Drugs; and Mental, Emotional, and Social Health.

### Visual Performing Arts

<b>ART</b>	
Grade Level:	9-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category F
Other:	

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

<b>ADVANCED ART</b>	
Grade Level:	10-12
Recommended Completion of:	Art
Fulfills UC/CSU Requirement:	Category F
Other:	This course may be repeated with students advancing a level each year.

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

<b>CERAMICS</b>	
Grade Level:	9-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category F
Other:	

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

<b>ADVANCED CERAMICS</b>	
Grade Level:	10-12
Recommended Completion of:	Ceramics 1 or consent of instructor
Fulfills UC/CSU Requirement:	Category F
Other:	This course may be repeated with students advancing a level each year.

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

<b>THEATER ARTS</b>	
Grade Level:	9-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category F
Other:	

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

<b>ADVANCED THEATER ARTS</b>	
Grade Level:	10-12
Recommended Completion of:	Completion of Theater Arts or consent of instructor
Fulfills UC/CSU Requirement:	Category F
Other:	This course may be repeated with students

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

<b>BAND</b>	
Grade Level:	9-12
Recommended Completion of:	Audition may be required when multiple players of same instrument.
Fulfills UC/CSU Requirement:	Category F
Other:	This course may be repeated. Participation in performances outside of class is required.

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

<b>CHOIR</b>	
Grade Level:	9-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category F
Other:	This course may be repeated. Participation in performances outside of class is required.

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

<b>PLAY PRODUCTION</b>	
Grade Level:	9-12
Recommended Completion of:	Audition
Fulfills UC/CSU Requirement:	No

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

<b>SPRING MUSICAL</b>	
Grade Level:	9-12
Recommended Completion of:	Audition
Fulfills UC/CSU Requirement:	No
Other:	Students should plan on attending the mandatory meeting tied to auditions and sign-ups for cast and crew in late January.

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

### Applied Arts

<b>GEO-LITERACY</b>	
Grade Level:	9
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	

Geo-Literacy is defined as the ability to use geographic understanding and reasoning in order to make decisions. In this course, students will build tools to help them understand the complex world they live in, and to actively participate within it. They will practice distinguishing among different types of information and evaluating each for credibility. They will see various connections between geography and culture, and begin to discover how both have shaped and continue to shape human history. In addition, students will practice building their own understanding, refining it, and communicating it to others in various formats.

<b>YEARBOOK</b>	
Grade Level:	9-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	Students will not be admitted into the class at the semester.

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

## Special Education

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

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

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

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

### Graduation Requirements Related to the SDC Program

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

### ***RSP (Resource) Program***

ACADEMIC SUPPORT	
Grade Level:	9-12
Recommended Completion of:	Placement by IEP team
Fulfills UC/CSU Requirement:	No
Other:	This course may be repeated.

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

## General Elective Courses

<b>LEADERSHIP</b>	
Grade Level:	9-12
Recommended Completion of:	This impacted class requires that students participate in an interview process.
Fulfills UC/CSU Requirement:	No
Other:	Students must be available to periodically attend meetings and events outside of the school day. This course may be repeated.

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

<b>ACADEMIC ASSISTANTS AND AVID TUTORS</b>	
Grade Level:	11-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	No
Other:	Students earn a letter grade. This course may be repeated for up to 20 credits. Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library or Teacher Aides, Academic Assistants or AVID Tutors

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

<b>ATHLETIC P.E.</b>	
Grade Level:	9-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	This course does not count as a class and does not meet during the normal school day. The course may be repeated.

Athletes who complete the season and have satisfactorily met attendance and other team expectations automatically receive elective credit for their participation Credits earned for participating in fall and

winter sports are recorded on the **first** semester report card and spring sports are recorded on the second semester report card.

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

<b>FOOD SERVICES ASSISTANT</b>	
Grade Level:	9-12
Recommended Completion of:	Consent of staff from Food Services Dept.
Fulfills UC/CSU Requirement:	No
Other:	Students earn a pass or fail. This course may be repeated. Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library or Teacher Aides, Academic Assistants or AVID Tutors.

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

<b>SUDENT AIDE</b>	
Grade Level:	10-12
Recommended Completion of:	Consent of a staff member
Fulfills UC/CSU Requirement:	No
Other:	Students earn a pass or fail. This course may be repeated. Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library Aide, Academic Assistants or AVID Tutors. To sign-up, students should pick-up a School Service form in the Counseling Office, which is to be completed and returned before enrollment will occur.

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

<b>LIBRARY AIDE</b>	
Grade Level:	10-12
Recommended Completion of:	Consent of the Librarian
Fulfills UC/CSU Requirement:	No
Other:	Students earn a pass or fail. This course may be repeated. Students may only enroll in one of the following positions during the school year: School Service, Food Service, Library or Teacher Aides, Academic Assistants or AVID Tutors. To sign-up, students should pick-up a School Service form in the Counseling Office, which is to be completed and returned before enrollment will occur.

Library aides supervise the circulation desk, check item in and out, shelve books and magazines; assist in filing, processing of new materials, general cleaning and photocopying; develop library displays; and assist students and faculty in finding information on computer databases, in magazines and in books. Library aides are an integral part of library operation. Aides are expected to be on time to class. When work is complete, student aides may study and read while being available to assist the library staff and patrons.

### AVID

<b>AVID 9-12</b>	
Grade Level:	9-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category G
Other:	Application and interview required

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

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



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

## Career Technical Education (CTE)

### ***What is CTE?***

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

### ***How Do I Sign-up?***

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

## CTE Courses at Harbor

<b>BICYCLE PERFORMANCE AND TECHNOLOGY</b>	
Grade Level:	10-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	

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

<b>BIOTECHNOLOGY</b>	
Grade Level:	11-12
Recommended Completion of:	Biology & Chemistry
Fulfills UC/CSU Requirement:	Category D
Other:	

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

<b>CONSTRUCTION TECHNOLOGY</b>	
Grade Level:	11-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	No
Other:	

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

<b>CRIMINAL JUSTICE:</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category G
Other:	

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

<b>DIGITAL PHOTOGRAPHY</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category F
Other:	

Photography 1 is a year-long course for students in 11<sup>th</sup> – 12<sup>th</sup> grade. Students are introduced to fundamental art and design theory and skills essential in the creation of photographic works of art.

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

<b>GRAPHIC DESIGN 1 &amp; 2</b>	
Grade Level:	10-12
Recommended Completion of:	
Fulfills UC/CSU Requirement:	Category F
Other:	

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

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

<b>HEALTH CAREERS</b>	
Grade Level:	10-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	

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

<b>MEDICAL TECHNOLOGIES</b>	
Grade Level:	11-12
Recommended Completion of:	Health Careers (preferred)
Fulfills UC/CSU Requirement:	Category G
Other:	

This course consists of scientific concepts, theories and skill development for students interested in biology, anatomy and health care technology. This course provides the student with a solid base of

knowledge and skills in human health sciences. This course provides an in-depth study of medical terminology, physiology and anatomy with emphasis on the human being.

<b>SPORTS MEDICINE</b>	
Grade Level:	11-12
Recommended Completion of:	Biology and Chemistry
Fulfills UC/CSU Requirement:	Category G
Other:	

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

<b>VIDEO PRODUCTIONS 1 &amp; 2</b>	
Grade Level:	10-12
Recommended Completion of:	Health Careers (preferred)
Fulfills UC/CSU Requirement:	Category F
Other:	

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

### **Off-Campus CTE Courses**

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

<b>AQUACULTURE 2</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	Category G
Other:	@ San Lorenzo Valley High School

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

<b>ARTISTIC WELDING</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	@ Soquel High School

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

<b>AUTOMOTIVE SERVICE TECHNICIAN</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	@ Santa Cruz High School

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

<b>CULINARY ARTS</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	@ Front Street Kitchen, Downtown Santa Cruz

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

<b>FIRE SCIENCE</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	@ Santa Cruz High School

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

<b>INFORMATION TECHNOLOGY</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	@ Cruzio Classroom in downtown Santa Cruz

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

<b>MUSIC PRODUCTION &amp; RECORDING ARTS</b>	
Grade Level:	11-12
Recommended Completion of:	None
Fulfills UC/CSU Requirement:	No
Other:	@ Scotts Valley High School

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