Principles of Biomedical Sciences Honors 1,2 (HP) (3301, 3302)

Grade Level: 9
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: Science

Course Description
Principles of Biomedical Sciences is a foundation course in the Health Sciences and Medical Technology industry sector, and the first course in a four-year sequence of courses comprising the PLTW Biomedical Science Program. Students in this introductory course are introduced to the study of human medicine, including research processes and bioinformatics. Hands-on projects enable students to investigate the human body systems and various health conditions, including: heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They investigate lifestyle choices and medical treatments that may prolong the lives of people living with these diseases. Other topics include metabolism, inheritance of traits, feedback systems, and defense against disease. This course is designed to lay the scientific foundation for the rest of the courses in the PLTW Biomedical Science Program, and provide students with a general overview of the concepts and ideas they will explore in greater detail later.

To receive honors credit, students must complete an end-of-course project.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CRN</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY-CHIC 141B</td>
<td>CITY-CHIC 141B</td>
<td>(6777)</td>
</tr>
<tr>
<td>CITY-ENGL 101</td>
<td>CITY-ENGL 101</td>
<td>(1727)</td>
</tr>
<tr>
<td>CITY-MATH 119</td>
<td>CITY-MATH 119</td>
<td>(4251)</td>
</tr>
</tbody>
</table>

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619-725-7225
FAX: 725-5529
English Language Arts

**American Literature 1,2 (P) (1583, 1584)**
Grade Level: 11
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: English Language Arts

**Course Description**
This course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

**Prerequisites:** None
American Literature 1,2 (P) (1583, 1584)

**American Literature 1,2 Honors (HP) (1589, 1590)**
Grade Level: 11–12
Prerequisites: Recommendation of English teacher
Course duration: Two semesters
Type of graduation credit earned: English Language Arts; weighted

**Course Description**
Honors Preparatory Course (HP). This course meets the University of California's b (English) subject-area requirement.

This course follows the curriculum for American Literature in greater depth, with more complexity and novelty, and at an accelerated pace. This course emphasizes skills and strategies for independent reading and analysis of, and writing about, American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences. All students enrolled in this class take a comprehensive written final examination required by the University of California in order to earn weighted credit. The purpose of the final exam is allow students to exhibit depth of knowledge and sustained mastery of the subject material.

**Prerequisites:** Recommendation of English teacher
American Literature 1,2 Honors (HP) (1589, 1590)

**English 3,4 Advanced (P) (1572, 1573)**
Grade Level: 10
Prerequisites: Upper quartile in academic achievement (GPA) or recommendation of teacher
Course duration: Two semesters
Type of graduation credit earned: English Language Arts

**Course Description**
College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement.

Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others’ ideas. While similar to English 3,4, this course offers greater depth, complexity, novelty, and an accelerated pace for students who perform in the upper quartile in academic achievement or who have a teacher recommendation. The course meets the requirements for the Diploma with Academic Distinction.

**Prerequisites:** Upper quartile in academic achievement (GPA) or recommendation of teacher
English 3,4 Advanced (P) (1572, 1573)
### Expository Reading and Writing (ERWC) 1,2 (P) (1698, 1699)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Score of EAP Achievement Level 3 (Standard Met) on the English portion of the grade 11 CAASPP test.</td>
</tr>
<tr>
<td>Course duration:</td>
<td>Two semesters</td>
</tr>
<tr>
<td>Type of graduation credit earned:</td>
<td>English Language Arts</td>
</tr>
</tbody>
</table>

**Course Description**

College Preparatory Course (P). This course meets the University of California’s b (English) subject-area requirement.

This course is for college-bound seniors with an EAP status of “conditionally ready” based on the results of their grade 11 CAASPP tests in English.

The goal of the CSU Expository Reading and Writing (ERWC) course is to prepare college-bound students for the literacy demands of higher education. Students are expected to increase their awareness of rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text.

By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and to provide lengthy, independently written responses.

Students who earn a grade of C or better in this course and who have an EAP status of “conditionally ready” will be considered remediated and will no longer need to take the CSU English placement test (EPT) or remedial English courses once enrolled in the CSU system.

### Literacy Advancement Academy 1,2 (1682, 1683)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Course duration:</td>
<td>One or two semesters</td>
</tr>
<tr>
<td>Type of graduation credit earned:</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Course Description**

Literacy Advancement Academy 1,2 is a one- or two-semester elective support course for students who are performing below or significantly below grade level in their regular ninth-grade English courses, as determined by multiple measures, including standardized and classroom-imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student’s regular English course.

This course is intended to help students achieve grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways. The instruction in this course supports the standards-based units of study the students complete in their English 1,2 course. The course approaches reading and writing as processes. Students receive explicit instruction on how texts work, and they analyze a variety of types of texts. Students also develop their abilities to write, revise, and publish narrative, argumentative, and informational texts.

### Literacy Advancement Academy 3,4 (1684, 1685)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Course duration:</td>
<td>One or two semesters</td>
</tr>
<tr>
<td>Type of graduation credit earned:</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Course Description**

Literacy Advancement Academy 3,4 is a one- or two-semester course offering extra support for students who are below or significantly below grade level in their regular grade 10 English courses, as determined by multiple measures, including standardized and classroom-imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student’s regular English course.

This course is intended to help students achieve grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways.

The instruction in this course supports the standards-based units of study the students complete in their English 3,4 course. The course further reinforces and develops students’ abilities to comprehend with increased sophistication a variety of texts. It also provides explicit instruction in strategies for success in high school content-area reading and writing. Students analyze increasingly complex literature and informational texts, with increasing rate of independence. They also further develop their abilities to write (and revise and publish) in a variety of genres.

### Publications (Yearbook) 9th–12th (8421)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Local option</td>
</tr>
<tr>
<td>Course duration:</td>
<td>One or two semesters; may be repeated for credit</td>
</tr>
<tr>
<td>Type of graduation credit earned:</td>
<td>Practical Arts</td>
</tr>
</tbody>
</table>

**Course Description**

This course provides individual specialized training and production work in publishing the school yearbook.
English Language Development

### Academic Language Development 1,2 (1737, 1738)
**Grade Level:** 9–12  
**Prerequisites:** None  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective; may be repeated for credit  

**Course Description**
This course targets the linguistic and academic needs of long-term English learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of instruction. Skills and strategies will be employed to jump start the language development of students, such as emphasizing oral language to build background and vocabulary. The course addresses the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominant focus being on academic speaking and critical writing skills.

### Academic Language Development 1,2 (1737, 1738)
**Grade Level:** 9–12  
**Prerequisites:** None  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective; may be repeated for credit  

**Course Description**
This course targets the linguistic and academic needs of long-term English learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of instruction. Skills and strategies will be employed to jump start the language development of students, such as emphasizing oral language to build background and vocabulary. The course addresses the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominant focus being on academic speaking and critical writing skills.

### ELD Literacy Support 1-2 (1992, 1993)
**Grade Level:** 9–12  
**Prerequisites:** Less on one year enrollment in U.S. schools and a CELDT score indicating beginning level  
**Course duration:** One-period, yearlong course or two-period, yearlong course  
**Type of graduation credit earned:** Elective  

**Course Description**
ELD 1-2, ELD Literacy Support, and ELD Literacy Block provide a balanced approach to English language development, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students’ own oral language to develop their literacy skills. Course content is based on the state-adopted English language development standards and framework for the beginning proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

### ELD Literacy Support 5-6 (1996, 1997)
**Grade Level:** 9–12  
**Prerequisites:** Enrollment in U.S. schools for 2 to 3 years and a CELDT score indicating intermediate level/early advance  
**Course duration:** One-period, yearlong course  
**Type of graduation credit earned:** ELD 5-6 earns English Language Arts credit; ELD 5-6 Literacy Support earns Elective credit  

**Course Description**
This course continues the development of listening, speaking, reading, and writing skills in English with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on the state-adopted English language development standards and framework for the intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.
# History-Social Science

## Government 1 (P) (6757)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Course duration:</td>
<td>One semester</td>
</tr>
</tbody>
</table>

**Type of graduation credit earned:** History–Social Studies (Government)

**Course Description**

College Preparatory Course (P). This course meets the University of California’s a (history) subject area requirement. In Government 1 students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. This course focuses on the U.S. Constitution and Bill of Rights, the courts and governmental processes, the legislative and executive branches of government, state and local government, and comparative government. Government 1 is the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in democratic activities and processes.

## Identity/Agency in U.S. History 1-2 (6579, 6580)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Course co-requisite: American Literature 1,2 (or comparable recommended)</td>
</tr>
<tr>
<td>Course duration:</td>
<td>Two-semesters</td>
</tr>
</tbody>
</table>

**Type of graduation credit earned:** U.S. History

**Course Description**

In this course, students will examine U.S. history from the nation’s beginnings to the 21st Century from the perspectives of groups that have been marginalized due to ethnicity, race, class, gender, and sexual identity. Students will analyze primary and secondary sources to develop arguments and use historical thinking skills, including contextualization, comparison, causation, and continuity and change over time, to evaluate instances of oppression and progress towards equality. They will study the influence of legal, political, philosophical, and technological forces on issues of equity and access, as well as the contributions of individuals to the fight for social and racial justice. Through their investigation of U.S. history, students will explore the American identity and learn to appreciate and respect the similarities and differences that characterize the people of this nation. They will also understand that individuals can make a difference, and can become agents of change by challenging prejudice, exclusion, and injustice in society.

## Modern World History and Geography 1,2 (P) (6605, 6606)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Course duration:</td>
<td>Two semesters</td>
</tr>
</tbody>
</table>

**Type of graduation credit earned:** History–Social Studies (World History)

**Course Description**

College Preparatory Course (P). This course meets the University of California’s a (history) subject-area requirement. In this course students examine the following strands: history, geography, economics, culture, and ethics. The course emphasizes national identity, constitutional heritage, and citizenship. It exercises varied study, visual, map/globe, and critical-thinking skills. World history from the late 1700s to the present is explored. The curriculum is designed to increase students’ capacity to think analytically and critically.

This course is required of all students at grade 10 except for those enrolled in a designated advanced alternative.
## Mathematics

### Integrated Math II A-B Advanced (P) (4167, 4168)

**Grade Level:** 9–11  
**Prerequisites:** Integrated Math I Advanced or student meets the district’s recommended criteria for placement  
**Course duration:** One year  
**Type of graduation credit earned:** Mathematics  
**Course Description**  
College Preparatory Course (P). This course meets the University of California’s c (mathematics) subject-area requirement.  
Integrated Math II Advanced is the second course in the accelerated pathway to calculus. The course integrates the Common Core State Standards as outlined in the Mathematics Framework for California Public Schools with additional higher-level standards. The intent of the course is to prepare students for Integrated Math III A-B Advanced.  
Students will be exposed to the content of the standard Integrated Math II A-B course with the expectation that they will explore that content more deeply, including studying and analyzing conic sections and vectors and their relationships to complex numbers.

### Integrated Math III A-B (P) (4163, 4164)

**Grade Level:** 10–12  
**Prerequisites:** Integrated Math II A-B or Integrated Math II A-B  
**Course duration:** One year  
**Type of graduation credit earned:** Mathematics  
**Course Description**  
College Preparatory Course (P). This course meets the University of California’s c (mathematics) subject-area requirement.  
Integrated Math III is the third of three high school-level courses that integrate algebra, geometry, trigonometry, and statistics under the Common Core State Standards. The course extends the mathematics students learned in Integrated Math II A-B. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand study of right-triangle trigonometry to include general triangles. They bring together data, functions, and geometry to create models and solve contextual problems.

### Power Up I A-B (4763, 4764)

**Grade Level:** 9–12  
**Prerequisites:** Concurrent enrollment in Integrated Math I A-B  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective  
**Course Description**  
Power Up I is an elective support course for students in grades 9–12 and must be taken concurrently with the first course in the Integrated Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction and computer-based learning to build students’ skill sets, help them master requisite skills, and front load concepts. This course replaces the district’s math Advancement Academy courses.

### Power Up II A-B (4765, 4766)

**Grade Level:** 10–11  
**Prerequisites:** Concurrent enrollment in Integrated Math II A-B  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective  
**Course Description**  
Power Up II is an elective support course for students in grades 10–11 and must be taken concurrently with the second course in the Integrated Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction and computer-based learning to build students’ skill sets, help them master requisite skills, and front load concepts. This course replaces the district’s math Advancement Academy courses.
Precalculus 1-2 Honors (HP) (4181, 4182)

Grade Level: 11–12
Prerequisites: Integrated Math III or Integrated Math III A-B Advanced
Course duration: One year
Type of graduation credit earned: Mathematics; weighted

Course Description
Honors Preparatory Course (HP). This course meets the University of California’s c (mathematics) subject-area requirement.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.
**AJROTC Core 9 (4510)**

- **Army JROTC Core 11, 12 (4591, 4592)**
  - **Grade Level:** 11
  - **Prerequisites:** Students must have completed the entire sequence of Army Junior Reserve Officers Training Corps (JROTC) courses 1–8 (4501–4508 or 4561–4568) in order to enroll in these courses.
  - **Course duration:** Two quarters
  - **Type of graduation credit earned:** Elective
  - **Course Description:** This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12.

**Army JROTC Core 13, 14 (4593, 4594)**

- **Grade Level:** 11
- **Prerequisites:** zx4591/MIL
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Elective
- **Course Description:** This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12.

**Army JROTC Core 15, 16 (4595, 4596)**

- **Grade Level:** 12
- **Prerequisites:** zx4593/MIL
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Elective
- **Course Description:** This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12.

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**Title IX Coordinator:** Lynn A. Ryan  
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San Diego, CA 92103  
ryan@sandi.net  
619-725-7225  
FAX: 725-5529
Intermediate Leadership Development. This is the second course in a series of four Army JROTC courses. It may be taken in grades 10, 11, or 12. Students are assigned to their first leadership positions. They are responsible for initial guidance to new students. Responsibility to self and to the other team members is emphasized.

This course includes a physical education component. Students participate in moderate to vigorous physical activity; apply the principles of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards. They meet or exceed high school physical education content standards 1–3. Students receive instruction in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

Each of the subject areas listed below is covered in the course, and students are evaluated in each subject area. Selected optional subjects should be devoted to activities and learning leading to citizenship and/or vocational knowledge and skills.

- Leadership Theory and Application
- Foundations for Success, Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Command and Staff Procedures
- Electives
  - Success Profiler
  - Quantum Learning
  - Service Learning

Applied Leadership Development. This is the third course in a series of four Army JROTC courses. It may be taken in grades 11 or 12. Students are assigned positions of increased responsibility. Assignments include planning and executing drills and ceremonies and physical fitness training. Previous leadership training is used to supervise and evaluate junior leaders.

This course includes a physical education component. Students will meet or exceed the standards on the state-mandated fitness test; participate in individual/dual activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

Each of the subject areas listed below is covered in the course, and students are evaluated in each subject area. Selected optional subjects should be devoted to activities and learning leading to citizenship and/or vocational knowledge and skills.

- Leadership Theory and Application
- Foundations for Success
- Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Electives
  - Success Profiler
  - Quantum Learning
  - Service Learning
  - High School Financial Planning
- Command and Staff Procedures
### Army JROTC Core 7,8 (4507, 4508)

**Grade Level:** 12  
**Prerequisites:** Army JROTC Core 5,6  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Physical Education/Military Science

#### Course Description

Advanced Leadership Training. This is the fourth course in a series of four Army JROTC courses. It may be taken in grade 12. Students are assigned to the highest leadership positions within the unit. Planning and coordination of cadet activities are priority assignments. Students manage promotion boards, instruct junior leaders, write reports, and maintain records.

This course includes a physical education component. Students will meet or exceed the standards on the state-mandated fitness test; participate in individual/dual activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

Each of the subject areas listed below is covered in the course, with at least the minimum number of hours (required by Army JROTC) devoted to each area.

Students are evaluated in each subject area.

- Leadership Theory and Application
- Foundations for Success
- Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Command and Staff Procedures
- Electives
  - Success Profiler
  - Quantum Learning
  - Service Learning
  - High School Financial Planning

**Prerequisites:**

- Army JROTC Core 5,6
- Army JROTC Core 7,8 (4507, 4508)

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**AVID 10 A,B (P) (8209, 8210)**

**Grade Level:** 10  
**Prerequisites:** AVID 9 (recommended) or teacher recommendation  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective

**Course Description**
College Preparatory Course (P). This course meets the University of California’s g (elective) subject-area requirement. AVID 10 is the second course in the grade-level high school AVID sequence. In the second year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Finally, students will narrow their colleges and careers of interest, based on personal interests and goals.

**AVID 11 A,B (P) (8227, 8228)**

**Grade Level:** 11  
**Prerequisites:** AVID 10 or teacher recommendation.  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective

**Course Description**
College Preparatory Course (P). This course meets the University of California’s g (elective) subject-area requirement.

AVID 11 is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, the course includes college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

**AVID 9 A,B (P) (8207, 8208)**

**Grade Level:** 9  
**Prerequisites:** Previous enrollment of at least one year in an AVID elective course prior to grade 9, or teacher recommendation.  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective

**Course Description**
College Preparatory Course (P). This course meets the University of California’s g (elective) subject-area requirement.

AVID 9 is the first course in a four-year, grade-level specific sequence of AVID courses that prepares students for college, and it is scheduled during the regular school day as a two-semester course. Each week, students receive instruction using a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques.

**AVID Peer Support (8066)**

**Grade Level:** 11–12  
**Prerequisites:** Application and interview through AVID coordinator  
**Course duration:** One semester; may be repeated for credit  
**Type of graduation credit earned:** Elective

**Course Description**
Students enrolled in this course provide tutorial support to students enrolled in AVID elective and other lower-division courses, including English 1,2, English 3,4, Integrated Math I A-B, and Physics 1,2. Tutors are trained to apply AVID strategies and materials with their students and to work with these students individually and in cooperative groups, assisting them to build a strong learning foundation in all core content areas. AVID tutors hone their communication skills, group facilitation techniques, and peer-to-peer teaching strategies while strengthening their self-awareness and leadership skills. Tutors who complete the course requirements successfully may earn AVID certification from the AVID Center. AVID Peer Support is tailored to match the unique needs of each high school. The course provides students with the opportunity to explore the teaching profession, to strengthen their content knowledge, to gain a service learning experience involving the support of their peers and school, and to acquire certification that may extend their association with AVID tutoring beyond high school.

**Online Lab (8155)**

**Nondepartmental Page 1**

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**SDUSD Non-Discrimination Statement**
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Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to an including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.

**Title IX Coordinator:** Lynn A. Ryan  
4100 Normal Street, Room 2129  
San Diego, CA 92103  
lryan@sandi.net  
619-725-7225  
FAX: 725-5529
**Personal Leadership Development 1,2 (4841, 4842)**

**Grade Level:** 11-12  
**Prerequisites:** Must be on-track for graduation at beginning of grade level  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective

**Course Description**

All students in this course must complete district training and course assessments. Students will:

- Use their strength and strong inventories to set personal work goals
- Demonstrate self-discipline, initiative, and an understanding of deadlines
- Demonstrate responsibility and positive work ethic carrying out job duties
- Develop a sense of pride in personal accomplishment
- Develop an increased ability to understand and follow directions
- Demonstrate flexibility and the ability to adapt to unforeseen situations
- Communicate effectively; be articulate, be a good listener, use appropriate body language
- Demonstrate problem solving and resourcefulness
- Accept and provide feedback
- Demonstrate confidence and capability
- Be creative and propose unconventional solutions
- Demonstrate the ability to collaborate and be a member of a team
Physical Education

PE Strength and Conditioning 1,2  (5757, 5758)
Grade Level: 11–12
Prerequisites: Physical Education 1,2 and Physical Education 3,4, or equivalent
Course duration: Two semesters
Type of graduation credit earned: Physical Education

Course Description
High School Course 3
In this elective course students are taught basic exercise movements and rhythmic fundamentals to enhance all body parts. This course emphasizes developing and improving cardiovascular fitness, body composition and flexibility, and increasing muscular strength and endurance.

These activities may include but are not limited to the following:

**Strength**
- Yoga
- Weightlifting
- Self-defense/Martial arts

**Conditioning**
- Aerobic dance
- Cycling
- Running
- Swimming
- Walking

**Movement Focus**
- Identify and apply characteristics and critical elements of conditioning/strength activities.
- Apply previously learned movement concepts for successful participation.
- Identify and apply biomechanical principles.
- List, describe and demonstrate use of safety equipment.
- Demonstrate independent learning.

**Fitness Focus**
Participate in conditioning/strength activities to improve health-related fitness; analyze the effect of these activities on personal fitness; improve or maintain physical fitness levels to meet the principles of exercise; explain the relationship between participation in conditioning/strength activities and health.

**Social Focus**
- Self-responsibility: Independently engage in conditioning/strength activities; compare and contrast effective leadership skills used in conditioning/strength activities and those in other physical activities used in course-related physical activities; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in conditioning/strength activities throughout a lifetime.
- Social interaction: Modify an activity for a child, an elderly person or an individual with disabilities; analyze the role of social interaction in the successful participation in and enjoyment of conditioning/strength activities.
- Group dynamics: Accept and perform planned and spontaneous leadership assignments and roles; analyze the role that cooperation and
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Group with one or more of these actual or perceived characteristics.

Immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or

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Reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics.

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Course 3B: Aerobic Activities
Course 3C: Individual and Dual Activities
Course 3D: Dance
Course 3E: Aquatics
Course 3F: Weight Training and Fitness

High School Course 2
This course is intended to help students in grades 10 through 12 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 2, 1.1–3.9.

All high school students must receive instruction in, and be assessed in, the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

Movement Focus
• Demonstrate proficiency in combative, gymnastic/tumbling and team activities; explain and apply the six skill-related components of fitness; explain and apply advanced offense, defense, and transition strategies; explain, apply and evaluate the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy; evaluate the interrelationships of factors (physical, emotional, and cognitive) that affect performance; analyze and evaluate information received to improve performance; analyze and explain the impact of conditioning practices; create or modify a practice/training plan based on evaluative feedback; analyze and assess performance improvement strategies; evaluate independent learning of movement skills.

Fitness Focus
• Participate in moderate to vigorous physical activity four times per week; apply the principles of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards; assess fitness levels and adjust to accommodate changes in age, growth, and development; develop and describe a fitness plan to enhance personal health; develop and implement an appropriate personal fitness program for another person; explain how to evaluate consumer fitness products; identify and evaluate ergogenic aids; evaluate the availability and quality of community fitness resources; use and analyze scientifically based data to self assess the five components of health-related fitness.

Social Focus
• Self-responsibility: participate in activities for enjoyment; examine and explain the ways in which personal characteristics, performance styles and preferences for activities may change over a lifetime; evaluate psychological benefits derived from regular physical activity; explain and analyze the role of attitude, motivation and determination in achieving personal satisfaction from challenging physical activities; evaluate and refine personal goals to improve performance in physical activity.
• Social interaction: identify the effects of individual differences, such as gender, age, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity; explain how to select and modify an activity for a child, elderly person, or individual with special needs.
• Group dynamics: identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles; encourage, support and include individuals of all abilities.

High School Course 3
This course is intended to help students in grade 11 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Courses 3A–3F.

This level of instruction provides six course options for students who have previously completed High School Courses 1 and 2 (i.e., Physical Education 1,2 and Physical Education 3,4). The six course options include:

• Course 3A: Adventure/Outdoor Activities
• Course 3B: Aerobic Activities
• Course 3C: Individual and Dual Activities
• Course 3D: Dance
• Course 3E: Aquatics
• Course 3F: Weight Training and Fitness

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### Biology 1,2 (P) (6111, 6112)

- **Grade Level:** 9–12
- **Prerequisites:** None
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Science

**Course Description**

College Preparatory Course (P). This course meets the University of California’s d (laboratory science) subject-area requirement.

This introductory course is designed to meet college entrance requirements and prepare students for the worlds of school, work, and citizenship. It builds on physical science concepts, and emphasizes mechanisms for the functioning and continuity of organisms. Unifying themes of biology are stressed (evolution, homeostasis, energy, matter and organization, continuity, development, and ecology) and the application and relevance of biology to students’ lives and to society. Inquiry and the nature of science are important content elements.

Students study human impacts on the environment and the co-evolution of life and the Earth. Class organization is student centered. Learning begins with questions and includes students interacting with science using the science and engineering practices. All student activities have clearly defined goals for both the content material and thinking skills involved. Multiple forms of assessment, including authentic assessment, are used. Laboratory activities have clearly labeled safety precautions and hazardous waste disposal procedures.

### Chemistry 1,2 (P) (6211, 6212)

- **Grade Level:** 9–12
- **Prerequisites:** Integrated Math I A-B or equivalent
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Science

**Course Description**

College Preparatory Course (P). This course meets the University of California’s d (laboratory science) subject-area requirement.

This introductory course is designed to meet college entrance requirements and prepare students for the worlds of school, work, and citizenship. Students learn the fundamental concepts and knowledge of chemistry through thematic units that develop thinking and analytical skills as well as traditional chemistry subject matter and problem solving. Students study the relationship of chemistry to plate tectonics and ocean acidification. They use the science and engineering practices to deepen their understanding of science. Inquiry and the nature of science are emphasized, and all student activities have clearly defined goals for both the content material and thinking skills involved. Laboratory activities have clearly labeled safety precautions and hazardous waste disposal procedures.

### Chemistry 1,2 Honors (HP) (6221, 6222)

- **Grade Level:** 9–12
- **Prerequisites:** Above-average achievement in previous science course(s) and in Integrated Math I A-B or equivalent; Physics 1,2 and Chemistry 1,2 recommended; concurrent enrollment in Integrated Math II A-B or equivalent recommended; a desire to succeed in a rigorous college-level course environment
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Science; weighted

**Course Description**

Honors Preparatory Course (HP). This course meets the University of California’s d (laboratory science) subject area requirement.

Successful completion of this course earns recognition of honors (i.e., weighted) credit by the University of California. Courses meeting UC criteria for honors designation must be comparable in workload and emphasis to Advanced Placement, International Baccalaureate, or introductory college courses. A course syllabus, with laboratory activities, and a district-prepared, comprehensive end-of-course examination are required.

Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science.
<table>
<thead>
<tr>
<th>Physics 1,2 (P) (6311, 6312)</th>
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<tbody>
<tr>
<td>Grade Level:</td>
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<td>Prerequisites:</td>
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<td>Course duration:</td>
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<td>Type of graduation credit earned:</td>
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</table>

**Course Description**

This two-semester, algebra-based physics course is designed to provide an introductory experience with the processes of investigating the physical world and the understandings derived from that process. The emphasis is on developing a qualitative conceptual understanding of general principals and models and on the nature of inquiry. This course concentrates on conceptual development and provides an enriching laboratory experience; it can be taken by students in grades 9 and 10 as a first course in physics that prepares them for the more mathematically rigorous Advanced Placement physics courses. The core content addressed in this course includes the topics of motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves and electric and magnetic phenomena. Students also engage in studying the physics of space while using the science and engineering practices.
## Special Education

### Applied Mathematics 11th–12th (7314)
- **Grade Level:** 11–12
- **Prerequisites:** None
- **Course duration:** One year; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, and career awareness.

### Applied Mathematics 9th–10th (7313)
- **Grade Level:** 9–10
- **Prerequisites:** None
- **Course duration:** One year; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.

### Functional Mathematics 9th–12th (7133)
- **Grade Level:** 9–12
- **Prerequisites:** None
- **Course duration:** One or two semesters; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
Students develop age-appropriate, individualized math skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Activities include being aware of numbers, using a functional communication system to make purchases, using time and calendars, participating in adapted thematic math-related literature units, participation in content area within the general education school curriculum, and the exchange of money within the school and neighborhood community. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students’ independence and participation in all aspects of their lives.

### Functional Science 9th–12th (7113)
- **Grade Level:** 9–12
- **Prerequisites:** None
- **Course duration:** One semester; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
This course is for students with IEPs and supports their Person Centered Plans and the implementation of their Individual Transition Plans. These areas of instruction include preparing job applications; interview skills and strategies; self-advocacy—requesting accommodations and services; communicating in various situations; money sense—understanding a paycheck and creating a budget; public transportation, and resources after completing their K–12 educations.
Reading Development 1 (7705)

Grade Level: 9–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

Course Description

This course provides evaluation and intervention for students experiencing difficulty with the reading process. Students learn compensatory strategies and participate in remedial instruction in the areas of phonics, sight word acquisition, and reading comprehension. They read closely to determine what the text says explicitly and to make logical inferences from it, as well as cite specific textual evidence when writing or speaking to support conclusions drawn from the text. They determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas, and analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students interpret the use of words and phrases, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. They analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Finally, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Visual and Performing Arts

**Art 1,2 (P) (0191, 0192)**

**Grade Level:** 9–12
**Prerequisites:** None
**Course duration:** Two semesters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement. This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on drawing skills (e.g., observational, gesture, contour, figure, one- and two-point perspective, shading, pointillism) and painting skills (e.g., strokes, stippling, color blocking, blending, wash) using a variety of media. Multiple approaches to artistic investigations are represented in each student portfolio. Sketchbook/journal entries document development, refinement, and reflection of student work. Students will write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

**Band 1,2 (P) (5020, 5021)**

**Grade Level:** 9–12
**Prerequisites:** Ability to play, or interest in learning to play, a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

**Course duration:** Two semesters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement. Band 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature wind/percussion tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

**Band 3,4 (P) (5320, 5321)**

**Grade Level:** 9–12
**Prerequisites:** Band 1,2; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

**Course duration:** Two semesters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement. Band 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

**Band 5,6 (P) (5325, 5326)**

**Grade Level:** 11–12
**Prerequisites:** Band 3,4; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

**Course duration:** Two semesters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement. Band 5,6 allows intermediate musicians to further develop their wind/percussion technique and tonal control. They will begin to monitor and modify their own pitch and interpretation independently and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales.

Students will perform diverse repertoire in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.
### Design in Mixed Media 1,2 (P) (0244, 0245)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9–12</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Course duration:</td>
<td>Two semesters</td>
</tr>
<tr>
<td>Type of graduation credit earned:</td>
<td>Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Course Description**

College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement.

This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on the design, development, and creation of handmade, functional, and artistic objects, mostly three-dimensional. Investigation of contemporary and traditional multicultural works of art and processes in this course requires minimal drawing and painting skills. Multiple approaches to artistic investigations include problem solving in clay, papier-mâché, fiber, and digital and electronic media (where available). Sketchbook/journal entries and individual portfolios document development, refinement, and reflection of student work. Students write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

### Design in Mixed Media 3,4 (P) (0246, 0247)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>10–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Design in Mixed Media 1,2 or Art 1,2</td>
</tr>
<tr>
<td>Course duration:</td>
<td>Two semesters</td>
</tr>
<tr>
<td>Type of graduation credit earned:</td>
<td>Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Course Description**

College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement.

This advanced course focuses on historical and cultural implication of artists as craftpersons around the world and throughout history. Instruction also includes further investigation of contemporary and traditional works of art that use multiple media in individual works. This course requires minimal drawing and painting skills. Students develop, refine, and create a series of handmade objects and/or mixed-media works of art based on existing works. Individually, students analyze and select their own artistic work for presentation. Collaboratively, they curate an exhibit based on a chosen theme.
Grade Level: 8–12
Prerequisites: French 1-2 with a grade of C or higher; recommendation of teacher
Course duration: One year
Type of graduation credit earned: World Language

Course Description
College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based course is designed for students who have successfully completed 2X2001/WLN. It is a continuation of the introductory course and is intended to consolidate students’ listening and speaking skills at the mid-novice level with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course if offered.

Spanish 1-2 (P) (2321, 2322)
Grade Level: 7–12
Prerequisites: None
Course duration: One year
Type of graduation credit earned: World Language

Course Description
College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

Spanish 3-4 (P) (2323, 2324)
Grade Level: 8–12
Prerequisites: Spanish 1-2 with a grade of C or higher; recommendation of teacher
Course duration: One year
Type of graduation credit earned: World Language

Course Description
College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to consolidate students’ listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

Spanish 5-6 (P) (2325, 2326)
Grade Level: 9–12
Prerequisites: Spanish 3-4 with a grade of C or higher; recommendation of teacher
Course duration: One year
Type of graduation credit earned: World Language

Course Description
College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based course is designed for students who have successfully completed Spanish 3-4. It is intended to move students’ oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Spanish-speaking students whose literacy skills are not fully present.
Spanish for Spanish Speakers 3-4 (P) (2347, 2348)

Grade Level: 8–12
Prerequisites:  Spanish for Spanish Speakers 1,2 or recommendation of teacher and/or counselor based on placement assessment
Course duration: One year
Type of graduation credit earned: World Language

Course Description
College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement.

This course is a continuation of the introductory course Spanish for Spanish Speakers 1,2. It is designed to give students further language experiences as outlined in the introductory course. Emphasis is placed on strengthening students’ mastery of literacy and language skills.

Students read and discuss significant literary works to improve oral and written communication skills. Focus is on using appropriate oral and written language styles in various contexts.
Crawford 2021-2022 Course Catalog

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