

SAN LEANDRO HIGH SCHOOL

HOME OF THE PIRATES

COURSE CATALOG 2020-2021



We are **lifelong learners**.
We are **leaders** in training.
Don't be part of the problem. Be part of the **solution**.
Failure is **not** an option.
Respect is a sign of strength.
Discipline **yourself** so no one else has to.
Stay **calm** at all times.
If you have a **goal**, nothing is impossible.
We come from **greatness**.

WHO WE ARE

Our History

The first San Leandro High School opened at Bancroft and Estudillo Avenues in 1926. In the 1930s, San Leandro changed from an agrarian to a residential community with subdivisions replacing cherry orchards. World War II saw rapid transformation of the community. Industrialization and a rapidly growing population created the need for newer and larger schools. On September 12, 1949, students moved into the main building which now houses San Leandro High and the old high school building became Bancroft Junior High.

A local election in 1952 unified the two schools under the San Leandro School Board. The old building on Bancroft and Estudillo was replaced by the present Bancroft Middle School in 1955 at the same time John Muir Middle School opened on the west side of town. Pacific and Lincoln High schools were added in the 1960s to meet the peak of the post-war baby boom. When enrollments declined, Pacific was closed in 1983 leaving San Leandro High with two feeder middle schools and Lincoln. As enrollment climbed in the 21st century, the high school expanded, opening the Fred T. Korematsu (FTK) campus in the fall of 2010. Formerly used as a ninth grade campus, FTK now houses all Math and World Language classes.

Letter From Our Principals

We, along with the SLHS administrative team and staff, are excited to share with you our course offerings. We offer challenging curriculum, a breadth of elective opportunities, and an extensive variety of sports, clubs and extracurricular activities. We have three well-established academies for students to be a part of a "smaller school within the school" and be able to pursue their interests. We also offer several career pathways, access to ROP and Career Technical Education courses, and many of our courses receive dual credit at the local community colleges.

In 2018, we were awarded the National Advanced Placement District of the Year for being the national leader among medium sized school districts in expanding access to Advanced Placement Program courses while simultaneously improving AP Exam performance. In 2019 we received a coveted six year accreditation by the Western Association of Schools and Colleges (WASC).

Although we are extremely proud of these accomplishments, our deepest pride is in the character and caliber of our students. From the moment we entered the hallways of SLHS, our students have amazed and inspired us. As a Pirate family, we have committed to living and learning by the shared virtues that appear on the cover of this catalog and in every classroom.

Thank you for allowing us the opportunity to be a part of this vibrant community. Never hesitate to contact us with your questions or concerns at any time. We are always striving to serve our students, staff and families at the highest level.

Sincerely,

Dr. Reginald Richardson
Dr. Ronald Richardson

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MESSAGE FROM THE COUNSELING OFFICE

By opening this catalog, you are beginning the process of planning your high school career path. To ensure the selection of appropriate courses you are encouraged to work with your counselor, teachers, and parents/guardians. The decisions you make are important as they have a direct impact on your future.

Considerations for Course Requests:

As you look through this catalog and read the brief course descriptions, consider the following before you finalize your requests:

- Graduation Requirements
- College Entrance Requirements
- Your Interests
- Counselor Conference
- Past Achievements
- College and/or Career Plan
- Parent Approval
- Honors/Advanced Placement (AP) Classes

The number of student requests for each course offered will determine which courses will be offered. Therefore, careful planning on your part is essential.

Counseling & Guidance Services

San Leandro High School offers a full guidance/counseling program. Counselors will work with you in making a 4-year plan for high school and assist you in planning your future beyond high school. They evaluate your test score and transcripts, consider your interests, and provide information on education and career options. The counseling team can provide information on scholarships and financial assistance. Our team is also available to support your social and emotional well-being. You can contact your student's counselor directly or by calling the Counseling Department at 618-4600 x2164.

Online Counseling Curriculum

All students can access Collegeboard, <https://bigfuture.collegeboard.org/>, where they can research and compare 2 and 4 year colleges and explore financing costs. In California Career zone, <https://www.cacareerzone.org/>, students can create their own account and research a variety of careers, salaries, and links to colleges that can lead to various careers.



Counselors, administrators and College and Career Center personnel

2020-2021 Graduation Requirements & Post-Secondary Options

| SLHS Requirements (220 Credits) | Credits | Community College OPTION | UC/CSU OPTION Required "a-g" courses in Years |
|--|---------|--|--|
| Social Science World History U.S. History Economics/Government | 30 | Requirements: High School diploma or GED or CHSPE or be 18 years old. Some local colleges: Laney • Chabot • Merritt • Berkeley College of Alameda • Diablo Valley | A History/ Social Science 2 1 year of World History/Cultures 1 year of U.S. History |
| English | 40 | <hr/> Degree options: Certificates, Associate Degree, Transfer Degree (to 4-year college) | B English 4 4 years of college preparatory English |
| Mathematics Algebra 1 | 20 | | C Mathematics 3 (4 recommended) Algebra 1 Geometry Adv Algebra/Trigonometry (Pre-Calculus/AP Calculus/AP Statistics) |
| Science 1 Life Science 1 Physical Science | 20 | | Trades/Apprenticeship OPTION Require applicants to be 18 years of age and possess a high school diploma or GED equivalent. Local Unions: Electrical Painters & Allied Trades Sheet Metal Workers Sprinkler Fitters Carpenters |
| World Language | 10* | For other options, please contact: Building & Construction Trades Council of Alameda | E World Language 2 (3 recommended) In the same language |
| Visual and Performing Arts | 10 | <hr/> Military OPTION Require applicants to be a US citizen, 17 years old, possess a high school diploma or GED equivalent and pass a physical medical exam. | F Visual and Performing Arts 1 |
| Electives | 60 | | G Electives 1 Additional "a-f" approved courses or "g" approved courses |
| Technical Arts | 10 | | <i>not required for UC/CSU</i> |
| Physical Education | 20** | | <i>not required for UC/CSU</i> |
| Health and Safety | *** | | <i>not required for UC/CSU</i> |

*Students can earn a passing score on the AP Exam or SAT II for a language other than English in lieu of taking a world language class. This will also meet the A-G requirement for language other than English. Students who pursue this option will still need to meet the 220 credit minimum for graduation. Students who have IEPs should check in with their Case Manager regarding this requirement.

**10th-12th grade students may apply for PE Waiver for qualifying school related physical activity. See your counselor for more information.

***All 9th graders take a semester long **Health and Safety** course. Students entering San Leandro High School after 9th grade who have not yet met the State health standards and AB 329 requirements meet this requirement by taking the 5-unit health class before school or in summer school.

STUDENT:

COUNSELOR:

1

First Choice Option

(Refer to Catalog for appropriate course selection)

| First Choice | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|----------------------|---|------------|------------|------------|
| History | | | | |
| English | | | | |
| Math | | | | |
| Science | | | | |
| World Language | | | | |
| Art or Technical Art | | | | |
| Elective | Physical Ed and Health/College and Career | | | |

*if room in schedule

2

Alternatives

(Refer to Catalog for appropriate course selection)

| Second Choice | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-------------------|-----------|------------|------------|------------|
| History | | | | |
| English | | | | |
| Math | | | | |
| Science | | | | |
| World Language | | | | |
| Art | | | | |
| Additional class* | | | | |

*if room in schedule

ALTERNATIVE HIGH SCHOOL PROGRAMS

When credits are insufficient to complete high school or other circumstances prevent students from accessing San Leandro High School, there are alternative pathways to successfully completing a high school program and receiving a high school diploma.



LINCOLN HIGH SCHOOL

Lincoln High School is the San Leandro Unified School District's continuation school, serving credit-deficient students. Lincoln's mission is to provide an alternative educational setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes respect, integrity and academic excellence. Lincoln offers multiple opportunities for students to recover credits and follow a pathway to a high school diploma. Options include graduating from Lincoln High School (200 credits required) or returning to San Leandro High School (220 credits required) at the semester or beginning of the school year. See their website for more information: <http://www.sanleandro.k12.ca.us/Domain/115>.

Lincoln HS Diploma Requirements

Students at Lincoln High School must comply with the same graduation requirements as San Leandro High School (see page 5). However, Lincoln HS students need to complete only 200 credits with 45 nondepartmental elective requirements.

LIGHTHOUSE INDEPENDENT STUDY CENTER

Lighthouse Independent Study provides students who are able to effectively manage their time and work well on their own an opportunity to achieve their high school diploma. Graduating students earn a SLHS diploma and graduate together with the students from the main SLHS campus.

Our staff and teachers understand that health, family and/or work obligations can interfere with daily schooling so our educators provide structured curriculum to help ensure the success of our Lighthouse students. Lighthouse grants flexibility in student scheduling and support, without the loss of rigor.

Students meet one-on-one with a Lighthouse teacher weekly for an hour to receive instruction and then complete approximately 20-30 hours per week of homework independently. We offer instruction online through "a-g" approved courses by Edgenuity and instruction that is tailored to student's individual academic needs. Students must be self-motivated, organized and independent.



SAN LEANDRO ADULT SCHOOL

San Leandro Adult School offers an alternative pathway for high school students to recover credits or complete the high school program.

Credit Recovery

Interested students may obtain the Adult School's Permit for Credit Recovery from their school counselor. Once the permit is completed and signed by the counselor, student, and parent/guardian, the student brings the permit with a current transcript to registration/orientation. Students may only apply to recover credits from previous classes where the student earned a failing grade (noted on the transcript). Students may take one class of 5 credits at a time. Students who need to make up additional credits may, if space is available, begin their next class once they finish their first class. If no space is available, the student is placed a waiting list. This program is free of charge.

Adult School HS Diploma Program

This program is open to any student 18 years and older who has separated from the K-12 system. Requirements differ for teen parents and pregnant teens, homeless youth, and other populations. Credits earned from previous institutions may be granted so it is important that students bring copies of all high school, ROP, and college transcripts to the orientation. Orientations are advertised in advance. Students must complete a minimum of 140 credits in order to earn a high school diploma from the Adult School.

ACADEMIC INFORMATION

REQUEST FOR SCHEDULE CHANGE

Schedule changes are not always possible and are only made with the following considerations:

- Making a change to a course (if possible) MAY result in other changes to your schedule.
- Classes will NOT be changed based on teacher or time period preference.

WITHDRAWAL POLICY

Per Board Policy (1521), students may apply to drop a course, however the request may or may not be honored. A student who is granted a drop from a course during the first fifteen days will receive no entry on his or her permanent record card. A student granted a drop after the fifteenth day and up through the sixth week of the grading period will receive a W on their permanent record card. After the seventh week of school, a student who drops a course shall receive an F grade for the semester on their permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

REPEATING CLASSES/CLASS FAILURES

Although a grade of D in a course will count towards high school graduation, it is not accepted by colleges as completion of a requirement. This includes honors and advanced placement classes. Students who have failed required courses toward graduation may repeat the class in summer school or alternative programs. It is the responsibility of the student and their parent/guardian, assisted by a counselor, to ensure that they enroll in the first available alternative opportunity. Alternative opportunities are limited within our district. Therefore, contact your student's counselor immediately to review the consequences and options should your student fail a class.

AP/HONORS PROGRAM—WEIGHTED GRADES

Our staff has worked hard to provide a breadth of offerings as well as improving accessibility for all of our amazing scholars. The following courses are available for students interested in pursuing an Advanced, Honors, or Advanced Placement Program of study at San Leandro High School. Please refer to the course descriptions for a specific course to determine the prerequisites. Students taking AP courses are encouraged to take the AP Exam. There is a fee for these exams and financial aid is available based on student need. Students enrolled in AP/Honors/Advanced classes are expected to remain in the class for the full year. According to the UC "a-g" Guide, high school students may take as many college/university courses as they wish. When calculating the GPA to determine if a student's eligibility meets or exceeds the minimum GPA requirement, UC/CSU limits the number of honor points to 4 courses (8 semesters), with no more than 2 courses (4 semesters) from 10th grade. The UC/CSU system assigns extra points for up to 4 courses (8 semesters) of certificated honors level and advanced placement courses taken in the last 3 years of high school: A = 5 points, B = 4 points, C = 3 points. San Leandro High School weights courses in alignment with UC admission requirements. However, SLHS policy, internally weights only the highest level course in a given subject; this is to encourage students to enroll in the most advanced courses. The UC/CSU system weights all approved honors level courses. See www.ucop.edu/pathways for more information about UC/CSU weighted courses.

History/Social Studies

- World History Honors
- AP World History*
- U.S. History Honors
- AP U.S. History*
- American Govt. Honors §
- AP Government *
- Economics Honors
- AP Economics*

English

- English 1H
- English 2H
- English 3H §
- English 4H §
- AP English Literature & Composition*
- AP English Language & Composition*

Math

- AP Calculus AB* & BC*
- AP Statistics*

Visual and Performing Arts

- AP Studio Art*

Science

- AP Biology*
- AP Chemistry*
- AP Physics 1, 2 *
- Physiology Honors*
- AP Environmental Science *

World Languages

- AP French Language & Culture*
- AP Spanish Language & Culture*
- AP Chinese Language & Culture*

Electives

- AP Computer Science A*
- AP Computer Science Principles*

KEY

- * Course receives weighted credit at UC/CSU & SLHS
- § Course receives weighted credit at UC/CSU only

THE SENIOR YEAR

Sometimes students consider carrying a lighter academic load in their senior year because they have fulfilled minimum college entrance requirements and are attempting to attain a higher GPA. This is not recommended because a senior carrying a lighter load may relax their study habits making it difficult to carry a full load the first year of college. In addition, many colleges and universities have raised their subject matter requirements for admission and being eligible alone may not be enough to gain admissions to UC and CSU campuses. Many colleges expect students to take more than the minimum requirements in order to be competitive for admissions. Additionally, seniors complete college applications in November and must list their currently enrolled and planned courses. Any changes in academic courses in the spring semester require that a letter be sent to each college applied to in order to correct the application which may jeopardize admission.

UC/CSU “a-g” Approved Courses at SLHS

a

History/Social Science

American Government Honors §
 American Government CP
 AP American Government & Politics *
 Ethnic Studies *
 AP U.S. History*
 U.S. History CP or Honors
 AP World History*
 World History CP or Honors
 World History by Design (SLAM)
 World Geography

b

English

AP English Language & Composition*
 AP English Literature & Composition*
 English 1 CP or Honors
 English 2 CP or Honors
 Get Reel English Through Your Lens (SLAM)
 English 3 CP
 English 3 Honors §
 English 4 CP
 English 4 Honors §

c

Mathematics

Advanced Algebra and Trigonometry
 Algebra
 AP Calculus AB*
 AP Calculus BC*
 AP Computer Science A*
 AP Statistics*
 Geometry
 Pre-Calculus

d

Laboratory Science

Anatomy and Physiology ◊
 Anatomy and Physiology Honors*
 AP Biology*
 AP Computer Principles*
 AP Chemistry AP*
 AP Environmental Science*
 AP Physics 1*
 AP Physics 2*
 Biology: The Living Earth
 Chemistry in Earth's System
 Environmental Science
 Forensic Biology
 Genetics and Biotechnology
 Medical Chemistry
 Physics in the Universe
 Sports Medicine ◊

e

World Languages

French 1, 2, and 3
 AP French Language and Culture*
 Mandarin 1, 2, 3, and 4
 Mandarin for Chinese Speakers 1
 Mandarin for Chinese Speakers 2
 AP Chinese Language and Culture *
 Spanish 1, 2, and 3
 Spanish 3 for the Medical Field†
 AP Spanish Language & Culture*
 Spanish for Spanish Speakers 1, 2, and 3

f

Visual and Performing Arts

Art/Computer Graphics (ROP)
 Advanced Drawing and Painting
 Broadcasting † ◊
 Character Design
 Choir
 Drawing and Painting
 Fashion Design & History
 Graphic Arts *
 Jazz Ensemble
 Music Appreciation
 Orchestra
 Sculpture 1
 Studio Art/2-D Design
 AP Studio Art*
 Video Production ◊
 Wind Ensemble
 Seminar: Notables
 Drama ◊

g

Electives

Advanced Multimedia †
 Business Computer Applications*
 Business Economics and Finance (ABF) *
 Entrepreneurship I*
 Entrepreneurship II *
 History of Women in America †
 Introduction to Engineering†
 Product Design 1† ◊
 Product Design 2† ◊
 College and Career Seminar *
 Economics H
 Economics CP
 AP Micro and Macro Economics *
 Environmental Science CP (“g” for UC; “d” for CSU)
 Journalism 1 ◊
 Marketing Economics (ABF)
 Oral Interpretation †
 Psychology
 AP Psychology*
 Quest
 Social Justice 1 ◊
 Social Justice Activism
 Sociology
 Web Development (formerly Intro to Computers) ◊
 Wood Technology 1
 Wood Technology 2
 Yearbook /Publications
 Dental Assisting 2 (ROP)
 Auto Refinishing 1 (ROP)
 Automotive Tech I (ROP)
 Automotive Tech II (ROP)
 Construction Tech 1 (ROP)
 Construction Tech 2 (ROP)
 Medical Careers II (ROP)
 Web Graphics Digital Design (ROP)
 Welding Technology I (g)
 Welding Technology II (g)

KEY

* Course receives weighted credit at UC/CSU and SLHS

§ Course receives weighted credit at UC/CSU only

† Pending approval

*Course Articulated for credit at Chabot College

◊Pending Articulation

College and Career Support

The College and Career Center is located in Room 400. It is available to all San Leandro Unified high school age students and is open Monday through Thursday 9:00 to 5:00. A College and Career Coordinator and an Early Academic Outreach Program (EAOP) College Advisor is available to meet with students. Computers are available for students to explore college and career interests and options and fill out college and scholarship applications.

UC Berkeley Early Academic Outreach Program (EAOP)

The EAOP College Advisor is available Monday through Thursday 9:00-5:00 in the College and Career Center and can help students consider their college pathway. Although EAOP works with all students at SLHS, they recruit a cohort of up to 150 eligible students and work with them all four years of high school including UC Berkeley based summer programs. Please stop by and pick up an application if you will be a first generation college student. Contact Tanya Enriquez at tanyajenriquez@berkeley.edu or EAOP Regional Manager Theresa Vidaurri at tvidaurri@berkeley.edu for more information.

Workshops and Presentations During Lunch and After School:

- UC and CSU Application Labs
- Writing an Effective UC Personal Statement
- Understanding Senior Year and the College Application Process
- College Life and Support Programs for First Generation College Students
- Undocumented Students and the CA Dream Act
- What's Next: I Hit "Submit" in My Application, Now What?
- Workshop: Paying for College
- Pirates College Alumni Panel
- Community College Workshop Series (Spring)
- Workshop: Being Competitive for College
- Workshop: Seniors Making a College Decision
- Workshop: Juniors and Families - Prepare for College Apps
- Workshop: NCAA Clearinghouse Info for Athletes

Financial Aid Application Support Labs

Schoolwide Events:

- Fall College & Career Night in October,
- Cash for College Night: FAFSA and Dream Application
- Higher Education Day: College Fair for Juniors in the Spring
- Career Day (Spring)
- Community College Week (Spring)
- Freshman Mock Interviews in Fall and Spring

Yearly EAOP/DCAC Celebrations:

- "I Applied to College" Fall Celebration
- The Sweet Taste of Success Senior Decision Day Celebration



Student interviewing for an internship with OSIsoft.

Articulation: Early College Credit

Articulated courses, also known as dual credit, allow high school students to receive college credit for classes they complete in high school. Students may elect to include credits earned through an articulated course on their college transcript. The articulation process eliminates the need for duplication of courses at the college level.

Benefits of students enrolled in an articulated class include:

- Earning college credit for FREE! Community college classes would normally cost approximately \$138 for a 3 unit class.
- Making progress towards college & career goals while still attending high school.
- Earning credits that can be used at other colleges, including some to CSU/UC.

Students who complete even a single college class in high school are more likely to graduate from high school, attend college, persist in college, and complete an Associates degree or higher!

The following courses are either articulated with a local community college or pending confirmation of articulation. Currently all articulated courses are with Chabot College. Those pending approval will be with both Diablo Valley College (DVC) and Chabot.

**** For more information about the articulated courses available at SLHS, please contact your students' Counselor or the*

Currently Articulated Courses:

Auto Technology I
Business Economics and Finance (ROP)
Business Computer Applications
Business Economics (ROP)
Business and Finance/Business Econ and Finance (ROP)
Careers in Education (ROP)
Criminal Justice/Forensic Sci Adv. (ROP)
Cyber Security Computer Prog. (ROP)
College and Career
Ethnic Studies
First Responder-Fire Science EMT (ROP)
Marketing Economics (ROP)
Medical Careers I (ROP)
Medical Careers II (ROP)
Web Graphics/Digital Design (ROP)
Welding Technology (ROP)

Pending Confirmation of Articulation

Anatomy Physiology
Broadcasting
Drama
Graphic Design
Journalism
Sociology
Video Production
Web Design
Wood Technology I



Students applying what they learned in Ms. Peterson's science lab.

Academies

San Leandro High students who are interested in a smaller academic environment are encouraged to apply to one of our three Academic Academies: Academy of Business & Finance (ABF), Social Justice Academy (SJA), and San Leandro Academy for Multimedia (SLAM). Recruiting for academies begins in the Fall of 9th grade. Those selected begin the academy in their 10th grade year.

Academy of Business & Finance (ABF)

The San Leandro High School Academy for Business and Finance is a partnership between SLUSD, Eden Area Regional Occupational Program (EAROP) and the business community. The Academy is a three-year program that provides academic and technical training that prepares students for higher education and the work force.

The Academy teachers discuss the progress of students daily in order to provide maximum assistance and personal attention. The program's partnership with local businesses enriches the business curriculum by providing insight into the training necessary for success in business. The business classes are held in the Academy's iMac computer lab, and the student store (Pier15@Pirate's Cove) where students are trained in the use of standard business applications. Guest speakers, college trips, hack-a-thons, innovation and design challenges, field trips, mentors and employment opportunities help to make this a unique program.

BUSINESS OWNERSHIP (ENTREPRENEURSHIP)

1st year of a 3-year program

10 Credits – Meets UC/CSU subject “g” requirement

Prerequisite: Grade 10 and successful completion of the application process which includes a personal interview, teacher recommendations and a writing sample. Students should be willing to make a three-year commitment. It is highly suggested that students learn keyboarding.

Description: A thematic approach to teaching is used across the curriculum with a focus on entrepreneurship. In conjunction with the National Foundation for Teaching Entrepreneurship, students learn how to write a business plan and present their plan to business professionals. Students have the unique opportunity to purchase, market, and sell

products by starting, owning and operating their own business.

A.B.F. MARKETING ECONOMICS

10 Credits – Meets UC/CSU subject “g” requirement Articulated

Prerequisite: Grade 11. Must have successfully completed 10th grade Academy program.

Description: Students learn about computer applications and general business practices. Marketing (with emphasis on computer applications), U.S. History, English, Science and electives complete the student's schedule. Students are also given an opportunity to participate in a work experience program and DECA, An Association of Marketing Students.

BUSINESS ECONOMICS AND FINANCE

10 Credits – Meets UC/CSU subject “g” requirement; Articulated

Prerequisite: Grade 12. Must have successfully completed 11th grade Academy program.

Description: In addition to the required classes, Academy seniors are also enrolled in Senior Project. Senior Project is a course in which the students will apply the business concepts they have learned in the previous years to real world situations. This course also emphasizes business management and life skills such as budgeting, credit and taxes. Students are given an opportunity to participate in a work experience program and DECA. Upon graduation, students receive a Certificate of Mastery from Eden Area Regional Occupational Program in addition to their high school diploma. Students may also receive credit at Chabot and/or Los Positas Community College for courses taken at San Leandro High School.

San Leandro Academy for Multimedia (SLAM)

The San Leandro High School Academy for Multimedia (SLAM) is a three-year program in which students focus their studies in a technology-rich environment and learn skills in multimedia using computers, video and digital cameras.

Students apply to the program as 9th graders and participants are selected by the team of SLAM teachers. Students selected for the program enter as 10th graders and take English and social studies together with the same teachers until they graduate. These core classes feature a special focus on multimedia and give students opportunities to complete standard aligned curriculum using technology.

In addition to core classes, students take a variety of required electives within the program that teach essential skills in multimedia. These courses include Multimedia, Video Production, and Advanced Multimedia: SLAM Senior Capstone.

In their senior year, SLAM students complete a digital portfolio and take a final elective course that allows them to complete an independent senior project utilizing multimedia. Upon graduation students will receive a Certificate of Achievement from the SLAM Academy in addition to their high school diploma.

MULTIMEDIA I

10 Credits - Meets UC/CSU subject “g” requirement

Prerequisite: Grade 10 and admission into the SLAM program.

Description: Multimedia 1 will introduce students to web publishing, graphics, digital photography, sound editing, 3D graphics, 3D printing, 3D animation, computer programming, video editing, lighting, and special effects. These skills will be learned and put into practice by creating media rich projects for English and Social Studies classes.

GET REEL: ENGLISH THROUGH YOUR LENS (Grade 10)

10 Credits - Meets UC/CSU “b” requirement

Prerequisite: Admission into the SLAM academy program.

Description: In Get Reel, students are challenged to intensively analyze text, including visual media, informational writing and fiction and to develop the skills to produce powerful video messages, oral presentations and written works that critically examine varied ideological and social influences. For the final project, students create a documentary on an influential community member, including writing a written proposal and a production blog. This course is part of the San Leandro Academy for Multimedia's IT & Media Arts Pathway.

WORLD HISTORY BY DESIGN (Grade 10)

10 Credits -- Meets UC/CSU subject "a" requirement

Prerequisite: Admission into the SLAM academy program. In World History by Design, students practice visual media and design career skills while developing a deeper understanding of significant periods and events in world history. Revolutions, wars and globalization inspire and inform students' visual arts projects in which they learn to use the elements and principles of design - and in the process come to nuanced understandings of the events and trends that make up world history. Assignments include creating a digital book of law after examining and analyzing primary source documents, and creating a layered map of Europe

VIDEO PRODUCTION

10 Credits - Meets UC/CSU subject "f" requirement

Prerequisite: Grade 11. Successful completion of 10th grade Academy program.

Description: Learn the elements and principles of art and how

they apply to film and video. Understand how the history of film can help you understand how people process the films we watch today. This class introduces all of the basic language of film. Composition, lighting, camera movement and sound are all addressed.

ADVANCED MULTIMEDIA: SLAM SENIOR CAPSTONE

10 Credits - Meets UC/CSU subject "g" requirement - pending

Prerequisite: Grade 12. Successful completion of 11th grade Academy program.

Description: This course is the capstone SLAM course. This is a project based course where students put their previous two years of SLAM coursework to practice. Students will work individually as well as in groups to create a portfolio of exemplary work that can represent their abilities to colleges as well as employers. Students will produce creative media as well as lead media campaigns such as the Fast for Nonviolence. Students will also create media for the SLHS community, for local and national competitions, and for our end of the year awards show "The SLAMMYS."

Social Justice Academy (SJA)

The Social Justice Academy (SJA) is designed for students who want to realize their potential as agents of positive social change in our society. The mission of SJA is to empower students to make impactful changes in their communities and to develop leaders and lifelong learners. SJA is for the student who is interested in a rigorous curriculum and does not feel connected to traditional forms of learning. As a result, many SJA students are able to overcome obstacles on their path to success. Our pedagogy empowers students by emphasizing authentic connections between the issues their communities face while also meeting curriculum standards at school. This honors youth voice and provides students with the skills and foundational knowledge to address social justice issues.

SJA uses the following structures to ensure student success:

Looping cohorts of students through Academy specific English, Social Science, and Social Justice Elective courses for three years.

Specially designed curriculum that focuses on critical pedagogy, social justice, ethnic studies, gender studies, intersectionality, peer education, campaign development and activism, social and emotional skill development, college-level research, critical thinking, and public speaking skills. Field trips, guest speakers, project-based learning, internships/mentorship and events that connect to the curriculum.

SOCIAL JUSTICE 1 (Grade 10) 1st year of a 3-year program

10 Credits – Meets UC/CSU subject "g" requirement

Prerequisite: Admission into the SJA Program.

Description: Social Justice 1 (Identity) The 10th-grade year for academy sophomores will focus on providing students with a foundation on identity, common struggles, systems of oppression and social constructions of class, race, gender, and so forth. The goal of the first year is to build a strong sense and knowledge of self and community and to begin to develop a critical consciousness.

SOCIAL JUSTICE ACTIVISM (Grade 11) 2nd year of a 3-year program

10 Credits – Meets UC/CSU subject "g" requirement

Prerequisite: Admission into the SJA Program or successful completion of 10th-grade SJA Program.

Description: Social Justice Activism (Activism and Organizing) Academy students will focus on solidarity and collective action throughout their 11th-grade year. Building on the work from the previous year, students learn the basics of activism and organizing, movement building and campaign development. Over the course of the year, students work as a class to conduct a needs assessment and develop a focus for a year-long campaign they will run in their senior year.

SOCIAL JUSTICE QUEST (Grade 12) 3rd year of a 3-year program

10 Credits – Meets UC/CSU subject "g" requirement

Prerequisite: Successful completion of the 11th-grade SJA Program.

Description: Social Justice Quest (Youth Participatory Action Research) The focus of the 12th-grade year for academy students is self-determination and critical consciousness. Senior year requires students to conduct an independent participatory research-action project on an issue of their choice. Students research, conduct interviews, do field-work and create a mini-campaign throughout the course of the year. The class ends with a public testimony of their work. In addition to this, they run a campaign as a class, which might be local, national, or even global in its scope. QUEST is an advanced Youth Participatory Action Research capstone project designed and completed by all SJA seniors.

Career Pathways














What does your future career look like? What you want to do after high school? Where do you start? SLHS's Career Pathways are designed specifically for students to explore and answer these questions. Pathways are a sequence of college and career readiness courses that focus on rigorous academic and college-preparatory curriculum. The courses are designed to develop students' core academic, technical and employability skills. Students who choose one of the five career pathways will participate in work-based learning and personalized planning so they can learn the skills necessary for success in college and beyond. Many pathway courses are also articulated with community college courses.

Ninth graders are required to take the College and Career Seminar Course, the first step in the Career Pathway program. Students will revisit and update the personalized 10-year career and educational plan they create in this course throughout high school and counselors and teachers can access this plan in order to provide coaching support. Many of the Career Pathway courses are currently available to our 10th, 11th, and 12th graders and we continue to research work-based learning and dual enrollment for college credit opportunities for all five pathways.

COLLEGE AND CAREER SEMINAR

5 Credits - Meets UC/CSU subject "g" requirement. *Articulated **Prerequisite:** Grade 9

Description: College and Career Seminar is a one-semester course for ninth grade students and will be paired with Health & Safety to equal a full year. The comprehensive College and Career Seminar is a college and career readiness course designed to help students achieve academic success and learn how to set and achieve life goals. Students participate in a variety of collaborative activities to help them identify their interests and life goals, discover a career suited for their interests, and set a plan for their future. At the end of the course, students will have developed a personalized 10-year career and educational plan that is updated throughout high school and used by the student and advisors for counseling and academic coaching. This personalized plan provides students with the focus and motivation to succeed in high school, college, at work and in life. Once students complete this course, they have the option to explore any of the Career Pathways offered in grades 10-12. Students who earn an A or B may apply to receive college credit with Chabot College.

| GRADES 10TH - 12TH | | | |
|---|---|--|---|
| CTE Symbols | CAREER PATHWAY | Step One (may bypass if you take one ROP course) | Step Two (take a 2nd course OR one year of ROP) |
|  | Biomedical Health Science & Medical Technology | Medical Chemistry Forensic Biology Anatomy / Physiology Sports Medicine | ROP Medical Careers I,II ROP Dental Assistant |
|  | Automotive Technology Transportation | Automotive Technology I | Automotive Technology II ROP Automotive Refinishing I,II ROP Automotive Technology I,II |
|  | Wood Technology Building Trades and Construction | Wood Technology I | Wood Technology II ROP Construction Technology |
|  | Advanced Manufacturing | Intro to Engineering, Design & Invention Intermediate Product Design and Invention | Product Design II ROP Welding Technology I,II |
|  | Information & Communication Technology | Business Applications Introductions Computer Science AP Computer Science Principles AP Computer Science A | ROP Cyber Security / Computer Programming |
|  | Design Visual & Media Arts | Drawing / Painting I Graphics Publications/Yearbook | ROP Web Graphics and Digital Design |
|  | Digital Media | Journalism Video Production | Broadcasting ROP Web Graphics and Digital Design |
|  | Education, Child Development & Family | Elementary Aide Leadership | ROP Careers in Education I,II |
|  | Public Service | Ethnic Studies Forensic Biology Oral Interpretation | ROP Criminal Justice ROP First Responder I,II |
|  | Food Service and Hospitality | | ROP Culinary Science |
| ACADEMY | | Step One - (10th - 11th) | Step Two - (12th grade) |
|  | San Leandro Academy for Multimedia | Multimedia I & Video Production | Advanced Multimedia |
|  | Social Justice Academy | Social Justice I (Social Advocacy) & Social Justice Activism | Quest |
|  | Business Academy | Entrepreneurship Ownership & Marketing Economics | Business Economics & Finance |

Biomedical Health Pathway (BHP)

Due to the explosion of new technologies as well as an unprecedented aging population, there is high demand for biomedical health professionals. Whether discovering new cancer treatments or teaching healthy lifestyle choices to their communities, today's biomedical science professionals are tackling big challenges to make the world a better place. If you are looking for a meaningful career that offers a lifetime of opportunities and the ability to help others, consider a career in the biomedical health sciences. Students in the Biomedical Health Pathway engage in compelling, hands-on activities and projects that professionals encounter in the workplace. The Biomedical Health Pathway emphasizes the college and career skills needed to pursue a career in nursing, pharmacology, medical careers, health care administrative services, physical therapy, forensics, dentistry, veterinary medicine, sports medicine, occupational therapy and biotechnology.

Advanced Manufacturing Pathway (AMP)

Advanced manufacturing is an exciting field that invents and creates the products that people need and want. Today's advanced manufacturing careers bear little resemblance to the production lines of the past. Manufacturing has moved from manual equipment to highly computerized equipment and innovative processes like 3-D printing. Employers are looking for people who have strong math skills and are able to apply scientific and technical principles to structures and manufacturing processes. Many of California's community colleges prepare students for high paying jobs in advanced manufacturing. San Leandro's advanced manufacturing program is a machining and forming technology pathway. This pathway provides students with an understanding of manufacturing processes and systems common to careers in machine tool and materials forming industries. Students interested in careers such as CAD/CAM specialist, CNC machinist, manufacturing engineer, materials/supply management specialist and quality assurance technician should sign up for San Leandro's Advanced Manufacturing Pathway.

Information Communication Technology Pathway (ICT)

How can computing and developing information communication technologies change the world? Consider the rapid shifts and advancements in technology used in phones ten years ago to the phones we use today. Students interested in software and systems development should sign up for the ICT Computer Science Pathway. These pathway courses engage students' creativity and problem solving ability while connecting the relevance of computer science to society. The first course is Introduction to Computer Science which emphasizes the content practices, thinking and skills central to the discipline of information communication technologies. The second course is an intellectually rich and engaging course that focuses on computational thinking practices, developing computational artifacts, communicating and collaborating. Students in this pathway prepare for careers as software developer/applications, information security analysts, web developers, computer programmers, E-Business specialists and operating systems managers.

Digital Media Arts Pathway (DMP)

The digital media arts pathway inspires, develops and equips students to gain a creative and exciting career in digital media arts. Students will graduate from this pathway with the skills needed to make relevant digital media that effectively communicates. Students learn how to create, refine and share work in the digital media pathway that promotes teamwork, communication, creative thinking, and decision-making abilities which are traits that are necessary to be successfully competitive in a media-rich 21st century workplace. The digital media pathway includes those occupations that use visual art, digital media, and web-based tools and materials as the primary means of communication and expression. Students in this pathway prepare for careers as a digital animator, graphic artist, artistic director, commercial artist, web designer, videographer, and production manager.

Public Service & Law Pathway (PSL)

The public service law pathway exposes students to careers that are provided by government to its citizens, either directly or through the financing of another entity to provide that service. Students interested in the public service law pathway have a desire to help support and connect with people and their communities. Careers in public service are unique because they center on challenging issues that define the public agenda and involve the provision of vital services to the public from local to international levels. Public service and law professions offer many career opportunities in public safety, emergency response and legal practices.

Social Science

WORLD HISTORY CP

10 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 10.

Description: Students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with a brief review of world history up to the modern age. The course continues with a focus on the expansion of the west and growing interdependence of people and cultures throughout the world.

WORLD HISTORY HONORS

10 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 10. B or better in previous Social Studies or English class recommended.

Description: This course includes all curriculum of the World History CP course. Additional material is added to challenge academically able learners. The materials will include extensive reading, research projects, and essay writing.

AP WORLD HISTORY

10 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 10. Students are expected to complete a summer assignment prior to the opening of school. B or better in previous English class recommended.

Description: This course provides an intensive study of world history from 8000 BCE to the present, emphasizing the evolution of global processes and comparisons among major societies. Balanced global coverage, with Africa, Asia, Europe, and Oceania are all represented. Since it is possible for a student to receive college credit (based on AP test score in May), the class is intensively taught at and equal to an introductory college course in world history. The class will be rigorous and challenging; and it will allow students to earn a 5-point A. All students are encouraged to take the AP exam in May.

WORLD HISTORY (SDC) 10 Credits

Prerequisite: IEP case manager recommendation.

Grade 10. This course meets the World History graduation requirement and is not UC/CSU-approved.

Description: Students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with a brief review of world history up to the modern age. The course continues with a focus on the expansion of the west and growing interdependence of people and cultures throughout the world.

U.S. HISTORY CP

10 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 11.

Description: A study of the development of the ideals, traditions, and institutions that are uniquely American with special emphasis on the 20th century. It reveals the unity and diversity of the American people while viewing the American experience in a world context. Recognition of significant events, major works, key ideas, and key people in the history of the United States.

U.S. HISTORY HONORS

10 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 11. B or better in World History and English 2 class recommended.

Description: This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and controversies in recent American History (20th century), preparing students for intermediate and advanced college courses by making demands upon student’s equivalent to those of an introductory college course.

AP U.S. HISTORY

10 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 11. Students are expected to complete a summer assignment prior to the opening of school. B or better in World History and English 2 recommended.

Description: This course provides students with the analytical skills and factual knowledge necessary to deal critically with problems and controversies in American history from the colonial period to the present. Since it is possible for a student to receive college credit (based on the AP test score in May), the class is intensively taught at and equal to a college freshman history class. The class will be rigorous, challenging, and will allow a student to earn a 5-point A. All students are encouraged to take the AP exam in May.

U.S. HISTORY (SDC) - 10 Credits

Prerequisite: IEP case manager recommendation.

Grade 11. This course meets the U.S. History graduation requirement and is not UC/CSU-approved.

Description: A study of the development of the ideals, traditions, and institutions that are uniquely American with special emphasis on the 20th century. It reveals the unity and diversity of the American people, while viewing the American experience in a world context. Recognition of significant events, major works, key ideas, and key people in the history of the U.S.

AMERICAN GOVERNMENT CP

5 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 12.

Description: This course provides students with knowledge of their government and how to become an active participant in the governing process. This course includes the ideological basis for American political theory and an analysis of the organization and functions of federal, state, and local governments. Students will gain insights into the process of political behavior and factors that determine political influence in the American political arena. Projects related to the current political scene are an integral part of this course.

AMERICAN GOVERNMENT HONORS

5 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 12. B or better in U.S History recommended

Description: This course includes the entire curriculum in the American Government CP course. Additional material will be added to challenge academically able learners. The materials will include but not be limited to extensive reading, projects, and essay writing.

AMERICAN GOVERNMENT (SDC) (10 Credits)

Prerequisite: IEP case manager recommendation.

Grade 12. This course meets the Government graduation requirement and is not UC/CSU-approved.

Description: This course provides students with knowledge of their government and how to get involved in it. It includes the ideological basis for American political theory and a basis for analysis, organization and functions of federal, state, and local governments. Students gain insights into the process of political behavior, factors that determine political influence in the American political arena and ways in which citizens may participate. Projects related to the current political scene are an integral part of this course.

AP GOVERNMENT & POLITICS UNITED STATES

10 Credits – Meets UC/CSU subject “a” requirement

Prerequisite: Grade 12. Students are expected to complete a summer assignment prior to the opening of school. B or better in U.S. History and English 3 class recommended.

Description: This course provides an intensive study of the various elements of government and politics in the United States and how they work together to produce public policy. It examines the critical relationship among the various institutions, government, groups and ideas that make up the political arena. Activities include essays, tests, note taking, debates, research projects, and use of primary and secondary sources. This course gives students an opportunity to interact with college-level material. All students are encouraged to take the AP exam in May.

AP MICRO AND MACRO ECONOMICS

10 Credits - Meets UC/CSU subject “g” and Economics graduation requirement

Prerequisite: B or better in US History and concurrent enrollment in Algebra II or higher recommended.

Description: AP Economics offers two courses in AP Macroeconomics and AP Microeconomics. Each course corresponds to one semester of a typical college course in economics. AP Macroeconomics focuses on the principles that apply to an economic system as a whole. AP Microeconomics focuses on the principles of economics that apply to the functions of individual decision-makers within the economic system. All students are encouraged to take either the AP Macro Economics or AP Micro Economics test in May.

ECONOMICS CP

5 Credits – Meets UC/CSU subject “g” requirement

Prerequisite: Grade 12.

Description: The study of those mechanisms by which labor, resources, and skills are brought together to produce and distribute the enormous quantity of goods and services people need and want. Students are introduced to basic economic principles through a variety of techniques with frequent applications to real-world experiences in the United States economy.

ECONOMICS (H)

5 Credits – Meets UC/CSU subject “g” requirement

Prerequisite: Grade 12. B or better in US History recommended.

Description: The main focus of this course is the American

economy. Students will learn about money and financial institutions, competition and monopoly, labor-management relations, supply and demand, and the relationship of the United States economy to the rest of the world. Study of the total economy will center on the nation’s goals of full employment, price stability and economic growth. Students will complete research on current economic problems. The class will be rigorous and challenging.

ECONOMICS (SDC) (5 Credits)

Prerequisite: IEP case manager recommendation.

Grade 12. This course meets the Economics graduation requirement and is not UC/CSU-approved.

Description: The study of those mechanisms by which labor, resources, and skills are brought together to produce and distribute the enormous quantity of goods and services people need and want. Students are introduced to basic economic principles through a variety of techniques with frequent applications to real-world experiences in the United States economy.

AP PSYCHOLOGY

10 Credits -- Meets UC/CSU subject "g" requirement

Prerequisite: Grade 11-12

Description: The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students are encouraged to take the AP Examination in May.

SEMESTER ELECTIVES:

Students must rank their top four choices from below as they must be enrolled two semester classes to make a year long class. For students taking the year long AP Government or AP Economics course, a semester Economics or Government class may be paired with one of the semester electives. **Seniors may also rank a preference for an off-block, Academic Assistant, or School Service position in the off semester.

ETHNIC STUDIES

5 Credits - Meets UC/CSU subject “a” US History; Articulated

Prerequisite: None

Description: Students will explore the history of and contemporary issues facing people of color that are traditionally absent from mainstream curriculum. The course seeks to empower the students and their respective communities using various disciplines and mediums such as history, sociology and art. The course will also examine the meaning of race, ethnicity, nationality and culture. It is intended to help build inter-ethnic understanding and generational bridges in an increasingly more

multicultural and multi-ethnic nation, which is imperative to creating social justice.

GEOGRAPHY

5 Credits-- Meets UC/CSU subject "g" requirement

Prerequisite: None.

Description: Students will intensively explore the political, physical and cultural geography of the seven continents of the world. Climates, populations, foods and crops, religions, and ethnicities will be categorized by country.

PSYCHOLOGY

5 Credits – Meets UC/CSU subject "g" requirement

Prerequisite: 11th and 12th grade students.

Description: This course is an introduction to the study of human behavior. It examines psychological principles, theories, and research. What does psychology have to say to you, about you, in today's world? Course covers the brain, principles of learning, theories of personality, stages of psychological development, stress and coping, mental disorders, and approach to treatment and therapy.

SOCIOLOGY

5 Credits -- Meets UC/CSU subject "g" requirement

Prerequisite: 11th and 12th grade students,

Description: This course is an introduction to the study of human social groupings. It aims to help students understand the world around them and how this in turn affects their everyday lives. It examines major issues facing modern day society: poverty, prejudice and discrimination, mental illness, crime, delinquency, and family stress.

HISTORY OF WOMEN IN AMERICA

5 Credits - Meets UC/CSU subject "g" requirement (pending approval)

Prerequisite: 10-12th grade

Description: This course focuses on women's lives and experiences in American history. It traces a number of interrelated themes from the early 19th century to the present, including the changing conditions and ideas about women's roles in society, and the ongoing political struggle to gain increased civil and political rights. The course will also explore how and why historians have approached women's history differently.

English Language Arts

ENGLISH 1 CP

10 Credits – Meets UC/CSU subject "b" requirement

Prerequisite: Grade 9.

Description: Freshman English enables students to be uniformly grounded in the basic English skills needed to succeed in high school. This course provides the skills needed to meet the requirements of a four-year college or university. Students develop a greater familiarity with different types of literature including drama, poetry, short stories, novels and nonfiction. Students learn to recognize the elements of plot, character, setting and theme. This course emphasizes writing as

a process. It focuses on improving skills in fluency and grammar skills are refined.

ENGLISH 1 HONORS

10 Credits – Meets UC/CSU subject "b" requirement

Prerequisite: C or better in previous course, teacher/counselor recommendation or letter of interest.

Description: The Freshman English CP curriculum is covered. Writing, literature, spelling, speech, grammar, and vocabulary are taught at an advanced level and rate. This course provides opportunities for students to achieve the California Dept of Education goals for GATE education.

ENGLISH 2 CP

10 Credits – Meets UC/CSU subject "b" requirement

Prerequisite: Grade 10.

Description: Sophomore English provides students with extensive reading experience in nonfiction, drama, poetry, short stories and the novel. Expository and argumentative writing is stressed. Concurrently, grammar skills are reinforced. Vocabulary development and oral communication skills are also part of this course.

ENGLISH 2 HONORS

10 Credits – Meets UC/CSU subject "b" requirement

Prerequisite: C or better in previous course, teacher/counselor recommendation or letter of interest.

Description: The Sophomore English CP curriculum is covered. Elements of literary craft and style are studied and analyzed in depth. Preparation for college entrance examinations is included in this course. This course provides opportunities for students to achieve the California Dept of Education goals for GATE education.

ENGLISH 3

10 Credits – Meets UC/CSU subject "b" requirement

Prerequisite: Grade 11.

Description: Junior English provides a survey of American Literature from the colonial period to the present. Emphasis is on literary analysis, composition, vocabulary building, public speaking, improving grammar and usage skills, argumentative writing, and preparation for the SAT examinations.

ENGLISH 3 HONORS

10 Credits – Meets UC/CSU subject "b" requirement

Prerequisite: C or better in previous course, teacher/counselor recommendation or letter of interest.

Description: The Junior English CP curriculum is covered. The focus is on critical analysis of the literature in both discussion and writing. Writing assignments involve in-depth analysis of literary works. Vocabulary development, preparation for the SAT, critical thinking skills, and argumentative style writing are addressed. Instruction is accelerated and places rigorous academic demands on the student. This course provides opportunities for students to achieve the California Dept of Education goals for GATE education.

AP ENGLISH LANGUAGE AND COMPOSITION

10 Credits – Meets UC/CSU subject "b" requirement

Prerequisite: Grade 11. Parent/guardian consent.

Description: This course provides college-level studies for high school students who plan to take the Advanced Placement (AP) examination in English Language and Composition. The course requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Students will develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction texts, including graphic images as forms of text, from many disciplines and historical periods.

CSU EXPOSITORY READING AND WRITING - ERWC

10 Credits – Meets UC/CSU subject “b” requirement

Prerequisite: Grade 12.

Description: The goal of this course is to prepare college bound seniors with the literacy demands of higher education. Students in this yearlong, rhetoric-based course will develop advanced proficiency in expository, analytical, and argumentative reading and writing.

ENGLISH 4 CP

10 Credits – Meets UC/CSU subject “b” requirement

Prerequisite: Grade 12.

Description: Extensive study of world literature from ancient Greek times through the 20th century examining poetry, drama, English literature and the novel. Literary analysis, expository writing, vocabulary development, and speaking skills are emphasized. Completion of a thesis paper is required to pass this class.

ENGLISH 4 HONORS

10 Credits – Meets UC/CSU subject “b” requirement

Prerequisite: C or better in English 3, teacher/counselor recommendation or letter of interest.

Description: Extensive study of world literature from ancient Greece to the 20th century through poetry, drama, short stories, novels, and non-fiction. Emphasis is on literary analysis, writing, vocabulary development, oral communication and presentation skills and improving grammar and usage skills. Completion of a thesis paper is required to pass this class.

AP ENGLISH LITERATURE AND COMPOSITION

10 Credits – Meets UC/CSU subject “b” requirement

Prerequisite: Grade 12. Parent/guardian consent. Students are expected to complete a summer reading and writing assignment.

Description: This course provides college-level studies for high school students who plan to take the Advanced Placement (AP) examination in English Literature and Composition. Emphasis is on developing the skills of literary analysis and expository writing through an extensive study of short stories, novels, plays, essays, and poems.

LITERARY ANALYSIS THROUGH FILM

10 Credits--UC/CSU subject “g” requirement

Prerequisite: Grade 11-12

Description: Students will explore a variety of film genres as a

vehicle to develop critical thinking and analytical skills. Students will write essays/critical reviews, participate in group discussions, and learn to analyze films as texts and modern non-fiction. Students will also participate in creating a senior project about social issues that come up during the course relating to respect, responsibility, empathy and tolerance.

ORAL INTERPRETATION

10 Credits-- Meets UC/CSU subject “g” requirement -pending approval

Prerequisites: None

Description: Students will learn the principles of speech delivery through oral presentations. Oral Interpretation is the art of reading, analyzing and interpreting drama, prose, and poetry using voice and body. Focusing on developing and applying habits of effective public speaking, students will cultivate their listening skills and develop critical thinking/analytical skills such as the analysis of political speeches, television ads, and other real-world discourse. Students will be prepared to speak to a variety of audiences and occasions, and also debate both sides of an issue. A unique educational experience of the class will be the opportunity to attend debate tournaments and speech competitions sponsored by the Golden Gate Speech Association (GGSA).

ENGLISH 1-4 (10 Credits)

Prerequisite: IEP case manager recommendation placement assessment. Fulfills English graduation requirements.

Description: Students will work on gaining and improving their English skills through the Edge curriculum, Levels Fundamentals through C. Edge is a reading intervention program designed to explicitly teach core English skills through frequent interactivity providing relevant and readable literature, and systematic application across genres to promote strategic transfer. Students will focus on reading comprehension in this course. This class does not fulfill a-g requirements. Offered to students with an IEP.

ENGLISH LANGUAGE DEVELOPMENT:

Note: 20 credits of ELD can be used for English Credit for graduation. 10 credits of ELD can be used for a-g college credit.

ELD 1 (Beginning) (20 Credits)

Prerequisite: ELA skills testing, CELDT testing, prior schooling/grades, teacher recommendation.

Description: Students develop the vocabulary and language structures necessary to achieve beginning proficiency in listening comprehension, speaking, reading, and writing English. Emphasis is on developing the basic oral comprehension and speaking skills needed to progress to ELD 2.

ELD 2 (Early Intermediate) (20 Credits)

Prerequisite: ELA skills testing, prior schooling/grades, teacher recommendation.

Description: The course continues the development of the vocabulary and language structures necessary to participate in an academic setting. Emphasis is on advancing the oral comprehension and speaking skills needed to progress

to ELD 3. Students also focus on the transition to English literacy skills.

ELD 3 (Intermediate) (10 Credits)

Prerequisite: ELA skills testing, prior schooling/grades, teacher recommendation, or successful completion of ELD 2.

Description: This course advances the student towards oral fluency in both comprehension and speaking skills. The students move from increasing mastery of basic interpersonal communication skills to increasing ability to use English for academic purposes. This course builds the reading comprehension and writing skills necessary to succeed across the core content areas.

ELD 4 (High Intermediate) (10 Credits)

Prerequisite: ELA skills testing, prior schooling/grades, teacher recommendation, or successful completion of ELD 3.

Description: Having achieved a higher level of oral fluency, the emphasis of this course is to continue to build the reading comprehension and writing skills necessary to succeed across the core content areas. Students continue to learn strategies for reading and research, and apply the stages of the writing process. Students also continue to develop skills for oral presentations.

Mathematics

In order to graduate from San Leandro High School, students must pass two years of math, including Algebra 1. While students may meet the minimum graduation requirement within two years, all students are encouraged to pass at least three years of math in order to be college and career ready. Not only does taking higher-level math courses in high school provide “a ticket to college access,” a strong background in math is also needed in many careers, ranging from healthcare to construction. San Leandro High School follows the Common Core Standards for Mathematics and uses the Eureka math as our board adopted curriculum. Student and families can find information and homework helpers for this rigorous conceptual math curriculum online via the parent, students, and community tab on the SLHS website at <http://www.slusd.us>.

INTENSIVE ALGEBRA

10 Credits - Provides department credit toward Math.

Prerequisite: Teacher Recommendation and Test Scores

Description: Intensive Algebra is a 9th grade course designed to address pre-algebraic and algebraic standards in the context of a problem-solving framework. Intensive Algebra will be taught in units designed to develop mathematical identities and a growth mindset towards learning and doing mathematics. The course will review the number system, ratios and proportional relationships, expressions and equations, functions, and geometry, laying the foundation for Algebra 1 coursework. Upon successful completion of Intensive Algebra, students will be prepared to enroll in Algebra 1.

ALGEBRA

10 Credits – Meets UC/CSU subject “c” requirement

Prerequisite: None

Description: This course consists of 5 modules of study. The first module explores the relationships between quantities and reasoning with equations and their graphs. Module 2 focuses on descriptive statistics. Module 3 leads students into both linear and exponential functions. Module 4 has students work on polynomial and quadratic expressions, equations, and functions. Students apply what they’ve learned in previous modules in Module 5 where they model various situations with equations and functions.

GEOMETRY

10 Credits – Meets UC/CSU subject “c” requirement

Prerequisite: C or better second semester of Algebra 1 with demonstrated mastery of key standards. Grade 9 placement is determined by a combination of students’ grades, final exam and teacher recommendation.

Description: This course consists of 5 modules of study. The first module of this course covers concepts pertaining to congruence, proof, and constructions. The course then moves into module 2 which touches on topics such as similarity, proof, and trigonometry. Module 3 extends certain concepts into three dimensions. Module 4 focuses on connecting Algebra and Geometry through coordinates. In Module 5 students work with circles both with and without coordinates.

ADVANCED ALGEBRA AND TRIGONOMETRY

10 Credits – Meets UC/CSU subject “c” requirement

Prerequisite: C or better second semester of Geometry with demonstrated mastery of key standards.

Description: This course consists of 4 modules of study. The first module focuses on polynomial, rational, and radical relationships. In module 2, students will study trigonometric functions. Module 3 leads into students’ learning of exponential and logarithmic functions. The final module of the course is on inferences and conclusions students can make from data.

PRE-CALCULUS

10 Credits – Meets UC/CSU subject “c” requirement

Prerequisite: C or better second semester of Advanced Algebra and Trigonometry with demonstrated mastery of key standards.

Description: This course consists of 5 modules of study. The first module starts students off with work in complex numbers and transformations. In module 2, students relate what they have learned to vectors and matrices. Module 3 focuses on rational and exponential functions. Module 4 has students working with various aspects of trigonometry. In the final module, students work with concepts pertaining to probability and statistics.

AP CALCULUS AB

10 Credits – Meets UC/CSU subject “c” requirement

Prerequisite: C or better in Pre-Calculus

Description: Calculus AB is comparable to a first semester

calculus course in colleges and universities. It covers topics in differential and integral calculus of functions of a single variable using a multi-representational approach to facilitate understanding. Students are encouraged to take the advanced placement exam.

AP CALCULUS BC

10 Credits – Meets UC/CSU subject “c” requirement

Prerequisite: C or better in Calculus AB

Description: A faster paced course than Calculus AB, as it includes all topics covered in Calculus AB plus additional topics. The content of Calculus BC is intended to qualify the student for placement and credit at the university for one course beyond that granted for Calculus AB.

AP STATISTICS

10 Credits – Meets UC/CSU subject “c” requirement

Prerequisite: C or better in Advanced Algebra and Trigonometry

Description: The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Successful completion of the course and advanced placement exam may result in college placement or credit for a one semester introductory college statistics course.

AP COMPUTER SCIENCE A

10 Credits - Meets UC/CSU subject “c” requirement

Prerequisite: Grade of B or better in Advanced Algebra/Trigonometry recommended. Grade of B or better in AP Computer Science Principles or teacher approval.

Description: Students will learn object-oriented computer programming in Java. This rigorous, college-level course focuses on computer science theory such as search and sort algorithms, data structures, encapsulation, and polymorphism. Students will use the Java programming language to solidify their knowledge of big ideas in programming that can be translated to other popular languages in further study or future careers. Strong mathematical and analytical skills are recommended. Previous programming experience recommended but not entirely necessary.

MATH LAB

10 Credits --Does not provide Math Department credit.

Prerequisite: Freshman identified as qualifying for strategic intervention according to pre-assessment screening.

Description: This course provides strategic support to students in developing their mathematical thinking and practice toward the Common Core State Standards. Math Lab teachers collaborate with the students' Algebra teachers to support real-time instruction in Algebra. Students will benefit from the smaller class size and more individualized support systems.

ALGEBRA INTENSIVE (SDC)

10 Credits

Prerequisite: IEP case manager recommendation. This course fulfills the Mathematics graduation requirement and is not UC/CSU-approved.

Description: The course provides students with an understanding of basic algebraic concepts and to develop manipulative skills with algebraic expressions.

Science

All students are expected to meet the Next Generation Science Standards (NGSS) by taking Biology, Chemistry, and Physics which integrate earth, environmental and engineering standards throughout the curriculum. In order to graduate from San Leandro High, students must pass one year of a life science and one year of a physical science.

BIOLOGY: THE LIVING EARTH (Life Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: Grade 9.

Description: In this course, we will explore how life on Earth is inextricably linked to the non-living components of the planet. Using the inquiry methods outlined in the Next Generation Science Standards (NGSS), this course will guide students to investigate real world phenomena to learn key biological principles and the earth science concepts that are integral to them. Topics include the cycling of energy & matter through ecosystems, human impact, population interactions, biogeology, plate tectonics, genetics, evolution, and the cellular development of organisms. Furthermore, students will use engineering practices to learn how to design solutions to problems relevant to the science content they are learning. This is a laboratory based class.

CHEMISTRY IN EARTH’S SYSTEM (Physical Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: 9-12

Description: This course explains how chemical processes help drive the Earth system, its subsystems and the human interactions with those systems. Using the inquiry methods outlined in the Next Generation Science Standards, this course will guide students to investigate real world phenomena to learn key introductory concepts of chemistry including heat & energy in Earth’s system, the structure and properties of atoms, elements, molecular bonding, reactions, stoichiometry, and equilibrium. Furthermore, students will use engineering practices to learn how to design solutions to problems relevant to the science content they are learning. This is a laboratory based class.

MEDICAL CHEMISTRY (Physical Science)

10 Credits - Meets UC/CSU subject “d” Requirement

Prerequisite: 9-12

Description: Medical Chemistry is an alternative to Chemistry in Earth’s System and is the first course in the Biomedical Pathway. Therefore, all of the standards covered in Chemistry in Earth’s System will also be covered in Medical Chemistry in addition to content related to the medical and biotechnology fields. The focus of this course will be to identify solutions to various health issues through foundational chemistry concepts such as molecular structures, gas laws, concentration, thermochemistry and stoichiometry. Students will investigate and apply chemistry and biotechnology concepts to address issues related to essential human needs. Students will learn how to figure out a patient’s medication dosage, create an IV solution, fight infections using the ap-

appropriate medications, measure breathing rates of athletes, measure toxicity in blood, in addition to studying water quality in our community. This is a laboratory based class.

PHYSICS IN THE UNIVERSE (Physical Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: Grade 10-12.

Description: Physical processes govern everything in the Universe from grains of sand and human bodies, to the movement of planets and galaxies. Using the inquiry methods outlined in the Next Generation Science Standards, this course will guide students to investigate real world phenomena to learn key physics concepts including forces and motion, energy conversion, nuclear processes, waves and electromagnetic radiation, and the basics of astrophysics. Furthermore, students will use engineering practices to learn how to design solutions to problems relevant to the science content they are learning. This is a laboratory based class.

SCIENCE ELECTIVES

ANATOMY AND PHYSIOLOGY CP (Life Science)

10 Credits - Meets UC/CSU subject “d” Requirement

Prerequisite: Grades 10-12. C or better in Biology or be in 11th or 12th grade.

Description: For students interested in pursuing a career in the health and medical fields or who want a better understanding of the structure and function of the human body. This hands on course covers the major organ systems of the body systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive. Dissection of a fetal pig and other animal organs such as the brain, eyes, kidneys and heart will compliment course work in addition to identification of bones, muscles, major organs and tissues. Emphasis will be placed on understanding the causes, risks, treatment and prevention of diseases and disorders associated with each body system such as diabetes, cancer, stroke, meningitis, etc. Student will perform a variety of physiology based labs dealing with such topics as blood pressure, blood typing, lung volumes, PET scans, and exercise physiology. This is a laboratory-based class.

ANATOMY AND PHYSIOLOGY (H) (Life Science)

10 Credits - Meets UC/CSU subject “d” Requirement

Prerequisite: Grades 11-12. B or better in Biology recommended.

Description: This course is intended for students considering majoring in life sciences or medical professions. The content of the course covers the same material as Anatomy and Physiology CP but includes increased depth of study and academic rigor. This is a laboratory based class.

AP BIOLOGY (Life Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: Grade 10-12. B or better in Algebra 1 and Biology or completion of Chemistry recommended.

Description: This course is designed to provide college-level

biology content as outlined in the College Board’s AP course description. An AP Biology student is expected to be highly self-motivated and driven. High levels of reading, writing, and analytical skills will be applied to studying molecules and cells, heredity and evolution, organisms, populations, and ecology. This is a laboratory based class.

AP CHEMISTRY (Physical Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: Grade 11-12. B or better in Biology, Algebra, Geometry, Advanced Algebra. Concurrent enrollment in Pre-Calculus is also strongly recommended.

Description: The course is designed to be equivalent to a first year general chemistry course in college or university. An AP Chemistry student is expected to clearly express ideas, orally and in writing, precisely and concisely. Topics covered are: Structure of Matter: atomic theory and atomic structure; chemical bonding nuclear chemistry. States of Matter – Gases, liquids, solids, solutions. Reactions – reaction types, stoichiometry, kinetics, equilibrium, thermodynamics. This is a laboratory based class.

ENVIRONMENTAL SCIENCE (Life or Physical Science)

10 Credits – Meets UC subject “g” requirement and CSU subject “d” requirement

Prerequisite: Grade 10–12

Description: The “real science” behind environmental problems and issues will be explained in this interdisciplinary course. It will closely examine 4 main spheres: Biosphere, Atmosphere, Hydrosphere, and Lithosphere. Global impact by man vs. nature will be a great focus. Significance of population, use of resources, energy, and conservation will be stressed. Current events, case studies, simulations, and laboratory experiments will be utilized. Students will focus on understanding their own community environmental needs. This is a laboratory-based science class.

AP ENVIRONMENTAL SCIENCE (Life or Physical Science)

10 Credits – Meets UC subject “d” requirement.

Prerequisite: C or better in Biology recommended.

Description: This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This is a laboratory based class.

FORENSIC BIOLOGY (Life Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: Grade 10-12, C or better in Biology or be in 11th or 12th grade.

Description: Forensic Biology applies the knowledge and technology of science to criminal laws. Science occupies an important role in the criminal justice system. The scientific community supplies accurate and objective information that reflects the events that occur at a crime. This class

focuses on various aspects of forensic science and analysis. We will focus on laboratory investigation, reporting, and research to provide students with scientific reasoning and writing tools. This is a laboratory based class.

AP PHYSICS 1 (Physical Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: B or better in Geometry and Algebra I recommended.

Description: This course is designed to be equivalent to the first semester of college Physics. It provides an introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. Topics include Newton’s Laws of motion, conservation of energy and momentum, Universal Gravitation, Waves, and Electricity. It is equivalent to a first year college physics class. AP students are expected to be highly motivated and driven. This is a laboratory based class.

AP PHYSICS 2 (Physical Science)

10 Credits – Meets UC/CSU subject “d” requirement

Prerequisite: AP Physics 1 with a C or higher

Description: This course builds upon AP Physics 1. It is designed to be equivalent to the second semester of college Physics. Topics include fluid dynamics, thermodynamics, electricity and magnetism, and quantum mechanics. This is a laboratory based class.

GENETICS AND BIOTECHNOLOGY (Life Science)

10 Credits - Meets UC Subject “g” requirement and CSU Subject “d” requirement - pending approval

Prerequisite: Grade 11-12.

Description: This class will provide student with an understanding of the principles and concepts of genetics. Students will learn to integrate the most important concepts in classical and molecular genetics into an overall picture of what a gene is, how it functions, how it may be altered and how it is inherited. Study the molecular basis of gene function and mutation, Mendelian genetics, transmission systems, regulation of cellular processes, developmental genetics, cytoplasmic inheritance, population genetics and multifactorial inheritance. Learn about recent advances in biotechnology that have genetic implications, including the Human Genome Project and advances in genetic engineering technology. This is a laboratory based class.

SPORTS MEDICINE (Life Science)

10 Credits - Meets UC/CSU subject “d” requirement

Prerequisite: Grade 12. C or better in Physiology recommended.

Description: Sports Medicine course is a two semester capstone course for students interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine related fields. This hands-on course focuses on the basic information and skills important in the care, prevention, and rehabilitation of athletic injuries. This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of

athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise. This is a laboratory based class.

INTEGRATED SCIENCE (SDC)

10 Credits

Prerequisite: IEP case manager recommendation Grade 9.

Description: This laboratory based science course prepares students for high school laboratory science coursework. It integrates earth science with physics and chemistry concepts with California Science frame-work guidelines. Topics include astronomy, plate tectonics, weather, and biogeochemical cycles.

HEALTH & SAFETY/SDAIE HEALTH & SAFETY/SDC

5 Credits

Prerequisite: None. All 9th graders take a semester long Health and Safety course. Students entering San Leandro High School after 9th grade who have not yet met the State health standards and AB 329 requirements meet this requirement by taking Health & Safety with 9th graders or during summer school.

Description: The course covers a variety of topics including but not limited to: healthy foundation, physical activity and nutrition, mental and emotional health, safe and healthy relationships, personal care and body systems, growth and development, reproduction, life cycle, tobacco and alcohol, medicines and drugs, diseases and disorders, injury prevention and environmental health.

World Languages

FRENCH 1

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: Reading at grade level is recommended.

Description: Develop basic skills in speaking, reading, writing, and understanding the French language. Develop oral communication, using learned grammatical structures and limited vocabulary for a variety of concrete topics. Pronunciation and intonation are stressed on a daily basis. Students are introduced to cultural aspects of francophone societies.

FRENCH 2

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of French 1 or placement test.

Description: Students continue to concentrate on the oral aspects of the language with increased work in grammar, reading, and writing. Ability to carry on a conversation, make oral presentations without reading, read with comprehension, write short paragraphs and use the various vocabulary and grammatical structures learned are stressed at this level. The culture of the French-speaking world continues to be part of the course.

FRENCH 3

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of French 2.

Description: Students use grammar and skills previously

acquired and learn more advanced grammatical structures. Emphasis is placed on building vocabulary as a presentational tool for expanding and developing reading, writing, and conversational skills. Students begin to internalize the language. Emphasis shifts from the concrete to the abstract to enable the student to discuss cross-cultural concepts, thoughts, and feelings. Emphasis is placed on the perfection of pronunciation and intonation, with increased speed and fluency.

AP FRENCH LANGUAGE AND CULTURE

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: B or better in French 3 recommended.

Description: This course prepares students to take the Advanced Placement French Language test, and is conducted entirely in French. Using works of Modern-era francophone authors, current newspaper articles, and electronic media of native speakers, including news reports, film, pod-casts, songs, etc., students will learn to use words, expressions and grammatical structures in writing and speaking; understand content of reading selections on cultural topics; engage in literary analysis of poems and prose selections; write essays on cultural and literary topics with accurate grammar and proper syntax; demonstrate speaking and proficiency by expressing personal opinion, presenting and analyzing current articles, analyzing texts, graphs and statistics. All students are encouraged to take the AP exam in May.

SPANISH FOR SPANISH SPEAKERS 1

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: Oral fluency and basic writing skills in Spanish

Description: Students will develop strong literacy skills and develop reading skills through the use of texts, magazines, and newspapers. Writing skills through essays will address students’ life experiences. Grammar terms and structures will be introduced. Latino and American cultures will be explored. The class will be conducted entirely in Spanish.

SPANISH FOR SPANISH SPEAKERS 2

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Spanish for Spanish Speakers 1 or placement test.

Description: Course builds upon knowledge gained in Spanish for Spanish Speakers 1. Students will also reinforce the skills learned in Spanish 1. This course continues the development of reading, writing, speaking, listening and critical thinking skills in Spanish through the study of relevant literature, magazines and authentic resources. Students are empowered through self-expression in writing and speaking, and self-esteem is enhanced through appreciation of Latin American literature and culture. This class will be conducted entirely in Spanish.

SPANISH FOR SPANISH SPEAKERS 3

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Spanish for Spanish Speakers 2 or placement test.

Description: In this course, students will develop advanced literacy and oral skills in Spanish. Students will develop reading skills through the use of Spanish Literature, magazines

and newspapers. Grammar terms and structures as well as analytical and writing skills will be developed through essays. Similarities and differences between various Latino and American cultures will be explored. This class will be conducted entirely in Spanish.

SPANISH 1

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: Reading at grade level is recommended.

Description: Basic skills in speaking, reading, writing, and understanding the Spanish language. Strong emphasis on oral communication, using the learned grammatical structures and elementary vocabulary for a variety of concrete topics. Students are introduced to cultural aspects of the Spanish speaking society.

SPANISH 2

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Spanish 1 or placement test.

Description: Course concentrates on the oral aspects of the language with increased work in grammar, reading, and writing. Ability to carry on a conversation, read with comprehension, write short paragraphs, and use the various vocabulary and grammatical structures learned are stressed at this level. The culture of the Spanish speaking world continues to be a part of this course.

SPANISH 3

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Spanish 2.

Description: Students will learn complex grammatical concepts and be expected to apply them in a variety of ways, including essay writing and sophisticated conversation. On a daily basis students will be expected to read different types of materials and discuss them. Classes are taught in Spanish at least half of the time.

SPANISH 3 FOR THE MEDICAL FIELD

10 Credits - Meets UC/CSU subject “e” requirement (pending approval)

Prerequisite: C or better second semester of Spanish 2 or Spanish for Spanish Speakers 2.

Description: Students completing Spanish 3 for the Medical Field will have acquired the language skills necessary to interact at a basic level in a medical context. Taught exclusively in the target language, this course begins with a focus on personal health, then broadens the context and scope to include family, community and public health, and health careers. Students acquire knowledge of a range of public health issues including physical, mental, social and nutrition. They will learn the necessary terms to refer to the external and some internal parts of the body, family relationships, common illnesses, and different types of medication. Students are expected to fulfill several responsibilities including acquiring knowledge around medical terminology and application of it using different grammar features in the Spanish language. This course is designed for those students who wish to pursue Spanish at a technical level and who also wish to take a third

level of Spanish. It is recommended for students in the Bio-medical Pathway.

AP SPANISH LANGUAGE & CULTURE

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: B or better second semester of Spanish 3 recommended.

Description: This course prepares students to take the Advanced Placement Spanish Language test and is conducted entirely in Spanish. Through the use of major works of modern-era Hispanic authors, as well as electronic media of native speakers, students will learn to: use words, expressions and complex grammatical structures in writing and speaking; understand content of reading selections on cultural topics; write well-organized persuasive essays with accurate grammar and proper syntax. All students are encouraged to take the AP exam in May.

MANDARIN 1

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: None

Description: Mandarin 1 is an introductory course for non-Chinese speaking students who until now have had little in-depth exposure to the intricacies of the Mandarin Chinese language and the cultures of Chinese-speaking countries. The main objective of Mandarin 1 is to develop a strong foundation in the four language skills: speaking, listening, reading, and writing. Emphasis will be placed on the students’ speaking and listening skills, pronunciation, and proper grammar usage in high-frequency common communicative settings such as introductory greetings, family descriptions, time, hobbies, and home etiquette. Students will also be able to accurately recognize and write Chinese characters (Hanzi) and effectively develop their phonetic understanding of Hanyu Pinyin.

MANDARIN 2

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Mandarin 1 or placement test.

Description: The main objective of Mandarin 2 is to further develop a strong foundation in the four language skills: speaking, listening, reading, and writing. Emphasis will continue to be placed on the students’ speaking and listening skills, pronunciation, and proper grammar usage in high-frequency common communicative settings, such as introductory greetings, family descriptions, time, hobbies and home etiquette. Students will also be able to accurately recognize and write Chinese characters (Hanzi) by learning their semantic (radical) components and effectively develop their phonetic understanding of Hanyu Pinyin, while also developing their use of the four tones of Mandarin Chinese.

MANDARIN 3

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Mandarin 2

Description: Students will learn more advanced vocabulary and grammar, and will improve communicative competence in the target language. A greater emphasis will be placed on speaking and writing, as students are exposed to more important topics frequently used by people in China, including weather,

dining, asking for directions, and going to the doctor. Cultural study will deepen student understanding of Chinese cultures as well as comparisons between the cultures of China and the home culture. Students will continue to learn to recognize and produce Chinese characters (Hanzi) and develop pronunciation skills.

MANDARIN 4

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Mandarin 3.

Description: Students will continue to develop proficiency in Mandarin Chinese and knowledge of the history, geography, and cultural products and perspectives around the world where Mandarin is spoken. The course engages the student in an exploration of both contemporary and historical topics such as traditions, education, food and fashion, sports, ethnic diversity, geography, history, climate, travel, technology, community and artistic pursuits. The student will continue to work on their expressive language skills and will make complete oral presentations in the target language. The course will also include Chinese short stories, newspapers, magazines, and films. Advanced reading and writing activities will be integrated. Through the comparison and contrast of life in China and in US, students will develop awareness of China’s role in issues of global importance.

AP CHINESE LANGUAGE AND CULTURE

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Mandarin 4 or teacher recommendation.

Description: The AP Chinese Language and Culture course is designed to be comparable to fourth semester college/university courses in Mandarin Chinese. This course will deepen students’ immersion into the language and culture of the Chinese-speaking world. Its aim is to provide students with ongoing and varied opportunities to further develop proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. The course interweaves level- and age-appropriate cultural content and provides for frequent assessment of students’ developing proficiencies within the context of their learning.

MANDARIN FOR CHINESE SPEAKERS 1

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: Oral fluency and basic writing skills in Mandarin.

Description: Students will develop strong academic language and literacy skills through the use of authentic texts and multimedia resources. Emphasis will be placed on presentational writing, moving students from words and sentences to extended paragraphs that focus on addressing topics related to learners’ everyday life and cultural backgrounds. Grammatical structures will be taught in context and at appropriate stages of the students’ language and literacy development. Chinese and Chinese-American cultural perspectives, practices, and products will be integrated throughout the course. The class will be conducted mostly in Mandarin with appropriate scaffolding to address a range of student linguistic and cultural competency.

MANDARIN FOR CHINESE SPEAKERS 2

10 Credits – Meets UC/CSU subject “e” requirement

Prerequisite: C or better second semester of Mandarin for

Chinese Speakers 1 or placement test.

Description: This course expands on the linguistic knowledge and cultural competence gained in Mandarin for Chinese Speakers 1. The course focuses on systematically moving students into higher levels of linguistic and cognitive performance. Literary texts, such as legends, folktales, short stories, and other genres representative of the Chinese-speaking world (including Chinese-speaking communities in the US) are introduced and deconstructed to make them comprehensible to the learners and increase students' proficiency of Chinese academic language and literacy skills. Learners will respond both orally and in writing to literary and cultural texts and relate them to their own experiences as heritage speakers of the language and members of Chinese-American communities. The class will be conducted mostly in Mandarin with appropriate scaffolding to address a range of student linguistic and culture competency.

Visual and Performing Arts (VAPA)

CHOIR

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grade 9-12 Able to carry a tune and learn a choral part.

Description: Standard chorus repertoire including sacred and secular songs, show tunes and spirituals. Perfection of vocal techniques, diction, sight-reading and the development of independence in part-singing. This is a performing group. Participation in the Winter and Spring Concerts is required to pass this class.

SEMINAR NOTABLES

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grades 10-12. Audition and teacher approval required.

Description: Advanced choral class with the majority of choral literature being intermediate to advanced. Literature is selected from the Renaissance, Baroque, Classic, Romantic and contemporary periods, including sacred texts. Students study music history and technique. Correct vocal technique is stressed. This is a performing group. Notables perform in the community, school, and on concert tours.

ORCHESTRA

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Advanced instrumental ability on an orchestral string instrument. Audition and/or recommendation from a middle school instructor. Wind players by approval only.

Description: Explore standard orchestral and string ensemble literature. This is a performing group. Participation in the Winter and Spring Concerts is required to pass this class. Other performances may be required.

WIND ENSEMBLE

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Prior experience on a woodwind, brass or percussion instrument and ability to read basic music notation is required. Audition and/or recommendation from a middle school instructor are required.

Description: Rehearse and perform a wide variety of Wind Ensemble and Concert Band Literature. The wind ensemble performs at home football games and many concerts at SLHS and throughout the community. Since this is a performing group, participation in all performances (winter concert, spring concert and district band festivals) is a requirement to pass this class. Other performances may also be required. The wind ensemble is divided into three sections based on grade level and abilities. All three ensembles perform together at the concerts and football games.

JAZZ ENSEMBLE

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Advanced instrumental ability and an audition. Must be enrolled in “0” period Wind Ensemble concurrently.

Description: Select performing jazz group chosen from among the best musicians in the school. This is a performing group. Participation in the Winter and Spring Concerts is required to pass this class. Other performances may be required.

MUSIC APPRECIATION

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grade 9-12

Description: This course will provide students with the opportunity to explore a wide range of music performances that includes musical literature from many different styles and genres. Students will be able to interpret, analyze, enjoy and appreciate ideas and values and connect with other students through the creation of music. This also includes development of skills that are also essential to everyday living, including social skills and understanding the concept of teamwork and responsibility. Students will learn skills unique to music theory and music-related topics, and will help them attain a greater appreciation of the study of music.

CHARACTER DESIGN

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grade 9-12

This course is intended to foster creativity, self direction and innovation for 21st Century Visual Arts students. The focus will be on skills relevant to the entertainment industry and technical art skills related to: Digital Art, comic fantasy characters, gaming, costume play, manga, anime, illustration, story board and other types of layout. This course incorporates the study of Elements and Principles of Design, infused with Digital Media and contemporary visual culture. New VAPA Core standards of Creating, Presenting, Responding and Connecting are the structural framework of the class.

DRAWING & PAINTING (ART 1)

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: None. Grades 9-12

Description: Meet your graduation requirements through fun projects in art and keep your creative flame burning. If you don’t know how to draw, you will learn, through fun and easy assignments. If you do know how to draw, you will be challenged, by learning how to use watercolors, color pencil, pastels, paint and ink. Learn about artists from every culture and many eras. Express yourself beyond words and take this class.

ADVANCED DRAWING & PAINTING (ART 2)

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grade 10-12. Art 1 or teacher approval.

Description: Have fun developing your own personal style while creating your art portfolio. Students work independently to improve art skills introduced in Art 1. This course is a further development of visual expression through drawing, painting, mixed media, collage as well as non-traditional art materials. Art 2 is a project based course focusing on individual style, exploring contemporary and traditional art forms and themes. A wide range of real life art related professions and skills are introduced. Visits with local and national art college representatives are part of this AP Art prerequisite course.

STUDIO ART 2D DESIGN

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grade 11-12. Successful completion of one of the following classes: Art 1, Art 2, Graphic Design, Digital Photography, Fashion and art teacher recommendation.

Description: 2D design focuses on the use of the Elements and Principles of Art in digital and traditional media for commercial and fine arts use. Each semester students will complete eight assignments based on the elements and principles of art. All assignments are project based and self directed learning with guidance on an individual basis.

AP 2-D ART AND DESIGN

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grades 11-12 B or better in any introductory Art class and teacher recommendation. May be repeated for additional AP scores.

Description: Highly self directed and individualized, college level class with possibility of college credit and a weighted gpa. Explore and experiment with a single theme that is meaningful to you. Field trips, art shows in our gallery, research and meeting with college recruiters will prepare you for college, and in some cases, jobs. You will leave this class with an amazing portfolio and develop your skills in the many areas of visual art to the highest level. You will learn about the many career opportunities that are available with an art education. Please review www.apcentral.collegeboard.com and look under Studio Art to learn specifics. The work will be intense, but if you love art, it will be your most memorable class.

FASHION DESIGN AND HISTORY

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grade 10-12

Description: Exercise your creativity and express yourself visually! Fashion fuses music, lifestyle, fantasy and reality. You’ll create the ultimate fashion journal of ideas and inspirations that reflect your ethnic background and personal aesthetic choices, as well as exploring other cultures. This course provides an opportunity for students to develop two and three- dimensional skills based on the elements and principles of design. Students also learn to identify works of famous past and present designers. Other concepts covered include fashion history, fashion illustration, textile design, hand sewing, shoe design and the many careers with high job placement in this industry. Students will take a field trip and attend the annual fashion show at one of the San Francisco art colleges.

SCULPTURE 1

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: 10th-12th grade

Description: Sculpture provides students an opportunity to develop two and three-dimensional skills based on the elements and principles of design. Sculptural expression is emphasized through hands-on studio projects, which include relief carving and free-standing sculptures of the student’s own design. You’ll learn how to manipulate several materials and use sculpting tools safely. Also, students will be given a sense of art history through a showing of visuals that relate to the studio projects they are working on.

SCULPTURE 2

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: B or better in Sculpture 1 or teacher approval.

Description: Advanced course in the designing, planning and construction of three-dimensional objects. Emphasis is placed on creative expression. Study includes jewelry, printing, and sculpture with various techniques and materials.

DRAMA

10 Credits -- Meets UC/CSU subject “f” requirement

Description: Drama introduces students to the fundamentals of theatrical production. Students learn the basic elements and vocabulary of the theater as well as how to use these tools to create informal and formal pieces of theater, from improvisations to short one-act plays. Dramatic Arts is designed to acquaint students with various aspects of theatre: acting, costuming, make-up, speech, lighting, directing, and scene design. Emphasis is on acting, scene study, and character development. Through movement, voice exercises, theater games, and scene study, students develop the tools they need for building competent stage performances. Class members perform improvisation and/or short formal scenes before invited audiences.

VIDEO PRODUCTION

10 Credits – Meets UC/CSU subject “f” requirement

Prerequisite: Grade 10-12. Grade of C or better in Drawing & Painting, Drama, Music, or Graphic Design.

Description: Learn the elements and principles of art and

how they apply to film and video. Understand how the history of film can help you understand how people process the films we watch today. This class introduces all of the basic language of film. Composition, lighting, camera movement and sound are all addressed.

BROADCASTING

10 Credits Meets UC/CSU subject "f" requirement (pending approval)

Prerequisite: none

Description: Introduction to studio practices. Hands-on experience in television studio operations, control room procedures, and basic program production. Students in Broadcasting plan, create, and film the weekly video broadcast featuring SLHS sports, activities, and issues. Students will also broadcast live sporting events as well as performances in the AEC theater and create their own shows.

Career Technical Education (CTE)

Courses in this section satisfy the Technical Arts graduation requirement (10 credits required). Some courses receive dual credit ("Articulated") at a local Community College and some meet UC/CSU "a-g" requirements.

AUTOMOTIVE TECHNOLOGY I

10 Credits -- Articulated

Students can earn an ROP Certificate in Auto Mechanics

Prerequisite: Grades 10-12. For safety, students who do not demonstrate a maturity level appropriate for the class curriculum will be dropped.

Description: For students interested in learning about the mechanical aspects of their car, repair procedures, and the auto repair industry. The course introduces students to safety, tools, engine operation, basic engine overhaul procedures, fuel system, electrical system and drive trains—including transmissions and differentials, brakes, suspension, steering, tires, cooling systems, and lubrication systems. Shop projects will be provided for students.

AUTOMOTIVE TECHNOLOGY II

10 Credits

Students can earn an ROP Certificate in Auto Mechanics

Prerequisite: Grades 11-12. Automotive Technology I or teacher approval required.

Description: A shop-based study of automotive repair and maintenance. Students will experience many phases of automotive reconditioning comprised of, but not limited to: service, maintenance, and repair of engines, transmissions, suspensions (including alignment), tires, brakes, and cooling, fueling, and electrical systems. This class is primarily hands-on work.

BUSINESS APPLICATIONS

10 Credits – Meets UC/CSU subject "g" credit; Articulated
Prerequisite: Grades 9-12.

Description: Business Computer Applications is an introduction to computer applications as it relates to business and home use. The course introduces and improves the skill of keyboarding, and also includes software topics in Operating Systems, Microsoft Office, Google Suite, Internet, World Wide Web, electronic mail, file management, and data communications. Hardware topics include PC system components and troubleshooting issues. Other topics include computer-based careers and trends, electronic computing issues, terminology, electronic communication skills, ethics, security, and etiquette in today's business computing environment. Business Computer Applications will provide students with computer knowledge and skills to increase their productivity which will give them a competitive advantage in the job market.

INTRO TO ENGINEERING (IEDI)

10 Credits -- UC/CSU "g" pending

Prerequisite: Grades 9-12.

Description: This is the introductory course for the Advanced Manufacturing Pathway. Instruction will be given in the following areas of engineering and design: elements of design, design history, technical sketching including orthographic projection, dimensioning, perspective drawing, 2-point perspective drawing, and hand drawn 2D and 3D representations. Students will also explore sustainable design, clean energy and computer aided design. Students will experience design problems related to the vocational fields in construction architecture, interior design and engineering, and examine trade-related occupations; and global human impact.

PRODUCT DESIGN 1 (IPDI)

10 Credits -- Meets UC/CSU subject "g" requirement - pending approval

Prerequisite: Grades 10-12. Grade of C or better in Intro to Engineering.

Description: Have you ever wondered how an iPhone or your favorite toy was made? Students will learn how to design, develop, and create a fully functional device (prototype) that includes the mechanics, electronics, and software. The class is highly collaborative and project based. Students will learn first-hand user centric design. Students learn about the methods of design and problem solving. From there, students learn about the various tools needed to create tools and how to apply the use of the tools back to the design process. This process will include individual work as well as group work. The class is designed with real world projects that provide students with the skill set needed to complete product design from initial creativity to CAD models, to electronics, to woodshop, to 3D printing and laser cutting.

PRODUCT DESIGN 2

10 Credits - Meets UC/CSU subject "g" requirement - pending approval.

Prerequisite: Grades 11-12. Grade of C or better in Product Design 1

Description: In continuation from Produce Design 1 skills, students produce two products in the first semester and learn how to manage tasks and deadlines on relatively simple products. The entire second semester is devoted to the development of a third project and students are expected to create a functioning prototype that has been through several iterative cycles.

WOOD TECHNOLOGY 1

10 Credits - Meets UC/CSU subject “g” requirement; ◊pending articulation

Students can earn an ROP Certificate in Wood Shop

Prerequisite: Grades 10-12 For safety, students who do not demonstrate a maturity level appropriate for the class curriculum must choose another class.

Description: This course teaches skills used in the woodworking trade. Students will learn and apply skills in: woodworking, teamwork, drafting, and business. These skills will enable students to see how small and large scale manufacturing operates in the business world. Students will learn the safe use of hand and power tools, how to read technical drawings, calculate measurements using whole numbers, decimals, and fractions. Building useful and beautiful projects in wood will enable students to learn in a “hands on” environment.

WOOD TECHNOLOGY 2

10 credits - Meets UC/CSU subject “g” requirement

Students can earn an ROP Certificate in Adv.Wood Shop

Prerequisite: Grade 10-12. Grade of C or better in Wood 1 or approval of instructor.

Description: Students will participate in the advanced manufacturing program building on the skill gained in Wood 1. Students will take on a much higher degree of leadership and tackle more advanced projects. Students will be encouraged to enter a final advanced project into the California State Fair. Successful completion of this course will provide real job skills for students looking to move into the woodworking trade.

GRAPHIC ARTS

10 Credits – Meets UC/CSU subject “f” requirement

Students can earn an ROP Certificate in Graphic Arts

Prerequisite: Grades 10-12

Description: Experience a career in graphics by solving a myriad of design challenges as you acquire the ability to communicate ideas visually. Manipulate hand tools and computer applications within the Adobe Creative Suite developing solutions to fit the parameters of a given job. The real power of this class is the nurturing of imagination and creative thinking! Creativity statistics report that 98% of 3-5 year-olds test out as creative genius...5 years later; it’s down to 32%. By the time students become teenagers; creative genius applies to only 10% of the population! And yet, creative thinking is one of the critical 21st century skills! This class is in the Digital Media Pathway.

YEARBOOK/PUBLICATIONS

10 Credits – Meets UC/CSU subject “g” requirement

Prerequisite: Grades 10-12. GPA of 2.0 or better, or approval of the teacher. Cannot drop for off-block

Description: The program presents students with knowledge

of current techniques and skills used in graphic communications. Students learn creative and technical processes of project management with an emphasis placed on concept from planning to completion. Students produce the school’s yearbook using state-of-the-art desktop publishing software (Adobe InDesign and Photoshop). Students plan the yearbook, get the information, do design and layout, develop desktop publishing skills, and marketing concepts. Students have opportunities to win state and national awards. Students will be required to attend deadline work sessions outside of regular school hours and cover after-school events such as games and concerts to take photos and interview other students as part of their grade. This course may be repeated for credit.

JOURNALISM I

10 Credits – Meets UC/CSU subject “g” requirement; course ◊pending articulation

Prerequisite: Grades 10-12. Grade of C or better in English, or the approval of the teacher. Cannot drop for off-block.

Description: Students learn all aspects of print, web, and broadcast journalism as a staff member of the national and international award-winning student newspaper, *The Cargo*. From generating story ideas, doing research, interviewing, writing and photographing to producing page layouts with current desktop publishing software, students learn by doing. Students learn principles of good journalism and design, gaining the skills needed for employment in the vast communications field. The class offers opportunities to be published in all media forms and to win awards. Students will be required to attend deadline work sessions outside of regular school hours and cover after-school events such as games and concerts to take photos and interview other students as part of their grade. This course may be repeated for credit.

WEB DESIGN (FORMERLY INTRO TO COMPUTERS)

10 Credits - Meets UC/CSU subject “g” requirement

Prerequisite: Grade of C or better in Algebra 1

Description: Students will learn to code in three computer languages: HTML, CSS, and Javascript. Students will show artistic creativity and precise technical knowledge through front-end web development projects that use industry standard practices and tools, such as Bootstrap and JQuery, to create visually pleasing, interactive web applications. Strong analytical and mathematical skills are recommended due to the exact and logical nature of programming languages. Students who are successful in this course will be prepared to start a journey toward becoming web developers or be ready for further study in other computer science fields.

AP COMPUTER SCIENCE PRINCIPLES

10 Credits - Meets UC/CSU subject “g” requirement

Prerequisite: C or better in Advanced Algebra/Trigonometry recommended.

Description: Students will learn how the internet works, how information is stored digitally in various types of encoding, the influence of big data on our lives, and an introduction to computer programming in Javascript. This course is aimed at students who want a college-level computer science course but want the opportunity to be creative and explore more than just code. Students will create simple interactive apps and graphics

with code and be able to explain their process and development choices in writing. Students can receive college credit for completing 2 thorough-course projects and a multiple choice AP exam in the Spring. Strong reading comprehension and writing skills are recommended.

AP COMPUTER SCIENCE A

10 Credits - Meets UC/CSU subject “c” requirement

Prerequisite: Grade of B or better in Advanced Algebra/Trigonometry recommended. Grade of B or better in AP Computer Science Principles or teacher approval.

Description: Students will learn object-oriented computer programming in Java. This rigorous, college-level course focuses on computer science theory such as search and sort algorithms, data structures, encapsulation, and polymorphism. Students will use the Java programming language to solidify their knowledge of big ideas in programming that can be translated to other popular languages in further study or future careers. Strong mathematical and analytical skills are recommended. Previous programming experience recommended but not entirely necessary.

INTERNSHIP 101—CAREER DEVELOPMENT

(5 Credits per semester)

Prerequisite: By approval only.

Description: This course is for students working in internship experience. It will guide you through your experience. This is a repeatable semester course allowing you to receive credit for interning, volunteer work, and long-term service learning projects. Students who are attempting a summer internship must attend the course prior to being placed to gain better knowledge about career readiness and the ability to demonstrate professional skills, abilities and newly-acquired knowledge. The course then acts as a support and liaison for the duration of the internship. Students are required to create a final presentation based on what they are learned from the experience.

Physical Education

In order to graduate, students must earn 20 credits of Physical Education. In most cases, freshman will be enrolled in Physical Education. 10th -12th grade students may request a PE waiver for participation in qualifying school related activities. See your counselor for more information.

FITNESS COURSE 1

10 Credits

Prerequisite: Grade 9

Description: This course provides the foundation for high school Physical Education instruction. Fitness Course 1 aligns with the Physical Education Model Content Standards for California Public Schools and California Department of Education Code for Physical Education. The course sequence provides a blueprint for delivering content in a manner that empowers students to make a successful transition from the Physical Education instructional program to participation

in physical activity throughout adulthood and beyond. The content of this course provides opportunities for students to develop physical literacy, motivation, confidence, skills, and knowledge to value and take responsibility for engagement in physical activities for life. Activities may include rhythms/dance, and individual and dual activities. California Fitness Gram testing is required for ALL 9th grade students.

CO-ED PHYSICAL EDUCATION

10 Credits

Prerequisite: Grade 10-12

Description: Students explore a variety of sports and movement activities throughout this course. Emphasis is placed on movement skills and knowledge, self-image, personal development, and social development. Physical fitness and how it relates to each student will be an important area of study during this course.

TEAM SPORTS

10 Credits

Prerequisite: Grade 10-12.

Description: Explore and analyze the fundamental skills involved in various team sports. Sports included are softball, basketball, flag football, and soccer depending upon available facilities.

NET SPORTS

10 Credits

Prerequisite: Grade 10-12.

Description: Explore and analyze the fundamental skills involved in various net sports. Sports included are badminton, tennis, volleyball, and pickle ball depending upon available facilities.

WEIGHT TRAINING

10 Credits

Prerequisite: Grade 10-12.

Description: This course enhances awareness of the human body. Its primary direction will be on body strengthening and aerobic conditioning. Additional emphasis will be placed on nutrition and how it relates to body fitness.

MOVEMENT

10 Credits

Prerequisite: Grade 10-12.

Description: Explore a variety of aerobic and anaerobic movement activities. These activities may include aerobics, circuit training, body sculpting and physical conditioning.

ADAPTED PHYSICAL EDUCATION

10 Credits

Prerequisite: Grade 11-12.

Description: The focus of the A.P.E. curriculum is to provide the students with the skills and knowledge that are needed to maintain a physically active and healthy lifestyle. A.P.E. students become more confident, independent, develop positive social skills, and are able to learn specific skills which will allow them to adopt a physically healthy lifestyle.

Special Education

INDEPENDENT LIFE SKILLS

10 Credits

Prerequisite: Case-carrier recommendation

Description: A course that focuses on preparing our students with IEP goals pertaining to independence and adult life, with emphasis on money management, budget comprehension, employment preparedness, community awareness and household tasks.

TRANSITION SKILLS/SDC

10 Credits

Prerequisite: Case-carrier recommendation.

Grades 11 and 12

Description: Students enrolled in this course are seeking practical and valuable skills and knowledge necessary for adult living. This course provides instruction and practice on making good decisions, improving relationships, recognizing personal strengths, planning for college, exploring career options, entrepreneurship, as well as learning basic entry level job skills, understanding personal finances, getting and using credit, investigating housing options and managing personal and professional documents.

TRANSITION MATH (10 Credits)

Prerequisite: Case-carrier recommendation

Description: The Transition Math class will prepare students in acquiring prerequisite skills to be more successful in their special education algebra class. This course will make math more meaningful and relevant in applying basic computational skills to “real life” problems. (Non Department Credit)

TUTORIAL (10 Credits)

Prerequisite: Case-carrier recommendation.

Description: This course is designed for students with IEPs who spend most of their instructional time in mainstream classes. The emphasis is on reinforcing study skills and providing support in areas of academic difficulty.

Nondepartmental Electives

LEADERSHIP (10 Credits)

Prerequisite: Grade 9-12. Approval of Director of Student Activities.

Description: For students interested in developing skills in organization, planning, and decision-making. Students will develop projects related to communication, planning, organizing, and publicizing school events and projects. Instruction in communication skills, decision-making, problem solving, and long range planning.

ACADEMIC ASSISTANT

10 Credits

Prerequisite: 11th or 12th grade. B or better in the Academic class in which they are placed. Teacher request.

Description: Academic Assistants (AA) actively assist in helping students in the course they are assigned. AAs will receive training at the beginning of the year to help them act as leaders and facilitators. The ideal candidate is a student with strong academic skills, good punctuality and attendance, and who may have an interest in working with youth or working in the field of education. AAs are expected to turn in a resume and letter of recommendation to the College and Career Center by the end of the year.

SCHOOL SERVICE/LIBRARY SERVICE

10 Credits

Prerequisite: Grade 12. Counselor or Assistant Principal approval. Good attendance and grades required.

Description: Office/Teacher/Library duties may include: answering phones, alphabetizing, filing, mail distribution, word processing, escorting new students to their classes, and delivering passes to classes. Students must respect teacher and student confidentiality. Space is limited and only students with administrative approval will be placed into this program. School and Library Service students are expected to turn in a resume and letter of recommendation to the College and Career Center by the end of the year.

ELEMENTARY AIDE PROGRAM (10 Credits)

Prerequisite: Grade 11-12. Administrative approval. Good attendance.

Description: Cross-age tutoring. Students are assigned to elementary schools to assist teachers and tutor students with special needs. Senior Elementary Aids are expected to turn in a resume and letter of recommendation to the College and Career Center.

OFF BLOCK (0 Credits)

Description: San Leandro High School values the breadth of educational experiences we can offer our students. Even if a senior has the required classes and credits to graduate and does not “need” an additional class, seniors should select one of our many electives to round out their education experience. Consider taking another language, a technical art class, an art or music class, or another science class.

EDEN AREA REGIONAL OCCUPATIONAL PROGRAM

Eden Area ROP is accredited by the Western Association of Schools and Colleges (WASC). For more detailed information about their programs, visit their website: <https://www.edenrop.org/>

PROGRAMS OFFERED AT THE HAYWARD CENTER

AUTO REFINISHING

Certification—PPG and iCAR

Description: A comprehensive program designed to provide students with skills and hands-on instruction in the auto body industry. The course focuses on learning filling and sanding; welding, cutting, and repairs of metal surfaces; repair replacement of auto body parts; shop safety, and trade ethics. The class uses the latest water based painting system. Students also learn the latest technology for the auto refinishing and painting industry. This class combines classroom and hands-on experience to teach surface preparation, painting and detailing, as well as project planning, teamwork, and design.

AUTOMOTIVE TECHNOLOGY

Certification—NATEF Basic Automotive; Articulated at Chabot College and Los Positas College

Description: Prescriptive instruction covers brakes, suspension and steering, engine performance and electricity/electronics. This NATEF based course content includes instruction in safety, industry standards, related automobile operational theory, diagnosis and trouble shooting, and repair procedures. Students will be exposed to the automotive business and industry and provided with entry-level job skills. Course topics include automotive parts, carburetion, front-end alignment, major engine tune-up and performance, the function of fuel systems, brakes, engine overhaul and electrical repairs, and troubleshooting, analysis and shop practices. Recognized by the California Department of Education as a ***MODEL PROGRAM***

CAREERS IN EDUCATION I AND II

(PSYCHOLOGY OF CAREERS IN EDUCATION)

Meets UC/CSU subject “g” requirement; Articulated at Chabot College, Mission College, and Ohlone College

Description: A critical need for pre-school, elementary and secondary teachers exists throughout California. This course offers an introduction to occupations in childcare, elementary and middle school teaching. Students learn children’s development and teaching techniques, job and career opportunities in the field, safety precautions, school emergency procedures, employment preparation, growth and development of children, and valuable experience working in a variety of settings. On-the-job training at a childcare facility, pre-schools or elementary school sites will be an integral part of the program. Students participate in an internship and assume a variety of teaching responsibilities during this training period. Bus Transportation will NOT be provided to or from community work sites.

CYBERSECURITY I AND II

Meets UC “g” requirement; Articulated at Chabot College and Ohlone College

Certification - CISCO A+, Security, Routing and Switching

Description: As part of the Cisco Networking Academy, students learn how to protect personal data and privacy online and in social media, and why more and more IT jobs require cybersecurity awareness and understanding. The course introduces students to characteristics of cyber-crime, security principles, technologies, and procedures to defend networks. Through interactive, multimedia content, lab activities, and multi-industry case studies, students build technical and professional skills to pursue careers in cybersecurity. Additionally, the course covers IT Essentials with hands on labs that provide practical experience to prepare students for enterprise networking and troubleshooting.

CONSTRUCTION TECHNOLOGY I AND II (GREEN TECHNOLOGY)

Description: Construction Technology is a course in fundamental construction skills. These building concepts include project planning, print reading, foundations, framing, electrical and plumbing, and finish work. In addition to the basics, students will gain experience with alternative energy systems, energy auditing, solar technology and other green construction practices. Construction Technology involves 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.

CRIMINAL JUSTICE/FORENSIC SCIENCE ADVANCED

Meets UC/CSU subject “g” requirement; Articulated at Chabot College and Los Positas College

Description: This SkillsUSA award-winning class gives students both theory and hands-on experience in the skills and knowledge in the field of forensic science, including introduction to crime scene investigation, crime scene photography, physical evidence in solving crimes, dusting and lifting fingerprints, evidence collecting and processing methods. Emphasis will be placed on the importance of effective communication and interpersonal skills, professional development, strong academic skills, problem solving, safety, and the use of technology. Recognized by the California Department of Education as a ***MODEL PROGRAM***

AUTO REFINISHING

Certification—PPG and iCAR

Description: A comprehensive program designed to provide students with skills and hands-on instruction in the auto body industry. The course focuses on learning filling and sanding; welding, cutting, and repairs of metal surfaces; repair replacement of auto body parts; shop safety, and trade ethics. The class uses the latest water based painting system. Students also learn the latest technology for the auto refinishing and painting industry. This class combines classroom and hands-on experience to teach surface preparation, painting and detailing, as well as project planning, teamwork, and design.

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Description: This SkillsUSA award-winning class gives students both theory and hands-on experience in the skills and knowledge in the field of forensic science, including introduction to crime scene investigation, crime scene photography, physical evidence in solving crimes, dusting and lifting fingerprints, evidence collecting and processing methods. Emphasis will be placed on the importance of effective communication and interpersonal skills, professional development, strong academic skills, problem solving, safety, and the use of technology. Recognized by the California Department of Education as a ***MODEL PROGRAM***

