



Orange County School of the Arts



# *Curriculum* STUDENT HANDBOOK

2026  
2027

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## **A MESSAGE TO STUDENTS**

One of the most important tasks you complete each spring is enrollment in classes for the following school year. Your personal educational plan deserves serious thought and careful planning. All OCSA students have access to their school counselors to help them choose courses that will meet high school graduation requirements, college admissions requirements, discuss various post-secondary and career pathways, and to support them in the enrollment process. High school counselors are located in Student Services (T101) in the Humanities Tower.

## **A MESSAGE TO PARENTS**

It is important that our students make the most of their middle and high school experiences. This can be done only if parents help their children become aware of all courses, programs, and services that are available at school and assist them in developing their own educational programs. To formulate a successful program, consideration must be given to graduation requirements, college/career goals, and the student's interests and abilities.

We encourage you to use this handbook as a source of information on courses offered at Orange County School of the Arts (OCSA).

## **PREREQUISITES**

Students should check carefully to see that they have taken the proper prerequisites for courses and have received the necessary grades to move forward to their next level of coursework. Entrance prerequisites for Upper Level, Honors and Advanced Placement classes are designed to ensure that students are prepared for the rigorous academic environment of the class. Prerequisites include both foundational classes that must be taken and an expected end of course final grade. Students may only waive into an advanced class if they have taken the prior course(s) necessary to enter an advanced class, but have not met the end of course grade requirement.

## **CREDITS**

It is very important that final grades are checked each semester to ensure accurate reporting. Credits are awarded for passing the semester's work unless the student is repeating an academic class that has already been passed with a grade of C or higher.

Challenges to final grades must be made in writing to the counselor and teacher of record within 15 days of the final reporting of grades and grade changes after the 15-day timeline will not be granted. Only the teacher of record can make a grade change and grade changes will only be made in rare situations where

typographical or calculation errors can be established. If the written request for a grade change is denied, the parent/student may make one written appeal to OCSA administration. The written decision of OCSA administration is final.

In the rare event that a student cannot complete coursework requirements before the posting of the final semester grades, the student may request in writing to the teacher of record and counselor to take an "incomplete" in the course. The approval for an incomplete grade will be made at the discretion of the teacher of record. If approved, the student will be granted up to 15 school days to complete and submit any work. A final grade will be issued after the 15-day timeline extension. School Counselors can help answer any questions about this.

## WEIGHTED GRADES POLICY

Orange County School of the Arts (OCSA) Advanced Placement courses and selected Honors courses, completed with a grade of C or better, shall receive a weighted grade point. These designated courses are identified on the Orange County School of the Arts University of California A-G List located here:

<https://hs-articulation.ucop.edu/agcourselist#/list/details/1530/>.

## HIGH SCHOOL TRANSFER STUDENTS WITHIN THE STATE OF CALIFORNIA

Advanced placement courses, completed with a grade of C or better, taken at any accredited high school, shall receive a weighted grade point.

Honors courses, completed with a grade of C or better, taken at any accredited California high school, shall receive a weighted grade **ONLY** if:

- The course is identified on the prior school's University of California A-G course list as a weighted course.

## OUT OF STATE TRANSFERS

If a student transfers to OCSA with high school courses on their transcript, OCSA will designate weighted credit only to AP courses and/or equivalent honors courses approved on OCSA's University of California A-G course list.

Please note that in calculating a non-resident's GPA when applying to college, the UC system will grant honors weight for AP courses or IB courses only, but not for out of state school-designated honors courses.

Weighted grade points shall be issued as follows:

A= 5                    C= 3

B= 4                    D= 1 (not weighted)

## SCHEDULE CHANGES

Schedule changes will be honored for the following reasons only:

- computer or clerical error in scheduling
- graduation requirement omitted from schedule
- student failure to complete a prerequisite course or a graduation requirement
- to balance class sizes
- change in the master schedule
- incorrect placement in a class
- medical necessity

**OCSA does not allow course changes based on teacher preferences.**

**Schedule change requests must be submitted by the end of the 2nd week of school (Friday, August 21, 2026). Students should complete an online course request form.**

## PLACEMENT/LEVEL CHANGES

1. Once a semester has begun, if a student believes that they have been inappropriately placed in a class, the student must first speak with the teacher. If, based on a placement test or initial assessment, the teacher agrees that a different course would be more appropriate, the teacher will notify the counselor about the recommended change.
2. Academic Level Changes (Example: Honors or AP to College Prep) require **Teacher Recommendation and space availability**. The last day to level change is the end of the 6th week of the semester. The student's progress grade may move with the student to the new class.

## CLASS WITHDRAWAL POLICY

1. Withdrawal from any semester or year-long class, including all core academic classes, (English, mathematics, science, foreign languages, government, economics, arts, history, and ethnic studies) must occur within the **first six weeks** of the semester and will not be marked or have a negative impact on the report card or transcript.
2. Withdrawal from any semester or year-long class, including all core academic classes, **after** the **first six weeks**, up until the completion of **Week 12**, will be marked with a **W** on their transcript. This notation will be recorded on the transcript as a withdrawal from the course, but dropping the course during this window of time does not negatively impact the student's Grade Point Average (GPA).

3. Withdrawal from any semester or year-long class, including all core academic classes, **after** the twelfth week (**Weeks 13-18**) of the semester will be marked with a **W/F**, which is computed as a failing grade in the student's Grade Point Average (GPA) and will be recorded on the student's transcript.

4. All OCSA classes are year-long and second semester schedule changes are typically not granted. However, schedule change requests will be reviewed on a case by case basis. Students must schedule a meeting with their counselor and receive administrative approval in order for a change to occur.

	<b>DEADLINES</b>
Last day to request a schedule change for any academic or elective course:	Friday, August 21, 2026
Last day to Level Change (from Honors or AP to College Prep) is end of the 6th week:	Friday, September 18, 2026
Dropping a course after week six up until the end of week 12 will result in a W (withdrawal) on the student transcript:	Friday, October 30, 2026
Dropping a course after week seven will result in a W/F (withdrawal/fail) on the student transcript and is computed as a failing grade:	Any date <b>after</b> Friday, October 30, 2026

Anytime a student drops or changes an academic or elective class, it must be done so officially with a school counselor. If a change is needed for a conservatory class, please contact the director.

## ATTENDANCE IN COLLEGE CLASSES

To attend both college and high school concurrently, students must meet with their school counselor (with the exception of dual enrollment conservatory courses) to make the necessary arrangements and have pre-approval prior to taking the course.

## SUMMER SCHOOL ATTENDANCE

To make up a class, students may attend summer school at any accredited high school and have those credits apply toward graduation requirements. If a student wants to take a class for enrichment or acceleration, **the course must be UC approved and have pre-approval from their school counselor.**

All OCSA Graduation Requirements (English, Math, Science, Social Science, World Language, PE, and Fine Arts), must be taken initially at OCSA to ensure the student is being taught according to the standards established by both the OCSA Board of Trustees and the State of California.



# GRADUATION *Requirements*

## Graduation Requirements

All students attending the Orange County School of the Arts must accumulate a minimum of 240 credits in grades nine through twelve to graduate from high school. Students must pass all required courses to receive a diploma and to participate in graduation ceremonies.

**The 240 credits necessary for graduation must include:**

<b>1. Literature and Composition</b>	(8 semesters)	40 credits
<b>2. Social Science – 10 credits World History   10 credits United States History   5 credits Government   and 5 credits Economics</b>	(6 semesters)	30 credits
<b>3. Mathematics</b> (must be through Geometry/Integrated II)	(4 semesters)	20 credits
<b>4. Physical Education</b> (dance, body conditioning or other P. E. components) <small>*If you are in a dance conservatory, you are not required to take a P.E. class during the academic day.</small>	(4 semesters)	20 credits
<b>5. Science – 10 credits Biological Science   10 credits Physical Science</b> (see curriculum handbook for course options)	(4 semesters)	20 credits
<b>6. World Language</b> (10 credits may be from 7th & 8th grade World Language courses)	(4 semesters)	20 credits
<b>7. Fine Arts</b> (Art, Drama, Music) <small>*Please note that not all conservatory classes earn UC approved Fine Art credit.</small>	(2 semesters)	10 credits
<b>8. Health</b>	(1 semester)	5 credits
<b>9. Electives</b>	(Over the course 4 years)	75 credits
<b>TOTAL</b>		<b>240 Credits</b>

Senior year courses of study must be completed at OCSA and seniors must attend least 2 academic/elective blocks a day on campus. Students grades 7-11 must attend three academic blocks a day on campus. Conservatory classes are in addition to these three blocks and sixteen credits of Conservatory classes are required each year for high school.

## CAREER TECHNICAL EDUCATION (CTE)

OCSA offers Career Technical Education (CTE) courses in all of its conservatory programs. CTE is a program of study that involves a multiyear sequence of courses (introductory, concentrator, and capstone courses) that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Students focus on work-based learning which is an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. OCSA provides classes in three industry sectors: Arts, Media and Entertainment; Hospitality, Tourism and Recreation; and Marketing, Sales and Services. Students who successfully complete a CTE pathway within their conservatory or elective coursework will be recognized at graduation. Additional information about CTE standards and frameworks can be found here: <https://www.cde.ca.gov/ci/ct/gi/>

## DUAL ENROLLMENT COURSES

OCSA has built a robust partnership with Santa Ana College which provides students the opportunity to take Dual Enrollment classes embedded within some conservatory schedules. This enables students to earn college credits while completing their high school graduation requirements and conservatory course sequences. OCSA students enrolled in these courses are exempt from all tuition and enrollment fees associated with taking college courses. If you are scheduled to take a Dual Enrollment class, Karen Rymar, Director of Arts Enrichment, will walk you through the Santa Ana College registration process. OCSA complies with Santa Ana College add/drop policies and timelines for all Dual Enrollment classes. Dual Enrollment courses will appear on both the student's OCSA transcript and the Santa Ana College transcript. Please note that conservatory dual enrollment courses do not earn a weighted grade on the OCSA transcript. Currently, the following conservatory programs have dual enrollment partnerships with Santa Ana College: Acting, Ballroom, Culinary Arts & Hospitality, Creative Writing, Design & Media, Film & Television, Musical Theatre and Production & Design.



# COLLEGE ENTRANCE *Requirements*

### CALIFORNIA COLLEGES GUIDANCE INITIATIVE

Parents/Guardians and students will have direct access to online tools and resources to help them prepare their child(ren)'s path to college and post-secondary career options. The California College Guidance Initiative (CCGI) works to ensure that all 6th-12th grade students in California have access to a systematic baseline of guidance and support as they plan, prepare, and pay for post-secondary education and training. Individual student data from California Longitudinal Pupil Achievement Data System (CALPADS) is linked with the California College Guidance Initiative (CCGI). CCGI manages [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu), which is the one stop resource for students to prepare for life after high school. It also helps with scholarships and financial support through programs like the Student Aid Commission [EC 60900.5; FERPA]. OCSA built a comprehensive partnership with CCGI with full implementation during the 2025-26 school year.

### ADMISSION TO THE UNIVERSITY OF CALIFORNIA AS A FRESHMAN

The link to apply to the University of California is [here](#). Students interested in entering the University of California as a freshman, will have to satisfy the below requirements:

**1. Subject Requirement:** There are 15 required a-g courses that must be completed to meet the UC Subject Requirements. Eleven of the 15 required subject courses must be completed before the end of junior year.

**a. History/Social Science – 2 years required**

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

**b. English Composition, Literature, etc. - 4 years required**

Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

**c. Mathematics – 3 years required, 4 years recommended**

Three years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two and three-dimensional geometry. UC Approved Integrated math courses offered at OCSA through Integrated III fulfill this requirement. Students who take these courses in the seventh and eighth grades may apply the credits towards their UC graduation requirement.

**d. Laboratory Science – 2 years required, 3 years recommended**

Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved

interdisciplinary or earth and space sciences coursework can meet one year of the requirement. At OCSA, Environmental Science is an approved interdisciplinary science course.

**e. Foreign Language - 2 years required, 3 years recommended.**

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in a language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses; however, one of the years must be taken in high school. American Sign Language and classical languages, such as Latin and Greek, are acceptable.

**f. Visual & Performing Arts - 1 year required**

Two semesters of visual and performing arts chosen from ONE discipline from the following: dance, drama/theatre, music and visual arts. Please note that some conservatory classes are not UC approved as year-long fine art credits. Please check with your school counselor for verification.

**g. College Preparatory Elective – 1 year required**

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and a language other than English (a third year in the language used for the "e" requirement or two years of another language).

**Note: A-G Courses taken at OCSA are indicated on the student's transcript with a lowercase 'p'.**

**2. Earn a grade point average (GPA) of 3.0 or better (3.4 if you're a nonresident) in these courses with no grade lower than a C.**

**Eligibility in the Local Context**

Eligibility in the Local Context (ELC) is a program by which the University of California identifies top-performing California high school students. Unlike the broader statewide eligibility pathway, which seeks to recognize top students from throughout the state, ELC draws qualified students from among the top 9 percent of each participating high school.

To be designated as ELC, a student must have attended an eligible, participating California high school, satisfactorily completed a specific pattern of 11 UC-approved courses prior to the start of senior year, and have a UC-calculated GPA that meets or exceeds the top 9 percent GPA benchmark established by UC for their school. The 11 courses include: 1 year of history/social science, 2 years of English, 2 years of mathematics, 1 year of laboratory science, 1 year of language other than English and 4 year-long college prep elective classes chosen among the other "a-g" subject requirements.

The University will notify ELC students of their status at the beginning of their senior year. ELC-qualified students must then apply to UC in November of their senior year and complete the remaining eligibility requirements — including the subject and examination requirements — to be considered fully eligible.

ELC students who complete these requirements but are not admitted to a campus they apply to will be admitted to another campus if space is available.

## **ADMISSION TO THE CALIFORNIA STATE UNIVERSITY AS A FRESHMAN**

Most applicants who are admitted meet the standards in each of the following areas:

- Specific high school courses (referred to as the “a-g” courses)
- Grades in “a-g” courses and test scores
- Graduation from high school

The CSU requires a 15-unit pattern of “a-g” courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each UC/Cal State approved course you use to meet the subject requirement. Students interested in the CSU application can click [here](#).

**a. History and Social Science – 2 years**

Including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government and 1 year of social science.

**b. English Composition, Literature – 4 years**

Four years required; maximum of one year in the 9th grade allowed.

**c. Mathematics – 3 years**

(4 years is recommended) including Integrated I, II, III, or higher mathematics (take one each year).

**d. Laboratory Science – 2 years**

Including 1 biological science and 1 physical science (Chemistry or Physics).

\*Environmental Science could apply to either.

**e. World Language – 2 years**

Two (2) years of the same language; American Sign Language is applicable. (Subject to waiver for applicants demonstrating equivalent competence).

**f. Visual and Performing Arts – 1 year**

Dance, drama or theatre, music, or visual art

**g. College Preparatory Electives – 1 year**

One more year of any college preparatory subject chosen from the University of California “a-g” list

Note: Courses that meet California State College or University entrance requirements will be marked “CSU” (Subject area).

For more information on admissions requirements and eligibility index, please visit:

[https://secure.csumentor.edu/planning/high\\_school/](https://secure.csumentor.edu/planning/high_school/)

## **ADMISSION TO THE COMMUNITY COLLEGE AS A FRESHMAN**

Graduates of a four-year high school or its equivalent are eligible for admission and may undertake any program of study for which they are prepared. The link to apply to California Community Colleges is [here](#). Others may be eligible if they meet any of the following criteria:

- Any person possessing a California High School Proficiency Certificate, OR
- Any person 18 years of age or older who can profit from instruction, OR
- Any person under 18 years of age who can profit from instruction and who has a recommendation from the Dean of Academics, OR
- Any person under 18 years of age not enrolled in school who can profit from instruction and who has a recommendation from a parent and/or guardian.

## **ADMISSION TO THE PRIVATE COLLEGES AND OUT-OF-STATE PUBLIC INSTITUTIONS AS A FRESHMAN**

### **1. Subject Requirement**

Subject requirements vary among private colleges and out of state public institutions. However, if students follow the University of California requirements, they most likely will meet the requirements for the majority of schools. The highly selective private colleges will look for a minimum of four (preferably five) academic classes each year.

### **2. GPA Requirement**

Grade requirements vary greatly among private colleges and out-of-state public schools. The student's counselor can advise what kind of grades and test scores are necessary for specific colleges.



# SOCIAL SCIENCE

## *Courses*

## COURSE DESCRIPTIONS

### 7TH GRADE WORLD HISTORY

**Prerequisite: None**

**10 Credits | Grade 7**

The 7th grade year is a study of world history in and geography during the medieval and early modern eras. Students study the development and changes of complex civilizations in Europe, Africa, Asia and South America in the years between 476 CE – 1789 CE. Students identify and explore the similarities and patterns of these civilizations. Emphasis is placed on the fact that many of the civilizations developed concurrently and impacted each other. All units include an examination of the impact of religion, economics, politics, and social history on the medieval and early modern eras. Geography (location, movement, region, place, and human-environmental interaction) is woven into all the units, with emphasis on how geography affected the development of these civilizations.

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### 8TH GRADE US HISTORY

**Prerequisite: None**

**10 Credits | Grade 8**

This 8th grade U.S. History course, aligned with the History-Social Science Content Standards for California Public Schools, focuses on critical events, issues, and individuals in U.S. history through 1880. The curriculum begins with a selective review of the Age of Exploration, the colonial period, and the American Revolution, emphasizing the emergence of American democracy and identity. The course centers on the Constitution's development, the impact of the Westward Movement, and the complexities of the Civil War and Reconstruction. Key themes include the evolution of American politics, demographics, culture, and economy, and their relation to regional differences. The curriculum also covers civic republicanism, democratic principles, and other constitutional issues. This comprehensive study aims to provide a nuanced understanding of America's historical roots and development over its history.

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### SOCIAL STUDIES 9 (NEW COURSE)

**Prerequisite: None**

**5 Credits | Grade 9**

**H.S.**

Social Studies 9 is a one-semester course for 9th-grade students designed to support their transition into high school by developing the academic and interpersonal skills needed for future AP and CP history courses. This course reinforces the culture, community, and collaboration skills that are the basis of our schoolwide focus for 9<sup>th</sup> graders, emphasizing research skills, effective communication, and critical thinking. Students are taught to evaluate various media sources, discern credibility, and responsibly use emerging tools like artificial intelligence. Through historical case studies, cultural analysis, and contemporary issues, students will examine

how identity, migration, and social context shape both individual experiences and collective narratives over time. Students will engage with multiple perspectives, practice evidence-based writing, and develop the ability to ask thoughtful questions and construct well-supported arguments. By connecting personal reflection to historical and civic inquiry, students gain a deeper understanding of their place in a diverse society and build foundational skills for informed participation in academic, civic, and global communities.

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## **WORLD HISTORY**

**Prerequisite: None**

**10 Credits | Grade 10**

**H.S. | C.S.U. (a) | U.C. (a)**

World History is a one-year course designed to explore the major turning points that shaped the modern world from the late 18th Century to the present. Studies begin with political revolutions in the Atlantic world and the resulting impact of Enlightenment ideals on modern societies. Emphasis is placed on major 20th Century events such as WWI, the Russian Revolution and the resulting creation of the Soviet Union, the rise of totalitarianism in Nazi Germany, WWII, and the Cold War. Students will explore these major world events in historical, geographic, political, economic and cultural contexts. Students study events from a variety of perspectives in order to understand how international relations are impacted by a variety of worldviews.

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## **WORLD HISTORY, ADVANCED PLACEMENT**

**Prerequisite: 3.25 Academic GPA (cumulative); Literature & Composition I, grade of B or higher both semesters.**

**10 Credits | Grades 10, 12**

**H.S. | C.S.U. (a) | U.C. (a) | \*Weighted Course**

AP World History is a one-year broad survey of global connections from 1200 CE to the present. The course focuses on college-level historical thinking skills and on college-level writing. This broad survey of World History is interesting, worldly, and very fast-paced. The focus of this course is heavily on skills and a vast amount of time and effort is spent on developing and perfecting the writing of historical essays. This is an exam-focused course and students are encouraged to take the AP World History exam at the end of the school year. This course meets the World History requirement.

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## **UNITED STATES HISTORY**

**Prerequisite: None**

**10 Credits | Grade 11**

**H.S. | C.S.U. (a) | U.C. (a)**

United States History is a one-year course designed to show the major turning points throughout American History with emphasis on the 20th Century. Following a review of the nation's beginnings and the emergence of the United States into the developing world, students will begin to understand the impact of industrialization, massive immigration and the schism that begins and widens between capital and labor in the growing global economy. Students will trace and analyze the changes in American society including the movement towards equal rights for racial minorities and women. Students will examine the role of the United

States in the 20th Century and its emergence as a major world power, the paradigm shift in the federal government as a result of the Great Depression as well as the expanding power of the executive branch. Students will consider the major social problems of our time and trace their causes. Students should develop the skill of historical writing that is evidence based, the skill of thinking in the context of the time while understanding the cause and effect nature of history. Through their use of acquired historical analysis students will better understand present events and use this understanding to engage as a participatory citizen.

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## **UNITED STATES HISTORY, ADVANCED PLACEMENT**

**Prerequisite: Completion of AP World History, grade of B both semesters or Completion of World History, grade of A both semesters**

**10 Credits | Grade 11**

**H.S. | C.S.U. (a) | U.C. (a) | \*Weighted Course**

The purpose of this course is to provide an intensive study of United States history (1491-present) to prepare the student for the College Board Advanced Placement Examination in this field. The student may take a test at the end of the course and receive college credit. This course meets the U.S. History requirement for graduation. The overarching goals of this course are to equip students with an appreciation for history that will extend into their college years and provide them with the skills to be active learners throughout their lives. The study of history is about developing critical-thinking skills, enhancing reading and writing abilities, and becoming competent scholars that are able to use historical evidence to think about and debate past and current-event issues.

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## **GOVERNMENT**

**Prerequisite: Completion of U.S. History**

**5 Credits | Grade 12**

**H.S. | C.S.U. (a) | U.C. (a)**

This one-semester course is designed to be AP adjacent covering the US institutions of American government from the three branches of government to the multiple linkage institutions. Additionally, students will study Supreme Court cases that have been central in shaping US society. Students will also evaluate and analyze the creation of US Democracy, the ways in which it has changed over time and the present state of US affairs. The ultimate goal of the class is to prepare students to be active, political citizens through knowledgeable voting practices and participation in the community both local and national.

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## **ECONOMICS**

**Prerequisite: Completion of U.S. History**

**5 Credits | Grade 12**

**H.S. | C.S.U. (g) | U.C. (g)**

In this one-semester course, students will master fundamental economic concepts and decision making. applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a contemporary & historic context are the basic

economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods.

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## **GOVERNMENT, ADVANCED PLACEMENT**

**Prerequisites: Completion of AP U.S. History with a B average or Completion of US History with an A average**

**5 Credits | Grade 12**

**H.S. | C.S.U. (a) | U.C. (a) | \*Weighted Course**

The purpose of this course is to provide an intensive study of government and politics to prepare the student for the College Board Advanced Placement Examination in this field. This one semester course allows students to develop a complex understanding of the following five topics: (1) Foundations of American Democracy (2) Interactions Among the Branches of Government (3) Civil Liberties and Civil Rights (4) American Political Ideologies and Beliefs (5) Political Participation. Students will develop strong argumentative writing skills by crafting evidence based responses to four free response questions including the concept application, quantitative analysis, Supreme Court comparison and the argumentative essay. The ultimate goal of this course is to prepare and motivate students to become active citizens in the political process through voting and community involvement and to familiarize students with their rights. This one-semester course meets the Government requirement.

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## **MACROECONOMICS, ADVANCED PLACEMENT**

**Prerequisite: 3.25 Academic GPA (cumulative); completion of Integrated III with a grade of B or better**

**5 Credits | Grade 12**

**H.S. | C.S.U. (g) | U.C. (g) | \*Weighted Course**

The purpose of this course is to provide an intensive study of macroeconomic principles to prepare the student for the College Board Advanced Placement Examination in this field. This one semester course focuses on principles that apply to an economic system as a whole and will help students to develop an understanding of the following areas: Basic Economic Concepts, Measurement of Economic Performance, National Income and Price Determination, Economic Growth, International Finance, Exchange Rates and Balance of Payments. Students will use graphs and data to show comprehension of economic reasoning principles. This course meets the Economics requirement.

**Note:** Both Economics/Government and AP Economics/AP Government classes are consecutive, paired semester-long courses. Students must sign up for BOTH classes together, and will take the classes in consecutive semesters over their senior year.



# LITERATURE AND COMPOSITION

## *Courses*

### COURSE DESCRIPTIONS

#### 7TH GRADE LITERATURE AND COMPOSITION

**Prerequisite:** None

**10 Credits | Grade 7**

This course is designed to prepare students for more rigorous middle and high school classes. It emphasizes narrative, argumentative, and informational/expository writing skills from the paragraph through the essay. Writing instruction will focus on correctly stating a thesis, supporting main ideas with strong evidence, and explaining ideas using commentary. The study of literature will focus on the interpretation and analysis of multiple genres of fiction and nonfiction texts and media. The literature aspect of the course will involve the study and analysis of various genre specific elements, literary devices and terminology. Additionally, students will increase their public and interpersonal speaking skills through group work and discussions, as well as formal and informal whole class and individual presentations.

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#### 8TH GRADE LITERATURE AND COMPOSITION

**Prerequisite:** None

**10 Credits | Grade 8**

This course is designed to prepare students for rigorous high school courses. It emphasizes narrative, argumentative, and informational/expository writing skills from the paragraph through the essay. Writing instruction will focus on correctly stating a thesis, supporting main ideas with strong evidence, and explaining ideas using commentary. The study of literature will focus on the interpretation and analysis of multiple genres of fiction, nonfiction texts and media. The literature aspect of the course will involve the study and analysis of various genre specific elements, literary devices and terminology. The nonfiction study focuses on the analysis of different types of evidence, and the synthesis of multiple resources in order to inform students' own perspectives. Additionally, students will increase their public and interpersonal speaking skills through group work and seminar discussions as well as whole class presentations.

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#### LITERATURE AND COMPOSITION I

**Prerequisite:** None

**10 Credits | Grade 9**

**H.S. | C.S.U. (b) | U.C. (b)**

This course lays the foundation for all Honors, AP, and college preparatory pathways. It is designed for the college-bound student and is aligned to meet the Common Core State Standards. The study of literature focuses on the interpretation and analysis of both fiction and nonfiction texts. Emphasis is placed on literary and rhetorical analysis skills. Students in this class are challenged to delve deeply into the works studied and develop critical thinking skills. The course emphasizes technical, analytical, and interpretive composition skills

from the paragraph through the essay. Students will develop study skills through explicit supports that build self-discipline and self-motivation.

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## **LITERATURE AND COMPOSITION II**

**Prerequisite: Completion of Literature & Composition I**

**10 Credits | Grade 10**

**H.S. | C.S.U (b) | U.C. (b)**

This course builds upon the foundation set in ninth grade while providing pathways to succeed in both college preparatory or AP courses . It is designed for the college-bound student and is aligned to meet the Common Core State Standards. Students reinforce and deepen their understanding and application of common literary and non-fiction terms, critical thinking, as well as clear and coherent composition skills from the analytical paragraph through the essay. Emphasis is on solidifying literary analysis skills, synthesis of non-fiction sources, and performance writing. Students will grapple with ambiguity, nuance, and choice in note-taking, learning modes, as well as identifying, analyzing and articulating how an author crafts their narrative or argument. A sense of agency, time management, self-advocacy, reflection and goal-setting are explicitly supported.

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## **LITERATURE AND COMPOSITION II HONORS**

**Prerequisite: Completion of Lit & Comp. I, grade of A both semesters**

**10 Credits | Grade 10**

**H.S. | C.S.U. (b) | U.C. (b) | \*Weighted course**

This course is designed for the accelerated college-bound student and is aligned to meet the Common Core State Standards. It is a literature-based course intended to prepare students for Advanced Placement Literature and Composition classes. Emphasis is placed on critical reading, writing, speaking and listening skills of narrative literature and nonfiction. Students in this class will be challenged to delve deeper into the works studied, develop critical thinking skills, and work at a rigorous pace. Goals for students include being able to articulate themselves verbally via class-based discussions and informal/formal writing while considering different perspectives and developing their own unique viewpoint. Students will engage in a variety of assessments and projects, both individual and group based. The student should have a serious academic attitude demonstrating a high degree of self-discipline and self-motivation.

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## **LITERATURE AND COMPOSITION III**

**Prerequisite: Completion of Literature & Composition II**

**10 Credits | Grade 11**

**H.S. | C.S.U. (b) | U.C. (b)**

Intended for the college-bound student, this course is grounded in the Common Core State Standards and emphasizes close reading analysis and composition. Students will study both fiction and nonfiction, in order to challenge and expand the student's capacity to read with understanding texts of ever-increasing complexity. These readings will form the basis of class discussions focused on rhetorical decisions and authorial choices, and the ways in which these choices impact the writer's purpose and contribute to the artistic unity of the text. In addition to studying models of masterful writing, students will compose essays in multiple genres, including argumentative, analytical, and researched compositions, while working toward

mastery in the ability to control a wide range of the elements of effective writing. The study of vocabulary and grammatical conventions will be intertwined throughout the course, preparing students for college entrance exams and the rigors of college coursework.

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## **LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT**

**Prerequisite: Completion of Lit. & Comp. II, grade of A or completion of Lit. & Comp. IIH, grade of B or higher both semesters**

**10 Credits | Grade 11**

**H.S. | C.S.U. (b) | U.C. (b) | \*Weighted Course**

Most first year college composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. The AP Language and Composition course follows this emphasis. Its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

Governed by rigorous national standards, AP Language teaches students the skills needed to analyze the resources of language used by writers from a wide array of disciplines and social contexts; to write compositions in a variety of modes and levels of formality; to compose to a variety of audiences; to utilize the resources of language purposefully in their own compositions; and to become apt, discerning, objective researchers able to synthesize a variety of sources. The readings in this class are nearly all nonfiction: they serve to spark discussion, to facilitate close analysis, and to inspire composition.

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## **MODERN VOICES & MEDIA STUDIES-LITERATURE AND COMPOSITION IV**

**Prerequisite: Completion of Literature & Composition III**

**10 Credits | Grade 12**

**H.S. | C.S.U. (b) | U.C. (b)**

Modern Voices & Media Studies, a year-long course grounded in Common Core standards, explores the crucial roles of culture and representation, and their impact on literature and media. Readings will consist of an extensive array of texts, from Pulitzer-Prize Winning novels and plays to Oscar, Emmy, and Tony-award winning and nominated selections. Students will analyze the development of narrative strategies in modern and postmodern context, examine works through a multicultural lens, and grapple with the global impact of literature and media on modern society. Major concepts such as race, gender, sexuality are mediated by the spectacles we consume: these forms are now arguably the engine of change in our society. Students will examine artistic choices in storytelling and delivering information, integrating careful analysis and critical investigations of specific narrative techniques, language, and visual rhetoric. This course serves as credit for Literature & Composition IV, as well as elective credit for students co-enrolled in AP Literature.

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## **LITERATURE AND COMPOSITION, ADVANCED PLACEMENT**

**Prerequisite: Completion Literature & Composition III, grade of A both semesters or completion of AP Language, grade of B or higher both semesters**

**10 Credits | Grade 12**

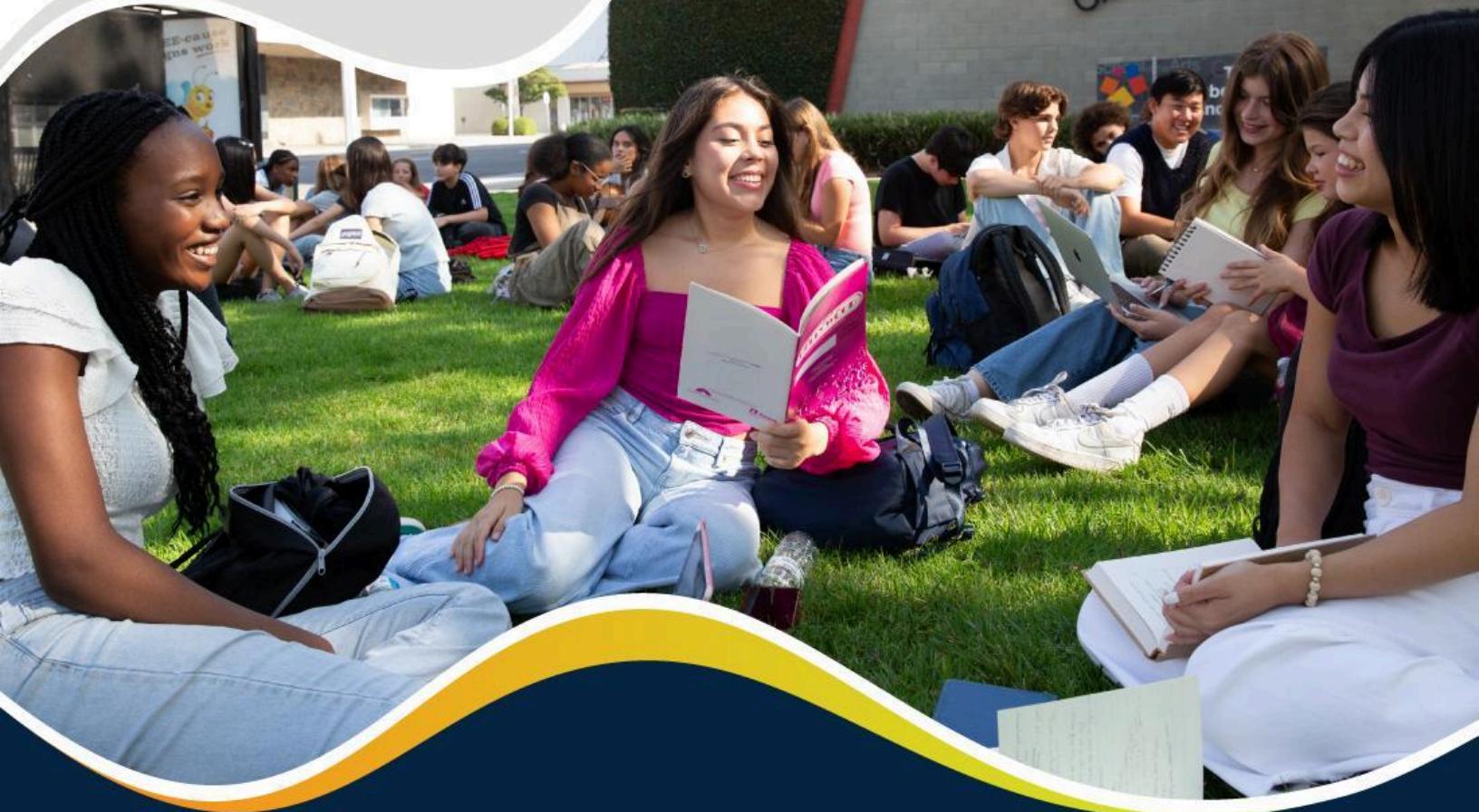
**H.S. | C.S.U. (b) | U.C. (b) | \*Weighted Course**

AP English Literature and Composition engages students in the careful reading and critical analysis of texts with a focus on fictional literature. Through the close reading of selected and complex texts, students deepen their understanding of the ways writers use language and literary devices to provide meaning. As they read, students consider a work's structure, style, character, language, tone, diction, syntax, figurative language and narrative strategies to develop themes and create certain effects. This course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Students will know a few works well. Students will read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social, political, psychological, philosophical and historical value it reflects and embodies. Careful attention to textual detail provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing assignments focus on the critical analysis of literature, crafting a strong thesis, building a logical argument and achieving a sophistication in writing. Students enhance their understanding of the material and the writing tasks by participating in reviews, reflections and rewrite opportunities. Writing assessments include both formal and informal writing. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. To that end, writing instruction includes attention to developing and organizing ideas in clear coherent and persuasive language as well as building a solid line of reasoning using textual evidence. Throughout the course, emphasis is placed on helping students develop stylistic maturity.



Orange County Schools



# HEALTH *Courses*

## COURSE DESCRIPTIONS

### **HEALTH EDUCATION**

**Prerequisite: None**

**5 Credits | Grades 9-12**

**H.S.**

This one-semester class is designed to bring a deeper awareness to what being healthy encompasses. An exploration of the systems of the body coupled with units such as exercise and nutrition, self-esteem and mental health, substance abuse, and family life will guide students into making connections between the results of responsible decision making and how these choices are a direct link to one's health.



$$A = 1000e^{0.08(5)}$$



# MATHEMATICS *Courses*

## COURSE DESCRIPTIONS

### **MATH 2**

**Prerequisite:** None

**10 Credits | Grades 7-8**

In the Math 2 course, instructional time will focus on four critical areas: **(1)** developing understanding of and applying proportional relationships; **(2)** developing understanding of operations with rational numbers and working with expressions and linear equations; **(3)** solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; **(4)** understanding simple and compound probability, including modeling sample space and calculating probabilities for compound event scenarios; and **(5)** drawing inferences about populations based on samples.

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### **MATH 2/3**

**Prerequisite:** Completion of Math Placement Exam with results that demonstrate appropriate knowledge and skills for the level

**10 Credits | Grade 7**

Math 2/3 is intended to prepare students for Integrated I. This course covers Math 3 learning, while also supporting deep understanding in critical Math 2 focus areas, needed at higher math levels, and that may be missed if students advance past Math 2, directly to Math 3 and do not already have this foundation. Math 2/3 instruction focuses on: **(1)** deep understanding and fluency in integer and rational number options, including applying order of operations to complex terms and expressions **(2)** understanding simple and compound probability, including modeling sample space and calculating probabilities for compound event scenarios; **(3)** creating and interpreting data displays and drawing inferences about populations based on data sampling; **(4)** recognizing proportional relationships in graphs, tables, equations, and situations, and applying proportional reasoning in varied problem solving situations involving percents, ratios, and scaling; **(5)** analyzing two- and three-dimensional space and figures, applying key formulas, cross sections, distance, angle relationships, similarity, congruence, and Pythagorean Theorem; **(6)** formulating and reasoning about expressions and equations, including modeling an association in bivariate data with equations, and solving single and systems of linear equations; and **(7)** grasping the concept of a function and the quantitative relationships they represent.

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### **MATH 3**

**Prerequisite:** Completion of Math 2, grade of C or better at the end of the school year

**10 Credits | Grades 7-9**

In Math 3, instructional time will focus on three critical areas: **(1)** formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; **(2)** grasping the concept of a function and using functions to

describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

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## **GENERAL MATHEMATICS**

**Prerequisite: Teacher recommendation and Administration approval**

**10 Credits | Grades 9-12**

**H.S.**

General Mathematics is intended to review and reinforce students' numeracy skills and understandings of basic mathematical operations: addition, subtraction, multiplication, and division. The course focuses on understanding inequalities, mixed numbers and improper fractions, positive and negative integers, the distributive property and like terms, and linear equations. Additionally, it provides students with problem-solving strategies and critical thinking skills to provide a strong foundation for growth and success in mathematics.

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## **INTEGRATED MATH I**

**Prerequisite: Completion of Math 3 or General Mathematics, grade of C or better at the end of the school year**

**10 Credits | Grades 8-11**

**H.S. | C.S.U. (c) | U.C. (c)**

Integrated 1 is the first year in a series of college preparatory math classes required for university admission. This course emphasizes the eight Mathematical Practices, including problem-solving, critical thinking, mathematical modeling, communicating reasoning, and connections between mathematics and other subject areas. Students are asked to revisit previously learned concepts throughout the course to facilitate long term retention and mastery. The Essential Learnings of this course include: the Laws of Exponents; Properties of Functions; Linear Functions; Exponential Functions; Sequences; Triangle Congruence & Rigid Transformations; Solving Complex Algebraic Equations; Systems of Equations; Interpreting Associations; & Inequalities.

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## **INTEGRATED MATH II**

**Prerequisite: Completion of Integrated I, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (c) | U.C. (c)**

Integrated 2 is the second year in a series of college preparatory math classes required for university admission. This course is designed to make connections between geometric and algebraic mathematical concepts. Students are actively engaged in solving authentic complex problems in study teams and are asked to justify their reasoning. Students are encouraged to communicate their understanding in order to develop their learning and reinforce long term retention. Students are asked to revisit previously learned concepts throughout the course to facilitate long term retention and mastery. The Essential Learnings of this course include: side & angle relationships in geometric figures, perimeter & area, congruence, similarity, transformations, geometric proofs, probability, right triangle trigonometry, factoring, solving quadratic equations, quadratic functions, quadrilaterals, circles, and surface area & volume of 3D solids.

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## **INTEGRATED MATH III**

**Prerequisite: Completion of Integrated II, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (c) | U.C. (c)**

Integrated 3 is the third year in a series of college preparatory math classes required for university admission. This course is designed to make connections between geometric, algebraic, and statistical mathematical concepts. Students are actively engaged in solving authentic complex problems in study teams and are asked to justify their reasoning. Students are encouraged to communicate their understanding in order to develop their learning and reinforce long term retention. Students are asked to revisit previously learned concepts throughout the course to facilitate long term retention and mastery.

The Essential Learnings of this course include: functions, transformations & equations of parent graphs, solving equations, inequalities & systems, statistics, inverse functions, logarithms & exponentials, right triangle trigonometry, and operations with polynomials and rational expressions.

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## **INTEGRATED MATH III ENHANCED**

**Prerequisite: Completion of Integrated I and II, with grade of A in both courses at the end of the school year**

**10 Credits | Grades 9 -12**

**H.S. | C.S.U. (c) | U.C. (c)**

\*Integrated III Enhanced is an OCSA weighted course, but all Level III math courses are no longer weighted on the UC/CSU course list.

This course provides the necessary background for AP Calculus AB/BC and is designed for the accelerated student who is considering a math, science, or related field of study at a 4-year university. This fast-paced course combines Integrated Math III with additional Pre-calculus concepts. Students are actively engaged in solving authentic complex problems in study teams and are asked to justify their reasoning. Students are encouraged to communicate their understanding in order to develop their learning and reinforce long term retention. Students are asked to revisit previously learned concepts at periodic intervals throughout the course to facilitate long term retention and mastery.

Topics studied include: solving linear inequality systems with linear programming, functions; their notation, inverse and composition, parent functions and their transformations, Statistics overview including: sampling, bias, cause and effect, normal distribution, and probability, exponential and logarithmic functions, polynomial and rational functions including the study of complex numbers, trigonometric functions including graphs and their transformation, law of sines, law of cosines, identities, and solving trig equations, and introduction to limits. Graphing technology is utilized throughout the course.

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## **FINANCIAL ALGEBRA**

**Prerequisite: Completion of Integrated III with a grade of C or better at the end of the school year**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (c) | U.C. (c)**

Financial Algebra is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. It provides students a motivating, young adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future. The course addresses eight financial umbrellas:

1. Behavioral Finance (Personal Values, Spreadsheets, Travel Project)
2. Banking (Savings, Checking, Simple and Compound Interest)
3. Consumer Credit (Student Loans, Credit Cards, FICO Scores)
4. Automobile & Home Ownership (Cost of Ownership, Safety Data, Mortgages)
5. Investing (Stocks, ETFs, Mutual Funds, Bonds, Roth and Traditional IRAs, 401k)
6. Employment and Income Taxes (Hourly pay, Commission, Tax Tables and Worksheets)
7. Insurance (Auto, Life, Home, Life, Medical, Renters)
8. Modeling a Business (Shark Tank Pitch)

The mathematics topics include Advanced Algebra, Statistics, Probability, Pre-calculus, and Calculus and are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings.

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## **PRE-CALCULUS**

**Prerequisite: Completion of Integrated III, grade of B or better or Integrated III Enhanced, grade of C or better at the end of the school year**

**10 Credits | Grades 10-12**

**H. S. | C.S.U. (c) | U.C. (c) | \* Weighted Course**

This course is designed to prepare students for a course in calculus. Topics covered will be a review of properties and types of functions, the nature of graphs and graphing techniques, a study of linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. We will extend on trigonometric functions, discuss vectors, conic sections and/or matrices, and introduce the concept of limits and derivatives in preparation of the calculus course. Applications of these concepts and topics will be included as a major element. Graphing technology is utilized throughout the course.

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## **CALCULUS, ADVANCED PLACEMENT**

**Prerequisite: Completion of Integrated III Enhanced, grade of B or better or Pre-Calculus, grade of B or better at the end of the school year**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (c) | U.C. (c) | \*Weighted Course**

AP Calculus AB/BC is a full-year course that focuses on the calculus of functions of a single variable. The course covers all ten learning units of the AP Calculus curriculum as established by the College Board and is designed to prepare students for the AP Calculus BC exam in May of each year. Topics include limits; differentiation and its applications; integration and its applications; convergence tests for series; Taylor and Maclaurin series; parametric equations and polar functions (and their applications in calculus); L'Hôpital's Rule; integration by parts; improper integrals; Euler's Method; differential equations (including logistic growth models); and the use of partial fractions to integrate rational functions.

The course also reviews and extends the properties of elementary functions, including polynomial, rational, radical, trigonometric, logarithmic, and exponential functions, applying them within a calculus framework. Students enrolling in this course should have demonstrated mastery of Algebra, Geometry, Coordinate Geometry, and Trigonometry, with four full years of mathematics preparation prior to studying calculus. Advanced topics in Algebra, Trigonometry, Analytic Geometry, Complex Numbers, and Elementary Functions should be completed in a Precalculus course.

This course requires the use of a TI-84 or an equivalent graphing calculator and emphasizes communicating and representing mathematics in multiple ways, in accordance with the AP Calculus Course Description from the College Board.

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## **STATISTICS, ADVANCED PLACEMENT**

**Prerequisite: Completion of Integrated III or higher with a grade of B or better or Integrated III Enhanced with a grade of C or better at the end of the school year**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (c) | U.C. (c) | \*Weighted Course**

Prerequisite: Completion of Integrated III or higher with a grade of B or better or Integrated III Enhanced with a grade of C or better at the end of the school year

**H.S. | C.S.U. (c) | U.C. (c) | \*Weighted Course**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

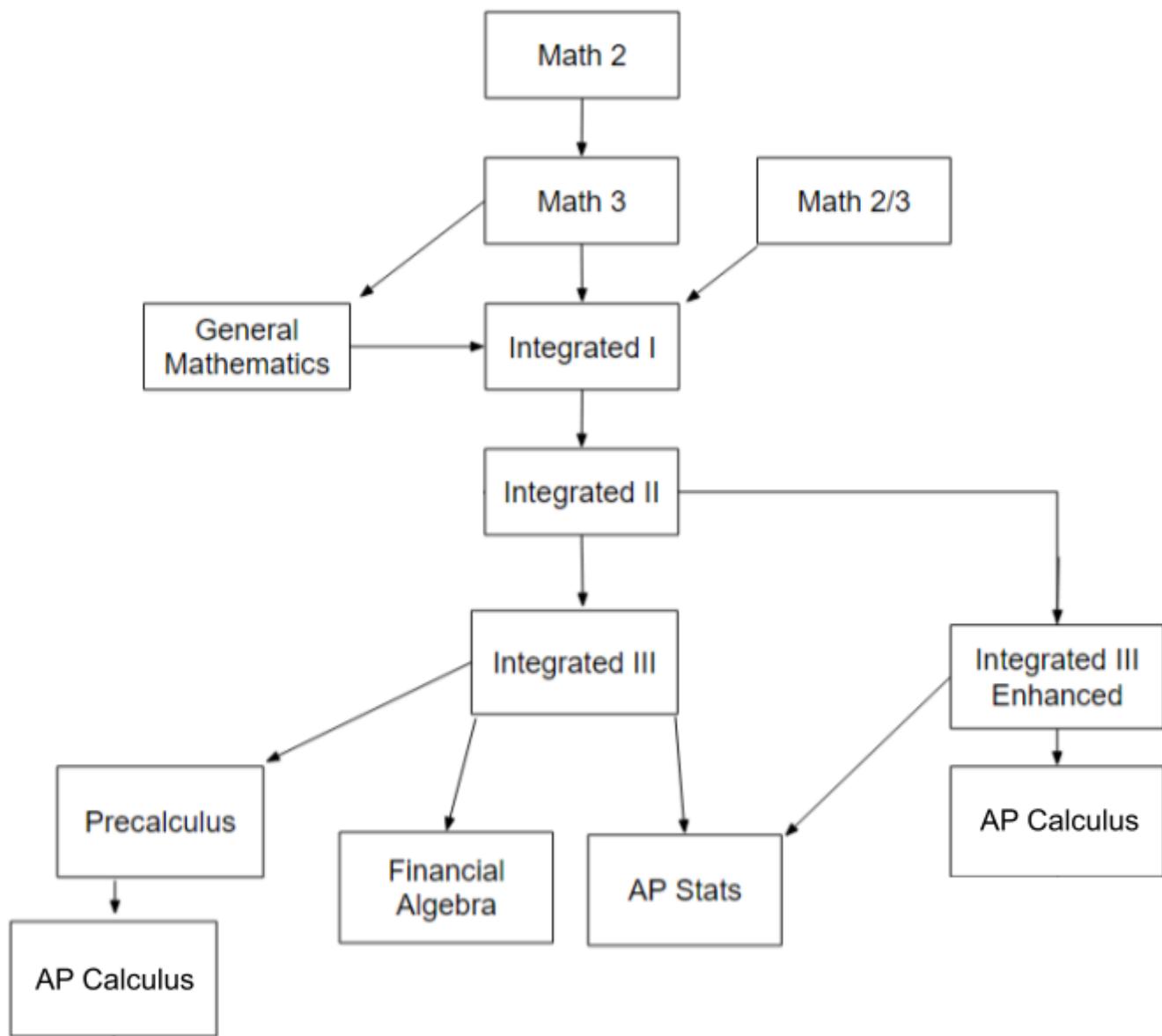
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

**Students who enter this course** should have demonstrated mastery of Algebra, Geometry, Coordinate Geometry, and Trigonometry, with at least three full years of Mathematics preparation before Statistics.

Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course, depending on their post-secondary place of study.

## MATHEMATICS PATHWAYS

Entry into any course is dependent upon successful completion of the prerequisite course.





## SCIENCE *Courses*

## COURSE DESCRIPTIONS

### SCIENCE 7

**Prerequisite: None**

**10 Credits | Grade 7**

Science 7 is a two-semester science course aligned to the Next Generation Science Standards (NGSS). Students will uncover real world phenomena through an integrated approach to Earth and Space Science, Life Science, and Physical Science. Science disciplinary core ideas (the content), major practices of how science is conducted in the real world (such as through planning and carrying out investigations), and crosscutting concepts (science ideas, like cause and effect, that permeate all the sciences) are integrated throughout the course to ensure students are prepared to meet the Performance Expectations of the NGSS.

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### SCIENCE 8

**Prerequisite: None**

**10 Credits | Grade 8**

Science 8 is a two-semester science course building on the concepts and skills developed in Science 7. Students will uncover real world phenomena through an integrated approach to Earth and Space Science, Life Science, and Physical Science. Science disciplinary core ideas (the content), major practices of how science is conducted in the real world (such as through planning and carrying out investigations), and crosscutting concepts (science ideas, like cause and effect, that permeate all the sciences) are integrated throughout the course to ensure students are prepared to meet the Performance Expectations of the NGSS.

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### BIOLOGY OF THE LIVING EARTH

**Prerequisite: None**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (d) | U.C. (d)**

The Biology of the Living Earth course, based on the Next Generation Science Standards, will explore biological concepts through a phenomenon-based approach. This course will explore the relationships between the living and nonliving components of Earth's systems through the following topics: Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Structure and Function, Inheritance and Variation of Traits, Natural Selection and Evolution, and Ecosystem Stability and the Response to Climate Change. Students will apply their knowledge of Disciplinary Core Ideas to various real-world phenomena. By using Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas, students will demonstrate their understanding by formulating questions, using evidence to evaluate claims, and developing models to explain phenomena through hands-on activities and labs.

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## **BIOLOGY, ADVANCED PLACEMENT**

**Prerequisite: Completion of Biology of the Living Earth and Chemistry or Physics, Grade of B or better both semesters; if Honors Chemistry, grade of C or better both semesters**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (d) | U.C. (d) | \*Weighted Course**

This is a rigorous one-year biological science course presented at the college level and is designed to meet the needs of the student with a strong interest in the biological sciences, especially at the molecular level. This course is divided between the study of evolution, energy and homeostasis, heredity and gene expression, and biological systems interactions. Emphasis is also placed on learning science practices and applying simple statistics to understanding data. To be successful, students should expect to spend a minimum of 4-5 hours per week outside of class working on AP Biology. A student planning to take AP Biology should have both a strong foundation in Biology and Chemistry, and also have an interest in learning biological concepts to keep up with the pacing and depth of the course. Extensive lab work is required.

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## **CHEMISTRY**

**Prerequisite: Completion of Integrated I, grade of B or better both semesters and concurrent enrollment or completion of Integrated II**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (d) | U.C. (d)**

Chemistry is a two-semester physical science course designed for the college bound student. This course studies the principles of chemistry, which include the Periodic Table, atomic structure and nuclear chemistry, nomenclature and bonding, stoichiometry and chemical reactions, thermodynamics and gas laws, equilibrium, acid-base relationships, kinetics and collision theory.

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## **CHEMISTRY HONORS**

**Prerequisite: Completion of Integrated II grade of A both semesters and concurrent enrollment or completion of Integrated III/III Enhanced**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (d) | U.C. (d) | \* Weighted Course**

Chemistry Honors is a two-semester physical science course designed for the college bound student. This course studies the principles of chemistry, which include the Periodic Table, atomic structure and nuclear chemistry, nomenclature, bonding and organic chemistry, chemical reactions and stoichiometry, thermodynamics and electrochemistry, gas laws, equilibrium, acid-base relationships, kinetics and collision theory. Extensive laboratory work, which aligns with the curriculum, will be an integral part of this course. Inquiry, error analysis, and critical thinking skills will be emphasized.

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## **CHEMISTRY, ADVANCED PLACEMENT**

**Prerequisite: Completion of Chemistry, grade of A both semesters or Honors Chemistry, grade of B both semesters**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (d) | U.C. (d) | \*Weighted Course**

Advanced Placement Chemistry is a rigorous one-year physical science course provided for students who desire further study in Chemistry during high school. The course is designed to examine the principles and properties of matter and to investigate the changes in energy accompanying chemical change. The course is presented at a college level and includes extensive laboratory work.

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## **ENVIRONMENTAL SCIENCE**

**Prerequisite: None**

**10 Credits | Grades 9–12**

**H.S. | C.S.U. (d) | U.C. (d)**

The goal of the Environmental Science course is to provide 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. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. This course can meet either the biological or physical science graduation requirement.

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## **ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT**

**Prerequisite: Completion of Biology of the Living Earth, grade of B or better both semesters and completion of another lab science with a grade of B or better both semesters. (Chemistry is preferred for the second science, or concurrent enrollment in Chemistry is acceptable)**

**10 Credits Grades | 11-12**

**H.S. | C.S.U. (d) | U.C. (d) | \*Weighted Course**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

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## **PHYSICS**

**Prerequisite: Completion of Integrated I, grade of B or better both semesters and completion of or concurrent enrollment in Integrated II**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (d) | U.C. (d)**

This course is a one-year college physical science preparatory class aligned with the Next Generation Science Standards. Covering primarily the interaction between matter and energy, the main topics are motion, forces, energy and momentum, electricity and magnetism, waves, and astronomy. This course emphasizes creative problem solving, critical thinking, and scientific reasoning.

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## **PHYSICS 1, ADVANCED PLACEMENT**

**Prerequisite: Completion of Integrated III, grade of B or better both semesters or Completion of Integrated III Enhanced, grade of C or better both semesters OR Completion of Physics, grade of B or better and concurrent in Integrated III/III Enhanced**

**10 Credits | Grades 10-12**

**H.S. | C.S.U (d) | U.C. (d) | \*Weighted Course**

AP Physics 1 is an algebra-based, college-level physics course for students interested in pursuing more advanced topics and laboratory work in physics. Following the Advanced Placement guidelines, the course is designed after an introductory college physics course, using a college-level text and exploring topics in Newtonian mechanics (including rotational motion); work, energy, and power. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course will help prepare students for the non-calculus AP Physics 1 Exam given in May.

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## **PHYSICS 2, ADVANCED PLACEMENT**

**Prerequisite: Completion of Physics, grade of B or better or AP Physics 1 (recommended) and Integrated III, grade of B or better both semesters or Integrated III Enhanced, grade of C or better both semesters**

**10 Credits | Grades 11-12**

**H.S. | C.S.U (d) | U.C. (d) | \*Weighted Course**

AP Physics 2 is an algebra-based, college-level physics course for students interested in pursuing more advanced topics and laboratory work in physics. Following the Advanced Placement guidelines, the course is designed after an introductory second-semester college physics course, using a college-level text and exploring topics in thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course will help prepare students for the non-calculus AP Physics 2 Exam given in May.

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## **COMPUTER SCIENCE PRINCIPLES, ADVANCED PLACEMENT**

**Prerequisite: Completion of Integrated I, grade of B or higher**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (d) | U.C. (d)**

Computer Science Principles teaches the foundational concepts of computer science and how technology and computing impact our society. Students explore several computing topics, including creative development, data, algorithms, programming, and computing systems and networks. Students will become proficient in the programming language Python. This rigorous course will fully prepare students for the AP Computer Science Principles exam which consists of both a multiple-choice test and in-class performance task. The Create performance task released by the College Board and completed in-class gives students the opportunity to design and implement a program to solve a problem, enable innovation, explore personal interest, or express creativity. There is no official computer science prerequisite to enroll in Computer Science Principles as the course is designed as a first-time introduction to computer science. Nevertheless, students

who have previously taken Introduction to Computer Science or have other programming experience will be well prepared for AP Computer Science Principles.

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## **HUMAN ANATOMY AND PHYSIOLOGY**

**Prerequisite: Completion of Biology of the Living Earth and another lab science course with a grade of B or better both semesters**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (d) | U.C. (d)**

This course surveys the major organ systems of the human body and the processes that enable us to maintain homeostasis. The structures that comprise each system, their functions, and pathology will be studied in detail through the crosscutting concepts of the Next Generation Science Standards. Lab work, including dissection, will be an element of this course.

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## **ZOOLOGY**

**Prerequisite: Completion of Biology of the Living Earth or Environmental Science with a grade of C or better both semesters**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (d) | U.C. (d)**

Zoology is the study of animals. This elective course will focus on the evolution and biological fitness of organisms on our planet. The development, behavior, evolutionary patterns, and anatomy and physiology of animals will be investigated through the crosscutting concepts of the Next Generation Science Standards. The impact of humans on the ecosystems of other animals, conservation factors, and mitigation efforts will also be discussed. Extensive, collaborative lab work, including dissections, will be performed in the discovery and understanding of patterns throughout Kingdom Animalia.



# WORLD LANGUAGE *Courses*

## COURSE DESCRIPTIONS

### **FRENCH I**

**Prerequisite:** None

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (e) | U.C. (e)**

Level I French will give students the necessary tools to communicate in French at a basic level through print and oral language. The course introduces high-frequency language structures and vocabulary primarily through comprehensible input strategies, reading, and storytelling. Francophone countries will be explored in order to give students a general understanding of the culture of French-speaking countries. In this literacy-based curriculum, students are introduced to culture within the context of stories and mini novels. Instruction is conducted predominantly in French and there is an emphasis on communication, reading and listening. The four skill areas of listening, speaking, reading and writing will be developed throughout the year, and grammatical structures are acquired through context.

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### **FRENCH II**

**Prerequisite: Completion of French I, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed to continue the development of proficiency in the four skills introduced in French I: listening, speaking, reading and writing. The instructional approach incorporates reading and storytelling to support student language acquisition. Instruction is conducted predominantly in French and there is a continued emphasis on communication, reading and listening; students are expected to use French almost exclusively in order to communicate in class activities. Grammatical structures are acquired through context. The class continues to explore culture within the context of the stories read throughout the year. Knowledge of basic structures and vocabulary will be reviewed and expanded to allow students to communicate in spontaneous and authentic situations.

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### **FRENCH III**

**Prerequisite: Completion of French II, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed to further expand the development of proficiency in the four skills emphasized in French II: listening, speaking, reading and writing. The instructional approach is literacy-based and incorporates reading and discussion to support student language acquisition. French III is taught almost entirely in French and students are expected to use only French to communicate in all class activities. The class's cultural focus continues to address the Francophone world through various media. Knowledge of grammatical structures and vocabulary will be reviewed and expanded to allow students to communicate in spontaneous and authentic situations.

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## **FRENCH III HONORS**

**Prerequisite: Completion of French II, grade of A both semesters**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e) | \*Weighted Course**

This course is designed for the accelerated college-bound student who completed French II in 10th grade and who intends to take the AP French course as a 4th year of French. Students who enroll in the French III Honors class need to be serious about taking the AP French class the year after. The approach is literacy-based and incorporates reading and discussion to support student language acquisition. French III Honors is taught almost entirely in French and students are expected to use French to communicate in all class activities. The cultural focus of the course, introduced through film, literature, and other media, addresses the French-speaking world using cultural comparisons. This course will review grammatical structures with a focus on accuracy. There will also be a focus on expanding grammar and thematic vocabulary to allow students to communicate spontaneously in authentic situations.

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## **FRENCH IV**

**Prerequisite: Completion of French III, grade of C or better at the end of the school year**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed to further expand the development of proficiency in the four skills emphasized in French III: listening, speaking, reading, and writing. The approach is literacy-based and incorporates reading and discussion to support student language acquisition. French IV is taught entirely in French and students are required to use French to communicate in all class activities. The class's cultural focus (explored through film, literature, and other media) addresses the French-speaking world. Knowledge of grammatical structures and vocabulary will be reviewed, refined and expanded upon to allow the student to communicate in spontaneous and authentic situations.

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## **FRENCH LANGUAGE AND CULTURE, ADVANCED PLACEMENT**

**Prerequisite: Completion of French IV, grade of A or French IIIH, grade of B both semesters**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (e) | U.C. (e) | \*Weighted Course**

AP French is a rigorous and enriching course that will help students to be fully prepared for the AP French exam. Students enrolled in the class should be able to communicate at the intermediate to pre-advanced level according to the ACTFL (American Council on the Teaching of Foreign Languages) Performance Guidelines for K-12 learners. The course will provide opportunities to help strengthen and develop students' listening, reading, writing, and speaking skills in each of the three modes of communication, namely interpersonal, interpretive and presentational, as defined in the Standards for Foreign Language Learning in the 21st Century. In this course students will compare their own culture to that of the Francophone world. Ultimately, the main objective is for students to acquire language at the advanced level so that they may spontaneously communicate both verbally and in writing in French while discussing current events, literature, history, film, and daily life.

AP French is conducted almost exclusively in French. The class provides students with diverse learning experiences equivalent to a third year, college-level French course. Instructional materials are chosen, created by and intended for native French speakers. Students are expected to extract meaning, analyze, synthesize, and react to various authentic materials such as audio and video recordings (podcasts, interviews, TV news), literary texts (poems, novels, excerpts, plays, children's books), and non-literary texts (newspaper and magazine articles, advertisements).

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## **MANDARIN I**

**Prerequisite: None**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course provides students with the foundational skills needed to communicate in Mandarin through both written and spoken language. Students develop correct pronunciation, engage in predictable daily interactions, and ask and answer simple questions on everyday topics. They learn to read pinyin, recognize approximately 75 Chinese characters (Traditional or Simplified), and write at least 50 with correct stroke order in short sentences.

The course introduces high-frequency vocabulary and language structures through comprehensible input, reading, and storytelling. Students explore Mandarin-speaking cultures within the context of stories, emphasizing comprehension in a literacy-based, target-language environment. Listening, speaking, reading, and writing skills are developed throughout the year, with grammar taught in context, preparing students for Mandarin II.

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## **MANDARIN II**

**Prerequisite: Completion of Mandarin I, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course builds on the foundational skills from Level I through instruction conducted in the target language. Students continue to develop listening, speaking, reading, and writing while communicating more independently in classroom interactions.

Instruction emphasizes comprehensible input, reading, storytelling, and contextualized grammar. Students expand high-frequency vocabulary and language structures to express ideas more spontaneously and authentically. Cultural understanding of Mandarin-speaking communities is integrated through texts, stories, and literacy-based activities. By the end of the course, students recognize approximately 150 Chinese characters (Traditional or Simplified) and write at least 80% with correct stroke order in sentences and short paragraphs.

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## **MANDARIN III**

**Prerequisite: Completion of Mandarin II, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course builds on the skills developed in Level II, with instruction conducted in the target language. Students further develop listening, speaking, reading, and writing while engaging in extended, independent communication in preparation for advanced-level study. The course emphasizes the interpretive, interpersonal, and presentational modes of communication, enabling students to understand, respond to, and create meaningful messages in authentic contexts.

Instruction is literacy-based, using reading, discussion, and authentic texts and media to expand vocabulary and grammar. Students communicate more accurately and spontaneously while deepening cultural understanding of the Chinese-speaking world through stories, media, and classroom interactions. By the end of the course, students recognize approximately 250 Chinese characters (Traditional or Simplified) and write at least 50% of these with correct stroke order in sentences and short paragraphs.

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## **MANDARIN IV**

**Prerequisite: Completion of Mandarin III, grade of C or better at the end of the school year**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (e) | U.C. (e)**

Mandarin IV builds on the skills developed in Level III or Mandarin for Mandarin Speakers II, preparing students to communicate at a more advanced proficiency level. This rigorous course further develops listening, speaking, reading, and writing through sustained, literacy-based instruction conducted entirely in Mandarin. Students engage in interpretive, interpersonal, and presentational communication in authentic, real-world contexts.

Instruction emphasizes reading, discussion, and authentic texts—including literature, film, and media—to refine grammar, expand vocabulary, and support spontaneous and accurate expression. Cultural understanding of Mandarin-speaking communities continues to be explored through diverse media and classroom interactions. This course prepares students for continued growth in complex and authentic communication.

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## **MANDARIN IV HONORS**

**Prerequisite: Completion of Mandarin III or Mandarin for Mandarin Speakers, grade of A both semesters**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (e) | U.C. (e) | \*Weighted Course**

Mandarin IV Honors is a weighted course designed for students who plan to continue their study of Mandarin with the goal of taking the Advanced Placement Exam in the following year or by the end of their high school studies. Mandarin IV Honors moves at an accelerated pace and demands a high level of student engagement. The course is taught entirely in Mandarin, and students are expected to use the target language consistently

for all classroom communication and activities. This literature-based, grammar-intensive course employs a variety of reading and analytical strategies to support students' advanced language acquisition and foster their independent learning. While the class focus is on increasing grammatical accuracy in both written and spoken Mandarin, its overall design is to further develop proficiency across the four language domains: listening, speaking, reading, and writing. Previously learned grammatical structures and vocabulary are reviewed, refined, and expanded to enable students to communicate spontaneously, accurately, and authentically in academic and real-world contexts. Cultural study, explored through film, literature, and other authentic media, highlights the diverse cultures and perspectives of the Chinese-speaking world.

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## **MANDARIN FOR MANDARIN SPEAKERS I**

**Prerequisite: Students must comprehend Mandarin spoken by native speakers and demonstrate basic spoken fluency. No formal training in reading and writing Chinese is required.**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed for students who already speak and understand Mandarin but have limited experience with reading and writing in Chinese. The course focuses on building a strong foundation in Mandarin literacy by developing students' understanding of pinyin, radicals, character formation, and basic sentence structures.

The objectives of the course are to:

1. Develop foundational reading and writing skills in Mandarin through systematic instruction in pinyin, stroke order, radicals, and basic character writing. Emphasis is placed on recognizing and writing high-frequency characters and understanding how characters are formed to support long-term literacy development.
2. Build basic reading comprehension and writing ability through short texts, guided practice, and structured writing activities that strengthen vocabulary, grammar, and sentence patterns.
3. Introduce students to Chinese culture, traditions, and daily life, including festivals, family values, food culture, geography, and basic historical and cultural concepts, to provide meaningful context for language learning.

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## **MANDARIN FOR MANDARIN SPEAKERS II (NEW COURSE)**

**Prerequisite: Completion of Mandarin for Mandarin Speakers I, with a grade of C or higher at the end of the school year. Students must comprehend Mandarin spoken by native speakers, demonstrate a high degree of spoken fluency, and possess a solid foundation in reading and writing basic characters and high-frequency words. This is the second course in this sequence.**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed for students who already speak and understand Mandarin and seek to further develop their reading, writing, vocabulary, and/or control of academic language.

The objectives of the course are to:

1. Expand students' reading and writing proficiency in Mandarin through guided and independent reading of increasingly complex texts, with an emphasis on academic vocabulary, grammar, syntax, and accurate character usage to support sustained academic writing.
2. Strengthen writing skills through structured and extended writing tasks that move beyond sentence-level production to paragraph-level organization, incorporating more complex sentence patterns and refined grammatical control.
3. Develop academic literacy and critical reading skills by analyzing texts across a variety of genres, using reading strategies that support comprehension, interpretation, and effective written response.
4. Deepen students' understanding and appreciation of Chinese culture, traditions, history, and literature, including festivals, family values, food culture, geography, forms of address and etiquette, and the Four Great Classical Novels, to provide cultural and historical contexts for language learning.

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## **CHINESE LANGUAGE AND CULTURE, ADVANCED PLACEMENT**

**Prerequisite: Completion of Mandarin IVH, grade of A both semesters**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (e) | U.C. (e) | \*Weighted Course**

AP Chinese is a rigorous, college-level course designed to prepare students for the Advanced Placement Chinese Language and Culture Exam. Students enrolled in this course are expected to have a strong command of Chinese grammar and vocabulary and demonstrate proficiency in listening, speaking, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Course content is guided by the standards and expectations established by the College Board and emphasizes the development of advanced language skills across interpersonal, interpretive, and presentational modes of communication. Instruction incorporates a wide range of authentic materials, including audio and video recordings, fiction and non-fiction texts, and both print and digital resources.

Students receive extensive training in organizing and producing coherent, accurate and idiomatic written and spoken presentations, as well as in responding effectively in interpersonal communication. Students take formative assessments and AP-style practice exams to evaluate their ability to comprehend spoken and written Mandarin and to communicate meaningfully and accurately in a variety of academic and real-world contexts.

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## **SPANISH I**

**Prerequisite: None**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (e) | U.C. (e)**

Level I Spanish will give students the necessary tools to communicate in Spanish at a basic level through print and oral language. The course introduces high-frequency language structures and vocabulary primarily through comprehensible input strategies, reading, and storytelling. Spanish speaking countries will be explored in order to give students a general understanding of the cultures. In this literacy-based curriculum, students are introduced to culture within the context of stories and mini novels. Instruction is conducted predominantly in Spanish and there is an emphasis on communication, reading and listening. The four skill areas of listening, speaking, reading and writing will be developed throughout the year, and grammatical structures are acquired through context.

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## **SPANISH II**

**Prerequisite: Completion of Spanish I, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed to continue the development of proficiency in the four skills introduced in Spanish I: listening, speaking, reading and writing. The instructional approach incorporates reading and storytelling to support student language acquisition. Instruction is conducted predominantly in Spanish and there is a continued emphasis on communication, reading and listening; students are expected to use Spanish almost exclusively in order to communicate in class activities. Grammatical structures are acquired through context. The class continues to explore culture within the context of the stories read throughout the year. Knowledge of basic structures and vocabulary will be reviewed and expanded to allow students to communicate in spontaneous and authentic situations.

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## **SPANISH III**

**Prerequisite: Completion of Spanish II, grade of C or better at the end of the school year**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed to further expand the development of proficiency in the four skills emphasized in Spanish II: listening, speaking, reading and writing. The instructional approach is literacy-based and incorporates reading and discussion to support student language acquisition. Spanish III is taught almost entirely in Spanish and students are expected to use Spanish to communicate in class activities. The class's cultural focus continues to address the Spanish speaking world through various media. Knowledge of grammatical structures and vocabulary will be reviewed and expanded to allow students to communicate in spontaneous and authentic situations.

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## **SPANISH III HONORS**

**10 Credits | Grades 9-12**

**Prerequisite: Completion of Spanish II or Spanish for Spanish Speakers B; grade of A both semesters**

**H.S. | C.S.U. (e) | U.C. (e) | \*Weighted Course**

Spanish III Honors is a weighted class, designed for students who choose to study Spanish with the objective of taking the Advanced Placement Exam the following year or at the end of their high school studies. Spanish III Honors is a challenging course and moves at an accelerated pace with the goal of further developing proficiency in the four focus skills of listening, speaking, reading and writing. This is a literature-based course which utilizes various reading strategies to support language acquisition and develop students' independent language learning. Spanish III Honors is taught entirely in Spanish and students are expected to use the target language to communicate in all class activities. The course uses comprehensible input and direct instruction methods to improve grammatical accuracy and expand students' vocabulary to support increased fluency in the three modes of communication (interpersonal, interpretive and presentational). The class's cultural focus (introduced through film, literature, and other media) highlights various countries and cultures across the Spanish-speaking world.

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## **SPANISH IV**

**Prerequisite: Completion of Spanish III, grade of C or better at the end of the school year**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (e) | U.C. (e)**

This is a rigorous course designed to further expand the development of proficiency in the four skills emphasized in Spanish III: listening, speaking, reading, and writing. The approach is literacy-based and incorporates reading and discussion to support student language acquisition. Spanish IV is taught entirely in Spanish and students are required to use the target language to communicate in all class activities. The class's cultural focus (explored through film, literature, and other media) addresses the Spanish-speaking world. Knowledge of grammatical structures and vocabulary will be reviewed, refined and expanded upon to allow the student to communicate in spontaneous and authentic situations.

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## **SPANISH IV HONORS**

**Prerequisite: Completion of Spanish III or Spanish for Spanish Speakers B; grade of A both semesters**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (e) | U.C. (e) | \*Weighted Course**

Spanish IV Honors is a weighted class, designed for students who choose to study Spanish with the objective of taking the Advanced Placement Exam the following year or at the end of their high school studies. Spanish IV Honors is a challenging course and moves at an accelerated pace. While the class focus is on increasing grammatical accuracy in writing and speaking, its overall design is to further develop proficiency in the four focus skills of listening, speaking, reading and writing. This is a literature-based, grammar-heavy course which utilizes various reading strategies to support language acquisition and develop students' independent language learning. Spanish IV Honors is taught entirely in Spanish and students are expected to use the target

language to communicate in all class activities. The course uses comprehensible input and direct instruction methods to improve grammatical accuracy and expand students' vocabulary to support increased fluency in the three modes of communication (interpersonal, interpretive and presentational). The class's cultural focus (introduced through film, literature, and other media) highlights various countries and cultures across the Spanish-speaking world.

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## **SPANISH LANGUAGE AND CULTURE, ADVANCED PLACEMENT**

**Prerequisite: Completion of Spanish IV Honors, grade of A both semesters**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (e) | U.C. (e) | \*Weighted Course**

AP Spanish is a rigorous, college-level course designed to prepare students for the AP Spanish Language and Culture Exam. Students who enroll in AP Spanish Language should already have a strong command of Spanish grammar and vocabulary and have competence in listening, reading, speaking and writing (American Council on the Teaching of Foreign Languages Guidelines used). The course content is driven by the standards and expectations of the College Board. Materials include audio and video recordings, fiction and non-fiction literary works, and paper and electronic texts. The course includes extensive training in the organization and writing of presentational and interpersonal compositions and similar oral presentations. Students will take preparatory exams to evaluate the individual's performance, both in understanding written and spoken language and in responding in correct, idiomatic Spanish.

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## **SPANISH FOR SPANISH SPEAKERS A**

**Prerequisite: Students must comprehend Spanish spoken by native speakers and have a high degree of spoken fluency. This is the first course in this sequence.**

**10 Credits | Grades 8-11**

**H.S. | C.S.U. (e) | U.C. (e)**

This course is designed for students who already speak and comprehend the Spanish language, but who need further expansion of or help with reading, writing, vocabulary, and/or control of academic language.

The objectives of the course are twofold:

1. The development of academic Spanish through reading and writing activities that are designed to strengthen the areas of vocabulary, spelling, grammar, and syntax. Emphasis is placed on developing strong readers in Spanish through guided and individual reading as a foundation point for further developing academic writing in the following years.
2. The exploration of both Spanish-speaking countries around the world and Latino communities in the United States. Historical and social aspects will be investigated, as well as musical and artistic expression. The skills practiced and refined in this class are similar to an English Literature and Composition class.

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## SPANISH FOR SPANISH SPEAKERS B

**Prerequisite: Completion of Spanish for Spanish Speakers A, with a grade of C or higher at the end of the school year. Students must comprehend Spanish spoken by native speakers and have a high degree of spoken fluency. This is the second course in this sequence.**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (e) | U.C. (e)**

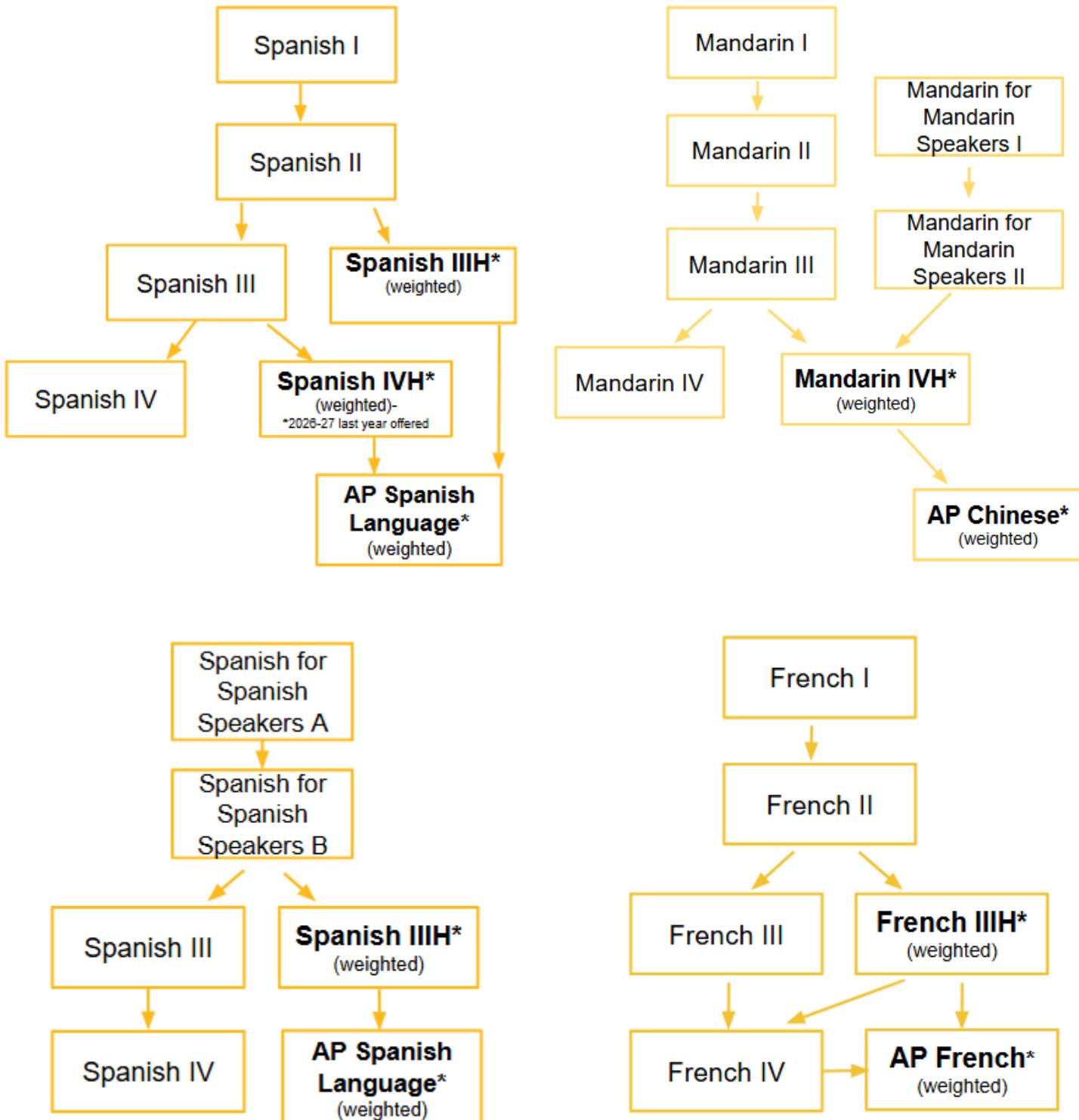
This course is designed for students who already speak and comprehend the Spanish language, but who need further expansion and help with reading, writing, vocabulary, spelling, and grammar of academic language.

The objectives of the course are twofold:

- The development of academic Spanish through reading and writing activities that are designed to strengthen the areas of vocabulary, spelling, grammar, and syntax. Emphasis is placed on academic writing in Spanish in preparation for entering Spanish 4 Honors.
- The exploration of both Spanish-speaking countries around the world and Latino communities in the United States. Historical and social aspects will be investigated, as well as musical and artistic expression. The skills practiced and refined in this class are similar to an English Literature and Composition class.

# World Language Pathways

Entry into any course is dependent upon successful completion of the prerequisite course.





# ELECTIVE *Courses*

## COURSE DESCRIPTIONS

### **ANIMATION I**

**Prerequisite:** None

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

Animation I is a year-long class that will introduce the students to the fundamentals and history of animation. Students will be encouraged to think about the nature of movement, act out expressions and poses and think sequentially while working in traditional animation, as well as being introduced to Adobe Animate, Adobe Premiere Pro, and Adobe Photoshop. Students will have the opportunity to create their own short film and will complete the class with a demo reel of their work.

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### **ART AND DESIGN, ADVANCED PLACEMENT**

**Prerequisite:** Academic GPA of 3.0 or higher. Students must be in the Visual Arts or Design and Media Conservatory AND/OR have received a B or higher in a high school level 2D art and design course (Digital Painting I, Drawing/Painting I, Graphic Design, and/or Animation; or the Advanced 2D Art and Design course in the Integrated Arts Conservatory) in order to enroll in this course.

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (f) | U.C. (f) | \*Weighted Course**

**Suggested materials fee: \$25**

This year-long capstone course will encompass 2-D design and drawing as a part of the standards for Advanced Placement Art and Design. Using an inquiry-based approach, students will record their progress and exploration of the visual arts through both text and image. In curating their own 2D or Drawing portfolio, students will address art and art-making in terms of concept, process, practice, experimentation, and revision. In addition to receiving in-class assignments and prompts for art-making that span a wide breadth of artistic media, students will receive guidance on the construction of written elements of their portfolio and regularly engage in critiques. **This course is specifically designed for students intending on pursuing visual arts/design studies in their post-secondary plans, and prepares students for submitting a portfolio for review by the College Board in May.** The submission of the portfolio to the College Board for scoring is optional; however, the completion of a portfolio is required for this course. **Per the College Board scoring and assessment rubrics for AP Portfolios, intermediate to advanced foundational skills in art and design (such as color theory, drawing and painting techniques, figure and still-life drawing, and graphic design) are essential to success in this course.**

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## **ART HISTORY, ADVANCED PLACEMENT**

**Prerequisite: Academic GPA of 3.0 or higher**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (f) | U.C. (f) | \*Weighted Course**

This survey course is designed to introduce a global history of art and artistic expression from the Paleolithic to Contemporary time periods. Students will be exploring 2D, 3D, and architectural artworks spanning from the earliest known evidence of artistic expression to contemporary works that address and reflect current art forms in an increasingly globalized, interconnected world. The curriculum of 250 artworks encompasses Western art as well as works heralding from Asia, the Americas, the Pacific Islands, and beyond. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. The course plan includes lectures, slide presentations, videos, essays, and class activities that explore chronological and regional units of study consistent with the required AP curriculum. There is a significant memorization load for this course, and students can expect to have approximately 15-20 minutes of homework per class day. This college-level course is aligned with the content and skills assessed on the AP Art History exam in the spring.

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## **BROADCAST AND SOCIAL MEDIA PRODUCTION**

**Prerequisites: None**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f)\* | U.C. (f)\***

**\*Submitting for UC Approval Spring 2026**

Social media is not only our current currency for communication, it is also our future. In this class students will collaborate on campus events, conservatory performances, and go behind the scenes of OCSA campus life to create content for press kits, social media, and live streaming. Students will gain hands-on experience with broadcast quality technical skills for on and off camera. This course will allow students to learn on-camera skills for program hosting, interviewing, promotional spokespersons, sportscasting, multimedia journalism, social media influencing and social media sponsorships. Students will learn to operate a camera, direct, edit, graphic creation and audio engineering using only industry standard technology. This course will prepare students to move forward into the digital future and provide them the skills to create, produce, manage and engage their target audience. No previous film or television experience necessary.

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## **CERAMICS I**

**Prerequisites: None**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$60**

Ceramics I is a year-long course that will introduce the student to several techniques such as hand building; pinch, coil and slab construction, the hollow form, and beginning wheel skills. Students will also be introduced to glaze, glazing and have the opportunity to have their finished artwork fired on site. Students will

be encouraged to think 3-dimensionally, and to explore functional, sculptural, and expressive forms of the media.

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## **CULINARY BASICS**

**Prerequisite: None/Non-Culinary Arts Students ONLY**

**10 Credits | Grades 9-12**

**H.S.**

**Suggested materials fee: \$150**

Culinary Basics students is an elective designed to engage students in learning about food in a variety of settings. This will enable them to develop confidence and proficiency in their practical endeavors with and decisions regarding food preparation. The students will periodically learn some fundamental cookery skills through hand-on experience in the classroom kitchen. In addition, students will gain the knowledge and skills related to food safety, hygiene, nutrition, budgeting and safe work practices in producing quality food. Lastly, students will build their skills with designing, producing, and evaluating products for specific food purposes.

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## **CULINARY II**

**Prerequisite: Completion of Culinary Basics or food handlers certificate**

**10 Credits | Grades 10-12**

**H.S.**

**Suggested materials fee: \$150**

Students taking Culinary II will explore the multi-cultural aspects of food by preparing and sampling foods typical of selected major cuisines. Attention is given to geography, climate, and the history of each culture. Major topics for this advanced course include:

- Locating the origin of cuisine or origin of influence through flavor profiles
- Adjusting recipes to produce a desired amount for either plated or buffet style service
- Demonstrating a greater understanding of cooking techniques and why each is better suited to fit a desired result
- Preparing individual recipes that replicate the flavor profile of different regions of the world
- Understanding how culture and climate can cause cuisine to develop differently in different areas of the world

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## **DANCE EXPLORATION**

**5 Credits Grades 7-8**

**Prerequisite: None**

This one-semester course offers students with limited or no previous training in dance practical experience in foundational technique through discussion and movement. Emphasis will be on the development of coordination, flexibility, proper body awareness, and alignment. This course will provide training in Ballet, Jazz and Tap technique, including basic terminology. Students will apply these technical skills to choreography and explore musicality and artistry through multiple genres of dance. Students will be introduced to performance elements at the end of the semester.

Notes:

- This course is paired with Theatre Arts Exploration; students will take one semester of Dance Exploration and one semester of Theatre Arts Exploration.
- As an introductory class, this course is not recommended for students in the following conservatories: Ballet & Contemporary Dance, Ballet Folklorico, Ballroom Dance, Commercial Dance.

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## DIGITAL ARTS EXPLORATION

**5 Credits Grades 7-8**

**Prerequisite: None**

Digital Arts Exploration is a semester-long course where students create art using digital tools and techniques. Students will learn the elements of art and principles of design through projects in digital illustration, animation, and game design. The course fosters creativity, self-expression, and builds skills in problem solving, critical thinking, and communication, while introducing key digital art concepts and vocabulary.

Notes:

- This course is paired with Visual Arts Exploration; students will take one semester of Digital Arts Exploration and one semester of Visual Arts Exploration.

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## DIGITAL PAINTING I

**Prerequisite: None**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

Digital Painting I will teach students a practical approach to painting from life and imagination using a computer and digital tablet. Using Photoshop, Students will learn the basics of rendering shapes, light, shading, form, color, texture, and perspective in similar ways to how those principles are used in traditional painting. Exercises and assignments will provide skill-building opportunities both to become familiar with the technical means of Photoshop, and to practice classical design and painting principles.

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## DRAWING/PAINTING I

**Prerequisite: None**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

Drawing/Painting I students will be taught the foundations of both drawing and painting with a focus on working from observation and reference. Students will explore and manipulate a multitude of media while applying the elements and principles of design. Materials to be used include pencil, colored pencil, pen and ink, watercolor, and acrylic paint.

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## **EMERGENCY MEDICAL TECH & CARE**

**Prerequisites: Completion of Health and Biology of the Living Earth**

**10 Credits | Grades 11-12**

**H.S. | C.S.U (g) | U.C. (g)**

This one-year class is designed for students who are curious about the medical field, or want to go into the medical field, including doctors, paramedics, nurses and first responders. This is a very hands on and skill emphasized class. Students will be exposed to emergency medicine practices that mirror EMT state certification classes. Course topics include CPR training, patient assessment, mastery of vitals, care of cardiovascular and respiratory disorders, shock and hemorrhaging, diabetic emergencies, head and spinal injuries and major wound care and emergency childbirth. Practical problem solving and critical thinking skills, communicating and collaborating with diverse audiences, and integration of academic and technical skills will be emphasized.

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## **FASHION AND COSTUME DESIGN I**

**Prerequisite: None**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

The fashion design lessons at this level are structured to challenge each student's personal creativity. Projects in this course are created to stretch their accrued knowledge deeper into the designing aspect of the craft. This will lead them to class required participation in designing and sewing clothes, costumes and co-ordinate makeup and hair. Costume/fashion design includes board projects, elements of design, terminology and sketching. Students also learn sewing machine mechanics, sewing garments from commercial patterns, creating their own designs and learning hand sewing techniques. This class is recommended for 9th-12th graders looking to create fashion portfolio works, and 12th graders hoping to expand their fashion/historical and sewing knowledge. Class time includes critique, figure drawing, and design project development with sewing and construction.

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## **FASHION AND COSTUME DESIGN II**

**Prerequisite: Completion of Fashion and Costume Design I or equivalent skill set**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (f) | U.C. (f)**

This class will include more advanced sewing techniques such as learning to stitch and thread the industrial sewing machines and sergers, working with materials such as buckram and hat wire, foam sculpting and working with EVA foam. Students will also learn to use different types of curves and L shaped rulers for pattern drafting and how to decorate fabrics using the kick press or beading needles. For corset making, students will learn how to apply and stitch in boning, grommets, and trim. Textile design includes creating the fabric design itself, creating the garment and then creating an interior home piece all having the same theme.

Projects include:

- Pattern Drafting
- Draping

- Learn the Industrial Machines and Sergers
- Beading
- Millinery
- Surface Decorations
- Textile Creations
- Corset Making
- 3D Designs
- Store Front Display

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## GRAPHIC DESIGN

**Prerequisite: None**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

Graphic Design is a beginning class that will allow the students to explore artistic programs such as Adobe Photoshop and Adobe Illustrator. Students will learn the elements and principles of design and how to apply to the computer as an art tool. Students will be encouraged to explore the design world of logos, layout, packaging design and visual communication as it relates to design, advertising and photomontage.

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## JOURNALISM

**Prerequisite: Application**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (g) | U.C. (g)**

This year-long class produces the school newspaper and website, Evolution. It also introduces students to the fundamental concepts of journalism and modern media. These concepts include, but are not limited to, effective writing techniques, writing in Associated Press style, identifying and avoiding bias, analyzing language for stereotypes and other manipulations, & interview techniques. Students will be required to function in a fast-paced, newsroom-like setting and must be available to periodically cover off-campus and after-hour events.

**Special Need:** Graphic designers and those with experience or who are interested in learning Adobe InDesign.

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## LEADERSHIP

**Prerequisites: Teacher recommendations, application, and interview process; exemplary behavior and attendance records. Students must attend a mandatory information session each year in order to apply**

**10 Credits | Grades 10-12**

**H.S.**

Leadership is a year-long class designed to be reflective of OCSA's student body while providing students with the opportunity to learn and apply leadership skills. Academically, students will engage in master planning, practice decision-making techniques, engage in problem solving processes, assess the needs and wants of large groups, and develop leadership skills such as communication, time management, and project

planning through a series of leadership development sessions, readings, and guest speakers. Students will also plan, implement, and sustain the school's activities program as well as have the opportunity to implement a variety of community service programs. Students will be required to maintain an exemplary behavior record throughout the school year to remain in class.

\*Students are required to complete a leadership application and an interview in the spring preceding enrollment. Not all students are accepted into the Leadership class.

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## **MUSIC THEORY, ADVANCED PLACEMENT**

**Prerequisite:** Academic GPA of 3.0 or higher; fluent reader of Standard Music Notation in at least one clef: treble, bass, or alto; experience playing an instrument or singing from Standard Music Notation. Students with limited music background must take Piano I prior to enrolling in this course.

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (f) | U.C. (f) | \*Weighted Course**

The AP Music Theory course covers the following topics:

- Aural recognition of tonal melodies, harmonies, scales, and intervals
- Sight-reading: vocal training & sight-singing
- Rudiments and terminology of music i.e. chords, metric organization, and rhythmic patterns
- Composition of a bass line for a given melody, implying appropriate harmony
- Realization of a figured bass and Roman numeral progression
- Analysis of repertoire from the Common Practice Period (1600-1910), including study of motivic treatment, examination of rhythmic, melodic, and harmonic features, analysis of functional harmony
- A brief introduction to twentieth-century scales, chordal structures, and compositional procedures, either through analysis or original composition
- Advanced musical vocabulary from the common practice period

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## **OFFICE ASSISTANT**

**Prerequisite:** None

**10 Credits | Grades 9-12**

Students enrolled as Office Assistants support daily school office operations while developing essential organizational, communication, and workplace skills. Emphasis is placed on professionalism, responsibility, confidentiality, and collaboration. Students are assigned to support one of the following areas: Administrative Office, Attendance Office, or Student Services. Consistent attendance is required, as student support is essential to the effective functioning of school offices. This course is offered on a Credit/No Credit basis.

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## **PHOTOGRAPHY I (DIGITAL)**

**Prerequisite:** None

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

Photo students will explore the elements and principles of design as they apply to the art of Photography. The students will learn composition, lighting, and value through the lens. They will also learn how to use a digital

SLR camera, and the basic mechanics of how digital cameras work. Students also will be introduced to photo editing software such as Photoshop.

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## **PIANO I**

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

Elective Piano is an open-ended course designed for all comers, from beginners to advanced students. Activities include group warmups and collaborative jam sessions designed for students to get to know each other and work with each other as musicians, as well as individualized study, perfect for intermediate and advanced players to work on their own level of repertoire.

In this course, we explore a variety of musical genres, learn basic and some intermediate piano skills, like sight reading, score study, and proactive goal setting and progress tracking. This course requires attendance at two in-class recitals; one in each semester, and participation in a final group project about ear training and music transcription.

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## **PSYCHOLOGY, ADVANCED PLACEMENT**

**Prerequisite: Completion of Biology of the Living Earth and Integrated II, grades of C or better**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (g) | U.C. (g) | \*Weighted Course**

This rigorous college-level course will invite students to investigate the human mind and behavior. Following the Advanced Placement guidelines, topics of study include foundational neuroscience, sensation and perception, consciousness, learning and cognition, social psychology, human development, personality, abnormal behavior, and approaches to therapy. Psychological research methods (including some statistical analysis) and application of theory to real-world situations will be emphasized throughout the year. Students will build skills analyzing psychological research articles and composing written arguments using evidence from that research. This course is designed to help prepare students for the AP Psychology examination given in May.

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## **RESEARCH, ADVANCED PLACEMENT**

**Prerequisite: Completion of AP Seminar**

**10 Credits | Grades 11-12**

**H.S. | C.S.U. (g) | U.C. (g) | \*Weighted Course**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through the inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

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## SEMINAR, ADVANCED PLACEMENT

**Prerequisite:** This is an application-based course and is the first year of the two-year AP Capstone program. Students are expected to complete AP Research the following year. Students should possess exemplary skills in nonfiction analysis and writing.

**10 Credits | Grades 10-11**

**H.S. | C.S.U. (g) | U.C. (g) | \*Weighted Course**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

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## STUDY HALL

**Prerequisite: Counselor Approval**

**10 Credits | Grades 11-12**

Students enrolled in Study Hall will work independently in a supervised setting during an academic block to complete classwork and prepare for academic or conservatory classes. This is a Credit/No Credit course.

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## TEACHER ASSISTANT (TA)

**Prerequisite: None**

**10 Credits | Grades 9-12**

Students enrolled as Teacher Assistants support classroom teachers with instructional and organizational tasks while gaining firsthand experience in a professional educational setting. Emphasis is placed on professionalism, responsibility, confidentiality, effective communication, and collaboration. Consistent attendance is required, as student support is essential to the effective functioning of classroom instruction. This course is offered on a Credit/No Credit basis.

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## THEATRE ARTS EXPLORATION

**Prerequisite: None**

**5 Credits | Grades 7-8**

During this semester-long course, students will discover the world of the Theater Arts by exploring the theatrical and technical elements of Broadway theater productions and productions by the National Theater of London. Students will explore the productions of musicals and plays that have shaped the modern theater of today. The class will also explore the “Behind the Scenes,” disciplines of the artists who create the

productions such as the Producers, Costumers, Lighting Designers and Set Designers. Using videos of recorded theatrical productions, films, discussions, text, and games students will cultivate an appreciation for the theater and how live productions cultivate more mindful, well-rounded, and confident artists. During the semester there will be opportunities to see and experience live theater at productions created at OCSA. These evenings will be mandatory experiences. If your student cannot attend these performances makeup assignments will be available. These OCSA Productions offered by the Musical Theater Conservatory, the Acting Conservatory and Integrated Arts Conservatory will be free of charge as the class will be attending the invited Dress Technical Rehearsals.

Notes:

- This course is paired with Dance Exploration; students will take one semester of Theatre Arts Exploration and one semester of Dance Exploration.
- As an introductory class, this course is not recommended for students in the following conservatories: Acting, Musical Theatre, Production & Design.

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## **VISUAL ARTS EXPLORATION**

**Prerequisites: None**

**5 Credits | Grades 7-8**

**Suggested materials fee: \$10**

In this one-semester class, students will explore a variety of art materials and techniques while also learning about the elements of art and principles of design. Students will form a broad knowledge and understanding of the meaning and purpose of visual art and have the opportunity to experiment and produce artworks including drawing, painting, and sculpture while developing self-expression and creativity.

Notes:

- This course is paired with Digital Arts Exploration; students will take one semester of Visual Arts Exploration and one semester of Digital Arts Exploration.
- As an introductory class, this course is not recommended for students in the following conservatories: Visual Arts, Integrated Arts.)

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## **YEARBOOK**

**Prerequisite: Teacher recommendations, application, and interview process. Students must attend a mandatory information session in order to apply.**

**10 Credits | Grades 10-12**

**H.S. | C.S.U. (f) | U.C. (f)**

Yearbook is a class that is also a business. Accepted students are responsible for creating and selling the Dreamscape Yearbook. Student-staffers learn the basics of journalistic copy-writing, photography, and

editorial layout and design in class and via optional summer camp and workshop opportunities, applying this knowledge directly to documenting OCSA life. Student-staffers also develop their skills in and learn effective strategies regarding self-advocacy, written and verbal communication, peer collaboration, group work and decision making, problem-solving, leadership, efficient time management, positive work habits, healthy self-care and balancing of commitments. Student-staffers must be available and able to attend OCSA events in the evenings and on some weekends to capture both on and off-campus activities/events, in addition to work parties after school on Fridays throughout the year. At the end of the school year, student-staffers work with the OCSA Administration to create and implement a plan to distribute the books to the student body. All interested OCSA students are encouraged to apply whether or not they have previous background in journalism, photography, and/or graphic design. Enrollment is limited.

\*Students are required to complete a yearbook application and an interview in the spring preceding enrollment. Not all students who apply to Yearbook are accepted into the class.



# PHYSICAL EDUCATION

## *Courses*

## COURSE DESCRIPTIONS

### BALLET I

**Prerequisite:** None

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Course requires Ballet Attire & Elective Showcase costume**

Ballet I introduces beginning-level students to classical ballet through the Electives Program. Instruction follows the American Ballet Theatre (ABT) National Training Curriculum, emphasizing quality technique, dancer health, child development, and outcome-based learning. Drawing from French, Italian, and Russian training principles, students develop coordination, kinetics, anatomy awareness, and proper alignment. The course also introduces ballet history and culture while building a strong technical foundation adaptable to all dance styles. Strength training, injury prevention, and proper dance terminology are integrated through a neuromuscular and kinesiology-based approach. Classwork includes beginner to intermediate barre work, center, and across-the-floor combinations. Second semester culminates in a performance piece for the Elective Showcase.

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### BALLET II

**Prerequisite: Completion of Ballet I; Subject to common assessment evaluation; teacher approval required**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Course requires Ballet Attire & Elective Showcase costume**

Ballet II is an intermediate-level course emphasizing the development of classical ballet technique through structured, outcome-based training. Instruction is guided by the American Ballet Theatre® National Training Curriculum and incorporates pedagogical principles from the French, Italian, and Russian schools. The course focuses on kinetics, coordination, anatomical alignment, and neuromuscular development, while integrating concepts of dancer health, injury prevention, and dance kinesiology. Students engage in progressive barre, center, and across-the-floor work, with pre-pointe training introduced for qualified students. Historical and cultural contexts of ballet are examined. Second semester culminates in a performance piece presented in the Elective Showcase.

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### BALLET III

**Prerequisite: Completion of Ballet II; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Course requires Ballet Attire & Elective Showcase costume**

Ballet III is an advanced course designed to support the continued development of classical ballet technique through structured, outcome-based instruction aligned with the American Ballet Theatre (ABT) National Training Curriculum. The course emphasizes technical proficiency, anatomical alignment, coordination, kinetics, and neuromuscular efficiency, while integrating principles from the French, Italian, and Russian schools of ballet. Instruction is informed by best practices in dancer health, child development, dance medicine, and kinesiology to promote safe and sustainable training.

Student learning outcomes include demonstrated mastery of advanced barre, center, and traveling movement sequences; accurate application of ballet terminology; and increased artistic versatility across classical dance styles. Students will also engage in creative inquiry by contributing original choreography as part of course assignments, supporting compositional skills and critical reflection. The curriculum incorporates strength conditioning and injury prevention strategies to enhance proprioceptive awareness and physical development. Pointe training is offered to students who meet established proficiency criteria. Second semester culminates in a performance piece presented in the Elective Showcase.

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## **BALLET FOLKLÓRICO I**

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required movement attire & Elective Showcase costume**

This is a beginning course designed to provide students with a foundation of skills and techniques as well as practical application of basic techniques in Mexican Folk Dance. Students will focus on correct body alignment for prolonged physical health, and building strength and control throughout their training. This course will include technique, footwork, strength, body control and style particular to the region of study. Continuous focus will be on core stability, folklórico terminology, musicality, upper body movement including skirt work, and articulation of the feet for footwork combinations. The class performs teacher choreographed pieces for the Elective Showcase.

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## **BALLET FOLKLÓRICO II**

**Prerequisite: Completion of Ballet Folklorico I; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (f)\* | U.C. (f)\***

**\*Submitting for A-G approval Spring 2026**

**Suggested materials fee: \$25**

**Required movement attire & Elective Showcase costume.**

This is an intermediate course designed to provide students with extended knowledge of Mexican Folk Dance. Students will have continued training on correct body alignment for prolonged physical health, and building strength and control throughout their training. This course will emphasize technique, footwork, strength, body control and style particular to the various regions of study, and ongoing focus on core stability, folklórico terminology, musicality, upper body movement including skirt work, and articulation of the feet for footwork

combinations. Students will expand their choreographic experience by learning repertoire of the various states and regions of Mexico. The class performs a teacher choreographed piece for the Elective Showcase.

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## **BALLROOM DANCING I**

**Prerequisite:** None

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Required movement attire & Elective Showcase costume**

Ready for the prom, or just a dance night out with your friends? Go Ballroom Dancing! Come and learn some of the basic moves of some of the most popular Latin American and Standard European dances. This class will teach students to move in the rhythm of Samba, Cha-Cha, Rumba, Jive, and Paso Doble, and uncover the beauty of some of the most graceful European dances like Waltz, Foxtrot, and the passionate Tango.

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## **BALLROOM DANCING II**

**Prerequisite: Completion of Ballroom Dancing I**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Required movement attire & Elective Showcase costume**

In Ballroom Dancing II, students will reinforce the knowledge and experience that they have acquired during the first year and will increase their technical knowledge and ability in International Latin, International Standard, American Rhythm, and American Smooth dance styles. Students will be taught more advanced patterns based on the Ballroom and Latin silver and gold levels and will spend more time on details such as quality of the frame and footwork.

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## **BALLROOM DANCING III**

**Prerequisite: Completion of Ballroom Dancing II and/or Teacher approval**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Required movement attire & Elective Showcase costume**

Having experienced the social and syllabus steps in Ballroom Dancing I & II, students are ready to dive deeper into the technique and finer points of the most popular Latin and ballroom dances in the world. In Ballroom Dancing III, the class will explore the characteristic styling and performance qualities that each dance embodies. Students then will get to show off what they have learned in ambitious and fun choreographed routines that are performed in the Elective Showcases.

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## **BODY CONDITIONING**

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S.**

This course is designed to introduce students to a variety of sports and athletics and includes a foundation of exercises and training that aid in strengthening the student's physical condition. The course will explore the areas of flexibility, strength building, healthy lifestyle choices, teamwork, and coordination. This will be accomplished by targeted warm-ups, specified strength training, aerobic activities, and taking a fun approach to gaining an overall understanding of a variety of sports and athletics. The central goal is to propel the student on a path towards 'lifelong learning' in regard to conditioning the mind and body.

Black PE Uniform required daily (workout attire)

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## **HIP HOP DANCE I**

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

Hip Hop Dance I is an introductory level dance course focusing on the fundamental movement principles of hip hop dance. Through dance instruction, conditioning, drills, and choreographed combinations students will develop the necessary technique, coordination, dynamics, strength/flexibility, vocabulary, and rhythm/musicality to prepare them for intermediate material. The historical, developmental, and cultural aspects of hip hop with appreciation to the impact this art form has had on society will be discussed. Students will also have the opportunity to choreograph in collaboration with their classmates. The year includes a teacher choreographed performance to show the progressive skills the students have acquired in front of an audience.

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## **HIP HOP DANCE II**

**Prerequisite: Completion of Hip Hop I; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

This course provides the student with extended experience and practice in hip hop dance within a communal team atmosphere. Combinations and routines will take on an intermediate/advanced level of proficiency. Students will be given monthly combinations that will incorporate the use of previously learned performance standards in Hip Hop 1 with new/more advanced performance standards. The new performance standards include efficient memorization, choreographic structures, movement dynamics, and performance qualities.

Additionally, students will dive deeper into new techniques and history within hip hop including street styles of dance such as breaking, popping, and locking. Students will have the opportunity for artistic development by participating in two collaborative group projects in which one includes student teaching. Class performs a collaborative student and teacher co-choreographed piece for the Spring Elective Showcase.

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## **HIP HOP DANCE III**

**Prerequisite: Completion of Hip Hop II; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f)\* | U.C. (f)\***

**\*Submitting for A-G approval Spring 2026**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

Hip Hop Dance III is an advanced capstone course that builds upon the foundations of Hip Hop Dance I & II, emphasizing mastery of technique, artistry, musicality, and performance quality. Students engage in advanced choreography while deepening their understanding of hip hop culture, street dance styles, and freestyle foundations. The course explores career pathways within the hip hop industry, including audition preparation and the creation of a professional dance package. A central focus is student-led choreography and collaborative crew work, culminating in performances of student- and teacher-choreographed pieces in the Spring Elective Showcase.

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## **JAZZ DANCE I**

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

This course offers fundamental training in jazz dance through practical experience in basic technique and choreography. Emphasis will be on the development of proper body awareness, alignment, flexibility and application of technical skills in choreography. Students will grow their knowledge of dance terminology. Students will begin to explore choreography in collaboration with their classmates. The class performs a teacher choreographed piece for Elective Showcases.

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## **JAZZ DANCE II**

**Prerequisite: Completion of Jazz Dance I; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

This course provides the student with extended experience and practice in the areas of flexibility, strength, body alignment, technique and performance. Technical Skills and choreography will take on an intermediate level of proficiency. Students will develop artistry through various genres of jazz dance that incorporate more challenging technical skills and complex formations. Fundamental vocabulary will be expanded upon. Students will continue to work in collaboration with their classmates on choreography and begin to explore improvisation. The class performs a teacher choreographed piece for Elective Showcases.

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## **JAZZ DANCE III**

**Prerequisite: Completion of Jazz II; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

This course is a continuation of technical and artistic training at an intermediate/advanced level of Jazz as well as providing Student Teacher Training for those who are interested in exploring dance education. Curriculum will challenge students to increase proficiency of technical skills through continued strength, flexibility and ballet training. Students will apply their knowledge of dance terminology, vocabulary & kinesiology in a teaching setting. Student Teacher Training will focus on the development and structure of a class, best practices in the classroom as well as creating and setting original choreography. Students will continue to grow their improvisation skills and have the opportunity to develop their artistry through choreography projects. The class performs a teacher/student collaborative piece for Elective Showcase.

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## **MUSICAL THEATRE DANCE I**

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials Fee: \$25**

**Required movement attire & Elective Showcase Costume**

Musical Theater Dance I provides fundamental training in musical theater dance through technique, choreography, and performance. Emphasis is placed on body awareness, alignment, strength, and performance skills while integrating acting and storytelling through movement. Students explore musical theater history through the study of influential choreographers within the musical theater repertoire and apply their stylistic approaches to technique exercises and dance combinations. Classwork includes a jazz

warm-up, ballet barre, strength work, and choreography inspired by each choreographer studied. The course culminates in a choreographed musical theater piece performed in Elective Showcase at the end of the Spring Semester. Once your student is enrolled in Musical Theater Dance 1 an email from the teacher regarding the required clothing and shoes will be emailed to you and your student.

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## **MUSICAL THEATRE DANCE II**

**Prerequisite: Completion of Jazz I, MT Dance I, or Ballet I; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials Fee: \$25**

**Required movement attire & Elective Showcase Costume**

This course offers the intermediate dance student practical experience in more challenging Musical Theatre Dance techniques that build from the MT Dance I curriculum. The emphasis is on the further development of dance techniques for Jazz and Ballet with a focus on flexibility, strength, and body alignment required for Broadway level dance. Also, the students will be required to sing at various times throughout the year while they are warming up or while they are learning pieces of choreography in class. Students will learn adapted Broadway choreography or original Broadway choreography from many choreographers, past and present, to build stamina and performance skills. The class will perform a musical theater production number for the Spring Elective Showcase. The production piece chosen for the Spring Showcase may require the student to sing. As this class requires appropriate movement attire, once your student is enrolled in this class an email will be sent to you and your student with the details of the required clothing and shoes.

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## **MUSICAL THEATRE DANCE III**

**Prerequisite: Completion of Jazz II, MT Dance II, or Ballet II; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f)\* | U.C. (f)\***

**\*Submitting for A-G approval Spring 2026**

**Suggested Performance Fee: \$25**

**Required movement attire & Elective Showcase Costume**

Musical Theater Dance III expands on technical proficiency and performance skills learned in Musical Theater Dance II. We will explore and expand the students' experience and expertise of Broadway choreography. Building the strength, physical and vocal stamina, acting and performance skills to reproduce Broadway level choreographic production numbers. Students will learn choreography skills by creating original choreographic works for their fellow students. This class will also explore good teaching practices, business and marketing skills for careers in dance or musical theater. If you want a career in the theater, musical theater or the concert dance world this class will give you the technical, performance and business skills to begin your college journey.

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## PILATES

**Prerequisite: None**

**10 Credits | Grades 9-12**

**H.S.**

**Required PE Movement Attire**

This course provides a comprehensive introduction to Pilates, a movement system designed to improve strength, flexibility, posture, and overall body awareness for a wide range of abilities, including those with physical limitations. Through a series of controlled mat exercises, students will develop core stability, enhance muscle strength, and increase range of motion. Pilates is widely used for rehabilitation and injury prevention, making it an effective practice for building strength while supporting safe, mindful movement. The curriculum incorporates foundational principles of anatomy and kinesiology, ensuring informed and safe practice. In addition to physical conditioning, the course explores stress management techniques, ending each session with brief meditation exercises to promote mind-body wellness. While especially beneficial as cross-training for dancers, the class is open to all high school students at OCSA.

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## TAP DANCE I

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

This course is a comprehensive introduction to Tap Dance that allows students to explore a breadth of basic tap technique and terminology. Students build strength, coordination, and rhythmic accuracy through progressive exercises and develop performance skills through engaging combinations. Students apply the foundational techniques learned in class to their choreography projects, creating original tap dances that emphasize musicality, rhythm, clarity of sound, performance quality, and creative expression. Each semester culminates in a performance: *Step Into the Classroom* (semester 1) and *Elective Showcase* (semester 2).

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## TAP DANCE II

**Prerequisite: Completion of Tap I; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 8-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

This course deepens the knowledge and skills learned in Tap I. Students continue to build strength as they begin to execute more sophisticated step patterns. Combination length and tempos increase to further challenge stamina and step recall while more complex turns are introduced to emphasize a well-rounded dancer. The current cultural relevance of Tap is explored through choreographer projects in which groups study current influential figures of Tap Dance and choreograph a piece in the style of their influential figure. Students are introduced to the basics of tap transcription to enhance understanding of vocabulary, musicality,

and choreography. Each semester culminates in a performance: Step into the Classroom (semester 1) and Elective Showcase (semester 2).

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## **TAP DANCE III**

**Prerequisite: Completion of Tap II; Subject to common assessment evaluation, and teacher approval required**

**10 Credits | Grades 9-12**

**H.S. | C.S.U. (f) | U.C. (f)**

**Suggested materials fee: \$25**

**Required PE Movement Attire & Elective Showcase costume**

This advanced course challenges students to further expand their knowledge and skills from Tap I and II while continuing to improve strength, stamina, and memory. Step variation becomes more elaborate to allow for greater advancement and instruction pace quickens to better prepare students for the audition process. The history and cultural relevance of Tap is reinforced through choreography projects in which groups study one of many genres of Tap Dance and create a music video in their genre of Tap. Students are also encouraged to experiment with the different Tap genres to develop their own personal style. Fluency in tap terminology is solidified through transcription exercises. Each semester culminates in a performance: Step into the Classroom (semester 1) and Elective Showcase (semester 2).

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## **TAEKWONDO (Beginning)**

**Prerequisite: None**

**10 Credits | Grades 7-12**

**H.S.**

**A \$75 uniform is required for this class**

Taekwondo is known for its dynamic kicks, punches and blocks while it enhances physical conditioning and self-confidence. This self-defense course has a traditional but fun approach, which encourages courtesy, discipline and respect. Classes include an aerobic kickboxing style warm-up, as well as a Taekwondo curriculum that includes traditional forms, one step sparring, street defense, and Olympic style sparring. Students that are interested in officially advancing in rank from White Belt to Blue Belt may do so by passing the required belt test. Please note that there is an additional charge for these official tests which are considered an extracurricular activity. All rank exams are optional and will not affect student grades or P.E. credit. Olympic style free sparring will begin in the second semester.

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## **TAEKWONDO (Intermediate)**

**Prerequisite: Completion of Beginning Taekwondo and Instructor approval**

**10 credits | Grades 8-12**

**H.S.**

**A \$75 uniform is required for this class**

This 2nd year course provides continued Taekwondo training that will include six new forms, street defense, footwork/angle drills, and Olympic style sparring. Students that are interested in officially advancing in rank from Blue Stripe to Red Stripe may do so by passing the required belt test. Please note that there is an

additional charge for these official tests which are considered an extracurricular activity. All rank exams are optional and will not affect student grades or P.E. credit.

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## **TAEKWONDO (Advanced)**

**Prerequisite: Completion of Intermediate Taekwondo and Instructor approval.**

**10 Credits | Grades 9-12**

**H.S.**

**A \$75 uniform is required for this class**

This advanced course is reserved for students that currently hold the rank of Red Stripe Belt and are interested in achieving the Official Rank of Black Belt. Knowledge of the prior two year curriculum is expected with emphasis on advanced combinations, competition free sparring, form training, and demonstration team practice. Qualified students will have an opportunity to test for their 1st Degree Black Belt certification through the World Taekwondo Headquarters in Korea. Please note that there is an additional charge for these official tests which are considered an extracurricular activity. All rank exams are optional and will not affect student grades or P.E. credit.

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## **TAEKWONDO (Black Belt)**

**Prerequisite: Completion of Advanced Taekwondo, and Instructor approval.**

**10 Credits | Grades 9-12**

**H.S.**

**A \$75 uniform is required for this class**

Students can expect to use the previous three year curriculum as a basic foundation while focusing on a new Black Belt curriculum with emphasis on stage performance, Bo staff, Olympic Style free sparring, form competition, and refereeing. Qualified students will have an opportunity to officially test for their 2nd/3rd Degree Black Belts certified through the Kukkiwon at the World Taekwondo Headquarters in Korea. Please note that all rank exams are optional and considered an extracurricular activity which does not affect student grades or P.E. credit.

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## **YOGA**

**Prerequisite: None**

**10 Credits | Grades 9-12**

**H.S.**

**Required PE Movement Attire**

Yoga is an ancient practice recognized for its multifaceted contributions to physical, mental, and emotional well-being. The discipline encompasses breath regulation, meditative practices, and the structured performance of physical postures. Engagement in yoga has been associated with improvements in muscular strength, flexibility, postural alignment, and balance. This vinyasa-style course emphasizes a continuous, flowing sequence of movements, with particular attention to traditional form and biomechanically sound alignment to optimize the efficacy of each posture. The curriculum integrates foundational studies in anatomy and kinesiology, providing students with an evidence-based understanding of the body in motion. Additionally, the course emphasizes techniques for modulating physiological stress responses, with each

session concluding with brief meditation exercises designed to complement the somatic benefits of practice. Yoga, as presented in this course, is accessible to individuals across all levels of experience, physical ability, and athleticism, including those with certain physical limitations.



# SUPPORT *Services*

## COURSE DESCRIPTIONS

### ACADEMIC LAB

**Prerequisite: IEP Placement (Parent & Administrator Approval)**

**10 Credits | Grades 7-12**

This course is designed to support specialized academic instruction. Students will develop skills and learn strategies to access the essential learning outcomes. This is a credit/no credit class.

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### ENGLISH FOR EMERGENT BILINGUALS

**Prerequisite: Teacher Recommendation (Parent & Administrator Approval)**

**10 Credits | Grades 7-12**

In this class, students will continue to develop the fundamental language skills of reading, writing, speaking, and listening in English. A wide range of English Language Learners are supported in their core courses with guided academic skills. Individualized support will focus on grade level appropriate writing, vocabulary development, and reading comprehension skills in order to help students be successful in their classes.

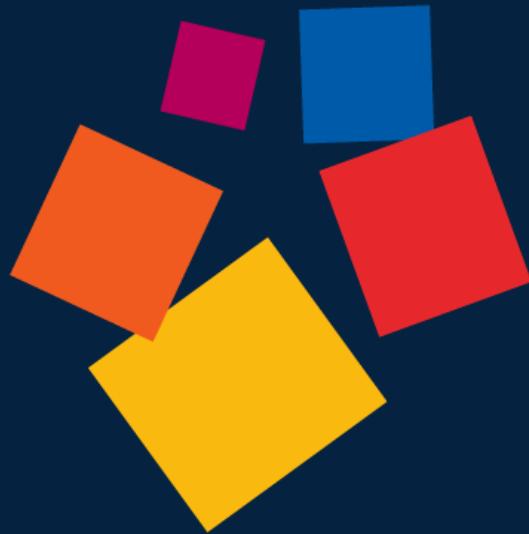
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### STUDY SKILLS LAB

**Prerequisite: 504 Placement (Parent & Administrator Approval)**

**10 Credits | Grades 7-12**

This course is designed to support students enrolled in core academic classes. Through one on one instruction, students will learn strategies and gain skills to access the essential learning outcomes taught in the core academic classes. Additional focus will be on developing study strategies, getting organized, time management, self-advocating, task analysis, and other student learning skills. This is a credit/no credit class.



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