

Course	UC Honors	Dept.	UC A-G	Description	Prerequisites
AP Government & Politics: United States	AP	HIS	A	The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics are generally covered in college courses.	- A's both semesters in previous year's English and History courses or teacher recommendations and B's, in both semesters
U.S. Government and Politics		HIS	A	This course is designed to teach U.S. constitutional government based on the following California State Standards for 12th grade History/Social Science: <ul style="list-style-type: none"> ▪ 12.1 – Fundamental principles and moral values of American democracy ▪ 12.2 – Rights and obligations of citizens ▪ 12.3 – Fundamental values and principals of civil society ▪ 12.4 – The three branches of government ▪ 12.5 – The Supreme Court ▪ 12.6 – Campaigns and Elections ▪ 12.7 – National, state, and local governments ▪ 12.8 – The media ▪ 12.9 – Comparative political systems ▪ 12.10 – Tensions within constitutional democracy 	- None
US History		HIS	A	A survey of U.S. history to the present, relating events of the past to current areas of American life. Origins and development of economic, social, and cultural trends; territorial, political growth, economic cycles, political issues, social and cultural change, and emergence of the United States as a world power.	- None
AP US History	AP	HIS	A	The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.	- A's both semesters in previous year's English and History courses or teacher recommendations and B's, in both semesters
World History		HIS	A	Modern World History is aligned with the social science content standards as established by the state of California. In this course, students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.	- None

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AP World History	AP	HIS	A	The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.	<ul style="list-style-type: none"> - A's both semesters in previous year's English course or teacher recommendation and B's, in both semesters - Satisfactory completion of summer assignment and satisfactory completion of writing assignment
English I		ENG	B	This one-year, rigorous, in-depth literature course is designed for entering ninth grade, college preparatory students. Areas to be studied include readings in literature of various genres, writing, vocabulary, grammar, speaking, listening, studying, and test-taking skills. Students will also read two core novels and respond with a book report/summary or character analysis. Writing components will include various essay types and creative writing, such as short stories and poetry. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development, and directed reading and writing activities. Students will demonstrate research, organization, and drafting strategies in narrative, expository, persuasive, informational, and descriptive writing.	<ul style="list-style-type: none"> - Successful completion of 8th grade English/Language Arts
English II		ENG	B	This is a required one-year course. Areas of study include reading, vocabulary, grammar, writing, speaking, listening, studying, and test taking skills. Emphasis is placed on various genres of literature: novels, short stories, poetry, drama, essays, speeches, technical documents, and electronic and informational materials. Students will analyze recurrent patterns and themes in historically or culturally significant works. They will read at least two novels and respond with a research report, character analysis, journal, or essay. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language and vocabulary development. They will complete a variety of writing activities, including narrative, expository, persuasive, informational and descriptive writing that demonstrates research, organization, and drafting strategies. In addition, students will respond orally in a persuasive speech and participate in a debate. The course also incorporates technology and skills applicable to success in the work place.	<ul style="list-style-type: none"> - Successful completion of 9th grade English (English I)
English II Honors		ENG	B	This is a required one-year course. Areas of study include reading, vocabulary, grammar, writing, speaking, listening, studying, and test taking skills. Emphasis is placed on various genres of literature: novels, short stories, poetry, drama, essays, speeches, technical documents, and electronic and informational materials. Students will analyze recurrent patterns and themes in historically or culturally significant works. They will read at least two novels and respond with a research report, character analysis, journal, or essay. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language and vocabulary development. They will complete a variety of writing activities, including narrative, expository, persuasive, informational and descriptive writing that demonstrates research, organization, and drafting strategies. In addition, students will respond orally in a persuasive speech and participate in a debate. The course also incorporates technology and skills applicable to success in the work place.	<ul style="list-style-type: none"> - Successful completion of 9th grade English (English I) with a 3.0 or better in this class. - 9th grade English teacher (English I) recommendation - Appeal to enroll in class if first two prerequisites are not met: Students will analyze a literary piece to show critical thinking skills required for this level of English study.

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English III		ENG	B	This one-year course focuses on the development of American Literature with an emphasis on the study of social, political, and philosophical movements. Literary and word analyses are stressed, using various writing strategies. Students are asked to demonstrate appropriate oral and written language conventions in their writing, speaking, and listening.	- Successful completion of 10 th grade English (English II).
English IV		ENG	B	This one-year course is required for students in Grade Twelve. The course studies world literature, with the primary focus on British literature from the beginning of Anglo-Saxon literature through modern texts, and with emphasis on the social, political, cultural, and philosophical movements which contributed to the shaping of the multi-faceted European culture. Literature is the core of the curriculum, and writing is developed as a process and practical skill. SE CONTENT	- Successful completion of 11 th grade English (English III).
AP English Language and Composition	AP	ENG	B	<p>The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.</p> <p>The college composition course that the AP English Language and Composition course is intended to parallel is one of the most varied in the curriculum. The college course often allows students to write in a variety of forms narrative, exploratory, expository, argumentative and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. But the main objective in most first-year writing courses is to enable students to write effectively and confidently in all their college courses and in their professional and personal lives. Therefore, most 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 ability to write in any context. As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide their organization.</p>	<ul style="list-style-type: none"> - Successful completion of 10th grade English (English II) with a 3.0 or better. - Recommendation of 10th grade English (English II) teacher. - Students that wish to enroll in class but do not meet prerequisites: teacher will provide a prompt and student will submit a writing sample.

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AP English Literature and Composition	AP	ENG	B	The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.	<ul style="list-style-type: none"> - Successful completion of 11th grade English (English III), with a 3.0+ grade in this class. - 11th grade teacher (English III) recommendation - Students may appeal to enroll in class by completing an AP practice test and showing that critical thinking and writing skills would be adequate to follow this advanced curriculum.
Algebra I		MATH	C	Topics covered by this first course in algebra include rational numbers and their applications, equations and inequalities, linear relations and inequalities, polynomials, factoring, rational expressions, functions and graphs, graphing linear equations, radical expressions, quadratic functions and graphs, and statistics and probability. In this course, these topics have been grouped in modules in accordance with the California State Standards for Algebra.	<ul style="list-style-type: none"> - None
Algebra II		MATH	C	Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series, and (7) counting principles and probability. The topics have been in accordance with the California State Standards for Algebra II.	<ul style="list-style-type: none"> - Student must successfully complete Algebra 1 and Geometry with at least a "C" average or higher in each. If any of the prerequisite courses are taken during a summer term the student must make at least a "B" average or higher.
Algebra II Honors		MATH	C	Algebra II (Honors) is an accelerated course that expands on the topics of Algebra I and provides further development of the concept of a function. Part two of this course covers trigonometric functions as defined geometrically rather than in terms of algebraic equations. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series, (7) counting principles and probability; and (8) trigonometric graphs, equations, identities, and proofs. A prerequisite for this course is Algebra I and Geometry. Teacher referral is required. The topics have been in accordance with the California State Standards for Algebra II and Trigonometry.	<ul style="list-style-type: none"> - Student must successfully complete Algebra 1 and Geometry with at least a "B" average or higher in each. A teacher recommendation is also required.

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AP Calculus AB	AP	MATH	C	This course is based on the Standards set by the State of California. The topics included are functions, graphs and limits, derivatives and its applications, higher order derivatives, integrals and antiderivatives, application of integrals, logarithmic, exponential and other transcendental functions, differential equations, integration techniques, L'Hopital's Rule and improper integrals.	- Students must successfully complete Algebra 1, Geometry, and Algebra 2, Pre-calculus/Trigonometry with at least a C average in each class. If taking one of the prerequisites during the summer term, the student must have at least a B average or higher.
AP Calculus BC	AP	MATH	C	This course is based on the Standards set by the State of California. The topics included are Review of functions, graphs and limits, derivatives and its applications, higher order derivatives, integrals and antiderivatives, application of integrals, logarithmic, exponential and other transcendental functions, differential equations, integration techniques, L'Hopital's Rule and improper integrals. Full study course on Polynomial Approximation and series, series of constants, Taylor series, McLaurin series, Lagrange error bound for Taylor polynomials, Conics, Parametric Equations and Polar Coordinates.	- Students must successfully complete Algebra 1, Geometry, and Algebra 2, Pre-calculus/Trigonometry, and Calculus AB with at least a C average in each class. If taking one of the prerequisites during the summer term, the student must have at least a B average or higher.
Geometry		MATH	C	Geometry is the study of lines, angles, and plane figures such as triangles, circles, and quadrilaterals. The student is taught to write formal proofs and to apply formulas involving perimeters, areas, volumes, and surface areas. Basic principles of two and three-dimensional figures, algebraic skills, and coordinate geometry will be used in problem solving situations. Trigonometry is introduced, and algebraic concepts such as factoring and two-variable equations are applied to geometric situations. A main purpose of the study of geometry is the development of reasoning ability.	- Student must successfully complete Algebra 1 with at least a "C" average or higher. If the prerequisite course is taken during a summer term the student must make at least a "B" average or higher.

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PreCalculus		MATH	C	Topics covered by the Precalculus course combine many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthen their conceptual understanding of problems and mathematical reasoning in solving problems. Topics include number patterns, equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric graphs, equations, identities and proofs, analytic geometry, systems and matrices, statistics and probability, and limits and continuity. Satisfactory completion of Algebra II and Geometry is required for enrollment. The topics have been grouped accordance with the California State Standards for Math Analysis and Trigonometry.	- Students must successfully complete Algebra 1, Geometry, Algebra 2 and Trigonometry with at least a C average in each class. If taking one of the prerequisites during the summer term the student must have at least a B average or higher in that particular summer course.
Trigonometry		MATH	C	Trigonometry is a one-semester course that uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, mathematics that is more advanced, physics and other sciences, and engineering in college. Topics include: (1) laws and graphs of trigonometric functions; (2) identities and proofs; (3) complex numbers; (4) exponential and logarithmic functions; (5) rectangular and polar conics and their graphs; and (6) parametric equations. Satisfactory completion of Algebra II and Geometry is required for enrollment. The topics have been grouped in modules in accordance with the California State Standards for Trigonometry.	- Students must successfully complete Algebra 1, Geometry and Algebra 2 with at least a C average in each class. If taking one of the prerequisites during the summer term and the student must have at least an B average or higher.
Biology		SCI	D	Biology is aligned with the science content standards as established by the state of California. Biology focuses on the study of living things, specifically their structures, functions, behavior, relationships, and classification. Theories of Cell Biology, Genetics, Ecology, Evolution, Physiology, and Investigation and Experimentation will be investigated throughout the year. Biology lab attendance and completion of biology lab reports are requirements. Lab activities will promote technical lab proficiency, including the scientific process of research and reporting, while teaching and supporting scientific concepts.	- concurrent in enrollment in Algebra I or Geometry -
AP Biology	AP	SCI	D	The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The course should include those topics regularly covered in a college biology course for majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type laboratory work done by students, and the time and effort required of students. The kinds of done by AP students will be the equivalent of those done by college students. The course is designed to be taken by students after the successful completion of a first course in high school biology and in one high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.	- C in all semesters of Biology, Chemistry, and Physics

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Chemistry		SCI	D	This is a course in the theories and concepts of modern chemistry based on the California state standards. The course emphasizes the science of chemistry, matter and energy, atoms and moles, the periodic table, ions and ionic compounds, covalent compounds, the mole and chemical composition, chemical equations and reactions, causes of change, states of matter and intermolecular forces, gases, solutions, chemical equilibrium, acids and bases, reaction rates, oxidation, reduction and electrochemistry, carbon and organic compounds, and finally biological chemistry and laboratory experiments. The laboratory work will provide all the necessary laboratory skills as well as challenge students to develop their own inquiry labs and to apply what they know to real life situations.	- C in both semesters of Biology
Chemistry Honors	H	SCI	D	This is a course in the theories and concepts of modern chemistry based on the California state standards. The course emphasizes the science of chemistry, matter and energy, atoms and moles, the periodic table, ions and ionic compounds, covalent compounds, the mole and chemical composition, chemical equations and reactions, causes of change, states of matter and intermolecular forces, gases, solutions, chemical equilibrium, acids and bases, reaction rates, oxidation, reduction and electrochemistry, carbon and organic compounds, and finally biological chemistry and laboratory experiments. The laboratory work will provide all the necessary laboratory skills as well as challenge students to develop their own inquiry labs and to apply what they know to real life situations.	- A's both semesters in previous year's Science and Math courses or teacher recommendations and B's, in both semesters
AP Environmental Science	AP	SCI	D	The AP Environmental Course is a rigorous science course that emphasizes scientific principles and analysis and that often include a laboratory component. It is intended to enable students to undertake, as first year college students, a more advanced study of topics in environmental science, or alternatively, to fulfill a basic requirement for a laboratory science. The goal of the 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.	- C grade in all semesters of Biology, Chemistry, and Physics
Physics		SCI	D	This course is a rigorous, high expectations physics course designed to meet the A-G requirements and to cover all of the state standards in physics. Student will have extensive lab experience with many open ended inquiry labs for students to use the scientific method to design their own labs based on what they have learned. Also, students will be expected to do projects based on the California state standards. Use of the latest technology will be incorporated into the class.	- Concurrent in enrollment in Algebra II or higher Math - C Grade in all semesters of Chemistry and Biology
AP Physics B	AP	SCI	D	AP physics is a college level physics class that is very difficult will be taught at a very fast pace. Students need to commit themselves to spend 2 hours every night to keep up with the pace of the class. Examinations will be given in the context of the AP exam and will have a level of difficulty that students are not accustomed to. The main areas of study are Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Every student taking the AP physics class is expected to take the AP exam. Furthermore, it is recommended by the AP panel to cover the material quickly to allow a minimum of 2 weeks to review for the AP exam AP Physics B is a non-calculus based class but extensive math knowledge is necessary to succeed in AP physics. A basic knowledge of trigonometry is required as well as the ability to use algebraic methods to solve problems.	- Concurrent in enrollment in Algebra II or higher Math - A in both semesters of Chemistry

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AP Physics C	AP	SCI	D	This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter for this C course is principally mechanics. The C course is the first part of a sequence which in college is sometimes a very intensive one-year course but often extends over one and one-half to two years, with a laboratory component.	<ul style="list-style-type: none"> - Concurrent in enrollment in Algebra II or higher Math - B or higher in both semesters of AP Physics B
Physics Honors-Pre AP	H	SCI	D	The course basically follows the pre AP curriculum as presented in the AP Central website by Dolores Gende and provides a middle ground for students who are not ready to tackle AP B physics as a first year course. It also provides an opportunity for other students to explore physics on a higher mathematical level than offered in the regular physics class.	<ul style="list-style-type: none"> - Concurrent in enrollment in Algebra II or higher Math - Passing Grade in Chemistry
Native Span Speaker I		LANG	E	Spanish for Native Speakers 1 is a full year course designed for native speakers who have varying degrees of exposure to Spanish. The emphasis of this class is developing the formal reading, writing, and speaking skills in Spanish. In this course, students read and write extensively, give oral presentations, and participate in class discussions and debates while learning the fundamental grammatical structure of the language as well as rules for spelling and accentuation. Additionally, students will develop a broad knowledge of and appreciation for the geography, history and culture of their own Hispanic heritage.	<ul style="list-style-type: none"> - native Spanish speakers on home language survey and score within required range on initial Spanish proficiency assessment
Native Span Speaker II		LANG	E	This course is designed to improve the language skill of the students with a Spanish Language background. Emphasis will be placed on the improvement of reading and writing skills. Aspects of culture, civilization and literature from the Spanish-Speaking countries will be included. In addition, the students will review the grammatical structure of the language studied in previous levels.	<ul style="list-style-type: none"> - prerequisite is passing grade in SNS 1 - or scoring in the advanced range on the initial Sp proficiency assessment
Spanish I		LANG	E	Spanish 1 is designed as an introductory course in which students develop fundamental communication skills for understanding, speaking, reading and writing in Spanish. Students acquire knowledge and appreciation for the culture and history of Latin America and Spain through exposure to films, pictures, music, guest speakers, and interaction with native speakers. The goal is that students will become lifelong learners of Spanish and will learn to utilize what they have learned as a basis for further study, work or travel.	<ul style="list-style-type: none"> - no prerequisite for all non native speakers of Spanish - or native speakers who score lower than required for SNS 1 by initial Spanish proficiency assessment
Spanish II		LANG	E	Spanish II is a full year course designed for non-native speakers who have successfully completed the first year Spanish course. The emphasis of this class is developing the formal reading, writing, listening and speaking skills in Spanish. In this course, students read and write extensively, give oral presentations, and participate in class discussions and debates while learning the fundamental grammatical structure of the language as well as rules for spelling and accentuation. Additionally, students will develop a broad knowledge of and appreciation for the geography, history and culture of their own Hispanic heritage.	<ul style="list-style-type: none"> - passing grade in Spanish I

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Spanish III		LANG	E	Students participate at an in-depth level in the Spanish language by forming sentences that are more complex and sustaining lengthy conversations with well-learned sentence structure, vocabulary, and grammar, including a variety of verb tenses. Listening, speaking, reading, and writing skills are developed beyond basic survival needs and include individual creative endeavors as well as an introduction to Spanish literature. New material is presented using a variety of methods visuals, gestures, and dramatizations. Students engage in focus and cooperative activities and paired practice to reinforce learning.	- passing grade in Spanish II
AP Spanish Language	AP	LANG	E	An AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. The course objectives are to help you: <ul style="list-style-type: none"> ▪ Comprehend formal and informal spoken Spanish ▪ Acquire vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish ▪ Compose expository passages ▪ Express ideas orally with accuracy and fluency The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines, rather than to the mastery of any specific-subject matter. Finally, you should receive extensive training in the organization and writing of compositions as an integral part of this AP course. SE	- Teacher recommendation - or passing grade in SNS 2
AP Spanish Literature	AP	LANG	E	An AP Spanish Literature course is comparable to a third-year college introduction to Hispanic literature course. It is based on a required reading list. The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The objective of the course is to help you interpret and analyze literature in Spanish.	- Teacher recommendation and must have taken and passed AP language course and course and AP exam with a 3 or higher.
Advanced Computer Graphics		???	F	The student will be introduced to architectural design principles including line, forms, values of lines, textures, volume, space, and various art forms to develop interior and exterior living areas. The student will use details and design criteria specific to particular styles of architecture to create homes to specific programs. The student will design several homes (using an Architectural CAD software as a tool) using the above principles. The student will use architectural animation software to create presentations and walk-through animations of their structure.	- C in both semesters of Computer Graphics Course
AP Studio Art - 2D	AP	ART	F	The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Students will create a 2-D Design portfolio. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the concentration section (Section II). In the breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.	- Portfolio Review-Submit a portfolio with 10 individual works of art that exhibits competency in drawing and must have received a letter grade of B or higher in Proficient Level Art.

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Visual Arts		ART	F	This course is design to introduce students to the tools necessary to increase interest in art as well as develop fundamentals of art. It is also set up to help generate confidence to peruse higher visual art challenges. This course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, applications of the visual arts, as well as technical and perceptual skills. The student will learn through various projects and reports how to identify art movements and styles through historical research and cultural investigation. Though individual and group critiques, students also develop their ability to evaluate artwork and increase their ability to communicate ideas in a forum where a dialogue based on aesthetics is represented and encouraged. Students will be introduced to cultural and historical significance of various modes of art making through the course study. Students will also develop a strong personal portfolio comprising of their own body of artwork throughout the year. Their portfolio will consist of work generated in collaborative efforts as well.	- None
Computer Programming		COM	G	Basic programming gives one a sense of what computers can and cannot do, and it is one of the best ways to gain a deep understanding of computer technology. Learning to program leads to a more intuitive feel for why computers and computer programs behave the way they do. There are many programming languages. In this course, you will learn some of the fundamentals of Microsoft basic programming, C++, Basic and Visual Basic. Students will apply extensive math and logic skills using mathematical formulas to derive the proper outcomes.	- None
Computer Studies		COM		Computer Studies is a basic computer literacy class. Students will learn touch typing, word processing, desktop publishing and basic computer graphics. Emphasis will be given to creating APA style research papers. Spreadsheets and power point presentations will be covered. Microsoft Office, computer graphic programs and various texts are used to complete the course work. Students will develop a portfolio and will train towards a MOUS certificate from Microsoft Corporation.	- None
Economics		HIS	G	Students will master fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historical context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement and methods.	- None
Physical Education				This year long course is designed as an introductory program of physical education for the high school student. In the high school years, students are becoming independent, self-directed learners. They are beginning to internalize the principles of physical education from the earlier grades into a personal commitment to a healthy life-style and physical activity. They participate regularly in a variety of physical activities, take pleasure in both group and individual activities and have begun to formulate a goal of lifelong health. This program takes into account the importance of transition from middle school to high school and the rapid physical, social, and emotional changes occurring at this level.	- None
Health					- None
Drivers Education					- None