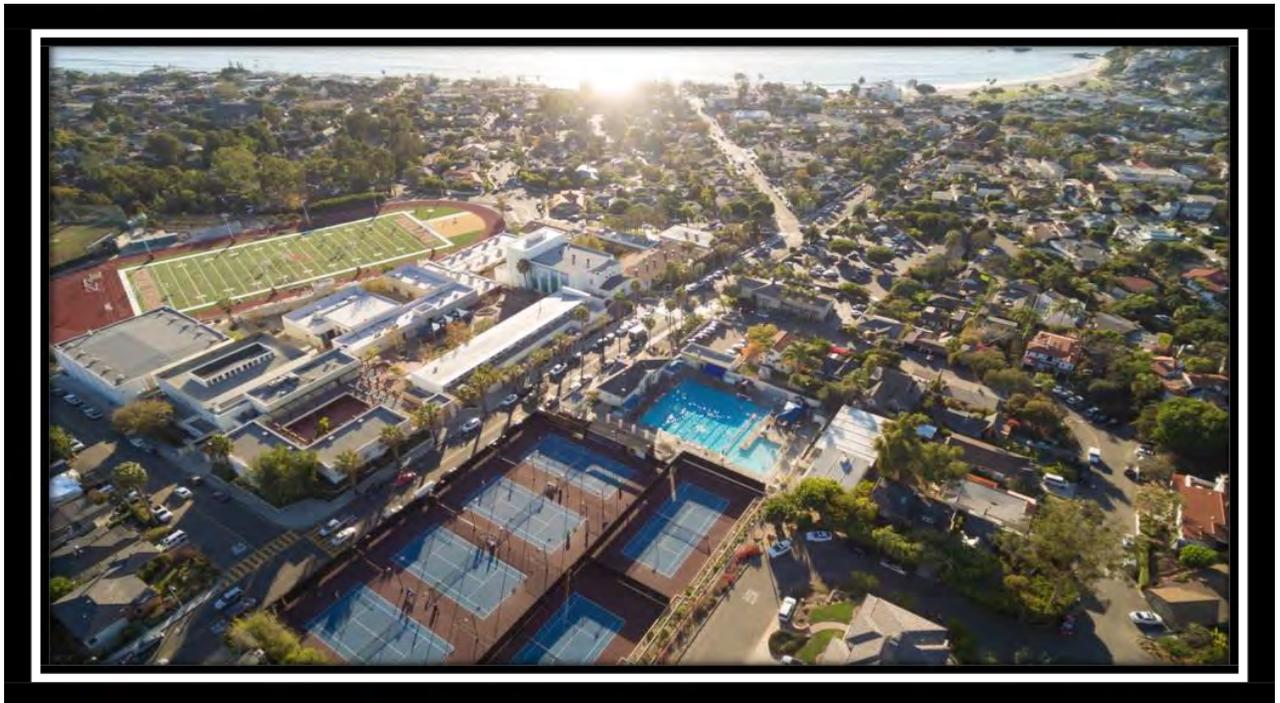




# Laguna Beach High School

*Our Mission is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career and global citizenship.*



625 Park Avenue, Laguna Beach, CA 92651

## Course Catalog

2019-2020

Revised  
June 27, 2019

# Course Offerings

## LBHS COURSE OFFERINGS

### ENGLISH-LANGUAGE ARTS

#### (4 YEARS)

ENGLISH 9  
ENGLISH 9 HONORS  
ENGLISH 10  
ENGLISH 10 HONORS\*  
ENGLISH 11  
AP ENGLISH LITERATURE\*  
ENGLISH 12  
AP ENGLISH LANGUAGE\*  
CREATIVE WRITING  
ENGLISH LANG DEV (ELD)

### SOCIAL SCIENCE

#### (3.5 YEARS)

GLOBAL STUDIES & SKILLS (NUC)  
WORLD HISTORY  
AP EUROPEAN HISTORY \*  
US HISTORY  
AP US HISTORY\*  
AMERICAN GOVERNMENT  
AP GOVERNMENT & POLITICS US \*  
ECONOMICS  
AP MACROECONOMICS\*

### HEALTH (1 SEMESTER)

HUMAN ECOLOGY/HEALTH (NUC)

### MATHEMATICS (3 YEARS)

ALGEBRA I  
GEOMETRY  
GEOMETRY ACCELERATED  
ALGEBRA II  
ALGEBRA II HONORS\*  
CALCULUS  
AP CALCULUS AB\*  
AP CALCULUS BC\*  
STATISTICS  
AP STATISTICS\*

### SCIENCES (2 YEARS)

BIOLOGY  
CHEMISTRY  
CHEMISTRY HONORS\*  
PHYSICS  
AP PHYSICS I \*

AP BIOLOGY\*  
ADVANCED CHEMICAL RESEARCH  
HONORS\*  
MARINE ECOLOGY  
ANATOMY AND PHYSIOLOGY  
INTRO TO ENGINEERING  
AP COMPUTER SCIENCE PRINCIPLES\*  
APP DEVELOPMENT

### WORLD LANGUAGES (1 YEAR)

FRENCH I  
FRENCH II  
FRENCH III  
FRENCH IV  
FRENCH V  
AP FRENCH LANGUAGE \*  
SPANISH I  
SPANISH II  
SPANISH II HONORS  
SPANISH III  
SPANISH III HONORS  
SPANISH IV  
SPANISH IV HONORS  
SPANISH V  
SPANISH V HONORS \*  
AP SPANISH LANGUAGE \*  
AP SPANISH LITERATURE \*  
MANDARIN CHINESE I  
MANDARIN CHINESE II  
MANDARIN CHINESE III  
MANDARIN CHINESE IV HONORS \*

### VISUAL & PERFORMING ARTS (1 YEAR)

ART PRODUCTION I  
ART PRODUCTION II  
AP STUDIO ART: DRAWING \*  
AP STUDIO ART: 2-D DESIGN \*  
AP STUDIO ART: 3-D DESIGN \*  
ART ENTREPRENEURSHIP  
DIGITAL PHOTOGRAPHY  
DIGITAL PHOTOGRAPHY II  
CERAMICS I  
CERAMICS II  
GRAPHIC PUBLICATION  
VIDEO PRODUCTION I  
VIDEO PRODUCTION ADVANCED (NUC)

GRAPHIC DESIGN FUNDAMENTALS  
MULTIMEDIA DESIGN \*  
MULTIMEDIA DESIGN ADVANCED (NUC)  
3D MEDIA DESIGN  
MULTIMEDIA PRODUCTION  
CHORUS  
WIND ENSEMBLE  
STRING ENSEMBLE  
JAZZ ENSEMBLE  
INTRO TO GUITAR/UKULELE  
AP MUSIC THEORY \*  
DANCE II  
DANCE III  
DANCE IV  
DANCE COMPANY  
THEATER I  
THEATER II  
THEATER PERFORMANCE

### ELECTIVES (6o UNITS)

AP COMPUTER SCIENCE A \*  
LEADERSHIP (ASB)  
JOURNALISM (NUC)  
INTERNATIONAL RELATIONS/  
MODEL UNITED NATIONS (MUN)  
FINANCIAL LITERACY  
AP ART HISTORY \*  
AUTHENTIC EXPLORATORY RESEARCH  
MEDICAL CORE CCA \*

### PHYSICAL EDUCATION (2 YEARS)

FITNESS/WELLNESS (NUC)  
ATHLETIC COND ADV (NUC)  
DANCE I (NUC)  
CHEER (NUC)  
MARCHING BAND (NUC)  
DRUMLINE (NUC)  
YOGA CORE FITNESS (NUC)

ALL COURSES ARE UC APPROVED UNLESS OTHERWISE NOTED

NUC - NOT UC APPROVED

\* UC AND LBHS WEIGHTED COURSE

# Pending UC Approval

THIS DOCUMENT IS SUBJECT TO CHANGE. REVISED 3/25/19

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## Non-Discrimination Statement:

The Laguna Beach Unified School District desires to provide a safe school environment that allows all students equal access and opportunities in the district’s academic and other educational support programs, services, and activities. LBUSD prohibits, at any district or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student’s actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or association with a person or group with one or more of these actual or perceived characteristics

# English Department

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## A310 English 9

**Credit:** 10 Credits/Year

**Open to:** Grade 9

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes/night, 4 nights a week average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will study multiple genres of writing to develop their critical thinking skills through analysis and examination of the text, learn organizational structures of academic writing, perform oral presentations involving various forms of media, self-reflect and evaluate skill development and acquisition to better understand their own learning processes.

**Description:** English 9 is designed to expand writing, discussion, and critical reading skills through the study of literature. In addition, students review the eight parts of speech, phrases, clauses, sentence types, punctuation, and standard usage. Throughout this course, students will read a wide variety of genres. Students will be expected to express their ideas about literature, clearly in formal and informal essays, group discussions, and creative projects and assignments. The curriculum for English 9 is aligned with Common Core Standards.

**Material and Resources:** *Fahrenheit 451*, *The Alchemist*, *Of Mice and Men*, *The Odyssey* (excerpts), *A Christmas Carol*, *Romeo and Juliet*, Warriner's Handbook: Language and Sentence Skills Practice: Study Sync Online Resources.

## 2130 English 9 Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 9

**Recommended Preparation:** Grade of A in English 8 and teacher recommendation

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30-45 minutes a night, 5 nights a week average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** In order to prepare students for future high school honors and AP English classes, this course establishes valuable foundational skills. Students will learn to read and analyze multiple genres of literature, write for a variety of purposes, develop an understanding of English grammar conventions, and speak articulately about all such topics in an academic setting.

**Description:** Honors English 9 expands writing, discussion, and critical reading skills through the study of literature. In addition, students review the eight parts of speech and their functions, phrases, clauses, sentence types, punctuation, and standard usage. Throughout this course,

# English Department

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students read critically a variety of genres and write a number of narrative, informational, and argumentative responses. The curriculum for Honors English 9 is aligned with the Common Core State Standards.

**Materials and Resources:** *A Christmas Carol, Night, The Alchemist, Of Mice and Men, Fahrenheit 451, The Odyssey, Romeo and Juliet, A Midsummer Night's Dream, Warriner's Handbook: Language and Sentence Skills Practice* and Study Sync Online Resources.

## A320 English 10

**Credit:** 10 Credits/Year

**Open to:** Grade 10

**Recommended Preparation:** English 9

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20-30 minutes a night, 5 nights a week average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathways:** Students will develop their understanding of a prescribed course of literature, in addition to reading self-selected books approved by the instructor. Students will develop the ability to write clearly and analytically using the active voice, learning to forego the use of passive voice, as they examine the use of literary devices and diction by the authors of the prescribed novels. In addition, students will be exposed to non-fiction reading and understand the relevance to the assigned novels.

**Description:** English 10 is designed to build on those writing, discussion and critical reading skills developed throughout English 9. The course continues the teaching of vocabulary through literature. Students review parts of speech, phrases, clauses, sentence types, punctuation and standard usage as taught in English 9. Students will read and study a novel, short stories, poetry and drama and will respond to each literary genre in a variety of formal and informal writing assignments. Students will participate in large and small group discussions and produce individual work. The curriculum is aligned with the Common Core State Standards.

**Materials and Resources:** *A Separate Peace, All Quiet on the Western Front, The Tragedy of Julius Caesar, Dr. Jekyll and Mr. Hyde, Animal Farm, Life of Pi* and Study Sync Online Resources.

# English Department

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## 2131 English 10 Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 10

**Recommended Preparation:** Grade of A in English 9 or A/B in Honors English 9

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes a night, 5 nights a week average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will develop critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will hone their writing capabilities and will learn to use reasoning and evidence collection skills that are essential for success in either AP Literature or Creative Writing.

**Description:** Honors English 10 focuses on the study of literature in its historical context. The literature is used for the basis of discussion, critical thinking, literary analysis, and writing. Students will refine those writing skills taught in English 9. In addition to extensive selections of literature and non-fiction, the course includes the study of grammar, standard usage, and vocabulary. The curriculum is aligned with the Common Core State Standards.

**Materials and Resources:** *How to Read Literature Like a Professor*, *Girl with a Pearl Earring*, *The Tragedy of Julius Caesar*, *The Picture of Dorian Gray*, *Animal Farm*, *A Doll's House*, *A Tale of Two Cities*, *All Quiet on the Western Front*, *The Joy Luck Club* and Study Sync Online Resources.

## A330 English 11

**Credit:** 10 Credits/Year

**Open to:** Grade 11

**Recommended Preparation:** English 10

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes a night, 5 nights a week average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will study, read, and demonstrate knowledge of multiple sources of American literature, cite strong and thorough textual evidence, analyze the impact of author's choices regarding how to develop and relate elements of a story, perform oral presentations, conduct research, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Description:** English 11 focuses on the study of American literature, primarily in the nineteenth and twentieth centuries, and also supplemented with twenty-first century texts. The literature is used for the basis of discussion, critical thinking, literary analysis and narrative, informational, and argumentative writing. In addition to extensive selections of great American literature, the course

# English Department

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also includes weekly Tier II and Tier III vocabulary, as well as grammar and usage for skill review and refinement and test preparation. The curriculum is aligned with the Common Core Standards.

**Materials and Resources:** *The Crucible, The Catcher in the Rye, The Old Man and the Sea, The Great Gatsby, Death of Salesman, The Namesake*, and Study Sync Online Resources.

## A348 AP English 11 - English Literature

**Credit:** 10 Credits Year

**Open to:** Grade 11

**Recommended Preparation:** Grade of A or B in Honors English 10 and/or teacher recommendation.

**Summer Work:** Yes. See LBHS website.

**Approximation of Daily Workload Commitment:** 45 minutes per night, 5 nights a week on average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will deepen their understanding of and appreciation for the ways writers use language to establish meaning. Writing in a variety of contexts, students will develop their ability to communicate persuasively, cogently, and elegantly.

**Description:** This course provides students with a learning experience equivalent to the introductory year of college literature. The course teaches students to read carefully and analyze critically, and includes frequent opportunities to write formal, extended analyses and timed in class responses. The class demands disciplined time management to complete assigned reading and writing. The curriculum is aligned with the Common Core State Standards. Students will be provided the opportunity to take the AP exam in the Spring.

**Materials and Resources:** *Antigone, Tragedy of Othello, Wuthering Heights, Adventure of Huckleberry Finn, The Awakening, Their Eyes Were Watching God, Death of a Salesman*, independent reading, and Study Sync Online Resources.

## A340 English 12

**Credit:** 10 Credits/Year

**Open to:** Grade 12

**Recommended Preparation:** English 11

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes a night, 5 nights a week on average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Upon completion of English 12, students will be able to communicate effectively in a variety of real-world circumstances. As they navigate college and career, they will have developed skills to synthesize multiple sources of information and critically evaluate their validity, reliability, and effectiveness. Additionally, their study of various

# English Department

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authors and genres of literature will have given them a platform to explore and refine their writing skills to prepare them for a rigorous academic college environment and/or career beyond that.

**Description:** English 12 is a survey course with an emphasis on literature that requires students to demonstrate advanced literary analysis, refined essay writing, and critical thinking skills. Students will read thought-provoking literature across multiple genres including novels, short stories, poetry, and works of non-fiction. Historical context, as well as modern day application, feature dynamically throughout each unit of study. Students will regularly construct literary responses, research papers, and real world application assignments (email, thank you note, resume) to develop college and career readiness. Additionally, each student will participate in a mock interview conducted by members of the local business communities. The curriculum is aligned with the Common Core Standards.

**Materials and Resources:** *Oedipus the King, Antigone, Brave New World, Hamlet, Macbeth, Canterbury Tales, Wuthering Heights, Into the Wild, Frankenstein*, and Study Sync Online Resources.

## A332 AP English 12 – English Language

**Credit:** 10 Credits/Year

**Open to:** Grades 12

**Recommended Preparation:** Grade of A or B in English 11, AP English Literature and/or teacher recommendation.

**Summer Workload:** Yes. See LBHS website.

**Approximation of Daily Workload Commitment:** 45 minutes a night, 5 nights a week on average

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will skillfully manipulate written language according to audience, purpose, and rhetorical context. Thinking critically and reading actively, students will be able to then gracefully develop a unique voice and an engaging style in their writing.

**Description:** This course provides training in close reading analysis as well as argumentative writing. In addition to practicing reading and essay test-taking techniques, organization and time management, students study the interactions among subjects, authorial purpose, generic conventions, and the resources of the English language. Assignments include analyses of test questions, analyses of rhetorical strategies, and analysis and argumentative essays. The curriculum is aligned with the Common Core State Standards. Students will be provided the opportunity to take the AP exam in the Spring.

**Materials and Resources:** *Everyday Use, One Hundred Great Essays, 40 Model Essays, 5 Steps to a 5, The Grapes of Wrath, The Catcher in the Rye, Last Child in the Woods, Travels with Charley, Fast Food Nation* and Study Sync Online Resources.

# English Department

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## 2101 Creative Writing

**Credit:** 10 Credits / Year

**Open to:** Grades 11 and 12

**Recommended Preparation:** Successful completion of English 10,11, 10H or AP Literature

**Summer Workload:** None

**Approximation of Daily Workload Commitment:** 30 minutes a night, 5 nights a week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will develop a clear understanding of voice and the power of words, a respect for story and the diversity of humankind, a renewed passion for reading as they discover writers and genres they feel a particular allegiance to through independent reading, and the ability to write powerfully in a variety of informational and creative contexts.

**Course Description:** Creative Writing offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose, while also working as editorial staff for an end-of-year capstone project that includes a published literary journal. Students will read broadly and continually via core texts, independent reading, and literature circles (book clubs) and also study mentor texts during various units to analyze writer's techniques. Students will also write daily in a writer's notebook to formulate ideas, analyze selected mentor texts, respond to quickwrite prompts, and brainstorm concepts. Students will collaborate in writer's circles and provide and receive feedback regarding their own and their classmate's work, and students will regularly share selected pieces either in a small or large group setting. Students will also practice revision skills, paying particular attention to diction, concision, structure, rhetorical grammar, tone, point of view, and various other writing aspects. In the spring, students will perform or present selected pieces (whether written or digital) in a showcase for students, staff, parents, and community members. By the end of the year, students will have a clear understanding of voice and the power of words, a respect for story and the diversity of humankind, a renewed love for reading as they seek out writers and genres they feel a particular allegiance to, and they will be able to write powerfully in a variety of contexts.

# English Department

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## A301 English Language Development - ELD

**Credits:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Score Level A on the IPT II

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None. In order to provide students with continuous teacher-guided practice, the daily workload will be limited to in-class work.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will build stamina reading independently while accessing contextual decoding skills to determine definitions of words. They will be able to identify the main ideas of narrative, argumentative, and informational texts and utilize quotes to support those ideas. Students will also develop the skills to write comprehensive response to text-based questions across the curriculum.

**Description:** This course will prepare ELD students for mainstream college prep English and at the same time satisfy college prep requirements during the transitional phase. This will be accomplished through utilizing a comprehensive digital and blended print literacy program (iLit). Furthermore, an intense focus on the writing process, self and peer editing will lead to effective writing skills for a multitude of purposes. The focus on form, function and vocabulary will take into account students' current proficiency levels as they improve upon and further develop cognitive academic language proficiency (CALP) specifically; connotative and denotative meaning of vocabulary. Grammar, punctuation, spelling, and systematic development of such linguistic control will be emphasized.

# Social Science Department

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## A215 Global Studies & Skills

**Credit:** 5 Credits/Semester

**Open to:** Grade 9

**Recommended Preparation:** None

**Summer Work:** No

**Approximation of Daily Workload Commitment:** 15 minutes, 2 times per week

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** The goal is for students to be prepared upon entering courses of higher rigor. This course will introduce students to major disciplines of the social sciences, giving special emphasis to critical thinking, collaboration and writing to prepare students for academic success in college and future careers.

**Description:** Global Studies and Skills is designed as a project-based learning transition course. Students will learn core academic language and skills that are vital for understanding the social sciences. Students will be lead through in-depth inquiry, problem solving, critiquing and revision in order to create a final product. Students will have the opportunity for individual choice and voice when creating final products.

## A220 World History

**Credit:** 10 Credits/Year

**Open to:** Grade 10

**Recommended Preparation:** Global Studies and Skills

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 2 days per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course is designed to develop the following skills: Cornell note taking, analyzation of primary sources (6c), researching, research writing, collaboration, civil engagement, and common core/critical thinking practices.

**Description:** Students will study major turning points that shaped the modern world from the late 18th Century through the present including the causes and outcomes of the two world wars. Students will trace the rise of democratic ideals and develop an understanding of the historical roots of current world problems. Students will examine various perspectives of events in order to better understand international relations. Students will discuss current issues and relate them to their historical, geographic, political, economic, and cultural contexts.

# Social Science Department

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## A224 AP European History

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Grade of A in Global Studies and Skills, teacher recommendation

**Summer Work:** Yes. See LBHS Website

**Approximation of Daily Workload Commitment:** 1 hour, 5 nights per week (not including 2-4 projects throughout semester)

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will leave with stronger skills in analyzing historical evidence; contextualization; comparison; causation; change and continuity over time and argument development.

**Description:** AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. This course provides six themes that students explore through the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

## A230 US History

**Credit:** 10 Credits/Year

**Open to:** Grade 11

**Recommended Preparation:** World History

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 2 times per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course is designed to extend the skills developed in World History including Cornell note taking, analyzation of primary sources (6c), researching, research writing, collaboration, civil engagement, and common core/critical thinking practices.

**Description:** Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U. S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology in a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of

# Social Science Department

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the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes on historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

## A231 AP US History

**Credit:** 10 Credits/Year

**Open to:** Grade 11

**Recommended Preparation:** AP European History, grade of A in World History and English, with teacher recommendation

**Summer Work:** Yes. See LBHS Website.

**Approximation of Daily Workload Commitment:** Approximately 1 hour per night, 6-7 days per week.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The students will leave familiar with analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments.

**Description:** AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

# Social Science Department

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## A240 American Government

**Credit:** 5 Credits/Semester

**Open to:** Grade 12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 1 hour, 2 times per week.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The goal of this class is for students to become familiar with the structure of the US Government and to get excited about including civic participation in their lives.

**Description:** Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as *The Federalist*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

## A245 AP Government & Politics US

**Credit:** 5 Credits/Semester

**Open to:** Grade 12

**Recommended Preparation:** Successful completion of AP US History with a grade of B or better, a passing score on the AP US History exam, or an A in US History.

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 1 hour, 3 times per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The goal of this class is to get students familiar with the structure of the US Government and get students excited about including civic participation in their lives.

**Description:** Advanced Placement American Government and Politics is a one-semester college level course in which students will spend 12-15 weeks in an intensive and extensive study of American Government. Students will read on a nightly basis from the text and other primary and secondary sources. Students will learn the constitutional underpinnings of the US government, the legislative, judicial, and executive branches of the government, as well as the federal bureaucracy. Students will also learn about the development, purpose, and current status of political parties and interest groups, basic theories of political behavior and political beliefs, and the process of the creation of public policy.

# Social Science Department

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## A242 Economics

**Credit:** 5 Credits/Semester

**Open to:** Grade 12

**Recommended Preparation:** None

**Summer Work:** No

**Approximation of Daily Workload Commitments:** 1 hour, 2 times per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The goal of this class is for students to become excited about including economics in their lifelong learning.

**Description:** In this one-semester course, students will study fundamental economic concepts and apply them to examples in the current national economy. The course is divided into five units including: basic concepts (e.g. supply and demand), financial markets, measuring economic performance, fiscal/monetary policy, and international trade. This course includes a variety of activities, simulations, projects, and teacher directed lessons. Communication and collaboration skills will be emphasized and reinforced throughout the semester.

## A246 AP Macroeconomics

**Credit:** 5 Credits/Semester

**Open to:** Grade 12

**Recommended Preparation:** An A or B in a higher level math class. A passing score on the AP US History exam.

**Summer Work:** Yes. See LBHS Website for the current assignment.

**Approximation of Daily Workload Commitment:** 1 hour, 3 times per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will understand real life macroeconomic concepts of but not limited to: monetary and fiscal policies, international trade and finance, demand and supply and international trade and finance.

**Description:** In this one-semester college level course, students study the behavior of the national economy, develop an understanding of fundamental macroeconomics concepts, and apply them to real-world situations. Major topics of study include aggregate demand and aggregate supply, bank operations, monetary and fiscal policies, and international trade and finance. Students will be provided the opportunity to take the AP exam in the Spring.

# Social Science Department

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## A700 Human Ecology/ Health

**Credit:** 5 Credits/Semester

**Open to:** Grade 9

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 15 minutes, 2 times per week

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** This course is designed to develop the following skills: researching, collaboration, problem solving, and self-assessment of student's strengths and weaknesses. Students will be guided through in-depth inquiry of how decision making is critical when faced with stress, peer pressure, and individual choices.

**Description:** This one-semester course provides students with a greater understanding of health problems commonly encountered in life. Through activities, lectures, interactive worksheets, collaborative projects, discussion, and guest speakers, students will gain a better understanding of mental, social, and emotional health, the effects of drugs on the brain, body, and decision making, sex and reproduction, nutrition and fitness, as well as the negative effects of tobacco and alcohol products. This course does not count as a science course for graduation requirement.

# Mathematics Department

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## A611 Algebra I

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The fundamental objectives of this Common Core-aligned course are to formalize and extend the mathematics which students learned in middle school, and lay the foundation for future mathematics courses. Pathway: Geometry or Accelerated Geometry

**Description:** Algebra I presents concepts that include equations and inequalities; functions; writing linear functions; exponential functions (Semester 1) polynomial equations and factoring; graphing quadratic equations and data analysis and displays (Semester 2).

## A620 Geometry

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Algebra I (9<sup>th</sup> graders grade of B or higher)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcome and/or Pathway:** The fundamental objectives of this Common Core-aligned course are to formalize the geometric concepts which students learned in middle school, and to expand their knowledge of Euclidean geometry. Pathway: Algebra II

**Description:** This course presents major concepts of geometry, including parallel and perpendicular lines; transformations; congruent triangles; quadrilaterals; and other polygons; similarity (Semester 1), right triangles and trigonometry; circles; circumference and area; volume and surface area and probability and statistics.

# Mathematics Department

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## A620-A Geometry Accelerated

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Grade of A or better in both semesters of Algebra I

**Summer Work:** Yes. See LBHS Website.

**Approximation of Daily Workload Commitment:** 45 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** In addition to the objectives of the Geometry Common Core-aligned course, students will explore a broader range of concepts at a deeper level. Pathway: Algebra II Honors

**Description:** This course is designed for students interested in math, science, technology, or computers as a career. Students learn the basics of Geometry, reasoning and proofs, parallel and perpendicular lines, transformations, congruent triangles, relationships within triangles, quadrilaterals and other polygons, and similarity in the first semester. In the second semester, students learn about right triangles, trigonometry (using 6 functions, degrees, and radians), circles and circumference, area and volume of solids, probability and statistics, and extend into a deeper understanding of parabolas (domain, range, focus, directrix, and writing and converting equations). This course is recommended for students who plan to take AP Calculus.

## A630 Algebra II

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Algebra I and Geometry

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The fundamental objectives of this Common Core-aligned course are to formalize and extend the mathematics which students learned in Algebra I, and continue to lay the foundation for future mathematics courses. Pathway: Calculus and/or Statistics

**Description:** The students will use the concepts of Algebra I and Geometry. Additional topics include quadratic functions; parent functions translations and reflections/domain and range; radicals and exponents; function notation; polynomial graphs and equations; log and exponential functions (Semester 1); statistics and probability; rational functions and equations; sequences and series; trig functions/including reciprocal functions; and graphing the six trig functions (Semester 2).

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## A627 Algebra II Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Grade of B or better in both semesters of Geometry. Grade of A in both semesters of Algebra I

**Summer Work:** Yes. See LBHS Website.

**Approximation of Daily Workload Commitment:** 45 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** In addition to the objectives of the Algebra II Common Core-aligned course, students will explore a broader range of concepts at a deeper level. Pathway: AP Calculus AB, and/or AP Statistics

**Description:** This course expands on the concepts of Algebra I and Geometry. Students learn about quadratic functions; parent functions translations and reflections/domain and range; radicals and exponents; function notation; polynomial graphs and equations; logs and exponential functions, conics (Semester 1); rational functions; sequences and series; trig functions/including reciprocal functions; graphing the six trig functions; trig identities; trig equations; and inverse trig functions and equations (Semester 2). This course is recommended for students who plan to take AP Calculus AB.

## A642 Calculus

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** B or better Algebra II

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course will provide an introduction to basic Calculus topics, as well as reinforcement of foundational skills necessary for success in a Calculus course. This course is designed for students who want to continue in mathematics, but do not want to enroll in an Advanced Placement Calculus course.

**Description:** This course provides an introduction to traditional Calculus topics such as limits, differentiation and integration. It will also include integrated and engaging applications that show students the real-world relevance of topics and concepts from the business, economic and social sciences perspective. Students will learn and understand functions, graphs, limits, derivatives, integration and the fundamental theorem of Calculus.

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## A650 AP Calculus AB

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Grade of B or better in both semesters of Honors Algebra II

**Summer Work:** Yes. See LBHS Website.

**Approximation of Daily Workload Commitment:** 60 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral Calculus. AP Calculus is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. Pathway: AP Calculus BC and/or AP Statistics

**Description:** Students will develop a working knowledge of definitions and theorems of Calculus in order to solve theoretical and practical problems in the following areas: engineering, business, physical and biological sciences and higher mathematics. Throughout the course, students will learn how to work with functions from a graphical, numerical, analytical and verbal perspective and make connections among these representatives. Students will be provided the opportunity to take the AP exam in the Spring.

## A651 AP Calculus BC

**Credit:** 10 Credits/Year

**Open to:** Grade 12

**Recommended Preparation:** AP Calculus AB

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 60 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** AP Calculus BC is equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equation and introduces the topic of sequences and series.

**Description:** Calculus BC extends the content learned in AB to different types of equations (polar, parametric, vector- valued) and new topics such as Euler's method, integration by parts, partial fraction decomposition, and introduces the topic of sequences and series. Students will be provided the opportunity to take the AP exam in the Spring.

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## A636 Statistics

**Credit:** 10 Credits/Year

**Open to:** Grade 12

**Recommended Preparation:** Algebra II

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 2 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course is an introduction to probability and statistics designed primarily to expose student to terms, concepts, and applications in business, social sciences, and humanities as well as math and science. It is recommended for students considering any of these fields in college.

**Description:** This course will provide tools for describing variability in data and for making informed decisions. First semester focus is descriptive statistics (collection, organization, summarization, and presentation of data). Second semester focus is inferential statistics (generalizing from samples to populations). The course demonstrates a wide range of relevant issues and questions to be addressed with the help of statistical analysis. This course is specifically designed to use the statistical software package on the TI-83 and TI-84 graphing calculator.

## 2483 AP Statistics

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Honors Algebra II

**Summer Work:** Yes. See LBHS Website

**Approximation of Daily Workload Commitment:** 45 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** AP Statistics is a course equivalent to one-semester, introductory, non-calculus-based college course in statistics. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

**Description:** Four themes in the AP course are experimentation, anticipating patterns and statistical inference. Students will use technology, investigations, problem solving and writing as they build conceptual understanding. Students will be expected to describe patterns, plan and conduct a study, explore random phenomena using probability and simulation, estimate population parameters and test hypothesis. Students will be provided the opportunity to take the AP exam in the Spring.

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## A720 Biology

**Credit:** 10 Credits/Year

**Open to:** Grade 9-10

**Recommended Preparation:** 9<sup>th</sup> graders: teacher recommendation. 10<sup>th</sup> Graders: Successful completion of Environmental Science.

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 4 nights per week. Test preparation – 60 minutes every 4 weeks.

**UC Approved:** Yes (Lab Science)

**Discipline:** Life Science

**Expected Learner Outcomes and/or Pathway:** Students will develop an appreciation for the living world. Skills in reading, writing, and critical thinking are emphasized. Students will learn how to apply Algebra 1 math skills to model Biological processes.

**Description:** Biology is the first of the three primary college-prep science courses (Biology, Chemistry, Physics) Biology is a rigorous course that begins by presenting the structure, chemistry and reproduction of cells. The cell is then used as an introduction and link to the study of microorganisms, plant life, animal life, genetics, evolution, and ecology. The course stresses attention to detail, individual responsibility, and study skills as preparation for college work.

## A730 Chemistry & A731 Chemistry Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Grades of C or better in Biology and Algebra I

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 4 nights per week

**UC Approved:** Yes (Lab Science)

**Discipline:** Physical Science

**Expected Learner Outcomes and/or Pathway:** Students will develop an appreciation for the significance of molecules and chemical reactions in everyday life. Skills emphasized include peer-to-peer communication, quantitative problem-solving, and application of concepts to solve real-world problems.

**Description:** Chemistry is the second of the three UC-recommended science pathway courses (Biology, Chemistry and Physics). Two levels of Chemistry are offered. Honors Chemistry and College Prep Chemistry. Both levels of chemistry are taught concurrently in the same classroom. After 6-weeks of instruction, students may choose their level of rigor (either Chemistry or Honors Chemistry). While the curriculum is the same for both levels, Honors Chemistry students are held to more rigorous standards on tests and lab write-ups. Both Chemistry and Honors Chemistry teach students the concepts and mathematical applications underlying the science of chemistry. Topics

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include atomic and molecular structure; chemical equations, thermodynamics, gas laws, acids and bases; oxidation/reduction; and chemical equilibrium. Lab work is an integral part of the course and is used to reinforce concepts discussed in class.

## A740 Physics

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Grade of C or better in Chemistry and Geometry (with right angle trigonometry). Concurrent enrollment in Algebra 2 or higher

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 4 nights per week

**UC Approved:** Yes (Lab Science)

**Discipline:** Physical Science

**Expected Learner Outcomes and/or Pathway:** Students will develop skills in quantitative problem-solving, including the application of algebra and geometry. Students will gain an appreciation for fundamental physics concepts (Newtonian mechanics, electricity and magnetism, and waves) in the natural world.

**Description:** Physics is the third of the three primary science courses (Biology, Chemistry, Physics) Two levels of Physics are offered: The standard College Prep and Advanced Placement. Either level of physics prepares students for subsequent capstone science classes such as AP Biology and Advanced Chemical Research. Physics is a course of the systematic principles that govern the physical world. Emphasis is placed upon conceptual and mathematical understanding of physical phenomena. Topics will include Newtonian Mechanics, thermodynamics, electricity & magnetism, and waves. Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course.

## A743 AP Physics I

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Grade of A in Honors Chemistry or a grade of B or higher in Physics. Concurrent enrollment in Honors Algebra II or higher.

**Summer Work:** Yes. See LBHS website.

**Approximation of Daily Workload Commitment:** 45 minutes, 4 nights per week

**UC Approved:** Yes (Lab Science)

**Discipline:** Physical Science

**Expected Learner Outcomes and/or Pathway:** Students will develop skills in applying mathematics (including trigonometry) to solve complex problems in the natural sciences. Students

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will gain an appreciation for the ubiquitous nature of physics concepts (Newtonian mechanics, electricity and magnetism, and waves) in the universe.

**Description:** Physics is the third of the three science courses (Biology, Chemistry, Physics) Two levels of Physics are offered: College Prep and Advanced Placement. Students in AP Physics typically enroll after completion of the Physics course. May be taken in 11<sup>th</sup> grade as a 1st year course (pace of the course assumes a prior knowledge of physics.) Students explore principles of kinematics; Newton's laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; linear momentum; oscillations, mechanical waves and sound; introduction to electric circuits. The course is based on core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world such as: Objects and systems have properties such as mass and charge. Systems may have internal structure. (2) Fields existing in space can be used to explain interactions. (3) The interactions of an object with other objects can be described by forces. (4) Interactions between systems can result in changes in those systems. (5) Changes that occur as a result of interactions are constrained by conservation laws. (6) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena. Students will be provided the opportunity to take the AP exam in the Spring.

## A743 Advanced Chemical Research

**Credit:** 10 Credits/Year

**Open to:** Grade 12

**Recommended Preparation:** Grades of A or B in Biology, Chemistry and Physics

**Summer Work:** 10 hours of Chemistry review work (textbook-based)

**Approximation of Daily Workload Commitment:** Daily documentation of experimental work = 30 minutes, 4 nights per week. Papers due at 6-week intervals (a paper requires 4-6 hours of work).

**UC Approved:** Yes (Lab Science)

**Discipline:** Physical Science

**Expected Learner Outcomes and/or Pathway:** Students will gain an appreciation for the ongoing nature of scientific discovery and the importance of experimental design, reproducible data, and investigation of multiple hypotheses in conducting scientific investigations.

**Description:** Advanced Chemical Research (ACR) is a unique course offering. This award-winning program aims to train STEM professionals by immersing students in authentic scientific research projects. ACR is an honors-level course designed to offer students an advanced study of chemistry with an emphasis on laboratory problem solving. The course assumes that incoming students have already mastered fundamental concepts in their Honors Chemistry classes. The course will allow students to investigate many aspects of chemistry through team-based experimental projects. Each project that a student embarks upon will occupy three to five weeks of class time, involving the steps of background research, planning, experimentation, analysis of results, and presentation of conclusions. Work done by ACR students has been published in peer-reviewed scientific journals.

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## A725 AP Biology

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Grade of A or B in Biology, Chemistry and Physics

**Summer Work:** 3-4 hours of Biology review work (textbook based)

**Approximation of Daily Workload Commitment:** 30 minutes daily; 2+ hours before exams

**UC Approved:** Yes

**Discipline:** Life Science

**Expected Learner Outcomes and/or Pathway:** Students will gain an appreciation for the molecular and cellular basis of living systems as well as the evolution of populations. Essential skills include experimental design, statistical analysis and the interpretation of experimental data using evidence-based reasoning.

**Description:** AP Biology is taken as a second year biology course. It is a deep and conceptually challenging curriculum designed as a capstone class. Many students concurrently enroll in both AP Biology and Advanced Chemical Research. The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year of college. Students will be provided the opportunity to take the AP exam in the Spring.

## A718 Marine Ecology

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Grades of C or better in Biology, Chemistry, Physics

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 0-20 minutes daily to finish labs and activities not completed in class. Study for assessments every 2-5 weeks.

**UC Approved:** Yes (lab Science)

**Discipline:** Life Science

**Expected Learner Outcomes and/or Pathway:** Students will gain an appreciation for the dynamic nature of the ocean through lenses that include energy, population dynamics, chemical reactions, and human impacts upon marine ecosystems. Skills emphasized include critical reading, evidence-based argumentation, and experimental design.

**Description:** This course is a UC approved lab class that will integrate all fundamental science skills in order to understand the physical nature of the ocean, the adaptations animals have to survive and how human impact is changing the ocean. Throughout the year, students will learn about three main areas of the ocean: Polar seas, Open ocean, the coastal waters. Within each topic of study, students will examine how natural phenomena in the ocean occurs by conducting research, engaging in labs, and by completing activities. Additionally, an in depth study on how humans are impacting these regions is scrutinized. In the second semester students will conduct a research project in which they investigate the health and wellness of our local coastal environments.

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Students will be exposed to researching and reading primary scientific articles, as well as writing professionally for the science community.

## A726 Anatomy and Physiology

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Grades of C or better in Biology, Chemistry

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 4 nights per week. Test preparation = 60 minutes every 4 weeks.

**UC Approved:** Yes (lab Science)

**Discipline:** Life Science

**Expected Learner Outcomes and/or Pathway:** Students will gain an appreciation for the complex nature of biological systems through case studies that highlight interactions of biological systems such as neurological, endocrine, digestive and circulatory systems. Skills emphasized include critical reading, supporting claims with evidence, and the interpretation of scientific diagrams.

**Description:** Anatomy and Physiology is a science elective course that is designed for students who have completed the recommended sequence of Biology, Chemistry, and Physics. This course offers an in-depth study of the specific structures, functions and processes involved in the various systems of the human body. Each body system will be studied in terms of organizational levels, starting at the cellular/tissue level and proceeding through to an analysis of the specific organ systems. Interdependence between systems will be emphasized as well as the concept of maintaining homeostasis within and between systems. Students will be exposed to a wide variety of lab experiences, and the course will be enriched with learning models, interactive software, and field experiences when possible. Medical issues will be investigated using science principles to focus the discussions. Students will be required to dissect a cat or other representative vertebrate as a learning model and lab practicum, which will serve as an integral assessment for the course.

## A716 Introduction to Engineering

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Chemistry and Physics (co-enrolled in Physics is OK)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 15 minutes, 4 nights per week

**UC Approved:** Yes, as a "D" elective (Lab Science)

**Expected Learner Outcomes and/or Pathway:** Students will develop skills in planning and executing hands-on projects that are limited by constraints, modeling the thinking and design work done by professional engineers.

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**Description:** Intro to Engineering is offered as a science elective to be taken after students have completed Biology and Chemistry and, as students are co-enrolled in Physics. Students may also choose to enroll in Intro to Engineering after completing Physics. The course emphasizes hands-on, project based learning in which students apply their knowledge of science. Students discover how engineers: create solutions for people; use a creative design process; design the products of our everyday lives; use computational thinking to develop solutions and collaborate to solve complex challenges. Students develop Engineering Design Skills through multi-level engineering design process that is both accessible to high school students and authentic to the experience of professional engineers.

## 2472 AP Computer Science Principles

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Concurrent enrollment in Algebra I

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will gain an appreciation for the wide variety of careers computer science touches, while developing skills to decompose problems, analyze algorithms, and reflect on the impact of computing on society, economy & culture. Students will apply their skills in the creation of a multitude of computational & robotic programs as well as apps.

**Description:** Computer science is everywhere, from our smartphones and video games to music, medicine, and much more. AP Computer Science Principles (AP CSP) can help you understand how computing and technology influence the world around you. Learn how to creatively address real world issues while using the same tools and processes that artists, writers, computer scientists, and engineers use to bring ideas to life. This class allows students develop: computational thinking, computer logic, algorithms, games, apps, programs from robots, an understanding of how information is transferred on the Internet; and how to keep information safe online (cyber security basics). The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. Students will be provided the opportunity to take the AP exam in the Spring.

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## 8135 App Development

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** AP Computer Science Principles

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 4 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will gain real world experience using industry level software to build apps that can be run on Apple products. The class will be part of the CTE ITC pathway as a capstone class.

**Description:** App Development is a computer science course offered to student who have prior experience with computer science. The curriculum is designed and created by Apple Education. The class is divided into lessons and labs. In addition to the labs, there are five major projects: flashlight app, apple pie (word guessing game), personality quiz app, a list generator and a menu app. The concept of this course covers both computer science standards as well as the science and engineering practices of the NGSS standards.

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## 2214 Mandarin Chinese I

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** To learn the fundamentals of Chinese language and culture and to develop basic listening, speaking, reading and writing skills in Chinese. Pathway: Mandarin Chinese II

**Description:** Mandarin I introduces students to the fundamentals of Chinese language and culture. This course uses Pinyin system and simplified Chinese. The goals are to help students develop basic listening, speaking, reading and writing skills in Chinese and to understand the customs and life of modern China by demonstrating culturally acceptable behavior through classroom activities and projects. Areas of focus include the pronunciation with accurate tones, evolution of Chinese characters, as well as rules of phonetic spelling and writing system.

After the first year of Mandarin Chinese, students are expected to be able to carry or respond to brief conversation, recognize over 200 Chinese characters, read short texts and write basic sentences. Songs and cultural activities related to seasonal festivals will be implemented to enhance language and cultural experiences.

## 2215 Mandarin Chinese II

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Mandarin Chinese I

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 40 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Mandarin III

**Description:** Mandarin II is a continuation course of Mandarin I. This course aims to help students further develop proficiency in Mandarin and expand knowledge of Chinese culture across the five standards: communication, culture, connection, comparisons, and community, and in three communicative modes: interpersonal, interpretive, and presentational as articulated by the ACTFL World-Readiness Standards for learning languages. Students will refine their tones and pronunciation; increase their vocabulary, and produces sentences with various grammatical structures. Emphasis will be placed upon practical use of Chinese through exposure to authentic

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texts such as short narratives, TV commercials, signs, tickets and brochures. Students are expected to be more expressive in daily conversation about broader topics, such as school life, daily schedule, shopping, clothing sizes, likes and dislikes, transportation and ability to read short essays. This course will integrate technology to facilitate better learning experiences. Cultural activities including legend related crafts and ethnic food origins would be introduced to enhance student's cultural awareness.

## 2223A Mandarin Chinese III

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Mandarin Chinese I, II

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Mandarin IV Honors.

**Description:** Mandarin III is a continuation course of Mandarin II. This course helps students build abilities to use Mandarin Chinese language in real life. Area of focus includes the expansion of new vocabulary; idiomatic expressions and grammatical structure to further develop language skills in listening, speaking, reading and writing. Students will be exposed to materials composed for native speakers. Through a variety of media, group projects, and hands on activities such as video making communication, culture, connection, comparisons and community, and in three communicative modes: interpersonal, interpretive, and presentational as articulated by the ACTFL World and drama playing, students will also explore the culture, geography and history of China. Upon completion of this level, students will be able to talk about sports, health, direction, transportation and housing in Mandarin Chinese.

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## 2223B Mandarin Chinese IV Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Mandarin Chinese III (grade of A)

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language possible at the university level.

**Description:** Honors Mandarin IV is a more rigorous level IV class that prepares the students for the next year's AP Chinese Language and Culture course. Students will speak in Mandarin on a daily basis that demonstrate higher thinking level and are expected to show ability of perseverance to achieve higher language proficiency. Students will be able to debate, argue, write, and speak about historical and contemporary issues. Upon completion of this level, students will be able to talk about Chinese culinary schools, make travel arrangements, talk about house work and discuss ideal job futures in Chinese. Further study of Chinese culture will emphasize on bringing students cross-cultural awareness and perspective.

## A510 French I

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French II

**Description:** This course emphasizes oral communication--listening and speaking-- and cultural awareness. Students learn "survival" French to be used both in the classroom and when they travel. Reading, writing, and basic grammar support the oral/listening activities given through comprehensible input. The class is conducted 70-80% in French. Students are required to participate on a daily basis and through this participation, will demonstrate their knowledge.

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## A520 French II

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** French I (grade of C or better)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 40 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French III

**Description:** The class is conducted mostly in French. The class focuses on oral communication and stresses cultural particularities of the French-speaking world with students predominantly speaking French in class. There is an expansion of reading, writing, and grammar from the French I curriculum. Students are required to participate on a daily basis to demonstrate their knowledge and produce verbal French communication in authentic contexts.

## A530 French III

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** French II (grade of C or better)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French IV

**Description:** The class is mainly conducted in French and aimed at increasing the proficiency in the five basic language skills: listening, speaking, reading, writing, and cultural awareness. Literature, social topics, and composition are emphasized. All students will be required to participate in debates and discussions relating to real life situations and topics concerning the culture of the French speaking countries of the world.

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## A540 French IV

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** French III (grade of C or better)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French V or AP French Language & Culture.

**Description:** The class is conducted in French to prepare students for the AP class. Oral proficiency and complex grammatical structures are studied in depth. Cultural themes are explored in an array of historical and contemporary social issues. Students will be able to debate, argue, write, and speak about numerous topics. Students will demonstrate higher order thinking skills, knowledge of literature, and spontaneous communication in multiple time frames. Furthermore, the course requires presentational communication (verbal/written) in the deeper layered format.

## A541 French V

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** French III (grade of A) or French IV (grade of C or better)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP French Language & Culture or continue at the university level.

**Description:** The class is conducted in French to enhance oral proficiency as well as cultural awareness. Literary works and complex grammatical structures are studied in depth. Students will be able to debate, argue, write, and speak about numerous topics in French from the French-speaking world. Higher order thinking skills, literature, and composition are further enhanced.

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## A550 AP French Language

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** French IV (grade of A or French V grade of C or better)

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 1 hour, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation.

**Description:** Conducted in French, this course is a demanding, college-level course. Students prepare for the College Board Advanced Placement Exam through activities in context drawn from literature, movies, videos, audio, and interviews. Authentic culture from diverse French speaking countries is the main focus. Vocabulary and grammar studies are in context and intensive. Students will be provided the opportunity to take the AP exam in the Spring.

## A512 Spanish I

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish II or Spanish II Honors

**Description:** This course will introduce students to the five basic communication skills of listening, speaking, reading, writing, and cultural awareness. The students will learn correct pronunciation, grammatical construction and cultural comparisons through comprehensible input in the target language. The class is conducted primarily in Spanish. In the course, students will develop the necessary skills to communicate in the target language and prepare to advance to the next level. Active daily participation is required. Students are expected to demonstrate their knowledge through meaningful communication about their environment and needs.

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## A513 Spanish II

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Spanish I (grade of C or better)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 40 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish III or Spanish III Honors

**Description:** This course is conducted primarily in Spanish. The class focuses on oral communication and stresses particularities of the Spanish-speaking world. There's an expansion of reading, writing, and grammar from the Spanish I curriculum. Students are required to participate on a daily basis to demonstrate their knowledge and produce verbal Spanish communication in authentic contexts.

## 2206 Spanish II Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Grade of A in Spanish I and recommendation by Foreign Language Department

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish III Honors or Spanish IV Honors.

**Description:** The Spanish II Honors course is conducted in a communicative environment primarily in Spanish. The goal is to provide the student with varying degrees of proficiency that will enable communication in current daily activities, personal, informal, the re-telling of what has been read and the methods used to be able to partake in discussions. Expanded vocabulary and grammar structure are presented beyond the range of the regular Spanish II course. Furthermore, Spanish II Honors is an extremely rigorous and fast paced course that students have tested into based on his/her linguistic abilities. Spanish II thoroughly enhance students' language ability, cultural interest, and to serve as a gateway to becoming bilingual. Essentially, the curriculum is two years rolled into one year. It is intense at times but the 'heavy lifting' is very invigorating and challenging. The student will explore the values and traditions of the Hispanic world and its contributions through analyses of representative works of music, art, and literature.

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## A532 Spanish III

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Spanish II (grade of C or better)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish IV.

**Description:** This class is conducted primarily in Spanish. Instruction is aimed at increasing the student's proficiency levels through activities that focus on meaningful, personalized communication. Further development of the student's awareness of the structure of the language is provided. The course is devoted exclusively to reading, conversation, vocabulary build-up, and oral/written expression. The main activity in the classroom is usage of the language in situational settings. This class includes further exploration of the diversity of Hispanic culture as experienced through literature, art, and music.

## 2207 Spanish III Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Spanish II (grade of A or teacher recommendation)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish IV Honors, Spanish V or Spanish V Honors.

**Description:** This course is conducted exclusively in Spanish. Instruction is aimed at a high degree of competency in the five language skills. The greater part of the course consists of a mastery of intermediate/advanced vocabulary, fine grammar points, reading, conversation in situational settings, and oral or written composition providing an in-depth exploration of the culture, the character and language of the Spanish-speaking people.

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## A534 Spanish IV

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Spanish III (recommended grade of C or better)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish V or Spanish V Honors.

**Description:** This course provides the student with further development of his/her language skills beyond the intermediate level. Students are required to demonstrate the acquired skills of language through oral and written communication at higher levels of proficiency using complex grammar structures and vocabulary. An in-depth study of the diversity of the culture and literature is explored.

## 2298 Spanish IV Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Spanish III (grade of A) and teacher recommendation or Honors Spanish III (grade of C or better)

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP Spanish Language and Culture.

**Description:** This course is conducted exclusively in Spanish. Students are required to demonstrate the acquired skills of language through communication (oral and written) at higher levels of proficiency using complex grammar structures and vocabulary. An in-depth study of the diversity of the culture is explored through thematic units such as technology & science, beliefs & ideologies, work & finances, family, ecology & environment, leisure time, the influence of the media and sports. This course prepares the student for the College Board SAT II exam and subsequent enrollment in AP Spanish language or Spanish V.

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## A535 Spanish V

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Spanish IV (grade of B or better) or AP Spanish Language

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 40 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP Spanish Language and Culture or AP Spanish Literature and Culture.

**Description:** This course is designed for those students who want to continue an advanced study of the Spanish language and culture. The course includes an in-depth study of the historical, political and literary movements of Spain, Latin America, Central America, Mexico, as well as the Hispanics of the United States. Students are also involved in outside projects, community service, investigation, interviews, and tutoring. Review of grammar, composition, oral presentations, and research projects are required.

## A554 Spanish V Honors

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Spanish IV (grade of A) or AP Spanish Language

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 40 Minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP Spanish Language and Culture or AP Spanish Literature and Culture.

**Description:** Students will investigate and report on the major early works of Spain's literary giants and the major genres/themes that greatly influenced subsequent modern masters. This course encompasses the same topics as Spanish V as well as including the following literary pieces: El Poema De Mio Cid, El Conde Lucanor, El Libro De Buen Amor, Fuenteovejuna, Las Rimas De Bécquer, Bodas De Sangre, and La Casa De Bernarda Alba. Included is the poetry of Federico García Lorca, Antonio Machado, Calderón de la Barca, Sor Juana Inés De La Cruz, Miguel de Unamundo, and the stories by Ana María Matute and Gabriel Garcia Márquez. Students will be required to give oral and written interpretations and summaries of the authors' lives and historical events that influenced their literary pieces.

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## A553 AP Spanish Language & Culture

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Honors Spanish IV (recommended grade of A, or Spanish V/V Honors (grade of B or better)

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 1 hour, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP Spanish Literature and Culture or university level Spanish.

**Description:** This course emphasizes conversation and composition relating to the culture, literature, and character of Spanish-speaking populations. It expands the student's proficiency in all of the five areas of second language acquisition: speaking, listening, reading, writing, and a knowledge and sensitivity to the culture of the Spanish-speaking people throughout the world through six themes: families and communities, science and technology, beauty and esthetics, contemporary life, global challenges, and personal and public identity. An in-depth study/review of Spanish grammar is provided. The AP student reads, analyzes, discusses, and gives written and oral reports on cultural texts, periodicals, novels and short stories. The student must speak only Spanish in the class. Students will be provided the opportunity to take the AP exam in the Spring.

## A557 AP Spanish Literature

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Spanish V (B or better), Honors Spanish V and AP Spanish Lang

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 1 hour, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: University level Spanish.

**Description:** This course includes, but is not limited to, the extensive reading of the poetry and literary pieces of the following five authors: Gabriel García Márquez, Ana María Matute, Federico García Márquez, Miguel de Unamuno, and Jorge Luis Borges. An in-depth analysis and investigation of each author's life is required. A complete review of Spain's historical past is investigated, as are the major literary events of Spain and South America. An overview of literary terminology, interpretation of poetry, and practice AP exams will be provided. This course specifically prepares students for advanced course study at the university. Students will be provided the opportunity to take the AP exam in the Spring.

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## 7216 Art Production I (Formerly Introduction to Art)

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** This year long course is designed for students interested in visual art. Students will learn how to draw and paint by examining edges, space, light, and shadows. They will use different mediums and techniques, and develop a creative approach to making art. First semester, students will study art in world cultures, drawing, digital drawing, watercolor, and printmaking techniques. In the second semester, students will learn about color theory and art history, and they will create paintings, digital paintings, animation, and mixed media artworks.

## 7217 Art Production II (Formerly Art Studio Honors)

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Art Production I

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** This course is designed for students interested in advanced art as a career study and portfolio development through media experimentation. The instruction of the business aspect of art will include elements that lead to a successful and original art portfolio. This is a full-year course where students will investigate drawing and painting techniques including the following: limited palette painting, reductive drawing, mixed media, digital painting, photography, and new media. Students will visit museums and galleries to understand the role of art in society. Student will be able to expand and apply artistic skills learned by emulating the time management and problem solving skills of an Illustrator, Animator, Photographer, Art Director, Visual Designer, and Fine Artist. This course is aligned with Career and Technical Education Standards and CA Visual Arts Standards.

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## A439 AP Studio Art 2-D Design

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** GPA of 3.5 or above in previous art classes and completed a minimum of two years in a concentrated study of Art/ Digital Photography.

**Summer Work:** See LBHS Website

**Approximation of Daily Workload Commitment:** 1 hour, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** The AP Studio Art program enables students to do college-level work in studio art while in high school. AP Studio Art candidates submit a portfolio of artwork and written art intent for evaluation in May. Students build a body of work that shows evidence of principles of design and original ideation using photography, painting, digital painting, or mixed media. Guidelines for the portfolios were designed to accommodate a variety of interests and approaches to art on a 2D surface. The portfolio exam has two sections including the following: Selected Works: the development of a sense of excellence in art, and Sustained Investigation; a series of 15 artworks with a unifying theme. Students investigate art careers through a series of guest college representatives, and they attend two field trips. Students will be provided the opportunity to submit their portfolio for the AP exam in the Spring.

## A438 AP Studio Art Drawing

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Students should have a 3.5 GPA or above Art Production I (Formerly Introduction to Art) and Art Production II (Formally Art Studio (H)

**Summer Work:** See LBHS Website

**Approximation of Daily Workload Commitment:** 1 hour, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** The AP Studio Art program enables students to do college-level work in studio art while in high school. AP Studio Art candidates submit a portfolio of artwork and written art intent for evaluation in May. Students build a body of work that shows evidence of principles of design and original ideation using mark-making in a variety of media. Guidelines for the portfolios were designed to accommodate a variety of interests and approaches to art on a 2D surface using

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drawing. The portfolio exam has two sections including the following: Selected Works: the development of a sense of excellence in art, and Sustained Investigation; a series of 15 artworks with a unifying theme. Students investigate art careers through a series of guest college representatives, and they attend two field trips. Students will be provided the opportunity to submit their portfolio for the AP exam in the Spring.

## A414 AP Studio Art: 3D Design

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Completion of Advanced Ceramics with a grade of B or better

**Summer Work:** 1 Project

**Approximation of Daily Workload Commitment:** 10 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** AP Studio Art: 3-D Design is for students who are interested in the practical experience of a college level art class. This course is a yearlong course designed for students who have a proficient grasp of clay building techniques as well as surface finishes. In AP Studio Art: 3-D Design students will investigate all aspects of the Advanced College Placement three-dimensional portfolio, which includes three sections: Quality, Concentration, and Breadth. AP students will be encouraged to express themselves through their own personal style, and develop high quality college level artworks that are student driven. Students will be provided the opportunity to submit their portfolio for the AP exam in the Spring.

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## 7218 Art Entrepreneurship (Formerly Gallery Display and Exhibition)

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** Art Production I (formerly Introduction to Art) and Art Production II (formerly Art Studio Honors)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 5 nights per week plus 4 student created art exhibitions.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** This course is designed to introduce students to a variety of aspects in working and running a gallery exhibition and portfolio development. The focus of this course examines the role that exhibitions play in communicating knowledge and explores the variety of display methods within the language of exhibits. Students will understand the different roles of a curator, art director, gallery manager, museum exhibit designer, and communication designer. Students will learn how to create an Exhibition Brief; a method for organizing the "Big Idea" of an exhibit for museums, galleries, or companies. Students will go on field trips to galleries, museums, and businesses and analyze exhibits to gain an understanding of a target audience and develop exhibits of their own. Students will learn how to communicate clearly through design and create marketing tools using Adobe InDesign and Illustrator. This course is aligned with Career and Technical Education Standards and CA Visual Arts Standards.

## A487 Digital Photography

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Students should have a 3.5 GPA or above in previous art classes and completed a minimum of two years in a concentrated study of Art.

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes plus photo shoots

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Digital Photography is a year course designed for students interested in photography and learning basic camera functions, digital manipulation, and principles of elements and design.

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Students will acquire skills to create, represent, and design through digital photographic and software media. Students will explore their interests in photography through project-based artwork; learn career opportunities, historical perspectives, and commercial applications.

## A488 Digital Photography II

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Digital Photography I

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes plus photo shoots

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Honors Digital Photography is a course designed for students who are interested in photography and would like to expand their techniques and art appreciation. Students who meet the requirements of this course may advance to AP Studio Art 2-D Design and complete a photography portfolio. This is a full-year course where students will investigate social documentary, constructed photography, and art history in order to create a portfolio of work. Teacher led studio workshops will assist the student's comprehensive knowledge on lighting, camera angles, and composition.

## A413 Ceramics I

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Ceramics I is a year-long introductory course to ceramic arts that is designed for students with no clay experience. Students explore three-dimensional design through learning all the 5 clay-building techniques, as well as many clay surface finishing effects. Functional and non-functional forms in art history will be introduced and discussed. Students are encouraged to experiment, take risks, make mistakes, and practice. A year of ceramics meets the Visual and

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Performing Art elective requirement, as well as the UC admission requirements.

## A416 Ceramics II

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Passed Ceramics I with a B or better

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Ceramics II students will explore three-dimensional design in greater detail through new hand building and wheel throwing assignments as well as in depth ceramic technique driven assignments. Both functional and non-functional forms in history will be introduced, discussed as well as applied to assignments. Throughout this course, students are able to focus on technical, historical, aesthetic, cultural and contemporary concerns of clay artists and sculptors as they develop their own personal and artistic style of creating art. Ceramics II studio student inter-disciplines include: Potter's Wheel: wheel throwing can be narrowed down to specific types of forms or throwing methods. Sculpture: sculpture can be narrowed down to additive, subtractive, positive or negative relief. Hand building: hand building can be narrowed down by a particular hand building method, i.e. coiling, pinch, mold or slab building.

## 5769 Graphic Publication (Yearbook)

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Grade C or better in English

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 20 minutes, 5 nights per week. Occasional out of class photography

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Yearbook/Media Publication is designed to meet the standards of Common Core and the demands of the 21st Century. This two-semester course combines reading, writing, and critical thinking skills of print journalism, with the creative and aesthetic skills of graphic and visual arts. The course will teach the basic elements of photography, journalism, editorial writing, graphic

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design and editing, and enhances research and inquiry skills. The breadth of instruction and practice will culminate with the publication of the school yearbook.

## 2908 Video Production I

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students will learn to appreciate the artistic aspects of filmmaking as well as the technical skills to produce a films and videos. Skills include original screenplay writing, production design, scheduling, cinematography, editing, leadership, and teamwork.

**Description:** The Video Production course will begin with a 6-week unit on film history, appreciation, and analysis. The remainder of the first semester will be occupied by a series of training videos and projects such as a mini-documentary, a music video, and a commercial. During the second semester, students will form production teams and produce 4 episodes of the school web series "Breaker Live." The final project will be a short film entry to the LBHS Film Festival.

## A808 Video Production Advanced

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** No            CTE: No            Articulated: No

**Expected Learner Outcomes and/or Pathway:** Students will learn to appreciate the more advanced filmmaking styles technical skills to nurture a mature appreciation for film. Skills from Video Production I will be reinforced, including original screenplay writing, production design, scheduling, cinematography, editing, leadership, and teamwork.

**Description:** This course will provide students with a deeper understanding of video production as a form of artistic expression. During the first semester, students will fine-tune their production skills by producing the school web series with high expectations in technical skill and professionalism. During the second semester, students will have a chance to individually explore advanced techniques such as time lapse, animation, and digital effects and create innovative film projects in advanced genres such as avant-garde, film noir, and animation. The final project will be a short film entry to the LBHS Film Festival.

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## 5713 Graphic Design Fundamentals

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Formerly Computer Art, this course is designed to prepare the student to operate the Macintosh computer, scanners and a variety of printers. The student will gain a functional understanding of the computer and its operating system. This class will also provide information and experiences fundamental to the understanding of visual expression, composition, principles, and elements of art and design utilizing the computer. A series of projects will be assigned to introduce students to artistic techniques on the computer. Lessons include exploring techniques in drawing and painting. Advanced software programs, such as Adobe Photoshop, Adobe Illustrator, and Adobe InDesign will be used. This class represents the foundation to subsequent and more advanced computer art classes. A graphic art portfolio will be developed.

## 5622 Multimedia Design CCA

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Computer Art, ROP Multimedia Design, teacher recommendation

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Students will work on projects using skills learned in prior digital graphics classes. Throughout the year, students will do district wide projects that include designing and producing playbills, catalogs, posters, t-shirts, banners and wall murals, etc. Learn new design techniques using the Adobe Suite and Corel Draw and be exposed to printing on a variety of mediums. Students will gain entry-level competency in the skills required for employment. Integrated throughout the course are Career Preparation Standards, which include basic academic, safety, communication, interpersonal, and problem-solving skills, as well as an emphasis on workplace safety, technology, and employment literacy.

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## 5714 Multimedia Design Advanced CCA

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Multimedia Design

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** Students will be leads on projects using skills learned in prior digital graphics classes. Throughout the year students will do a district wide projects that include designing and producing playbills, catalogs, posters, t-shirts, banners and wall murals, etc. Learn new design techniques using the Adobe Suite and Corel Draw and be exposed to printing on a variety of mediums. Integrated throughout the course are Career Preparation Standards, which include basic academic, safety, communication, interpersonal, and problem-solving skills, as well as an emphasis on workplace safety, technology, and employment literacy.

## 5751 3D Media Design

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Multimedia Design or Production

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** This course is concerned with visualization and creation of 3D computer-generated models and their applications in today's manufacturing, multimedia, communications, and publishing industries. Students will be instructed in the principles of 3D modeling using state-of-the-art modeling software. In a laboratory setting, students will have an opportunity to practice the strategies and methods commonly used in creating and solving 2D and 3D geometric problems. Students will be introduced to a variety of 3D model applications as they are used in illustration, engineering, design, documentation drawing, entertainment, and animation. In addition to developing a working knowledge of 3D terminology and concepts, each student will learn how to create a variety of 3D geometric models from technical drawings, sketches, real models and written descriptions. This course aligns with and/or incorporates the State Occupational Content Standards,

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State Language Arts Standards and Career Performance Standards.

## 5621 Multimedia Production CCA

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

**Description:** This course is designed for students in the active creation and production of original artistic designs, digital illustrations and graphic media. Technical training is integrated into stages design assignment with the outcome depending on the successful uptake of these skills; this includes Adobe Photoshop, Illustrator, InDesign, CorelDraw, DTG, sublimation, 3D printing, plotting, screen printing and laser cutting. Demonstrations of specific tools, methods of achieving certain results, and basic best practices are given for each assignment and the Adobe programs used in lectures and handouts given both at the beginning and throughout an assignment.

## A454 Wind Ensemble

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Audition or teacher recommendation

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week/ practice and attend performances

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** To fulfill the California State Standards for the Performing Arts.

**Description:** This course concentrates on advanced musical development through the preparation and performance of high quality musical compositions. Students will study advanced instrumental techniques, performance practices, style, and form as it relates to the wide variety of selected musical compositions. Assignments include: home practice, small group practice (section rehearsals, large group rehearsals outside of school time, and performance attendance.

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## A463 String Ensemble

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Audition or teacher recommendation

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week/ practice and attend performances

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** To fulfill the California State Standards for the Performing Arts.

**Description:** This course concentrates on the development of musical technique and knowledge necessary for high quality performance of all styles of music. Assignments include home practice, small group practice, and rehearsals after school hours, performance attendance, and performance at school gatherings.

## A455 Jazz Ensemble

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Audition and concurrent enrollment in Marching Band or Wind Ensemble (any exceptions must have director's approval)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** To fulfill the California State Standards for the Performing arts.

**Description:** This course concentrates on the development of advanced musical technique and knowledge necessary for high quality performance of all styles of music written in the jazz idiom. Assignments include: home practice, small group practice (sectional rehearsals, large group rehearsals after school hours, performance and attendance in jazz festivals, and performance at school gatherings.

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## A457 Introduction to Guitar/Ukulele

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 10-15 minutes daily practice

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The student will polish technique, standard notation, chord, symbols and tablature.

**Description:** The Guitar/Ukulele class is designed to provide students with an introductory experience. Students will learn proper playing technique and instrument care, as well as reading standard notation, chord, symbols and tablature. Students will also study basic music theory, composers, and significant players. Grading: Participation is 70% - daily in class active participation, punctuality and attentiveness, being prepared for class; playing text/quiz 20% - announced/unannounced; final exam 10% - a solo or duet performance.

## A462 AP Music Theory

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Teacher Recommendation

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes, 5 nights per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The students will develop listening skills, sight singing ability and knowledge of rhythm, melody, harmony, form and other compositional devices.

**Description:** The Advanced Placement AP Music Theory course enables students to do college level work in the areas of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight singing ability and knowledge of rhythm, melody, harmony, form and other compositional devices. Students will be endowed with the skills necessary to function intelligently in any musical situation. The work of the course will emphasize preparation for the advanced placement music theory examination. Course Objectives: The ultimate goal of the Advanced Placement Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of Aural skills, Sight-singing skills, Written skills, Compositional skills and Analytical skills through various exercises. Taking the AP test is not required, although it is recommended. The AP Examination in Music Theory tests the student's understanding of musical structure and compositional procedures through recorded and notated examples. Strong emphasis

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is given to listening skills, particularly those involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms, and compositional techniques. Most of the musical examples are taken from standard repertoire, although some examples of contemporary, jazz, or vernacular music or music beyond the Western tradition are included for testing basic concepts. The examination assumes fluency in reading musical notation and a strong grounding in music fundamentals, terminology, and analysis. Students will be provided the opportunity to take the AP exam in the Spring.

## 5718A Dance II

**Credit:** 10 Credits/Year (PE credit given until 20 credits met, then VAPA credit given)

**Open to:** Grade 9-12

**Recommended Preparation:** Full completion of Dance I with a C or higher (no outstanding periods of non-participation, excused or non-excused; outstanding Is typically considered longer than 6 weeks) or placement by the Director.

**Summer Work:** None

**Approximation of Daily Workload Commitment:** In-class physical participation, 4 days a week plus after-school rehearsal/performance assignments for Winter Dance Concert (Nov/Dec) and the Spring Dance Concert (April/May). Work ePortfolio assignment for the Winter Dance Concert to document individual jobs. In-class training and preparation for Spring Dance Concert Feb-April. Choreography projects May-June that require practicing at home.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course is designed to fulfill general Physical Education requirements as well as prepare students for the option of advancing through the College and Career Dance Pathway.

**Description:** In this yearlong course, students will be held to intermediate standards in the training and study of Jazz, Ballet, Hip-Hop, Modern/Lyrical, Improvisation, and Dance Composition. Students will learn correct vocabulary and technical execution in reference to these units. Class activities will be given for students to reflect on and analyze personal technical proficiency and growth as well as draw connections between daily work, other academic areas, and college or career pathways in dance. In addition, 20% of the total grade in this course will be from participating and performing in our annual dance concerts. Finally, students will learn how to document an electronic portfolio of their work experience in the Winter Concert. Upon completion of this class, students should possess a broader knowledge of dance techniques, enhanced movement capabilities of the body, and a greater sense of individual expression and autonomy.

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## 5718B Dance III

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Full completion of Dance 2 with a B or higher (no outstanding periods of non-participation, excused or unexcused; outstanding is typically considered longer than 6 weeks).

**Summer Work:** None

**Approximation of Daily Workload Commitment:** In-class physical participation, 4 days a week plus after-school rehearsal/performance assignments for the Winter Dance Concert (Nov/Dec) and the Spring Dance Concert (April/May). Work ePortfolio assignment for the Winter Dance Concert to document individual jobs. Preparation for the following campus performances: Football Game Halftime Show and Winter Pep Rally. In-class training and preparation for Spring Dance Concert Feb-April. Choreography projects May-June that require practicing at home.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course is designed to fulfill general Physical Education requirements as well as prepare students for the option of advancing through the College and Career Dance Pathway.

**Description:** In this yearlong course, students will be held to advanced standards in the training and study of Jazz, Ballet, Hip-Hop, Modern/Lyrical, Improvisation, and Dance Composition with an emphasis on application of knowledge and an ability to perform. In addition, 40% of the total grade in this course will be from performing: 20% comes from participating and performing in assigned campus events and the other 20% comes from participating and performing in our annual dance concerts, including all after-school rehearsals. Finally, students will learn how to document an electronic portfolio for college and career readiness. Upon completion of this class, students should possess a broader knowledge of dance techniques, enhanced movement capabilities of the body, a variety of performance experiences, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy.

## 5719A Dance IV

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Full completion of Dance 3 with a B or higher (no outstanding periods of non-participation, excused or unexcused; outstanding is typically considered longer than 6 weeks).

**Summer Work:** None

**Approximation of Daily Workload Commitment:** In-class physical participation, 4 days a week plus after-school rehearsal/performance assignments for the Winter Dance Concert (Nov/Dec) and the Spring Dance Concert (April/May). Work ePortfolio assignment for the Winter Dance Concert to document individual jobs. Preparation for the following campus performances: Football Game Halftime Show and Winter Pep Rally. In-class training and preparation for Spring Dance Concert Feb-April. Choreography projects May-June that require practicing at home.

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**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course is designed to fulfill general Physical Education requirements as well as prepare students for the option of advancing through the College and Career Dance Pathway.

**Description:** In this yearlong course, students will be held to advanced standards in the training and study of Jazz, Ballet, Hip-Hop, Modern/Lyrical, Improvisation, and Dance Composition with an emphasis on application of knowledge and an ability to perform. In addition, 40% of the total grade in this course will be from performing: 20% comes from participating and performing in assigned campus events and the other 20% comes from participating and performing in our annual dance concerts, including all after-school rehearsals. Finally, students will learn how to document an electronic portfolio for college and career readiness. Upon completion of this class, students should possess a broader knowledge of dance techniques, enhanced movement capabilities of the body, a variety of performance experiences, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy.

## 2356 Dance Company (Performance Course)

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Concurrent Enrollment in Dance IV; Audition Required

**Summer Work:** None

**Approximation of Daily Workload Commitment:** In-class physical participation, 4 days a week plus after school rehearsal/performance assignments for the Winter Dance Concert (Nov/Dec) and the Spring Dance Concert (April/May). Work ePortfolio assignment for the Winter Dance Concert to document individual jobs. Preparation for the following campus and community performances: Fall Pep Rally, Winter Pep Rally, Patriot's Day Parade, and Spring Pep Rally. In-class training and preparation for Spring Dance Concert (Feb/April). Choreography projects May-June that require at home practicing.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This course is designed to fulfill VAPA requirements as well as prepare students for the option of studying dance in college.

**Description:** In this yearlong course, students will be held to pre-professional standards in the training and study of Jazz, Ballet, Hip-Hop, Modern/Lyrical, Improvisation, and Dance Composition with an emphasis on application of knowledge and an ability to perform. In addition, 40% of the total grade in this course will be from performing: 20% comes from participating and performing in assigned campus and community events and the other 20% comes from participating and performing in our annual dance concerts. Finally, students will learn how to document an electronic portfolio for college and career readiness. Upon completion of this class, students should possess a broader knowledge of dance techniques, enhanced movement capabilities of the body, a variety of

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performance experiences, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy.

## A435 Theater I (Formerly Drama)

**Credit:** 5 Credits/Semester (Fall or Spring)

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** The majority of work is completed in class, however, students may need to set aside additional time to review and memorize material.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** This beginning level course provides an opportunity to explore the elements of drama and build confidence in speaking and presenting.

**Description:** Students develop basic preparation, rehearsal, and performance skills while gaining practical experience as actors, directors, and playwrights, and develop an appreciation for theatre as an art form through a critical lens. Students will analyze text, develop characters, and create original material. Coursework may include monologue or scene work, musical theatre, theatre history, audition technique, and improvisation. Students will acquire skills for listening, speaking, presenting, and collaboration which are transferable to other subject areas, college, career, and beyond. Skills and values learned through drama also include teamwork, adaptability, empathy, creativity, and problem solving. Please note, this course meets after school, Monday-Thursday, for the last ten weeks of each semester. Students may have an opportunity to perform in a showcase at the conclusion of each semester.

## A434 and 5743 Theatre II

**Credit:** 5 Credits/Semester (Fall or Spring)

**Open to:** Grade 9-12

**Recommended Preparation:** Theater I

**Summer Work:** None

**Approximation of Daily Workload Commitment:** The majority of work is completed in class, however, students may need to set aside additional time to review and memorize material.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Students build on previously learned preparation, rehearsal, and performance skills through practical experience as actors, directors, and playwrights, deepening their appreciation for theatre as an art form through a critical lens.

Drama CTE (A434) pathway capstone course, articulated credit available through Saddleback College, teacher recommendation or interview required

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**Description:** Students build on previously learned preparation, rehearsal, and performance skills through practical experience as actors, directors, and playwrights, deepening their appreciation for theatre as an art form through a critical lens. Students will closely analyze text and expand their range as actors and playwrights. Coursework may include monologue or scene study, musical theatre, theatre history, audition technique, and improvisation. Students will hone their skills for text analysis, listening, speaking, presenting, and collaboration, which are transferable to other subject areas, college, career, and beyond. Skills and values learned through drama include teamwork, adaptability, empathy, creativity, and problem solving. Please note, this course meets after school, Monday-Thursday, for the last ten weeks of each semester. Students may have an opportunity to perform in a showcase at the conclusion of each semester.

## A415 Theater Performance (Formerly Drama Production)

**Credit:** 5 Credits/Semester (Fall or Spring)

**Open to:** Grade 9-12

**Recommended Preparation:** Audition Required

**Summer Work:** Students may wish to prepare for audition

**Approximation of Daily Workload Commitment:** The majority of work is completed in rehearsal, however, students may need to set aside additional time to review and memorize material.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Preparation, rehearsal, and performance skills are taught explicitly, preparing students for participation in theatrical productions at the college, pre-professional, and professional levels.

Drama CTE pathway concentrator course, audition required.

**Description:** In this project-based course, students learn discipline specific skills and build confidence through participation in a professional-style rehearsal process, culminating in public performances of a fully staged play or musical. Transferable skills and values learned through drama include teamwork, adaptability, empathy, creativity, and problem solving. Students may also have opportunities to work with guest directors and choreographers. Please note this course meets in the evenings and on some weekends. The fall semester of Drama Production meets for the first ten weeks of the semester. Two separate projects take place during the spring semester, each meeting for approximately ten weeks, and students may audition for one or both of these projects.

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## A450 Chorus

**Credit:** 10 Credits/Year (After School Monday and Wednesday)

**Open to:** Grade 9-12

**Recommended Preparation:** Audition Required

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 10 minutes for home practice and memorization

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Student will learn different styles of choral literature, correct vocal technique and music theory.

**Description:** In this course, the student will experience many styles of choral literature, correct vocal technique, and music theory through careful preparation and performance of music from most music periods (including today's contemporary styles). Assignments include: home practice and memorization, small group practice, occasional full group practice after school hours, and performance participation.

# Electives

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## A005 Leadership (ASB)

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Application, election, and appointment to student body office

**Summer Work:** Student are expected to attend OCL (Orange County Leadership camp) in early August. This will run Tuesday-Friday. Students may be called to assist with Freshman Orientation and Breaker Day. The class will periodically throughout the month of August prepare for the upcoming school year.

**Approximation of Daily Workload Commitment:** The workload varies based on events throughout the school year as well as the committee assignment. Student can expect to put in many hours outside of the school day each semester.

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** Leadership has two goals. One, increase the positive school culture through academic and social events. Two, help students enrolled in the class become more effective leaders. This includes mastery of the following core leadership skills: Communication, Planning/Organizational/Forward Thinking; Problem Solving; Constructive Feedback/Evaluation; Writing: critically, reflectively and persuasively; Creativity: Professionalism: Confidence/Public Speaking; Persistence and Empathy.

**Description:** This course is geared to helping students develop as school and community leaders. Students learn leadership and decision-making skills; participate in school and local community projects and activities; and discuss relevant social and school-wide issues. This is a mandatory class for all members of student government. Students must enroll for both semesters.

## A027 Journalism

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12

**Recommended Preparation:** Grade of C or better in English the previous year

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 15 minutes, 5 days a week

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** Students will gain consideration of diverse perspectives as they develop close partnerships with the students, administration, staff, and community members of Laguna Beach.

**Description:** Journalism students collaborate to produce The Brush and Palette, a student newspaper published seven to eight times throughout the school year. Beginning as reporters, students grow into leadership roles as page editors, public relations managers, photography editors, and editors-in-chief. Students learn the fundamentals of newspaper writing, web reporting, photography, and layout design. Staff members embrace the challenges of capturing the diversity of

# Electives

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opinions on campus, verifying the accuracy of their content, and representing the school with pride. The class focuses on teamwork and partnership as students serve as liaisons to the academic, athletic, and administrative corners of campus. Opportunities extend at times beyond the immediate school community through partnerships with the local community. The ideal journalism experience would span a student's four-year high school career; however, a student can find reward and purpose in joining the class as an upperclassman as well. While writing for the school newspaper, students pursue a variety of writing styles and learn the responsibilities of gaining the trust of the community-wide readership. Upon completing a year of journalism, students will have satisfied their one-year elective requirement for graduation.

## 2870 AP Art History

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** World History or AP European History

**Summer Work:** No

**Approximation of Daily Workload Commitment:** Approximately 30 minutes, 5 days per week

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The student will become an active participant in the global world of art, engaging with its forms and content. They will experience, research, discuss, read and write about artists, art making, responses to, and interrelations of art.

**Description:** This course is designed to prepare students for the AP History exam and to replicate CA college level Art History survey course. The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. 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. Students will be provided the opportunity to take the AP exam in the Spring.

# Electives

## 2470 AP Computer Science A

**Credit:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** Completion of AP Computer Science Principles and/or App Development (or other computer science classes)

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 40 minutes, 5 days per week

**UC Approved:** Yes – “G” elective

**Expected Learner Outcomes and/or Pathway:** Students will apply and develop their skills of decomposing problems, analyzing algorithms, and developing solutions using the AP subset Java.

**Description:** The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using java language. Language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. In addition, students in the AP Computer Science A course should be comfortable with functions and the concepts found in the uses of function notation, such as  $f(x) = g(h(x))$ . AP Computer Science A is equivalent to a first semester, college level course in computer science. This is a CTE capstone class. Students will be provided the opportunity to take the AP exam in the Spring.

## 4902 Authentic Exploratory Research

**Credit:** 10 Credits/Year

**Open to:** Grade 11-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 30 minutes, 5 days per week

**UC Approved:** Yes – “G” elective

**Expected Learner Outcomes and/or Pathway:** Students will develop real-world skills and complete a research project that pursues their passion outside the school arena. Skills polished will be research methodology, communication, professionalism, and problem-solving.

**Description:** The Authentic Exploratory Research (AER) Program will be an independent, real-world research course in which students propose their own driving questions in order to explore their passions and career pathways in a variety of fields. Students meet with the AER instructor on a one-on-one weekly basis outside of the regular day schedule and each student will be matched with mentors to aid in their research and analysis. The final research product will culminate in a published academic paper and a symposium presentation.

# Electives

## A260 International Relations/Model United Nations

**Credit:** 10 Credits/Year

**Open to:** Grade 9-12 (This class is held after school on Tuesdays)

**Recommended Preparation:** Successful completion of 8<sup>th</sup> grade MUN program in middle school, 20 hours of a summer MUN program for all 9<sup>th</sup> graders without middle school MUN experience, completion of Global Studies and Skills.

**Summer Work:** 20 hours of a summer MUN program for 9<sup>th</sup> grade MUN newcomers

**Approximation of Daily Workload Commitment:** 30 minutes

**UC Approved:** Yes – “G” elective

**Expected Learner Outcomes and/or Pathway:** Through research, debate, and simulation, students learn international policy and research, writing, public speaking, and consensus building skills. LBHS MUN has a student leadership structure in which members develop organization, conflict resolution, and problem-solving skills.

**Description:** Students take part in authentic simulations of the UN General Assembly, UN Security Council and other multi-national agencies. Simulations take place in class and at various conferences throughout the country. A typical simulation requires students to research a country as well as an issue currently on the United Nations’ Agenda. Students then submit a position paper to the conference, and assume roles of ambassadors of the country they are representing and debate/negotiate their country’s position as it applies to the issue. Classes meet 6:30 p.m. to 8:30 p.m. on Tuesdays. Conferences take place one weekend per month.

## 2798 Financial Literacy

**Credits:** 5 credits/semester

**Open to:** Grade 11-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes, as a yearlong elective at this time. Semester UC pending.

**Expected Learner Outcomes and/or Pathway:** This course is designed to introduce students to the basics of personal finance.

**Description:** Students will study the concepts of budgeting, consumerism, banking, credit, investment, insurance, and financial security to become fiscally independent, responsible, and successful adults. In order to make this course as relatable to young adults as possible, the units are arranged in chronological order of life experience. Real-life experiences will be incorporated into the curriculum, such as field trips, guest speakers, real forms and documents, and a central project in which students create a simulated budget those progresses through the entire semester as new concepts are introduced.

# Electives

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## 7900C1 Medical Core CCA

**Credits:** 10 Credits/Year

**Open to:** Grade 10-12

**Recommended Preparation:** English, Life or Earth Science (Biology at LBHS)

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** Yes

**Expected Learner Outcomes and/or Pathway:** The students will explore the Healthcare Industry and the possible career paths within the medical industry, meet the prerequisites for additional HCI courses, learn academic vocabulary (Medical Terminology) and participate in career preparation activities.

**Description:** This is an introductory course for a majority of CCA health career courses. It is designed to not only expose students to the Healthcare industry by surveying the wide spectrum of Health Care occupations, but also by equipping them with the entry-level knowledge and skills that apply to a variety of health occupations. Medical Core is geared toward students who are interested in the following fields: Internist, Cardiologist, Cardiopulmonary Technician, X-Ray Technician, ECG/EKG Technician, Emergency Medical Technician, Echocardiogram Technician, Medical Assistant, or Athletic Trainer, among others. Students will study at length the language of healthcare (Medical Terminology) through the study of anatomy and physiology. An emphasis is placed on providing students with a thorough understanding of body systems and their interrelationships.

## CCA-ROP College & Career Advantage

**Description:** (CCA - ROP) provides Career Technical Education (CTE) courses to high school students throughout the Capistrano/Laguna Beach Unified School Districts. CCA provides career pathways that prepare students to be college and career ready upon graduation from high school. Classes are available to all students' grades 9-12, both on campus during the bell schedule and off campus after-bell. Many courses are UC a-g approved or articulated for early college credit and some provide internships at area businesses in a variety of industries. Curriculum includes core academic skills, employability skills and technical, job-specific skills that prepare students for high-demand careers.

# Physical Education

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## A1501/A1502 Fitness/Wellness

**Credit:** 5 Credits/Semester

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** Students will develop the 3 keys to fitness; 1. Building Muscle; 2. Proper Diet; and 3. Cardiovascular Exercise.

**Description:** This course is designed to help students develop a lifelong commitment to their physical fitness, well-being, health, and fitness with an emphasis on a variety of physical activities and an active lifestyle. The class focuses on personalized fitness programs to address individual student goals and needs. Programs include a daily participation in cardiovascular activity, core training, and resistance training. Cardiovascular activities include: treadmill, stationary bikes, stair climbers, as well as use of the track and stadium. Core training involves activities targeting the abdominals and lower back. Resistance training includes a wide variety of fitness machines and free weights that address all the major muscle groups.

## A1513/A1514 Athletic Conditioning Advanced

**Credit:** 5 Credits/Semester

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** Students will develop the 3 keys to fitness; 1. Building Muscle; 2. Proper Diet; and 3. Cardiovascular Exercise.

**Description:** Advanced athletic conditioning is a course designed for competitive high school athletes. The class will consist of a variety of different training methods to enhance strength, power, speed, quickness, flexibility, and improved athletic performance. Training techniques will include; Olympic lifts, strength training, plyometrics, agilities, core training, and sport specific training. Athletes will also be exposed to popular training programs such as crossfit, P90X, and insanity. With the new CIF participation rule, limiting athletes to 18 hours per week, this course will allow athletic teams to have their players complete training workouts without cutting into valuable practice and facility time. The class will also allow athletes to complete training programs designed by their individual sport coaches.

# Physical Education

## 2510 Yoga Core Fitness

**Credit:** 10 Credits/Year (PE credit given)

**Open to:** Grade 9-12

**Recommended Preparation:** None

**Summer Work:** None

**Approximation of Daily Workload Commitment:** None

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** Students will learn yoga as a non-competitive, largely anaerobic exercise that increases balance and flexibility.

**Description:** This course is designed to promote healthy flexibility, mobility, breathing, mindfulness, and cardiovascular strength. Students will learn different yoga postures, controlled breathing, and proper body alignment.

## A026 Cheer

**Credit:** 10 Credits/Year (PE credit given)

**Open to:** Grade 9-12

**Recommended Preparation:** 2.0 GPA, competitive selection process through spring tryouts

**Summer Work:** Yes

**Approximation of Daily Workload Commitment:** 10-12 hours per week

**UC Approved:** No

**Description:** The squad members must maintain a 2.0 GPA and satisfactory citizenship, show proof of insurance, attend all class and assigned athletic events, pep assemblies, community service projects, and all practices for the year. P.E. credit is granted each semester.

## 2355 Dance I

**Credit:** 10 Credits/Year 10 Credits/Year (P.E. credit given until 20 credits met then VAPA credit)

**Open to:** Grade 9-12

**Recommended Preparation:** None; open access course

**Summer Work:** No

**Approximation of Daily Workload Commitment:** In-class physical participation, 4 days a week plus after-school crew assignment/quiz for Winter Dance Concert (Nov/Dec) and after-school rehearsal/performance assignment for Spring Dance Concert (April/May). Monthly movement exams in-class for September through December that require practicing combinations at home. Choreography projects May-June that require practicing at home.

**UC Approved:** No

# Physical Education

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**Expected Learner Outcomes and/or Pathway:** This course is designed to fulfill general Physical Education requirements and prepares students advancing to a College and Career Dance Pathway.

**Description:** In this yearlong course, students will be held to beginning standards in the training and study of Jazz, Ballet, Hip-Hop, Tap, Modern/Lyrical, Improvisation, and Dance Composition. Students will also develop an appreciation for dance as an art form. A dance conditioning regimen will be practiced along with information about how adequate fitness and nutrition can enhance personal well-being in the studio and beyond. In addition, 20% of the total grade in this course will be from working on the crew for the Winter Dance Concert and participating and performing in the Spring Dance Concert. Upon completion of this class, students should possess a broader knowledge of dance techniques, enhanced movement capabilities of the body, and a greater sense of individual expression and autonomy.

## A4521 Marching Band

**Credit:** 5 Credits Fall Semester (P.E. Credit given for Marching Band)

**Open to:** Grade 9-12 (This class is held after school)

**Recommended Preparation:** Teacher Recommendation

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes – 1 hour, plus attend all rehearsals and performances

**UC Approved:** No

**Expected Learner Outcomes and/or Pathway:** The students will polish technical skills including marching, playing an instrument while marching, body movements and teamwork.

**Description:** The focus of this class concentrates on musical development, development of better physical coordination, and the development of leadership skills. Such development occurs through the preparation and performance of high quality music compositions and drill P.E. credit is offered, if needed. Assignments include: home practice, small group practice (section & squad rehearsals), full group rehearsals after-school hours, and performance participation. In school gatherings (pep assemblies, football games, etc.), parade competitions, field show competitions, and winter concert.

## A453 Drumline

**Credit:** 5 Credits Fall Semester (P.E. Credit given for Drumline)

**Open to:** Grade 9-12 (This class is held after school)

**Recommended Preparation:** Teacher Recommendation

**Summer Work:** None

**Approximation of Daily Workload Commitment:** 45 minutes – 1 hour, plus attend all rehearsal and performances. Must also enroll in Wind Ensemble or String Ensemble

**UC Approved:** No

# Physical Education

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**Expected Learner Outcomes and/or Pathway:** To perform a competitive show through the use of all percussion instruments while incorporating marching, mechanics of body movement, dance and other dynamics.

**Description:** The focus of this class is to concentrate on musical development through drums/percussion performance, development of better physical coordination, and the development of leadership skills. This group is also designed to be a competitive unit and will be performing throughout Southern California in drumline competitions during the spring. Assignments include: home practice, small group practice, full ensemble rehearsals, and performance observation and performances in competitions. This class is held after school with performances on weekends. Attendance is mandatory.

# Athletics

## Athletics

**Credit:** 5 Credits/Semester

**Open to:** Grade 9-12

**Recommended Preparation:** All sports teams require students to try-out.

**UC Approved:** No

**Description:** Pursuant with California Interscholastic Federation rules, student athletes may earn academic credit for participation on high school sports teams. The LBHS athletic program develops a highly competitive and accelerated team program. *Eligible students (approved by Athletic Director) meet LBHS academic and citizenship standards, residential, and CIF academic requirements.*

FALL SEASON	SPRING SEASON
A105 Cross Country (B)	A116 Baseball (B)
A108 Cross Country (G)	A117 Golf (B)
A104 Football (Coed)	A172 Softball (G)
A111 Golf (G)	A170 Swimming (B)
A130 Surf (Co-Ed)	A171 Swimming (G)
A166 Tennis (G)	A113 Tennis (B)
A106 Water polo (B)	A112 Track (B)
A165 Volleyball (G)	A168 Track (G)
A164 Sand Volleyball (B)	A118 Volleyball (B)
<b>WINTER SEASON</b>	A161 Sand Volleyball (G)
A110 Basketball (B)	2570 Lacrosse (B)
A109 Basketball (G)	2571 Lacrosse (G)
A186 Soccer (B)	
A132 Water polo (G)	<i>Students participating in these sports will be expected to submit proof of an annual physical examination and health insurance coverage. These sports are required to meet every day during the season. Students with absences may be dropped from the team and enrolled in Fitness and Wellness (See Physical Education).</i>
2572 Wrestling (Coed)	
A162 Soccer (G)	