

OPIS

2013 - 2014

Course Selection Guide

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The **Course Selection Guide** provides details about each class, information about graduation requirements, and college preparatory level status. It also provides course descriptions, prerequisites, and graphic course sequence flow charts to assist you with the course selection process at Oak Park Independent School. Please download a copy for yourself so you can make informed course selections. Pay particular attention to the prerequisites for each class and make sure you meet them before you list the class on your Course Selection Worksheet.

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KEY TO COURSE ABBREVIATIONS FOUND IN THIS GUIDE:	
(UC/CSU-Subject __)	Course has been approved for UC/CSU subject "a-g" college preparatory credit.
(CP)	Courses meet UC/CSU a-g requirements.
(NCP)	Course does not meet UC/CSU requirements. However, it does meet OPUSD high school graduation requirements.
(Semester)	Course is only one semester long and earns 5 credits. Could be offered in either the Fall or Spring.
(Quarter)	Course is one quarter long and earns 2.5 credits. Could be offered as many as 4 times per year. This is also the credit total granted for Stagecraft and Acting for students who participate in after-school productions.
(Year Course)	This course is intended to run through both the Fall and Spring semesters. It earns 10 credits. It is expected that students will complete both semesters in the same school year.
(Prerequisite)	Minimum skills and/or previously completed courses that are required to be able to take this course.
(Grade __)	Recommended class-standing range for this course.

English		
<i>40 credits required for H.S. graduation and for UC/CSU admission</i>		
Course	Course Requirements	Description
<u>HUMANITIES –L/A</u> (EN-LA1,2,3,4,5,K)	Grades K,1,2,3,4,&5 Year Long	Textbooks – Scott Foresman, Houghton Mifflin, Harcourt Brace, Zaner-Blouser, Silver Burdett, De Nealian Cursive, Easy Grammar Students participate in an instructional program that emphasizes the acquisition of English language skills and the integration of listening, speaking, reading and writing. Assignments and assessments are based upon the California State Standards for English/Language Arts.
<u>HUMANITIES –L/A</u> (HUM6LA,HUM7LA, HUM8LA)	Year Long Grades 6, 7 & 8	Textbooks –Prentice Hall Literature (Copper, Bronze, Silver), Wordly Wise 3000, Write Source 2000, Easy Grammar, Elements of Language, Daybook of Critical Reading and Writing, Writing for 100 Days, Zaner-Blouser Students participate in an instructional program that emphasizes the acquisition of English language skills and the integration of listening, speaking, reading and writing. Assignments and assessments are based upon the California State Standards for English/Language Arts.
<u>ENGLISH I (CP)</u> (EN-ENG1CP)	Grade 9 Year-long Course HS-English PREREQUISITE -None UC/CSU -Subject b	Textbooks –Prentice Hall Literature (Copper, Bronze, Silver), Wordly Wise 3000, Write Source 2000, Easy Grammar, Elements of Language, Daybook of Critical Reading and Writing, Writing for 100 Days, Zaner-Blouser Students participate in an instructional program that emphasizes the acquisition of English language skills and the integration of listening, speaking, reading and writing. Assignments and assessments are based upon the California State Standards for English/Language Arts.
<u>ENGLISH I A/B</u> (EN-ENG1AB)	Grade 9 Year-long Course HS-English PREREQUISITE -None NCP	Textbooks – Writer’s Inc., Wordly Wise 3000, Globe Fearon Basic Grammar and English Composition, Easy Grammar This course is a non-college preparatory first year English course. Students will spend the first semester reviewing Basic English grammar and sentence structure. The second semester is spent working on basic writing skills including sentence, paragraph, and essay and letter development.
<u>ENGLISH II (CP)</u> (EN-ENG2CP)	Grade 10 Year-long Course HS-English PREREQUISITE -None UC/CSU -Subject b	Textbooks - Writer’s Inc., Wordly Wise 3000, Elements of Literature (4th Course), Elements of Writing (4th Course), Daybook of Critical Reading and Writing, A Separate Peace, Huckleberry Finn, Anthem In this course students study students will read and analyze short stories, drama, fiction and non-fiction, and novels. Students are expected to understand, compare, and analyze literature. The course is a literature-based course that focuses on reading, writing and applying concepts. Students will complete a plethora of writing activities including essays to demonstrate: response to literature, analytic structure, biographical narrative, persuasive composition and a business letter. Correct spelling, grammar and word usage are emphasized in the student’s writing.

English*40 credits required for H.S. graduation and for UC/CSU admission*

Course	Course Requirements	Description
<u>ENGLISH II A/B</u> <i>(EN-ENG2AB)</i>	Grade 10 Year-long Course HS -English PREREQUISITE -None NCP	Textbooks - Writer’s Inc., Wordly Wise 3000, Globe Fearon Basic Grammar and English Composition and/or Practical English, Easy Grammar, Daybook of Critical Reading and Writing, Buckle Down on Writing This course is a non-college preparatory second year English course. Students will spend the first semester working on language arts skills including spelling, vocabulary, reading comprehension and basic writing skills as well as preparation for the California High School Exit Exam. The second semester is spent working on literature response and continued work on writing skills.
<u>ENGLISH III (CP)</u> <i>(EN-ENG3CP)</i>	Grade 11 Year-long Course HS -English PREREQUISITE -None UC/CSU -Subject b	Textbooks - Writer’s Inc., Wordly Wise 3000, The United States in Literature, Daybook of Critical Reading and Writing, Easy Grammar, The Red Badge of Courage, To Be a Slave, Self-Reliance, The Great Gatsby Students study American writers, poets, and dramatists, within the framework of a literature based writing program. Special attention is paid to the essay as a vehicle for organizing and communicating ideas with a research paper being required. In addition, students begin to work on career planning.
<u>ENGLISH III A/B</u> <i>(EN-ENG3AB)</i>	Grade 11 Year-long Course HS -English PREREQUISITE -None NCP	Textbooks - Writer’s Inc., Wordly Wise 3000, England in Literature, Daybook of Critical Reading and Writing, Easy Grammar, The Metamorphosis, The Ramayana, The Kreutzer Sonata, A Doll’s House, Don Quixote, Part I Students enrolled in this course survey modern world literature in a multitude of settings. Students increase the quality and maturity of their writing through vocabulary development and a variety of composition modes, including: documented critical essays, reflective essays, poetry, expository writings, etc.
<u>ENGLISH IV (CP)</u> <i>(EN-ENG4CP)</i>	Grade 12 Year-long Course HS -English PREREQUISITE -None UC/CSU -Subject b	Textbooks - Writer’s Inc., Wordly Wise 3000, England in Literature, Daybook of Critical Reading and Writing, Easy Grammar, The Metamorphosis, The Ramayana, The Kreutzer Sonata, A Doll’s House, Don Quixote, Part I Students enrolled in this course survey modern world literature in a multitude of settings. Students increase the quality and maturity of their writing through vocabulary development and a variety of composition modes, including: documented critical essays, reflective essays, poetry, expository writings, etc.
<u>ENGLISH IV A/B</u> <i>(EN-ENG4AB)</i>	Grade 12 Year-long Course HS -English PREREQUISITE -None NCP	Textbooks - Writer’s Inc., Wordly Wise 3000, Globe Fearon Basic Grammar, English Composition and/or Practical English, English at School and on the Job, Daybook of Critical Reading and Writing, Buckle Down on Writing This course is a non-college prep fourth year English course. Students spend their first semester working on career and adult-life focused reading and writing. Second semester students are assisted with the advancement of their reading and writing skills through the use of World Literature.

Foreign Languages (LOTE-Languages Other Than English)

*Not a high school graduation requirement, but 2 years required,
3 or more recommended for UC/CSU admission.*

Course	Course Requirements	Description
<u>FRENCH I (CP)</u> (FL-FRENCH1)	Year Course Grade 9-12 HS-General Elective PREREQUISITE -C or higher in English 8 or previous English class UC/CSU -Subject e	Textbooks – Rosetta Stone 3 French Level 1, Supplemental materials Students are introduced to the French language through listening, speaking, reading, and writing so that they may begin to communicate both orally and in writing with French speaking people. Grammatical structures are presented in sequence through real-world French dialogs. Students learn about French culture and customs and become aware that language does not exist in isolation but is an integral part of its culture.
<u>FRENCH II (CP)</u> (FL-FRENCH2)	Year Course Grade 9-12 HS-General Elective PREREQUISITE -C or higher in French I UC/CSU -Subject e	Textbooks – Rosetta Stone 3 French Level 2, Supplemental materials Students continue the work begun in French I by emphasizing the four language skills (listening, speaking, reading, and writing) and learning more about the French culture.
<u>FRENCH III (CP)</u> (FL-FRENCH3)	Year Course Grade 10-12 HS-General Elective PREREQUISITE -C or higher in French II UC/CSU -Subject e or g	Textbooks – Rosetta Stone 3 French Level 3, Supplemental materials This course continues the work begun in French I and II by refining the four language skills (Listening, speaking, reading, and writing) with emphasis on reading. Students are exposed to French culture through selected reading in French periodicals and magazines, as well as interpretations and analysis of French language films.
<u>FRENCH IV (CP)</u> (FL-FRENCH4)	Year Course Grade 11-12 HS-General Elective PREREQUISITE -C or higher in French III (CP) UC/CSU -Subject e or g	Textbooks – Rosetta Stone 3 French Level 4&5, Supplemental materials This is a comprehensive course equal in intensity to a college level course in French. Students master French grammar and effective, fluent communication
<u>SPANISH I (CP)</u> (FL-SPAN1)	Year Course Grade 9-12 HS-General Elective PREREQUISITE -C or higher in English 8 or previous English class UC/CSU -Subject e	Textbooks - Rosetta Stone 3 Spanish Level 1 Students are introduced to the Spanish language through listening, speaking, reading, and writing so that they may begin to communicate both orally and in writing with Spanish speaking people. Grammatical structures are presented in sequence and reinforced through real-world Spanish dialogs. Students learn about Spanish culture and customs and become aware that language does not exist in isolation but is an integral part of its culture.
<u>SPANISH II (CP)</u> (FL-SPAN2)	Year Course Grade 9-12 HS-General Elective PREREQUISITE -C or higher in Spanish I (CP) UC/CSU -Subject e or g	Textbooks - Rosetta Stone 3 Spanish Level 2 Students continue the work begun in Spanish I by emphasizing the four language skills (listening, speaking, reading, and writing) and learning more about the Spanish culture.
<u>SPANISH III (CP)</u> (FL-SPAN3)	Year Course Grade 10-12 HS-General Elective PREREQUISITE -C or higher in Spanish II (CP) UC/CSU -Subject e or g	Textbooks - Rosetta Stone 3 Spanish Level 3 This course continues the work begun in Spanish II by refining all four-language skills (Listening, speaking, reading, and writing) and assimilating Spanish culture.
<u>SPANISH IV</u> (FL-SPAN4)	Year Course Grade 10-12 HS-General Elective PREREQUISITE -C or higher in Spanish III(CP) UC/CSU -Subject e or g	Textbooks - Rosetta Stone 3 Spanish Level 4&5 In this course, students will continue to study Spanish grammar and vocabulary. Additionally, students will read short stories and write compositions. However, the focus will be on communication. Students will build their listening, speaking, reading and writing skills to become effective communicators in the Spanish language.

General Electives

In addition to the requirements above, students must complete 55 credits of electives to meet the graduation credit total. Any courses not used to meet prescribed graduation requirements may be used to meet the general elective requirement, including additional academic courses. 1 year (10 credits) of CP electives required for UC/CSU admission.

Course	Course Requirements	Description
ADVANCED SPORTS TRAINING (GE-ADVST)	Semester Course (may be repeated for credit one time) Grade 11-12 HS- General Elective PREREQUISITE - B or higher in PE1 and PE2 NCP	Students who are training to become professional or college athletes may obtain credit for their intense and high-level training. At least 100 hours of training are required per semester and must be documented by professional trainers and/or facilities. Students are still required to successfully complete both PE 1 and PE 2 before enrolling in this course.
INTRO TO MARKETING (GE-INTMARK)	Semester or Year Course Grade 9-12 HS- General Elective PREREQUISITE – None NCP	Textbook – Marketing Essentials Introduction to marketing gives the student and overview of the importance and realities of marketing in today’s business world. Topics include: the world of marketing, economics, business and international marketing, personal skills necessary to do successful marketing, selling, promotion, distribution, pricing, marketing information management, product and service management, entrepreneurship and finance and career and professional development. Students are encouraged to seek an internship while they are enrolled in the course and their teacher work with them to set achievable career goals
OFFICE AIDE (GE-OFFAIDE)	Grade 9-12 HS-General Elective PREREQUISITE – Permission and approval of Teacher and School Counselor NCP	This course provides an opportunity for high school students with a minimum cumulative GPA of 2.2 and no discipline, or attendance issues on file to learn and practice fundamental skills. They will assist teacher and/or office manager with classroom/office set up, clean up and preparation of teaching materials as well as assisting by answering phones, help with duplicating, collating, and distributing office communications to teachers.
PSYCHOLOGY (CP) (SOC-PSYCH)	Semester or Year Course Grade 10-12 HS- General Elective PREREQUISITE -None UC/CSU -Subject g	This college preparatory course is designed to provide students with an in-depth understanding of the study of human behavior. In an effort to understand why people do what they do, emphasis is placed on the principles of learning, the influences of heredity and environment on personalities and behavior, and the problems of mental health in society. Psychology (AP) may be taken as a second course after psychology (CP).
COMMUNITY SERV (COMSERVICE)	Semester Course (may be repeated for credit one time) Grade 9-12 -Practical Skills or GE PREREQUISITE – Permission and approval of Teacher and School Counselor NCP	Students who are actively involved in giving back to their communities or to an organization on a regular basis may earn credit for their hours of service. Seventy-Five hours minimum per semester is required for 5 credits and written confirmation of service hours from the organization
INTRO TO BUSINESS (GE-INTBUS)	Semester or Year Course Grade 9-12 HS- General Elective PREREQUISITE – None NCP	Textbook – Introduction to Business Introduction to business gives the student an overview of the business world and the intricacies of running a successful business. Topics include: the economy, owning and operating a business, business in a global economy, the role of government, financial institutions, marketing, human resources, managing financial and technological resources, buying good and services, credit, money management, risk management and career planning. Students are encouraged to seek an internship while they are enrolled in the course and their teacher work with them to set achievable career goals.

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<p><u>SOCIOLOGY</u> (SOC-SOCIO)</p>	<p>Grades 10-12 Semester-long course HS-General Elective PREREQUISITE-None NCP</p>	<p>Textbooks – Sociology: A Down to Earth Approach This course investigates a range of contemporary issues and problems facing individuals in today’s society. Such topics include marriage, family, education, government, crime, social inequalities and social change. Emphasis is placed on interactive learning with the expectation that students are actively engage in the learning process.</p>
<p><u>ADVANCED SPORTS TRAINING</u> (GE-ADVST)</p>	<p>Semester Course (May be reported for credit one time) Grade 11-12 HS- General Elective PREREQUISITE - B or higher in PE 1 and PE 2 NCP</p>	<p>Students who are training to become professional or college athletes may obtain credit for their intense and high-level training. At least 100 hours of training are required per semester and must be documented by professional trainers and/or facilities. Students are still required to successfully complete both PE1 and PE 2 before enrolling in this course.</p>
<p><u>WORK EXPERIENCE</u> (PS-ROPWKEX)</p>	<p>Grade 11-12 Semester or Year Course HS-General Elective or Practical Skills PREREQUISITE-Must have a job working 10 hours/week NCP</p>	<p>This course meets once per week after school. Students learn the basics of how to apply for a job and keep it. Students can earn up to 5 credits per semester for enrolling in this class and working at least 10 hours per week. Students must receive a paycheck from his/her employer. Students can earn up to 10 credits per semester for enrolling in this class and working at least 20 hours per week.</p>

Health and Life Skills*5 credits of Health in grade 9 and 5 credits of Life Skills in grade 12*

Course	Course Requirements	Description
<u>HEALTH</u> (HLS-HEALTH)	Semester Course Grade 9 <u>HS</u> -Health <u>PREREQUISITE</u> -None NCP	Health is a required course for all freshmen. This course addresses the health issues of adolescents with a focus on substance use and abuse, sexually transmitted diseases and disease prevention strategies related to diet and personal habits. Issues of social health and emotional health are also addressed.
<u>LIFE SKILLS</u> (HLS-LIFESK)	Semester Course Grade 12 <u>HS</u> -Life Skills <u>PREREQUISITE</u> -None NCP	Students explore the challenges facing them as they anticipate living on their own. Topics addressed include: Post high school education and training; job and career development; finances and budgeting; independent living; recreation; personal health and counseling; preparation for marriage; child raising; and facing life problems as an adult. Special attention is given to drugs, alcohol, AIDS and other critical health issues. Guest speakers in many of the areas mentioned share their knowledge and experience.

History / Social Science

35 credits including World Geography, World History, US History, Government and Economics required for high school graduation and 20 credits required for UC/CSU admission

Course	Course Requirements	Description
<u>HUMANITIES–SOCIAL STUDIES 1,2,3,4,5,K</u> (SOC-GR1,2,3,4,5,K)	Year Course Grades K,1,2,3,4,5	Students participate in an instructional program that emphasizes the historical, cultural and geographical aspects of the modern world. In these classes, students explore the institutions, use maps, and examine the physical and cultural characteristics of various regions of the world. These courses enable students to understand world and U.S. history and relate it to the present. Class assignments and assessments are based upon the California State Standards for History/Social Science.
<u>HUMANITIES SS 6,7,8</u> (HUM6SS, HUM7SS, HUM8SS)	Year Course Grades 6,7,8	Textbooks – World History: Ancient Civilizations, The Story of the World, World Geography, World History: Medieval and Early Modern Times, Creating America, A History of Us, A History of the United States, Foundations in American History Students participate in an instructional program that emphasizes the historical, cultural and geographical aspects of the modern world. In these classes, students explore the institutions, use maps, and examine the physical and cultural characteristics of various regions of the world. These courses enable students to understand world and U.S. history and relate it to the present. Class assignments and assessments are based upon the California State Standards for History/Social Science
<u>ECONOMICS (CP)</u> (SOC-ECON)	Semester Course Grade12 HS -History/Social Science PREREQUISITE -None UC/CSU -Subject g	Textbooks – Economics: Today and Tomorrow This course develops a fundamental understanding of economic principles and theory in supply and demand, business organization and market structure, fiscal policy, monetary policy and international trade. Basic economic models are learned to explain essential concepts.
<u>ECONOMICS A/B</u> (SOC-ECONA)	Semester Course Grade12 HS -History/Social Science PREREQUISITE – None NCP	Textbooks - Pacemaker Economics, Skills for Consumer Success This non-college preparatory course develops a fundamental understanding of economic principles and theory in supply and demand, business organization and market structure, fiscal policy, monetary policy and international trade. Basic economic models are learned to explain essential concepts.
<u>GOVERNMENT (CP)</u> (SOC-GOVT)	Semester Course Grade 12 HS -History/Social Science PREREQUISITE -None UC/CSU -Subject a	Textbooks –Magruder’s American Government Students enrolled in this course analyze and discuss the organization of government at the federal, state, and local levels; the separation and distribution of sovereign power; and the means whereby citizens may find expression in legislation. Emphasis is given to a survey of the ways in which government may serve the citizen. Students recognize and discuss how the various areas of government relate to their lives.
<u>GOVERNMENT A/B</u> (SOC-GOVTA)	Semester Course Grade 12 HS -History/Social Science PREREQUISITE - None NCP	Textbooks – Pacemaker American Government Students enrolled in this non-college preparatory course analyze and discuss the organization of government at the federal, state, and local levels; the separation and distribution of sovereign power; and the means whereby citizens may find expression in legislation. Emphasis is given to a survey of the ways in which government may serve the citizen. Students recognize and discuss how the various areas of government relate to their lives.
<u>U.S. HISTORY (CP)</u> (SOC-USH)	Year Course Grade 11 HS -History/Social Science PREREQUISITE -None UC/CSU -Subject a	Textbooks –America: Pathways to the Present This course examines major turning points in American history in the 19 th and 20 th centuries. Certain themes are emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the U.S. as a major world power.

History / Social Science

35 credits including World Geography, World History, US History, Government and Economics required for high school graduation and 20 credits required for UC/CSU admission

Course	Course Requirements	Description
<u>U.S. HISTORY A/B</u> (SOC-USHAB)	Year Course Grade 11 HS -History/Social Science PREREQUISITE – None NCP	Textbooks - Pacemaker United States History This non-college preparatory course examines major turning points in American history in the 19 th and 20 th centuries. Certain themes are emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the U.S. as a major world power.
<u>WORLD HISTORY (CP)</u> (SOC-WH)	Year Course Grade 10 HS -History/Social Science PREREQUISITE -None UC/CSU -Subject a	Textbooks – World History: Connections to Today This course explores historical, cultural and geographical aspects of the modern world. In this class, students explore the institutions, use maps, and examine the physical and cultural characteristics of various regions of the world. This course enables students to understand world history and relate it to the present. Students develop the ability to think critically, to evaluate historical data, and to analyze and synthesize evidence.
<u>WORLD HISTORY A/B</u> (SOC-WHAB)	Year Course Grade 10 HS -History/Social Science PREREQUISITE – None NCP	Textbooks - Pacemaker World History This non-college preparatory course explores historical, cultural and geographical aspects of the modern world. In this class, students explore the institutions, use maps, and examine the physical and cultural characteristics of various regions of the world. This course enables students to understand world history and relate it to the present. Students develop the ability to think critically, to evaluate historical data, and to analyze and synthesize evidence.
<u>WORLD GEOGRAPHY (CP)</u> (SOC-WLDGEO)	Semester Course Grade 9-12 HS -History/Social Science PREREQUISITE -None UC/CSU -Subject a or g	Textbooks – World Geography, Glencoe This course explores the “five themes” of geography. Students learn and demonstrate cartographic research, critical thinking, reading and writing skills that enable them to understand both local and global events from a geographic viewpoint. Contemporary human challenges that are identified by the United Nations and involve cultural, political, ecological and environmental concerns are investigate in order to give students a more global perspective.

Mathematics*30 credits of math (which must include Algebra I and Geometry)*

Course	Course Requirements	Description
<u>MATHMETICS</u> <u>1,2,3,4,5,K</u> (M-GR1,2,3,4,5,K)	Year Course Grades K, 1, 2, 3, 4, 5	Textbooks – Saxon Mathematics, Houghton Mifflin, Oak Meadow Mathematics, Teaching Texts Students participate in an instructional program that emphasizes the basics of Mathematics including counting, place value, the four operations, solve for an unknown, telling time, shapes, rounding and estimation, money, perimeter, area, perpendicular & parallel lines, circumference, pi, volume, average, expanded notation, measurement, factoring, decimals, fractions, rule of four, percentages, exponents, rational numbers, mean, median, mode, probability, roots & radicals, properties, order of operations, ratio and proportion, least common multiple, greatest common factor, polynomials, and irrational numbers. Class assignments and assessments are based upon the California State Standards for Mathematics.
<u>MATH 6</u> (MATH6)	Year Course Grades 6	Textbooks – Saxon Math: 54, 65, 76, 87; Oak Meadow Math: 6, 7, 8; Modern Curriculum Press Math emetics: F, G, H; Teaching Texts Students participate in an instructional program that emphasizes the basics of Mathematics including counting, place value, the four operations, solve for an unknown, telling time, shapes, rounding and estimation, money, perimeter, area, perpendicular & parallel lines, circumference, pi, volume, average, expanded notation, measurement, factoring, decimals, fractions, rule of four, percentages, exponents, rational numbers, mean, median, mode, probability, roots & radicals, properties, order of operations, ratio and proportion, least common multiple, greatest common factor, polynomials, and irrational numbers. Class assignments and assessments are based upon the California State Standards for Math.
<u>PRE-ALGEBRA</u> (M-PREALG)	Year Course Grade 7 <u>PREREQUISITE</u> – Entrance Exam	Textbooks – Algebra 1/2, Math-U-See Pre-Algebra, Pacemaker Pre-Algebra; Teaching Texts Students needing additional instruction in pre-algebra skills before entering Algebra I will be placed in this class. Topics include: Negative Numbers, Basic Operations, Expanded & Exponential Notation, Roots & Radicals, Solve for and Unknown, Associative & Commutative Property, Distributive Property, Order of Operations, Additive & Multiplicative Inverse, Surface Area of a Solid, Transform Celsius to Fahrenheit, Absolute Value, Ratio and Proportion, Similar Polygons, Least Common Multiple, Greatest Common Factor, Polynomials: Add, Subtract, Multiply, Volume: Cylinder, Cone, Pyramid, Irrational Numbers.
<u>ALGEBRA READINESS</u> (M-ALGRED-8)	Year Course Grade 8 <u>PREREQUISITE</u> – Entrance Exam	The focus of Algebra Readiness is to prepare students for Algebra in 9th grade. We reinforce skills, develop problem solving ability and introduce concepts that are essential for success in Algebra.
<u>ALGEBRA INTRODUCTIONS</u> (M-ALGA)	Year Course Grade 8 <u>PREREQUISITE</u> – Entrance Exam	Textbook-Teaching Texts This course is the first of a 2-year Algebra 1 program. This course is designed for the student who needs a more deliberate and structured pace in Algebra. The material is equivalent to the first semester of Algebra I. Students who successfully complete this course take Algebra I in grade 9. Students who are less than successful are enrolled in two-year Algebra course-beginning in grade 9.

Mathematics*30 credits of math (which must include Algebra I and Geometry)*

Course	Course Requirements	Description
<u>ALGEBRA I (CP)</u> (M-ALG1)	Year Course Grade 9-12 HS -Mathematics PREREQUISITE -Entrance Exam UC/CSU -Subject c	Textbooks –, Saxon Algebra 1, Glencoe Algebra 1, Teaching Texts This course introduces the student to the concepts and variables and emphasizes problem-solving skills. Topics include linear equations; solving and graphing inequalities; graphing on a coordinate plane; solving systems of equations; factoring; operating with polynomials; rational expressions; radicals; and solving quadratic equations. Selected topics from trigonometry, probability, and statistics are also included. Applications are emphasized throughout the course. COMPLETION OF ALGEBRA 1 WITH A PASSING GRADE IS A STATE & DISTRICT REQUIREMENT FOR A HIGH SCHOOL DIPLOMA
<u>ALGEBRA IA*</u> (M-ALG1AYR)	Year Course Grade 9-12 HS -Mathematics PREREQUISITE -Entrance Exam UC/CSU -Subject c-with Completion of yearlong Algebra 1B	Textbooks- Saxon Algebra 1, Glencoe Algebra 1, Teaching Texts This course is the first half of a two-year sequence. The material covered in this course will be equivalent to the first semester of Algebra 1. This course is designed for the students who need to move at a slower pace and for those who need constant reinforcement. Students who successfully complete this course will take the second half, Algebra 1B, the following year. This first half of this two-part course will develop important skills. Students will collect, organize and graph data, solve logic problems, review order of operations and a variety of mathematical skills using integers and fractions. Students will solve linear equations as well as examine numerical and geometric ratios in a variety of activities. They will write and solve equations to problems involving equivalent ratios. *Must be taken in combination with yearlong Algebra 1B to fulfill 1 year of UC/CSU Algebra 1. COMPLETION OF ALGEBRA 1 (Algebra 1A & 1B) WITH A PASSING GRADE IS A STATE & DISTRICT REQUIREMENT FOR A HIGH SCHOOL DIPLOMA
<u>ALGEBRA IB (CP)*</u> (M-ALG1BYR)	Year Course Grade 9-12 HS -Mathematics PREREQUISITE -D or higher in Algebra IA (earned in High School) UC/CSU -Subject c-with Completion of Algebra 1A & Algebra 1B	Textbooks – Saxon Algebra 1, Glencoe Algebra 1, Teaching Texts This course is the second half of a two-year sequence. The material covered in this course will be equivalent to the second semester of Algebra 1. This course is designed for the students who need to move at a slower pace and for those who need constant reinforcement. There is more drill and practice in this course compared to Algebra 1. They will explore patterns and use scientific calculators to work with exponents. Students will solve linear equations as well as examine numerical and geometric ratios in a variety of activities This course will culminate with the student building a geometric understanding and connection to the algebraic representation. *Must be taken in combination with yearlong Algebra 1A to fulfill 1 year of UC/CSU Algebra 1. COMPLETION OF ALGEBRA 1 (Algebra 1A & 1B) WITH A PASSING GRADE IS A STATE & DISTRICT REQUIREMENT FOR A HIGH SCHOOL DIPLOMA
<u>ALGEBRA II (CP)</u> (M-ALG2)	Year Course Grade 9-12 HS -Mathematics PREREQUISITE -s-C or higher in Geometry; UC/CSU -Subject c	Textbooks - Saxon Algebra 2, Glencoe Algebra 2, Teaching Texts Algebra 2 Algebra II is the third course in a three-year college preparatory sequence; it stresses the structure of advanced algebra and problem solving techniques. The course also covers visualizing, expressing, interpreting and graphing functions and their inverses.

Mathematics*30 credits of math (which must include Algebra I and Geometry)*

Course	Course Requirements	Description
<u>FINITE MATH (CP)</u> <i>(M-FINITE)</i>	Year Course Grade 11-12 HS -Mathematics or General Elective PREREQUISITE -C or higher in Algebra II UC/CSU -Subject c or g	Textbooks – Finite Mathematics: An Applied Approach This course is designed for the university-bound student who does not intend to major in math, science, or engineering. Topics include review of the necessary algebraic concepts, probability, statistics, matrices, symbolic logic, interest and finance problems, linear programming, applications to business and economics, and basic applied trigonometry. Students who have earned credit in Math Analysis may not receive credit for this course.
<u>GEOMETRY (CP)</u> <i>(M-GEOMETRY)</i>	Year Course Grade 9-12 HS -Mathematics PREREQUISITE -C or higher in Algebra I or Algebra B UC/CSU -Subject c	Textbooks –Geometry Concepts, Skills and problem solving, Teaching Texts Geometry Geometry is the second course in a three year college preparatory sequence; it emphasizes the following key ideas: Algebra review, graphing, ratios, properties of plane figures, problem solving, spatial visualizations, conjecture, explanation and convincing argumentation (proofs). Students learn problem strategies to help them develop core ideas of the course. Trigonometric functions are explored through the use of scientific calculators. COMPLETION OF GEOMETRY WITH A PASSING GRADE OS A DOSTROCT REQUIREMENT FOR A HIGH SCHOOL DIPLOMA.
<u>MATH ANALYSIS (CP)</u> <i>(M-ANALYSIS)</i>	Year Course Grade 10-12 HS -Mathematics or General Elective PREREQUISITE - C or higher in Algebra II UC/CSU -Subject c or g	Textbooks –Teaching Texts Pre Calculus Math Analysis provides a rigorous presentation of the property of real numbers and functions. It emphasizes trigonometry, discrete mathematics and data analysis. The course also provides an introduction to calculus. Note: This class will lead to Calculus AB and is designed for students interested in pursuing a career in science, technology, engineering or math.
<u>MATH SKILLS LAB</u> <i>(M-MATHSKLS)</i>	Semester/Year long Grades 9-12 HS - General Elective or Math PREREQUISITE – Teacher, Counselor or Administrator recommendation required. NCP	Textbooks – California Mathematics Review, Barrons CAHSEE-Math, Preparing for the California, Catch-up Math High School Exit Exam – Math, Practical Mathematics, Consumer Mathematics This class is for students who need to reinforce concepts not mastered in Algebra 1, Geometry, Algebra II, and I or have not yet passed the CAHSEE. It can also be taken by students enrolled in higher-level math classes to ensure that they have necessary skills to be successful in those classes. Students take online quizzes that diagnose learning gaps using a website “Catch up Math.” They are prescribed review topics that are explained by video tutorials, written lessons, animations, games and guided practice problems.
<u>CONSUMER MATH</u> <i>(M-CONMATH)</i>	Year Course Grade 9-12 HS – Mathematics or General Elective PREREQUISITE – None NCP	Textbooks – AGS Consumer Mathematics Consumer Mathematics will give the students the opportunity to learn the math that is used on a daily basis, in daily life. A few examples of the type of math that will be covered are: counting by multiples, money management, fractions, time, measurement, basic algebra, and basic calculator skills. The course is designed to build on the previously mastered math skills and we will move to the next level as the student progresses.

Physical Education

Two years (20 credits) of P.E. must include 10 credits of PE I (9th grade PE). All or part of 10th grade PE may be earned through PE II, Dance, or through a student’s successful participation in a CIF sponsored athletic team for OPHS in grades 10, 11 or 12. Students are required to continue to take PE until they have passed the California Physical Fitness Test (CPFT). Not required for UC/CSU admission.

Course	Course Requirements	Description
PHYSICAL EDUCATION <u>1, 2, 3, 4, 5, K</u> (PE-GR1,2,3,4,5,K)	Year Course Grades – K, 1, 2, 3, 4, 5 PREREQUISITE – None	Textbook – Signed PE Log required weekly It is through these physical education activities that children begin to gain awareness of their body capabilities. They will begin to relate movements to internal and external stimuli; their beginning balance and coordination will develop progressively; problem solving tasks will encourage creativity and originality; and gross motor, as well as, fine motor skills will gradually develop and be refined.
<u>PE 6,7,8</u> (PE6, PE7, PE8)	Year Course Grades – 6, 7, 8 PREREQUISITE – None	Textbook – Signed PE Log required weekly It is through these activities that children begin to gain awareness of their body capabilities. They will begin to relate movements to internal and external stimuli; their beginning balance and coordination will develop progressively; problem solving tasks will encourage creativity and originality; and gross motor, as well as, fine motor skills will gradually develop and be refined.
PHYSICAL EDUCATION I (PE-9FALL) & (PE-9SPR)	Year Course Grade 9 HS-Physical Education PREREQUISITE -None	Textbook – Signed PE Log required weekly and Foundations of Personal Fitness This is the first of the two-year physical education graduation requirement that must be taken in the 9th grade. This class builds on the knowledge and skills learned in middle school in the areas of sports; movement skills and knowledge; physical fitness and training; self-image and personal development. Each student maintains a wellness notebook. Other components nutrition, personal dietary habits and knowledge of the muscular/skeletal system as it relates to a strength/flexibility program.
PHYSICAL EDUCATION II (PE-10FALL) & (PE-10SPR)	Semester or Year Course Grades 10-12 PREREQUISITE - D or higher in Physical Education I HS-Physical Education	Textbook – Signed PE Log required weekly This class is the second year of the two-year physical education graduation requirement and builds on the knowledge and skills developed in Physical Education I. In addition, the course focuses on individual sports. Other components will include first aid, CPR, and a look back at one’s years of physical education and a look forward to the future by planning a realistic comprehensive exercise program.
PE/ATHLETICS (PE-ATH)	Semester or Year course Grade - 10 HS-Physical Education PREREQUISITE - Selected to be a member of a CIF athletic team	Participating on Oak Park High School Athletic team.
PE WAIVER (PE-WAIVER)	One Semester Grade – K-12 HS-Physical Education PREREQUISITE – Only granted with medical documentation and permission of School Counselor and Administrator.	This course allows students with documented medical conditions to be excused from Physical Education. However, the student needs to be enrolled in another class to fulfill credit requirements.

Practical Skills

5 credits required for graduation. Not required for UC/CSU admission.

Course	Course Requirements	Description
<u>AUTO FUNDAMENTALS I</u> (PS-AUTO)	Semester or Year Course Grade 9-12 HS-Practical Skills or General Elective <u>PREREQUISITE</u> – None NCP	Textbook – Automotive Excellence, Volume 1 This course focuses on automotive technology and is designed to meet both the technical and academic standards as defined by the National Automotive Technicians Education Foundation (NATEF), the organization that oversees ASE (Automotive Service Excellence) Certification. Education and training includes the necessary technical skills and correlated communication, mathematics, and science necessary to pass the ASE Certification tests. Topics include: Brakes, Electrical & Electronic Systems, Engine Performance, and Suspension & Steering.
<u>CHILD DEVELOPMENT</u> (PS-CHDEV)	Semester or Year Course Grade 9-12 HS-Practical Skills or General Electives <u>PREREQUISITE</u>- None NCP	Textbook – The Developing Child This course provides a comprehensive overview of the development of children from birth through adolescence. At each stage, students explore typical physical, emotional, social, and intellectual development. Information on brain development, older children and adolescents, and physical developmental milestones are additional focus topics. Students will practice lifetime learning skills—finding, analyzing, and utilizing information. They will also learn about a variety of career opportunities related to children. Students will learn child development theory as it relates to parenting and workplace applications. When possible students will visit/intern at a local childcare facility.
<u>FOODS I</u> (PS-FOODS1)	Semester Course Grade 9-12 HS – Practical Skills or General Elective Prerequisite – None NCP	Textbook- World of Foods This course provides students with the basic cooking skills needed in today’s busy families. Topics include: Cooking Techniques, Seasonings & Flavorings, Breakfast Cookery, Garden Manager Basics, Hot & Cold Sandwiches, Stocks & Sauces, Soups & Appetizers, Fish & Seafood, Poultry Cookery, Meat Cookery, Pasta & Grains, Fruits & Vegetables, Baking Techniques, Yeast Breads & Rolls, Quick Breads, and Desserts. Kitchen tools and safety techniques are also emphasized.
<u>FOODS 2</u> (PS-FOODS2)	Semester Course Grade 9-12 HS- Practical Skills or General Elective <u>Prerequisite</u> – Completion of Foods 1 with a grade of C or higher NCP	Textbook- world of Foods This course provides the student interested in a career in the foodservice industry with the basic skills and knowledge necessary to enter culinary school and or the food industry. Topics include: Foodservice Career Opportunities, Becoming a Culinary Professional, Quality Customer Service, The Dining Experience, Foodservice Management, Standards, Laws and Regulations, Culinary Nutrition, Creating Menus, Standardized Recipes, Cost Control, Safety and Sanitation, HAACP applications. Whenever possible students are encouraged to intern at a local foodservice facility.

Practical Skills*5 credits required for graduation. Not required for UC/CSU admission.*

Course	Course Requirements	Description
<u>PARENTING</u> (GE-PARENT)	Semester Course Grade 9-12 HS-Practical Skills or General Elective <u>PREREQUISITE</u> – None NCP	Textbook – Parenting Rewards and Responsibilities This course is based on supplying the student with the skills and competencies needed to care for babies and young children. Readiness and the responsibilities of parenting are explored as well as the care, feeding, etc. for children from newborns through 4 years of age. When possible students will do a short internship with a local infant/toddler care facility or situation. Child/Infant CPR is required for successful completion of this course.
<u>WORK EXPERIENCE</u> <u>(ROP)</u> (PS-ROPWKEX)	Semester Course Grade 11-12 <u>HS</u> -Practical Skills or General Elective <u>PREREQUISITE</u> - Must be age 16, have a valid work permit and a job working 10 hours/week. NCP	This course meets once per week after school. Students learn the basics of how to apply for a job and keep it. Students can earn up to 5 credits per semester for enrolling in this class and working at least 10 hours per week. Students must receive a paycheck from his/her employer. Students can earn up to 10 credits per semester for enrolling in this class and working at least 20 hours per week.

Science*30 credits - including biological and physical sciences*

Course	Course Requirements	Description
SCIENCE 1, 2, 3, 4, 5, K (SCI-GR1,2,3,4,5,K)	Year Course Grades – K, 1, 2, 3, 4, 5 <u>Prerequisite</u> – None	Textbooks - Harcourt The National Science Education Standards define scientific literacy as "the knowledge and understanding of scientific concepts and processes required for scientific decision making, participation in civic and cultural affairs, and economic productivity." (p. 22) The tenets of scientific literacy include the ability to: find or determine answers to questions derived from everyday experiences, describe, explain, and predict natural phenomena, understand articles about science, engage in non-technical conversation about the validity of conclusions, identify scientific issues underlying national and local decisions, pose explanations based on evidence derived from one's own work. Students can achieve scientific literacy through an instructional program based on unifying concepts including: Systems, Order and Organization, Evidence, Models, and Explanation, Constancy, Change, and Measurement, Evolution and Equilibrium, Form and Function. As a student moves through the grades, they will explore Life, Physical and Earth Sciences as a well as science in social and personal perspectives.
SCIENCE 6, 7, 8 (SCI6, SCI7, SCI8)	Year Course Grades – 6, 7, 8 <u>Prerequisite</u> – None	Textbooks – Focus on Earth/Life/Physical Science, Holt Earth/Life/Physical Science The tenets of scientific literacy include the ability to: find or determine answers to questions derived from everyday experiences, describe, explain, and predict natural phenomena, understand articles about science, engage in non-technical conversation about the validity of conclusions, identify scientific issues underlying national and local decisions, pose explanations based on evidence derived from one's own work. Students can achieve scientific literacy through an instructional program based on unifying concepts including: Systems, Order and Organization, Evidence, Models, and Explanation, Constancy, Change, and Measurement, Evolution and Equilibrium, Form and Function. As a student moves through the grades, they will explore Life, Physical and Earth Sciences as a well as science in social and personal perspectives.
BIOLOGY (CP) (SCI-BIO)	Year Course Grade 10-12 HS-Science <u>PREREQUISITE</u>-None <u>UC/CSU</u>-Subject d	Textbooks – Glencoe Biology In Biology students explore the fundamental unit of life, the cell, and the biochemical reactions it requires. Building from there, students examine living organisms. Plants and animals are discussed, but the primary focus is on human biology. Students learn about their biological blueprint, DNA, and manipulation of genetic material in order to change an organism's traits. Students also examine genetic heritage; how a single cell develops into a complex organism as well as how primitive life evolved into the diversity of living organisms today. Finally, students reexamine the interaction of life and the planet, introduced in Global Science, to gain a clearer understanding of the self-sustaining nature of life on earth.

Science*30 credits - including biological and physical sciences*

Course	Course Requirements	Description
<u>BIOLOGY A/B</u> (SCI-BIOAB)	Year Course Grades 10-12 HS-Science <u>PREREQUISITE</u> - None NCP	Textbooks – Success in Science: Basic Biology. Biology: Cycles of Life In this non-college preparatory Biology course, students explore the fundamental unit of life, the cell, and the biochemical reactions it requires. Building from there, students examine living organisms. Plants and animals are discussed, but the primary focus is on human biology. Students learn about their biological blueprint, DNA, and manipulation of genetic material in order to change an organism’s traits. Students also examine genetic heritage; how a single cell develops into a complex organism as well as how primitive life evolved into the diversity of living organisms today. Finally, students reexamine the interaction of life and the planet, introduced in Global Science, to gain a clearer understanding of the self-sustaining nature of life on earth.
<u>CHEMISTRY (CP)</u> (SCI-CHEM)	Year-long Course Grade 10-12 HS-Science <u>PREREQUISITE</u> - Concurrent enrollment in Algebra II recommended <u>UC/CSU</u> -Subject d	Textbooks – AW Chemistry, Introductory Chemistry: A Foundation, Conceptual Chemistry Chemistry is the study of matter, its structure and interactions. Students explore the types of matter and their properties, atomic structure and the periodic table, the phases of matter, and the structure of molecules. In addition, students look at the quantitative relationships in chemistry. They learn about the “mole” and its importance in chemistry, how to write and balance chemical equations, and how to predict quantities based on a balanced equation. Finally students explore chemical reaction in a general sense and then apply their knowledge to specific reactions.
<u>FUNDAMENTALS OF SCIENCE</u> (SCI-FUND)	Year Course Grade 11-12 HS-Science <u>PREREQUISITE</u> -Concurrently enrolled in Algebra I, 1B or Geometry NCP	Textbooks – AGS Physical Science Physical Science deals with the forces that shape the world, from the smallest particle to the galaxies of stars that the universe is made of. It also deals with the way forces and energy are used by all of us – in living and moving, in work and play, in sending messages, in storing information and using it to control so many things in the modern world. Students will study each topic through the use of questions, activities and labs along with case studies and projects that enhance the learning experience.
<u>GLOBAL SCIENCE (CP)</u> (SCI-GLOBAL)	Grade 9 Year-long course HS-Science <u>PREREQUISITE</u> -None <u>UC/CSU</u> -Subject g	Textbooks – AGS Earth Science The earth is a dynamic planet where physical forces and life interact to shape our modern globe. In this course, students are introduced to all the science disciplines (life, physical and earth) as they explore our planet. Students closely examine the forces that shape the earth and come to understand the power of plate tectonics, the pervasive role of water on the earth’s surface, the nature of weather and climate, and the role of the sun’s energy. Students explore beyond earth and discover their place in the solar system, Milky Way galaxy and beyond. Students assess the impact of living things, including man, on this fragile planet and give thought to what may lie ahead for us all. Students complete laboratory experiments to reinforce concepts.

Science*30 credits - including biological and physical sciences*

Course	Course Requirements	Description
GLOBAL SCIENCEA/B (Science-Global AB)	Year course Grades 9-12 HS-Science PREREQUISITE None NCP	Textbooks- AGS Earth Science In this non-college preparatory physical science class students are introduced to all the science disciplines (life, physical, and earth) as they explore our planet. Students closely examine the forces that shape the earth and come to understand the power of plate tectonics, the pervasive role of water on the earth's surface, the nature of weather and climate, and the role of the sun's energy. Students explore beyond earth and discover their place in the solar system, Milky Way galaxy and beyond. Students assess the impact of living things, including man, on this fragile planet and give thought to what may lie ahead for all of us.
PHYSICS (CP) (SCI-PHYSIC)	Year Course Grade 10-12 HS-Science or General Elective PREREQUISITE -Completed Algebra II and Chemistry CP UC/CSU -Subject d or g	Textbooks – Conceptual Physics, Saxon Physics Physics is the foundation of all the other sciences because it looks at the "rules" that govern nature. In this course students explore many familiar topics such as motion, heat, sound, electricity, magnetism and light. In addition, students review topics introduced in chemistry and explore new areas involving the very large and the very small. In a real sense, physics ties together all the other sciences and gives students insight into the nature of our universe and an understanding of the forces of change that permeate our lives. Students should have a strong background in algebra.

Technology*One semester (5 credits). Not required for UC/CSU admission*

Course	Course Requirements	Description
OFFICE SOFTWARE (CL-COMPAPP)	Semester Course Grade 9-12 HS -Technology, Practical Skills or General Elective PREREQUISITE -None NCP	Textbook – Microcomputer Applications This course is a graduation requirement to ensure that students are educated in the fundamentals of computer technology. The class includes a survey of computer hardware, the history of computing, computer security and detailed investigations of Windows, Microsoft Word, Excel, PowerPoint, Access, Publisher, FrontPage and Internet Explorer.

Visual and Performing Arts

One year (10 credits): The high school requirement may be met through any combination of 10 credit courses listed in our Visual and Performing Arts Department. For students attending colleges in the UC/CSU system, the requirement is a year-long class in a single emphasis area (e.g., visual arts, instrumental music, drama, choral music). Also required for UC/CSU admission.

Course	Course Requirements	Description
<u>MUSIC APPRECIATION</u> (VPA-MUSAPP)	Semester or Year Course Grades 9-12 HS –Visual and Performing Arts or General Elective <u>PREREQUISITE</u> – None NCP	Textbooks – Music: It’s Role and Importance in our Lives The focus of this course is upon the use and value of music in people's lives. It encourages students to view music in a social context rather than as abstract information to be learned for its own sake. It presents music as a natural and essential ingredient of one's own life and of human life in all cultures. This course was developed for all students, not just those who sing in a chorus or play in a band or orchestra.
<u>ART HISTORY</u> (VPA-ARTHIS)	Year Course Grades 9-12 HS-Visual and Performing Arts or General Elective <u>PREREQUISITE</u> – None NCP	Textbook – The Story of Art With this chronological/historical approach to art, students will understand how historical, political, geographical, social, and religious events shape each culture’s art and make it unique. The traditions of Western Europe are examined along with those of China, Japan, India, Native America, and Africa.
<u>DRAWING AND PAINTING (I/II) (CP)</u> (VPA-DRPT12)	Year Course Grade 9-12 <u>HS</u> -Visual and Performing Arts or General Elective <u>PREREQUISITE</u> -None <u>UC/CSU</u> -Subject f	Textbooks - Exploring Art Media, Drawing on the Right Side of the Brain This yearlong class begins with simple, easy to follow guidelines that will enable students to draw and paint. Instruction covers basic drawing and painting techniques and tools. Students explore more advanced techniques and media. The history of drawing and painting is discussed.
<u>DRAWING AND PAINTING (III/IV) (ADVANCED) (CP)</u> (VPA-ADDP12)	Year Course Grade 10-12 <u>HS</u> -Visual and Performing Arts or General Elective <u>PREREQUISITE</u> -C or Higher in Drawing and Painting (I/II) (CP) <u>UC/CSU</u> -Subjects f or g	Textbooks – Exploring Art Media, Drawing on the Right Side of the Brain Students are introduced to color and design and to the various types of painting media. Students learn about the different types of brushes and painting surfaces. The history of painting in a variety of cultures is explored.