



WISH

ACADEMY HIGH SCHOOL

A 9-12 CHARTER SCHOOL

COURSE DESCRIPTION CATALOG

SY 2026-2027

Courses subject to change



Table of Contents

WISH Graduation/A-G Requirements	3
Required Courses by Grade Level	4
Social Science/History - “A”	5
English - “B”	9
Mathematics - “C”	14
Sciences - “D”	18
World Languages - “E”	22
Visual and Performing Arts - “F”	28
Other College Prep Electives - “G”	35
Pathways	40
Engineering	40
Biomedical Science	42
Social Justice and Civics	43
Visual and Performing Arts	45
Business	45
Other Electives	48



GRADUATION REQUIREMENTS AND A-G REQUIREMENTS

COURSES	WISH HS GRADUATION REQUIREMENTS (Years)	A-G UC/CSU COURSE REQUIREMENTS (Years)
History & Social Science (“A”)	3 years (4 recommended) 1 year World History 1 year US History 1 semester US Govn’t 1 semester Economics	2 years 1 year World History 1 year US History OR 1 semester US History and 1 semester US Govn’t
English (“B”)	4 years	4 years
Mathematics (“C”)	3 years (4 recommended)	3 years (4 recommended) Algebra 1 Geometry Algebra 2
Science (“D”)	2 years Lab Science (3 recommended) 1 year Biological Lab 1 year Physical Lab	2 years Lab Science (3 recommended) UC: 2 courses from Biology, Chemistry, or Physics CSU: 1 Biological & 1 Physical
Language other than English (“E”)	2 years of the same language	2 years of the same language (3-4 recommended)
Visual & Performing Arts (“F”)	1 year	1 year
College Prep Electives (“G”)	1 year	1 year (Advanced elective in: visual/performing arts, history, social science, English, advanced mathematics, laboratory science or language other than English, or other college prep elective)
Pathway Courses	4 years	
Advisory	4 years	
Health	.5 year (1 semester)	
Ethnic Studies	.5 year (1 semester)	



REQUIRED COURSES BY GRADE LEVEL

9th Grade	10th Grade	11th Grade	12th Grade
English 9 (CP/H)	English 10 (CP/H)	English 11 (CP/H/AP)	English 12 (CP/H/AP)
Math (CP/H)	Math (CP/H/AP)	Math (CP/H/AP)	Math (Optional but recommended)
Elective	World History (CP/H)	US History (CP/H/AP)	US Government (1 sem - CP/H/AP) & Economics (1 sem - CP/H/AP)
Biology (CP/H)	Chemistry (CP/H/AP) Or AP Biology	Physics (CP/H/AP) Or Chemistry (CP/H/AP) Or AP Biology	AP Science (Optional)
Language year 1 (CP/H)	Language year 2 (CP/H)	Language year 3 (CP/H) (Optional but recommended)	Language year 4 (CP/H) (Optional but recommended)
1 year Visual/Performing Art			
Pathway year 1	Pathway year 2	Pathway year 3	Pathway year 4
2 Electives	2 Electives	2 Electives	Electives Optional

All students must also complete 1 semester of Health and 1 semester of Ethnic Studies.

CP = College Prep / On-Level H = Honors AP = Advanced Placement

****Note: 9th–11th grade students must be enrolled in 8 courses. 12th graders need to fulfill their graduation requirements.****

SOCIAL SCIENCES / HISTORY - “A”

4010/4005 MODERN WORLD HISTORY

Yearlong course	Grades 10	Notes: Meets UC/CSU “A” Requirement
Prerequisite: None		

By the end of the course, students will have a solid foundation of the problems and success of the late 19th and 20th centuries and how they affect life today in the 21st century. Students will first study the foundations of western political and philosophical thought and how that affected the Enlightenment and modern thinking. Students study the major changes associated with industrialization and the rise of competing economic and political systems (most notably capitalism, socialism, and communism). They trace the causes, course, and consequences of the two world wars and the hosts of conflicts that followed it during the Cold War. Lastly, students then look at the modern world and develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

4003/4006 HONORS MODERN WORLD HISTORY

Yearlong course	Grades 10	Notes: Meets UC/CSU “A” Requirement
Prerequisite: B or higher in English 9		

World History Honors is a year-long course designed to give students a better understanding of the 21st century by looking at the successes and failures of the 19th and 20th centuries. Students will understand the fundamental differences between the western and eastern political thoughts and how this difference in thinking brought the world into conflict over the two centuries in question. Students should note this is a reading and writing intensive course, with daily homework assignments. We will continually focus on the themes of politics, technology, revolution, change, war, nationalism, militarism, and globalization. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

4015/4020 UNITED STATES HISTORY

Yearlong course	Grades 11	Notes: Meets UC/CSU “A” Requirement
Prerequisite: None		

In US History, students study the major turning points in American history in the twentieth century. The course begins with a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, and a continuation of the study of global industrialization from a world history course to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students analyze



the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students examine the major social problems and trace their causes in historical events. Students examine our rights under the U.S. Constitution and the responsibilities of all citizens in maintaining our democratic ideals.

4016/4022 HONORS UNITED STATES HISTORY

Yearlong course	Grades 11	Notes: Meets UC/CSU "A" Requirement
Prerequisite: B or higher in World History		

Honors American History is a Yearlong survey course that gives students the opportunity to explore recurring themes of the American experience from colonial to contemporary times. Students broaden their historical perspectives as they explore ways Americans have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. Students will be expected to learn the basic standards quickly and should be ready to dig deeper into content through our Honors American History Enrichment projects. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

4030/4034 AP UNITED STATES HISTORY

Yearlong course	Grades 11	Notes: Meets UC/CSU "A" Requirement
Prerequisite: B or higher in World History		

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and material of United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. **Students are expected to take the AP exam in May.**

AFRO AM 004 THE AFRICAN-AMERICAN IN THE HISTORY OF THE UNITED STATES I

Spring Semester	Grades 9- 12	Notes: Dual Enrollment through West Los Angeles College; Meets UC/CSU "A" US History Requirement; earns 3 units of college credit; Meets WISH Academy Ethnic Studies requirement
Prerequisite: None		



African-American Studies 4 is a survey of United States history from the early Colonial era to the Reconstruction Period, with special emphasis on the contribution of the African-American to the political, economic and social development of the nation. This course also surveys the U.S. Constitution and California State and local government. (GE Areas - IGETC: 4F; CSU GE: D)

4040 US GOVERNMENT

Semester long course	Grade 12	Notes: Meets UC/CSU "A" requirement
Prerequisite: None		

This semester-long course examines the origins, principles, historical development, and structure of America's Constitutional democracy. In addition, the course will analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of the government. The course will include a comparison of other contemporary governing systems to the rights and responsibilities of US citizens. The class will include an emphasis on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents that grant specific powers to each. This course's primary purpose is to prepare students to be active, informed citizens in order to impact their local communities.

4041 HONORS US GOVERNMENT

Semester long course	Grade 12	Notes: Meets UC/CSU "A" requirement
Prerequisite: B or higher in US History		

This semester-long course examines the origins, principles, historical development, and structure of America's Constitutional democracy. In addition, the course will analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of the government. Students should note this course is reading and writing intensive. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

4050 AP US GOVERNMENT & POLITICS

Yearlong course	Grade 12	Notes: Meets UC/CSU "A" Requirement
Prerequisite: B or higher in US History		

This college-level course is an introduction to the U.S. national government. Students will study government institutions and political processes and examine policy choices. The institutions and policies of the U.S. government



will be considered in light of historical change, constitutional procedures and comparative perspectives. This Yearlong course prepares students for the Advanced Placement Examination in U.S. Government.

4045 ECONOMICS

Semester long course	Grade 12	Notes: Meets UC/CSU “A” requirement
Prerequisite: None		

This course serves as an introductory look into the major themes and concepts of economics. Students will explore the foundations of both microeconomic and macroeconomic principles, such as market structures, scarcity, economic systems, and supply and demand to determine the extent that individuals shape market-wide trends. Emphasis is placed on the U.S. mixed-market system, but students are also given the opportunity to analyze competing economic systems with the desired result being that students are able to best answer the universal economic question – how does a specific nation or individual deal with the economic reality of unlimited wants vs. limited resources?

4046 HONORS ECONOMICS

Semester long course	Grade 12	Notes: Meets UC/CSU “A” requirement
Prerequisite: B or higher in US Government		

A semester-long course upon completion of this course, students will be able to demonstrate the ability to identify and use academic terminology, critical thinking skills, writing standards, and applications of the major concepts of economics, both macro and micro. Through participation in this course, students will participate in an applied theory-based course that serves to introduce students into advanced concepts of both Microeconomics and Macroeconomics. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**



ENGLISH - "B"

1000/1005 ENGLISH 9

Yearlong course	Grade 9	Notes: Meets UC/CSU "B" Requirement
Prerequisite: None		

The purpose of English 9 is to provide in-depth, enriched integrated educational experiences in the language arts supported by the California Common Core Standards for Reading Literature, Reading Informational Texts, Reading Foundation Skills, Writing, Speaking and Listening, and Language. Additionally, students will be able to engage in writing and presentation assignments inclusive of narrative, expository, persuasive, informational and descriptive essays in order to learn and demonstrate proficiency in organization, drafting, editing, revising regarding the essay writing process. Students are encouraged to critically think, ask questions while functioning in a collaborative setting that provides opportunities for practical applications of the course materials.

1003/1004 HONORS ENGLISH 9

Yearlong course	Grade 9	Notes: Meets UC/CSU "B" Requirement
Prerequisite: B or higher in English 8		

The purpose of English 9 is to provide in-depth, enriched integrated educational experiences in the language arts supported by the California Common Core Standards for Reading Literature, Reading Informational Texts, Reading Foundation Skills, Writing, Speaking and Listening, and Language. Additionally, students will be able to engage in writing and presentation assignments inclusive of narrative, expository, persuasive, informational and descriptive essays in order to learn and demonstrate proficiency in organization, drafting, editing, revising regarding the essay writing process. Students are encouraged to critically think, ask questions while functioning in a collaborative setting that provides opportunities for practical applications of the course materials. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

1010/1015 ENGLISH 10

Yearlong course	Grade 10	Notes: Meets UC/CSU "B" Requirement
Prerequisite: English 9		

During this rigorous course, students will focus on literature from various genres. Students will develop an understanding and appreciation of literature and will grow in their abilities to respond to literature based on their own experiences. The writing process will be emphasized by the use of essay, research, and documentation as well as through creative writing. Students will proceed and move through all steps in the writing process. The following items will be refined and reinforced in their writing: research and technology, spelling, grammar, and mechanics.



Descriptive, evaluative, persuasive and informative essays will be developed by the students and creative and analytical thinking will be stressed. This course will be textbook based with a weekly intensive teacher led classroom option. The emphasis will be on students developing an understanding of The Common Core English–Language Arts Standards for High School Grade 10. The students will focus on the following but not limited to: text analysis, reading comprehension, writing strategies, language and vocabulary building, oral communication, research skills, listening and speaking skills, and the conventions of grammar and composition.

1020/1025 HONORS ENGLISH 10

Yearlong course	Grade 10	Notes: Meets UC/CSU “B” Requirement
Prerequisite: B or higher in English 9		

Honors English 10 is a rigorous course designed to prepare students for AP and college level courses, as well as, assessments such as the SAT and ACT. Students will demonstrate and apply their understanding and appreciation of literature as they develop advanced analytical and critical skills. Students will examine the nature of society, its rules, the members’ roles, and individual responsibility. The curriculum will emphasize advanced critical analysis and interpretation leading to pre-writing, drafting, and revising writing assignments. Students will analyze the elements of literature through primary and secondary sources, essays, articles, historical documents, novels, drama, poetry and short stories. Students will effectively apply their understanding of rhetorical devices as they analyze literature and writing. Students will refine writing skills through journaling, discussions, free response, and essays while learning to communicate clearly and credibly in narrative, argumentative and explanatory styles. Students will engage with various media types through which they analyze and synthesize information, discuss, create presentations, and collaborate on projects. Student assessments are designed to prepare them for the content, form, and depth of Common Core Standards, as well as, college-level courses. Each semester has a culminating final project and/or comprehensive written exam that allows students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation with inquiry techniques. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

1030/1035 ENGLISH 11

Yearlong course	Grade 11	Notes: Meets UC/CSU “B” Requirement
Prerequisite: English 10		

During this rigorous course, students will focus on literature from the American experience. Students will develop an understanding and appreciation of American literature and will grow in their abilities to respond to literature based on their own experiences. The writing process will be emphasized by the use of essay, research, and documentation as well as through creative writing. Students will proceed and move through all steps in the writing process. The following items will be refined and reinforced in their writing: research and technology, spelling, grammar, and mechanics. Descriptive, evaluative, persuasive and informative essays will be developed by the students and creative and analytical thinking will be stressed. This course will be textbook based with a weekly



intensive teacher led classroom option. The emphasis will be on students developing an understanding of The Common Core English–Language Arts Standards for High School Grade 11 which is available at <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf> The students will focus on the following but not limited to: text analysis, reading comprehension, writing strategies, language and vocabulary building, oral communication, research skills, listening and speaking skills, and the conventions of grammar and composition.

1031/1036 HONORS ENGLISH 11

Yearlong course	Grade 11	Notes: Meets UC/CSU “B” Requirement
Prerequisite: B or higher in English 10		

During this rigorous course, students will focus on literature from the American experience. Students will develop an understanding and appreciation of American literature and will grow in their abilities to respond to literature based on their own experiences. The writing process will be emphasized by the use of essay, research, and documentation as well as through creative writing. Students will proceed and move through all steps in the writing process. The following items will be refined and reinforced in their writing: research and technology, spelling, grammar, and mechanics. Descriptive, evaluative, persuasive and informative essays will be developed by the students and creative and analytical thinking will be stressed. This course will be textbook based with a weekly intensive teacher led classroom option. The emphasis will be on students developing an understanding of The Common Core English–Language Arts Standards for High School Grade 11 which is available at <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf> The students will focus on the following but not limited to: text analysis, reading comprehension, writing strategies, language and vocabulary building, oral communication, research skills, listening and speaking skills, and the conventions of grammar and composition. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

1040/1045 AP ENGLISH LANGUAGE AND COMPOSITION

Yearlong course	Grade 11	Notes: Meets UC/CSU “B” Requirement
Prerequisite: B or higher in English 10		

This course combines the study of American literature with preparation for the AP Language and Composition Exam. This course encourages students to engage in the rich American experience by reading a variety of classics, ranging from fiction to non-fiction prose spanning the 17th to the 21st century. Instruction will also focus on the craft of writing, examining how devices such as diction, imagery, syntax, organization, and tone, argumentative, and visual appeals convey a writer’s purpose. **Students are expected to take the AP exam in May.**

**1050/1055 ENGLISH 12**

Yearlong course	Grade 12	Notes: Meets UC/CSU “B” Requirement
Prerequisite: English 11		

Learning in English 12 stems from discussion of literary topics and students are encouraged to direct their own learning. Students focus on honing the art of close reading and annotations and are enriched by an exposure to a wide range of literature and texts including fiction, nonfiction, poetry and drama. Students engage regularly in textual analysis in order to draw inferences and subsequently gain deeper understanding of meaning from a text. Students also consider an author’s choice of medium and how that impacts reader experience and understanding. Students will write regularly and will produce persuasive, narrative and expository essays that they will take through a full process of prewriting, drafting, revision and editing so that final products are solid in structure and follow standard conventions of English grammar, spelling and punctuation. Students will engage in research as appropriate and will build skill in using evidence not only to understand topics more fully, but also to convey important information and support an argument. The overarching aim of the course is for students to be well-versed in the academic, professional, practical, and creative use of writing to concretize their college and career readiness.

1051/1056 HONORS ENGLISH 12

Yearlong course	Grade 12	Notes: Meets UC/CSU “B” Requirement
Prerequisite: B or higher in English 11		

Learning in English 12 stems from discussion of literary topics and students are encouraged to direct their own learning. Students focus on honing the art of close reading and annotations and are enriched by an exposure to a wide range of literature and texts including fiction, nonfiction, poetry and drama. Students engage regularly in textual analysis in order to draw inferences and subsequently gain deeper understanding of meaning from a text. Students also consider an author’s choice of medium and how that impacts reader experience and understanding. Students will write regularly and will produce persuasive, narrative and expository essays that they will take through a full process of prewriting, drafting, revision and editing so that final products are solid in structure and follow standard conventions of English grammar, spelling and punctuation. Students will engage in research as appropriate and will build skill in using evidence not only to understand topics more fully, but also to convey important information and support an argument. The overarching aim of the course is for students to be well-versed in the academic, professional, practical, and creative use of writing to concretize their college and career readiness. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

1060/1065 AP ENGLISH LITERATURE AND COMPOSITION

Yearlong course	Grade 12	Notes: Meets UC/CSU “B” Requirement
------------------------	-----------------	--



Prerequisite: B or higher in English 11

This course combines the study of world literature with preparation for the AP Literature Exam. Students will analyze the style and structure of classical works of literature. The course emphasizes literary analysis and response, reading comprehension and word analysis using writing strategies and applications. **Students are expected to take the AP exam in May.**

MATHEMATICS - "C"

2000/2005 ALGEBRA 1

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: None		

Major topics include solving linear equations and inequalities, graphing and writing linear functions, solving systems of linear equations, graphing exponential and quadratic functions, working with sequences, operations with polynomial expressions and factoring, solving quadratic equations, and data analysis and displays. The Algebra 1 course builds foundational skills and conceptual understanding necessary in future math courses.

2003/2004 HONORS ALGEBRA 1

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: B or higher in Math 8		

Major topics include solving linear equations and inequalities, graphing and writing linear functions, solving systems of linear equations, graphing exponential and quadratic functions, working with sequences, operations with polynomial expressions and factoring, solving quadratic equations, and data analysis and displays. The Algebra 1 course builds foundational skills and conceptual understanding necessary in future math courses. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

2010/2015 GEOMETRY

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: Successful completion of Algebra 1		

Major topics include: Basics of Geometry, Reasoning and Proofs, Parallel and Perpendicular lines, Transformations, Congruent Triangles, Relationships in Triangles, Quadrilaterals and other polygons, Similarity, Right Triangles and Trigonometry, Circles, Circumference, Area and Volume, and Probability.

2011/2012 HONORS GEOMETRY

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: B or higher in Algebra 1		

This course is designed to provide a comprehensive look at the study of geometric concepts. Students are challenged to develop critical thinking and creative problem solving skills to meet the Common Core Standards in Geometry and learn geometric concepts emphasizing the study of the basic elements of geometry, proofs, parallel



and perpendicular lines, congruence and relationships in triangles and quadrilaterals, proportions and similarity, right triangles and trigonometry, transformations and symmetry, and measurements of circles. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

2020/2025 ALGEBRA 2

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: Successful completion of Geometry		

Major topics include Linear Functions and Transformations, Quadratic Functions, Quadratic Equations and Complex Numbers, Polynomial Functions, Rational Exponents and Radical Functions, and Exponential and Logarithmic Functions, Rational Expressions and Equations, Sequences and Series, Trigonometric Ratios and Functions, Probability, and Data Analysis and Statistics.

2021/2022 HONORS ALGEBRA 2

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: B or higher in Geometry		

Algebra II will cover topics in a traditional Algebra II course sequence. The State Standards for Mathematical Practice will be embedded throughout the course. The topics covered in Algebra II include analyzing functions (absolute value, quadratic, square root, polynomial, rational, radical, and trigonometric) in various forms, including graphical, equation, table, and written descriptions. Students will be well versed in solving problems, communicating effectively, using technology and other resources, and modeling. All strands of the course will be infused with technology (computers and graphing calculators) to allow the integration of real world data and practical analysis. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

2030/2036 PRECALCULUS/TRIGONOMETRY

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: Successful completion of Algebra 2		

This course is for students who have successfully completed Algebra 2 with a C- or better. This course emphasizes the study of polynomial, rational, exponential, logarithmic, trigonometric, and circular functions (including their graphs, transformations of the graphs, their inverses, and their applications). Radian angle measure will be introduced and used for the majority of the trigonometry lessons. Unit Circle Trigonometry will be fully developed. Verifying Trig Identities and Solving Trig Equations will be covered, and will include the use of Sum and Difference formulas, Double Angle Formulas, Power Reducing Formulas, and Half Angle Formulas. Applications of trigonometry will include solving triangles (both right triangles and oblique triangles using Law of Sines and Law of



Cosines). We will also model physical periodic situations. Problem-solving and critical thinking skills will be used throughout the class.

2038/2039 HONORS PRECALCULUS/TRIGONOMETRY

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: B or higher in Algebra 2		

The Pre-Calculus course combines common core math standards with an emphasis on preparing students to complete (Advanced Placement) calculus the following year. The repertoire of functions is expanded upon to include polynomial, rational, radical, trigonometric functions. The study of right triangle trigonometry expands to include general triangles and extend the work to investigate the reciprocal functions secant, cosecant, and cotangent and their graphs and properties as well as inverse trigonometric functions.

Students extend their work with complex numbers to include a geometric interpretation and connect their understanding of trigonometry and the geometry of the plane to express numbers in polar form. Students begin working with vectors, representing them geometrically and performing operations with them. They connect the notion of vectors to the complex numbers. Students also work with polar coordinates and curves defined parametrically and connect these to their work with trigonometry and complex numbers.

Additionally, students work with more complicated rational functions and graph them. The course topics include college algebra, advanced trigonometry, and analytic geometry. Students experience a thorough analysis of all elementary functions and curve-sketching. Selected discrete mathematics topics including normal probability distributions, non-linear regression, and hypothesis testing are explored. Practice with proofs such as mathematical induction are included. Experience with graphing calculators is incorporated.

The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.

2027/2041 AP PRECALCULUS

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: B or higher in Geometry and Algebra 2		

AP Precalculus is designed for every student who's ready to take precalculus in high school. If you plan to complete Geometry and Algebra 2 (or Integrated Math 3 instead) before your senior year, AP Precalculus is for you. **Students are expected to take the AP exam in May.**

2040/2045 AP CALCULUS AB

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "C" Requirement
-----------------	--------------	-------------------------------------



Prerequisite: B or higher in PreCalculus/Trigonometry

The AP Calculus AB curriculum will follow the guidelines published by the College Board. This is a one-year course that covers the first semester of college level calculus. Students are required to take the Advanced Placement examination in calculus at the end of the year. Major topics include Elementary Functions, Limits and Continuity, Differential Calculus, and Integral Calculus and Applications of Differential and Integral Calculus. **Students are expected to take the AP exam in May.**

2050/2055 AP CALCULUS BC

Yearlong course	Grades 11-12	Notes: Meets UC/CSU "C" Requirement
Prerequisite: B or higher in AP Calculus AB		

The AP Calculus BC curriculum will follow the guidelines published by the College Board. This will be taught as a one-year course that covers the second semester of college level calculus. Students are expected to take the Advanced Placement examination in calculus at the end of the year. Review of topics from AP Calculus AB regarding differential and integral calculus will be included throughout the course. It will also cover the following topics: Euler's Method; Integration by parts; Polynomial Approximations and Series, including series of constants, Taylor series, and Maclaurin series; parametric, polar, and vector-valued functions, and the pertinent calculus related to them; Logistic differential equations. After the AP Exam, a sampling of additional topics will be taught to prepare students for college courses. **Students are expected to take the AP exam in May.**

SCIENCES - “D”

8020/8025 INTRODUCTION TO ENVIRONMENTAL SCIENCE/HORTICULTURE

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “D” Requirement
Prerequisite: None		

The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving and/or preventing them, and to develop and focus their own political perspective. An emphasis will be placed on the role that agriculture plays in all environmental systems.

3020/3025 BIOLOGY

Yearlong course	Grade 9	Notes: Meets UC/CSU “D” Requirement
Prerequisite: None		

This is an NGSS-aligned BiologyScience course in which students engage in inquiry, scientific debate and lab activities to explore biology from a phenomena-based perspective. The course focuses on a few major areas: Ecology, Genetics, Biochemistry, Cell Structure and Division, and Evolution. This course uses inquiry to drive student instruction, focusing on answering essential questions from a variety of sources including publications from scientific journals, educational science articles and popular science as well as the students' own hands-on experiences and data. Throughout each storyline, students are asked to practice making claims, stating evidence, and explaining their reasoning to show how their evidence supports their claim.

3021/3026 HONORS BIOLOGY

Yearlong course	Grade 9	Notes: Meets UC/CSU “D” Requirement
Prerequisite: B or higher in previous science course		

This is an NGSS-aligned BiologyScience course in which students engage in inquiry, scientific debate and lab activities to explore biology from a phenomena-based perspective. The course focuses on a few major areas: Ecology, Genetics, Biochemistry, Cell Structure and Division, and Evolution. This course uses inquiry to drive student instruction, focusing on answering essential questions from a variety of sources including publications from scientific journals, educational science articles and popular science as well as the students' own hands-on experiences and data. Throughout each storyline, students are asked to practice making claims, stating evidence, and explaining their reasoning to show how their evidence supports their claim. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

**3070/3075 AP BIOLOGY**

Yearlong course	Grade 10-12	Notes: Meets UC/CSU "D" Requirement
Prerequisite: B+ or higher in Biology and a weighted cumulative GPA of 3.5 or higher		

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. **Students are expected to take the AP exam in May.**

3010/3015 CHEMISTRY

Yearlong course	Grade 10-12	Notes: Meets UC/CSU "D" Requirement
Prerequisite: None		

This course is designed to be a laboratory-based chemistry course. The goal of this course is to adequately prepare students for entry into a college-level chemistry class. In this course, students will learn and use scientific skills to study the nature of chemistry as an experimental science. It will cover topics of Atomic Structure, Chemical Bonding & Molecular Geometry, Chemical Reactions and Equations, Stoichiometry, Properties of Gases, Solutions, Acids-Base Chemistry, Reaction Rates, Equilibrium, Nuclear Processes, and Organic Chemistry. This course uses hands-on experiments to instill analytical, scientific thinking and to promote laboratory skills while anchoring students' knowledge in their experience of the world around them. By working through the evidence and logic that past scientists used to make the discoveries that shape our current understanding of chemistry, students will learn how scientists think, work, share their discoveries, and develop evidence-based, critical thinking skills that will be essential in college-level science courses.

3011/3016 HONORS CHEMISTRY

Yearlong course	Grade 10-12	Notes: Meets UC/CSU "D" Requirement
Prerequisite: B or higher in Biology		

This course is designed to be a laboratory-based chemistry course. The goal of this course is to adequately prepare students for entry into a college-level chemistry class. In this course, students will learn and use scientific skills to study the nature of chemistry as an experimental science. It will cover topics of Atomic Structure, Chemical Bonding & Molecular Geometry, Chemical Reactions and Equations, Stoichiometry, Properties of Gases, Solutions, Acids-Base Chemistry, Reaction Rates, Equilibrium, Nuclear Processes, and Organic Chemistry. This course uses hands-on experiments to instill analytical, scientific thinking and to promote laboratory skills while anchoring students' knowledge in their experience of the world around them. By working through the evidence and logic that past scientists used to make the discoveries that shape our current understanding of chemistry, students will learn how scientists think, work, share their discoveries, and develop evidence-based, critical thinking skills that will be essential in college-level science courses. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts**



taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.

3055/3060 AP CHEMISTRY

Yearlong course	Grade 10-12	Notes: Meets UC/CSU "D" Requirement
Prerequisite: Successful completion of Biology with a B or higher Prerequisite/Corequisite: Successful completion of Algebra 2 or concurrently taking Algebra 2		

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

3000/3005 CONCEPTUAL PHYSICS

Yearlong course	Grade 11-12	Notes: Meets UC/CSU "D" Requirement
Prerequisite: Successful completion of Algebra 1.		

Conceptual Physics is a Next Generation State Standards based study of fundamental physics concepts, such as measurement, calculation, and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, collisions and impulse, heat and thermodynamics, waves, and electromagnetic phenomena. Emphasis is placed on conceptual understanding, the formation of mental models and the utilization of mathematical, analytical, data acquisition, graphical, and communication skills, as well as interdisciplinary approaches to discovery.

3004/3006 HONORS CONCEPTUAL PHYSICS

Yearlong course	Grade 11-12	Notes: Meets UC/CSU "D" Requirement
Prerequisite: B or higher in Chemistry or Honors Chemistry and successful completion of Algebra 1.		

Conceptual Physics is a Next Generation State Standards based study of fundamental physics concepts, such as measurement, calculation, and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, collisions and impulse, heat and thermodynamics, waves, and electromagnetic phenomena. Emphasis is placed on conceptual understanding, the formation of mental models and the utilization of mathematical, analytical, data acquisition, graphical, and communication skills, as well as interdisciplinary approaches to discovery. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the**



point of the exam, and some additional content not taught within the context of the regular class will also be Tested.

3045/3050 AP PHYSICS 1: ALGEBRA-BASED

Yearlong course	Grade 9-12	Notes: Meets UC/CSU “D” Requirement
Prerequisite: Successful completion of Algebra 1 and Geometry. Prerequisite/Corequisite: Previous completion or concurrent enrollment in Algebra 2.		

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, rotational motion and fluids.

WORLD LANGUAGES - “E”

5100/5105 AMERICAN SIGN LANGUAGE 1

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “E” Requirement
Prerequisite: None		

American Sign Language I is a beginning foreign language course offered in the high school setting. This course offers students the beginning foundation for American Sign Language skill acquisition to include: fingerspelling, numbers, basic signs, non-manual signals, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers.

5101/5106 HONORS AMERICAN SIGN LANGUAGE 1

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “E” Requirement
Prerequisite: None		

American Sign Language I is a beginning foreign language course offered in the high school setting. This course offers students the beginning foundation for American Sign Language skill acquisition to include: fingerspelling, numbers, basic signs, non-manual signals, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

5110/5115 AMERICAN SIGN LANGUAGE 2

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “E” Requirement
Prerequisite: Successful completion of American Sign Language 1		

American Sign Language 2 is a continuation of the basic study of the language and culture acquired in ASL 1. At this level, emphasis will be on ASL grammar including facial expression, body language and introduction to conversational regulators. Students will attend one deaf event per semester, will be assigned reports, and project emphasizing appreciation of Deaf culture.

**5111/5116 HONORS AMERICAN SIGN LANGUAGE 2**

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: B or higher in American Sign Language 1		

American Sign Language 2 is a continuation of the basic study of the language and culture acquired in ASL 1. At this level, emphasis will be on ASL grammar including facial expression, body language and introduction to conversational regulators. Students will attend one deaf event per semester, will be assigned reports, and project emphasizing appreciation of Deaf culture. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

5120/5125 AMERICAN SIGN LANGUAGE 3

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: Successful completion of American Sign Language 2		

The 3rd year of American Sign Language (ASL) is an advanced conversational class that fulfills a third year as a foreign language requirement. The year-long course focuses on different language skills such as building narrative skills, moving from an informal to a more formal presentation, developing conversational skills used in everyday discussion, develop language skills needed to explain ideas, concepts, or illustrate how things work and exist, and develop skills to translate written text into ASL (Mikos, Smith, Lentz).

5121/5126 HONORS AMERICAN SIGN LANGUAGE 3

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: B or higher in American Sign Language 2		

The 3rd year of American Sign Language (ASL) is an advanced conversational class that fulfills a third year as a foreign language requirement. The year-long course focuses on different language skills such as building narrative skills, moving from an informal to a more formal presentation, developing conversational skills used in everyday discussion, develop language skills needed to explain ideas, concepts, or illustrate how things work and exist, and develop skills to translate written text into ASL (Mikos, Smith, Lentz). **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

**5130/5135 AMERICAN SIGN LANGUAGE 4**

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: Successful completion of American Sign Language 3		

American Sign Language 4 is the fourth and final year in the American Sign Language course sequence. The course builds upon the receptive and expressive skills taught in ASL 1,2 and 3. This course will further develop student's abilities to build their knowledge on all materials learned previously such as role shifting, signer's perspective, classifiers, storytelling, vocabulary grammar and finger spelling. It will further develop student's abilities to perform short narratives with competence, self-generated short stories, narratives, convey emotions using facial expressions; compare and contrast various aspects of Deaf Culture and how technology is used within the Deaf Community. The course increases and strengthens student's fluency and accuracy in finger spelling and grammatical features of American Sign Language. Furthermore, the course will give students a deeper understanding of the history, values and social norms of the Deaf Community in the United States and provides opportunities for interaction within the Deaf Community. Upon completion of this course, the students will demonstrate increasing fluency and control of vocabulary and sharpen student skills in areas of conversation, explaining a complex idea and storytelling.

5131/5136 HONORS AMERICAN SIGN LANGUAGE 4

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: B or higher in American Sign Language 3		

American Sign Language 4 is the fourth and final year in the American Sign Language course sequence. The course builds upon the receptive and expressive skills taught in ASL 1,2 and 3. This course will further develop student's abilities to build their knowledge on all materials learned previously such as role shifting, signer's perspective, classifiers, storytelling, vocabulary grammar and finger spelling. It will further develop student's abilities to perform short narratives with competence, self-generated short stories, narratives, convey emotions using facial expressions; compare and contrast various aspects of Deaf Culture and how technology is used within the Deaf Community. The course increases and strengthens student's fluency and accuracy in finger spelling and grammatical features of American Sign Language. Furthermore, the course will give students a deeper understanding of the history, values and social norms of the Deaf Community in the United States and provides opportunities for interaction within the Deaf Community. Upon completion of this course, the students will demonstrate increasing fluency and control of vocabulary and sharpen student skills in areas of conversation, explaining a complex idea and storytelling. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

5000/5005 SPANISH 1

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
-----------------	-------------	-------------------------------------



Prerequisite: None

This course provides students with communicative experiences in the target language necessary to gain and give basic information for personal and social purposes in various contextual settings. The course offers students without previous Spanish experience the opportunity to study basic principles for learning to speak, read, and write the Spanish language.

5001/5007 HONORS SPANISH 1

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: None		

This course provides students with communicative experiences in the target language necessary to gain and give basic information for personal and social purposes in various contextual settings. The course offers students without previous Spanish experience the opportunity to study basic principles for learning to speak, read, and write the Spanish language. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

5020/5025 SPANISH 2

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: Successful completion of Spanish 1		

This course continues to build on the basic principles of the Spanish language presented in Spanish 1. The language used is authentic and current, reflecting the language spoken and read in Spanish speaking society. The course provides students with communicative experiences in the target language to express opinions, narrate events in the past and present, and engage in commerce and other daily transactions in Spanish.

5021/5027 HONORS SPANISH 2

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: B or higher in Spanish 1		

This course continues to build on the basic principles of the Spanish language presented in Spanish 1. The language used is authentic and current, reflecting the language spoken and read in Spanish speaking society. The course provides students with communicative experiences in the target language to express opinions, narrate events in the past and present, and engage in commerce and other daily transactions in Spanish. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental.**



This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.

5030/5035 SPANISH 3

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: Successful completion of Spanish 2		

This intermediate course emphasizes the study of the essentials of Spanish grammar and the fundamentals of formal Spanish composition. Through oral and written practice, students expand their Spanish vocabulary and use of idiomatic expressions. Students practice presentational speaking as well as analysis of authentic Spanish-language texts and audio sources. A large portion of the class will be conducted in Spanish.

5031/5036 HONORS SPANISH 3

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: B or higher in Spanish 2		

This intermediate course emphasizes the study of the essentials of Spanish grammar and the fundamentals of formal Spanish composition. Through oral and written practice, students expand their Spanish vocabulary and use of idiomatic expressions. Students practice presentational speaking as well as analysis of authentic Spanish-language texts and audio sources. A large portion of the class will be conducted in Spanish. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

5040/5045 SPANISH 4

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: Successful completion of Spanish 3		

Teachers and students at this level only speak Spanish. The course emphasizes speaking fluency and vocabulary extension. Grammar is used more as a source to pinpoint weaknesses and errors than as a consecutive study. Short stories, novels, newspapers, poetry and other sources that reflect the greatness of Spanish Literature are studied and read. Oral discussion in Spanish is conducted on an individual, small group, and large group basis.

**5041/5046 HONORS SPANISH 4**

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "E" Requirement
Prerequisite: B or higher in Spanish 3		

Teachers and students at this level only speak Spanish. The course emphasizes speaking fluency and vocabulary extension. Grammar is used more as a source to pinpoint weaknesses and errors than as a consecutive study. Short stories, novels, newspapers, poetry and other sources that reflect the greatness of Spanish Literature are studied and read. Oral discussion in Spanish is conducted on an individual, small group, and large group basis. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

VISUAL AND PERFORMING ART - “F”

All Visual and Performing Arts courses can be pathway or elective courses.

6100/6105 INTRO TO THEATRE

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “F” Requirement; Visual/Performing Arts Pathway - Year 1
Prerequisite: None		

The purpose of Intro to Theater is to introduce students to the dramatic arts and stagecraft. Each student will develop skills in performance, playwriting, theater design (set, lighting, costume, sound, and make-up), and theater management through lectures, reading textbooks and scripts, creating student-written plays, and rehearsals. Students will take part in theater appreciation discussions and will become aware of the social and historical contributions of the profession. Through study and practice, students will develop an understanding for which elements make up an enthralling and effective performance. Theater 1 is designed as a performance-based course that will prepare students for upper level theatrical coursework.

6101/6102 HONORS INTRO TO THEATRE

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “F” Requirement; Visual/Performing Arts Pathway - Year 1
Prerequisite: None		

The purpose of Intro to Theater is to introduce students to the dramatic arts and stagecraft. Each student will develop skills in performance, playwriting, theater design (set, lighting, costume, sound, and make-up), and theater management through lectures, reading textbooks and scripts, creating student-written plays, and rehearsals. Students will take part in theater appreciation discussions and will become aware of the social and historical contributions of the profession. Through study and practice, students will develop an understanding for which elements make up an enthralling and effective performance. Theater 1 is designed as a performance-based course that will prepare students for upper level theatrical coursework. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

6345/6350 ACTING FOR THE CAMERA

Yearlong course	Grade 10-12	Notes: Meets UC/CSU “F” Requirement; Visual/Performing Arts Pathway - Year 2
Prerequisite: Successful completion of Intro to Theatre		



Students will approach the dramatic arts through acting, directing, playwriting, and critique. Throughout the course students will explore the theatrical process, gaining the creative confidence necessary to independently devise, rehearse, and present works of theater. Course content will require students to analyze and respond to theatrical works from diverse historical and cultural contexts. The course will particularly focus on 1) sharpening acting skills through the study of various theatrical styles and acting techniques, and 2) refining the collaborative and communicative tools used among theater artists to authentically and confidently realize artistic expression through theatrical performance. Students will utilize monologues from plays, scenes from stage and screen, and group devising projects to investigate dramatic structure, aesthetic value, and theatrical technique. Students will learn to improvise and authentically reflect on their work. They will also investigate the possibilities of various kinds of work in the professional theater, both on and off stage.

6346/6347 HONORS ACTING FOR THE CAMERA

Yearlong course	Grade 10-12	Notes: Meets UC/CSU "F" Requirement; Visual/Performing Arts Pathway - Year 2
Prerequisite: B or higher in Intro to Theatre		

Students will approach the dramatic arts through acting, directing, playwriting, and critique. Throughout the course students will explore the theatrical process, gaining the creative confidence necessary to independently devise, rehearse, and present works of theatre. Course content will require students to analyze and respond to theatrical works from diverse historical and cultural contexts. The course will particularly focus on 1) sharpening acting skills through the study of various theatrical styles and acting techniques, and 2) refining the collaborative and communicative tools used among theatre artists to authentically and confidently realize artistic expression through theatrical performance. Students will utilize monologues from plays, scenes from stage and screen, and group devising projects to investigate dramatic structure, aesthetic value, and theatrical technique. Students will learn to improvise and authentically reflect on their work. They will also investigate the possibilities of various kinds of work in the professional theatre, both on and off stage. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

6110/6115 MUSICAL THEATRE

Yearlong course	Grades 11-12	Notes: Meets UC/CSU "F" Requirement; Visual/Performing Arts Pathway - Years 3/4
Prerequisite: Successful completion of Acting for the Camera		

This course offers an in-depth exploration of musical theatre performance, combining acting, singing, and movement. Students will develop vocal technique, character interpretation, stage presence, and ensemble skills through the study and performance of scenes and songs from a variety of musical theatre styles and periods. Emphasis is placed on storytelling, audition preparation, and collaborative rehearsal processes. Students will also



examine the historical and cultural impact of musical theatre while building confidence and professionalism as performers. The course culminates in a public performance or showcase.

6111/6112 HONORS MUSICAL THEATRE

Yearlong course	Grades 11-12	Notes: Meets UC/CSU "F" Requirement; Visual/Performing Arts Pathway - Years 3/4
Prerequisite: Successful completion of Honors Acting for the Camera with a B or higher		

This course offers an in-depth exploration of musical theatre performance, combining acting, singing, and movement. Students will develop vocal technique, character interpretation, stage presence, and ensemble skills through the study and performance of scenes and songs from a variety of musical theatre styles and periods. Emphasis is placed on storytelling, audition preparation, and collaborative rehearsal processes. Students will also examine the historical and cultural impact of musical theatre while building confidence and professionalism as performers. The course culminates in a public performance or showcase. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

8134/8135 ENSEMBLE DANCE

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: None		

This course explores the expressive power of the human body as a storytelling instrument in theatre. Students will develop physical awareness, control, and creativity through exercises in mime, gesture, character movement, stage combat, ensemble work, and physical storytelling techniques. Influences may include styles such as Commedia dell'Arte, clowning, mask work, and viewpoints. Emphasis is placed on nonverbal communication, spatial relationships, and the connection between movement and emotion. Through improvisation, choreography, and devised pieces, students will create original work and deepen their understanding of how movement enhances dramatic performance. This course is open to all students interested in acting, dance, or physical expression—no prior experience required.

8250/8255 INTRODUCTION TO PERFORMING ARTS

Yearlong course	Grades 9-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
Prerequisite: None		



This course introduces students to the fundamentals of performance across music, theater, and dance. Emphasis is on stagecraft, improvisation, collaboration, and building confidence through performance experiences. Fulfills Career & Technical Education (CTE) requirement.

7058/7059 BEGINNING GUITAR

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: None		

Beginning Guitar is a course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities.

7102/7103 HONORS BEGINNING GUITAR

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: None		

Beginning Guitar is a course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

7073/7074 ADVANCED GUITAR

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: B or higher in Beginning Guitar		

Advanced Guitar is a course open to students in grades 9-12. Students will learn advanced comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities.

**7104/7105 HONORS ADVANCED GUITAR**

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: B or higher in Beginning Guitar		

Advanced Guitar is a course open to students in grades 9-12. Students will learn advanced comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

8050/8055 CONTEMPORARY MUSIC ENSEMBLE

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: Audition and prior experience playing a musical instrument or singing for a minimum of 2 years.		

This ensemble is designed for skilled musicians ready to perform contemporary, rock, pop, and jazz repertoire at a high level. Students will refine technical skills, ensemble performance, improvisation, and stage presence. Audition required.

8051/8056 HONORS CONTEMPORARY MUSIC ENSEMBLE (ADVANCED BAND)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: Audition and prior experience playing a musical instrument or singing for a minimum of 2 years.		

This ensemble is designed for skilled musicians ready to perform contemporary, rock, pop, and jazz repertoire at a high level. Students will refine technical skills, ensemble performance, improvisation, and stage presence. Audition required. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

8220/8225 BEAT MAKING & MUSIC PRODUCTION

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
-----------------	-------------	-------------------------------------



Prerequisite: None

Explore the creative process of modern music production. Students learn digital audio workstations, sequencing, sampling, and beat making techniques to create original music, while gaining hands-on studio experience.

7050/7051 INSTRUMENTAL PERFORMANCE

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: None		

Focused on individual growth, students strengthen technique, tone, and expression on their chosen instrument. Emphasis is on solo repertoire, ensemble playing, and performance skills, preparing students for concerts, competitions, and auditions.

8121/8125 AP MUSIC THEORY

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: None		

In this course, students will learn to recognize, understand, and describe the basic materials and processes of music and develop skills by listening to, reading, writing, and performing a wide variety of music. **Students are expected to take the AP exam in May.**

8259/8260 FINE ARTS 1

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: None		

An introductory course designed to explore the foundations of visual art. Students will develop basic skills in drawing, painting, and design while learning about the elements and principles of art. Emphasis is placed on creativity, experimentation, and building confidence through a variety of media and techniques.

8261/8262 FINE ARTS 2

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: Fine Arts 1 or successful completion of prior art course		



An intermediate course that builds on foundational skills with a deeper focus on technique, composition, and personal expression. Students will expand their experience with diverse media, refine their artistic processes, and begin to develop a more individual style while studying historical and contemporary art influences.

8263/8264 FINE ARTS 3

Yearlong course	Grades 11-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: Fine Arts 2 or successful completion of prior art course		

An advanced course emphasizing independent work, conceptual development, and portfolio creation. Students will explore complex themes, experiment with advanced techniques, and produce a cohesive body of work. The course encourages critical thinking, self-reflection, and preparation for further study or careers in the visual arts.

ART 201 DRAWING I

Fall Semester Hybrid - In person & online	Grades 9- 12	Notes: Dual Enrollment through West Los Angeles College Meets UC/CSU "F" US Visual/Performing Art Requirement; earns 4 units of college credit
Prerequisite: None		

This course will teach beginning drawing techniques. Students learn to draw the world around them while developing their personal expressive visions. Various media including pencil, ink and charcoal are used. Students are expected to complete an additional 2 hours per week of studio homework and develop the discipline of working in a sketch book on a daily basis. (GE Areas - CSU GE: C1)

GAD 102 GAME ART AND DESIGN

Spring Semester Hybrid - In person & online	Grades 9- 12	Notes: Dual Enrollment through West Los Angeles College Meets CSU "F" US Visual/Performing Art Requirement; earns 3 units of college credit for CSU only
Prerequisite: None		

GAD 102 Concept Design and Visual Development (3) CSU Students develop foundation skills for illustration and concept design by creating characters, props, and environments as used in the video game and animation industries. There will be a focus on creating thumbnail and final illustrations, composition, value studies, perspective and digital painting techniques for a concept design workflow.

**8251/8256 INTRODUCTION TO VISUAL ARTS**

Year long course	Grades 9-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
Prerequisite: None		

This course explores visual arts within the arts and entertainment industries. Students will develop skills in drawing, painting, digital media, and design while exploring creative careers. No experience required—just a passion for art!

8210/8215 DIGITAL MEDIA

Year long course	Grades 9-12	Notes: Meets UC/CSU "F" Requirement
Prerequisite: None		

This foundation class will cover basic professional usage of a Camera plus software: [Adobe Photoshop](#) and [Adobe Illustrator](#).

- Fundamentals of Composition, Lighting, Color Theory, more intermediate skills (i.e. Double Exposure)
- Fashion Photography
- Product Advertisement Photography
- Movie Poster making with Graphic Design
- Product Advertisement/Marketing with Graphic Design (food packaging)

Student Teams will collaborate closely with the Intro to Filmmaking class.

ART 201 DRAWING I

Fall Semester Hybrid - In person & online	Grades 10- 12	Notes: Dual Enrollment through West Los Angeles College Meets UC/CSU "F" US Visual/Performing Art Requirement; earns 4 units of college credit
Prerequisite: B or higher in previous English or Art course		

This course will teach beginning drawing techniques. Students learn to draw the world around them while developing their personal expressive visions. Various media including pencil, ink and charcoal are used. Students are expected to complete an additional 2 hours per week of studio homework and develop the discipline of working in a sketch book on a daily basis. (GE Areas - CSU GE: C1)

7048/7056 ANIMATION

Year long course	Grades 9-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
-------------------------	--------------------	--



Prerequisite: None

Viewing Animated Films for Analysis and Discussion.

- History of Animation and Tools of the Trade
- The Animation production pipeline
- Various jobs/skills needed on a production crew

Hands-on experimentation to bring objects to life.

12 fundamental Principles of limited-to-fluid moving animation. Various art mediums will be experimented with:

- pencil sketch/test
- Large-Body-Movement stop-motion
- clay
- dry erase
- sand
- chalk
- digital/computer

Small student group/team **final** will be to create a segment from The Simpsons Couch Gag.

**This is a prerequisite class for next year's Advanced Animation.*

7048/7056 ADVANCED ANIMATION

Year long course	Grades 10-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
Prerequisite: Successful completion of Introduction to Animation		

This course provides advanced instruction on the fundamental Principles of Animation within the structure of the film and animation pipeline. Topics covered in the course include figure drawing, the Advanced Principles of Animation, Paper, Clay, and Digital/Computer 2D-3D character design and rigging (bones), storyboarding, advanced character animation, and film editing. Students in this course expand upon animation and filmmaking skills in order to make original short films. This course emphasizes the mechanics of movement in animation, animation principles related to physics and weight characteristics, engaging storytelling, visual development, and film creation. The culminating task in this course is a digital portfolio that highlights the artist's most accomplished still and moving work throughout the course. This course will include creating resumes for film festivals, Internships, apprenticeships, and entry level career/job applications.

7121/7126 ANIMATION - CAPSTONE

Year long course	Grades 11-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
------------------	--------------	---

**Prerequisite: Successful completion of Advanced Animation**

This advanced course serves as a culmination of students' animation studies, focusing on refining skills in 2D and 3D animation, storytelling, character design, and visual effects. Students will create a professional-level portfolio or short film, incorporating industry-standard software and techniques. Emphasis is placed on independent projects, collaboration, and career readiness in animation, film, and game design. Designed for students with prior animation experience, this course prepares them for further education or entry into the industry.

8200/8205 FILMMAKING

Year long course	Grades 9-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
-------------------------	--------------------	--

Prerequisite: None

Viewing various Films for Analysis and Discussion.

- History of Filmmaking and Tools of the Trade
- Pre-production - scriptwriting (in script format) & sketch/thumbnailed Storyboarding
- Production - Shooting on camera
- Post Production - Audio/Video editing
- Various jobs/skills needed on a production crew

Student Teams will collaborate closely with the Graphic Design/Marketing class. One whole-class participation film and an individual movie trailer will be the milestone **finals** for this class.

***This is a prerequisite class for next year's Advanced Filmmaking*

7048/7056 ADVANCED FILMMAKING

Year long course	Grades 10-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
-------------------------	---------------------	--

Prerequisite: Successful completion of Introduction to Filmmaking

This course provides advanced instruction on the fundamental Principles of Filmmaking and Episodic "webisode" series storytelling. Topics covered in the course include advanced script writing, script editing, script pitching, storyboarding, advanced character design for pitch packets, advanced animatic and film editing, and marketing/promoting. Students in this course expand upon filmmaking and promotional skills in order to make and market original short films for the festival circuit. This course emphasizes the career pipeline of creating an original Intellectual Property (IP). The culminating task in this course is a digital portfolio that highlights the artistic team's most accomplished and marketable productions throughout the course. This course will include creating resumes for film festivals, Internships, apprenticeships, and entry level career/job applications.



8231/8236 FILMMAKING - CAPSTONE

Year long course	Grades 11-12	Notes: Can count towards UC/CSU "F" Requirement or Career Technical Education (CTE) certificate
Prerequisite: Successful completion of Advanced Filmmaking		

This advanced course is the culmination of students' filmmaking studies, focusing on directing, cinematography, editing, and storytelling. Students will produce professional-quality short films, applying industry-standard techniques and software. Emphasis is placed on independent projects, collaboration, and career readiness in film, television, and digital media. Designed for students with prior filmmaking experience, this course prepares them for further education or entry into the industry.

OTHER COLLEGE PREP ELECTIVES - “G”

9999 ADVISORY

Yearlong course	Grades 9-12	Notes: Required for all students; Meets UC/CSU “G” Requirement
Prerequisite: None		

Advisory is a student-centered course designed to support each student’s academic, personal, and postsecondary growth. In a small, consistent learning community led by an advisor, students engage in goal-setting, progress monitoring, and reflective practices that connect their learning to their interests and future plans. Students will engage in real-world exploration of career, culture, and vocation in a student-interest driven environment. Advisory serves as the hub for building strong relationships, fostering a sense of belonging, and developing essential skills such as self-advocacy, organization, and collaboration. Students also pursue internship opportunities, construct college application materials, curate portfolios, prepare for exhibitions of learning, and receive individualized guidance on college, career, and life readiness.

9015 INTERNSHIP

Yearlong course	Grades 9-12	Notes: Required for all students; Meets UC/CSU “G” Requirement
Prerequisite: None		

This course is designed for students to seek out and secure real-world internship opportunities that match their personal interests, career aspirations, and/or passions. Students engage in hands-on work with community mentors in professional settings, where they develop practical skills, explore career pathways, and apply academic knowledge in meaningful contexts. Through regular reflection, goal-setting, and advisory support, students build essential competencies such as communication, problem-solving, and self-direction, as well as profession specific skills and knowledge. The course emphasizes personalized learning, authentic assessment, and the development of both college and career readiness.

8105/8106 RESPOND. INCLUDE. SUPPORT. EDUCATE. (R.I.S.E)

Yearlong course	Grades 10-11	Notes: Meets UC/CSU “G” Requirement
Prerequisite: None		

In this course, students will learn more about social justice and disability, including current barriers and advocacy movements. Students will develop leadership and advocacy skills while collaboratively developing and running a microenterprise with their peers. Finally, students will reflect on their own leadership and collaboration skills and identify areas for growth to promote long-term success in college, career, and community. Opportunities will be provided to participate in service-learning hours through class projects.



8160 INTRODUCTION TO ETHNIC STUDIES

Fall Semester	Grade 12	Notes: Meets UC/CSU "G" Requirement ; Meets WISH Academy Ethnic Studies graduation requirement
Prerequisite: None		

In this course, students are introduced to the experiences of Black Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other ethnic communities in the United States. Students will examine race, ethnicity, culture, and nationality through a critical lens to better understand systems and power in society. This course is grounded in Critical Race Theory (Stefancic & Delgado, 1995), culturally responsive and sustaining practices (Ladson-Billings, 1994), and social-emotional learning (RULER, 2019) to educate students so they are politically and socially conscious and develop a better understanding of self. Ethnic Studies (Fall) precedes Financial Literacy (Spring).

7040 FINANCIAL LITERACY

Spring Semester	Grades 12	Notes: Meets UC/CSU "G" Requirement
Prerequisite: None		

This course, Financial Literacy, is designed to provide students with an analytical perspective as to how today's organizations operate and to provide an overview of the financial operations of a business. The course attempts to emulate the academic rigor of a college class, while simultaneously studying the basic business principles essential to understanding and navigating the future of business.

Upon completion of this course, students are expected to demonstrate a clear understanding of basic accounting principles, fundamentals of economics, business plan development, financial and career planning, and money management strategies. Students will gain highly marketable skills that will prepare them for postsecondary education, advanced training and/or employment. Students will gain a solid understanding of both business and personal finances. Financial Literacy (Spring) follows Ethnic Studies (Fall).

PSYCH C1000 INTRODUCTORY PSYCHOLOGY

Fall Semester	Grades 9-12	Notes: Dual enrollment through West Los Angeles College; Meets UC/CSU "G" Other College Prep Requirement ; earns 3 units of college credit
Prerequisite: None		

This course presents an overview of the major fields of psychology, including research methods, learning and conditioning, biopsychology, memory, intelligence, health psychology, motivation and emotion, perception, human development, social psychology, personality, psychotherapy, and abnormal psychology. The history of



modern psychology and its roots in philosophy is presented. Particular attention is given to the application of psychological concepts to the problems people find living in contemporary society. (GE Areas - IGETC: 4I; CSU GE: D9). PSYCH C1000 (Fall) precedes SOC 001 (Spring).

SOC 001 INTRODUCTION TO SOCIOLOGY

Spring Semester	Grades 9-12	Notes: Dual enrollment through West Los Angeles College; Meets UC/CSU "G" Other College Prep Requirement ; earns 3 units of college credit
Prerequisite: None		

An introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics typically include the analysis and explanation of social structure, group dynamics, socialization and the self, social stratification, culture and diversity, social change, and global dynamics. Students will learn how to apply sociological ideas to everyday life. (GE Areas - Cal-GETC: 4J) PSYCH C1000 (Fall) precedes SOC 001 (Spring).

HEALTH 011 PRINCIPLES OF HEALTHFUL LIVING

Fall Semester	Grades 9-12	Notes: Dual enrollment through West Los Angeles College; 1 semester of Health is a WISH graduation requirement; Meets UC/CSU "G" Requirement ; earns 3 units of college credit
Prerequisite: None		

This course is recommended for students entering the teaching profession, or in preparation for health care professions such as nursing, medicine, physical therapy, dentistry, and areas in the biological sciences. This course develops health knowledge and values with the goal of promoting a high quality of life for each individual. Areas of focus include nutrition, physical fitness, communicable diseases and other major health problems, consumer and environmental health, human sexuality and family life, mental and emotional health, tobacco, alcohol and drugs, aging, death and dying. (GE Area – CSU GE: E). Health 011 (Fall) precedes Afro Am 004 (Spring).

AFRO AM 004 THE AFRICAN-AMERICAN IN THE HISTORY OF THE UNITED STATES I

Spring Semester	Grades 9- 12	Notes: Dual Enrollment through West Los Angeles College; Meets UC/CSU "A" US History Requirement; earns 3 units of college credit; meets WISH Academy Ethnic Studies requirement
Prerequisite: None		

African-American Studies 4 is a survey of United States history from the early Colonial era to the Reconstruction Period, with special emphasis on the contribution of the African-American to the political, economic and social



development of the nation. This course also surveys the U.S. Constitution and California State and local government. (GE Areas - IGETC: 4F; CSU GE: D). Health 011 (Fall) precedes Afro Am 004 (Spring).

6037/6038 AP COMPUTER SCIENCE PRINCIPLES

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “D” Requirement
Prerequisite: Successful completion of Algebra 1 with a B or higher		

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Students are expected to take the AP exam in May.**

8257/8258 ASTRONOMY

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “G” Requirement
Prerequisite: None. Successful completion of Algebra 1 is recommended.		

The study of the universe, especially in regards to the solar system, stars and current events in space exploration. Special focus will be paid to the results and implications of the Kepler Mission. Special topics will also include the evaluation of the likelihood of extraterrestrial life and the planning and process for development of a Mars colony.

7010/7015 ASSOCIATED STUDENT BODY (ASB)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “G” Requirement
Prerequisite: Teacher approval		

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit, and culture as well as the student’s individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

7063/7090 JOURNALISM/YEARBOOK

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “G” Requirement
------------------------	--------------------	--



Prerequisite: None

Students in Yearbook learn design and page layout basics, feature writing, photography and page layout programs in order to produce the school yearbook.

9060/9065 ACADEMIC DECATHLON

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "G" Requirement
Prerequisite: None		

Academic Decathlon is a rigorous academic competition where students explore a nationally selected annual theme in depth in the subjects of English Literature, Mathematics, Science, Social Science, Economics, Art, and Music. In addition students demonstrate their skills in the areas of Essay, Speech and Interview.

In this course, students will use a variety of collaborative strategies to increase their knowledge and skills in the 10 areas of the Decathlon, all with the goal of participating in and winning medals at the Regional Competition. Students of all abilities and GPAs are welcome and, in fact, are required for team success in the Decathlon.

All students in the course are expected to participate in 2 on-campus public demonstrations of skill (one each semester) and are highly encouraged to compete as a member of the competition team. Competition team members are expected to attend weekly after school practices and fully participate in all competition events, which traditionally occur on Saturdays in January and February.



PATHWAYS

Engineering

6000/6005 ENGINEERING ESSENTIALS (PLTW)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "D" Requirement; Engineering & Biomedical Science Pathway Course - Year 1
Prerequisite: None		

A NEW experience in PLTW Engineering, Engineering Essentials offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession.

6020/6021 HONORS ENGINEERING ESSENTIALS (PLTW)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "D" Requirement; Engineering & Biomedical Science Pathway Course - Year 1
Prerequisite: B or higher in Math 8		

A NEW experience in PLTW Engineering, Engineering Essentials offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

6000/6005 INTRODUCTION TO DESIGN (PLTW)

Yearlong course	Grades 10-12	Notes: Meets UC/CSU "D" Requirement; Engineering & Biomedical Science Pathway Course - Year 2
Prerequisite: Successful completion of Engineering Essentials		

In the first semester, there is a project based curriculum that presents the elements and principles of visual design using the design process established by Project Lead the Way. Projects focus on design factors such as aesthetics,



format, geometric shape & form, perspective drawing, scale, proportion, and presentation techniques. Students begin to use computers as a medium/tool for design of project components such as sketching techniques, orthographic drawing, 3D modeling & rendering. Assignment requirements are based on color, form and aesthetics with emphasis on the stages of the design process and critical thinking skills. Class projects in the second semester include toy design, abstract pattern design, architectural model building, poster and brochure design, and design of various products such as birdfeeders, desktop organizers, and amusement park rides. Design tools will include 3D modeling and other computer software.

6020/6021 HONORS INTRODUCTION TO DESIGN (PLTW)

Yearlong course	Grades 10-12	Notes: Meets UC/CSU “D” Requirement; Engineering Pathway Course - Year 2
Prerequisite: Successful completion of Engineering Essentials with a B or higher		

In the first semester, there is a project based curriculum that presents the elements and principles of visual design using the design process established by Project Lead the Way. Projects focus on design factors such as aesthetics, format, geometric shape & form, perspective drawing, scale, proportion, and presentation techniques. Students begin to use computers as a medium/tool for design of project components such as sketching techniques, orthographic drawing, 3D modeling & rendering. Assignment requirements are based on color, form and aesthetics with emphasis on the stages of the design process and critical thinking skills. Class projects in the second semester include toy design, abstract pattern design, architectural model building, poster and brochure design, and design of various products such as birdfeeders, desktop organizers, and amusement park rides. Design tools will include 3D modeling and other computer software. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

6010/6015 HONORS PRINCIPLES OF ENGINEERING DESIGN

Yearlong course	Grade 11-12	Notes: Meets UC/CSU “D” Requirement; Engineering & BioMedical Science Pathway Course - Year 3
Prerequisite: Successful completion of Engineering Design and Algebra 1 Corequisite: Concurrent enrollment in or successful completion of Algebra 2		

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. In Principles of Engineering (POE) Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics,



including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Biomedical Science

6000/6005 ENGINEERING ESSENTIALS (PLTW)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "D" Requirement; Engineering & Biomedical Science Pathway Course - Year 1
Prerequisite: None		

A NEW experience in PLTW Engineering, Engineering Essentials offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession.

6020/6021 HONORS ENGINEERING ESSENTIALS (PLTW)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU "D" Requirement; Engineering & Biomedical Science Pathway Course - Year 1
Prerequisite: B or higher in Math 8		

A NEW experience in PLTW Engineering, Engineering Essentials offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

**6300/6305 HONORS PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW)**

Yearlong course	Grades 10-12	Notes: Meets UC/CSU “D” Requirement; BioMedical Science Pathway Course - Year 2
Prerequisite: Engineering Essentials		

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

Social Justice and Civics**6200/6205 REEL HISTORY**

Yearlong course	Grades 9-10	Notes: Meets UC/CSU “G” Requirement; Civics/Social Justice Pathway Course
Prerequisite: None		

This class will focus on the study of American History using motion pictures to fuel discussion, understanding, debate, empathy, and care for our past, present, and future. The study of United States History through major motion pictures is a unique and exciting approach that will provide you primary, secondary, and tertiary evidence of different perspectives, stakeholders, people with agency, and those working for equity. Reel American History is a study of selected topics in United States history using film as a main source of information. 20 films will be viewed throughout the course. Each of the films is directly related to some aspect of U.S. history. Before each film we will study the historical background of the events portrayed. After watching the films we will analyze and compare the films to the reality of the historical record. Students will be using Primary Source Documents as a basis of our comparison.

6201/6206 HONORS REEL HISTORY

Yearlong course	Grades 9-10	Notes: Meets UC/CSU “G” Requirement; Civics/Social Justice Pathway Course
Prerequisite: B or higher in English 8 or English 9		

This class will focus on the study of American History using motion pictures to fuel discussion, understanding, debate, empathy, and care for our past, present, and future. The study of United States History through major motion pictures is a unique and exciting approach that will provide you primary, secondary, and tertiary evidence of different perspectives, stakeholders, people with agency, and those working for equity. Reel American History is a study of selected topics in United States history using film as a main source of information. 20 films will be



viewed throughout the course. Each of the films is directly related to some aspect of U.S. history. Before each film we will study the historical background of the events portrayed. After watching the films we will analyze and compare the films to the reality of the historical record. Students will be using Primary Source Documents as a basis of our comparison. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**

6221/6225 CRIMINAL JUSTICE AND LAW

Yearlong course	Grades 11-12	Notes: Meets UC/CSU "G" Requirement
Prerequisite: None		

The Criminal Justice and Law curriculum provides students with an overview of the criminal and juvenile justice systems. Students will learn how and why the criminal justice system functions. Students will explore diverse areas of criminal law, constitutional and civil rights, and how the system functions for adults and juveniles. Students will apply critical thinking and problem solving techniques by researching historical and political causes for legal issues and present on findings to essential questions, work in teams to analyze, reason, negotiate and develop questions for further study. Students will examine how the U.S. legal and corrections systems compare with legal systems, philosophies, and practices of other countries. Students will learn about advocacy and policy by researching how individuals and groups, including young people, can take action to reform our legal system.

6217/6218 HONORS CRIMINAL JUSTICE AND LAW

Yearlong course	Grades 11-12	Notes: Meets UC/CSU "G" Requirement
Prerequisite: B or higher in prior year's Pathway course		

The Criminal Justice and Law curriculum provides students with an overview of the criminal and juvenile justice systems. Students will learn how and why the criminal justice system functions. Students will explore diverse areas of criminal law, constitutional and civil rights, and how the system functions for adults and juveniles. Students will apply critical thinking and problem solving techniques by researching historical and political causes for legal issues and present on findings to essential questions, work in teams to analyze, reason, negotiate and develop questions for further study. Students will examine how the U.S. legal and corrections systems compare with legal systems, philosophies, and practices of other countries. Students will learn about advocacy and policy by researching how individuals and groups, including young people, can take action to reform our legal system. **The honors course will have two honors projects and a cumulative final. Content on the final exam is comprehensive and supplemental. This means that the exams cover all concepts taught in the class up until the point of the exam, and some additional content not taught within the context of the regular class will also be tested.**



Visual and Performing Arts

Please refer back to the [Visual and Performing Arts - “F”](#) section on page 27.

All Visual and Performing Arts courses can count as either a Pathway course or an elective course.

Business

7030/7031 INTRODUCTION TO BUSINESS ENTREPRENEURSHIP

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “G” Requirement , Introductory Business course
Prerequisite: None		

Introduction to Business & Entrepreneurship is a foundational course for grades 9–12 that explores how businesses operate and how entrepreneurs turn ideas into successful ventures. Students learn core concepts in marketing, finance, and management while developing critical thinking, creativity, and problem-solving skills. Through hands-on projects and real-world applications, students gain experience in generating business ideas, understanding customers, and presenting solutions, preparing them for future study or careers in business.

7037/7038 BUSINESS LAW AND INTELLECTUAL PROPERTY

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “G” Requirement
Prerequisite: None		

This course introduces students to the legal principles that govern businesses and protect creative work in today’s economy. Students explore topics such as contracts, consumer protection, employment law, and entrepreneurship, while gaining a strong understanding of intellectual property, including copyrights, trademarks, patents, and trade secrets. Through real-world case studies and practical scenarios, students develop critical thinking, legal reasoning, and ethical decision-making skills, with attention to current issues like digital media, social platforms, and emerging technologies such as artificial intelligence. By the end of the course, students will understand their rights and responsibilities as consumers, creators, and future professionals in a global marketplace.

7032/7033 ENTREPRENEURSHIP LAB (WISH BUSINESS INCUBATOR)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “G” Requirement
Prerequisite: None		



This hands-on, project-based course empowers students to develop, launch, and manage their own business within a collaborative incubator environment. Students work individually or in teams to generate ideas, conduct market research, create business plans, and build real products or services while learning essential concepts such as branding, finance, marketing, and operations. Emphasis is placed on innovation, problem-solving, leadership, and adaptability as students navigate real-world challenges and refine their ventures through feedback and iteration. By the end of the course, students gain practical experience in entrepreneurship, financial literacy, and professional communication, preparing them for future careers, college pathways, or launching their own ventures.

7034/7036 MARKETING LAB (WISH MARKETING INTERNSHIP)

Yearlong course	Grades 9-12	Notes: Meets UC/CSU “G” Requirement
Prerequisite: None		

This hands-on, internship-style course provides students with real-world experience in marketing by supporting school programs, events, and initiatives. Students collaborate as a marketing team to plan and execute campaigns, manage social media, design promotional materials, and analyze audience engagement. Through project-based work, students learn key concepts such as branding, digital marketing, content creation, and market research while developing skills in communication, creativity, and teamwork. Emphasis is placed on professionalism, meeting deadlines, and adapting strategies based on data and feedback. By the end of the course, students build a portfolio of authentic marketing work and gain practical experience applicable to future careers and college pathways.

MGMT 013 SMALL BUSINESS ENTREPRENEURSHIP

Fall Semester	Grades 9-12	Notes: Dual enrollment through West Los Angeles College; Meets CSU “G” Other College Prep Requirement ; earns 3 units of college credit for CSU only; Business concentrator course
Prerequisite: None		

This course discusses the challenges of entrepreneurship, and provides the tools to enhance success. The course provides a detailed treatment of strategic planning for small businesses, an in-depth coverage of creating and managing the business, new sources of small business funding, effective decision making, and hands-on experience for creating a business plan. MGMT 013 (Fall) precedes MARKET 001 (Spring).

MARKET 001 PRINCIPLES OF SELLING

Spring Semester	Grades 9-12	Notes: Dual enrollment through West Los Angeles College; Meets CSU “G” Other College Prep Requirement ; earns 3 units of college credit for CSU only; Business concentrator course
------------------------	--------------------	---

**Prerequisite: None**

This course emphasizes the principles used in persuasive communication. Consumer buying behavior, presentations, and closing sales are covered. The course is designed to help students currently involved in sales, as well as those seeking to improve their communication skills. Sales presentations, video tapes and case studies are used. MGMT 013 (Fall) precedes MARKET 001 (Spring).

BUS 032 BUSINESS COMMUNICATIONS

Fall Semester	Grades 9-12	Notes: Dual enrollment through West Los Angeles College; Meets CSU "G" Other College Prep Requirement ; earns 3 units of college credit for CSU only; Business capstone course
----------------------	--------------------	---

Prerequisite: None

This course covers the principles and techniques of effective business writing which includes the development of the ability to analyze, organize and compose various types of written and oral business communications. Emphasis is placed on writing clear, concise and persuasive letters, memos and reports, and the psychology of business letter composition and communications. BUS 032 (Fall) precedes MARKET 021 (Spring).

MARKET 021 PRINCIPLES OF MARKETING

Spring Semester	Grades 9-12	Notes: Dual enrollment through West Los Angeles College; Meets CSU "G" Other College Prep Requirement ; earns 3 units of college credit for CSU only; Business capstone course
------------------------	--------------------	---

Prerequisite: None

This course provides an intensive study of concepts and strategies on which the field of marketing is based. Emphasis will be on product, distribution, promotion and pricing decisions. Additional topics are sales forecasting, domestic and international markets, personal selling, marketing, legislation and the environmental factors that impact marketing. BUS 032 (Fall) precedes MARKET 021 (Spring).

OTHER ELECTIVES

9010/9000 PHYSICAL EDUCATION

Yearlong course	Grades 9-12	Notes:
Prerequisite: None		

The Physical Education Program is designed to teach students about all aspects of physical fitness. Through classroom instruction and activity assignments, they learn about the importance of fitness to the body, what makes someone fit and how to achieve fitness through training principles. Other topics include nutrition and weight control, fad diets, goal setting and stress reduction. Students will participate in eight different sport activities designed to teach them lifelong skills to maintain health/fitness levels. Ninth graders will also practice for and take the state mandated FITNESSGRAM® test.

1001/1002 READING/WRITING LAB

Yearlong course	Grades 9-12	Notes:
Prerequisite: Recommendation based on Middle School or High School grades		

This intensive course is designed to strengthen scholars' foundational skills in reading comprehension and writing techniques.

9080/9085 BOYS WEIGHTLIFTING

Yearlong course	Grades 9-12	Notes:
Prerequisite: None		

This course introduces students to the fundamentals of strength training, including proper lifting techniques, safety procedures, and workout programming. Students will develop muscular strength, endurance, and flexibility through a variety of weightlifting exercises. Emphasis is placed on goal setting, progression, and the importance of lifelong fitness. Suitable for all experience levels.

9105/9110 GIRLS WEIGHTLIFTING

Yearlong course	Grades 9-12	Notes:
Prerequisite: None		

This course introduces students to the fundamentals of strength training, including proper lifting techniques, safety procedures, and workout programming. Students will develop muscular strength, endurance, and flexibility through a variety of weightlifting exercises. Emphasis is placed on goal setting, progression, and the importance of lifelong fitness. Suitable for all experience levels.



9050/9055 SPORTS CONDITIONING

Yearlong course	Grades 9-12	Notes: Required for student athletes.
Required for student athletes.		

This course enhances athletic performance through strength training, endurance workouts, speed and agility drills, and injury prevention strategies. Students will develop sport-specific fitness, proper exercise techniques, and an understanding of recovery. Active participation, proper attire, and adherence to safety protocols are required.