

# Oceana High School



2019-2020  
Course Catalog

# Table of Contents

[Course Catalog Overview](#)

[High School graduation requirements & “a-g” requirements](#)

[Post Secondary Opportunities](#)

[NCAA Eligibility](#)

[Advanced Placement \(AP\) Classes](#)

[Scheduling Procedures](#)

[Advisory](#)

[Key Program Features](#)

[2019-2020 Tentative Course Offerings](#)

[2019-2020 Course Descriptions](#)

[Humanities](#)

[Humanities 9](#)

[Humanities 10](#)

[Humanities 11](#)

[AP Humanities 11](#)

[Humanities 12](#)

[AP Humanities 12](#)

[Mathematics](#)

[Math Course 1](#)

[Math Course 2 Bridge](#)

[Math Course 2](#)

[Math Course 3 Bridge](#)

[Math Course 3](#)

[Statistics](#)

[Trigonometry/PreCalculus](#)

[AP Calculus AB](#)

[Science](#)

[Physics in the Universe \(Formerly Introduction to Physical Science\\*\)](#)

[The Living Earth \(Formerly Biology\)](#)

[Chemistry of the Earth System \(Formerly Chemistry\)](#)

[Physics CP](#)

[AP Chemistry](#)

[Agriscience/Sustainable Agriculture](#)

[Environmental Science](#)

[Physical Education & Health](#)

[Health](#)

[PE 9](#)

[PE 10](#)

[PE 11-12](#)

[Language other than English](#)

[Spanish 1](#)

[Spanish 2](#)

[Spanish 3](#)

[Spanish 4](#)

[AP Spanish Language & Culture](#)

[Visual & Performing Arts](#)

[Theater Arts I](#)

[Theater Arts II](#)

[Visual Arts I](#)

[Visual Arts II](#)

[English Language Development](#)

[Controversial Issues](#)

[Electives](#)

[Exploring Computer Science](#)

[Film Analysis](#)

[Food & Nutrition](#)

[Journalism & Creative Writing](#)

[Media & Current Issues](#)

[Psychology](#)

[Senior Ex Seminar](#)

[Swimming](#)

[Teacher Assistant/Service Commission](#)

[Dual Enrollment](#)

[Early Childhood Education 212: Child, Family & Community](#)

[Early Childhood Education 210: Early Childhood Principals](#)

# Course Catalog Overview

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The Oceana Course Catalog contains a listing and description of the course and program that is scheduled to be offered for the next school year. It is a tool designed to help students select their courses and build an individualized 4-year plan in accordance with their post secondary goals. Due to master scheduling constraints, student requests, and staffing, there may be courses listed that are not offered next school year.

Each course description contains information about the subject matter covered, appropriate grade levels of students enrolled in the course, and if the course is UC/CSU “a-g” approved. Please pay attention to this information as it will help you select the course that best fit your talents, needs and education plan.

Counselors work with students throughout their time in high school to develop an individual plan to explore educational opportunities and options. They are available to answer questions and guide students through their course selections.

# High School graduation requirements & “a-g” requirements

	<b>Oceana High School Graduation Requirements</b>	<b>California State University Entrance Requirements</b> <i>*MUST PASS CLASSES WITH A “C” OR HIGHER</i>	<b>University of California Entrance Requirements</b> <i>*MUST PASS CLASSES WITH A “C” OR HIGHER</i>
<b>English</b>	<b>4 Years</b>	<b>4 Years</b>	<b>4 Years</b>
<b>Math</b>	<b>3 Years</b>	<b>3 Years</b>	<b>3 Years</b> (4 years recommended)
<b>Science</b>	<b>2 Years</b> 1 biological science 1 physical science	<b>2 Years Lab science</b> 1 biological science 1 physical science	<b>2 Years Lab science</b> (3 years recommended) 1 biological science 1 physical science
<b>Social Studies</b>	<b>4 Years</b> World History, Cultures & Geography U.S. History Government/Econ	<b>2 Years</b> World History & Cultures U.S. History Government	<b>2 Years</b> World History & Cultures U.S. History Government
<b>World Language</b>	<b>1 Year World Language</b> <i>or</i>	<b>2 Consecutive Years</b> (in the same language)	<b>2 Consecutive Years</b> (3 years recommended)
<b>Fine Arts</b>	<b>Fine Arts</b>	<b>1 Year</b>	<b>1 Year</b>
<b>Physical Education</b>	<b>2 Years</b>	No Requirement	No Requirement
<b>Health</b>	<b>1 Semester</b>	No Requirement	No Requirement
<b>Electives</b>	<b>No Specific Requirement</b>	<b>1 Year College Prep electives</b>	<b>1 Year College Prep electives</b>
<b>Community Service</b>	<b>100 Hours (25 hours per year)</b>	Oceana High School students can earn 62.5 credits per year (2.5 elective credits are given for each interim)	
<b>Senior Exhibition</b>	<b>Passing Score</b>		
<b>Total Credits</b>	<b>225 Credits</b>		

# Post Secondary Opportunities

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## **University of California (UC)**

The UC system serves the top 12.5% of high school students in the state of California. There are 9, four-year universities within the system offering a variety of Bachelor of Arts (BA) and Bachelor of Science (BS) degrees. Master and Doctoral postgraduate programs are also available. To qualify for admission as a Freshman, students must earn a high school diploma. Students must follow a college preparatory program and must successfully complete all “a-g” courses with a “C” or better each semester. Students must have a minimum high school grade point average of 3.0 or higher to be eligible for the UC system. GPA requirements and subject requirements may vary depending on major and campus selected.

<https://www.universityofcalifornia.edu/>

## **California State University (CSU)**

The CSU system is designed to accommodate the top 1/3 of all high school graduates in the state. There are 23 CSU campuses throughout the state. The CSU system offers a variety of BA and BS programs. Master degree programs are also available. To qualify for entrance as a Freshman, students must have a high school diploma. Students must follow a college preparatory program and must successfully complete all “a-g” courses with a “C” or better. Students must have a minimum high school grade point average of 2.0 or higher to be eligible for the CSU system. GPA requirements and subject requirements may vary depending on major and campus selected. <https://www2.calstate.edu/>

## **Private Colleges**

There are more than 75 private colleges and universities in California. Entrance requirements for private colleges are similar to those of the University of California or the California State University systems but they may vary. Consult the individual college for specific admission requirements. <https://www.aiccu.edu/>

## **Community Colleges**

One hundred and thirteen college campuses in California are part of the California Community College system. These campuses offer two-year Associate of Arts (AA) or Associate of Science (AS) degrees, certificate programs and training in specific trades and technical field, and transfer programs where classes taken at the community college can be transferred to the University of California, California State University, and other colleges and universities.

<http://californiacommunitycolleges.cccco.edu/Students.aspx>

## **Technical, Trade, and Business Schools**

These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or equivalent.

## **Apprenticeship Programs**

Apprenticeship programs combine classroom instruction with the on-the-job training. Generally, to be eligible for an apprenticeship, students must be at least 18 years of age, have a high school diploma or GED certificate and be able to perform the work of the trade. [www.calapprenticeship.org](http://www.calapprenticeship.org)

## **Military**

Generally, to enlist you must be at least 17 years of age, be a U.S. Citizen or legally reside in the U.S., and possess an immigration and Naturalization Service Alien Registration card, speak English fluently and be a high school graduate.

<https://todaysmilitary.com/>

# NCAA Eligibility

Students interested in playing sports at an NCAA Division I or II college/university must meet the NCAA academic eligibility requirements

- Complete a certain number of high school core courses (defined below)
- Earn a certain minimum grade point average in these core courses
- Earn a certain minimum score on the SAT or ACT
- Graduate from high school

A core course is a high school course that has met certain NCAA academic criteria. Oceana's list of NCAA approved core courses can be found on the [NCAA eligibility center high school portal](#).

Student athletes are encouraged to pursue a rigorous and successful college-preparatory high school transcript. For more information, please review the [NCAA Eligibility Center](#).

## Advanced Placement (AP) Classes

Students may want to take courses during high school that may give college credit or advanced placement or both. This program allows you to take college level courses while still in high school, which helps prepare you for college courses. By taking an AP class, students get to explore a particular subject in depth. AP exams are offered by the College Board in 22 subject areas. They demonstrate your readiness for rigorous academic study in college. Oceana has an open enrollment policy for AP classes. These classes are year long so we ask that students and families evaluate their goals and course load before signing up for AP classes. If a student is struggling in an AP course, students should work with their counselor and teacher to discuss an action plan. More information can be found: [AP students: What it takes](#).

## Scheduling Procedures

### Class changes

Students are expected to remain in courses for the entire duration of the school year. Oceana encourages all students to take the course selection process seriously; however, we do understand mistakes occur.

Students may pick up a petition for a schedule change in the front office from the 1st day of school until the second Friday of the Fall semester. No petitions will be accepted after this date. Class changes are ***not made*** to accommodate teacher preference and/or particular order of classes.

Changes will be made for the following reasons:

- Student is enrolled in a course they already passed

- To correct a computer error (e.g., two classes for same subject or wrong house)
- Senior needing a particular course to graduate
- Different placement recommendation

Requests for schedule changes will be reviewed by counselors and students will be notified about the decision.

## Early Release/Late Start for Seniors

Seniors in good academic standing may drop up to two courses during the spring semester of their Senior Year. This criteria and requirements were approved by Academic Council on December 8th, 2016.

### **Criteria for student eligibility for “late arrival/early release” at the start of the spring semester of students’ senior year:**

- A. Students must have a **2.0 GPA** (TotalGPAWgt).
- B. Students must be at or have surpassed the following graduation requirements:
  - a. Community Service (90% completed)
  - b. Senior Exhibition (met 8am deadline)
- C. Students must not have more than **6** unexcused periods absent OR unexcused tardies.

Note: a full day unexcused absence = 4 unexcused periods

All absences or tardies must be cleared within **24 HOURS**.

*Students must have exemplary attendance no more than 6 unexcused absences or tardies. If students are reported ill for 14 days in a school year, any further illness must be verified by a physician’s note.*

- a. Unexcused absences for zero period count towards the students’ total unexcused absences.
- D. Students must have completed **210 course credits** to drop **one class**.
- E. Students must have completed **215 course credits** to drop **two classes**.
- F. Your parent or guardian agrees that you may drop one or two classes.
- G. Students are not allowed to drop a TA period.

### **Requirements for the implementation of the policy:**

- A. Students cannot drop a class needed for graduation.
- B. Students can only drop Block I or Block III classes.
- C. Students cannot be on campus when they do not have classes scheduled. (Contact VPs with questions).
- D. The Late Arrival/Early Release Contract must be signed by the student, Parent/Guardian and Senior Humanities Teacher *then* turned into to Ms. Wagner by **the first Friday of the Spring semester**.
- E. Students are not dismissed from classes until paperwork is processed and a new schedule is delivered to the student.

## Advisory

Each student is assigned to an advisory, which helps with the personalization process and aids students in planning for post-graduation. All teachers and administrators teach an advisory. Students are generally grouped together with their advisor for two years. Students in the 9th grade are assigned to an advisory within their house, and stay in the same advisory in the 10th grade. 11th graders have a choice to go into a grade level

advisory or one of Oceana's themed advisories. Themed advisories include: Associated Student Body (ASB), Garden, Mock Trial, or Yearbook.

## Key Program Features

- A rigorous curriculum, which includes four years of humanities, 100 hours of community service and a Senior Exhibition required for graduation.
- Humanities is a cross disciplinary course that includes English and Social Studies. It includes a strong commitment to educate students about their role as citizens in a democratic society, about the Universe of Obligation, and the importance of social justice.
- **House Structure in 9th and 10th grade.** Students are placed in a house upon entering Oceana in the 9th grade. Students share a common Humanities and Science teacher and Advisory. Students stay in the same house and advisory with the same teachers for the 10th grade. This allows for a community to be built and for teachers to be able to really get to know and support their students.
- **Senior Exhibition**, which is the capstone graduation assessment that all students in the diploma track must complete. It is a yearlong project where each student researches a chosen essential question. The exhibition requires students to write a minimum of 15 pages, conduct two interviews of experts on their essential question, present their findings in a twenty to thirty minute presentation and to work with a credentialed staff member throughout the entire process.
- Many opportunities to learn beyond the traditional classroom through an **interim week**; community service; interscholastic athletics; and a wide variety of student-led extracurricular activities and clubs.
- A strong system of personalized support for all students' academic success.
- An educational program that teaches students – through project-based learning and authentic assessment – to use their minds well and become lifelong learners.
- An inclusion program that supports all students.

## Certificate Program

Oceana High School's Certificate Program has been designed to meet the needs of students with disabilities which require Individualized Education Plans (IEPs) and specialized classes. This program provides students with a combination of academics, social and independent living skills training, as well as Physical Education (PE). The program goals encourage students to become independent, self-directed learners, who can advocate for themselves in the greater community. The Oceana community welcomes Certificate students to participate fully in the high school experience. Students are encouraged to take part in campus activities including rallies, clubs, popcorn sales, gardening and after school sports. Students also participate in Interim week, Friday Advisory, Special Olympics, and an annual prom. **Please note that students participating in this program receive a Certificate of Completion, rather than a high school diploma.**

### Classes

The academic focus of the Certificate Program at Oceana is to support students academically in three leveled classes. Students are assessed and classes are assigned based on skill level. Students rotate to different classrooms for Advisory, Language Arts/Social Studies, Math/Science, Vocational Education, and other elective classes. The core classes, (Language Arts/Social Studies and Math/Science), are taught by three teachers simultaneously. Vocational Education and elective classes provide support with acquisition of life skills, including work skills and independent living skills. All 9<sup>th</sup> and 10<sup>th</sup> grade students are required to take P.E. as their elective. Additional elective and core academic inclusion opportunities are available for students,

as well, after the required two years of PE credit have been obtained, or as a substitute for the student's Certificate Program science class. This option may be discussed by the IEP team at an IEP team meeting. This program is also supported by an occupational therapist and speech-language pathologist who provide push-in support, as well as small group and individual pull-out support.

The Vocational Education class creates opportunities for the students to better understand their community and explore possible employment opportunities. This class is an integral part of the Certificate Program. The Vocational Education class focuses on establishing social and independent living skills, such as hygiene, cooking, relationship building, community navigation and job interviewing skills. The Vocational Education class focuses on a range of topics including:

- Money management
- Cooking and nutrition
- Self-help/ advocacy
- Personal self-care
- Job preparation
- Social communication
- Social problem solving
- Self-control/emotion management
- Behavioral regulation
- Community navigation

### **Additional Information**

The Certificate Program at Oceana High School has been designed to benefit students by small class size, close supervision by teachers and classroom aides, and opportunities to interact in a safe and supportive environment. In addition to these specialized classes, seeking well supported inclusion opportunities that provide access to the general education environment are at the core of the Certificate Program's mission.. At the end of the high school experience, students receive a Certificate of Completion and some may continue their education through the District's Adult Transition Program for students ages 18-22.

# Oceana High School

## 2019-2020 Tentative Course Offerings

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### **Humanities**

Humanities 9- English  
Humanities 9- Geography  
Humanities 10-English  
Humanities 10- World History  
Humanities 11- English  
Humanities 11- US History  
AP Humanities 11- AP English Literature  
AP Humanities 11- AP US History  
Humanities 12- English  
Humanities 12- Government/Economics  
AP Humanities 12- AP English Language & Composition  
AP Humanities 12- AP Government/Economics

### **Math**

Math Course 1  
Math Course 2 Bridge  
Math Course 2  
Math Course 3 Bridge  
Math Course 3  
Statistics  
Trigonometry/Pre-Calculus  
AP Calculus AB  
Exploratory Math

### **Science**

Physics in the Universe  
The Living Earth  
Chemistry of the Earth Systems  
Physics CP  
AP Chemistry  
Environmental Science  
Agriscience (farming/garden)  
Environmental Science

### **Physical Education/Health**

Health (2 semesters)  
PE 9  
PE 10  
PE 11-12

### **Language Other than English**

Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4  
AP Spanish Language & Culture

### **Visual & Performing Arts**

Visual Arts  
Visual Arts II  
Theater Arts  
Theater Arts II

### **Electives**

Exploring Computer Science  
Film Analysis  
Food & Nutrition  
Journalism & Creative Writing  
Media & Current Issues  
Psychology  
Race & Membership in Society  
Senior Ex Seminar  
Swimming  
Teacher Assistant  
Controversial Issues

### **Dual Enrollment**

Early Childhood Education  
Child, Family & Community/Early Childhood Principles



# 2019-2020 Course Descriptions

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## Humanities

Oceana High School's Humanities program combines the traditional high school subjects of English Language Arts and Social Science into a single subject. Students develop reading and writing skills while studying different novels, autobiographies, short stories, and poetry that are closely tied to different historical events like Indian resistance against British colonization, the struggle of Filipinos during Japanese occupation, the Russian Revolution, the second Red Scare and McCarthyism, the US Civil Rights Movement, and more. Through group projects, individual research, oral presentations, and written work, OHS Humanities challenges our students to make connections to their own lives and help them develop basic tools to begin understanding the world we live in.

### Humanities 9

#### English 9

Grades	Credit
9	5 credits per semester
Meets UC/CSU requirement "b"	

#### Geography

Grades	Credit
9	5 credits per semester

Humanities 9 is the first year in a two-year cross-disciplinary course of World History and Literature that focuses on social justice. Humanities 9 focuses on social justice and examining the political, economic, and cultural causes and consequences of revolutions in modern history. In addition to studying political, economic, and cultural revolutions, students study imperialism and its lasting impacts on the world. Students will engage with a variety of texts (current articles, primary sources, novels, and poetry) to explore these themes and develop their critical reading and writing skills. In addition to these skills, students will focus on developing their presentation skills through major projects in both semesters. Humanities 9 concludes with a Freshmen Exhibition project which includes an oral presentation and paper.

### Humanities 10

#### English 10

Grades	Credit
10	5 credits per semester
Meets UC/CSU requirement "b"	

#### World History

Grades	Credit
10	5 credits per semester
Meets UC/CSU requirement "a"	

Humanities 10 is the second year in a two-year cross-disciplinary course of World History and Literature that focuses on social justice. While Humanities 9 focuses on the causes and consequences of revolution, Humanities 10 focuses on both the causes and consequences of human rights violations and genocide in modern history and people's resistance to oppression. Students will engage with a variety of texts (current articles,

primary sources, novels, and poetry) to explore these themes and develop their critical reading and writing skills. In addition to these skills, students will focus on developing their presentation skills through major projects in both semesters. Humanities 10 concludes with a Sophomore Exhibition project which includes an oral presentation and paper.

## Humanities 11

### English 11

Grades	Credit
11	5 credits per semester
Meets UC/CSU requirement “b”	

### US History

Grades	Credit
11	5 credits per semester
Meets UC/CSU requirement “a”	

Humanities 11 is a cross-disciplinary class of United States History and Literature that investigates the complexities of life in the United States. Students will look at the history and literature from multiple perspectives in order to gain an understanding of the varied experiences of people in the United States. The course is designed for students to make connections to current issues in the U.S.

A large component of the course will focus on writing. Students will write essays, argumentative pieces and a research paper. Students will give several oral presentations throughout the year. The major assessment will be the junior exhibition.

## AP Humanities 11

### AP English Literature

Grades	Credit
11	5 credits per semester
Meets UC/CSU requirement “b”	

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### AP US History

Grades	Credit
11	5 credits per semester
Meets UC/CSU requirement “a”	

This course will survey the history of the United States of America from approximately 1492 to modern times: from the “discovery” and settlement of the New World to the very recent past. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes in American history, to train students to analyze historical evidence, and to develop in students their ability to analyze and express historical understanding in writing. The course is intended to approximate an introductory lecture and discussion seminar typically taken within the first two years of one’s college or university study. AP US History will provide an opportunity to further

develop skills of critical thinking, writing, and expression. In addition, this course seeks to prepare students to successfully complete and pass the AP US History exam.

## Humanities 12

### English 12

Grades	Credit
12	5 credits per semester
Meets UC/CSU requirement “b”	

### Government & Economics

Grades	Credit
12	5 credits per semester
Government meets UC/CSU requirement “a”, Econ meets “g”	

Senior humanities is a cross-disciplinary course that incorporates English, government, civics, and economics into one integrated curriculum.

The Senior Exhibition project comprises a major piece of the senior humanities curriculum, and much of the course is focused on supporting students’ success with the project. Students each choose a project topic based on their own academic interests and study that topic throughout the year while improving their skills around researching, reading, writing, revising, and presenting. The project concludes with Senior Exhibition Day, when all seniors present their findings and celebrate their accomplishments.

While moving through the various components of the Senior Exhibition project, students also delve into a study of economic and the U.S. Government, with a focus on individual rights and social justice. Students study the Constitution in depth and develop tools to act as thoughtful and engaged community members. Senior humanities asks students to use the history and perspectives they have learned throughout the Oceana Humanities program to better understand the context of structures, events, and participation in contemporary U.S. society.

## AP Humanities 12

### [AP English Language & Composition](#)

Grades	Credit
12	5 credits per semester
Meets UC/CSU requirement “b”	

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### AP Government & Economics

Grades	Credit
12	5 credits per semester
AP Government meets UC/CSU requirement “a”, Econ meets “g”	

This course is a detailed study of the United States political system. Topics covered include the processes and institutions that make up our federal government. The goal of this course is to increase political knowledge as well as to prepare students to pass the AP United States Government and Politics exam. Students participate in group and individual

activities and projects to understand the US political system. During the spring semester, this course focuses on macroeconomics and current events. This includes studying the Federal Budget and policy-making in the United States. There is nightly reading for this course.

# Mathematics

## Math Course 1

Grades	Credit
9	5 credits per semester
Meets UC/CSU requirement "c"	

Math Course 1 is an integrated curriculum modeled on the international math pathway and is the first course in the JUHSD's three year college prep math sequence. It is A-G approved and aligned to meet Common Core content standards and mathematical practices. Math Course 1 will primarily focus on five main topics: Number and Quantity, Algebra, Functions, Geometry, and Statistics with probability. In the Algebra units, instructional time will focus on (1) Seeing Structure in Expression, (2) Creating Equations, and (3) Reasoning with Equations and Inequalities. In the Functions units, this course will (1) Interpret Functions, (2) Build Functions, and (3) Compare and Contrast Linear, Quadratic, and Exponential Models. In the Geometry units, the focus will be on (1) Congruence and (2) Expressing Geometric Properties with Equations. In the Statistics and Probability units, the concentration will be on Interpreting Categorical and Quantitative Data.

## Math Course 2 Bridge

Grades	Credit
10	5 credits per semester

This course is designed as a bridge between Course 1 and Course 2 to address content requirements needed to be successful in Course 2. The outcomes are similar to Course 1 with an emphasis on the underlying skills necessary access Course 1 skills and practices. This content may include working with properties of real numbers, solving and graphing linear equations, inequalities and systems of linear equations. Identifying and interpreting linear and non-linear functions. The Geometry units will focus on basic definitions and rigid motion, tools and construction, geometric relationships and properties. In the Statistics and Probability units students will represent data with plots on the real number line and understand mean, median, mode and standard deviation.

## Math Course 2

Grades	Credit
9-10	5 credits per semester
Meets UC/CSU requirement "c"	

Math Course 2 is an integrated curriculum modeled on the international math pathway and is the second course in the JUHSD's three year college prep math sequence. It is A-G approved and aligned to meet Common Core content standards and mathematical practices. Math Course 2 will primarily focus on three main topics: Quadratic functions and equations, Geometry and probability. In the quadratic units, instructional time will focus on (1) Modeling with quadratic functions and 2) solving quadratic equations. The geometry units will cover (1) coordinate geometry (2) Similarity and (3) geometric modeling. The probability unit will leave students with the ability to (1) describe events as subsets of a sample space (2) understand how two events A and B are independent, and (3) calculate conditional probabilities.

### Math Course 3

Grades	Credit
10-12	5 credits per semester
Meets UC/CSU requirement "c"	

Math Course 3 is an integrated curriculum modeled on the international math pathway and is the third course in the JUHSD's three year college prep math sequence. It is A-G approved and aligned to meet Common Core content standards and mathematical practices. Math Course 3 will primarily focus on the following three topics: Trigonometry, Functions and Statistics. Trig units include using right triangle geometry to define sine, cosine and tangent functions and includes graphing/modeling with the resulting functions. Functions units include exploring functions as objects with specific properties as well as methods of solving Rational, exponential and transcendental Functions. Also, quadratic functions are used to model the relationship between two values. The statistics unit addresses making inferences from a random sample, recognizing differences among sample surveys, using data to estimate a population or compare two treatments and calculating and using the mean and standard deviation from a data set. Course three also addresses geometric measurement and dimension.

### Statistics

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement "c"	

This course is an introduction to the study of probability and statistics with a focus on the analysis, interpretation and presentation of data. Students will study and understand the relationship of, and difference between correlation and causality. Mastery of this academic content will provide students with a solid foundation in statistical analysis and facility in processing statistical information.

### Trigonometry/PreCalculus

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement "c"	

Precalculus covers college level Algebra and Trigonometry and is designed to prepare students for the study of Calculus. It focuses on understanding, solving and graphing trigonometric functions, their inverses and identities. Algebra topics include work with exponential and logarithmic functions, sequences and series, vectors, parametric equations, polar coordinates, and the exploration limits.

### AP Calculus AB

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement "c"	

This course is the equivalent to the first semester of a college-level calculus course. Topics include Asymptotic and unbounded behavior, continuity as a property of functions, The derivative at a point and as a function, second derivatives with applications, properties of definite integrals with applications to modeling physical, biological, or economic situations, techniques of antidifferentiation including applications and numerical approximations to definite integrals and finally the Fundamental Theorem of Calculus. Students who successfully complete the course and take the AP exam may receive credit for the first semester of college calculus.

# Science

*Our science department is in discussion with the district office on changes in the science pathway. What is presented below is the proposed pathway, but it is subject to change.*

## [Physics in the Universe](#) (Formerly Introduction to Physical Science\*)

Grades	Credit
9	5 credits per semester
Meets UC/CSU requirement “d”	

Physics in the Universe is broken into six instructional segments, Forces and Motion, Forces at a Distance, Energy Conservation, Nuclear Processes, Waves and Electro-magnetic Radiation, and the origin of the Universe. The Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts will be interwoven into inquiry based labs and lessons that will require critical thinking and group work. In summary this class is a physics class taught through an earth science lens.

## [The Living Earth](#) (Formerly Biology)

Grades	Credit
10	5 credits per semester
Meets UC/CSU requirement “d”	

The Living Earth is broken into six instructional segments, Ecosystem Interactions and Energy, History of the Earth’s Atmosphere:Photosynthesis and Respiration, Evidence of Evolution, Inheritance Traits, Structure, Function, and Growth (from cells to organisms), and Ecosystems Stability and the Response to Climate Change. The Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts will be interwoven into inquiry based labs and lessons that will require critical thinking and group work. In summary this class is a biology class taught through an earth science lens.

## [Chemistry of the Earth System](#) (Formerly Chemistry)

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “d”	
Prerequisite: pass Math Course 2 with a C or better.	

Chemistry of the Earth System is broken into six instructional segments, Combustion, Heat and Energy in the Earth System, Atoms Elements and Molecules, Chemical Reactions, Chemistry of Climate Change, and Dynamics of Chemical Reactions and Ocean Acidification. The Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts will be interwoven into inquiry based labs and lessons that will require critical thinking and group work. In summary this class is a chemistry class taught through an earth science lens.

## Physics CP

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “d”	
Prerequisite: pass Math Course 2 with a C or better.	

**College Prep Physics** is a lab based science course where students learn how the physical world works. College Prep Physics is a hands on course meant to deepen and broaden students understanding of physics with a more mathematical basis. As an example, we will explore amusement park rides like roller coasters and “Orbit” among others and model their

motion. CP Physics goes beyond the topics and concepts of the freshman science course. Topics covered include: Kinematics, Dynamics, Circular Motion and Gravitation, Energy, Momentum, Simple Harmonic Motion, Torque and Rotational Motion, Mechanical Waves and Sound. This course would be useful for students wanting to go into the sciences in college.

With additional coursework, students may choose to take the “AP Physics 1” AP exam. While we will cover the majority of topics, not all required for the exam will be presented.

### [AP Chemistry](#)

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “d” Prerequisite: Pass Chemistry of the Earth System with a C or better, pass Math Course 3 with a C or better	

With the ever-increasing need for innovators, problem finders, and designers of materials, pharmaceuticals, and even new fuels, comes the need for individuals skilled in the science practices and knowledgeable about chemistry. The AP Chemistry course provides students with training for such knowledge and skills through guided inquiry labs, a focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter instead of memorization of rules to understand chemistry. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The goal is that students will take the AP Exam to receive college credit or placement at the student’s college of choice. Students may be able to undertake second-year work in the chemistry sequence at their institution or take courses for which general chemistry is a prerequisite. For other students, this course fulfills the laboratory science requirement and frees time for other courses. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory, so students are encouraged to retain their laboratory notebooks, reports, and other materials. Students who take the AP Chemistry course, designed with this curriculum framework as its foundation will develop a deep understanding of the concepts within the big ideas through the application of the science practices in the required laboratory component of the course. Students must complete a minimum of 16, hands-on lab investigations to support the learning objectives in the curriculum framework. At least six of the lab investigations must be guided inquiry-based labs. The result will be readiness for the study of advanced topics in subsequent college courses — a goal of every AP course. (Source: [College Board](#)) More information: [AP Chemistry Course and Exam Description \(PDF\)](#)

### Agriscience/Sustainable Agriculture

Grades	Credit
11-12	5 credits per semester

This course is about the science of agriculture and includes much more beyond gardening. It is a new course to Oceana and the JUHSD; many schools in California are beginning to develop Agriculture courses; sustainable agricultural practices are a worldwide concern. The Oceana Garden & Nursery, the new garden plots, Pie Ranch and occasionally room 204 will serve as our classroom. Expect some classroom learning experiences to be similar to your previous science courses, most of the time we will be in the field learning about sustainable practices by doing them. Students will need time outside of class to conduct research, collect data and share information across the OHS community. Much of the work will be in small groups requiring research, experiments and formal abstracts/lab write-ups. Students will develop job skills by applying for a team position, writing resumes and interviewing. Once on a team students will select a garden component that they will work on during the Spring Semester to improve, create or maintain a garden component by drawing on Science, Technology, Engineering, Artistic and Mathematical content/skills.

## Environmental Science

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “g”	

A hands on science class that uses ecology, biology, basic chemistry and natural resources to learn about global and local environmental issues. Students will work in a partnership with Golden Gate National Parks Conservancy (GGNPC), and the Park Stewardship Program on the Restoration, Integration, Diversity, Growth, Environment (R.I.D.G.E.) service learning program. Students will attend a minimum of 4 field trips each year to Milagra Ridge/Mori Point participating in habitat restoration, as well as time in the native plant nursery on campus. The students will study local & global ecology, the impact that humans have on environment and how human actions can solve environmental problems.

## Physical Education & Health

### Health

Grades	Credit
9-12	5 credits per semester

This course has been designed under the philosophy and guidance of the Health Framework for California Public Schools. It provides a comprehensive, sequentially planned program to positively influence the knowledge, attitude, skills and behaviors of individuals. This in-depth health and education program includes relevant health information that would lead students to make informed decisions, leading to a health life now and in the future. This course meets the district graduation requirement for Health Education.

### PE 9

Grades	Credit
9	5 credits per semester

The PE program is a Fitness for Life conscious program. It includes motor skills, fitness concepts, as well as personal and social responsibility. Each week the students are tested on cardiovascular conditioning with a timed run. The course changes with each grading period starting with cross-country style running and then down to the track. Units vary throughout the year including racket sports, combatives(self-defense), aquatic unit, and team and individual sports. Physical Fitness testing is done in the Spring semester.

### PE 10

Grades	Credit
10	5 credits per semester

The PE program is a Fitness for Life conscious program. It includes motor skills, fitness concepts, as well as personal and social responsibility. Each week the students are tested on cardiovascular conditioning with a timed run. The course changes with each grading period starting with cross-country style running and then down to the track. Units vary throughout the year including racket sports, combatives(self-defense), aquatic unit, and team and individual sports. Physical Fitness testing is done in the Spring semester. Students are also taught to think more about strategy when playing in games.

## PE 11-12

Grades	Credit
11-12	5 credits per semester

This course is the same as the 10th grade curriculum and is for students who have not completed their PE credits in 9th and 10th grade as well as for students who just wish to remain active.

# Language other than English

## Spanish 1

Grades	Credit
9-12	5 credits per semester
Meets UC/CSU requirement "e"	

This is an introductory Spanish course that satisfies language requirements for high school graduation and college entrance. In this class students explore and learn to express themselves around everyday topics such as school life, extracurricular activities, food, health, plans, family, celebrations and home life. Students will interpret songs, articles, infographics, and short videos in Spanish. They will also practice communication through daily interaction with classmates, and present their Spanish in both written and spoken form. By the end of the course, students will be able to discuss the present and immediate future. Instruction is primarily in Spanish. Active listening and participation are required.

## Spanish 2

Grades	Credit
9-12	5 credits per semester
Meets UC/CSU requirement "e" Prerequisite: Pass Spanish 1 with a C or above or take a placement test.	

This is a second year Spanish course that satisfies language requirements for high school graduation and college entrance. In this class students broaden and continue to develop their ability to express themselves around everyday topics studied in Spanish 1 as well as fashion, errands, giving directions, childhood, recent activities, natural disasters and cinema. Students will interpret songs, short videos, and slightly more sophisticated articles and infographics in Spanish. They will also practice communication through daily interaction with classmates, and present their Spanish in both writing and speaking. By the end of the course, students will be able to discuss the past, present and immediate future. Instruction is primarily in Spanish. Active listening and participation are required.

## Spanish 3

Grades	Credit
9-12	5 credits per semester
Meets UC/CSU requirement "e" Prerequisite: Pass Spanish 2 with a C or above or take a placement test.	

Spanish 3 is an intermediate to advanced Spanish class that satisfies language requirements for high school graduation and college entrance. In this class students start to move beyond the everyday topics of Spanish 1 and 2 to explore more

complicated themes such as the role that folklore plays in modern life, the immigrant experience, the way that propaganda is and is not effective, and the impact of artists from the Spanish speaking world. Students will interpret literature, articles, songs and videos. They will practice communication through daily interaction with classmates, but will also be expected to formulate and defend their opinions in Spanish through classroom debate, fishbowls, and other more formal formats for conversation. Students will write both creative and analytical pieces in Spanish. By the end of the course, students will be able to discuss hypothetical or desired but improbable situations as well as the past, present, and future. Instruction is primarily in Spanish. Active listening and participation are required.

### Spanish 4

Grades	Credit
9-12	5 credits per semester
Meets UC/CSU requirement “e” Prerequisite: Pass Spanish 3 with a C or above or take a placement test.	

Spanish 4 is an advanced Spanish class organized around thematic units guided by essential questions. Students explore challenging academic topics such as societal attitudes towards death, access to education, environmental concerns, cultural definitions of beauty, the world economy, and personal vs. national identities. Students interpret sophisticated articles, literature, podcasts and other audio clips around these themes. Spanish 4 students focus on expanding basic literacy, and write short responses to the materials. All students participate in socratic seminars and regular discussion with classmates. Instruction is entirely in Spanish. Active listening and participation are required.

### AP Spanish Language & Culture

Grades	Credit
10-12	5 credits per semester
Meets UC/CSU requirement “e” Prerequisite: Pass Spanish 4 with a C or above, take a placement test, or in some cases pass Spanish 3 with a C or above.	

Spanish 4 AP is an advanced Spanish class organized around thematic units guided by essential questions. Curriculum is organized on a 2-year rotation of units so that students who take the AP class after taking the Spanish 4 class will not repeat materials used in Spanish 4, even when the classes are concurrently enrolled in the same classroom. Students in the AP strand will receive additional preparation for the AP Spanish Language and Culture exam, and may earn college credit upon passing. Along with their Spanish 4 classmates, students in Spanish 4AP explore challenging academic topics such as societal attitudes towards death, access to education, environmental concerns, cultural definitions of beauty, the world economy, and personal vs. national identities. Students interpret sophisticated articles, literature, podcasts and other audio clips around these themes, some of which they complete independently outside of class. Spanish 4AP students will focus on more academic writing and produce longer, more analytical essays and also present regularly to the class. All students participate in socratic seminars and regular discussion with classmates. Instruction is entirely in Spanish. Active listening and participation are required.

## Visual & Performing Arts

### Theater Arts I

Grades	Credit
11-12	5 credits per semester

Meets UC/CSU requirement “f”
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Theater Arts is designed to provide a rigorous and enjoyable foundational drama experience. It is set up to introduce students to several theater techniques while exploring a variety of theater styles and some theater history. Students often find this class really helps overcome fear of public speaking. The course is split into two main units:

- ‘Ensemble’ - Students work in pairs or groups to create performances. For example, students will learn about and record an Old Time Radio play, such as Popeye, and create one act plays based on short stories.
- ‘Solo’ - Students work on monologues to be performed for the class.

### Theater Arts II

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “f”	
Prerequisite: taken and passed theater arts	

Students explore similar themes as in the first year course but working with more sophisticated material and concepts. These will include projects like the Contrasting Monologue Monodrama film project and scriptwriting. Oftentimes, Theater Arts II students will take on leadership roles.

### Visual Arts I

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “f”	

Visual Arts is designed to provide a rigorous and enjoyable foundational arts experience. It is setup to introduce students to several techniques while exploring a variety of concepts. We work with a range of media to create sculpture and two-dimensional works of art. The course is split into two units: ‘Self’ and ‘Society’. ‘Self’ explores personal themes. ‘Society’ focuses on culture and history. Students do not have to possess natural talent to do well in Visual Arts. All students have equal opportunity to succeed provided they try hard and show interest.

### Visual Arts II

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “f”	
Prerequisite: taken and passed visual arts	

Advanced Visual Arts is designed to provide further opportunities for students have a keen interest in Visual Arts to explore more sophisticated concepts and techniques. It consists of two units: ‘Mash-Up’ and ‘High Brow vs. Low Brow’. In the ‘Mash-Up’ unit, students explore the idea of synthesis and metamorphosis to make unusual works of art. During the ‘How-Brow vs. Low-Brow’ unit, students make art that blurs the line between popular culture and works of art that are considered more traditional. Students taking this course ought benefit from being self-directed and willing to push their creativity to new levels.

## English Language Development

### Controversial Issues

Grades	Credit
9-12	5 credits per semester

Meets UC/CSU requirement “g”
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A Designated English Language Development course that focuses on English language development through the topics of Affirmative Action to physician-assisted suicide, abortion to mandatory military service, “Controversial Issues in American Society” will engage students in the study, discussion and debate of contentious topics in the United States today.

## Electives

### Exploring Computer Science

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “g”	
Prerequisite: two years of Math	

This course provides a rigorous, but accessible, introduction to computer science. No previous computer science course is required to take this course. The goals of Exploring Computer Science are to develop the computer science skills of algorithm development, problem solving and programming. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering.

Topics to be covered include: Introduction to computers, Human/computer interaction, Web design, Introduction to programming, and hopefully robotics.

### Film Analysis

Grades	Credit
11-12	5 credits per semester

Film analysis is a class for anyone who loves watching a talking about movies. Students who are interested in a career in entertainment or want to get a job doing creative writing will benefit from this course. In Film Analysis you will learn about how movies are made, including how films create emotions in the audience through editing, cinematography, plot structure, and more!

### Food & Nutrition

Grades	Credit
11-12	5 credits per semester

The Food and Nutrition course is a vegetarian cooking class that focuses on healthy eating. Students will learn cooking skills, kitchen hygiene, nutrition and a bit of gardening.

Please sign up for this class if you are interested in learning about how to make healthy vegetarian food.

### Journalism & Creative Writing

Grades	Credit
11-12	5 credits per semester

Journalism and Creative Writing is a class that focuses on two main things: writing journalistic articles for the school newspaper, and writing poetry, short stories, and other creative pieces. All students will learn how to write newspaper articles, conduct interviews, edit, and refine news articles, and their work will be published online. The class will also include development of creative writing skills, and so will include exercises in poetry, exploration and understanding of the story arc, drafting of short stories, and poetry readings. All students will participate in writing both Journalistic and

creative pieces. This is a class for anyone who has ever thought about being a writer, wants to break away from writing essays and explore other types of writing, loves journaling, or just enjoys creativity.

### Media & Current Issues

Grades	Credit
11-12	5 credits per semester

This course will look at current events at the local, national, and global level, and will be partially driven by events that unfold throughout the school year. We will also learn about media literacy and how the media impacts the distribution of information as well as how we understand information. We will explore these topics through reading, watching, and writing activities that will help students practice skills used in other courses and the Senior Exhibition project.

### Psychology

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “g”	

Psychology is a college prep elective that offers students the opportunity to explore the vast field of Psychology. Psychology is the study of the behavior and mental processes. Psychology is a science that seeks to describe, predict, understand and influence **maladaptive**, [*patterns that can hurt self and others*], thoughts and behavior. There are multiple theories and approaches in Psychology, some successful for one type of disorder but not for another. Motivation, moods, memory, reactions, attitudes, perceptions, attraction, talent, what you enjoy – or despise – all of these things have their roots in your Psychology. While Psychology is in the Social Science curriculum; it is in reality a Behavioral Science that often overlaps with the Natural Sciences. Please note that this course is graded using standards based grading.

### Race & Membership in Society

Grades	Credit
11-12	5 credits per semester
Meets UC/CSU requirement “g”	

This course will examine stories and histories that are often overshadowed or ignored in the mainstream telling of U.S. history. Through the examination of counterstories and often times neglected narratives of all people, students will learn to humanize and respect themselves, their families, and their communities. Students will think critically about race, ethnicity, and culture in the context of both their own identities and their lived experiences and that of peoples who have shaped and influenced California and the United States’ development through struggles for greater justice. Among particular groups of focus are African American, Asian/Pacific Islander, Arab American, and Chicano/Latinx communities, along with other ethnic groups. This class will explore these themes through readings of prose and poetry and informational articles, watching of film, and writing.

### Senior Ex Seminar

Grades	Credit
11-12	5 credits per semester
Requirement: Seniors taking 3 AP courses or more.	

Senior Ex seminar is a period of time set aside during the school day for students to work independently in the library. This course is intended for students taking three or more AP courses in order to give them time during the day to work on their senior exhibition project and other homework.

## Swimming

Grades	Credit
11-12	5 credits per semester
Does not count towards PE requirement	

Students will learn and practice 5 strokes. Learn how to lap swim and do some pool games throughout the year. Students should be able to swim 1/2 mile first semester and 1 mile the second semester as well as tread water for 15 minutes the first semester and 30 minutes the second semester.

## Teacher Assistant/Service Commission

Grades	Credit
12	5 credits per semester
Requirement: Seniors only.	

Service Commission is an opportunity for students to gain job skills while performing valuable service to the school. Experience acquired through Service Commission can be cited as legitimate work experience on a resume when applying for a job. Students are entrusted to work as teaching assistants, tutors, and clerical aides. Students will be required to apply to a T.A. position at the start of the school year and commit to the position for the entire school year.

# Dual Enrollment

## Early Childhood Education 212: Child, Family & Community

Grades	Credit
11-12	10 high school credits 3.0 college units
Skyline College Class- Fall semester	
Transfer credit: UC; CSU	

An overview of contemporary family and community issues influencing childhood. Interaction among the child, family, school, peers, media and the community are explored. The course focuses on the socialization process, including cultural and ethnic diversity, parenting styles, gender roles, and the role of the community. Community resources available to children and families are also covered.

## Early Childhood Education 210: Early Childhood Principals

Grades	Credit
11-12	10 high school credits 3.0 college units
Skyline College Class- Spring semester	
Transfer credit: CSU	

An examination of the underlying principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and personal identity.

