Del Campo High School

ADMINISTRATORS
Greg Snyder, Principal
Teri Berke, Vice Principal
Cindy Kent, Vice Principal
Mark Uhler, Vice Principal

COUNSELORS
Eustina Davis
Autumn Dello Russo
Anna Khoklan
Cynthia Peterson

SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION MEMBERS
Pam Costa, President
Saul Hernandez, Vice President
Paula Viliesczaz, Clerk
Greg Paulo, Member
Michael McKibbin, Ed.D., Member

SAN JUAN UNIFIED SCHOOL DISTRICT ADMINISTRATION 7-12 DIVISION
Kent Kern, Superintendent of Schools
Kent Stephens, Deputy Superintendent
Linda C.T. Simlick, J.D., General Counsel
Paul Oropallo, Assistant Superintendent, Human Resources
Melissa Bassanelli, Assistant Superintendent, Elementary Education
Debra Calvin, Ed.D., Assistant Superintendent, Educational Services
Rick Messer, Assistant Superintendent, Secondary Education
Jim Shoemake, Assistant Superintendent, Schools and Labor Relations
Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Trent Allen, APR, Senior Director, Community Relations
Jon Cornelison, Senior Director, Technology
Donna O’Neil, Ed.D., Senior Director, Program Development and Accountability

Del Campo High School
4925 Dewey Drive
Fair Oaks, CA 95628
# Table of Contents

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del Campo Graduation Requirements</td>
<td>3</td>
</tr>
<tr>
<td>San Juan Unified Requirements &amp; UC/CSU Requirements</td>
<td>5</td>
</tr>
<tr>
<td>Sample 4-Year Graduation Plans</td>
<td>7</td>
</tr>
</tbody>
</table>

## Course Offerings by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>13</td>
</tr>
<tr>
<td>Science/Health</td>
<td>15</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>18</td>
</tr>
<tr>
<td>World Language</td>
<td>22</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>25</td>
</tr>
<tr>
<td>Physical Education</td>
<td>28</td>
</tr>
<tr>
<td>AFJROTC</td>
<td>30</td>
</tr>
<tr>
<td>CTE - Career Technical Education</td>
<td>31</td>
</tr>
<tr>
<td>EL - English Learners</td>
<td>34</td>
</tr>
</tbody>
</table>
Del Campo High School Graduation Requirements for Class of 2019-2022

1. Students must earn a minimum of 280 credits to graduate from Del Campo. Students must earn the appropriate number of credits by successfully completing all the required courses and a sufficient number of elective courses.

2. All students must complete the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Integrated Math 1</td>
<td>10</td>
</tr>
<tr>
<td>Math Modeling or higher</td>
<td>10</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
</tr>
<tr>
<td>US History</td>
<td>10</td>
</tr>
<tr>
<td>American Government</td>
<td>5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td>Additional Elective Courses</td>
<td>130</td>
</tr>
<tr>
<td>Total Credits</td>
<td>280</td>
</tr>
</tbody>
</table>
Del Campo High School Graduation Requirements for Class of 2023 and beyond

1. Students must earn a minimum of 280 credits to graduate from Del Campo. Students must earn the appropriate number of credits by successfully completing all the required courses and a sufficient number of elective courses.

2. All students must complete the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40 credits</td>
<td>10 credits each year</td>
</tr>
<tr>
<td>World History</td>
<td>10 credits</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30 credits</td>
<td>Math through IM2 is a minimum</td>
</tr>
<tr>
<td>P.E.</td>
<td>20 credits</td>
<td>Grade 9 &amp; 10</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10 credits</td>
<td>Grade 11</td>
</tr>
<tr>
<td>American Government</td>
<td>5 credits</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Social Studies Elective</td>
<td>5 credits</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Health</td>
<td>5 credits</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Economics</td>
<td>5 credits</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Science</td>
<td>30 credits</td>
<td>Must include 10 credits of life and physical</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>10 credits</td>
<td>Grade 9, 10, 11 or 12</td>
</tr>
<tr>
<td>World Language</td>
<td>20 credits</td>
<td>Grade 9, 10, 11 or 12</td>
</tr>
<tr>
<td>Additional Elective Courses</td>
<td>90 credits</td>
<td>Grade 9, 10, 11 or 12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>280 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>
## San Juan District & CSU/UC Requirements for Class of 2019 - 2022

<table>
<thead>
<tr>
<th>Subject</th>
<th>SJUSD</th>
<th>UC/CSU*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40 credits</td>
<td>4 years</td>
</tr>
<tr>
<td>World History</td>
<td>10 credits</td>
<td>1 year</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10 credits</td>
<td>1 year or 1 semester + 1 semester U.S. History</td>
</tr>
<tr>
<td>American Government</td>
<td>5 credits</td>
<td>1/2 year elective</td>
</tr>
<tr>
<td>Social Science</td>
<td>5 credits</td>
<td>1/2 year elective</td>
</tr>
<tr>
<td>Economics</td>
<td>5 credits</td>
<td>1/2 year elective</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20 credits including IM1</td>
<td>3 years (4 years recommended)</td>
</tr>
<tr>
<td>Life Science</td>
<td>10 credits</td>
<td>2 years lab science (3 years recommended)</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10 credits</td>
<td>see Life Science</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>10 credits of VAPA, CTE or World Language</td>
<td>1 year</td>
</tr>
<tr>
<td>World Language</td>
<td>See above</td>
<td>2 years (3 years recommended)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20 credits</td>
<td>elective</td>
</tr>
<tr>
<td>Health</td>
<td>5 credits</td>
<td>elective</td>
</tr>
<tr>
<td>Electives</td>
<td>70-130 credits</td>
<td>1 year</td>
</tr>
</tbody>
</table>

*Check specific admissions requirements at http://www.ucop.edu/agguide/a-g-requirements/*
San Juan District & CSU/UC Requirements for Class of 2023 and beyond

<table>
<thead>
<tr>
<th>Subject</th>
<th>SJUSD</th>
<th>UC/CSU*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40 credits</td>
<td>4 years</td>
</tr>
<tr>
<td>World History</td>
<td>10 credits</td>
<td>1 year</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10 credits</td>
<td>1 year or 1 semester + 1 semester U.S. History</td>
</tr>
<tr>
<td>American Government</td>
<td>5 credits</td>
<td>1/2 year elective</td>
</tr>
<tr>
<td>Social Science</td>
<td>5 credits</td>
<td>1/2 year elective</td>
</tr>
<tr>
<td>Economics</td>
<td>5 credits</td>
<td>1/2 year elective</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30 credits through IM2 is a minimum</td>
<td>3 years (4 years recommended)</td>
</tr>
<tr>
<td>Science</td>
<td>30 credits - must include 10 credits of life and physical</td>
<td>2 years lab science (3 years recommended)</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>10 credits</td>
<td>1 year</td>
</tr>
<tr>
<td>World Language</td>
<td>20 credits</td>
<td>2 years (3 years recommended)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20 credits</td>
<td>elective</td>
</tr>
<tr>
<td>Health</td>
<td>5 credits</td>
<td>elective</td>
</tr>
<tr>
<td>Electives</td>
<td>70-130 credits</td>
<td>1 year</td>
</tr>
</tbody>
</table>

*Check specific admissions requirements at http://www.ucop.edu/agguide/a-g-requirements/
Sample Four-Year Graduation Plans for Class of 2023 and beyond

Sample four year plans are provided for students going to four year universities, as well as those planning to go to a community college or vocational school. Graduation requirements are indicated for each grade level; elective courses are suggested in some.

**SAMPLE FOUR-YEAR PLAN**  
**UNIVERSITY OF CALIFORNIA/PRIVATE COLLEGE**

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th></th>
<th>10TH Grade</th>
<th></th>
<th>11TH Grade</th>
<th></th>
<th>12TH Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL BLOCK 1</strong></td>
<td><strong>SPRING BLOCK 2</strong></td>
<td><strong>FALL BLOCK 1</strong></td>
<td><strong>SPRING BLOCK 2</strong></td>
<td><strong>FALL BLOCK 1</strong></td>
<td><strong>SPRING BLOCK 2</strong></td>
<td><strong>FALL BLOCK 1</strong></td>
<td><strong>SPRING BLOCK 2</strong></td>
</tr>
<tr>
<td>Freshman Seminar/Expository Writing</td>
<td>Foreign Language</td>
<td>World History, Honors World History</td>
<td>English II, Honors English II</td>
<td>U.S. History or AP U.S. History</td>
<td>English III, AP English Language</td>
<td>English IV or AP English Literature</td>
<td>American Government or</td>
</tr>
<tr>
<td>Physical Education 1</td>
<td>English 1, Honors English 1</td>
<td>Elective/CTE</td>
<td>Visual/Performing Arts</td>
<td>IM3 or Pre-Calculus</td>
<td>(Pre AP) Biology</td>
<td>Advanced Mathematics</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>IM1 or IM2</td>
<td>(Pre AP) Physics</td>
<td>IM2 or IM3</td>
<td>Chemistry</td>
<td>Foreign Language</td>
<td>Economics/Health</td>
<td>Advanced Lab Sciences</td>
<td>Advanced Lab Science</td>
</tr>
<tr>
<td>Health/Geography</td>
<td>Elective/CTE</td>
<td>Foreign Language</td>
<td>Physical Education 2</td>
<td>Elective/CTE</td>
<td>Advanced Elective</td>
<td>Advanced Elective/CTE</td>
<td>Advanced Foreign Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: CTE stands for Career Technical Education.
## SAMPLE FOUR-YEAR PLAN
### FOR HIGH SCHOOL GRADUATION/COMMUNITY COLLEGE/MINIMUM A-G

### 9TH GRADE

<table>
<thead>
<tr>
<th>FALL BLOCK 1</th>
<th>SPRING BLOCK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics, Pre-AP Physics</td>
<td>Physical Education 1</td>
</tr>
<tr>
<td>IM1 or IM1 w/support</td>
<td>IM1 or IM1 w/support</td>
</tr>
<tr>
<td>Freshman Seminar/Expo Writing</td>
<td>English I</td>
</tr>
<tr>
<td>World Language</td>
<td>Health/Geography</td>
</tr>
</tbody>
</table>

### 10TH Grade

<table>
<thead>
<tr>
<th>FALL BLOCK 1</th>
<th>SPRING BLOCK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II</td>
<td>World History</td>
</tr>
<tr>
<td>Physical Education 2</td>
<td>Chemistry</td>
</tr>
<tr>
<td>IM2 or Math Modeling</td>
<td>World Language</td>
</tr>
<tr>
<td>Elective/CTE</td>
<td>Visual/Performing Arts</td>
</tr>
</tbody>
</table>

### 11TH Grade

<table>
<thead>
<tr>
<th>FALL BLOCK 1</th>
<th>SPRING BLOCK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III</td>
<td>U.S. History</td>
</tr>
<tr>
<td>IM3</td>
<td>Biology</td>
</tr>
<tr>
<td>Economics/Social Studies</td>
<td>Elective/CTE</td>
</tr>
<tr>
<td>Elective/CTE</td>
<td>Elective/CTE</td>
</tr>
</tbody>
</table>

### 12TH GRADE

<table>
<thead>
<tr>
<th>FALL BLOCK 1</th>
<th>SPRING BLOCK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Gov’t. &amp; Social Studies</td>
<td>English IV</td>
</tr>
<tr>
<td>Elective or Elective</td>
<td>Math or Elective</td>
</tr>
<tr>
<td>Elective/CTE</td>
<td>Elective/CTE</td>
</tr>
<tr>
<td>Elective/CTE</td>
<td>Elective/CTE</td>
</tr>
</tbody>
</table>
ENGLISH

ENGLISH 1  Grades: 9

English I begins the four-year sequential program of English. English I is a standards-based, term-long class and is college-preparatory in emphasis. The general areas of study include the novel, short stories, grammar, library skills, dictionary skills, paragraph development, drama, mythology, poetry, spelling, and vocabulary.

HONORS ENGLISH 1  Grades: 9

Honors English is designed to be a challenging, demanding, and stimulating course. In this class, students will work independently and collaboratively and will strive to improve their writing and critical thinking skills. Expectations for students’ effort, attitude and performance will be high; being an Honors student means going above and beyond at all times. In this course, students will read a diverse selection of literary genres from a variety of time periods and cultures including: Of Mice and Men, The Count of Monte Cristo, The Odyssey, The Tempest, Romeo and Juliet, and Life of Pi. Vocabulary and grammar will also be emphasized throughout the course.

ENGLISH 2  Grades: 10

English II is a standards-based, term-long class which is college preparatory in nature. The general areas of study include the novel, short story, grammar, spelling and vocabulary, non-fiction, speech, drama, career skills, and the multi-paragraph paper.

HONORS ENGLISH 2  Grades: 10

Honors English II is a standards-based extension of Honors English I focusing on a thematic approach to world literature, philosophy, and art. Students will continue development of their expository, argumentative, and analytical writing skills.

ENGLISH 3  Grades: 11

English III is a standards-based term-long course, which is college preparatory in nature. The general areas of study include the novel, short story, poetry, drama, and nonfiction texts, with the emphasis on American literature. Students will also develop their speaking, listening, vocabulary, grammar, and writing skills with an emphasis on argument and research skills, including the writing of research papers.

AP LANGUAGE AND COMPOSITION  Grades: 11

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. We may also read some selected pieces of American Literature to help prepare students for the STAR testing.
ENGLISH

ENGLISH 4  Grades: 12

English 4 is a standards-based course which emphasizes college preparatory skills, including those needed for the ACT and SAT tests required by most colleges. Writing skills are polished through the study of writing samples taken from tests and from the study of advanced sentence patterns. The course puts emphasis on the oral, writing and reading skills associated with literature. Although literature covered in this course varies, the same writing skills are covered, including problem/solution writing.

AP ENGLISH LITERATURE AND COMPOSITION  Grades: 12

This course is designed to engage seniors interested in a rigorous course in careful reading and critical analysis of selected literary works from a variety of time periods and genres—including short stories, novels, plays, and poetry—that will help deepen students’ understanding of language and how writers use it to provide meaning and enjoyment for their readers. As this is considered a college-level course, students will be asked to read and analyze challenging, provocative, dense, and sometimes controversial material, but there will also be opportunities for fun projects, partner work, presentations, and creative activities. Through targeted instruction on skills such as sophisticated structure, diction, and syntax and lots of individual feedback and support, students will strengthen their writing. Those who pass the AP exam in the spring may earn college credits and/or become exempt from freshman English requirements.

ERWC - CSU / EXPOSITORY READING AND WRITING  Grades: 12

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors. Through a sequence of rigorous instructional modules, students in this rhetoric-based course will develop college-level proficiencies in expository, analytical, and argumentative reading and writing. Students will be provided instruction in the use of Modern Language Association (MLA). Students will be expected to increase their awareness of the grammar and language conventions in order to apply those strategies to their own writing. By the end of the course, students will be expected to use this processes independently when reading familiar or unfamiliar college-level texts and writing in response to them. In preparation for college, the student will be able to develop and use skills in critical reading and academic writing across all college-level courses.

AVID  Grades: 9, 10, 11

Prerequisites: 2.5 or higher GPA and instructor approval

AVID (Advancement via Individual Determination) is a program designed to prepare students “in the middle” who have not previously succeeded in a college preparatory path for admission to 4-year colleges and universities. The AVID program provides academic instruction and support to students; motivates students to seek a college education; increase coping skills; give students college entry-level skills; and, increase students’ level of career awareness.
ENGLISH

AVID SENIOR SEMINAR  Grades: 12
Prerequisites: Completion of at least 1 year of AVID and instructor approval

AVID Senior Seminar is the culminating year of the AVID program. In addition to providing academic instruction and support to students; motivating students to seek a college education; increasing coping skills; giving students entry-level college skills; and, increasing students' level of career awareness, Senior Seminar also assists students with preparing college essays and applications and applying for scholarships. Note: for AVID Senior Seminar to qualify as a University of California G-elective students must also successfully complete AVID in the junior year.

PUBLIC SPEAKING  Grades: 9, 10, 11, 12

Public Speaking is geared to all levels of ability. The purpose of the class is to help each student improve speaking abilities, and gain more poise and confidence before an audience. To achieve this goal, students will practice numerous modes of speaking. Listening skills, outlining techniques, problem solving and critical thinking are also stressed. Students will learn to develop an understanding of others, their cultures, ideas and social problems.

SPEECH AND DEBATE  Grades: 9, 10, 11, 12

This course will provide students with the opportunity to further develop speaking skills. Students will practice numerous modes of speaking. Students’ oral language ability will be improved through listening to and evaluating speeches. Students will also learn the techniques of debate through practice and analysis.

JOURNALISM: YEARBOOK  Grades: 10, 11, 12
Prerequisite: Approval of the instructor

Journalism II/Yearbook is one of the electives within the English department where students gain professional experience with graphic design, advertising, journalism, and photography. We use programs such as Adobe InDesign, Photoshop, and Camera Raw. Students also gain access to professional camera equipment where they can creatively grow and hone their skills. As a class students learn important workplace skills such as collaboration and problem solving under a time crunch.

CREATIVE WRITING  Grades: 9, 10, 11, 12

Students in Creative Writing stretch their imagination daily, through poetry and short stories. The first half of the course is devoted to reading, analyzing, and writing poetry, as well as learning literary elements and a variety of poetry styles. The second half of the course focuses on the short story. Students learn to write various parts of stories, using given prompts, as well as their own. The course culminates with students producing a portfolio filled with their best works, ready for publication into Del Campo’s Literary Magazine.

FILM AND LITERATURE  Grades: 9, 10, 11, 12

This course is designed so that a newcomer to the study of film and literature may come to appreciate both the similarities and dissimilarities of the two media and how filmmakers attempt to merge them into a separate and unique work of art. To that end, we will look at the artistic qualities of films, how literature is adapted into film and the literature of film. We take a chronological journey through film beginning briefly with silents and ending in the distorted realm of Christopher Nolan and his mind-bending Inception.
THE POETIC EXPERIENCE  Grades: 9, 10, 11, 12

Students in The Poetic Experience explore everything about poetry, including various forms, historical and social significance, rhyme scheme, meter, and other literary elements. Students read and analyze poems from various genres, and write their own poems, using a variety of inspiration ranging from music to nature to personal experiences and more. Students also closely study a poet of their choosing, and a poetry style. The course culminates with students producing a portfolio filled with their best works, ready for publication into Del Campo’s Literary Magazine.

CHILDREN’S LITERATURE  Grades: 9, 10, 11, 12

This course is designed to explore wonderful examples of children’s literature. Students will be reading, discussing, and evaluating a wide array of outstanding children’s literature, as well as creating original works of literature. By the conclusion of the class, students will demonstrate an understanding of the history, traditions, and chief characteristics of literature written for and read by children and young adults.

READING SUPPORT  Grades: 9

Reading Support is a fun class designed to help students learn to love reading. Students who are behind in their reading often fall behind in other subjects. Since practice is the best way to sharpen reading skills, we match students with books they love. Students are allowed to choose the books they read whether they choose fiction, non-fiction, graphic novels, or poetry. We spend time in the library with Teacher-Librarian Roberta Wahlberg and help each student find the perfect book. Instead of teaching reading like it is a chore, we discuss books and learn the skills avid readers already possess. Students write a reflection paper on themselves as readers and how they have advanced throughout the course. When struggling readers become students who love to read, they improve their vocabulary, increase their reading stamina, and are better able to succeed in core classes, college, and career paths.

EXPO: EXPOSITORY READING AND WRITING  Grades: 9

Expository Reading and Writing, or EXPO, is designed to prepare freshman for high school reading and writing in English and all other academic classes. Students read nonfiction texts and write informational and argumentative essays while practicing good academic habits. Skills include annotation; labeling/chunking text; SOAPSTone; evaluating texts including author’s intent; Ethos, Pathos, Logos; rhetorical précis; MLA formatting; TBEAR paragraph structure; and counterarguments.

FRESHMAN SEMINAR  Grades: 9

The mission of Ninth Grade Freshman Seminar Program is to foster a sense of community, develop positive communication, promote good character traits and learn skills and habits that will help our students become productive citizens in high school and beyond. During this course we strive to achieve the following goals: to provide a safe environment in which students can learn how to interact in a positive way; to provide all ninth grade students with a trusted advocate and a positive adult role model; to increase the self-efficacy of every student; to help students come to school “ready to learn” in terms of both motivation and access to resources/supports; to teach students academic skills they will need to succeed at Del Campo High School.
INTEGRATED MATH 1 WITH SUPPORT  
Grades: 9, 10
This support course is designed for students who earned: 1) an overall grade of D or F in CCSS Math Grade 8 and/or 2) MAP Winter Score Level 2 or below. Co-requisite: Enrollment in Integrated Math 1. The purpose of Integrated Math 1 Support is to strengthen and develop the understanding of the fundamental math concepts taught in CCSS Math 7 and CCSS Math 8. Instructional time should focus on four critical areas: (1) basic number sense; (2) linear equations, inequalities and functions; (3) radicals; and (4) exponents. Students also work toward fluently solving linear equations of any form. Integrated Math 1 Support, is a semester long course, and may be taken twice for elective credit.

INTEGRATED MATH 1  
Grades: 9, 10
This course is the first in a series of three integrated courses that will meet the minimum math requirement for enrollment in a UC or CSU, and for preparation to enroll in college level math classes at a community college. Topics covered will be a blend of topics traditionally taught in Algebra 1 and Geometry. These topics include rigid transformations, congruency, systems of linear equations and linear functions.

MATH MODELING  
Grades: 10, 11
Prerequisite: Pass Integrated Math 1 with a D
This course provides an opportunity for students to enhance their development of standards for mathematical practice through a problem-based curriculum that includes a deeper understanding of some Integrated Mathematics 1 standards, and introduction to some Integrated Mathematics 2 standards, and applications of the National Standards in K-12 Personal Finance Education.

INTEGRATED MATH 2  
Grades: 10, 11, 12
Prerequisite: C or better in Integrated Math 1
This course is the second in a series of three integrated courses that will meet the minimum math requirement for enrollment in a UC or CSU, and for preparation to enroll in college level math classes at a community college. Topics covered will be a blend of topics traditionally taught in Algebra 1, Geometry, and Algebra 2. These topics include an extension of transformations into dilations, solving and graphing quadratic equations and inverse functions.

INTEGRATED MATH 3  
Grades: 11, 12
Prerequisite: C or better in Integrated Math 2
This course is the third in a series of three integrated courses that will meet the minimum math requirement for enrollment in a UC or CSU, and for preparation to enroll in college level math classes at a community college. Topics covered will be a blend of topics traditionally taught in Geometry, Algebra 2 and Trigonometry. These topics include surface area, logarithmic functions, and the Unit Circle.

PRE-CALCULUS  
Grades: 10, 11, 12
Prerequisite: C or better in Integrated Math 3
Pre-Calculus is a course based on the California Standards for Calculus and is designed to prepare the student for calculus as well as for higher math and science in college. Topics covered will include functions and relations, exponents, logarithms, mathematical induction, inequalities, trigonometric functions, polar coordinates, and complex numbers.
MATH

AP STATISTICS Grades: 11, 12
Prerequisite: “C” or better in Integrated Math 3

AP Statistics is an introduction to the major concepts and tools necessary for collecting, analyzing, and drawing conclusions from data. Major themes include exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

AP CALCULUS AB Grades: 11, 12
Prerequisite: “C” or better in Pre-Calculus

The topics included in Calculus AB are differential calculus, analytic geometry, functions and limits, logarithmic and trigonometric functions, integral calculus including definite and indefinite integrals, techniques or integration, applications in mathematics and physics.

AP CALCULUS BC Grades: 11, 12
Prerequisite: Successful completion of AP Calculus AB

Calculus BC expands the topics covered in Calculus AB and also covers sequences and series and elementary differential equations.

FINANCIAL MATH Grades: 11, 12
Prerequisite: C or better in Integrated Math 2

The course provides an opportunity for students to enhance their development of standards for mathematical practice through a problem-based curriculum that includes a deeper understanding of the National Standards in K-12 Personal Finance Education, National Standards for Financial Literacy, and college preparatory mathematics topics from Algebra, Statistics and Probability. This course is designed for 11th and 12th graders who have completed two years of mathematics.

ESM SENIOR YEAR MATH Grades: 11, 12

The intent of the ESM course is to better prepare college and career-bound high school seniors with the 21st Century skills necessary to meet the mathematical thinking and problem-solving expectations of higher education mathematics courses and workplace requirements. The goal of the course is to strengthen and extend students’ mathematical foundation by deepening and simultaneously expanding conceptual understandings of mathematical theory, skills and strategies. This is accomplished by the incorporation of the Common Core Standards for Mathematical Practice, alignment with specific pre-calculus content standards listed in the California Common Core State Standards for Mathematics, discrete mathematics topics, an introduction to some California calculus standards, and a focus on ICAS essential and desirable components of a well-prepared student.
**SCIENCE**

**BIOLOGY**  
Grades: 9, 10, 11, 12  
Biology is an NGSS-based college-prep, laboratory science course. Students study a wide range of topics, including laboratory investigation, cells, genetics, evolution, ecology, and physiology.

**HONORS BIOLOGY**  
Grades: 9, 10, 11, 12  
Prerequisites: C or better/co-enrollment in Honors English 1 AND C or better/co-enrollment in IM1  
Honors biology is an NGSS-based college-prep, laboratory science course and covers the material in greater detail than Biology, requiring significantly more mathematical and analytical skills. Students study a wide range of topics, including investigation, cells, biochemistry, evolution, ecology, and physiology.

**AP BIOLOGY**  
Grades: 9, 10, 11, 12  
Prerequisites: C or better in Chemistry  
This course conforms to the guidelines set forth by the College Board and all AP Biology courses and covers all the topics in the AP Biology Course Description. These include biochemistry, cell structure and function, metabolism, genetics, molecular basis for inheritance, DNA technology, evolution, microbiology classification, plants, animals, animal physiology, and ecology. All these topics are integrated throughout the curriculum using the eight major themes from the AP Biology Curriculum Requirements. This is a laboratory class in which students are expected to use collected data to solve biological problems.

**CHEMISTRY**  
Grades: 9, 10, 11, 12  
Prerequisites: C or better in IM1  
This NGSS-based course is recommended for students considering any college major having physics or chemistry requirements, including the biological sciences. Chemistry topics include the periodic chart, atomic structure, gas laws, acid-based, and stoichiometry. Laboratory work is an essential part of this course.

**HONORS CHEMISTRY**  
Grades: 9, 10, 11, 12  
Prerequisites: C or better in IM2 AND C or better in Honors Biology/B or better in Biology  
Subject matter covered in this NGSS-based course is the same as that covered in chemistry except there is a strong emphasis placed upon problem solving and laboratory work. Computer acquisition/analysis of laboratory data is introduced. Students should know excel spreadsheet.
SCIENCE

AP CHEMISTRY  Grades: 9, 10, 11, 12
Prerequisites: C or better in Honors Chemistry/B or better in Chemistry AND C or better/co-enrollment in IM2

AP Chemistry is the equivalent of the general chemistry course usually taken during the first year of college. Topics covered include atomic theory and structure, chemical bonding, nuclear chemistry, gases, kinetic molecular theory, liquids and solids, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, chemical reactivity, the periodic table, and an introduction to organic chemistry. Laboratory work prepares students for a sophomore-level chemistry course in college. Students enrolling in this class are required to take the AP exam at their own expense.

EARTH SCIENCE  Grades: 9, 10, 11, 12
Prerequisites: C or better in any high school science course

Earth Science is an NGSS-based multi discipline college-prep class. Students will use the scientific method to observe and analyze Earth's place in the universe (Astronomy, the creation of our solar system and Earth), dynamic Earth processes (plate-tectonics, volcanoes, earthquakes, and rocks), energy in the Earth system (climate), biogeochemical cycles (water, Nitrogen, Carbon-Oxygen cycles), structure and composition of the atmosphere (Green house effect and Ozone), and California geology.

HONORS PHYSICS  Grades: 9, 10, 11, 12
Prerequisites: C or better/co-enrollment in IM3

Honors Physics is a rigorous NGSS-based course which covers the laws of physics. Topics covered include mechanics, heat, sound and light, electricity and magnetism with a strong emphasis on mathematical problem-solving and computer acquisition/analysis of laboratory data.

PHYSICS  Grades: 9, 10, 11, 12
Prerequisites: C or better/co-enrollment in IM2

Physics is an NGSS-based course which covers the laws of physics. Topics covered include mechanics, heat, sound and light, electricity and magnetism with an emphasis on mathematical problem-solving.

PHYSIOLOGY  Grades: 9, 10, 11, 12
Prerequisites: C or better in Biology

Physiology is an advanced biological study of the anatomy (structure) and physiology (function) of the major systems of the human body and is of value to all students who want to understand their own body structure and functioning. It is particularly beneficial to anyone who plans to take a similar course at the college level. Laboratory investigations include the detailed dissections of a fetal pig and sheep organs for a comparative anatomical study of the human body.
HONORS PHYSIOLOGY  Grades: 9, 10, 11, 12
Prerequisites: C or better in Honors Biology/B or better in Biology

This honors version of Physiology is identical to the non-honors version but has the additional requirement of an extensive research paper beyond all of the regular requirements.

CRIME SCIENCE  Grades: 9, 10, 11, 12
Prerequisites: C or better in all high school science requirements; C or better in first half of course is required to remain in the second half of course

This course depicts the role of forensic scientist in the criminal justice system and attempts to make science relevant and pertinent to the interests and goals of the student. Forensic science offers the knowledge and technology of science needed to compare physical evidence related to crime scene.

PHYSICAL ANTHROPOLOGY  Grades: 9, 10, 11, 12
Prerequisites: C or better in IM1 AND C or better in Biology/Honors Biology

This college-prep, lab science course provides students with detailed understanding of the development of the human species as biological organism, as well as a complex and diverse group of changing cultures. Students will analyze human and primate physiology, genetics, social structure, and human change over time. Students will use Laboratory skills and critical thinking skills to evaluate critical and stimulating topics such as bio-technology ethics, cultural-origin, and evolution.

AP ENVIRONMENTAL SCIENCE  Grades: 9, 10, 11, 12
Prerequisites: C or better in Honors Biology/C or better in Biology with science teacher recommendation AND C or better in Honors Chemistry/Chemistry AND C or better/co-enrollment in IM2

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science that provide the underlying framework for the course including but not limited to topics in biology, geology, chemistry, energy use, land planning, and pollution of the environment.
SOCIAL SCIENCE

AMERICAN GOVERNMENT Grades: 12

American Government gives the students the background to understand that they are the government. Students study six major areas: 1) Introduction to American Government, 2) Political Parties, Elections, Campaigns, 3) Legislature, Federal and State, 4) Presidency/Governorship, 5) Federal, State, and Local Courts, 6) County and City Government. Students will enjoy this course because they participate in simulated role plays and the decision-making process of government, along with seeing the differences in a democracy. Students are encouraged to get involved in their government by registering to vote, visiting government agencies and exploring the career opportunities the government has to offer.

AP AMERICAN GOVERNMENT & POLITICS Grades: 12

This college level course is about the American political system. The students will discuss political ideology, the development of the political system and our democratic institutions. Students will evaluate the role of the national government and its relationship to the concept of liberty in a pluralistic society. The discussions will emphasize the changing political culture of American society and its effect on voting patterns, trends and the processes of government. In doing so, students will examine certain critical elections in American history as well as recent political movements. The main thrust of the course, however, is to be able to apply an understanding of our political system to contemporary events. The following five major topics will be covered: (1) The constitutional underpinnings of American government, (2) political beliefs and behaviors, (3) political parties and interest groups, (4) institutions and policy development and, (5) civil liberties. At the conclusion of the course students should have a more sophisticated understanding of majority rule democracy, constitutionalism and civil liberties. Students will also be able to see the relationships and distinctions between formal and informal institutions and the public policies that are developed as a result of these relationships. Students are required to take the AP exam at their own expense.

SOCIOLOGY Grades: 12

In Sociology students investigate human social relationships, traditions and social issues. The course relies on simulation and participation to help students experience relationships and problems that are prevalent in today's society. Students analyze and interpret recent data and evidence relating to culture, status and role, deviance, norms, values, institutions, socialization and various social issues. The socialization process, from infancy through adulthood, is explored through role playing. Graphs, charts, and surveys are the primary tools used in analyzing social data. Social issues studied include crime, race, community, poverty, aging and population growth.

PSYCHOLOGY Grades: 12

Psychology is the study of behavior and mental processes. The course includes personality theory, learning and cognition, the life cycle and stages of human development, the physiology of the brain, and characteristic of mental and emotional problems. This course also looks at abnormal behavior (disorders and therapy), psychoanalysis and social psychology (attitudes, perceptions, conflict and cooperation).
AP PSYCHOLOGY Grades: 11, 12

The purpose of AP® Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Further students will, prepare to do acceptable work on the AP Psychology Examination in order to acquire college credit, study the major core concepts and theories of psychology, be able to define key terms and use them in their everyday vocabulary, and learn the basic skills of psychological research and be able to apply psychological concepts to their own lives.

GEOGRAPHY Grades: 9

The 9th Grade Geography course at Del Campo engages students in the study of the physical Earth and the examination of the human characteristics located therein. Students will learn about the following topics and regions of the world: Fundamentals of Geography, United States and Canada, Latin America, Europe and Russia, Africa, Southwest and Central Asia, East Asia, Oceania and Antarctica. Students will have many opportunities to utilize their critical-thinking skills by analyzing maps and data presented on charts and graphs. Students will also have the opportunity to apply their problem-solving skills through the process of studying relevant issues, such as the environment, immigration, population density, trade, etc.

ECONOMICS Grades: 12

Economics is a California Standards-based survey of economics. Microeconomics, macroeconomics and international economics are covered. Specific topics include scarcity, decision making, supply, demand, GDP and business cycles. Various consumer economic issues are addressed along with the theoretical topics.

AP ECONOMICS Grades: 11, 12

Prerequisites: Successful completion of Algebra 2 and teacher recommendation

This 18-week course is designed to prepare students for the AP Microeconomics test. The students examine individual and firm decision making models, market structures, supply, demand, competition, production functions and the role of government in business. This class requires a mathematics background especially in regards to graphing and algebraic skills. Students enrolling in this class are required to take the AP exam at their own expense.

UNITED STATES HISTORY Grades: 11

United States History is an upper-division requirement. The California Standards-based course begins with the discovery and exploration of the Americas. It progresses from the development of America’s unique federal system, through the early years of struggle, to conquest and unification of the continent. It follows the development of traditions and strengths during two world wars and a great depression to a study of the 1980's. Such themes as the growth of national unity, the diversity of population and development of democratic institutions are developed.
SOCIAL SCIENCE

AP UNITED STATES HISTORY          Grades: 11, 12
AP United States History is an 18-week class designed to prepare students to take the AP test in US history. There is a strong critical thinking component to the course with special emphasis on essay writing using primary source materials. The course will cover social, political, and economic history of the US as well as foreign policy. Students enrolling in this class are required to take the AP exam at their own expense.

WORLD HISTORY             Grades: 10
World History is a required sophomore course in which students study man from the Renaissance to current times. This California Standards-based class introduces students to the four social studies strands--political, social, economic and geographic causes of events. Additionally, the class divides units by specific themes: Renaissance and the Reformation, Revolution, Nationalism, Industrialism, Imperialism, World War and the Cold War. The last quarter of study emphasizes the Middle East, Africa, Latin America and Asia.

HONORS WORLD HISTORY        Grades: 10
The California Standards-based Honors World History course covers the general curriculum for World History, in addition to including a humanities orientation. Students will be expected to analyze, interpret and evaluate primary sources with interpretative readings of the period. Basic data gathering will be done independently while class time will be spent pursuing higher levels of learning. Due to the stringent curriculum, students will be expected to take accurate and readable notes, write coherent essays, and formulate hypotheses in oral and written forms.

STUDENT GOVERNMENT          Grades: 9, 10, 11, 12
Prerequisites: Instructor Approval
Student Government is required for all student body and class officers. Concentration is on the organization, development and implementation of student activities.

ACADEMIC DECATHLON          Grades: 9, 10, 11, 12
Academic Decathlon offers interdisciplinary training based on the current theme from the United States Academic Decathlon in ten academic areas: social science, economics, literature, math, science, visual art, music, speech, interview, and essay. The top nine students in the class will be selected to compete as members of the Del Campo Academic Decathlon Team in the countywide competition.
CONSTITUTIONAL RIGHTS, CRIMINAL LAW, MOCK TRIAL Grades: 9, 10, 11, 12

Constitutional Rights is a nine-week course in which the student will study how the constitution came into existence, why it took the form it did, and how it has functioned in the last 200 years. The student will be faced with a number of controversies such as: due process, equal protection, and freedom of speech/expression/religion. Students will participate in role-playing, simulations and writing new approaches on the constitution for the 21st century. Criminal Procedure is the nine week course that follows Constitutional Rights. It is a law related course to provide practical information on problem-solving opportunities which develop the student's skills necessary for survival in our law-saturated society. Students will identify criminal and civil procedures and participate in mock trials, police investigation, role-playing and simulating various search and seizure laws. The law, arrest, courts, prisons, and parole will also be presented to develop the student's knowledge. MOCK TRIAL - In addition, juniors and seniors taking the course in the fall term also prepare for and have the opportunity to compete in the Sacramento County Law Day Competition at the Sacramento County Courthouse.

COMMUNITY SERVICE Grades: 10, 11, 12

Students in community service earn credits for volunteering hours at non-profit organizations. With assistance from the Del Campo Coordinator, students must secure placement before enrollment. Typical placement has been at local elementary or middle schools. Students, parents, and site supervisor must sign a contract with the school district before enrollment. This is an off-campus course and parent permission is mandatory.

SPORTS PSYCHOLOGY Grades: 9, 10, 11, 12

Sport Psychology is a vibrant branch of the larger psychological discipline. It is that branch of psychology, which deals with the study and application of the psychological principles that enhance athletic performance.

Course Goals: Improve actual performance by effectively applying sport psychology principles in a performance context; Improve quality of life by effectively applying sport psychology principles in all areas of life; Generate interest in pursuing a career in sport psychology

This class will cover a wide range of topics and skills that improve sport performance. The focus will be on the application of these principles: mental toughness, confidence, focus, motivation, goal setting, visualization, the power of positive attitude, the power of relaxation, stress management, team harmony, leadership, emotional control, overcoming fear & “choking”, avoiding burnout, intensity, the NCAA Clearinghouse & good sportsmanship

KIDS HELPING KIDS SACRAMENTO Grades: 11, 12

"Kids Helping Kids Sacramento is a 501(c)(3) nonprofit organization run entirely by juniors and seniors at Del Campo High School who believe that learning is best by doing, and doing is best by serving others. It is a first period class offered to students each semester, in which about 45 members work year-round to raise money for families battling pediatric cancer, at-risk and foster care college-bound youth, elementary school students, and children living in the hazardous conditions of Nicaragua.

After 6 years of operation, the members of this business have raised over $650,000 for children in need, both locally and globally. In fact, this unique organization has even been recognized as the #1 student-run nonprofit in America. The skills in leadership and professionalism gained by these students are unparalleled, as they navigate the operation of a real business while serving a cause they greatly believe in."
SPANISH 1  Grades: 9, 10, 11, 12
Students begin their introduction to Spanish by focusing on four key areas of world language study: listening, reading, writing, and speaking. Students will engage in listening and reading comprehension activities as well as speaking and writing activities. There will be emphasis on context conversational scenarios. Students will be able to engage in simple conversational activities and analyze and compare cultural practices. In addition, emphasis will be placed on correct pronunciation and oral conversations. Frequent assessments will be given in order to monitor their language progression.

SPANISH 2  Grades: 9, 10, 11, 12
Students will come in with a good Spanish two foundation. Their studies of the language will continue by adding to prior content knowledge. In addition to developing the essential skills of reading, writing, listening, and speaking, students will be exposed to additional grammar concepts. Moreover, students will continue studying the present tense and they will learn the preterit tense.

SPANISH 3 (ACE**)  Grades: 11, 12
This class is a third-year college preparatory course in Spanish and its culture (If the student is signed up for ACE, this class is a level 2 class in college). The emphasis is on the development of communicative proficiency in everyday situations. In order to achieve this sort of proficiency, a variety of exercises and activities will be used to help facilitate the process (listening, speaking, reading, and writing). Cultural awareness and understanding are stressed through content, discussion, photographs, videos, and other materials.

SPANISH 4 (ACE**)  Grades: 11, 12
Level 4 is a Language and Culture course is a rigorous course which provides students opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs.

This is a language acquisition course designed to provide students with the necessary skills and inter-cultural understanding to enable them to communicate successfully in an environment where the target language is spoken and as such, is an immersion experience requiring almost exclusive use of the language, a requirement which class participation grades reflect. [CR1]

**ACE (Accelerated College Entrance) is offered to juniors and seniors (freshman and sophomore students do not qualify) that take Spanish levels 3 and 4. A student may choose to take the class for ACE, but it is not mandatory. To take the class for ACE a student must fill out an application online and a hardcopy application. These forms will be given to the interested students in class. To receive ACE credits a student must maintain a “A” or “B” (“C's” or below do not count).
FRENCH 1  Grades: 9, 10, 11, 12
Students begin their introduction to the target language by focusing on four key areas of world language study: listening, reading, writing, and speaking. Students will engage in listening and reading comprehension activities as well as speaking and writing activities. There will be emphasis on context conversational scenarios. Students will be able to engage in simple conversational activities and analyze and compare cultural practices. In addition, emphasis will be placed on correct pronunciation and oral conversations. Frequent assessments will be given in order to monitor their language progression.

FRENCH 2  Grades: 9, 10, 11, 12
Students will come in with a good Spanish two foundation. Their studies of the language will continue by adding to prior concept knowledge. In addition to continue developing essential skills, reading, writing, listening, and speaking, students will be exposed to additional grammar concepts. Moreover, students will continue studying the present tense and they will learn the preterit tense.

FRENCH 3 (ACE**)  Grades: 11, 12
This class is a third-year college preparatory course in the target language and its culture (If the student is signed up for ACE, this class is a level 2 class in college). The emphasis is on the development of communicative proficiency in everyday situations. In order to achieve this sort of proficiency, a variety of exercises and activities will be used to help facilitate the process (listening, speaking, reading, and writing). Cultural awareness and understanding are stressed through content, discussion, photographs, videos, and other materials.

FRENCH 4 (ACE**)  Grades: 11, 12
Level 4 is a Language and Culture course is a rigorous course which provides students opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs.

This is a language acquisition course designed to provide students with the necessary skills and inter-cultural understanding to enable them to communicate successfully in an environment where the target language is spoken and as such, is an immersion experience requiring almost exclusive use of the language, a requirement which class participation grades reflect. [CR1]

**ACE (Accelerated College Entrance) is offered to juniors and seniors (freshman and sophomore students do not qualify) that take Spanish levels 3 and 4. A student may choose to take the class for ACE, but it is not mandatory. To take the class for ACE a student must fill out an application online and a hardcopy application. These forms will be given to the interested students in class. To receive ACE credits a student must maintain a “A” or “B” (“C's" or below do not count).
AMERICAN SIGN LANGUAGE 1    Grades: 9, 10, 11, 12

The purpose of ASL 1 is to introduce the basics of American Sign Language (ASL) and is designed for students who have little or no previous knowledge of ASL. Everyday communication is the centerpiece of every lesson. Topics revolve around sharing information about our daily environment and us. Students will be introduced to the basics of fingerspelling, numbers, facial grammar, sentence structure and communication through interaction activities to allow students to practice what they learn. Students will also learn conversational strategies and cultural behaviors necessary to hold a beginning-level conversation in ASL, with deaf and hard-of-hearing native users of the language.
VISUAL & PERFORMING ARTS

BEGINNING CERAMICS  Grades: 9, 10, 11, 12
Students in Beginning Ceramics class will learn the fundamentals of working with clay. Students will be introduced to a variety of hand building, wheel throwing, and decorating techniques. Using clay, students will explore the principles of design and form. Students will create several useful pieces that will demonstrate their understanding and effort. A donation of $35.00 for clay and glaze is requested for this class.

ADVANCED CERAMICS  Grades: 9, 10, 11, 12
Prerequisite: “B” or better in Beginning Ceramics and approval of instructor.
Advanced Ceramics I provides an additional opportunity to explore and experiment individually with clay using the potter’s wheel and hand building. The student will further develop techniques introduced in Beginning Ceramics. Emphasis will be placed on the student’s individual ability to translate creative ideas into visual forms. In addition to the creative use of design elements, the student will learn to analyze and appreciate the work of ceramic artists and firing techniques. A donation of $35.00 for clay and glaze is requested for this class.

BEGINNING DRAWING & PAINTING  Grades: 9, 10, 11, 12
Art 1 is a foundational class designed to accommodate a variety of skill levels. An emphasis on art studio covering perspective, composition, shading, perspective and color theory will be taught. Technique and expression will be explored through a variety of mediums such as pencil, pen and ink, tempera, oil pastel, scratch art, collage and watercolor. Studio lessons are integrated with examples from art history, ethnic studies and art criticism. Information on careers in art is also provided. A lab fee donation of $25.00 is requested for supplying art materials.

ADVANCED DRAWING & PAINTING  Grades: 10, 11, 12
Prerequisite: “B” or better in Beginning Drawing & Painting and approval of instructor.
Advanced Drawing and Painting I is an expansion of topics covered in Art 1. As students further their study of color theory, perspective and shading, they will study the human figure, landscape and still life. Students will become familiar with a variety of mediums including acrylic paint. Work outside of the classroom is required, including an artist’s report, gallery visit and portfolio preparation. A donation of $25.00 is requested for art supplies.

AP STUDIO ART  Grades: 10, 11, 12
Prerequisite: One year of Art 1 and one year of Advanced Art. Due to the rigor of this course a consultation with the student’s current Art teacher is advised.
This course prepares students for college level art using a wide variety of media. Students will be expected to prepare a portfolio of at least 24 works of art showing consistently mature and well executed images in the 2D media of their choice. Students planning on attending this course need prior teacher approval in the spring, and will need to submit a body of work created over the summer. Students qualified for this course must be able to work independently and have a clear idea of the concepts required for this level course.
CONCERT BAND Grades: 9, 10, 11, 12

Concert Band is open to all band students who need more experience and training which leads to their eventual participation in the advanced band. Students make use of their own instruments or use the limited supply of the school instruments, if available. Students will perform at rallies, home football games, basketball games, concerts, festivals, field trips, and spring tour. All members are required to attend all performances. Students are encouraged to continue in this class for both terms. An average of 30 minutes practice a day is required.

ADVANCED CONCERT BAND Grades: 10, 11, 12

Advanced Concert Band is open to all band students in the 10th, 11th and 12th grade who perform at an advanced level. Students must be approved by the director. Students make use of their own instruments or use the limited school supply, if available. Students will perform at rallies, home football games, basketball games, concerts, festivals, field trips and spring tour. All members are required to attend all performances. Students are encouraged to continue in this class for both terms. An average of 30 minutes practice a day is required.

BEGINNING GUITAR Grades: 9, 10, 11, 12

Guitar is designed as a comprehensive approach to learning music and to playing the guitar. The class is designed for students with no previous music experience. Lessons include a balance of work with chords, strumming, flat picking, musical styles, music theory, reading traditional music notation and tabs, and song writing. Students must furnish their own acoustic (non electric) guitar. Written approval from the instructor is required to repeat the course. An average of 30 minutes practice a day is required.

MUSIC APPRECIATION Grades: 9, 10, 11, 12

Music appreciation is a music listening and analysis class for the non-performer. Discussion of music history, theory, culture and performers is combined with the development of critical listening skills and exposure to all eras of musical development in the western world.

CONCERT CHOIR Grades: 9, 10, 11, 12

Concert Choir is open to all students who wish to develop their singing and performing skills. Vocal techniques in all styles and music fundamentals are explored in a wide variety of choral literature. Opportunities for solo, ensemble and choral singing are offered through music festivals, concerts, tours and special events. All members are expected to attend all performances. Students are encouraged to continue this class for 36 weeks.

MADRIGALS Grades: 9, 10, 11, 12

Prerequisite: One year of concert choir or teacher approval is required.

This advanced mixed choir studies and performs choral literature selected from a variety of periods in music history, including classical, jazz, and popular music. This course is designed to introduce and develop advanced singing and performance techniques and sight-reading skills.
BEGINNING DRAMA  Grades: 9, 10, 11, 12

Beginning Drama is open to all Del Campo students. Students will have the opportunity to explore several types of drama activity. Class exercises are structured around pantomime, body and stage movement, concentration, as well as character creation, and script interpretation. Each day every student will have the opportunity to perform on the stage doing both class exercises and theater games. Later in the term students will be performing their own written scripts and coordinating costuming and set design with their productions.

ADVANCED DRAMA  Grades: 10, 11, 12

Prerequisite: Completion of Drama I or instructor approval.

Acting exercises are stressed in this class with students performing several monologues and selected scenes from a variety of published plays. The culminating project for this course is participating in, and staging a complete production which includes play selection, casting and performing before a live audience. Students are required to see two outside theater performances during the term and to write critical theater reviews each.

INTRODUCTION TO DANCE  Grades: 9, 10, 11, 12

Introduction to Dance is a course intended for those students who have an interest in dance and wish to learn more about dance as well as students who already enjoy dance and want to further develop their skills or who are considering a career in the performing arts. Students will learn the beginning skills of dance while improving their techniques, poise, self-confidence, and creative ability. Areas of concentration will include dance history and vocabulary, critical evaluation, dance technique, choreography, and instruction in the areas of ballet, modern, jazz, and several other forms which can include, but are not limited to hip hop, Latin and social dances and world dances. Students will also learn to choreograph and perform dances in different styles. Finally, students will learn how to incorporate dance into a healthy lifestyle. Students may receive Fine Arts A-G or an elective credit dependent on their individual needs towards graduation.
PHYSICAL EDUCATION

PHYSICAL EDUCATION 1    Grades: 9
Prerequisite: a positive attitude and an open mind
Knowledge of the components of physical fitness, exercise techniques, and training principles will be taught and assessed to meet district and California State Standards. Students will maintain portfolios, log daily fitness information and develop personalized fitness programs that will promote a healthy lifestyle. The class introduces students to a variety of dual and individual sports. A unit on aquatics and rhythm and dance will also be taught. All students will be tested in the state mandated FitnessGram.

PHYSICAL EDUCATION 2    Grades: 10,11,12
Prerequisite: Successful completion of 10 units of PE 1
The emphasis of this class will be analyzing skills for effective movement and developing strategies for positive interpersonal relations. The class introduces students to a variety of team sports, a gymnastics unit among other activities, allowing students to prepare for a lifetime of physical activity. Any student that did not pass FitnessGram during Physical Education 1 will need to be reassessed during this class.

PHYSICAL EDUCATION 5    Grades: 11,12
Prerequisite: Successful completion of 10 units of PE 1 and 10 units of PE 2
This physical education offering will give students the opportunity to learn advanced skills in volleyball, ultimate frisbee, basketball and soccer to promote cardiovascular fitness and physical well-being for a lifetime. Students will learn proper techniques and advanced skills through drills and game play in each of the activities mentioned.

BODY CONDITIONING    Grades: 10,11,12
Prerequisite: Successful completion of 10 units of PE 2
Students will be involved in enhancing physical performance and personal wellness through the CrossFit Methodologies. Del Campo is a CrossFit Affiliate. Students will focus on the “Big 3” - 1. Mechanics 2.Consistency 3.Intensity. Students will learn proper techniques of lifting along with gymnastics and cardiovascular movements. The class will touch on nutrition and how it can work into your daily routines.

ADVANCED BODY CONDITIONING    Grades: 11,12
Prerequisite: Successful completion Body Conditioning
Students entering into the advanced class will be expected to not only perform in the class but will be asked take on a leadership roll, as they educate their peers. Students will be graded on a more rigorous scale as well as receive a grade on their peer tutoring skills.
PHYSICAL EDUCATION X  Grades: 11,12
Prerequisite: Successful completion of 10 units of PE 2
Advanced conditioning class designed for varsity athletes, for skill enhancement on interscholastic teams. Designed to build team culture, strategic planning, and specialized area fitness. Fall varsity athletes sign up for Block 1 & 2, Winter varsity athletes sign up for Term 2 & 3, Spring varsity athletes sign up for Block 3 & 4.

BASKETBALL  Grades: 11,12
Prerequisite: Successful completion of 10 units of PE 2
This physical education offering will give students the opportunity to learn advanced skills in basketball to promote cardiovascular fitness and physical well-being for a lifetime. Students will learn proper techniques and advanced basketball skills through drills and game play.

VOLLEYBALL  Grades: 11,12
Prerequisite: Successful completion of 10 units of PE 2
This physical education offering will give students the opportunity to learn advanced skills in volleyball to promote cardiovascular fitness and physical well-being for a lifetime. Students will learn proper techniques and advanced volleyball skills through drills and game play.

FITNESS FOR LIFE  Grades: 11,12
Prerequisite: Successful completion of 10 units of PE 2
This physical education offering will give students the opportunity to explore the benefits of low-impact exercise. Students will use progressive walking demands, flexible yoga techniques and other low-impact/high yield activities to track, record and examine the cause-effect relationship to heart-rates, body composition and other physical attributes.

MODERN DANCE  Grades: 10,11,12
Prerequisite: Successful completion of 10 units of PE 2
Dance includes beginning lessons in tap, ballet, jazz, and folk dancing. Guest choreographers are often part of the experience. Students will have an opportunity to choreograph routines both individually and in groups. Jazz or ballet shoes are required, and are NOT supplied for students. Please email instructor for more information.
AFJROTC 1  Grades: 9, 10, 11, 12

The mission of the AFJROTC program is to develop citizens of character dedicated to servicing their nation and community. The objective of AFJROTC are to educate and train high school cadets in citizenship, promote community serve, instill responsibility, character and self-discipline by providing instruction in leadership theory and application. The AFJROTC program is grounded in the Air Force core values of Integrity First, Service Before Self and Excellence in all we do. Academic study is divided into two subjects: Aerospace Science and Leadership Education. The curriculum in AFJROTC 1, emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, and space exploration. The primary emphasis is on civilian and military contributions to aviation, and the development, modernization and transformation of today's Air Force. In addition, the science of astronomy and the exploration of space are studied throughout the program.

Leadership Education 100: Analyze the heritage, organization, and tradition of service programs, analyze the benefits of positive personal behavior, evaluate healthy living through physical activity and good nutrition, apply safe, drug-free decisions, and analyze the importance of citizenship in the United States.

AFJROTC 2  Grades: 9, 10, 11, 12

It introduces students to the world’s cultures through the study of world affairs, regional studies and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns and human rights.

Leadership Education 200: Communication, awareness, and leadership, Second Edition, is a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. It incorporates the 21st century teaching, learning, and skills of critical thinking, communication, collaboration, and creativity.

AFJROTC 3  Grades: 9, 10, 11, 12

They will study Life Skills and Career Opportunities, Second Edition, which provides an essential component of leadership education for today's high school students. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. Students will consider the most important elements of life skills for all Americans: civic responsibilities, such as volunteering, registering to vote, jury duty, and draft registration. Students also undertake space discovery, with units on the space environment, exploring space, manned and unmanned spaceflight, space technology and commercial interests in space.

AFJROTC 4  Grades: 9, 10, 11, 12

Fourth year activities focus on global awareness, leadership in action and demonstrating Air Force Customs and Courtesies. This course places emphasis on management principles and will tremendously benefit cadets and provide them with the necessary skills and qualities needed to put into practice what they have learned during their time in AFJROTC. Throughout the course are many ethical dilemmas, case studies and role-play activities built into the lessons.
CAREER TECHNICAL EDUCATION (CTE)

Video and Broadcast Production Pathway

*Students taking these classes are expected to complete the three-class pathway*

**INTRO TO MEDIA ARTS** Grades: 9, 10, 11

Intro to Media Arts is a College and Career Technical Education course that meets the VAPA (F) requirement on A-G college subject requirements. This course will expose students to the powerful medium of video for various audiences and mediums. While this course will focus on producing videos from pre-production through post-production, we will emphasize the importance of story and communicating with the intended audience. Additional emphasis will be given to journalistic techniques, impartiality and integrity. Several genres of video production will be explored and produced. Students will assess these different styles of video and know when to employ them.

**VIDEO PRODUCTION** Grades: 9, 10, 11, 12

Prerequisite: Intro to Media Arts with "C" or better

Video Production is a College and Career Technical Education course that meets the VAPA (F) requirements on A-G college subject requirements. This course will hone video production skills and focus students on creating content for broadcast either locally, for live daily broadcast, or more broadly on the Internet and Video Contests. Students will evaluate the elements of art, principles of design and the integration of technology to achieve the desired message and communication with an audience. An overarching theme of this course will be the importance of story. Students will highlight and reflect on the role of story in every unit of study. Students will move beyond basic video production techniques and develop their skills in camera operation, framing and composition. In post-production, students will hone their techniques in the mechanics and theory of editing, graphic creation, including text and captions, color choice and correction and the impact of audio. Students will be introduced to television broadcasting jobs and working in a television studio. Students production skills and speed will be pushed to prepare for working on a deadline.

**BROADCAST AND VIDEO PRODUCTION** Grades: 9, 10, 11, 12

Prerequisite: Video Production with "C" or better

Broadcast and Video Production is a College and Career Technical Education capstone course in Production Managerial Arts. This course will fulfill the college prep elective (G) on the college subject requirements. This course will provide students the skills and competencies in broadcast media. Television, web-streaming and radio will be covered with a focus on live television broadcasting and web delivery. Current and emerging technologies will be studied and implemented into live daily broadcasts. Students will work collaboratively in production crews that have assigned control room or studio jobs where they will develop the skills needed for a variety of career opportunities in the live broadcasting and video production fields.
Information and Communication Technology Pathway

*Students taking these classes are expected to complete the three-class pathway*

**COMPUTER GRAPHICS**  Grades: 9, 10, 11, 12

This course is designed to provide students with a fundamental understanding of computerized graphic art design, illustration and production techniques. Students will become knowledgeable in the use of software for publication design and production, illustration and digital imaging. This class is designed to be part of a CTE pathway.

---

**WEB AUTHOR TRAINING**  Grades: 9, 10, 11, 12

This class consists of a combination of classroom instruction and computer laboratory experience. Students will learn the basics needed for entry level work as a web author employee and will be well grounded in the emerging technologies and features that make this worldwide web skill such a rapidly growing career. Students will learn how to plan and design a web page, how to add graphics, create links, upload pages to a web server, and how to trouble-shoot and solve problems. This class is designed to be part of a CTE pathway.

---

**AP COMPUTER SCIENCE PRINCIPLES**  Grades: 10, 11, 12

Prerequisite: Video Production with "C" or better

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. This class is designed to be part of a CTE pathway.
CAREER TECHNICAL EDUCATION (CTE)

FOODS AND NUTRITION   Grades: 9, 10, 11, 12

The focus in Foods and Nutrition I is to introduce the basic concepts associated with nutrition and food preparation. The course will cover kitchen safety and sanitation practices, food preparation techniques, basic nutrition principles, and special topics related to nutrition and a healthy lifestyle. This is an elective class that supports all the core courses. We do not cook everyday; much of your grade will be determined from written work, tests, projects/labs, and participation.

DECORATIVE ARTS   Grades: 9, 10, 11, 12

In this class, you will combine artistic ability, technical skills, and creative innovation, as you learn to take a design from conception to product. You will learn a wide range of skills including, but not limited to, knitting, crocheting, and embroidery. There will be two community service projects. A $30 donation may be requested for materials.
## High School English Learner ELD Placement Guidelines

<table>
<thead>
<tr>
<th>Years in U.S.</th>
<th>ELPAC Level</th>
<th>Placement</th>
<th>Core Adopted Materials</th>
<th>Supplementary Materials</th>
</tr>
</thead>
</table>
| < 1 Year      | ELPAC Initial Novice or Summative Level 1 | ESL Core and ESL Support (315880 and 315865) CORE REPLACEMENT | Houghton Mifflin Harcourt 2016  
- California Collections Textbook  
- California Collections Language Workshop | Edge Fundamentals (one semester max. if necessary)  
Edge A (recommended)  
Edge Placement Test  
Edge Reading Gains Tests  
**Intervention:** Inside Phonics Inside the USA |
| **OR**        | ELPAC Summative Level 1 | English Transition I and ELD I Support (315881 and 315866) CORE REPLACEMENT | Houghton Mifflin Harcourt 2016  
- California Collections Textbook  
- California Collections Language Workshop | Edge Level A  
Edge Placement Test  
Edge Reading Level Gains Tests  
**Intervention:** Inside Phonics |
| 1+ Years      | ELPAC Initial Intermediate or Summative Level 1-2 | English Transition II and ELD II Support (315882 and 315867) CORE REPLACEMENT | Houghton Mifflin Harcourt 2016  
- California Collections Textbook  
- California Collections Language Workshop | Edge Level B  
Edge Placement Test  
Edge Reading Level Gains Tests |

EL students who have been in a US school for 2 years or more should begin in ELD English III regardless of ELPAC Level.

Students with successful course completion - "C" or better should not repeat course.

2+ Years  
ELPAC Summative Level 1-4  
**English Transition III (315883) (Can be taken once to meet A-G, repeated for elective credit if student is not reclassified.)**  
|  |  |  |  | Edge Level C  
Edge Placement Test  
Edge Reading Level Gains Tests  
or  
English 3D Course C  
English 3D curriculum embedded assessments (LTEL curriculum) |

---

- Ensure EL students are fluidly moved to the next level of classes as soon as they have satisfactorily met formative benchmark assessments. Do not allow the restrictions of a master schedule to prevent this move. (e.g. Do not wait until the end of the semester or the end of the year to move a student who clearly is not being challenged. It may be necessary for students to skip classes based on individual student progress.  
- Sites determine if the Transition III Course is Specialized ELD for Long Term English Learners or students making expected progress. LTE Course should use English 3D curriculum.  
- Students who successfully complete the SEI program will be placed in their grade level ELA class and continue in ELD for one period.  
- The IEP will govern placement for students who are EL and receive Special Ed. Services.  
- ELD is the only time of day students are homogeneously grouped. All other parts of the day EL students should be heterogeneously placed.  
- A student’s ELD course should be determined by various data sources and all possibilities cannot be covered in a single chart. When analyzing conflicting test data, individual cases must be analyzed.  
- If the site has concerns about any placement, notify the Office of Student Learning Assistance team.
ENGLISH LEARNERS (EL)

ENGLISH AS A SECOND LANGUAGE (ESL Core) Grades: 9, 10, 11, 12

Prerequisite: Student is EL and has been in U.S. school less than 1 year with ELPAC Initial Novice score or ELPAC Summative Level 1 (Emerging: entry)

Designated ELD course for the "emerging" entry level student with little or no English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1. Critical principals for developing language and cognition in academic contexts. 2. Interacting in meaningful ways. 3. Learning about how English works. 4. Using Foundational Literacy Skills.

Taken in the block before ESL Support or English-1 Transition.

ENGLISH AS A SECOND LANGUAGE (ESL Support) Grades: 9, 10, 11, 12

Prerequisite: Student is EL and has been in U.S. school less than 1 year with ELPAC Initial Novice score or ELPAC Summative Level 1 (Emerging: entry)

Supports the core Designated ELD course for the "emerging" entry level student with little or no English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1. Critical principals for developing language and cognition in academic contexts. 2. Interacting in meaningful ways. 3. Learning about how English works. 4. Using Foundational Literacy Skills.

Taken in the block after ESL Core if needed before proceeding to English-1 Transition.

ENGLISH-I TRANSITION (Core) Grades: 9, 10, 11, 12

Prerequisite: Student is EL and has been in school in the U.S. less than 1 year with ELPAC Summative Level 1 (Emerging: entry) and/or successfully completed ESL Core and/or ESL Support

Supports the core Designated ELD course for the "emerging" exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1. Critical principals for developing language and cognition in academic contexts. 2. Interacting in meaningful ways. 3. Learning about how English works. 4. Using foundational literacy skills.

Taken prior to ELD - I Support.

ELD-I (Support) Grades: 9, 10, 11, 12

Prerequisite: Student is EL and has been in school in the U.S. 1 year with ELPAC Summative Level 1 and/or successfully completed English-I Transition.

Extends the core Designated ELD course for the "emerging" exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1. Critical principals for developing language and cognition in academic contexts. 2. Interacting in meaningful ways. 3. Learning about how English works. 4. Using foundational literacy skills.

Taken in the block immediately following English-I Transition.
ENGLISH LEARNERS (EL)

ENGLISH-II TRANSITION (Core)  Grades: 9, 10, 11, 12

Prerequisite: Student is EL and has been in school in the U.S. more than 1 year with Summative ELPAC Level 1 or 2 and/or has successfully completed English-I Transition and ELD-I Support

Designated ELD course for the "emerging" exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1. Critical principals for developing language and cognition in academic contexts. 2. Interacting in meaningful ways. 3. Learning about how English works. 4. Using foundational literacy skills.

Taken prior to ELD-II Support.

ELD-II (Support)  Grades: 9, 10, 11, 12

Prerequisite: Student is EL and has been in school in the U.S. more than 1 year with Summative ELPAC Level 1 or 2 and/or has successfully completed English-II Transition.


Taken in the block before ESL Support or English-1 Transition.

ENGLISH-III Transition  Grades: 9, 10, 11, 12

Prerequisite: Student is EL and has been in school in U.S. more than 2 years with ELPAC Summative Level 1-4 and/or has successfully completed English-II Transition and ELD-II Support.

Designed ELD for the "expanding/bridging" entry and exit level student with some familiarity with the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1. Critical principals for developing language and cognition in academic contexts. 2. Interacting in meaningful ways. 3. Learning about how English works. 4. Using Foundational Literacy Skills. Taken in block 1 or 2 in the school year following English-II Transition.

Taken concurrently with grade level English. May be taken a second time and/or with a grouping on Long Term English Learner students.