

COURSE DESCRIPTIONS

Junior High School

Explanation of the Course Descriptions

Information relating to the courses in the schools is provided in paragraphs at the beginning of each section. The course names described are those on official transcripts. The amount of credit for each course follows the title. The maximum number of credits for any course is the highest figure listed.

Some advanced courses require a specific grade level requirement, preliminary training, a previous course and/or specific ability. The brief description of each course points out distinguishing characteristics, content, and special relationships to other courses. Class enrollment, staff, and facilities in the schools are not identical; therefore variations exist.

New Course Adoption

New courses can be proposed for consideration for adoption at least one year prior to their implementation. A course template must be submitted when proposing a new course. New Courses must contain all of the elements in the attached appendix for a district course of study in order to gain full approval. Courses must receive the approval of the district department chairs and principals prior to receiving district-level approval.

Pilot Courses

Courses may be piloted after receiving approval through the Education Division. Approval to pilot a course is allowed under specific conditions when it is evident that the trial period is warranted for an innovative course. At the completion of the piloting period, final approval must come from district department chairs and principals before receiving final district-level approval.

When proposing a new course or requesting to pilot a course, approval to begin the process must be granted by the Assistant Superintendent of Education.

ART

Department Overview

Art programs in the individual schools vary according to the facilities of the school, the cultural backgrounds, and the needs of the students. Senior high school introductory and advanced courses offer broad exploratory and/or specialized experiences to meet individual interests of students. All art courses address the AUHSD Content and Performance Standards, the State Content and Performance Standards, and the Visual and Performing Arts State Framework. The courses are designed to encourage the development of Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relations and Applications. Academic skills are reinforced throughout the curriculum. All art programs infuse existing and emerging technology to aid in delivering the curriculum. **The student may be required to pay for materials used to fabricate personal projects. This will be indicated in each course with the symbol (\$\$).**

110 ART 1 7th, 8th

Beginning Art is a basic, exploratory course offered for students who have little or no previous art experience. Students are introduced to elements of art and principles of design through the manipulation of basic art media such as pencil, crayon, ink, paint, paper, wood, wire, and clay. Students will become aware of art influences in history, culture and its place in our society. **(\$\$)**

120 ART 2 8th

Prerequisite: Art 1 or teacher recommendation

In this course the student will concentrate on developing individual skills and techniques with two-dimensional media. Students will develop sensitivity through the study of cultural, historical, and aesthetic aspects of art. Emphasis is on learning the elements of design and how to organize them for good composition. Such projects as lettering, landscape and still-life painting, figure and perspective drawing, and abstract composition are presented. **(\$\$)**

130 APPLIED ART

8th

Prerequisite: Art 1, Art 2, or teacher recommendation

Applied Art is designed primarily for the junior high school student desiring advanced art studies in both two and three-dimensional media. Layout and display may be included. Students will experience further growth in aesthetic appreciation and cultural awareness of art. Art may be combined with school service through poster design and school displays.

(\$\$)

170 3D DESIGN

7th, 8th

This course in three-dimensional art is essentially a basic crafts course and may include ceramics, sculpture, jewelry, macramé, leather and related craft areas. It acquaints the student with basic materials used in three-dimensional activities including instruction in proper use, care, and cleaning of tools and equipment. Design, craftsmanship, and skill development are emphasized. **(\$\$)**

180 PHOTOGRAPHY

8th

Photography is an introductory course. Emphasis is on learning to communicate ideas with a camera. Students must provide their own film and photo enlarging paper since they will be taught to process their own black and white photographs. There are some school cameras available, but students are encouraged to provide their own cameras, if possible. **(\$\$)**

230 VISUAL & PERFORMING ARTS SURVEY

7th, 8th

Prerequisite: Teacher recommendation

This class will be a compendium of visual and/or performing arts courses which will introduce students to music, art, drama, and dance. Students will get fundamental instruction in each of the four areas with the idea that they can later decide which areas to pursue. Students will be exposed to both practical and performance opportunities in singing and/or playing instruments, ceramics, photography, drawing and painting, dance, and acting and basic elements of the theater. **(\$\$)**

260 MULTIMEDIA ART

7th, 8th

Prerequisite: Computer Skills 1 or teacher recommendation

This course explores the many applications of technology to create multimedia productions. Students will use technology as a tool to facilitate critical thinking, organize information, and demonstrate learning. Equipment such as the computer, video camera, laser disc, CD Rom, scanner, Quick Cam, and the Internet will be used to produce research-based projects. Skill-based instruction will focus on desktop publishing, computer graphics, art programs, color theory, layout and design, sound mixing, video photography, and report of information writing. Emphasis will be placed on using multimedia as a tool to enhance presentations. This course will develop student awareness of the impact of multimedia on our society and examine careers available.

Business Department Career Pathways

*Information Technology Industry Sector
and
Arts, Media, and Entertainment Industry Sector*

Information Support & Services	Media Support & Services	Programming & Systems Development	Media & Design Arts	Grade Level	Course Level	Course Length
Business Technology 557	Business Technology 557	Business Technology 557	Business Technology 557	Grade 7	Intro	1 Sem
Applied Technology 559	Appl Tech 559 or Multimedia Prod. 660	Applied Technology 559	Appl. Technology 559 or Multimedia Prod 660	Grade 8	Intro	1 Year
Business Systems & Technology 706	Business Systems & Technology 706 Computer Technology 890	Business Systems & Technology 706	Business Systems & Technology 706	Grade 9-10	Intro / Concentrator	1 Semester <i>(backed up to Health)</i> Or 1 Year
Graphic Comm. (a-g) 742	Graphic Comm. (a-g) 742 or Multimedia Product 660	Comp. Science 1 786 or AP Comp. Sci. 1 (A) 900 or Bus. Admin. 880	Graph. Comm. (a-g) 742 Music Technology Multimedia Prod. 660	Grade 9 -12	Concentrator	1 Year
Advanced Business Systems & Technology 757 <i>(MOS Certification)</i>	Video Prod. 758 or Web Pg. Design 805	AP Computer Science 2 (AB) 903	Animation or Video Production 758	Grade 10 – 12	Capstone	1 Year

Business Department Career Pathways - continued

*Finance and Business Industry Sector
and
Marketing, Sales, and Service Industry Sector*

Accounting Services	Business Financial Management	Entrepreneurship	Grade Level	Course Level	Course Length
Business Technology 557	Business Technology 557	Business Technology 557	Grade 7	Intro	1 Semester required
Applied Technology 559 <u>or</u> Business Adm. 1 547 <u>or</u> Student Store 566	Applied Technology 559 <u>or</u> Business Adm. 1 547 <u>or</u> Student Store 566	Applied Technology 559 <u>or</u> Business Administration 1 547	Grade 8	Intro	Semester or 1 Year
Business Sys & Tech 706 <u>or</u> Accounting 1 846	Business Sys & Tech 706 <u>or</u> Accounting 1 846	Business Systems & Technology 706	Grade 9	Intro/Concentration	1 Semester required <i>(backed up to Health)</i>
Accounting 2 861	Bus. Adm./Marketing 883 <u>or</u> Student Store 936	Business Adm. 880 <u>or</u> Accounting 1 846 <u>or</u> Marketing 1 876	Grade 9 -12	Concentration	1 Year
Virtual Enterprise (A-G) 885	Virtual Enterprise (A-G) 885	Virtual Enterprise (A-G) 885	Grade 11 – 12	Capstone	1 Year

Business Department Pathways

Information Technology Industry Sector and Arts, Media, and Entertainment Industry Sector

Information Support & Services	Media Support & Services	Programming & Systems Development	Media & Design Arts	Grade Level	Course Level	Course Length
Business Technology 557	Business Technology 557	Business Technology 557	Business Technology 557	Grade 7	Intro	1 Semester required
Applied Technology 559	Appl. Technology 559 or Multimedia Prod. 660	Applied Technology 559	Appl. Technology 559 or Multimedia Prod. 660	Grade 8	Intro	1 Year
Bus. Sys & Tech 706	Bus. Sys & Tech 706 Comp. Tech. 890	Business Systems & Technology 706	Business Systems & Technology 706	Grade 9-10	Intro / Concentrator	1 Semester <i>(backed up to Health)</i> Or 1 Year
Graph. Comm. (a-g) 742	Graph. Comm. (a-g) 742 or Multimedia Product 660	Computer Sci. 1 786 or AP Comp. Sci. 1 (A) 900 or Business Admin 880	Graph. Comm. 742 Music Technology Multimedia Product 660	Grade 9 -12	Concentrator	1 Year
Advanced Business Systems & Technology 757 <i>(MOS Certification)</i>	Video Production 758 or Web Page Design 805	AP Computer Science 2 (AB) 903	Animation or Video Production 758	Grade 10 – 12	Capstone	1 Year

Business Department Pathways - continued

Finance and Business Industry Sector and *Marketing, Sales, and Service Industry Sector*

Accounting Services	Business Financial Management	Entrepreneurship	Grade Level	Course Level	Course Length
Business Technology 557	Business Technology 557	Business Technology 557	Grade 7	Intro	1 Semester required
Applied Technology 559 or Business Admin. 1 547 or Student Store 566	Applied Technology 559 or Business Admin. 1 547 or Student Store 566	Applied Technology 559 or Business Administration 1 547	Grade 8	Intro	Semester or 1 Year
Business Systems & Technology 706 or Accounting 1 846	Business Systems & Technology 706 or Accounting 1 846	Business Systems & Technology 706	Grade 9	Intro/Concentration	1 Semester required (<i>backed up to Health</i>)
Accounting 2 861	Business Administration / Marketing 883 or Student Store 936	Business Admin 880 or Accounting 1 846 or Marketing 1 876	Grade 9 -12	Concentration	1 Year
Virtual Enterprise (a-g) 885	Virtual Enterprise (A-G) 885	Virtual Enterprise (A-G) 885	Grade 11 – 12	Capstone	1 Year

BUSINESS

Department Overview

The business education program offers training in business activities and skills for personal use, training for business employment, and guidance toward the many opportunities afforded young people in the business world. The business education program provides opportunities for students to explore careers and develop business and technological skills required in the global workplace. The business career pathways are sequentially articulated from junior high school, senior high school, ROP, through community and four-year colleges. The curriculum includes business and consumer concepts, business computation, career awareness and exploration, computer literacy, and economic concepts.

547 BUSINESS ADMINISTRATION 1 **7th, 8th**

This course is designed to explore concepts for the world of work including business orientation, team building, and work ethics. The course will also include basic business computation, career awareness and explorations, and basic economic concepts.

557 BUSINESS TECHNOLOGY **7th, 8th**

This course is designed to give students a working knowledge of the computer. Students are introduced to the fundamentals of basic keyboarding, operating systems, word processing, spreadsheets, presentation tasks, Internet, and computer peripherals.

559 APPLIED TECHNOLOGY **8th**

Prerequisite: Ability to touch type, “C” or better in Business Technology or teacher recommendation

This course emphasizes the use of technology to compose, to process information, to develop critical viewing skills, and to improve memory training skills. This course will be coordinated with academic classes to enable the student to apply the technological skills, including use of telecommunications and the Internet, to his/her program of studies and enhance classroom presentations.

566 STUDENT STORE **8th**

Prerequisite: Teacher recommendation

Students will be responsible for ordering, advertising, stocking, record keeping, cashiering, and customer relations. This class will explore concepts for the world of work including business orientation, team building, work ethics, business computation, career awareness, and basic economic concepts.

660 MULTIMEDIA PRODUCTION

7th, 8th

Prerequisite: Ability to touch type, a grade of "C" or better in Computer Skills 1 or teacher recommendation

This course explores the many applications of technology to create multimedia productions. Students will use technology as a tool to facilitate critical thinking, organize information, and demonstrate learning. Skill-based instruction will focus on desktop publishing, computer graphics, art programs, color theory, layout and design, sound mixing, video photography, and informational writing. Emphasis will be placed on using multimedia as a tool to enhance presentations. This course will develop student awareness of the impact of multimedia in business and examine potential careers in this field.

Anaheim Union High School District

Reading/Language Arts/ELD

Junior/Senior High School

Reading/Language Arts Sequence Junior/Senior High School

Students will be placed into appropriate program using multiple measures. Students may be recommended for movement through program at anytime during the school year.

***English for Academic Purposes or other support class recommended for strategic students.**

Placement of Students Guide 2009-2010

Grade	Sequence 1	Sequence 2*	Sequence 3	Sequence 4
7	Intensive Literacy 2 (2 periods) Course #1791 (May be used for 7/8)	English 7 (P) 1300	English 7 (P) 1300	English 7 (HP) 1335
8	Intensive Literacy 3 (2 periods) Course #1792 (May be used for 7/8)	English 8 (P) 1350	English 8 (P) 1350	English 8 (HP) 1355
9 A and other intensive reading students	Intensive Reading 9 (2 periods) Course # 1796 or English 1(P) and Intensive Reading (1 period each) Courses # 1505 and 1794			
9	English 1 (P)* Course #1505	English 1 (P) 1505	English 1 (P) 1505	English 1 (HP) 1510
10	English 2 (P)* Course #1520	English 2 (P) 1520	English 2 (P) 1520	English 2 (HP) 1525
11	English 3 (P) Course #1535	English 3 (P) 1535	English 3 (P) 1535	English Language Composition(AP) 1555 or English A1 (IB) 1558
12	English 4 (P) Course #1550	English 4 (P) 1550	English 4 (P) 1550	English Language Literature (AP) 1555 or English A1 (IB) 1558

Reading/ English Language Arts/English Language Development

Courses	Program Type ¹	Criteria to consider ²	Course Description
Intensive Literacy 2 (2 periods)- Junior High only	Intensive	<ul style="list-style-type: none"> • More than five consecutive years in US schools • CST Far below Basic to mid-Below Basic (compare 2 consecutive years) • Teacher recommendation (multiple measures) • Independent Reading Level is 3.5 or more years below grade level 	Intensive Literacy focuses on increasing language and literacy skills through the development of oral language, vocabulary, fluency, reading comprehension, and writing. Literacy strategies and skills are taught for the purpose of building students' proficiency in reading, writing, listening and speaking.
Intensive Literacy 3 (2 periods)- Junior High only	Intensive	<ul style="list-style-type: none"> • More than five consecutive years in US schools • CST Far below Basic to mid-Below Basic (compare 2 consecutive years) • Teacher recommendation (multiple measures) • Independent Reading Level is 2 to 3.5 years below grade level 	Intensive Literacy focuses on increasing language and literacy skills through the development of oral language, vocabulary, fluency, reading comprehension, and writing. Literacy strategies and skills are taught for the purpose of building students' proficiency in reading, writing, listening and speaking.
Intensive Reading (1 period with 1 period of English)- High School only or Intensive Reading 9 (2 period block)	Intensive	<ul style="list-style-type: none"> • More than five consecutive years in US schools • ELA CST below 281 (compare 2 consecutive years) • Teacher recommendation (multiple measures) • Independent Reading Level is 2 or more years below grade level 	This intervention course focuses on literacy development with a focus on language skills, fluency, reading comprehension and writing skills. In addition, English Language Arts standards are embedded and scaffolded to increase student's abilities in the areas of speaking, listening, reading and writing.
ELD I (2 periods) Electives to build literacy: ELD for Academic Purposes or Spanish for Spanish Speakers	Intensive	<ul style="list-style-type: none"> • Less than two consecutive years in US schools • Current CELDT equals Beginning in reading and/or writing • Teacher recommendation 	This standards-based introductory course for English Learners follows the natural progression of language acquisition and development, listening, speaking, reading, and writing. Major emphasis is on listening, speaking, and English language literacy.
ELD II (2 periods) Elective to build literacy: Spanish for Spanish Speakers	Intensive	<ul style="list-style-type: none"> • Less than three consecutive years in US schools • Current CELDT equals Early Intermediate in reading and/or writing or • Previous year CELDT equals Beginning in reading and/or writing • CST Far Below Basic or Below Basic (compare 2 consecutive years) • Teacher recommendation 	This standards-based course includes listening, speaking, reading, and writing. Major emphasis shifts from listening, speaking, and initial English literacy to intensified practice in English reading and writing skills.
ELD IIIA (2 periods- Junior High only) Elective to build literacy: Spanish for Spanish Speakers	Intensive /Strategic	<ul style="list-style-type: none"> • Less than five consecutive years in US schools • Current CELDT equals Intermediate in reading and/or writing or • Previous year CELDT equals Early Intermediate in reading and/or writing • CST Far Below Basic or Below Basic (compare 2 consecutive years) • Teacher recommendation 	This course prepares English Learners to mainstream into English courses while continuing the listening, speaking, reading, and writing progression. Major emphasis is placed on perfecting basic speaking, reading, and writing skills and addressing appropriate ELD and grade-level English Language Arts Standards.

<p>ELD III (2 periods)-High School Only</p> <p>Elective to build literacy: Spanish for Spanish Speakers</p>	<p>Intensive /Strategic</p>	<ul style="list-style-type: none"> • Five years or less consecutive years in US schools • Current CELDT equals Intermediate or low Early Advanced in reading and/or writing or • Previous year CELDT equals Early Intermediate or low Intermediate in reading and/or writing • CST Far Below Basic or Below Basic (compare 2 consecutive years) • Teacher recommendation 	<p>This course prepares English Learners to mainstream into English courses while continuing the listening, speaking, reading, and writing progression. Major emphasis is placed on perfecting basic speaking, reading, and writing skills and addressing appropriate ELD and grade-level English Language Arts Standards.</p>
<p>English (1 period)</p> <p>Support class: English for Academic Purposes Or ELD IV for high school students exiting Structured English Immersion Program</p>	<p>Strategic</p>	<ul style="list-style-type: none"> • Five or more consecutive years in US schools (Junior High) or more than 5 years (High School) or satisfactory movement through ELD courses or Parental Request for Mainstream English • Current CELDT equals Early Advanced or Advanced in reading and/or writing or • Previous year CELDT equals Intermediate or Early Advanced in reading and/or writing • CST mid-Below Basic to mid-Basic (compare 2 consecutive years) • Teacher recommendation 	<p>See Key to Learning for English 7,8 and 1-4 and ELD IV English for Academic Purposes (EAP) is a course offering extra support for students experiencing difficulty in regular English courses, based on formal and informal assessments and teacher recommendations. It is taught in addition to, not instead of, a student's regular English course. The course continues to focus on literature, writing, reading, and oral communication found in the regular courses while also providing multiple exposures to lessons, increased time on task, an in-depth study of genre and written forms, and additional reading and writing strategies to help students meet standards. The ultimate goal for the EAP support course is to assist students to become better readers, writers, thinkers, and communicators.</p>
<p>English (1 period)</p>	<p>Benchmark</p>	<ul style="list-style-type: none"> • CELDT scores and years in US schools may need to be considered • CST mid-Basic to Proficient (compare 2 consecutive years) • Teacher recommendation 	<p>This required course is an integrated, standards-based class that emphasizes the development of reading, writing, speaking, listening, and critical thinking skills. This integration of skills comes through the reading of selected novels, as well as poetry, short stories, and other literary and non-literary works. Writing and grammar skills are emphasized, specifically through the writing of autobiographical and fictional essays, responses to literature, persuasive compositions, research reports, and direct teaching</p>
<p>English Honors (1 period)</p>	<p>Advanced</p>	<ul style="list-style-type: none"> • CELDT scores and years in US schools may need to be considered • Two consecutive years of CST Proficient or Advanced or • Current CST Advanced and GATE identified in Language Arts • Teacher recommendation 	<p>English Honors is an integrated standards-based class that emphasizes the development of reading, writing, speaking, listening, and critical thinking skills. In this honors-level course, the exposure to a wider variety of texts provides additional opportunities for in-depth reading and writing analysis.</p>

¹Intensive (ELA/Reading)= CST scale score <281 Strategic = CST scale score 281-324 Benchmark = CST scale score 325 to Proficient

²Notes:

1. Lower class size in Intensive classes.
2. Additional assessments to be used as additional measures/criteria for placement /movement.
3. ELD for AP only for students concurrently enrolled in ELD I.
4. Mainstream classes are heterogeneous (EL, R-FEP, I-FEP, EO). Cohort groups of ELs may be considered for targeted instruction.

READING, LANGUAGE ARTS, ELD

Department Overview

The Reading/Language Arts curriculum is an integrated, standards-based program, which emphasizes the development of reading, writing, speaking, listening, and critical thinking skills. Every junior high school student is enrolled in a comprehensive Reading/Language Arts program. English Language Development courses are provided as an alternative for those students who qualify. Mainstreamed English Learner students will receive continued English language support in the comprehensive program.

1330 ENGLISH 7 (P) 7th

This required course is an integrated, standards-based class that emphasizes the development of reading, writing, speaking, listening, and critical thinking skills. This integration of skills comes through the reading of selected novels, as well as poetry, short stories, and other literary and non-literary works. Writing and grammar skills are emphasized, specifically through the writing of autobiographical and fictional essays, responses to literature, persuasive compositions, research reports, and direct teaching.

1332 ENGLISH 7 FOR ACADEMIC PURPOSES (EAP) 7th

English for Academic Purpose (EAP) is a course offering extra support for students experiencing difficulty in regular English courses, based on formal and informal assessments and teacher recommendations. It is taught in addition to, not instead of, a student's regular English course.

The course continues to focus on literature, writing, reading, and oral communication found in the regular courses while also providing multiple exposure to lessons, increased time on task, an in-depth study of genre and written forms, and additional reading and writing strategies to help students meet standards.

1335 ENGLISH 7 (HP) 7th

Prerequisite: HP courses require application process and teacher recommendation

English 7 (HP) is an integrated, standards-based class that emphasizes the development of reading, writing, speaking, listening, and critical thinking skills. In this honors-level course, the exposure to a wider variety of texts provides additional opportunities for in-depth reading and writing analysis. Students enrolled in honor-level English courses are expected to be in Advanced Placement (AP) English courses in 11th/12th grade.

1350 ENGLISH 8 (P)

8th

English 8 (P) is an integrated, standards-based class that emphasizes the development of reading, writing, speaking, listening, and critical thinking skills. This integration of skills comes through the reading of selected novels, as well as poetry, short stories, and other literary and non-literary works. Writing and grammar skills are emphasized, specifically through the writing of autobiographical and fictional essays, responses to literature, persuasive compositions, and research reports, and direct teaching.

1352 ENGLISH 8 FOR ACADEMIC PURPOSES (EAP)

8th

English for Academic Purpose (EAP) is a course offering extra support for students experiencing difficulty in regular English courses, based on formal and informal assessments and teacher recommendations. It is taught in addition to, not instead of, a student's regular English course.

The course continues to focus on literature, writing, reading, and oral communication found in the regular courses while also providing multiple exposure to lessons, increased time on task, an in-depth study of genre and written forms, and additional reading and writing strategies to help students meet standards

1355 ENGLISH 8 (HP)

8th

Prerequisite: HP courses require application process and teacher recommendation

English 8 (HP) is an integrated, standards-based class that emphasizes the development of reading, writing, speaking, listening, and critical thinking skills. In this honors-level course, the exposure to a wider variety of texts provides additional opportunities for in-depth reading and writing analysis. Students enrolled in honor-level English courses are expected to be in Advanced Placement (AP) English courses in 11th/12th grade.

1410 SCHOOL NEWSPAPER 1

7th, 8th

(Elective credit only)

Prerequisite: Teacher recommendation

Students will be taught journalistic principles, including basic methods employed in gathering and disseminating information. Students will gain practice in performing the basic functions of copyreading, proofreading, editing, layout, organization of material, and interviewing.

1415 MEMORY BOOK

7th, 8th

(Elective credit only)

Prerequisite: Teacher recommendation

Students prepare and produce the school memory book. Students learn to budget expenses, plan the book, create the layouts and artwork, and to take photographs. Students in this class also produce the eighth grade supplement.

1420 DRAMA 1

7th, 8th

(Fine Art credit only)

This class is an introductory drama course. Students will learn pantomime, improvisation, and monologues, as well as acting in commercials and performing in scenes. Students will learn the basics of theater vocabulary, stage movement, vocal development, characterization, memorization techniques, and play production.

1425 DRAMA 2

8th

(Fine Art credit only)

Prerequisite: A grade of “C” or better in Drama 1 or teacher recommendation

This advanced drama course continues and builds upon skills acquired in Drama 1. This course provides experiences in acting before public audiences. Opportunities to direct, write, and act in class plays are provided. How to construct scenery, use lights and sound, and create other production effects is reviewed.

1435 SPEECH COMMUNICATION 1

7th, 8th

(Fine Art credit only)

Prerequisite: Teacher recommendation

This course is for students who wish to improve their method of oral expression. Emphasis is placed on the use of voice, words, gestures, speech preparation, speech delivery, and methods of overcoming fear in speaking before groups. Listening skills, through attention to following directions, analyzing speeches, and lecture note taking will be emphasized.

1440 SPEECH COMMUNICATION 2

7th, 8th

(Fine Art credit only)

Prerequisite: A grade of “C” or better in Speech Communication 1 or teacher recommendation

This course is for students who wish to improve their method of oral expression. Additional emphasis is placed on speech preparation, speech delivery, and methods of overcoming fear in speaking before groups. Added emphasis on competitive speech topics, impromptu speaking, dramatic, humorous, and oratorical interpretation will be stressed.

1991 CULTURAL LITERATURE

7th, 8th

The Cultural Literature elective is multifaceted. The primary goal is to help improve students reading, writing, and analytical skills. This course focuses on a greater variety of authors and subjects, allowing more students to have higher interests and personal connections to the texts they are exposed to. The class focuses in depth on the background, connections, and root of each piece of text, as well as, continuing a critical discussion regarding topics interrelated to all texts. Many of the texts, projects, and subjects addressed in class are related to students' interests, cross-curricular connections, and current events. Students will understand the importance of reading for expanding and supporting their own beliefs, while learning from the variety of topics, characters, and authors presented throughout the course.

1992 WRITING WITH COMPUTERS: WRITERS WORKSHOP

7th, 8th

Elective for both junior and senior high levels. *Writing with Computers* links resources we have: laptop computers in classrooms or computer labs on campuses, with the writers' workshop environment. The elective class is an enrichment class or an advanced writing level class depending on the students' needs and abilities. Writer's Workshop allows students the freedom to explore different writing genres and use their own life experiences to advance their writing skills; it also creates the writing habit for the student. It also engages students in an environment of authentic purpose and audience to move students' writing towards addressing their real life issues. That writing helps their learning process.

Student writers will explore genres and work at their own pace. Emphasis is placed on the six traits of writing: ideas, organization, voice, word choice, fluency, and conventions as students work through mini lessons. The bulk of class time is allotted to writing, revision, conferencing, research, and ultimately publishing. Students will be held accountable to cover writing genres that include informational expository, analytical and interpretive, problem-solution, seeking common ground, expressing and reflecting, persuasive, evaluating and judging, as well as, fictional, narrative, and creative writing. The workshop will create a causal connection between genre and author's purpose, narrative, and creative writing. The workshop will create a causal connection between genre and author's purpose.

Intensive Literacy and Language Programs

Junior High

Implementation- School Year 2009-2010

	SDC Strand*	Reading Intervention Strand**		► Exit to Mainstream Program	
Course Name and Number	Intensive Literacy 1 (7 th /8 th grade) CN= 6103	Intensive Literacy 2 (7 th /8 th grade) CN= 1791	Intensive Literacy 3 (7 th /8 th grade) CN= 1792	8 th grade ► (Strategic)	English 8 plus EAP Instructional R.L. 8.0 CN= 1350 <u>and</u> 1352
State/District Adopted Program	Inside Level C and Phonics Program Instructional Reading Level 3.0-4.5	Inside Level D Instructional Reading Level 4.0-5.5	Inside Level E Instructional Reading Level 5.0-6.5	9 th grade ► (Intensive)	Intensive Reading 9 -2 period block <u>or</u> English 1 plus Intensive Reading – 1 period each (elective credit only) Instructional R. L.=differentiated CN= 1796 (2 period block) <u>or</u> CN= 1505 <u>and</u> 1796
				9 th grade ► (Strategic)	English 1 plus EAP Instructional R.L= 9.0 CN= 1505 <u>and</u> 1507
Independent Reading Level OR Lexile	Below Grade 3 Lexile 500	Grade 3 Lexile 600	Grade 4 Lexile 750	9 th grade ► (Strategic for ELs exiting Intensive Literacy 3)	English 1 plus ELD IV (EDGE Level C-Transitional) Instructional R.L 7.0-9.0 CN= 1505 <u>and</u> 1925

*Per Individualized Education Plan

**CST Scores (compare yearly performance) = Far Below Basic to mid-Below Basic (<281)

READING

1791 INTENSIVE LITERACY 2 7th, 8th

Prerequisite: Students who are reading **three and a half years or more** below grade level on district/site assessments and/or teacher recommendation.

Intensive Literacy focuses on increasing language and literacy skills through the development of oral language, vocabulary, fluency, reading comprehension, and writing. Literacy strategies and skills are taught for the purpose of building students' proficiency in reading, writing, listening and speaking.

1792 INTENSIVE LITERACY 3 7th, 8th

Prerequisite: Students who are reading **two to three and a half years** below grade level on district/site assessments and/or teacher recommendation.

Intensive Literacy focuses on increasing language and literacy skills through the development of oral language, vocabulary, fluency, reading comprehension, and writing. Literacy strategies and skills are taught for the purpose of building students' proficiency in reading, writing, listening and speaking.

Intensive Literacy and Language Programs

Junior High

Implementation- School Year 2009-2010

English Language Development Strand*

► Exit to Mainstream Program

Course Name and Number	ELD I (7 th /8 th grade) CN= 1900	ELD II (7 th /8 th grade) CN=1910	<u>ELD IIIA (7th/8th grade)</u> <u>CN=1919</u>	8 th grade ► (Intensive)	Intensive Literacy 3 (Inside Level E- see Reading Intervention Strand) Intermediate to Advanced Instructional R.L. 5.0-6.5 CN= 1792
State/District Adopted Program	Inside Newcomers, Phonics, Levels A and B Instructional Reading Level 1.0-3.5	Inside Level C Instructional Reading Level 3.0-4.5	Inside Level D Instructional Reading Level 4.0-5.5	8 th grade ► (Strategic)	English 8 plus EAP Intermediate to Advanced CN= 1350 <u>and</u> 1352
CELDT Performance Levels /ELD Standards**	Beginning to Early Intermediate	Early Intermediate to Intermediate	Intermediate to Early Advanced	9 th to 12 th grade ► (Intensive/Strategic)	ELD III (HP Level C) Intermediate to Advanced Instructional R.L. 5.0-6.5 CN= 1920
				9 th grade ► (Intensive)	English 1 plus Intensive Reading CN= 1505 <u>and</u> 1796
				9 th grade ► (Strategic)	English 1 plus ELD IV (EDGE Level C) Intermediate to Advanced Transitional- Instructional R.L 7.0-9.0 CN= 1505 <u>and</u> 1925
				9 th grade ► (Strategic)	English 1 plus EAP Intermediate to Advanced CN= 1505 <u>and</u> 1507

*CST Scores (compare yearly performance) = Far Below Basic to Below Basic (<300)

** Consider reading/writing performance levels/ scores and time in program

ANAHEIM UNION HIGH SCHOOL DISTRICT

ENGLISH LANGUAGE DEVELOPMENT

JUNIOR/SENIOR HIGH Placement/Movement through Program

Students will be placed into appropriate program using multiple measures. Students may be recommended for movement through the ELD sequence in the SEI program at anytime during the school year. Levels may be skipped or repeated. Students may enroll in additional academic acceleration course as appropriate.

STRUCTURED ENGLISH IMMERSION (SEI)

ELD I (2 periods)
ELD for AP (1 period)- optional for High School



ELD II (2 periods)



ELD IIIA-Junior High (2 periods)*
ELD III-Senior High (2 periods)



ENGLISH LANGUAGE MAINSTREAM**

Grade appropriate English course (10-12 grade students enroll in English 2 or appropriate grade-level English course)	ELD IV (high school only) or English for Academic Purposes or other support class as needed
---	---



RECLASSIFICATION

*Students completing ELD IIIA in junior high may enroll in ELD III in high school (teacher recommendation).

**Mainstream English learner students who need intensive reading instruction may be placed in an appropriate intervention program.

Anaheim Union High School District
Academic Programs for English Learners

The Structured English Immersion and English Language Mainstream programs offer intensive English Language Development (ELD) at each student's appropriate language level with strategies to provide students with access to grade level content. Primary language support is offered through bilingual teachers, instructional assistants, and tutors and materials as available.

Structured English Immersion (SEI)

Includes ELD, SDAIE instruction, primary language support and supplementary support materials

CELDT Performance Level*	ELD	ELD/ELA	Math	History/Social Science	Science	P.E and Elective	Interventions or other Support Class
Beginning	ELD I	ELD I	Appropriate class according to transcript, CST and other measures Sheltered or SDAIE	Social Science Optional for Junior High	Sheltered or SDAIE	Elective Optional	ELD for Academic Purposes (required for Junior High)
Early Intermediate	ELD II	ELD II		Sheltered or SDAIE			Spanish for Spanish Speakers 1A/B, 1, 2, 3 Extended day/Extended year Summer School
Intermediate	ELD IIIA (Junior High) ELD III (Senior High)	ELD IIIA ELD III		SDAIE			

English Language Mainstream (ELM) /Move toward Reclassification

Includes English Language Development, SDAIE instruction and supplementary support materials

CELDT Performance Level*	ELD	ELA	Math	History/Social Science	Science	P.E and Elective	Interventions or other Support Class
Early Advanced to Advanced	ELD IV for students exiting SEI or Intensive Literacy Program English for Academic Purposes (as needed- student may benefit from other intervention)	Grade level English Includes ELD/SDAIE	Appropriate class according to transcript, CST and other measures SDAIE	SDAIE	SDAIE	Elective Optional	Spanish for Spanish Speakers 1A/B, 1, 2, 3 Extended day/Extended year Summer School Intensive Literacy class for students who need Intensive intervention

¹California. Department of Education. Foreign Language Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 3: Content of the Foreign Language Curriculum (2003)

Adopted 4/2009

ENGLISH LANGUAGE DEVELOPMENT

Dependent upon the individual student's needs, he/she should enroll in ELD classes for two to three periods. After the student makes the transition to regular English classes, he/she is expected to complete the sequence of English courses leading to the high school diploma.

**1900 ENGLISH LANGUAGE
DEVELOPMENT I - (ELD I)**
7th, 8th
(10 English/ 10 or 20 elective)
**Prerequisite: Teacher
recommendation; CELDT
Beginning and Early Intermediate
Levels**

This standards-based introductory course for English Learners follows the natural progression of language acquisition and development, listening, speaking, reading, and writing. Major emphasis is on listening, speaking and English language literacy. A two-period time block is required; however, a three-period time block is optional.

**1910 ENGLISH LANGUAGE
DEVELOPMENT II (ELD II)**
7th, 8th
(10 English/ 10 or 20 elective)
**Prerequisite: Teacher
recommendation; CELDT Early
Intermediate and Intermediate
Levels**

This standards-based course includes listening, speaking, reading, and writing. Major emphasis shifts from listening, speaking and initial English literacy to intensified practice in English reading and writing skills. A two-period time block is required.

**1915 ENGLISH LANGUAGE
DEVELOPMENT FOR ACADEMIC
PURPOSES**
7th, 8th
(elective credit only)
**Prerequisite: Teacher
recommendation; CELDT
Beginning and Early Intermediate
levels**

This elective course is taken concurrently with ELD I. The emphasis is on improving English literacy skills and expanding the command of English academic vocabulary. This course utilizes instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills.

**1919 ENGLISH LANGUAGE
DEVELOPMENT IIIA (ELD IIIA)**

7th, 8th

(10 English/10 elective)

**Prerequisite: Teacher
recommendation; CELDT
Intermediate and Early Advanced
Levels**

This course prepares English Learners to mainstream into English courses while continuing the listening, speaking, reading, and writing progression. Major emphasis is placed on perfecting basic speaking, reading, and writing skills and addressing appropriate ELD and grade-level English Language Arts Standards. A two-period time block is required.

Course Sequence Options for Spanish for Spanish Speakers

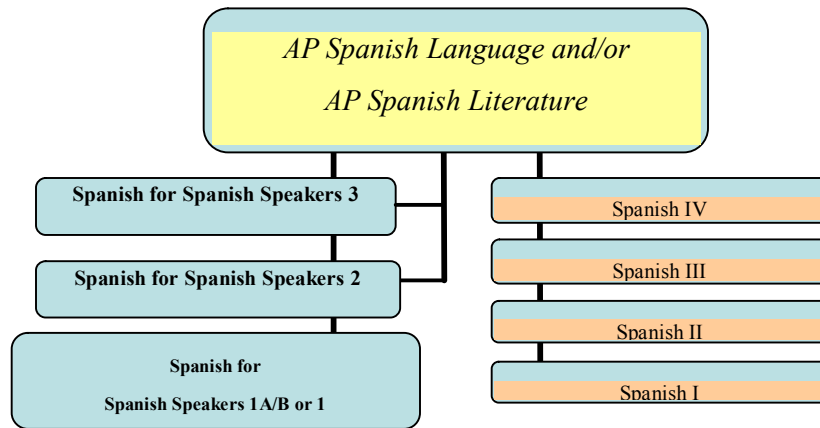
A major goal of foreign language instruction in California is to increase students' literacy in languages other than English, thereby also increasing their literacy in English.¹

Possible Scheduling Options

Grade	Option 1 (6 years)	Option 2 (5 years)	Option 3 (4 years)	Option 4*
12**	<i>AP Spanish Language or Literature</i>	<i>AP Spanish Language or Literature</i>	<i>AP Spanish Language or Literature</i>	<i>AP Spanish Language and/ or AP Spanish Literature</i>
11**	<i>AP Spanish Language or Literature</i>	<i>AP Spanish Language or Literature</i>	Spanish for Spanish Speakers 3	<i>AP Spanish Language and/ or AP Spanish Literature</i>
10	Spanish for Spanish Speakers 3	Spanish for Spanish Speakers 3	Spanish for Spanish Speakers 2	Spanish for Spanish Speakers 3
9	Spanish for Spanish Speakers 2	Spanish for Spanish Speakers 2	Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2
8	Spanish for Spanish Speakers 1B or Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 1B or Spanish for Spanish Speakers 1		
7	Spanish for Spanish Speakers 1A			

* This option is for students with very strong primary language skills. Students may take AP Spanish Language and AP Spanish Literature Exams same year.

** Students in International Baccalaureate programs may enroll in IB Language and Literature courses as appropriate.



- Students are placed and advanced based on initial placement and end-of-course assessments and teacher recommendations.
- Students may skip a level based on end-of-course assessments and teacher recommendations.
- Spanish for Spanish Speakers curriculum is aligned with the Reading/Language Arts Standards.

¹California. Department of Education. Foreign Language Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 3: Content of the Foreign Language Curriculum [2003] **Adopted April 2009**

FOREIGN LANGUAGE

Department Overview

The study of languages is receiving increased emphasis in today's interconnected world. The foreign languages department offers courses designed to meet both college entrance requirements and the interests and needs of all students. In the sequential courses beginning with Conversation and Cultures, spoken communication is given major emphasis at the junior high school. Reading and writing are emphasized. All language courses will include the history, civilization and customs of the people who speak it.

2025 FRENCH CONVERSATION AND CULTURE

7th

**Prerequisite: Teacher
Recommendation**

French Conversation and Culture offers the student an exciting introduction to the French language and culture. This course introduces the basic conversational vocabulary of French speaking countries and their culture. Students are encouraged to practice the language, as well as explore and experience cultural differences.

2040 FRENCH 1 (P)

8th

Prerequisite: Teacher recommendation

The study of French begins with emphasis on listening and speaking. The fundamentals of reading and writing are also started at Level 1. Basic skills in grammar are covered enabling students to handle the oral and written language structures. The reading selections provide an overview of French culture with an emphasis on the differences of lifestyles and living conditions.

2135 SPANISH CONVERSATION AND CULTURE

7th

**Prerequisite: Teacher
Recommendation**

Spanish Conversation and Culture offers the student an exciting introduction to the Spanish language and culture. This course introduces the basic conversational vocabulary of Spanish speaking countries and their culture. Students are encouraged to practice the language, as well as explore and experience cultural differences.

**2141 SPANISH FOR SPANISH
SPEAKERS 1A (P)**

7th

**Prerequisite: Basic Speaking and
comprehension skills in Spanish.**

This is an enriched year-long course designed for heritage Spanish speakers. The major emphasis in this introductory course is placed on the development of Spanish literacy. Students will experience extensive study in reading, writing, listening and speaking skills.

**2151 SPANISH FOR SPANISH
SPEAKERS 1B (P)**

8th

**Prerequisite: Intermediate
speaking and comprehension skills
in Spanish.**

This is an enriched year-long course designed to build upon heritage Spanish speakers' literacy. The major emphasis is placed on the development of Spanish reading and writing.

2165 SPANISH 1 (P)

8th

**Prerequisite: Teacher
recommendation**

The study of Spanish begins with emphasis on listening and speaking. The fundamentals of reading and writing are started at Level 1. Basic skills in grammar are covered, thus enabling students to handle oral and written language structures. The reading selections provide an overview of Spanish culture with an emphasis on the differences of lifestyles and living conditions.

**2167 SPANISH FOR SPANISH
SPEAKERS 1 (P)**

8th

**Prerequisite. Basic or intermediate
speaking and comprehension skills
in Spanish.**

This is an enriched year-long course equivalent to Spanish for Spanish Speakers 1A and 1B (P). This course is designed for heritage Spanish speakers. Major emphasis is placed on the development of Spanish literacy. Students will experience extensive study in reading, writing, listening and speaking skills.

2220 JAPANESE I (P)

8TH

10 semester credits

**Prerequisite: Teacher
recommendation**

The study of Japanese begins with emphasis on listening and speaking. The fundamentals of reading and writing are started at Level I. Basic skills in grammar are covered, thus enabling students to handle oral and written language structures.

**2248 KOREAN CONVERSATION
AND CULTURE**

7th

**Prerequisite: Teacher
Recommendation**

Korean Conversation and Culture offers the student an exciting introduction to the Korean language and culture. This course introduces the basic conversational vocabulary of Korean speaking countries and their culture. Students are encouraged to practice the language, as well as explore and experience cultural differences.

2250 KOREAN 1 (P)
8th

**Prerequisite: Teacher
recommendation**

This course teaches the students fundamental skills in Korean. Students learn Korean letters, reading, writing, and fundamental conversation. Students learn Korean vowels, consonants, and correct language structure for basic conversation. Students can construct a simple essay in Korean. Vocabulary and elementary grammar are introduced. Syntax study including the usage of conjugation and particles are emphasized. The skills of speaking, listening, reading, and writing in the language are the essential elements of the course. The methods of correct pronunciation are emphasized.

Anaheim Union High School District

History/Social Science Sequence

Junior/Senior High School

Grade	Sequence 1	Sequence 2
7	World History & Geography	World History & Geography
8	United States History and Geography	United States History and Geography
9		
10	World History, Culture and Geography (P)	World History, Culture and Geography (HP)
11	United States History and Geography (P)	United States History and Geography (AP) or (IB)
12	Principals of American Democracy (P) (semester course) Economics (P) (semester course)	American Government and Politics (AP) (1st semester) Economics (HP) or (AP) (2nd semester)

HISTORY/SOCIAL SCIENCE

Department Overview

The History/Social Science Curriculum is aligned with the AUHSD History/Social Science Content and Performance Standards. As educators we have the responsibility of preparing our students for the challenges of living in a fast-changing society. Their lives will be affected by domestic and international politics, economic flux, technological developments, demographic shifts, and the stress of social change. Curriculum will be based on varied instructional material including primary and secondary documents, literary works and creative arts which emphasize the development of reading, writing, speaking, listening, and critical thinking skills.

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

2440 WORLD HISTORY & GEOGRAPHY (P)

2450 WORLD HISTORY & GEOGRAPHY (HP) 7th

Prerequisite: HP course requires application process and teacher recommendation

This course is an in-depth examination of social, cultural, and technological change during the period A.D. 500-1789, beginning with a review of ancient history. The course is enriched with the literature of and about the period. It emphasizes the

contributions of major world cultures and religions. Students will acquire concepts and skills in geography, critical thinking, and global issues. Individual schools may structure the course into sections to aid students of different ability levels.

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

2470 UNITED STATES HISTORY AND GEOGRAPHY (P)

2480 UNITED STATES HISTORY AND GEOGRAPHY (HP) 8th

Prerequisite: HP course requires application process and teacher recommendation

This course integrates United States history and geography with the humanities and the social sciences by enriching the content with literature and documents of the various time periods. It begins with an intensive review of the major ideas, issues, and the events preceding the founding of our nation. Critical eras, from the framing of the Constitution to World War I, will be surveyed in depth. Individual schools may structure the course into sections to aid students of different ability levels.

Home Economics and Careers & Technology (HECT) Department

*Hospitality, Tourism, and Recreation Industry Sector and Education, Child Development, and Family Services Industry Sector
and
Fashion and Interior Design Industry Sector*

Food Service & Hospitality	Child Development	Fashion Design, Manufacturing, and Merchandising	Grade Level	Course Level	Course Length
Exploratory Home Economics 1021	Exploratory Home Economics 1021	Exploratory Home Economics 1021	7	Intro	1 Semester required
Home Economics CT Comprehensive Core 1 1041	Home Economics CT Comprehensive Core 1 1041	Home Economics CT Comprehensive Core 1 1041	8	Intro	1 Year
Home Economics CT Comprehensive Core 2 1111	Home Economics CT Comprehensive Core 2 1111	Home Economics CT Comprehensive Core 2 1111	9 - 12	Intro / Concentration	1 Year
Food and Nutrition 1 1121 <u>or</u> Food and Nutrition 2 1131	A Child's World 1200 <u>or</u> Education Academy I 1202	Fashion Techniques 1 & 2 1151	10 -12	Concentration	1 Year
Food Service/Hospitality 1140 <i>(Safe-Serv Certificate)</i>	Careers in Child Development 1191 <u>or</u> Education Academy II 1203	Careers in Fashion Design, Manufacturing, & Merchandising 1161	11- 12	Concentration/ Capstone	1 Year
			NOCCCD or Cypress College	Post-secondary	1 Semester

HOME ECONOMICS CAREERS and TECHNOLOGY

Department Overview

Home Economics Careers and Technology (HECT) makes a unique contribution to the total educational program of the individual student. Comprehensive courses introduce the student to information and skills for managing and balancing personal life, home, and work place. The introductory and advanced level instruction prepares students with the knowledge and skills needed to achieve competencies in each of the seven content areas:

- Food Science, Food Preparation, and Hospitality
- Family, Individual Health and Human Services
- Child Care and Education
- Fashion Design and Fashion Merchandising
- Consumer Services
- Hospitality, Tourism, Travel and Recreation
- Interior Design and Home Furnishings

Central to the development of these competencies is the integration and application of leadership and academic core skills. The application of classroom learning experiences is practiced in the classroom and is applicable to the home, the community, and the work place. These competencies are also transferable to entry, technical, and

professional level careers in home economics and related fields.

Home Economics Careers and Technology career paths are sequentially articulated from junior high, senior high, and ROP to institutes, community colleges, and four-year colleges and universities.

Students prepared in Home Economics Careers and Technology programs leave with transferable skills and knowledge and are able to make significant contributions to society as competent and productive members of families, communities, and the work force.

1021 EXPLORATORY HOME ECONOMICS CT **7th Grade**

This course introduces the student to the foundations of Home Economics Careers and Technology education (HECT): child development, clothing, foods and nutrition, consumer education, family living, housing and furnishing, and leadership development.

**1041 HOME ECONOMICS CT
COMPREHENSIVE CORE 1
8th Grade**

Prerequisite: Student must receive a "B" in this class in order to be eligible to enter directly into career pathway classes.

This course explores the basic strands of Home Economics Careers and Technology (HECT): child development, clothing, consumer education, family living, foods and nutrition, housing and furnishing, and leadership development. This course is the foundation course for the following career pathways: Food Service and Hospitality, Child Development; Fashion Design, Manufacturing, and Merchandising.

**1050 CLOTHING FOR TODAY
8th**

Prerequisite: A grade of "C" or better in Young Living

This one semester class introduces students to the basic techniques and skills of sewing. Students will learn the use and care of the sewing machine and complete several class-related projects.

**1060 EVERYDAY LIVING SKILLS
7th**

This survey course introduces students to foods and nutrition, consumer education, and sewing. Self-esteem building and leadership skills will be emphasized.

**1070 YOUNG LIVING
7th, 8th**

This course acquaints the student with the basic strands of Home Economics Careers and Technology (HECT): child development, clothing, consumer education, family living, foods and nutrition, housing and furnishing, and leadership development.

Industrial Technology Education (ITE) Department

Building Trades and Construction Industry Sector

Cabinetmaking & Wood Products	Residential & Commercial Construction	Grade Level	Course Level	Course Length
Wood Manufacturing 1 3070 <u>or</u> Drafting 3040	Exploring Technology 3019 <u>or</u> Essentials of Technology 3020	Grade 7	Intro	1 Year
Wood Manufacturing 1 3070 <u>or</u> Wood Manufacturing 2 3110	Drafting 3040 <u>or</u> Metal Manufacturing 3020	Grade 8	Intro	1 Year
Drafting Technology 3250 <u>or</u> Wood Tech 1 3320	Drafting 3250 <u>or</u> BITA 1 4720	Grade 9 - 10	Intro / Concentration	1 Year
Wood Tech 2 3330	BITA 1 4720 <u>or</u> BITA 2 4721	Grade 10 -12	Intro / Concentration	1 Year
Wood Tech 3 3340 <u>or</u> Wood Manufacturing Occupations - ROP	BITA 1 4720, BITA 2 4721, BITA 3 4722 <u>or</u> BITA 4 4723 <u>or</u> Carpentry Occupations - ROP	Grade 11 - 12	Concentration/ Capstone	1 Year
Cabinet Making / Millwork		Fullerton College	Capstone	Semester
32 mm Cabinet Making	32 mm Cabinet Making	Fullerton / Cerritos College	Capstone	Semester
Construction Technology Certificate	Construction Technology Certificate	Fullerton College	Capstone	Semester
Wood Finishing / Cabinet Design / Solid Surfaces	Production Cabinet Making	Cerritos College	Capstone	Semester

Industrial Technology Education (ITE) Department

Building Trades and Construction Industry Sector

Cabinetmaking & Wood Products	Residential & Commercial Construction	Grade Level	Course Level	Course Length
Wood Manufacturing 1 3070 <u>or</u> Drafting 3040	Exploring Technology 3019 <u>or</u> Essentials of Technology 3020	Grade 7	Intro	1 Year
Wood Manufacturing 1 3070 <u>or</u> Wood Manufacturing 2 3110	Drafting 3040 <u>or</u> Metal Manufacturing 3020	Grade 8	Intro	1 Year
Drafting Technology 3250 <u>or</u> Wood Tech 1 3320	Drafting 3250 <u>or</u> BITA 1 4720	Grade 9 - 10	Intro / Concentration	1 Year
Wood Tech 2 3330	BITA 1 4720 <u>or</u> BITA 2 4721	Grade 10 -12	Intro / Concentration	1 Year
Wood Tech 3 3340 <u>or</u> Wood Manufacturing Occupations - ROP	BITA 1 4720, BITA 2 4721, BITA 3 4722 <u>or</u> BITA 4 4723 <u>or</u> Carpentry Occupations - ROP	Grade 11 - 12	Concentration/ Capstone	1 Year
Cabinet Making / Millwork		Fullerton College	Capstone	Semester
32 mm Cabinet Making	32 mm Cabinet Making	Fullerton / Cerritos College	Capstone	Semester
Construction Technology Certificate	Construction Technology Certificate	Fullerton College	Capstone	Semester
Wood Finishing / Cabinet Design / Solid Surfaces	Production Cabinet Making	Cerritos College	Capstone	Semester

INDUSTRIAL TECHNOLOGY EDUCATION

Department Overview

Industrial Technology Education is an integral part of the total education program. The ever-changing technology encountered in our everyday living makes it essential that industrial and technological educational experiences be regarded as basic and essential to all youth. Industrial Technology Education career pathways are sequentially articulated from junior high school through senior high school, ROP, institutes, community colleges, and four-year colleges and universities. **ALL COURSES ARE OPEN TO BOYS AND GIRLS.**

Students are often motivated to improve their basic skills in science, math, and English when they can easily see the relationship these skills have to each other in a practical applied setting. **The student may be required to pay for materials used to fabricate personal projects. This will be indicated in each course with the symbol (\$\$)**

3019 EXPLORING TECHNOLOGY 7th, 8th

This exploratory course is broad-based in nature and utilizes the modular concept of curricula presentation. The objective is to acquaint students with technology through hands-on modular delivery experiences in the areas of manufacturing, communication, construction and power, energy, and transportation. Students will become familiar with the historical, contemporary and potential development of industry as well as a beginning foundation for career awareness. **(\$\$)**

3020 ESSENTIALS OF TECHNOLOGY 7th, 8th

This introductory course explores various phases of industrial technology. Safety, hand tool, and machine use will be reviewed. The areas of wood, metal, electricity, drafting, and plastics are addressed. **(\$\$)**

3040 DRAFTING 1 7th, 8th

This course teaches drafting and its importance in the world of manufacturing. The areas of safety, lettering, measuring, sketching, orthographic projections, isometric drawing, architectural drawing, and computer-aided drafting are addressed. **(\$\$)**

3060 METAL MANUFACTURING 1
7th, 8th

This course introduces the study of metals and their importance in the world of manufacturing. The areas of safety, sheet metal, bench metal, wrought iron, foundry, welding, and computer-controlled machining are addressed. (\$\$)

3070 WOOD MANUFACTURING 1
7th, 8th

This course introduces students to the study of wood and its importance in the world of manufacturing. The areas of safety, joinery, hand tools, selected machine tools, gluing, selection of wood, and computer controlled-machining are addressed. (\$\$)

3080 DRAFTING 2
8th

Prerequisite: A grade of "C" or better in Drafting 1 or teacher recommendation

This course emphasizes the same curricular objectives and areas as Drafting 1, but at an advanced level. Students develop greater skills in orthographic projection and isometric drawing, as well as architectural drawing, sectional drawing, auxiliary views, pattern development, and technical illustration. The aspects of computer-aided design and career opportunities in the drafting industry are explored. (\$\$)

3100 METAL MANUFACTURING 2
8th

Prerequisite: A grade of "C" or better in Metal Manufacturing 1 or teacher recommendation

This advanced course in Metal Manufacturing will enable students to further develop their skills and is a continuation of Metal Manufacturing 1. Complex projects of appropriate levels are required. Areas addressed are bench metal, sheet metal, welding, forging, foundry, art metal, and wrought iron. The aspects of computer controlled machines and career opportunities in the metal industry are explored. (\$\$)

3110 WOOD MANUFACTURING 2
8th

Prerequisite: A grade of "C" or better in Wood Manufacturing 1 or teacher recommendation

Students review and acquire additional skills in using hand and selected machine tools. The importance of care and safe operation of equipment is emphasized. The aspects of computer-controlled machines and career opportunities in the wood industry are explored. (\$\$)

ANAHEIM UNION HIGH SCHOOL DISTRICT

MATHEMATICS SEQUENCE

	SEQUENCE I		SEQUENCE II	SEQUENCE III
7 th	Pre-Algebra (HP 3497/P3495) Pre-Algebra/Math Intervention (P 3495)		Pre-Algebra (HP 3497 or P 3495)	Algebra 1 (HP) 3510
8 th	Algebra (P) 3501	Algebra (P 3501) or Algebra 1 (HP 3510 or P 3505)	Algebra 1(HP 3510 or P 3505)	P/S Geometry (HP) 3710
9 th	Algebra 1 (P) 3670	Algebra 1 (P) 3670	P/S Geometry (HP 3710) Geometry (P 3690)	Algebra 2/Trig (HP) 3740
10 th	Algebra 1 Plus (P) 3675	Geometry (P 3690) or Algebra 2 (P 3720)	Algebra 2/Trig (HP 3740) Algebra 2 (P 3720)	Pre-Calculus (HP) 3790
11 th	Geometry(P 3690) or Algebra 2 (P3720)	Algebra 2 (P 3720) or Geometry (P3690)	Pre-Calculus (HP 3790 or P 3780) Trig/Anal Geo (P 3780) Finite Math (P3860)	AP Calculus AB 3880
12 th	Math Elective or *Math Applications	Finite Math (P3860) or *Math Elective	AP Calculus AB (3800)or Finite Math (P3860) or *Math Elective	AP Calculus BC (3810) or *Math Elective

Junior/Senior High School

Capstone Courses in grade 11 are in **Bold**

*STUDENTS ARE REQUIRED TO BE ENROLLED IN A MATHEMATICS COURSE UNTIL PASSING THE MATHEMATICS PORTION OF THE **CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)**. STUDENTS WHO HAVE PASSED THE **CAHSEE** MAY NEED ADDITIONAL MATHEMATIC COURSES TO FULFILL HIGH SCHOOL GRADUATION AND/OR COLLEGE ADMISSION REQUIREMENTS.

GRADUATION REQUIREMENT:

3 years of high school math (Bold Capstone)

Pass math portion of **CAHSEE**

THE MATHEMATICS TEACHER/DEPARTMENT AND/OR COUNSELOR WILL RECOMMEND MATHEMATICS COURSE SELECTION TO THE STUDENT/PARENT. IF NEEDED, STUDENTS WHO COMPLETE ALGEBRA 1 IN 8TH GRADE MAY REPEAT THE SAME CLASS IN 9TH GRADE AND RECEIVE HIGH SCHOOL CREDIT.

MATHEMATICS

Department Overview

The mathematics curriculum is aligned with AUHSD Mathematics Content and Performance Standards. The goal of the mathematics curriculum is to develop mathematically powerful students. Mathematical power involves the ability to discern mathematical relationships, reason logically, and use mathematical techniques effectively. The focus of each course is a balance among understanding of basic skills, problem solving, and concept development. All courses require scientific calculators. Course 1 and subsequent courses require graphing calculators. Students will be placed in levels of instruction commensurate with their abilities.

3495 PRE-ALGEBRA (P) 7th, 8th

Prerequisite: Teacher recommendation

This course introduces the student to: algebraic expressions and integers, solving equations and inequalities, decimals and equations, factors, exponents, operations with fractions, linear functions and graphing, data analysis and probability, ratio proportions and percents, and nonlinear functions and polynomials. This course emphasizes the critical interrelationships of computation, procedural proficiency, and problem-solving abilities.

3497 PRE-ALGEBRA (HP) 7th

Prerequisite: Teacher recommendation

This course is intended to accelerate the advanced learner in a more rigorous study of Pre-Algebra.

3501 ALGEBRA (P) 8th

Highly focused on instructional materials that break each of the mathematical standards into a series of small conceptual steps. This course is designed to prepare students to successfully complete a course in Algebra 1 the following year. Topics include, but are not limited to: operations with rational numbers, simplifying expressions, equations and functions, the coordinate plane and linear functions, operations with polynomials and solving rate, work and mixture problems.

3445 MATH INTERVENTION 7TH

Prerequisite: Teacher recommendation

A support class for prealgebra using state adopted materials and framework.

3505 ALGEBRA 1 (P)

7th, 8th

Prerequisite: A grade of "B" or better in Pre-Algebra or teacher recommendation

The axiomatic structure of the real number system is emphasized, with a focus on the universal vocabulary of mathematics. The following topics are addressed: properties of real numbers, graphing and solving linear equations, linear inequalities and functions, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations, and radicals. Linear equations are derived using the point-slope formula, and a system of two linear equations or inequalities is solved algebraically and interpreted graphically. The difference between inductive and deductive is identified and examples are provided for each of these logic arguments.

3510 ALGEBRA 1 (HP)

8th

Prerequisite: A grade of "B" or better in Pre-Algebra (HP) or teacher recommendation

This course is intended to accelerate the advanced learner in a more rigorous study of Algebra 1.

3570 MATHEMATICS

7th, 8th

Prerequisite: Students scoring two or more years below grade level on district-approved assessment or teacher recommendation

This is a supplemental course designed to be taken concurrently with another math course. It will provide experiences that assist with the acquisition of basic math techniques. Students will address the solving of problems using logical reasoning and technology. The following mathematics standards are reviewed: numbers, mathematical logic and reasoning, symbols, measurement and geometry, functions, and data analysis.

MUSIC CHORAL and INSTRUMENTAL

Department Overview

Music classes provide the opportunity for developing an interest in and appreciation of good music. Students participate in choral, instrumental, and general music activities for personal enjoyment, for school and community service, and for cultural values. The junior high school offers a variety of musical experiences and provides the opportunity and the incentive for students to begin to play instruments and to develop individual talents and skills in all areas of music.

4010 CHORUS 1 7th, 8th

Students will be instructed in basic musicianship and fundamental vocal techniques using introductory singing materials. This may be a performing group, in which case attendance at all rehearsals and performances will be required unless prior approval has been granted.

4020 CHORUS 2

7th, 8th

Prerequisite: Teacher recommendation

This course is open to students with strong musical ability and interest. Students will continue instruction in musicianship and the vocal techniques of part-singing. A greater amount of vocal independence and musicianship is expected. This is a performing group, and attendance at all rehearsals and performances is required unless prior approval has been granted.

4025 BASS ENSEMBLE

7th, 8th

Prerequisite: Teacher recommendation

This course is designed for specialized vocal groupings and is open to students with some musical ability and interest. Instruction is given in fundamental vocal techniques and basic musicianship using singing materials written for specific voices. This may be a performing group, and attendance at all rehearsals and performances will be required unless prior approval has been granted.

4027 TREBLE ENSEMBLE

7th, 8th

Prerequisite: Teacher recommendation

This course is designed for specialized vocal groupings and is open to students with some musical ability. Instruction is given in fundamental vocal techniques and basic musicianship using singing materials written for specific voices. This may be a performing group, and attendance at all rehearsals and performances will be required unless prior approval has been granted

4030 CHORUS 3

7th, 8th

5 or 10 semester credits per year

Prerequisite: Teacher recommendation

This course is open to students with previous performance experience or high musical aptitude and interest. Students will continue instruction in basic musicianship. Vocal independence will be developed through continuing mastery of the vocal techniques of part-singing. This is a performing group and attendance at all rehearsals and performances is required unless prior approval has been granted.

4050 BRASS 1

7th, 8th

This course introduces the study of brass instruments with emphasis on proper embouchure, tone production, posture, and breath support. This course is limited to brass players only. Attendance at all rehearsals and performances is required unless prior approval has been granted by the school.

4060 WOODWIND 1

7th, 8th

Prerequisite: Teacher recommendation

This course introduces the study of woodwind instruments with emphasis on proper embouchure, tone production, posture, and breath support. This course is limited to woodwind players only. Attendance at all rehearsals and performances is required unless prior approval has been granted by the school.

4070 BRASS 2

7th, 8th

Prerequisite: Teacher recommendation

This course continues the study of brass instruments with emphasis on proper tone production and techniques related to specific demands of brass instruments. Attendance at all rehearsals and performances is required unless prior approval has been granted by the school.

4080 WOODWIND 2

7th, 8th

Prerequisite: Teacher recommendation

This course continues the study of woodwind instruments with emphasis on proper tone production and techniques related to specific demands of woodwind instruments. Attendance at all rehearsals and performances is required unless prior approval has been granted by the school.

4090 PERCUSSION 17th, 8th**Prerequisite: Teacher recommendation**

This course provides the study of all percussion instruments with emphasis on the development of rudiments, melodic playing, and tuning skills. This course is limited to percussion players only. Attendance at all rehearsals and performances is required unless prior approval has been granted by the school.

4100 BAND 17th, 8th

This course is designed for students who have had no previous musical training on a band instrument. Attendance is required at all rehearsals and performances unless prior approval has been granted.

4110 BAND 27th, 8th**Prerequisite: Teacher recommendation**

In this course basic fundamentals are stressed. Attendance at all rehearsals and performances is required unless prior approval has been granted.

4120 BAND 37th, 8th**Prerequisite: Teacher recommendation**

The course is open to those students who can adequately perform on an instrument and who have a good basic knowledge of music fundamentals. Attendance at all rehearsals and performances is required unless prior approval has been granted.

4130 JAZZ ENSEMBLE7th, 8th**Prerequisite: Teacher recommendation**

This course is designed for the outstanding instrumental musician. Special attention will be given to the development of technical proficiency, improvisation, musical ability, and sight reading as applied to jazz and popular idiom. Attendance at all rehearsals and performances is required unless prior approval has been granted.

4140 LAB BAND7th, 8th**Prerequisite: Teacher recommendation**

This course is designed for the interested instrumental musician who has a desire to learn the jazz and popular idiom. Techniques and styles will be learned which will bridge the gap between this class and Jazz Band. Attendance is required at all rehearsals and performances unless prior approval has been granted.

4150 ORCHESTRA

7th, 8th

Prerequisite: Teacher recommendation

This group performs at festivals, school, and community concerts. This course is open to those students who can adequately perform on an orchestral instrument and have good basic knowledge of music fundamentals. Attendance at all rehearsals and performances is required unless prior approval has been granted.

4200 MUSIC APPRECIATION 1

7th, 8th

This course introduces students to the world of music. It is a non-performing course which teaches music fundamentals and musicianship through various activities focusing on music from past to present. Students will understand music as it relates to history, culture, and other art disciplines. Keyboards and other instruments may be used.

4210 MUSIC APPRECIATION 2

7TH, 8TH

Prerequisite: Music Appreciation 1

This course continues the study of the world of music on an advanced level. It is a non-performing course which teaches advanced music fundamentals and musicianship through various activities focusing on music from past to present. Students will further understand music as it relates to history, culture, and other art disciplines. Keyboards and other instruments may be used.

4220 GUITAR 1

7th, 8th

4230 GUITAR 2

7th, 8th

Prerequisite: Teacher recommendation

This course is open to beginning students on guitar. Students learn to read music and tablature. The chromatic scale is used to teach all notes on fingerboard and all major, minor, seventh, and minor seventh chords in # and A positions. Repertoire of songs taught include single string lead and bass patterns as well as chord songs. A typical student masters five songs per quarter.

4250 EXPLORATORY MUSIC (Instrumental)

7th, 8th

Students are introduced to the world of instrumental music through an exposure to a wide variety of music literature and activities. In addition to understanding the basic components of music, students will also learn to relate music to its historical and social setting.

NON- DEPARTMENTAL

4629 AVID - MIDDLE LEVEL 7th, 8th

**Prerequisite: Teacher
recommendation**

The goal of this AVID course is to prepare students to enter the college preparatory and advanced course sequence at the high school level. This class provides academic and motivational support to assist students in achieving success in the most challenging core curriculum classes. Students learn the writing, language, and collaborative problem-solving skills necessary for success in high school, college, and life. A tutoring component also assists AVID students individually and in study groups.

4615 CONFLICT RESOLUTION 7th, 8th

**Prerequisite: Teacher
recommendation**

This course trains students in active listening, decision-making, and problem-solving skills. Students will use these skills as conflict managers in disputes among students and also between students and teachers. Students will be responsible for designing and maintaining a campus-wide conflict resolution program to be used as an integral component of campus discipline and safety

5009 ELECTIVE WHEEL 7th

Elective Wheel is a year-long class that gives students the opportunity to be exposed to several electives on campus. Students rotate through four nine-week courses, where they receive an introduction to the essential standards in that course.

4610 LEARNING SKILLS 7th, 8th

This course is designed to facilitate student academic and personal growth with the developmental characteristics of adolescents in mind. Students will actively participate in creating and guiding the course content as it relates to specific components: self-esteem, study skills, goal setting, learning and personality styles, organizational skills, test-taking skills, interpersonal relationships, decision-making, and time management. Students will become self-directed learners and recognize the qualities and skills necessary to become self-motivated and productive individuals in a global society.

**4624 MULTICULTURAL
AWARENESS**

7th, 8th

This course introduces the concepts of multiculturalism to the junior high school student. The course develops an awareness of such topics as intercultural understanding, prejudice, stereotypes and the promotion of multicultural harmony.

**1356 PROFICIENCY SKILLS
DEVELOPMENT 1 "RAMP-UP"**

8th Summer Only

No Credit

Ramp Up is a summer school course for students moving from Grade 7 to Grade 8. The course includes three major types of support to students: mentoring, developing as individuals, and academic support. This course emphasizes the improvement of reading, writing, listening, and speaking skills. The student will develop a fluency in basic computational skills and an understanding of mathematical concepts.

4660 STUDENT GOVERNMENT

7th, 8th

**Prerequisite: Teacher
Recommendation**

This class is open to students who have been elected by the student body to serve on the Associated Student Body Cabinet and to those students appointed to fill non-elective cabinet positions. Pride in one's school, service, responsibility, good citizenship, and character building skills are stressed.

**4675 JUNIOR LEADERSHIP CORPS
(JLC)**

7th, 8th

**Prerequisite: Teacher
recommendation**

This course is designed to motivate junior high school students in becoming effective school and community leaders. The course of study includes citizenship, communication, first aid, health, and leadership skills training. Military customs and courtesies will also be addressed.

STUDENT AIDE PROGRAM

The aide program offers the student the opportunity to learn a variety of job duties and activities that will provide development in personal skills. To qualify for entry into this program, the student is required to have a total 2.00 GPA and to maintain a total 2.00 GPA. The maximum credit allowable at the junior high level for all combined student aide courses is ten (10) semester credits.

Prerequisite: These classes are open to 8th grade students with written consent from counselor, parent, and teacher and satisfactory citizenship, effort and attendance.

4930 DEPARTMENT TEACHER AIDE 8th

Prerequisite: See above

This course provides skills in organizing, filing, running errands, communication with faculty, leadership, and other tasks required in a departmental office and/or a teacher's classroom.

4935 OFFICE AIDE 8th

Prerequisite: See above

This course gives students practical office experience and skills in alphabetizing, filing, record keeping, phone use, and other skills in on-campus office facilities.

4940 CAMPUS AIDE 8th

Prerequisite: See above

This course gives practical training in positions such as cafeteria and custodial assistants.

4945 LIBRARY ASSISTANT I 8th

Prerequisite: Written consent from parent and supervisory personnel prior to enrollment

This course provides an opportunity for the student to develop skills in research and retrieval of information, operation and use of computer and audiovisual equipment, and processing and circulation of materials. Students in this course also learn about attitudes and skills necessary to provide services to patrons and acquire awareness about careers in librarianship, information science, teaching, and public service.

4955 TECHNOLOGY AIDE 8th

Prerequisite: Written consent from parent and supervisor recommendation

This course gives students practical experience in instructing and assisting students and teachers in the operation of equipment and in the application of software using emerging technologies.

4980 ELECTIVE CREDIT 7th, 8th

This course code number will be used to designate credits for courses not offered in the Anaheim Union High School District.

PHYSICAL EDUCATION

Department Overview

Physical education is a vital element in a comprehensive, well-designed educational program. Physical education is a major contributing factor in the optimum development of an individual in all phases of life: physical, mental, emotional, and social. The exemplary physical education program focuses upon developing in the student the ability to demonstrate good sportsmanship and socially desirable behavior as an individual and as a member of a group; providing each student with the knowledge and opportunity to work towards his or her maximum physiological development; motivating the student to maintain a high level of physical fitness and good health throughout life; improving the student's self-image; and providing knowledge and skills which can be used by the student in worthwhile life-time physical activities.

5008 PHYSICAL EDUCATION - 7th

The physical education curriculum develops each student's physical fitness, sportsmanship, self-respect, knowledge, skills, and values that support lifetime participation in fitness and sports activities. An emphasis will be placed on activities which promote individual risk taking and individual sports rather than focus exclusively on team sports.

5010 PHYSICAL EDUCATION - 8th

The physical education curriculum develops each student's physical fitness, sportsmanship, self-respect, knowledge, skills, and values that support lifetime participation in fitness and sports activities. An emphasis will be placed on activities which require students to focus on a common group or team goal over the long term, working together to solve problems during group activities. Team sports will take priority, including defensive and offensive strategies. The following instructional physical education units are not necessarily taught in all junior high schools.

A. Body Conditioning Recreational

1. Aerobics
2. Weight Training
3. Physical Fitness

B. Dance (All Levels)

1. Folk and Square
2. Modern
3. Jazz
4. Social

C. Individual Sports

1. Archery
2. Badminton
3. Gymnastics
 - a. stunts and tumbling
 - b. apparatus
 - c. floor exercise
 - d. rhythms
4. Golf
5. Handball
6. Jogging
7. Racquetball
8. Self-Defense
9. Tennis
10. Track and Field
11. Wrestling

D. Supplemental Activities

1. Horseshoes
2. Paddle Tennis
3. Table Tennis
4. Volley Tennis
5. Gym Bowling
6. Motor Perception Activities

E. Team Sports

1. Basketball
2. Flag Football
3. Soccer
4. Speed-A-Way
5. Speedball
6. Softball
7. Team Handball
8. Volleyball
9. Street Hockey

F. Personal Fitness

1. Fitness Concepts
2. Flexibility
3. Cardiovascular Fitness
4. Muscle Strength & Endurance
5. Body Composition

5015 JLC DRILL

7TH, 8TH

(PE credit only)

Prerequisite: Teacher recommendation

JLC Drill conducts various daily physical education activities. Members perform military drills consisting of marching and routines. Students perform and compete outside the normal school day. Traditional physical training, consisting of running and calisthenics, occurs with emphasis on physical fitness.

5020 DANCE

7th, 8th

(Fine Art credit only)

Students will explore and learn many aspects of dance. Exposure to different styles will enable students to develop skills in technique, choreography, performance, and musical phrasing. Students will be encouraged to develop flexibility, rhythm, endurance, and balance. They will also develop strong social skills by working cooperatively on group projects which will include student-based choreography.

5030 MODIFIED PHYSICAL EDUCATION

7th, 8th

This course is for regular education students who have a medical or physical disability that prevents them from participating in a full spectrum of movement activities in regular Physical Education class. Disability must continue for duration of longer than 8 weeks. Class is a regular education class and taught by a regular Physical Education Teacher with individual modifications for students' needs.

ANAHEIM UNION HIGH SCHOOL DISTRICT SCIENCE COURSE SEQUENCE

JUNIOR/SENIOR HIGH SCHOOL

	I	II	III	IV
Grade 7	Science 7 Course #5209	Science 7 5209	Science 7 5209	Science 7 HP 5210
Grade 8	Science 8 Course #5215	Science 8 5215	Science 8 5215	Science 8 HP 5220
Grade 9	Earth Science Course #5270	Earth Science 5270	*Biology 5280	*Biology HP 5290
Grade 10	Biology Course #5280	*Biology 5280	*Chemistry 5310 /*Physics 5350	*Chemistry HP5320/ *Physics HP5360
Grade 11	**Integrated Science I Course #5275	*Chemistry 5310	*Chemistry5310/*Physics5350 /Human Anatomy 5430	*AP Science Course
Grade 12	Elective	Elective	*Chemistry5310/*Physics5350 /Human Anatomy 5430	*AP Science Course

* Please refer to the math requirement for these courses in the Key to Learning.

** One year of a life science and one year of a physical science are prerequisite to this course.

SCIENCE ELECTIVES

- Biology AP
- Chemistry AP
- Physics AP
- Human Anatomy and Physiology (P)
- Astronomy
- Environmental Science
- Oceanography

Science course selection will be recommended to the student/parent by the science teacher/department and/or counselor.

SCIENCE

Department Overview

The science curriculum is aligned with AUHSD Science Content and Performance Standards. All students will receive instruction in the basic science skills and in the collection and organization of data. Use of logic to reach conclusions will be emphasized in each science course.

5209 SCIENCE - 7

5210 SCIENCE - 7 (HP)

7th

Prerequisite: HP course requires application process and teacher recommendation

This course emphasizes concepts in life science. The content focuses on cells, diffusion, cell differentiation, cell division, genetics, evolution, classification, living kingdoms, human body systems, family living and personal health, injury prevention and safety, and ecology. Investigations illustrating these concepts will be conducted throughout the course.

5215 SCIENCE - 8

5220 SCIENCE - 8 (HP)

8th

Prerequisite: HP course requires application process and teacher recommendation

This course addresses concepts in physical and earth science. The content focuses on the nature of science, matter, chemistry, chemical reactions, the chemistry of living systems, energy, forces in motion, astronomy, geology, and weather. Investigations illustrating these concepts will be conducted throughout the course.

ANAHEIM UNION HIGH SCHOOL DISTRICT

SPECIAL EDUCATION

SDC MATH COURSE SEQUENCE

(for Diploma-bound students)

JUNIOR/SENIOR HIGH

7th Grade

PreAlgebra (SDC 6107, RSP 6108)/Mathematics Support (SDC 3445, RSP 3446)



8th Grade

Algebra (SDC 6134, RSP 6135)



9th Grade

Algebra



10th Grade

Algebra 1(3670)



11th Grade

Algebra 1 Plus (3675)

SPECIAL EDUCATION

Department Overview

The Special Education course offerings are divided into four programs: SDC (includes CH, MM, HI, OH/OHI, ED, VI), LH/S, SH, and RSP. Students must be designated to one of these programs through the IEP process to take special education courses. All Special Education coursework is aligned with the IEP, as well as Content and Performance Standards.

- **COMMUNICATIVELY HANDICAPPED (CH)**
- **HEARING IMPAIRED (HI)**
- **MILD-MODERATE DISABILITY (MM)**
- **LEARNING HANDICAPPED/SEVERE (LH/S)**
- **ORTHOPEDIC HANDICAPPED/OTHER HEALTH IMPAIRED (OH/OHI)**
- **SEVERLY HANDICAPPED (SH)**
- **EMOTIONALLY DISTURBED (ED)**
- **RESOURCE SPECIALIST PROGRAM (RSP)**
- **VISUALLY IMPAIRED (VI)**
- **SPECIAL DAY CLASSES (SDC)**

SPECIAL EDUCATION COURSE OFFERINGS

JUNIOR HIGH SCHOOL

ENGLISH 7

This course is aligned with English/Language Arts Content and Performance Standards. The development of reading, writing, speaking, listening and critical thinking skills is emphasized. A focus on sentence patterns, vocabulary development, spelling, grammar, and writing skills is provided. Instruction is based upon individual needs and ability levels.

6218 (LH/S)
6219 (SH)
6220 (RSP)
6274 (SDC)

ENGLISH 8

This course is aligned with English/Language Arts Content and Performance Standards. The development of reading, writing, speaking, listening and critical thinking skills is emphasized. A focus on sentence patterns, vocabulary development, spelling, grammar, and writing skills is provided. Instruction is based upon individual needs and ability levels.

6275 (LH/S)
6276 (SH)
6277 (RSP)
6278 (SDC)

INTENSIVE LITERACY 1

7th, 8th

Instruction in reading is based upon individual needs and ability levels. Strong emphasis is given to the remediation of deficits as related to decoding skills, vocabulary development, and oral/written comprehension skills. Course is aligned to AUHSD content and performance standards and utilizes an intensive, systematic, sequential approach to reading instruction. This is a two period block for RSP and SDC.

6024 (LH/S)

6026 (SH)

6028 (RSP) Two period block

6103 (SDC) Two period block

SOCIAL SCIENCE

7th, 8th

Instruction is based on individual needs and ability levels. The curricular focus is World History/ Culture/Geography and U.S. History/Geography. Course is aligned to content and performance standards.

6041 (LH/S)

6042 (SH)

WORLD HISTORY AND

GEOGRAPHY

7th

Instruction is based on individual needs and ability levels. The curricular focus is World History/ Culture/Geography. Course is aligned to AUHSD content and performance standards.

5491 (SDC)

5492 (RSP)

U.S. HISTORY AND GEOGRAPHY

8th

Instruction is based on individual needs and ability levels. The curricular focus is U.S. History/Geography. Course is aligned to AUHSD content and performance standards.

5493 (SDC)

5494 (RSP)

MATHEMATICS

7th, 8th

This course is aligned with CAPA Math Performance Standards. The course addresses Number Sense, Algebra and Functions, and Measurement and Geometry. Instruction is based upon individual needs and ability levels.

6125 (SH)

6128 (LH/S)

PRE-ALGEBRA

7th

This course introduces the student to: algebraic expressions and integers, solving equations and inequalities, decimals and equations, factors, exponents, operations with fractions, linear functions and graphing, data analysis and probability, ratio proportions and percents, and nonlinear functions and polynomials. This course emphasizes the critical interrelationships of computation, procedural proficiency, and problem-solving abilities. Instruction is based upon individual needs and ability levels.

6107 (SDC)
6108 (RSP)

ALGEBRA

8th

Algebra Readiness is highly focused on instructional materials that break each of the mathematical standards into a series of small conceptual steps. This course is designed to prepare students to successfully complete a course in Algebra 1 the following year. Topics include but are not limited to: operations with rational numbers, simplifying rational expressions, equations and functions, the coordinate plane and linear functions, operations with polynomials and solving rate, work and mixture problems. Instruction is based upon individual needs and ability levels.

6134 (SDC)
6135 (RSP)

MATHEMATICS SUPPORT

7th and 8th

This is a supplemental course designed to be taken concurrently with another math course. It will provide experiences that assist with the acquisition of basic math techniques. Students will address the solving of problems using logical reasoning and technology. The following mathematics standards are reviewed: numbers, mathematical logic and reasoning, symbols, measurement and geometry, functions, and data analysis. Instruction is based upon individual needs and ability levels.

6222 (SDC)
6223 (RSP)

SCIENCE

7th, 8th

This course is aligned with CAPA Science Content and Performance Standards. Skills are developed in the areas of observation, organization, communication, and manipulation of laboratory equipment. Instruction is based on individual needs and ability levels.

6164 (LH/S)
6166 (SH)

SCIENCE 7**7th**

This course emphasizes concepts in life science. The content focuses on cells, diffusion, cell differentiation, cell division, genetics, evolution, classification, living kingdoms, human body systems, family living and personal health, injury prevention and safety, and ecology. Instruction is based upon individual needs and ability levels.

6171 (SDC)**6172 (RSP)****SCIENCE 8****8th**

This course addresses concepts in physical and earth science. The content focuses on the nature of science, matter, chemistry, chemical reactions, the chemistry of living systems, energy, forces in motion, astronomy, geology, and weather. Instruction is based upon individual needs and ability levels.

6136 (SDC)**6137 (RSP)****BRAILLE****7th, 8th**

Students learn to read Braille including the alphabet, contractions, punctuation, and composition signs in both literacy and Nemeth (mathematics) codes. Students learn to write Braille using the Perkins Braille and slate/stylus methods.

6182 (VI)**MOBILITY TRAINING****7th, 8th**

Students develop knowledge and experience related to functioning independently within the community. Training in using public transportation independently or semi-independently in the community is stressed.

6286 (VI)**6287 (SH)****LIVE AND BUILD****7th, 8th**

This course is designed to help students acquire the skills needed to be self-supporting citizens. Through the completion of mini-courses in wood, metal, drafting, daily living and academic skills, the students have an opportunity to plan and carry out a task, cooperate with others, assess personal skills, and apply academic skills to practical problems.

6251**DAILY LIVING SKILLS****7th, 8th**

This course is designed to teach students practical skills that will assist them in independent living. This may include domestic activities, food preparation and nutrition, household skills, social living, leisure relationships, and community activities.

6383 (RSP)**6386 (LH/S)****6388 (SH)****6394 (SDC)**

ARTS/CRAFTS

7th, 8th

Creative expression through the media of arts and crafts is emphasized. Addressing individual talents is the focus of this course.

6008 (SDC)

6054 (RSP)

6056 (LH/S)

6057 (SH)

HOME ECONOMICS

7th, 8th

The content of this course includes the aspects of family living including foods and nutrition, clothing and good grooming, home management and care, child care, and handicrafts.

6341 (SH)

6143 ADAPTED PHYSICAL EDUCATION

7th, 8th

Prerequisite: IEP

This course is designed for Special Education students with significant gross motor delays. It is a Designated Instructional Service as identified in the IEP with goals and objectives, taught by an Adapted Physical Education Specialist.

COMPUTER

7th, 8th

Keyboarding and computer skills are developed and reinforced. The application skills of word processing, spreadsheets, database, multimedia, and internet are addressed.

6106 (SDC)

6453 (LH/S)

6455 (SH)

6457 (RSP)

6433 ADAPTED PHYSICAL EDUCATION CONSULTATION

7th – 15^h

This course is designed for Special Education students who can participate in general physical education class with accommodations provided by an Adapted Physical Education Specialist. It is a Designated Instructional Service as identified in the IEP with goals and objectives.

6104 SPECIALLY DESIGNED PHYSICAL EDUCATION

7th – 10th

This course is designed for Special Education students who require minimal or limited adaptations, accommodations, or modifications. Class is taught by a general P.E. teacher and/or an Adapted Physical Education Specialist or in a collaborative model.

STUDY SKILLS

7th, 8th

Instruction is based upon individual needs and ability levels. Basic study skills of organization, work habits, research, and independent study are presented. Class time may be used to receive extra assistance on assignments from other classes or test preparation.

6348 (SDC)

6366 (LH/S)

6367 (SH)

6368 (RSP)