OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

COURSE CATALOG 2011–2012

Oakland Unified School District

High School Courses and Programs

1025 Second Avenue, Oakland, California 94606-2212

510.879.8200 | www.ousd.k12.ca.us

REVISED SEPTEMBER 2011

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Vision

All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career.

Mission

Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

Goal Areas

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL, that collaborates with civic and community partners to reduce violence in the community and schools, thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

Course Selection

In selecting courses for each school year, students and families should review student transcripts and complete or revise the students' educational plan. Students must complete all OUSD graduation requirements. In addition, they should select courses that support their plans for college and career plans. The course descriptions contained in this catalog will help students and their families understand what each course will offer and will assist them in making their final selections for registration.

Not all courses are offered in every high school. Courses are usually offered at a site when there is enough student interest. Please check with the office at your student's school for a list of courses offered at the school.

High school report cards

Students receive letter grades for each class in high school. There are three report cards per semester (one every six weeks). Grades for the three marking periods in each semester are averaged together to determine semester grades, and only those become part of a student's permanent record, called a transcript. Each of the six report cards also shows tardies, absences, and work habits, as well as the number of academic credits earned in each course. Students must earn a C or better in each core academic course (math, English, science, and social studies) and at least 30 credits per semester in high school to progress to the next grade level and graduate on time. If that is not the case, we strongly encourage you to contact your student's counselor or principal. The district offers workshops to help parents understand report cards and transcripts. If you are interested, please ask your principal for more information, call the Family and Community Office at 434-7930, or check www.ousd.k12.ca.us.

High school promotion & graduation

High school students must meet the following four minimum requirements in order to graduate:

- 230 credits in required subjects (semester course = 5 credits, year course = 10 credits)
- an overall GPA of at least 2.0
- completion of a senior project
- passage of the California High School Exit Exam (CAHSEE) in both math and English language arts

Students who fail core course work are expected to attend summer school to make up course credits (limit of two courses or 10 credits per summer). There is no formal retention at the high school level. Students who earn a failing grade (F) in a course will not earn credit for that course and will be referred to a credit recovery program. Though credit deficient students are promoted annually, students shall not graduate until they have met all graduation requirements.

Most four-year colleges require additional course work beyond OUSD graduation requirements. To be eligible for application to any University of California or California State University college, a student must complete "a-g" requirements by earning a grade of C or better in a specific set of courses. It is very important to monitor your child's progress in fulfilling the "a-g" requirements for college eligibility.

For a full listing of your school's "a-g" list, visit www.ucop.edu/doorways.

California Community Colleges

Community Colleges are publicly funded schools that offer two-year programs of study as well as many career track options. This system of two-year public institutions, composed of 112 colleges organized into 72 districts statewide, serves more than 2.6 million students and represents the largest system of higher

education in the world. Students can attend community college for two years and then transfer as a junior to a four-year college or university. Admissions is open to: (1) all high school graduates; (2) non-grads who have passed the CHSPE or the General Education Development Examination (GED) with a score of at least 40 on each section; or (3) non-grads who are at least 18 years old. Berkeley City College, College of Alameda, Merritt College, Laney College are local community colleges. For more information, visit the following website: www.peralta.edu.

California State University (CSU)

The California State University (CSU) public system was designed to accommodate the top 33% of California high school graduates. With 23 campuses, 412,000 students, and 43,000 faculty and staff, the California State University is the largest, the most diverse university systems in the country. Admission is determined by the student's GPA, plus either the ACT or SAT Reasoning Test score. The higher the GPA, the lower the test score required. An applicant must have at least a GPA of 2.0 and total score on the SAT or ACT which provides an eligibility index typically placing that student among the upper one-third of California High School graduates. A student (who is a resident of California) with a GPA of 3.00 or above qualifies with any test score. The GPA is based upon grades 10 and 11, and only includes college preparatory classes. San Francisco State University, Sacramento State University, and California State University East Bay are local CSU campuses. For more information, visit the following website: www.calstate.edu.

The University of California (UC)

University of California is a public post-secondary educational system designed to admit the top 12.5% of students in the state. The UC system includes 10 campuses, more than 222,000 students, and 121,000 faculty and staff. Admission is determined by the student's GPA, the SAT Reasoning Test or ACT score, SAT Subject Test scores, outreach program participation, leadership, extra-curricular activity participation, work experience, and/or community service. Seniors who meet minimum eligibility requirements are guaranteed admission into at least one school in the UC system, but are not guaranteed admission to the campus of their choice. UC Berkeley, UC Santa Cruz, and UC Davis are local UC campuses. For more information, visit the following website: www.universityofcalifornia.edu.

Independent Colleges and Universities

There are 75 nonprofit independent colleges & universities in California. Students wishing to apply to private schools, whether in or out of state, or out of state public schools are advised to check the specific admission requirements for the schools in which they are interested.

For more information, visit the following website: www.aiccu.edu.

College Entrance Tests

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is intended to help students prepare for the SAT. The test measures critical reading, mathematics and writing skills. While the PSAT is shorter than its SAT counterpart, it follows the same general format. Unlike the SAT, there is no essay requirement on the PSAT. The National Merit Scholarship Corporation uses PSAT scores of 11th grade students to determine how to distribute their national merit-based scholarships. The PSAT is given once per year in mid-October. All 10th grade OUSD students are given the PSAT, at no cost to students. For more information, visit the following website: www.collegeboard.com.

The SAT Reasoning Test is a measure of the critical thinking skills students need for academic success in college. The SAT has three sections including: Critical Reading, Writing, and Mathematics. Each section of the SAT is scored on a scale of 200—800, with two writing subscores for multiple-choice and the essay. The SAT includes several different question types, including: a student-produced essay, multiple-choice questions, and student-produced responses (grid-ins). The SAT is administered several times per year and is typically taken by 11th and 12th grade students. Fee waivers are available at school sites. For information on test dates and registration procedures, visit the following website: www.collegeboard.com.

The SAT Subject Tests is the collective name for 20 multiple choice standardized tests given on individual subjects. A student typically chooses which tests to take depending upon college entrance requirements for the schools in which he or she is planning to apply. Each test is one hour long and a student may take up to three SAT Subject Tests on any given date. The SAT Subject Tests are typically administered on the same dates as the SAT Reasoning Test. The language tests with listening are generally available only once a year, in November. Fee waivers are available at school sites. For information on test dates and registration procedures, visit the following website: www.collegeboard.com.

Career Pathways

Oakland Unified School District offers a variety of Career Pathways to offer students strong academic experiences that will prepare them for both college and career.

Linked Learning is the term used to describe the type of integrated learning that takes place in our career pathways. In this these pathways, students benefit from learning about specific skills, knowledge, and career opportunities in an industry of their interest. The integrated curriculum across academic and technical classes, the combination of hands on experience in the industry, and rigorous classroom curriculum offers students a quality experience and exposure to college and career options after high school.

What is a career pathway?

A career pathway is a career-themed program available at a high school. Students are able to select the high school of their choice through our district open enrollment process during 8th grade. Once at the high school, students and families can choose a career pathway of interest to them. Participation in a career pathway is based on student choice.

What is an academy?

An academy is another term used at individual schools to describe career pathways. A California Partnership Academy (CPA) is a type of career pathway that is funded through the California Department of Education and has specific requirements and criteria for funding. OUSD has 26 different Career Pathways of which 16 are California Partnership Academies. Academies are another term used for career pathways where participation is based on student choice.

Career pathways are open to all students and are based on student choice.

About Linked Learning

Linked Learning transforms students' high school experience by bringing together strong academics, demanding technical education, and real world experience that helps students gain an advantage in high school, postsecondary education, and careers.

Linked Learning students follow industry-themed pathways in a wide range of fields, such as engineering, arts and media, biomedicine and health. These pathways prepare high school students for career and a full range of postsecondary options, including attending a 2- or 4-year college or university, an apprenticeship, the military, and formal employment training. A well-designed pathway consists of four core components:

- **An academic component** that includes the English, mathematics, science, history, and world language courses that prepare students to transition, without remediation, to the state's community colleges and universities, as well as to apprenticeships and formal employment training programs.
- **A technical component** of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career.
- **A series of work-based learning opportunities** that begin with mentoring and job shadowing and evolve into school-based enterprises or virtual apprenticeships. Internship opportunities are also widely available.
- **Support services** including counseling and supplemental instruction in reading, writing, and mathematics that help students master the advanced academic and technical content necessary for success in college and career.

In 2010, Oakland was one of ten districts in the state of California to be awarded a grant from ConnectEd, The California Center for College and Career, in order to promote Linked Learning. We are pleased to offer various career pathway opportunities in Oakland Unified School District and hope to expand and strengthen our efforts in the future.

COLLEGE AND CAREER PATHWAYS BY INDUSTRY SECTOR
2011-2012

Arts, Media, and Entertainment
- East Oakland School of the Arts at Castlemont High School
- Media Enterprise Alliance at KDOL (afterschool/ROP)
- Performing Arts Academy at Skyline High School
- Media Academy at Fremont High School
- Visual Arts & Academics Magnet Program (VAAMP) at Oakland High School

Building Trades and Construction
- College Preparation & Architecture Academy at Fremont High School

Education, Child Development, and Family
- Education Academy at Skyline High School

Energy and Utilities
- Environmental Science Academy at Oakland High School
- Green Academy at Oakland Technical High School
- Green Energy Academy at Skyline High School

Engineering and Design
- Engineering Academy at Oakland Technical High School
- Project Lead the Way at Oakland High School

Fashion and Interior Design
- Fashion, Arts, and Design Academy at Far West High School

Health Science and Medical Technology
- Biotech Academy at Oakland Technical High School
- Health Academy at Oakland Technical High School
- Life Academy of Health and Bioscience at Life Academy
- Sports & Exercise Science at Skyline High School

Information Technology
- Computer Academy at Oakland Technical High School
- Computer Science and Technology Academy at Skyline High School
- Multimedia Academy at Oakland International High School

Marketing, Sales, and Services
- Business and Information Technology School at Castlemont High School
- Social Entrepreneurship Pathway at Met West High School

Public Services Industry Sector
- Mandela Law & Public Service Academy at Fremont High School
- Media, Law & Democracy at Skyline High School
- Public Health Academy at Oakland High School

Transportation
- International Trade, Transportation, and Logistics at McClymonds High School

Applied Learning Through Work Based Opportunities

Using a mix of private, public, and grant funding, College & Career Readiness Office (CCRO) is able to offer approximately 200 paid internships to students in both the Academy and the Regional Occupation Programs. Internships, through more than 40 business partners, are used as lab experiences to support the applied learning programs. Internships are part of planned program of experiential learning activities that utilize the community and workplaces as classrooms. The learning experiences include job shadowing, study tours, service learning, internships, career mentoring projects, student-run enterprises, cooperative education, and youth apprenticeships that are integrated with school-based learning. There is an increasing emphasis on the quality of learning through internships and an expectation that each student intern has a standards-based internship education plan and completes an internship project and portfolio.

For more information, contact the College & Career Readiness Office at 2607 Myrtle Street. Phone (510) 273-2360.

Cyber High School

Cyber High is a comprehensive electronic high school (online access needed) that is available at some OUSD school sites. The Cyber High curriculum is aligned with the Content Standards and Frameworks of California. All courses are currently accredited through the Fresno Unified School District of which Roosevelt High School in Fresno, California, is the sponsoring entity. Many courses meet the College Prep "a-g" requirements for the University of California system.

For more information, contact your school site counselor or principal.

Honors Courses

Honors courses provide an in-depth program with focus on critical thinking skills at the highest levels. More outside work is required as compared to the regular high school course. These courses are designed to prepare the student for more rigorous Advanced Placement © courses; because of the high caliber of curriculum, these courses are awarded additional weight in the Academic GPA.

Advanced Placement© (AP)

Advanced Placement© courses expose high school students to college-level material. Students may study challenging subjects of interest in a variety of areas depending on your school site offerings. You may enroll in an AP course if you meet the prerequisite courses and choose to participate in this advanced course of study. Students who attain acceptable scores on the exams (score of 3, 4, or 5) may qualify for college credits or exemption from certain courses. Because of the high caliber of curriculum, these courses are awarded additional academic weight in the Academic GPA. State funds are available to cover the costs of AP examination fees. See page 50 for a listing of current AP offerings at OUSD school sites.

For more information, contact the AP Coordinator at your school site.

California High School Exit Exam (CAHSEE)

All 10th grade students are required by state law to take the California High School Exit Exam (CAHSEE). This test assesses student achievement in English language arts (ELA) and mathematics. All students, including those with disabilities, are required to pass both the ELA and the math tests in order to graduate from high school. When provided for in their Individualized Education Plan (IEP) or 504 plan, disabled students will be given appropriate accommodations and/or modifications as determined by the IEP or 504 team.

The ELA section of the tests includes multiple-choice questions and a writing task. It covers vocabulary, informational reading, literary reading, writing strategies, writing applications, and writing conventions. The mathematics portion consists of multiple-choice questions covering statistics, data analysis, probability, number sense, measurement, geometry, algebra, functions, and mathematical reasoning. The report includes your child's scores, the scores required to pass, and your child's pass/fail status. It also includes a breakdown of how he or she performed in specific areas of ELA and math. All students have additional opportunities to take this test in grades 11 and 12 if they do not pass either or both sections of the test in grade 10. If your child needs to retake the test, speak with your student's counselor and teachers to understand the skills and concepts he or she most needs to improve in order to pass. Check www.cde.ca.gov for additional information on CAHSEE, including test questions and study guides, or with your child's teacher, counselor, or principal.

EDUCATION CODE SECTIONS 48980 (E), 60851;
BOARD POLICY 6161.52;
ADMINISTRATIVE REGULATION 6162.52 R

For more information, contact the CAHSEE Coordination Office at 1025 Second Avenue.
Phone: (510) 879-8859

Alternative Education Schools & Programs

Alternative Education schools and programs provide students with safe, small, nurturing learning environments when the traditional school situation does

not meet their needs. These schools offer students the skills, resources, tools, and support structure needed to excel academically and go on to a community or four-year college, if they choose.

For more information, contact Alternative Education at 4521 Webster Street. Phone: (510) 879-2140.

Programs for Exceptional Children (Special Education)

The Programs for Exceptional Children Office is responsible for educating students who have learning disabilities or exceptional mental or physical needs. This office has programs for visually-impaired and hearing-impaired students and programs for students with autism or Asperger's Disorder. Special education courses have been developed and are provided for those students with unique needs. Students placed in special education complete a course of study that meets competency requirements as prescribed in their Individual Education Plans. Each plan is evaluated and reviewed yearly by an appropriate multi-disciplinary team. Course work is presented at a level commensurate with the student's ability. All aspects of the program of studies and goal setting process are subject to modification in meeting the disability conditions and needs of the special education student. The PEC Office also manages the OUSD Diagnostic Center, the Occupation Therapy Program, the Young Adult Program, a reading clinic and other programs. Oakland Unified has more than 5,000 identified Special Education students, and the Special Education Office conducts about 7,000 Individual Education Programs (IEPs) each year.

Special Education Parent Handbook - Guide to Eligibility, Programs, Services & More
www.public.ousd.k12.ca.us/docs/20361.pdf

Oakland Parent's Guide to Special Education - Brochure with Resources, Frequently Asked Questions & Important Phone Numbers
www.public.ousd.k12.ca.us/docs/15054.pdf

Parent Rights & Responsibilities Legal Information & Procedural Safeguards
www.public.ousd.k12.ca.us/docs/15180.pdf

For more information, contact the Special Education Office at the Marcus A. Foster Site, 2850 West Street. Phone: (510) 879-8223

Student Assignment and Bilingual Testing Office (SABTO)

The Student Assignment and Bilingual Testing Office (located within the Family & Community Office) is primarily responsible for the following:

- Assigning all new students to schools combining the family preference, school programs, and capacity
- Assigning students to new students through the Options/Open Enrollment Process (see "Options Process")
- Transferring students throughout the school year
- Processing inter-district transfers
- Administering the CELDT and Primary Language Test to English Learners who are new to the district (see "ELD Program" and "SEI"below)
- Administering a Primary Language Assessment to OUSD employees
- Reclassifying eligible English Learners

For more information, contact the Family & Community Office located at 2111 International Boulevard. Phone: (510) 434-7780.

Options Process

The Options Process is designed to help families and students choose a school that they believe will meet the particular needs of their children. The Family & Community Office manages the Options Process to give families the ability to select schools and educational options throughout Oakland.

The Options Process does not guarantee that every family will be accepted into its first-choice school. It does, however, significantly expand the social and educational options available for Oakland families, particularly those of modest means.

The Options Process reinforces OUSD's commitment to offering a diverse portfolio of high-quality schools that expands opportunity for public schools students. By increasing access to a range of academic programs, many of which would otherwise be out-of-reach for disadvantaged students, the Options Process serves the District goals of Achievement, Equity and Accountability.

For more information, contact the Family & Community Office located at 2111 International Boulevard. Phone: (510) 434-7780.

Structured English Immersion (SEI)

The Structured English Immersion (SEI) Program serves the needs of students whose native language is not English and who have not yet reached a level of English proficiency (as annual English proficiency tests indicate) that is necessary to succeed in regular courses taught in unmodified English. English language learners gain skills in speaking, listening, reading, writing, and academic skills through the SEI program. While in SEI classes, students can earn English and elective credit toward graduation while they also pursue content course selections. English learners are tested before entry into the program and are classified according to English language ability as beginning, intermediate, or advanced.

For more information, contact the English Learners

Programs at 4551 Steele Ave., Portable G.
Phone: (510) 336-7596.

English Language Development (ELD)

The Oakland Unified School District is committed to providing a world-class education for every student. To help ensure that language-minority students graduate with high levels of academic English proficiency and the knowledge and skills they will need for higher education and the world of work, the district provides a rigorous, standards-based English language development (ELD) program that is designed to move students rapidly and effectively into regular English language arts instruction.

Oakland's secondary English language development program provides systematic pathways to the core English language arts curriculum. All English Learners, whether they are enrolled in a comprehensive secondary school or in a small-school setting, must receive daily ELD appropriate to English proficiency level.

For more information, contact the English Learner Programs at 4551 Steele Ave., Portable G.
Phone: (510) 336-7596.

Transitional Students and Families Unit

The Family and Community Office support transitional students and families by providing appropriate services and becoming accountable for the barriers to the education of Oakland's transitional students and families. The Transitional Students and Families unit serves Foster Youth, Homeless Students and Families, Migrant Students, and Refugee/Asylee Students.

For more information, contact the Transitional Students and Families Unit at 2111 International Boulevard.
Phone: (510) 434-7752

Academic Recovery Summer School

Academic Recovery summer school normally begins one week after the end of the spring semester and lasts for 6 weeks. Eligible students are those in need of remediation in core courses previously taken during the school year. Contact your school counselor or administrator for additional information and approval signatures.

For more information, contact the College & Career Readiness Office at 2607 Myrtle Street.
Phone: (510) 273-2360.

Transcript / CSU / UC Eligibility

Is your student "on-track" for graduation and/or college?

The Oakland Unified School District can provide a computerized credit check system to support students and families in their effort to meet OUSD graduation goals. Personalized Graduation Status Reports are an integral part of the planning process. Additionally, all students may receive a UC and CSU eligibility report identifying completed eligible courses and work yet to be completed. These reports are essential for assessing your academic career at OUSD.

Students & parents may request a copy of the OUSD Graduation Status Report as well as the UC/CSU Eligibility Report at any time by contacting the school site counselor or the OUSD College & Career Readiness Office at 273-2360.

Ready for College & Career?

OUSD GOAL: ALL STUDENTS GRADUATE PREPARED TO SUCCEED IN COLLEGE AND THE WORKPLACE.

COURSE REQUIREMENTS FOR OUSD GRADUATION	A–G COURSE REQUIREMENTS FOR UC/CSU ELIGIBILITY
A) History / Social Science: 30 credits (3 years): 1 year U.S. history, 1 year world cultures, ½ year American government, ½ year economics.	**A) History / Social Science:** Graduation requirement meets or exceeds a-g.
B) English: 40 Credits (4 years).	**B) English:** 4 years required of college preparatory English (you may include ELD5).
C) Mathematics: 30 credits (3 years): including algebra, geometry, and a higher math course (e.g., advanced algebra).	**C) Mathematics:** 3 years (4 recommended): including elementary, intermediate/advanced algebra, and geometry*.
D) Laboratory Science: 30 credits (3 years): including 1 year of biology and 1 year of physical science.	**D) Laboratory Science: CSU:** 2 years required including 1 biological science (biology, physiology), and 1 physical science (chemistry, physics). **UC:** 2 years required, 3 years recommended (biology, chemistry, physics).
E) Language Other Than English: 10 credits (1 year): Sign Language and ELD classes may satisfy this requirement.	**E) Language Other than English:** 2 years of the same language other than English*. American Sign Language will satisfy this requirement. (For CSU, possible waiver if you can demonstrate competency in a language other than English. Contact the CSU campuses to which you are applying.)
F) Visual and Performing Arts: 10 credits (1 year).	**F) Visual and Performing Arts (VPA):** 1 year: including dance, drama/theater, music, or visual art.
G) Electives: 60 credits: a maximum of 40 credits of Outside Work Experience and Inside Work Experience may be counted.	**G) Electives:** 1 year: chosen from additional A–F courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as G electives.
Physical Education: 20 credits (2 years): P.E. or JROTC except where nonparticipation is authorized by the Education Code or Board of Education.	**Physical Education:** no admissions requirement.

* Courses taken in the seventh and eighth grades that your high school accepts as equivalent to its courses may be used to fulfill part or all of this requirement.

Make sure you're on track to graduate ready for college. Talk to your teacher or counselor.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

rev. 03/11

Castlemont Community of Small Schools

The Freshman Prep Academy

8610 MacArthur Boulevard, 94605
510-879-3010 x470

The Freshman Prep Academy (FPA) at Castlemont High School is designed to holistically support the socio-emotional, intellectual and character development of its students. Through meaningful collaboration with families and community, we support our 9th graders in their transition from middle to high school, and prepare them to graduate ready for college. We provide a highly personalized and responsive education, with an intense focus on building students' academic skills and emotional capacity. Students are expected to work hard every single day. The FPA is a safe and positive space where students are cared for and empowered to bcome agents of change in Deep East Oakland and beyond.

Business Information & Technology (CBITS), 10-12

8610 MacArthur Boulevard, 94605
510-879-3010 x443

The Castlemont Business and Information Technology School (CBITS) prepares students for success in 4-year universities and the high-technology workplace. The small school provides a safe environment where students and families from all backgrounds are welcomed. Students learn to be collaborative problem-solvers, and develop character and citizenship. CBITS is the only Oakland school participating in the nationally-recognized New Technology Network of schools, and has more computers per student than any other schools in the district. Our curriculum focuses on learning through real-world projects. Students learn to use technology tools to present project work. CBITS emphasizes strong community values and supportive relationships. Students are assigned to an advisor who monitors and supports their progress. All students can participate in our Advanced Placement classes, and can participate in Castlemont athletic teams. Free tutoring, mentoring, after-school clubs and activities, student leadership development, and physical and mental health services are provided for students.

Entrepreneurship Pathway

The Entrepreneurship Pathway offers many exciting opportunities for students interested in marketing, computer technology, computer graphics, business, and other areas. This pathway serves as an umbrella to the three pathways offered within the Entrepreneurship Pathway: Business and Marketing, Digital Graphic Arts, and Information Technology. Students can select one of the pathways of interest to them or select different courses across the three different pathways to customize their college and career pathway experience.

East Oakland School of the Arts, 10-12

8610 MacArthur Boulevard, 94605
510-879-3010 x498

Our vision is to meet the needs of talented students who are considering careers in the arts by providing intensive arts instruction of the highest quality and a strong academic curriculum; to prepare students for post-secondary education and/or professional careers. East Oakland School of the Arts is a school where strong, sequential academic curriculum ensures that each graduate is prepared for whatever creative opportunities the future may hold. EOSA was founded with the idea that arts and academics are equally important to a student's development. EOSA is committed to providing a rigorous academic and arts education for students who are eager to think creatively and independently, to question, and to take risks within a college preparatory program. EOSA is a small school that demonstrates a commitment to arts and academics-in a way in which the two support and complement each other. EOSA is a place where teachers are dedicated to student development.

EOSA was founded with the idea that arts and academics are equally important to a student's development. EOSA is committed to providing a rigorous academic and arts education for students who are eager to think creatively and independently, to question, and to take risks within a college preparatory program. EOSA is a small school that demonstrates a commitment to arts and academics-in a way in which the two support and complement each other. By offering its diverse 9th-12th-graders a fully arts-integrated education, EOSA has a dual mission: to provide a comprehensive academic college preparatory program as well as pre-professional arts training. We boast a creative curriculum and a safe learning environment for our 300 students. Through rigorous, conservatory-style training in the visual and performing arts, every student at EOSA will develop a lifelong appreciation for the value of music, art, and dance, preparing them for the next level in the arts, be it university, apprenticeship, or professional experience.

Leadership Preparatory High, 10-12

8610 MacArthur Boulevard, 94605
510-879-3010 x457

The mission of Leadership Preparatory High School provides students with an environment of academic excellence in a safe and nurturing community. Students are given the opportunity to grow, take responsibility for their education, and have access to a rigorous core curriculum that includes challenging subject matter, critical thinking, and problem solving strategies. The staff, students, parents and community are given a voice in a collaborative decision-making process for the development and improvement efforts of the school. A rigorous college-preparatory curriculum designed to provide foundations and comprehensive interdisciplinary studies is offered to all students. We believe that "Leadership is not just for people at the top. Everyone can learn to lead by discovering the power that lies within each one of us to make a difference when the call to lead comes."

Fremont Federation of Small Schools

College Prep & Architecture Academy, 9-12

4610 Foothill Boulevard, 94601
510-879-1131

How high do your dreams rise? Teacher? Lawyer? Nurse? Computer Scientist? Entrepreneur? Doctor? Accountant? Architect? Engineer? Senator? President? Anything. The College Preparatory and Architecture Academy is a small high school on the former Fremont High School campus dedicated to offering quality education. We emphasize rigorous academics, high expectations, and our efforts to prepare our students for college and post secondary opportunities. Our teachers require homework every night and expect quality work during class time. We offer challenging courses including Honors English, Advanced Placement courses in English, Calculus, Chemistry, Spanish , History and American Government, and other courses required for admission to a four-year university. We offer Architecture Design and Construction and Technology classes to provide students the opportunity to design and build creative projects. We also have classes to accommodate recent immigrants, English learners, and students with special needs. We have formed partnerships with college outreach programs such as Education Guide Center and Upward Bound. We are committed to ensuring that all students are eligible for a four-year college.

At College Preparation and Architecture Academy (CPAA), we emphasize traditional academics in our efforts to prepare our students for college. In addition to traditional core subjects, CPAA offers Architecture Design and Construction and Technology classes that provide students the opportunity to design and build creative projects. We believe in building up our future by building strong relationships and encouraging community building. Students graduating from the Academy can pursue occupational training programs at the community college level, post-secondary educational courses in related fields or directly enter the work force in an entry-level technical training position with career potential.

Mandela High School, 9-12

4610 Foothill Boulevard, 94601
510-879-1141

Mandela is committed to being a rigorous academic environment. We believe all students, given adequate time, effort, discipline and support, will be able to graduate ready to enter college or fulfill other goals fully prepared for the academic work required. Our students say, “All my teachers understand my issues,” and “they want us to be someone in life.” Mandela focuses on community and family collaboration. Our school theme, Bridging Multiple Worlds, uses the lens of multiculturalism and social justice as we prepare students academically to be literate in English and in a second language. Mandela offers French and Spanish, Journalism, AP and Honors courses plus its own computer lab. The arts are used to promote cross-cultural appreciation, community building and school spirit. School activities include field trips, Leadership and Hip Hop Clubs, Students Run Oakland and sports. Students are supported through a full-time counselor, advisory program, college guidance and tutoring.

Law & Public Service Academy

The Mandela Law and Public Service Academy teaches students about the various aspects of law in preparation for careers in public service. Through an interactive and student-centered curriculum, field trips and guest speakers, students learn inquiry, research and critical thinking skills. Students also participate in the Alameda County Mock Youth Court where students address referrals from staff by “holding court” and issue sentences. Mandela Law and Public Service Academy students also participate in internships at law offices and other public service agencies.

Media College Prep, 9-12

4610 Foothill Boulevard, 94601
510-879-1597

Media College Prep is a small school built around journalism as an academic discipline and career area; it emphasizes academic rigor, greater math and science content, cross-curricular activities, and writing for a larger audience as a means to reinforce language arts skills. Media retains at-risk youth and exposes students to a career area that is actively seeking larger numbers of people of color, especially if they are bilingual. Our language arts curriculum is bilingual in English and Spanish. Students publish a newspaper and magazine, produce radio and television programming, and build web sites. Upon graduation, 90 percent of students will meet the requirements to enter the University of California. Upon graduation, 90 percent of the entering freshman class will have a thorough understanding of media and be proficient in print, TV and radio broadcasting, and web design. Upon graduation, 90 percent of students will be fluent in Spanish.

The Media Academy focuses on careers in radio, television, photography, the internet, magazines, and newspaper journalism. Students will participate in courses and activities that will expose them to different areas within media and content that builds from year to year. The Academy offers students access to a variety of cutting edge media equipment and tools that provide training and skills that will be relevant in their future college and career plans. Students have the opportunity to express their creativity and point of view while learning important skills, techniques, and foundational principles of media studies. Student radio, publications, and television productions are used to express student perspectives on issues that are relevant to their community and put the student's critical thinking skills that are explored and strengthened through the Academy's integrated curriculum into practice.

McClymonds High School

2607 Myrtle Street, 94607
510-879-3031
Grades 9-12

McClymonds High School will embrace the rich cultural and historical experiences of West Oakland and continue to build a network of graduates who contribute to this community through service and activism. We will provide an environment that values and honors all individuals, our collective histories, and our shared and diverse cultures within a positive school climate marked by high expectations, academic rigor, access to innovative technology, and relevant curriculum. Students will be empowered to be change agents and critical thinkers with the ability to problem solve and positively impact communities.

Global Trade Academy

The Global Trade Academy (GTA) has partnered with the Port of Oakland and many local Industry Partners to introduce careers in trade, transportation, and logistics to high school students. Within GTA, we connect the industry with what students experience in the classroom in order to give high school students a reason to learn. These programs demonstrate industry commitment to students, parents, and local neighborhoods and support the development of a skilled body of students prepared for both college and career.

Oakland High School

1023 MacArthur Boulevard, 94610
510-879-3040
Grades 9-12

The goal of Oakland High School is to provide an excellent education to all students in a safe environment so that each student has a foundation for pursuing personal and social growth and high academic achievement. We offer a solid college preparatory program and we routinely send out graduates to notable public and private universities. Many of our students go onto a four-year college education. Another strength of our school is the student leadership program. Oakland High School is a place where students can develop the skills to become leaders in their generation. We have an active student government and leadership class that not only plans activities, but also helps the school set policies. Oakland High students will also have the opportunity to express their school spirit by participating in activities, clubs, and interscholastic sports. All students attend homecoming and rallies. There are over 40 student clubs and organizations.

Environmental Science Academy

The Environmental Science Academy provides a School-to-Career Partnership Academy program for 10th, 11th, and 12th grade students. The program provides strong academic preparation in science, math, and English. The Academy will prepare students to pursue a broad range of technical and service careers in the environmental sciences along with a strong foundation for related study in college. We take students out into the environment for study, community service and enjoyment of our natural surroundings. The Academy works with business and governmental agencies to align our curriculum with the requirements of colleges and the workplace. We are part of the California Community Colleges SB70 Environmental Career Preparation Program.

Project Lead the Way

PLTW is a national nonprofit organization that partners with middle schools and high schools to implement a curriculum, developed by and imparted by teachers whom it has trained that emphasizes hands-on experiences in Science, Technology, Engineering, and Mathematics (STEM) and biomedical sciences in an effort to prepare students for academic and professional success in these disciplines. PLTW aims to encourage an increasingly more diverse group of students to consider careers as engineers in an effort to enable the United States to compete favorably in the global economy. PLTW's approach of using activities, project, and problem-based learning centers around hands-on projects that have real-world applications. The curriculum makes mathematics and science relevant and strives to help students understand how the skills they are learning in the classroom may be applied in everyday life.

The Visual Arts & Academics Magnet Program

Visual Arts and Academics Magnet Program, known as VAAMP, is an award-winning "School-within-a-school." Since 1991, VAAMP has attracted students with its strong visual art career focus and college preparatory program. The program is broad yet rigorous so that students develop the skills and knowledge necessary to make informed career and post-high school choices. Students graduate and matriculate to two- and four-year colleges and technical schools, and go into various career fields. A dedicated staff, which works closely to provide cutting-edge knowledge to students, teaches the courses.

Oakland Technical High School

4351 Broadway, 94611
510-879-3050
Grades 9-12

In a peaceful and respectful environment, all Tech students will acquire the skills needed to be productive citizens and lifelong learners. Oakland Technical High School (known familiarly as "Tech") is located on 13 acres in North Oakland. There are a total of 77 classrooms, library, 5 computer labs, and a health clinic. Oakland Tech has a long history of offering innovative, rigorous and supportive programs and continues to work on improving its program. Our vision for Oakland Tech is that all students, staff and parents will work cooperatively, and communicate respectfully, in a peaceful, safe and clean environment. That all students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential. That all students will graduate with transferable skills in academic, vocational, and social development for college, quality jobs or career education.

Computer Academy

The Computer Academy at Oakland Technical High School is for students who enjoy using computers, want to learn more about them, and/or are interested in developing a career in the rapidly expanding computer industry. Our students acquire skills and concepts in such areas as computer programming in JAVA and SQL, computer networking, data Modeling and database design, Web page design, computer applications and computer graphics. Our program challenges students to go beyond their expectations.

Engineering Academy

The Engineering Academy at Oakland Technical High School offers an innovative and rigorous project-based curriculum for students interested in mathematics and science. The Academy's goal is for students to master physics mechanics by pursuing courses which are a unique combination of both academic and vocational studies.

Health Academy

The Oakland Tech Health Academy has been helping students to prepare for careers in health and biology since 1984. We have active partnerships with local hospitals, health service organizations, and professional schools that provide opportunities for field trips, guest speakers, college student mentors, internships, and health-related service projects. Our success as a program and our partnerships with health care have been built on bringing together a diverse group of students around a shared interest in our community's health.

Green Academy

The Green Academy prepares students for participation in the energy sector of the new green economy, with academic and practical training in the sciences. Through partnerships with researchers and practitioners of sustainable energy, students will participate in applying the concepts of green energy and be prepared for both further academic training and employment. Features of the Academy include field trips involving environmental research and developments in green technology, hands on curriculum, mentors, job-shadowing, summer internships, and projects at Oakalnd Tech to make the campus more green.

BioTech Academy

The BioTech Academy helps youth successfully navigate the wolds of work, school, and life while specifically training them for technical positions in bioscience, a growth industry that offers well-paid jobs and opportunities for career advancement and continued education.

Skyline High School

12250 Skyline Boulevard, 94619
510-879-3060
Grades 9-12

At Skyline High School, we provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values. Skyline High School is located on a beautiful 45-acre campus at the crest of the Oakland hills. Our student population is very diverse with a wide range of social, economic, and ethnic backgrounds represented.

Computer Science and Technology Academy

The Computer Science and Technology Academy at Skyline High School provides a strong foundation for students who are interested in advanced study in computer science or computer information systems, entry level jobs in office technology using word processing, spreadsheets, databases, graphics, and telecommunications, hardware repair, and network management. The program focuses on web design, multimedia, programming, and video production.

Education Academy

The Education Academy at Skyline High School is a three-year program for students who are interested in pursuing careers in the broad education industry, including teaching. Students also gain the skills and knowledge necessary for certification as instructional assistants and child care providers.

Performing Arts Academy

This dynamic Skyline High School Performing Arts Academy is designed to develop and enhance the skill and knowledge of students who have serious interest and talent in drama, vocal/instrumental music, and/or dance.

Media, Law, and Democracy

The goal of the Media, Law, and Democracy Academy is to excite, prepare and inspire young people to become active, successful participants in America's core democratic institutions asleaders, workers and citizens. Through academic competition (policy debate, mock trial), real-world news production (newspaper, video, web) and a challenging, supportive curriculum, the academy's students will gain in-depth understanding of the political, legal and media systems which shape and regulate our society, and learn how to become leaders of the future.

Green Energy Academy

The vision of the Green Energy Academy is to provide students with an opportunity to succeed in green energy careers and post-secondary green energy education by presenting them with a comprehensive educational experience, consisting of engaging and rigorous academics and hands-on learning. Students will benefit from the team-teaching approach to problem-based-learning. Students graduating from the Academy can pursue occupational training programs at the community college level, post-secondary educational courses in green energy or directly enter the work force in an entry level technical training position with career potential.

Sport and Exercise Science Academy

The Sport & Exercise Science Academy at Skyline High School provides a challenging curriculum designed to prepare students for entry into professional fields related to sports and fitness. Our focus is on a scientific approach to the study of sport and exercise, helping students build a scientific base of knowledge that will prepare them for post-secondary study in the sport and exercise sciences. We look to provide students with authentic and professional work experiences in the industries. Our goal for students graduating from the Sport & Exercise Science Academy is that they will be prepared to pass the certification exam for personal training, and can begin working immediately in the health and fitness field.

Life Academy

2101 35th Ave., 94601 | (510) 534-0282 | Grades 9–12

Do you find yourself interested in shows like CSI or ER? Do you see yourself as someday working in the medical field as a doctor or a nurse? Life Academy of Health and Bioscience is guided by our mission to improve opportunities for Oakland students in the fields of medicine, mental health, biotechnology and science. We have successfully graduated most of our seniors with nearly all of them attending college. We teach through challenging projects and hands-on activities that have connections to teenage issues. We have the most technologically advanced science program in Oakland—we can do anything from DNA testing to computerized heart evaluations. We also have a college counseling center, community partnerships, summer programs, internships with biotech companies and Oakland Children's Hospital, and exciting field trips to places like Point Reyes, Los Angeles, Lake Tahoe and Yosemite. Come join us and learn at Life Academy High School.

Life Academy provides its students with a rigorous academic experience focused on health and bioscience. We aim to prepare students to become future health professionals, and are committed to providing authentic learning experiences through project-based learning, field trips, and extensive internship programs.

Coliseum College Preparatory Academy

1390 66th Ave., 94621 | (510) 879-2456 | Grades: 6–12

Coliseum College Prep Academy is a small secondary school on the Havenscourt campus with grades with grades 6, 7, 8, 9, 10, and 11. Our program will grow to include grades 6–12 to allow us to prepare all of our graduates for entry to four-year colleges. The stability of our program will allow us to build powerful relationships with students and families to support a positive school culture and high student achievement. At Coliseum Prep, all students develop as learners, thinkers, communicators, and citizens. Our school program will meet each learner's unique needs, value their passions and interests, connect their learning to the real world, and require students to demonstrate what they know and are able to do. Through partnerships with multiple community groups, we will provide supports to help all students achieve high standards. Technology will be integrated throughout our program to ensure students are ready to compete in our digital world.

Alternative Education: Schools of Choice

Oakland International High School

4521 Webster St., 94609
(510) 879-2142
Grades 9–12

Oakland International High School provides English language skills instruction for new immigrant students who are interested in learning English and going to college. The diverse population of OIHS currently represents 24 countries, learning in small groups through hands-on projects that combine academic disciplines and encourage collaboration among students and teachers.

Far West High School

5263 Broadway Terrace, 94618
(510) 879-1580
Grades 9–12

Far West is a small school that collaborates with its neighbor, the California College of the Arts, to connect visual arts experiences to core academic work. Far West develops students as critical thinkers, self-aware individuals, and community members. Family and community partnerships, and the development of student voice and responsibility, are key pieces in the Far West experience. Far West staff works with artists and college students to provide students with dynamic experiences in the arts as well as with social justice/ service learning projects.

MetWest High School

314 East 10th St., 94606
(510) 879-0235
Grades 9–12

MetWest is committed to an individualized education for every student. In conjunction with their teachers (called advisors) and family members, each student designs a customized learning plan focuses on his/her interest and passions. The program includes two days per week at an internship and three days of academic study and independent project work on campus. Students take courses at MetWest and at Laney College to provide the academic support for their internships and projects.

Emiliano Zapata Street Academy

417 29th St., 94609
(510) 879-3130
Grades 9–12

For 35 years, Street Academy has provided rigorous, multi-cultural, college-preparatory education. Street Academy students learn to take pride in themselves and to respect others by exploring the richness of their own cultural heritage as well as that of other cultures. Small class sizes allow for greater individual attention.

Alternative Schools of Choice *are voluntary programs that offer unique educational programs to meet students' individual needs. Alternative Schools allow skilled educators and engaged students to explore new methods of teaching and new ways of learning in a changing society.*

Enrollment Process

To start the enrollment process, contact or visit the OUSD Student Assignment and Bilingual Testing Office. This office will then direct you to the next step which may be 1) An AltEd Placement Specialist, who coordinates placement in AltEd schools, 2) a general Placement Specialist, or 3) the Pupil Disciplinary Hearing Panel office. All of these resources are located at:

2111 International Blvd., Oakland, CA 94606
(510) 434-7780 | fax (510) 434-7911

OUSD's AltEd Placement Specialist is available at 2111 International Boulevard from 9–11 a.m. on Tuesdays, Wednesdays, and Thursdays on a drop-in basis to meet with parents and guardians about AltEd schools and programs.

Alternative Education: Independent Study

Independent study is a voluntary educational option in which students work independently under the general supervision of a credentialed teacher. While students follow distric-adopted curricula and meet district graduation requirements, independently study offers flexibility to meet individual student needs, interests, and learning styles.

Sojourner Truth Independent Study

8251 Fontaine St., 94605
(510) 879-2980
Independent Study for Grades 7–12

Independent study is a voluntary alternative to regular classroom-based study. It is available to students from seventh grade through high school and responds to the student's needs, interests, aptitudes, and abilities. Students enrolled in independent study have the right, at any time, to enroll in a traditional program of study.

Home School

4521 Webster St., 94609
(510) 879-2140
Home School for Grades K–6

Home school is available for students in kindergarten through sixth grade. Home schooling is similar to independent study, but requires that the parent function as teacher in the home. The parent and child meet with a teacher several times per week to work on curriculum, instructional methods, and assessments.

Home & Hospital

4521 Webster St., 94609
(510) 879-2140

Home and Hospital instruction is designed to meet the needs of students who are medically unable to attend traditional schools or alternative programs such as independent study. Upon authorization from a supervising physician, a credentialed teacher is assigned to work with the student either in his/her home or in a regional hospital.

Alternative Schools of Choice *are voluntary programs that offer unique educational programs to meet students' individual needs. Alternative Schools allow skilled educators and engaged students to explore new methods of teaching and new ways of learning in a changing society.*

Enrollment Process

To start the enrollment process, contact or visit the OUSD Student Assignment and Bilingual Testing Office. This office will then direct you to the next step which may be 1) An AltEd Placement Specialist, who coordinates placement in AltEd schools, 2) a general Placement Specialist, or 3) the Pupil Disciplinary Hearing Panel office. All of these resources are located at:

2111 International Blvd., Oakland, CA 94606
(510) 434-7780 | fax (510) 434-7911

OUSD's AltEd Placement Specialist is available at 2111 International Boulevard from 9–11 a.m. on Tuesdays, Wednesdays, and Thursdays on a drop-in basis to meet with parents and guardians about AltEd schools and programs.

Alternative Education: Continuation Schools & Community Day Schools

Continuation Education programs are designed to meet the needs of students sixteen through eighteen years of age who are at risk of not graduating. Continuation Schools provide an opportunity for students to earn a high school diploma and/or prepare for advancement to community college and career options.

Community Day Schools serve expelled students, court or probation-referred students, and other high risk youth. Program features include very small class size, case management and counseling services, and behavior modification structures.

CONTINUATION SCHOOLS

Dewey High School

1111 2nd Ave., 94606
(510) 879-3100
Grades 9–12

Rudsdale High School

1180 70th Ave., 94621
(510) 879-4237

Ralph J. Bunche High School

1240 18th St., 94607
(510) 879-1730
Grades: 9-12

COMMUNITY DAY SCHOOLS

Community Day High School and Middle School

4917 Mountain Blvd., 94619
(510) 879-8450

Community Day High School and Middle School serve students who have been expelled from other OUSD schools or have been referred by the court system to attend a community day program to receive intensive support.

Barack Obama Academy

9736 Lawlor St., 94605
(510) 879-1357
Grades 7–8

Barack Obama Academy (BOA) is a small alternative middle school with a mission to help struggling students discover success. With a student-to-teacher ratio of 15 to 1 and wraparound mental health services, each student is individually supported in her or his academic and personal growth. BOA features an exciting outdoor and environmental education theme, a highly engaging and personalized curriculum, and a dynamic and committed staff. ALC is a Community Day School that is an option for middle school students who are at high risk for academic failure.

TAP Center

4521 Webster St., 94609
(510) 879-2140

The Tap Center is a temporary alternative placement for student in grades 6–12. The TAP Center provides individualized study for students after they have been recommended for expulsion and as they await their scheduled Pupil Disciplinary Hearing Panel and subsequent school placements.

Enrollment Process

To start the enrollment process, contact or visit the OUSD Student Assignment and Bilingual Testing Office. This office will then direct you to the next step which may be 1) An AltEd Placement Specialist, who coordinates placement in AltEd schools, 2) a general Placement Specialist, or 3) the Pupil Disciplinary Hearing Panel office. All of these resources are located at:

2111 International Blvd., Oakland, CA 94606
(510) 434-7780 | fax (510) 434-7911

OUSD's AltEd Placement Specialist is available at 2111 International Boulevard from 9–11 a.m. on Tuesdays, Wednesdays, and Thursdays on a drop-in basis to meet with parents and guardians about AltEd schools and programs.

Course Offerings: Social Science/History

A

SOCIAL STUDIES	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	FAR WEST	LEADERSHIP	LIFE	MANDELA	MCCLYMONDS	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	STREET ACADEMY
AFRICAN AMERICAN HISTORY	g															•						•	•
AMERICAN GOVERNMENT P	a	g	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AMERICAN GOVERNMENT-ECONOMICS HP	a	g																	•				
AP AMERICAN GOVERNMENT	a		•		•				•		•		•						•		•		
CALIFORNIA HISTORY P	g															•			•				
CHICANO STUDIES	g																						•
COMPARATIVE GOVERNMENT HP	g																		•				
ECONOMICS P	g		•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
POLITICAL ECONOMY	g																						•
AP ECONOMICS	g				•																		
HUMANITIES	g	-	•										•										
LEADERSHIP	-	-												•			•		•				
PSYCHOLOGY P	g																•						
STUDENT GOVERNMENT LEADERSHIP	-	-			•						•										•		
US HISTORY P	a	g	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
US HISTORY HP	a	g																	•				
AP US HISTORY	a	g	•		•				•		•		•		•		•		•		•		
WORLD HISTORY P	a	g	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FOUNDATIONS OF WORLD HISTORY	-	-																			•		
AP WORLD HISTORY	a	g	•		•				•		•		•				•				•		

Social Science/History

American Government

Meets UC/CSU "a", "g"

Students pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. The major units in this course include Constitution and the Bill of Rights, the Courts, Executive and Judicial Branches of Government, Federalism and Contemporary Issues. Students learn to use evidence (court opinions, editorials, census data, campaign ads and economic indicators) and to examine how others have used it, to study multiple perspectives and understand why these different perspectives exist, to analyze and interpret political and economic events, to understand the importance and significance of what they're studying and to prepare to participate in the social and political life of the community.

AP American Government

Meets UC/CSU "a", "g"

Students will engage in a study of US government and its politics. Students also examine the functions of federal, state, and local agencies with respect to the US Constitution, political structures, citizens' liberties, voter participation, interest groups, and media. The basic beliefs and ideals which form American democracy and how its legal, governmental, and economic institutions affect public policy at the local, state, national, and international levels are also explored.

*STUDENTS ENROLLED IN THIS CLASS ARE ENCOURAGED TO TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

California History P

Meets UC/CSU "g"

This course will deepen students understanding of the multicultural society in which we live. The time period and content covered is California from World War II to the present with a focus on the experiences of the different groups that have made California the dynamic state that it is. The course will focus on themes of migration and immigration, racial injustice and ongoing movements that have attempted to redress this injustice. The major units to be covered in this course include; and Introduction, Migration to California During World War II, Japanese-American Internment, Case Studies of the 1960's, Immigration from Southeast Asia and a Culminating Unit.

Comparative Government HP

Meets UC/CSU "g"

This course introduces students to the world's most diverse political structures, policies, and practices. Different types of political systems will be studied as well as the relationships between the state and society, the state and its citizens, and the state and external governments.

Economics P

Meets UC/CSU "g"

Economics introduces microeconomics and macroeconomics, consumerism and comparative economic systems as well as economic history and current economic issues. This course also exposes students to the economic conditions and policies that give rise to such issues as inflation, recession, unemployment, the national debt, and personal economic decisions. Students are able compare economic systems and identify how these systems affect our global economy.

Humanities

This introduction course in Humanities gives students an opportunity to integrate literature, history, geography, music, and art appreciation.

Leadership

Students engage in leadership knowledge and applied skills such as problem-solving techniques and organizational methods. They will learn about human relations, group dynamics, public relations, and public speaking. Students will gain leadership skills in communication, decision-making, time management, goal setting, leadership styles, conflict management, team building, and delegation of duties. This course will allow students to function more effectively in leadership roles.

Social Science/History

Psychology P

Meets UC/CSU "g"

This general introduction to Psychology is designed to provide the student with a better understanding of human behavior. The course will provide insight into the nature of human behavior by studying psychological theories and past research as well as methods and ethics involving the study of Psychology.

Student Government Leadership

This course introduces practical skills and provides a knowledge base for students to become better equipped to become student government leaders in their schools and communities. Topics covered include parliamentary procedures, individual and group skills, communication skills, budgeting and citizenship skills. The goal of this course is to provide students with effective and ethical leadership skills.

US History P

Meets UC/CSU "a", "g"

Students will examine major turning points in American history in the twentieth century. The major units include Reviewing the Nation's Beginnings, Industrialization, Religion in America, United States as a World Power, the Jazz Age, The Great Depression, World War II, Post World War II America, US Foreign Policy since World War II, Civil Rights Movement and Contemporary America.

AP US History

Meets UC/CSU "a", "g"

The purpose of the AP US History course is to assist students in the analysis and interpretation of primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Topics may include The American Revolutionary Era, Antebellum America, The Civil War, Reconstruction, Industrial America, Urban Society, The Depression, The Second World War, The Cold War, and Society & Culture of the Twentieth Century. Students will develop an awareness of multiple interpretations of historical issues in secondary sources. Students will develop a sense of multiple causation and change over time, and will be able to compare developments or trends from one period to another.

*STUDENTS ENROLLED IN THIS CLASS ARE ENCOURAGED TO TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

World History P

Meets UC/CSU "a", "g"

In this course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The major units to be covered in this course include Rise of Democratic Ideals, Comparing Revolutions, Industrial Revolution, Rise of Colonialism and Imperialism, Causes and Course of World War I, World War I and Its Consequences, Totalitarianism, World War II Causes and Consequences, International Developments in the Post World War II World, Nationalism and World Economy.

*STUDENTS ENROLLED IN THIS CLASS ARE ENCOURAGED TO TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

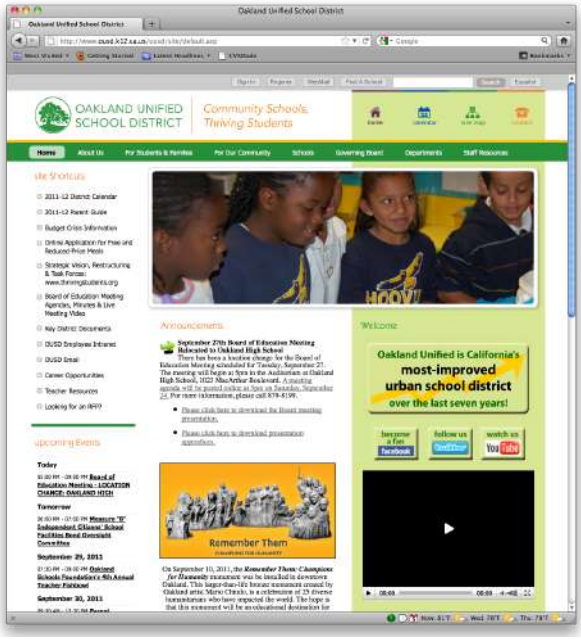
AP World History

Meets UC/CSU "a", "g"

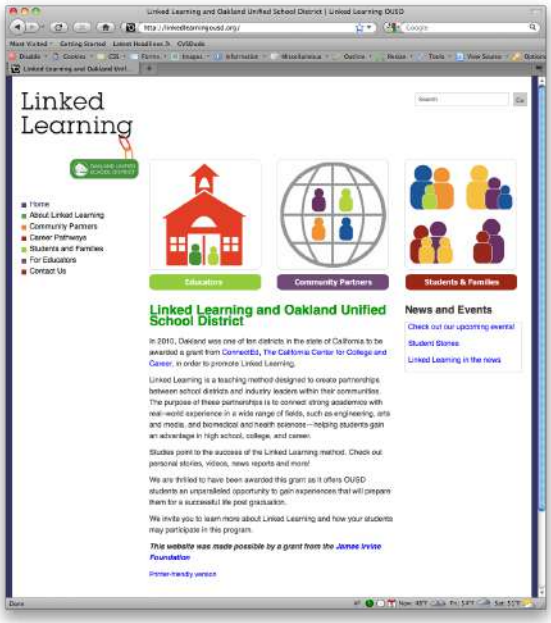
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

*STUDENTS ENROLLED IN THIS CLASS ARE ENCOURAGED TO TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Visit the Web for More Information!



www.OUSD.k12.ca.us



www.linkedlearningousd.org

www.thrivingstudents.org

Course Offerings: English

B **ENGLISH**	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	EXCEL	FAR WEST	LEADERSHIP	LIFE	MANDELA	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	STREET ACADEMY
CREATIVE WRITING P	g											•										•	
ENGLISH 1 P	b		•	•		•				•		•	•		•	•	•	•	•	•	•	•	•
ENGLISH 2 P	b		•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ENGLISH 3 P	b		•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ENGLISH 3 HP	b														•		•		•				
ENGLISH 4 P	b		•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ENGLISH 4 HP	b																		•				
ENG 1 STRATEG	-	-	•											•							•		
ENG 2 STRATEG	-	-																					
ELD 1	-	-	•														•						
ELD 2	-	-	•														•		•				
ELD 3	-	-	•			•							•				•		•				
ELD 4	-	-	•										•				•		•		•		
ELD 5 P	b	g			•				•								•		•		•		
AP ENGLISH LANGUAGE	b				•				•		•				•		•				•		
AP ENGLISH LITERATURE	b		•										•	•			•		•		•		
CAHSEE PREP-ENGLISH	-	-						•							•								
READING 9-12 INTEN	-	-	•			•						•		•			•		•				
JOURNALISM P	g			•		•				•		•			•		•						
JRNLSM/PUBLP	g														•						•		
PUBLIC SPEAKING P	g																						
DEBATE	g										•										•		
YEARBOOK	-														•		•						

Creative Writing P

Meets UC/CSU "g"

Students will read from a variety of literary genres (may include short story, essay, poetry, memoir, journal, novel, non-fiction, article) and use these forms to help develop their own vocabulary, creativity, and style of writing in each genre. Students will peer-edit, respond, and revise.

English 1 P

Meets UC/CSU "b"

English 1 examines autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising. The course explores various themes in literature with close attention to themes of cultural diversity, an emphasis on social and personal meaning, and an analysis of the way in which a work of literature is related to the themes and issues of its historical period. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications. Students will also study a major piece of literature, short story or poetry unit, or nonfiction text.

English 2 P

Meets UC/CSU "b"

English 2 examines autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising with a focus on world literature. The course explores various themes in literature and compares works that express universal themes. Students provide evidence to support the ideas expressed in each work and analyze the way in which a work of literature is related to the themes and issues of its historical period. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications.

English 3 P

Meets UC/CSU "b"

English 3 traces the development of American literature from the colonial period forward. The course examines autobiography, memoir, nonfiction texts, essays, poetry, drama, and analyzes the organizational patterns, arguments, and positions advanced in public documents, such as policy statements, speeches, debates, and platforms. Students analyze recognized works of American literature representing a variety of genres and traditions. Students contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. Students also evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications.

English 4 P

Meets UC/CSU "b"

English 4 examines world literature from a variety of authors. Students learn to contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, and modern). They relate literary works and authors to the major themes and issues of their eras and evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings. Students analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications.

English 1 Strategy

This course provides extra support for students needing English Language Arts assistance. Coursework will focus on academic vocabulary and reading fluency. The lessons provided are linked directly to the English 1 course content and are taught simultaneously.

English 2 Strategy

This course provides extra support for students needing English Language Arts assistance. Coursework will focus on academic vocabulary and reading fluency. The lessons provided are linked directly to the English 2 course content and are taught simultaneously.

English

ELD 5

Meets UC/CSU "b", "g"

This one-year course, designed for high school English Learners, develops listening, speaking, reading, and writing skills for students new to English language arts instruction. Upon successful completion of this course, students may move onto mainstream English courses.

AP English Language

Meets UC/CSU "b"

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

*STUDENTS ENROLLED IN THIS CLASS ARE ENCOURAGED TO TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

AP English Literature

Meets UC/CSU "b"

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

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CAHSEE English

This course will focus on meeting the California content standards in English. Students will develop skills in word analysis; fluency and vocabulary development; reading comprehension, literary response and analysis; writing strategies; and English Language conventions. Students will prepare for the California High School Exit Exam (CAHSEE) throughout this course.

Reading Intensive 9-12

Reading Intensive blends rigorous English Language Arts curriculum with support for struggling students. Through whole and small group direct instruction, students are given an opportunity to develop strong literary skills and remain on track for college admittance. Using a variety of appealing novels, this course engages students in meaningful instruction and dialogue.

Journalism/Publ P

Journalism P

Meets UC/CSU "g"

Students learn basic journalistic techniques including gathering information, writing, and proofreading. Students become acquainted with the areas of writing headlines, copyediting, layout, printing, and advertising.

Public Speaking P

Meets UC/CSU "g"

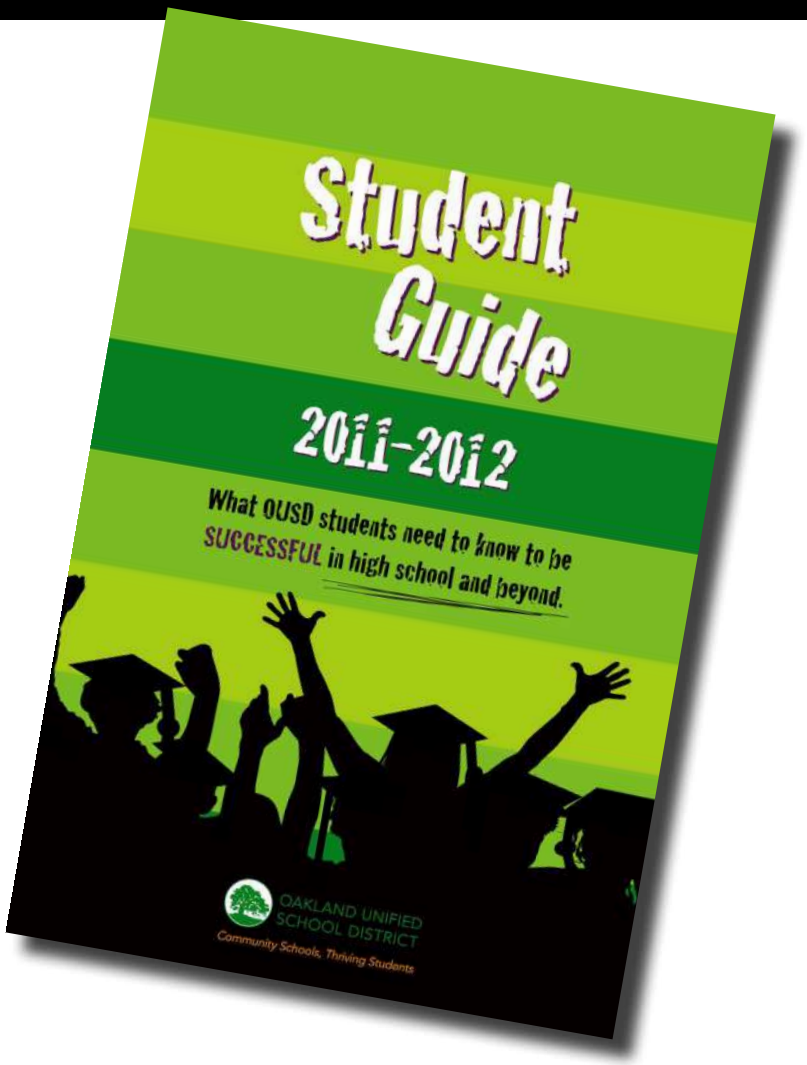
This course helps students achieve a style of communication that is natural, correct, and effective. Individual public speaking is emphasized, including impromptu, informative and persuasive speaking, and oral interpretation of various forms of literature.

College & Career Readiness Office

Student Guide

What OUSD students need to know to be SUCCESSFUL in high school and beyond.

Ask your counselor for a copy today!



"All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career."

–OUSD Mission Statement

Course Offerings: Math

C MATH	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	EXCEL	FAR WEST	LEADERSHIP	LIFE	MANDELA	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	YES	STREET ACADEMY
ALGEBRA 1 STRATEGIC	-	-				•								•									•	•
ALGEBRA 1 P	c		•	•		•		•	•	•		•	•	•	•	•	•		•	•	•	•	•	•
INTERMEDIATE ALGEBRA P	c		•	•				•					•		•		•	•	•					
ADVANCED ALGEBRA P	c		•		•	•			•	•	•	•	•	•	•	•	•		•		•	•	•	•
CAHSEE MATH	-	-		•				•				•			•		•							
AP CALCULUS AB	c	g	•		•				•		•	•	•		•		•		•		•			
AP CALCULUS BC	c	g															•		•		•			•
GEOMETRY P	c		•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
GEOMETRY STRATEGIC	-	-																			•		•	•
ENGINEERING GEOM W MATH	c																•							•
MATH ANALYSIS P	c	g	•		•					•	•	•	•	•	•		•		•		•		•	
MATH ANALYSIS HP	c	g				•			•												•			
PROBABILITY & STATISTICS P	c	g				•											•	•	•		•			
STATISTICS	c	g														•								
AP STATISTICS	c	g															•		•		•			

Math

Algebra 1 P

Meets UC/CSU "c"

The key content for Algebra I involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations may be solved by factoring, completing the square, using graphs, or applying the quadratic formula. Students should also become comfortable with operations on monomial and polynomial expressions. Students learn to solve problems using all of these techniques, and they extend their mathematical reasoning in many important ways, including justifying steps in an algebraic procedure and checking algebraic arguments for validity.

Intermediate Algebra P

Meets UC/CSU "c"

Intermediate algebra will provide a solid foundation in algebra as well develop students' problem-solving skills in preparation for future mathematics courses. This course complements and builds upon concepts and content taught in Algebra I and Geometry. Basic concepts of functions and graphs are introduced. Problem solving techniques, real-life and real-data applications, appropriate use of technology, mental mathematics, number sense, critical thinking, decision-making, and geometric concepts are integrated throughout the course.

Advanced Algebra P

Meets UC/CSU "c"

Advanced Algebra expands on the mathematical content of Algebra 1 and Geometry. Many new concepts and techniques are introduced that will be basic to more advanced courses in mathematics and the sciences. Emphasis is on abstract thinking skills, the function concept, and the algebraic solution of problems in various content areas. Major topics include absolute value and inequalities, simultaneous linear systems, complex numbers, quadratic functions, logarithms, arithmetic and geometric series, and the Binomial Theorem. An introduction to trigonometry is also included.

CAHSEE Math

This course will focus on meeting the California content standards in math. Students will develop skills in number sense; Algebra and functions; measurement and Geometry; statistics, data analysis, probability, and math reasoning. Students will prepare for the California High School Exit Exam (CAHSEE) throughout this course.

Calculus P

Meets UC/CSU "c"

Students will be exposed to Calculus, the study of change. This course is designed as a gateway to other, more advanced coursework in mathematics and focuses on limits, functions, derivatives, integrals, and infinite series.

AP Calculus AB

Meets UC/CSU "c", "g"

Calculus AB is a challenging and demanding course that is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Calculus AB focuses on topics in differential and integral calculus. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

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AP Calculus BC

Meets UC/CSU "c", "g"

Primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications, Calculus BC is an extension of Calculus AB. The topic outline for this course includes all the Calculus AB topics (see course description for Calculus AB) with additional topics such as parametric, polar, and vector functions, applications of integrals, and polynomial approximations and series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed

Math

graphically, numerically, analytically, and verbally. As in Calculus AB, broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

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Geometry P

Meets UC/CSU "c"

As an introduction to geometric skills and concepts course, students will explore the relationship among and properties of geometric figures, congruence, similarity, circles, measurement (perimeter, circumference, area, surface area, volume, angle measure), the Pythagorean Theorem, inductive and deductive reasoning, and proof writing.

Engineering Geometry with Math

Meets UC/CSU "c"

In this course students learn how Geometry and Physics have played vital roles in the development and innovation of the world around them through engineering discoveries like catapults, roller coasters, musical instruments, and more. Upon completion of this course and the Engineering Geometry with Physics, students receive credit in both UC "c" mathematics and UC "d" lab science areas. Students explore the world of engineering and its connected career fields and disciplines.

Math Analysis

Meets UC/CSU "c", "g"

Math Analysis combines many of the trigonometric, geometric, and algebraic techniques needed as preparation for the study of calculus and strengthens conceptual understanding of problems and mathematical reasoning in solving problems. Major emphasis is on functions. Topics include exponential, logarithmic, and trigonometric functions, analytic geometry and trigonometry, matrices and determinants, sequences and series, and an introduction to limits.

Probability & Statistics P

Meets UC/CSU "c", "g"

Probability & Statistics is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. The purpose of this course is to provide students with a solid foundation in probability and facility in processing statistical information. Some of the topics addressed review material found in earlier grades and reflect that this content should not disappear from the curriculum (e.g., measures of central tendency, data display and organization, basic probability concepts). Major topics include counting principles, standard distributions (e.g., normal, binomial), variance, standard deviation, and organizing and describing distribution of data.

AP Statistics

Meets UC/CSU "c", "g"

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns, 2. Sampling and Experimentation: Planning and conducting a study, 3. Anticipating Patterns: Exploring random phenomena using probability and simulation, 4. Statistical Inference: Estimating population parameters and testing hypotheses.

*STUDENTS ENROLLED IN THIS CLASS ARE ENCOURAGED TO TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Graduation Requirements

1. Course Requirements
2. 2.0 GPA
3. Senior Project
4. Pass CAHSEE ELA & Math

FACT:

Your diploma means that you're READY to apply to COLLEGE. OUSD graduation requirements include all the courses necessary for "a-g" – the course sequence required for admission to the University of California and California State University (UC/CSU).

1. COURSE REQUIREMENTS

Subject Area	OUSD Graduation and "a-g" Requirements for UC/CSU Admission	Meets or Exceeds UC/CSU Admission Requirements?
A: Social Studies	30 credits (3 years): World History; US History; Government/Economics	✔ *20 credits (2 years)*
B: English	40 credits (4 years): College-Prep English *(Only ELD 5 is college preparatory)*	✔ *40 credits (4 years)*
C: Math	30 credits (3 years): Algebra I; Geometry; and Intermediate Algebra or Advanced Algebra	✔ *30 credits (3 years; 4 recommended)*
D: Lab Science	30 credits (3 years): Biology; Chemistry or Physics; and one additional course	✔ *20 credits (2 years; 3 recommended)*
E: World Language	20 credits (2 years): Must be two years of the same language	✔ *20 credits (2 years)*
F: Visual/Performing Arts	10 credits (1 year)	✔
G: College-Prep* Elective	10 credits (1 year)	✔
Other Electives	50 credits (ex: Career Technical Education, Leadership, Journalism)	- - - - - - - -
Physical Education	20 credits (2 years)	- - - - - - - -
Other Requirements	2.0 Grade Point Average	SAT or ACT Test
	Completion of Senior Project	Grades of "C" or higher in all "a-g" courses
	Passage of CAHSEE ELA & Math	
TOTAL	**230 Credits**	**15 courses**

* University of California Office of the President (UCOP) approves certain courses as "college-prep" level. See OUSD Doorways list for additional information: **http://www.ucop.edu/doorways/**

Course Offerings: Science

D

SCIENCE	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	EXCEL	FAR WEST	LEADERSHIP	LIFE	MANDELA	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	STREET ACADEMY
BIOLOGY P	d	g	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
BIOLOGY LAB (HA)	-	-																	•				
BIOLOGY 9 P	d	g																	•		•		
AP BIOLOGY	d	g	•						•		•	•	•				•		•		•		
BIOLOGY ADV HP (HA)	d	g																	•				
ADV BIOLOGY P	d	g			•							•						•					
BIOTECHNOLOGY 1-2 P	d	g										•							•				
BIOTECHNOLOGY 3-4 P	d	g																	•				
CONCEPTUAL PHYSICS	d	g	•																•		•		•
CHEMISTRY P	d	g	•		•	•			•	•	•		•	•	•	•	•	•	•		•		•
CHEMISTRY HP	d	g							•										•				
AP CHEMISTRY	d	g															•		•				
EARTH SCIENCE	g																			•		•	
ENVIRONMENTAL SCIENCE 1 P A	g	-														•			•			•	
ENVIRONMENTAL STUDIES 1 P	g	-															•						
ENVIRONMENTAL STUDIES 2 P	g	-															•		•				
AP ENVIRONMENTAL SCIENCE	d	g															•		•		•		
HEALTH BIOLOGICAL SCIENCE	-	-										•				•	•						
INTRO TO GREEN ENERGY	-	-																	•		•		
PHYSICS P	d	g	•		•	•		•			•	•		•			•		•		•		
PHYSICS HP	d	g							•										•				
PHYSICS OF ENERGY SCIENCE	d	g																	•				
ENGINEERING GEOM W PHYSICS	d	g															•						
AP PHYSICS 2	d	g																	•				
PHYSIOLOGY P	d	g	•	•	•	•			•	•	•	•	•	•	•		•		•		•	•	•
PHYSIOLOGY LAB	-	-																	•				
PHYSIOLOGY HP	d	g																			•		
PHYSIOLOGY P (HA)	d	g																	•				
URBAN ECOLOGY	g	-			•				•		•												

Science

Biology P

Meets UC/CSU "d", "g"

This course provides a general introduction to the major topics in Biology. Course topics include cell biology, Mendelian genetics, molecular genetics, evolution, ecology and human biology.

AP Biology

Meets UC/CSU "d", "g"

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

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Biology Lab

Specifically designed for the Health Academy at Oakland Technical HS, this course is an extended hands-on lab component. Students focus on research projects representative of the biological sciences that primarily involves laboratory experimentation. Students will also draw from a variety of media to collect information, organizing the data graphically, compiling detailed reports in scientific journals, and presenting their findings. Strong emphasis is placed on careers in the Biological Sciences.

Biotechnology 1-2 P

Meets UC/CSU "d", "g"

This course prepares students for careers involving laboratory science and the biotechnology industry. Students learn procedures and laboratory skills required for lab technicians working with DNA manipulation and micro-pipetting, and other advanced laboratory techniques. Instruction includes both "hands-on" and traditional classroom experiences. After completing the course, students will be prepared to continue at the university level or apply for entry-level positions with biotechnology labs and research facilities.

Biotechnology 3-4 P

Meets UC/CSU "d", "g"

Biotechnology 3 & 4 builds upon the knowledge, techniques, and skills that students have acquired during Biotechnology 1 & 2 and a summer internship at a local biotechnology company. Students will utilize previously learned topics to expand on new learning through experimentation, research, and discussion. Laboratory experimentation will include DNA labs, complementation testing, genetics experiments, microscope studies, karyotyping, transformations and genetic engineering, chromatography, protein/enzyme assays, and immunology.

Conceptual Physics

Meets UC/CSU "d", "g"

Conceptual Physics provides an introduction to physics for 9th graders that surveys motion, forces, energy, heat, waves, electric circuits, and electromagnetic phenomena though reading, lecture, calculations, and labs. Students will do extensive lab work in all areas of physics through CPO curricular material and additional materials to provide additional labs, investigations, and demonstrations.

Chemistry P

Meets UC/CSU "d", "g"

This required course provides a general introduction to the major topics of chemistry. Topics covered include atomic and molecular theory, periodicity, chemical bonds conservation of matter, stoichiometry, gases and their properties, acids and bases, solutions, chemical kinetics, chemical equilibrium and nuclear processes. The exploration of chemical principles are included along with an introduction to organic chemistry.

AP Chemistry

Meets UC/CSU "d", "g"

Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP Chemistry should contribute to the development of the students' abilities to think

Science

clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course.

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Environmental Chemistry

Meets UC/CSU "d"

Environmental Chemistry is an introduction to the fields of environmental studies and chemistry. This course will be aligned with High School California Chemistry Standards while providing practical lab applications concentrating on environmental processes. Qualitative and quantitative aspects of environmental processes are studied. Topics include atmospheric processes (including those involving carbon dioxide and ozone), air pollution, soil composition, plastics in the environment, acid rain, water quality and water pollution, and the fate of chemical compounds in the environment. Where possible, examples involving local issues and current events are studied.

Engineering Geometry with Physics

Meets UC/CSU "d"

In this course students learn how Geometry and Physics have played vital roles in the development and innovation of the world around them through engineering discoveries like catapults, roller coasters, musical instruments, and more. Upon completion of this course and the Engineering Geometry with Physics, students receive credit in both UC "c" mathematics and UC "d" lab science areas. Students explore the world of engineering and its connected career fields and disciplines.

Sustainability Studies I: Intro to Green Energy

Meets UC/CSU "d"

This course, the first CTE course in the Green Academy, provides a background on the issues of atmospheric balance, climate change, GHG's and a survey of the use of both non-renewable and renewable energy sources. Students will study local and international examples of policies which have promoted the use of renewable energies and as a final project choose a country and propose an appropriate green energy solution. Students will learn about careers in the various energy sectors, and we will have field trips and outside speakers on a regular basis. This course is also meant to prepare students to be critical thinkers, to be valuable employees, and to be knowledgeable in the areas of sustainability and energy.

Earth Science P

Meets UC/CSU "g"

This course instructs students in the areas of geology, climate, astronomy and oceanography.

Environmental Science 1 P A

Meets UC/CSU "g"

This integrated course spans the fundamental principles of biology, chemistry, and physics. There is an emphasis on environmental chemistry. Topics include water chemistry, soil structure, chemistry of metal refining, petroleum chemistry and park and urban design. Off-campus field research trips and investigations are also a major part of this course.

Environmental Studies 1 P

Meets UC/CSU "g"

Students study combined course work in the natural and social sciences. This introductory course covers the ecological, political, and economic aspects of historic, current and future environmental issues.

AP Environmental Science

Meets UC/CSU "d", "g"

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course. 1. Science is a process. 2. Energy conversions underlie all ecological processes. 3. The Earth itself is one interconnected system. 4. Humans alter natural systems. 5. Environmental problems have a cultural and social context. 6. Human survival depends on developing practices that will achieve sustainable systems.

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Physics P

Meets UC/CSU "d", "g"

This course covers fundamental principles governing the physical nature of our world. Topics may include the study of motion, Newtonian mechanics, conservation of momentum and energy, thermodynamics and heat, wave propagation, sound, light, electricity and magnetism, atomic and nuclear physics.

AP Physics C / AP Physics 2

Meets UC/CSU "d", "g"

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceeded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. The C course is the first part of a sequence which in college is sometimes a very intensive one-year course but often extends over one and one-half to two years, with a laboratory component.

*STUDENTS ENROLLED IN THIS CLASS ARE ENCOURAGED TO TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Physiology P

Meets UC/CSU "d", "g"

A detailed study of the functions of the human body that includes the study of cell structure and specialization, the skeletal system, muscles, nervous system, digestion, respirations, circulation, the skin, excretion, endocrine system, reproduction, and heredity, including the latest information on the structure and function of DNA. There will be extensive lab work in animal dissection and microscopic investigation.

Physiology Lab

Specifically designed for the Health Academy at Oakland Technical HS, this course is an extended hands-on lab component. Students focus on research projects representative of Physiology that primarily involves laboratory experimentation. Students will also draw from a variety of media to collect information, organizing the data graphically, compiling detailed reports in scientific journals, and presenting their findings. Strong emphasis is placed on careers in the Physiology and other human related Sciences.

Course Offerings: World Languages

E

WORLD LANGUAGE	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	EXCEL	FAR WEST	LEADERSHIP	LIFE	MANDELA	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	STREET ACADEMY
AP CHINESE LANGUAGE	e	g																	•				
CANTONESE 1 P	e																•						
CANTONESE 2 P	e	g															•						
CANTONESE 3 P	e	g															•						
CFC 2 P	e																•						
CFC 3 P	e	g															•						
MANDARIN 1 P	e																		•		•		
MANDARIN 2 P	e	g																	•		•		
MANDARIN 3 P	e	g																	•				
MANDARIN 3 H	e	g																			•		
FRENCH 1 P	e																•		•		•		
FRENCH 2 P	e	g															•		•		•		
FRENCH 3 P	e	g																	•				
FRENCH 3 HP	e	g																			•		
ITALIAN 1 P	e																		•				
ITALIAN 2 P	e	g																	•				
ITALIAN 3 P	e	g																	•				
SPANISH 1 P	e		•	•	•	•			•	•	•	•	•	•	•	•	•		•	•	•	•	•
SPANISH 2 P	e	g	•		•				•	•	•	•	•	•	•	•	•		•		•	•	•
SPANISH 3 P	e	g			•				•							•	•		•				
SPANISH 3 HP	e	g																			•		
AP SPANISH LANGUAGE	e	g	•		•				•		•		•	•					•		•		
AP SPANISH LITERATURE	e	g			•				•		•						•		•				
EPH 1 P	e	-				•																	
EPH 2 P	e	g			•				•		•	•					•						
EPH 3 P	e	g	•		•				•		•	•	•	•			•				•	•	

World Languages

AP Chinese Language and Culture

Meets UC/CSU "e", "g"

Developing students' awareness and appreciation of the elements of the culture of Chinese-speaking people is a pervasive theme throughout the AP Chinese Language and Culture course. The course engages students in an exploration of both contemporary and historical Chinese culture. Since the course interweaves language and culture learning, this exploration occurs in Chinese. Students learn about various aspects of contemporary Chinese society. Students explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications. The course introduces students to significant persons, products, and themes in Chinese history. The course helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. Students apply their growing cultural knowledge to communicative tasks: cultural knowledge informs communicative ability and vice versa. Because language and culture are inseparable, knowledge of Chinese culture is an integral part of this course. Throughout the course, students hone their language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational.

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Cantonese 1 P

Meets UC/CSU "e"

Cantonese 1 is a beginning level language arts course focusing on the development of communication skills and the exploration of cultural differences. Students will be introduced to the language of Cantonese (listening, speaking, reading, and writing) and the Chinese culture. Students will learn how to have short conversations in Cantonese; have a basic understanding of the components of Chinese characters; and broaden their understanding of the Chinese culture. Frequent oral and writing practices, conversational vocabulary, listening comprehension, and speaking are all key elements to this foreign language elective.

Cantonese 2 P

Meets UC/CSU "e", "g"

Cantonese 2 will broaden students' ability in the language of Cantonese (listening, speaking, reading, and writing) and the understanding of Chinese culture. Students will learn to read longer paragraphs and carry on extended conversations. Student will learn to have extended conversations in Cantonese, further expand on their knowledge of Chinese characters, and further their understanding of Chinese culture. Frequent oral and writing practices, conversational vocabulary, listening comprehension, and speaking are all key elements to this foreign language elective.

Cantonese 3 P

Meets UC/CSU "e", "g"

Cantonese 3 will broaden students' ability in the language of Cantonese (listening, speaking, reading, and writing) and the understanding of Chinese culture. Students will learn to read longer paragraphs and carry on extended conversations. Student will learn to have extended conversations in Cantonese, further expand on their knowledge of Chinese characters, and further their understanding of Chinese culture. Frequent oral and writing practices, conversational vocabulary, listening comprehension, and speaking are all key elements to this foreign language elective.

CFC 2 P

Meets UC/CSU "e", "g"

This course is for students who have successfully completed CFC 1 P or with teacher permission. Chinese for Chinese Speakers 2 P focuses on developing reading and writing skills for functional literacy, enhancing oral and aural proficiency, and gaining an understanding of the structure of Chinese Language. Students may engage in reading narrative and descriptive texts as well as conversing on personal topics in limited situations.

Mandarin 1 P

Meets UC/CSU "e"

Mandarin 1 is a beginning level language arts course focusing on the development of communication skills and the exploration of cultural differences. Students will be introduced to the language of Mandarin (listening, speaking, reading, and writing) and the Chinese culture. Students will learn how to have short conversations

World Languages

in Mandarin; have a basic understanding of the components of Chinese characters; and broaden their understanding of the Chinese culture. Frequent oral and writing practices, conversational vocabulary, listening comprehension, and speaking are all key elements to this world language elective.

Mandarin 2 P

Meets UC/CSU "e", "g"

Mandarin 2 will broaden students' ability in the language of Mandarin (listening, speaking, reading, and writing) and the understanding of Chinese culture. Students will learn to read longer paragraphs and carry on extended conversations. Student will learn to have extended conversations in Mandarin, further expand on their knowledge of Chinese characters, and further their understanding of Chinese culture. Frequent oral and writing practices, conversational vocabulary, listening comprehension, and speaking are all key elements to this world language elective.

Mandarin 3 P

Meets UC/CSU "e", "g"

Mandarin 3 will broaden students' ability in the language of Mandarin (listening, speaking, reading, and writing) and the understanding of Chinese culture. Students will learn to read longer paragraphs and carry on extended conversations. Student will learn to have extended conversations in Mandarin, further expand on their knowledge of Chinese characters, and further their understanding of Chinese culture. Frequent oral and writing practices, conversational vocabulary, listening comprehension, and speaking are all key elements to this world language elective.

French 1 P

Meets UC/CSU "e"

French I is a beginning language course which enables students to understand vocabulary, communicate, read and write French. Students will listen, respond, and practice French in simulated, realistic situations. Students will have opportunities to perform the communicative functions of socializing, exchanging information, counting, expressing feelings and emotions, and persuading, while learning the language structures needed to perform these skills.

French 2 P

Meets UC/CSU "e", "g"

French 2 is an intermediate course which enables students to use the skills and expressions learned in French 1 and expand on them by using the language in various situations. Students experience cultural similarities and differences through role-play, video, film analysis, and song.

French 3 P

Meets UC/CSU "e", "g"

Students improve their French proficiency as well as learn vocabulary and structures needed to be creative with the language in French 3. Students increase their knowledge and appreciation of French culture. Students participate in class discussions and work in small groups and with partners. There will be interactive literature and individual readings. As part of their cultural experience and connecting to other disciplines, students will experience francophone art and poetry, e.g.—the Impressionists, medieval stories, surrealism, the fables of La Fontaine, Cyrano, Symbolist poetry, and West-African poetry. French History is touched upon, such as Joan of Arc, the French Revolution, and World War II, as well as the influence of France in the world.

Italian 1 P

Meets UC/CSU "e"

Italian 1 is a beginning language course which enables students to understand vocabulary, communicate, read and write Italian. Students will listen, respond, and practice Italian in simulated, realistic situations. Students will have opportunities to perform the communicative functions of socializing, exchanging information, counting, expressing feelings and emotions, and persuading, while learning the language structures needed to perform these skills.

Italian 2 P

Meets UC/CSU "e", "g"

Italian 2 is an intermediate language course which enables students to understand vocabulary, communicate, read and write Italian. Students will listen, respond, and practice Italian in simulated, realistic situations. Students will have opportunities to perform the communicative functions of socializing, exchanging information, counting, expressing feelings and emotions,

and persuading, while learning the language structures needed to perform these skills.

Italian 3 P

Meets UC/CSU "e", "g"

Italian 3 is an advanced language course which enables students to understand vocabulary, communicate, read and write Italian. Students will listen, respond, and practice Italian in simulated, realistic situations. Students will have opportunities to perform the communicative functions of socializing, exchanging information, counting, expressing feelings and emotions, and persuading, while learning the language structures needed to perform these skills.

Spanish 1 P

Meets UC/CSU "e"

Spanish 1 provides students the opportunity to learn to speak, listen, read, and write in order to develop basic language skills and knowledge. Students will learn everyday vocabulary related to everyday needs and activities as well as grammatical forms and functions. Importance is placed on developing the student's awareness of the culture of Hispanic people of Mexico, Central and South America, the Caribbean, and Spain, as well as the role Hispanics have played in the history of the United States.

Spanish 2 P

Meets UC/CSU "e", "g"

Spanish 2 provides students the opportunity to increase their power in oral language, reading and writing in an authentic cultural context. Building on the foundation taught in Spanish 1, students learn to use and understand expressions of emotion, needs, and requests. They are able to understand and express important ideas with some detail, as well as to describe, compare, narrate and understand ideas in the present, past, and future. Students can understand and convey information about themselves (family, friends, home, health, school, leisure activities, school life, likes and dislikes). They can also understand and convey information on topics beyond self (geography, directions, buildings and monuments, places and events, travel, professions, and work).

Spanish 3 P

Meets UC/CSU "e", "g"

Spanish 3 enables students to understand and communicate in a second language. The four communication skills of reading, listening, speaking and writing are equally emphasized with a focus on real-world situations. The course also covers cultural and historical aspects of the Spanish-speaking world.

AP Spanish Language

Meets UC/CSU "e", "g"

An AP Spanish Language course is comparable to an advanced level college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Therefore, students should receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials.

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AP Spanish Literature

Meets UC/CSU "e", "g"

An AP Spanish Literature course is comparable to a third-year college introduction to Hispanic literature course. It is based on a required reading list. The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The objective of the course is to help you interpret and analyze literature in Spanish.

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EPH 1 P

Meets UC/CSU "e"

Espanol para Hispanos 1 (EPH 1) is a Spanish Language Arts course for students who speak Spanish, but have limited reading and writing skill. Expansion of vocabulary is taught through reading, writing,

World Languages

compositions, culture, music, guided dictations, and grammar practice.

EPH 2 P

Meets UC/CSU "e", "g"

Espanol para Hispanos 2 (EPH 2) is a Spanish Language Arts course designed to improve native speakers' written and oral fluency in Spanish. Students expand their vocabulary through reading, writing compositions, culture, music, guided dictations, and grammar practice.

EPH 3 P

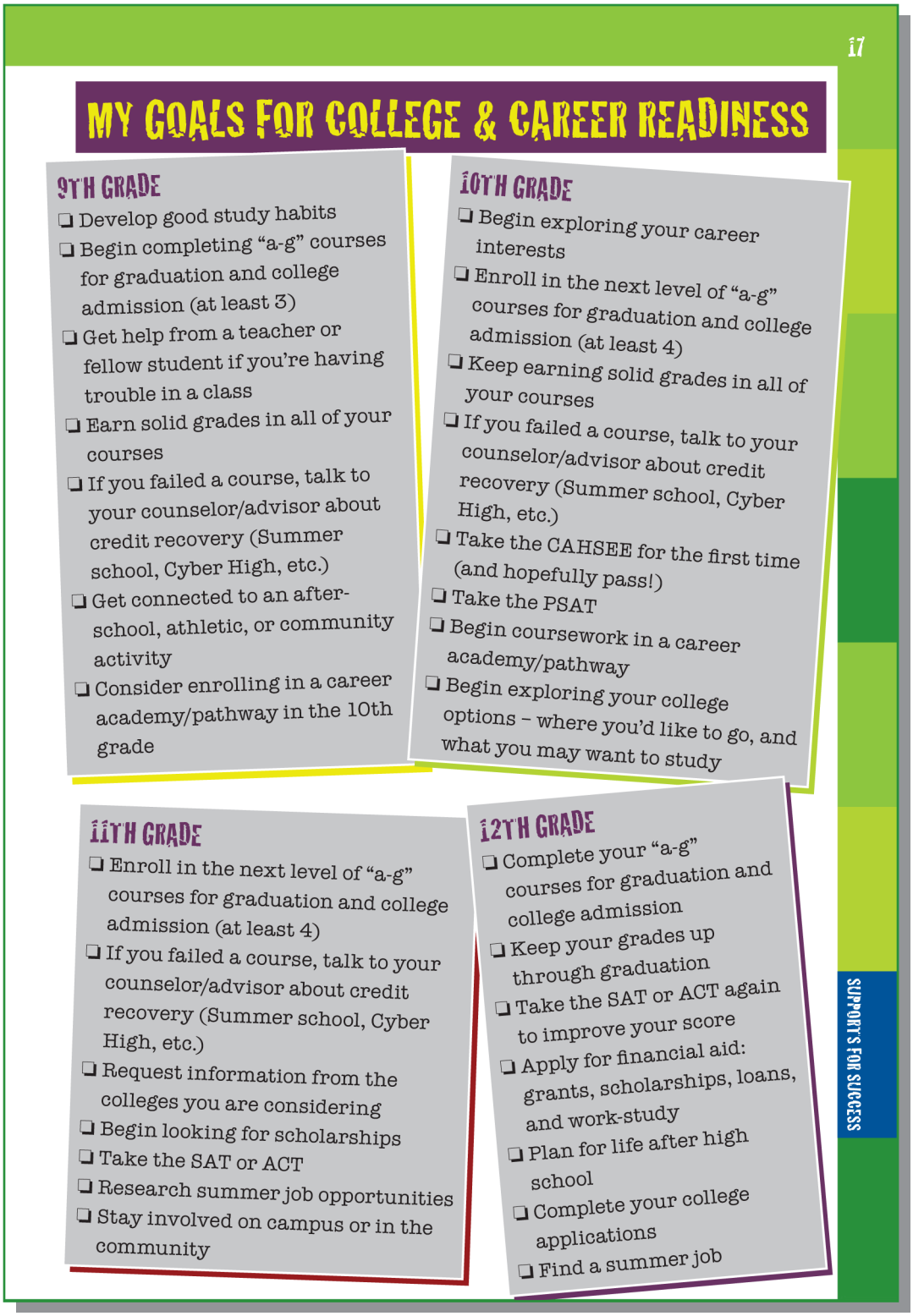
Meets UC/CSU "e", "g"

Espanol para Hispanos 3 (EPH 3) continues to expand the vocabulary of native Spanish speakers through contemporary reading, practice in advanced grammar and composition and refinement of reading and writing skills. The richness of the Latino culture is explored through discussion, lectures, readings and films. The history and geography of the Spanish-speaking world is also examined as well as literature, culturally-based writing, oral reading and music appreciation.

EPH 4 P

Meets UC/CSU "e", "g"

Espanol para Hispanos 4 (EPH 4) continues to expand the vocabulary of native Spanish speakers through contemporary reading, practice in advanced grammar and composition and refinement of reading and writing skills. The richness of the Latino culture is explored through discussion, lectures, readings and films. The history and geography of the Spanish-speaking world is also examined as well as literature, culturally-based writing, oral reading and music appreciation.



17

MY GOALS FOR COLLEGE & CAREER READINESS

9TH GRADE

- ❑ Develop good study habits
- ❑ Begin completing "a-g" courses for graduation and college admission (at least 3)
- ❑ Get help from a teacher or fellow student if you're having trouble in a class
- ❑ Earn solid grades in all of your courses
- ❑ If you failed a course, talk to your counselor/advisor about credit recovery (Summer school, Cyber High, etc.)
- ❑ Get connected to an after-school, athletic, or community activity
- ❑ Consider enrolling in a career academy/pathway in the 10th grade

10TH GRADE

- ❑ Begin exploring your career interests
- ❑ Enroll in the next level of "a-g" courses for graduation and college admission (at least 4)
- ❑ Keep earning solid grades in all of your courses
- ❑ If you failed a course, talk to your counselor/advisor about credit recovery (Summer school, Cyber High, etc.)
- ❑ Take the CAHSEE for the first time (and hopefully pass!)
- ❑ Take the PSAT
- ❑ Begin coursework in a career academy/pathway
- ❑ Begin exploring your college options – where you'd like to go, and what you may want to study

11TH GRADE

- ❑ Enroll in the next level of "a-g" courses for graduation and college admission (at least 4)
- ❑ If you failed a course, talk to your counselor/advisor about credit recovery (Summer school, Cyber High, etc.)
- ❑ Request information from the colleges you are considering
- ❑ Begin looking for scholarships
- ❑ Take the SAT or ACT
- ❑ Research summer job opportunities
- ❑ Stay involved on campus or in the community

12TH GRADE

- ❑ Complete your "a-g" courses for graduation and college admission
- ❑ Keep your grades up through graduation
- ❑ Take the SAT or ACT again to improve your score
- ❑ Apply for financial aid: grants, scholarships, loans, and work-study
- ❑ Plan for life after high school
- ❑ Complete your college applications
- ❑ Find a summer job

SUPPORTS FOR SUCCESS

Course Offerings: Visual & Performing Arts

F

VISUAL & PERFORMING ARTS	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	EXCEL	FAR WEST	LEADERSHIP	LIFE	MANDELA	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	STREET ACADEMY
ART 1 P	f			•	•			•	•	•	•	•				•	•	•	•	•	•	•	•
ART 2 P	f	g							•								•		•				
ART ADVANCED P	f	g														•							
ART DIGITAL FILM P	f					•													•				
CERAMICS P	f	g			•				•		•								•		•		
CERAMICS ADV P	f	g																			•		
COMM ART	f																•						
DANCE BEGINNING P	f				•				•		•	•		•		•	•		•		•		
DANCE INTERMEDIATE P	f	g							•		•								•		•		
DANCE ADVANCED P	f	g							•							•	•		•		•		
DIGITAL PHOTOGRAPHY	-																				•		
DRAMA P/DRAMA P PA	f													•		•	•		•		•	•	•
ADVANCED DRAMA P	f	g													•				•		•		
MEDIA STUDIES	g														•								
PHOTOGRAPHY	-																						
THEATRE WORKSHOP	-																				•		
MUSIC																							
BAND JAZZ P	f																		•		•		
BAND BEGINNING P	f																		•				
BAND INTERMEDIATE P	f	g																			•		
BAND ADVANCED P	f	g																	•				
MARCHING BD PA	-																				•		
CHOIR BEG P	f																				•		
CHOIR INT P	f	g																			•		
CHOIR ADVANCED P	f	g																			•		
VOCAL ENSEMBLE					•						•												
GUITAR									•												•		
INSTRUMENTAL MUSIC					•				•		•												
ORCHESTRA P	f																		•		•		
PIANO BEG P	f				•				•		•								•		•		
IN/ADV PIANO PA	f																				•		

Visual & Performing Arts

Art 1 P

Meets UC/CSU "f"

Students will explore various media used in drawing, painting, sculpting, printmaking, and other two and three dimensional art forms. The basics of design and composition will be studied, including space, line, shape, form, texture, and color.

Art 2 P

Meets UC/CSU "f", "g"

Students will further their understanding of design and composition, and deepen their appreciation of art as they develop skills in painting, sculpting, printmaking, and drawing techniques.

Art Advanced P

Meets UC/CSU "f", "g"

Students will further their knowledge of and appreciation of art. Emphasis will be placed on three-dimensional projects and may include advanced sculpture, ceramics, stained glass, oil and water-based painting, illustration, and other advanced art techniques.

Ceramics P

Meets UC/CSU "f", "g"

This introductory ceramics course will cover the basic hand building method, wheel method, and decorative techniques. Students will be encouraged to use creative design and individual expression.

Advanced Ceramics P

Meets UC/CSU "f", "g"

Students will continue to build upon their knowledge and skills established in the introductory Ceramics course. Glazing as well as construction and throwing techniques will be explored.

Dance Beginning P

Meets UC/CSU "f"

This course is open to students who have little or no background or training in dance. Students will combine the study of basic skills and techniques used in ballet, jazz, and modern dance.

Dance Intermediate P

Meets UC/CSU "f", "g"

This intermediate course is for students wishing to pursue their study of dance. In addition to the study of ballet, modern, and jazz, students will become more familiar with advanced terminology, history, and movement.

Dance Advanced P

Meets UC/CSU "f", "g"

This advanced course is for students wishing to pursue their study of dance. In addition to the study of ballet, modern, and jazz, students will become more familiar with advanced terminology, history, and movement.

Digital Photography

This introductory course provides students with a solid framework for understanding digital photographic essentials. By combining technology with artistic expression, students will engage in hands-on activities aimed at increasing their knowledge of lighting, set design, camera operation, software applications, and color management.

Drama P PA

Meets UC/CSU "f"

This introductory Drama course provides a basic background in theatrical principles, with an emphasis on stage voice and movement, scene and monologue work, improvisation, acting technique, and stage terminology.

Advanced Drama P

Meets UC/CSU "f", "g"

This course is designed for students who have a strong interest and ability in drama. Advanced theater techniques, directing, stage movement, and musical theater will be explored.

Media Studies

Meets UC/CSU "g"

Students study and analyze print and electronic mass media including websites, film, periodicals, and video.

Theatre Workshop

Students will develop skills necessary for stage performances through the study of improvisation, voice control, theater games, and movement.

Visual & Performing Arts

Band Jazz P

Meets UC/CSU "f"

This class will explore a variety of jazz styles and time periods. Skills in tone production, intonation, technique, music reading, and musical expressions will be studied. Improvisational techniques will also be introduced. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Band Beginning P

Meets UC/CSU "f"

This course is designed to give students technical instruction on their instruments while performing as a group or individually. Students will receive instruction in the theoretical aspects of written music. Skills in tone production, intonation, technique, music reading, and musical expressions will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Band Intermediate P

Meets UC/CSU "f", "g"

This course provides more advanced and individualized work in research, analysis, reflection, applications, and performance. Skills in tone production, intonation, technique, music reading, and musical expressions at an intermediate level will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Band Advanced P

Meets UC/CSU "f", "g"

This course provides advanced, more individualized work in research, analysis, reflection, applications, and performance. Skills in tone production, intonation, technique, music reading, and musical expressions at an advanced level will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Marching Band PA

This course will provide instruction in musical concepts along with technical instruction on a band instrument. Students will perform at various functions during and after school hours as designated by the instructor. Marching band performs at football games, pep rallies, parades, and other functions of the combined groups.

Choir Beginning P

Meets UC/CSU "f"

Choir is a course designed for students who wish to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Choir Intermediate P

Meets UC/CSU "f", "g"

This course is designed for students who have completed Beginning Choir or with instructor permission. Students will continue to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Choir Advanced P

Meets UC/CSU "f", "g"

This course is designed for advanced students who have completed Beginning/Intermediate Choir or with instructor permission. Students will continue to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Orchestra P

Meets UC/CSU "f"

Students will improve instrumental, musical, listening skills, and music theory studies. Skills in tone production, intonation, technique, music reading, and musical expressions will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Visual & Performing Arts

Piano Beginning P

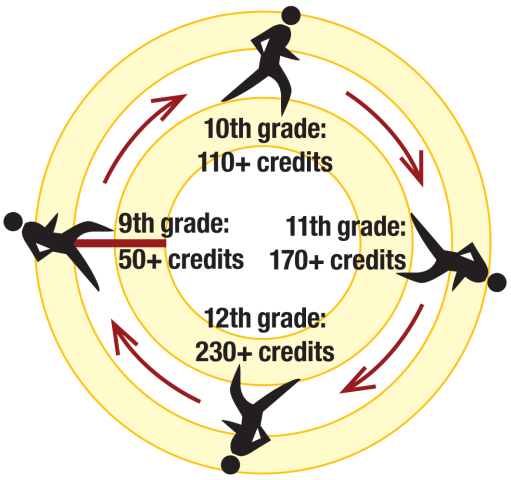
Meets UC/CSU "f"

This beginning music class includes the study of piano techniques and fundamentals of music. Music reading and notation will be explored. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Intermediate/Advanced Piano P

Meets UC/CSU "f"

This intermediate/advanced music class will concentrate on advanced applications on the piano, the study of fundamentals, and the study of music styles, form, and history. Students may be required to participate in after school events such as rehearsals, concerts, and community events.



11 X 11

FACT: Students applying to UC must have successfully completed 11 or more of UC's "a-g" subject requirements with grades of C or higher by the 11th grade.

COURSE OFFERINGS
ROP / CTE

	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	EXCEL	FAR WEST	LEADERSHIP	LIFE	MANDELA	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	STREET ACADEMY
ARCHITECTURAL DESIGN & DRAFTING 1	f		•																•				
ARCHITECTURE & GRAPHIC DESIGN	f		•																		•		
BIOTECHNOLOGY 1-2	d	-										•							•				
BIOTECHNOLOGY 3-4	d	-																	•				
INTRODUCTION TO COMPUTERS	-	-				•				•						•	•	•					
COMPUTER GRAPHIC 1	f				•				•		•				•								
COMPUTER GRAPHIC 2					•				•		•												
COMPUTER PROGRAMMING 1	-	-		•															•				
COMPUTER PROGRAMMING 2	-	-																	•				
COMPUTER TECHNOLOGY 1	-	-																			•		
COMPUTER TECHNOLOGY 2	-	-																			•		
EXPLORING COMPUTER SCIENCE	g	-																	•				
AP COMPUTER SCIENCE																			•				
CONSTRUCTION TECHNOLOGY 1	-	-	•																				
CONSTRUCTION TECHNOLOGY 2	-	-	•																				
INTRO TO BUSINESS					•				•		•												
CUSTOMER SERVICE	-	-														•							
ADVANCED DRAFTING	-	-																	•				
ENGINEERING PRINCIPLES	-	-																	•				
PRINCIPLES OF ENGINEERING	g	-															•						
INTRO TO ENGINEERING DESIGN	g	-															•						
DESCRIPTIVE GEOMETRY P	g	-																	•				
INTRODUCTION TO FASHION	-	-															•						
FASHION DESIGN & HISTORY	-	-								•													
GRAPHIC DESIGN 1 P	f	g	•					•	•	•			•		•			•			•		
GRAPHIC DESIGN 2 P	f	g							•	•			•								•		
INTRO TO EDUCATION	g																				•		
INTERNATIONAL TRADE LOGISTICS	-	-												•									
MEDIA STUDIES	g	-													•								
RADIO TV TECHNOLOGY 1	f	-													•								
RADIO TV TECHNOLOGY 2	f	-													•								
SMALL BUSINESS MANAGEMENT	-	-			•				•		•												
EDUCATIONAL PSYCHOLOGY	g	-																			•		
PUBLIC POLICY, ARGUMENTATION & DEBATE	g	-									•										•		
VIDEO PRODUCTION	f	-														•							
SOCIAL JUSTICE AND ADVOCACY	g	-											•										
DEVELOPMENT OF AMERICAN JUSTICE	g	-											•								•		
HISTORY OF WORLD LAW & JUSTICE	g	-											•										
SPORTS & EXERCISE SOCIAL SCIENCE	g	-																			•		
GREEN URBAN DESIGN	g	-			•				•		•												
URBAN ECOLOGY	g	-			•				•		•												
HISTORY OF WORLD LAW AND JUSTICE	g													•									
SPORTS & EXERCISE SOCIAL SCIENCE	g																				•		
GREEN URBAN DESIGN	g																						
URBAN ECOLOGY	d																						

Architectural Design & Drafting

Meets UC/CSU "f"

Students will gain an understanding of the various professions, trades, careers, and job that go into making up the construction field. Student will learn the basics of architectural design, drafting, CAD, rendering, and planning. They will acquire an understanding of the progressions of architecture, engineer, designer, draftsperson, and the roles each play in the design, planning, and building process as it relates to the construction industry. They will learn to express their ideas through freehand drawing, mechanical drawing, rendering, and computer graphics.

Biotechnology 1 & 2

Meets UC/CSU "d", "g"

Biotechnology 1 & 2 is the first course in a two-course sequence. The course is designed to expand upon concepts introduced in Biology and Chemistry and introduce microbiology skills utilized in the field of biotechnology. The course will emphasize an inquiry based approach and utilize lecture, class discussions, laboratory investigations, presentation of data, and reading from periodicals, research journals, and textbooks.

Biotechnology 3 & 4

Meets UC/CSU "d", "g"

Biotechnology 3 & 4 builds upon the knowledge, techniques, and skills that students have acquired during Biotechnology 1 & 2 and a summer internship at a local biotechnology company. Students will utilize previously learned topics to expand on new learning through experimentation, research, and discussion. Laboratory experimentation will include DNA labs, complementation testing, genetics experiments, microscope studies, karyotyping, transformations and genetic engineering, chromatography, protein/enzyme assays, and immunology.

Computer Networking 1

This course is the first two of a four-semester networking certification program leading to Cisco Certified Networking Associate (CCNA). Students will develop an understanding of the OSI model, networking components, premise wiring, industry standards, topologies, network design, router setup, router configuration, network planning and design and professional development. The CCNA certification is recognized by industries and business and offers excellent employment opportunities with career and advancement potential.

Computer Programming 1

This course prepares students for entry-level positions as computer systems analysts, database administrators, and programmers. Fundamentals of database design and programming using Oracle's Object Relational Database Management System will be explored. Students will be able to understand industry specific ideas such as data modeling, conceptual database design, and the software development lifecycle. Students will also learn the SQL database programming language which is used extensively in medium to large database management systems.

Computer Programming 2

CP 2 reinforces the basic concepts of computer science including the ethical and social impacts of computing. Emphasis is given to problem-solving, problem analysis, and algorithm design. This course offers programming concepts using the Java programming language. Students will learn about and use variables, data types, and operators. Students will be introduced to arrays, flow-control, exception handling and differing data structures and apply through hands-on exercises. Students will be exposed to object-orientation, inheritance, and practice making use of these object-oriented features.

Computer Technology 1

This course provides student with a basic understanding of computer science computer hardware and applications software. Emphasis is given to the architecture and organization of computers the basic operating system descriptions of computer networks and problem solving skills and strategies using computers. Students learn the use of applications software including word processing, database, spreadsheets, graphs, Internet access, and web page development. Programming skills are introduced using the Visual Basic.net language.

Computer Technology 2

Students will have a detailed introduction to computer programming and computer science, continuing coursework from Computer Technology I. In addition to the basics of computer technology, computer

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technology concepts and programming languages will be explored including Flash ActionScript, C++, and/or Java. The course provides the fundamentals for a university level programming course, or entry level work in the computer programming field.

Construction Technology 1

Construction Technology prepares students for entry level/apprenticeship positions within the construction industry. The course is taught over three semesters with the option of continued industry skill refinement and career development. This class focuses on safety, measurement (both linear and volumetic), hand and portable power tool skill development, the practical application of mathematics, and an introduction to construction materials and structural engineering.

Construction Technology 2

Construction Technology 2 refines tool skill development and enhances safety and emergency preparedness as well as introduces stationary tools, scale dimensioning, blueprint reading, job sequencing and cost estimation. Students will explore construction trades and apprenticeship opportunities through guest speakers and field trips. Students will develop necessary communication and cooperation skills by completing team projects. An additional focus will provide students with the skills to compete in the cutting edge of green and sustainable building techniques and products.

Advanced Drafting

CAD-3D Modeling is a highly challenging, advanced drafting course. It is a project-based curriculum, using Autodesk's Inventor software. Students begin the school year by developing proficiency with the software by modeling simple objects. The majority of the school year is then spent by modeling complex, multi-component objects, such as: automobile engines, bicycles, clocks, etc. Students disassemble, take precise measurements, develop drawing strategies, draw 3D individual components, and then use assembly commands to complete their final projects.

Principles of Engineering (Project Lead the Way)

Meets UC/CSU "g"

This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

Intro to Engineering Design (Project Lead the Way)

Meets UC/CSU "g"

Designed for 9th or 10th grade students, the major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

Descriptive Geometry

Meets UC/CSU "c", "g"

This course is represents the science of graphic representation and solution of Space problems in plane and solid geometry. Students will develop and use the skills of freehand sketching, traditional drawing methods, and employ the use of CAD software. They will learn to visualize the three dimensional world of geometry by solving a series of problems employing Multi-view Projections (Orthographic), isometric projections, and perspective projection. Visualization is recognized as an imperative skill used in engineering, mathematics, science, architecture, design, as well as related careers in the trades.

Introduction to Fashion

This course uses an entry level approach to basic sewing to ensure foundational techniques while determining student skill levels. Students examine clothing design in the areas of preparation for clothing construction, basic clothing construction techniques, fabric and textiles selection. They also examine the fashion industry and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel. Skills in art, communication, mathematics, science, technology, and visual & performing arts are reinforced in this course. Work-based learning strategies

appropriate for this course are field trips, industry related speakers and independent project assignments. Skill development and leadership activities provide the opportunity to apply instructional competencies to authentic experiences.

Fashion Design & History

Students will identify the characteristics of Haute Couture from its beginnings to modern day. They define major elements that influence changes in fashion as well as trace the history of mass production and ready-to-wear. Students analyze the relationship between fashion and the artistic styles of each decade and recognize the influence of historic dress on contemporary fashion.

This course will focus on the History of Fashionable Dress within the United States and Europe. One emphasis of this course is Fashion as Decorative Art, but will also examine Clothing as Social History, considering the historical context in which it was produced and worn, in addition to Fashion as Art and Costume in Film. Students will learn from the full range of documentary historical sources available for a study of fashion history.

Graphic Design 1

Meets UC/CSU "f", "g"

Students will gain a basic understanding of the various professions and trades one might choose to enter after exposure to and experience within Graphic Design. Students will learn a variety of basic Computer Aided Design programs as well as the ability to use freehand illustrations. Through the interactive use of these programs, students will gain a knowledge and understanding of the basic principles of drafting, designing, space development, measurement, and other intuitive skills necessary in the varied field of designing.

Graphic Design 2 P

Meets UC/CSU "f", "g"

The Advanced Graphic Design curriculum combines advanced art techniques and technology. Professional computer graphics and desktop publishing software programs are used to create graphic design elements for print and multimedia connected more complex design projects. Students will learn to apply advanced techniques to prior learned skills for drawing, painting and photography.

Introduction to Education

Meets UC/CSU "g"

Introduction to Education is an introduction to the philosophical, historical, legal, and societal principles that form the foundations of American education. Students acquire knowledge of both classical and contemporary issues in teaching and learning. Students engage in substantial reading, analysis, writing, and oral arguments and presentations regarding essential topics in education as well as beyond-the-classroom observations and practicum. In addition, each student completes at least one major research paper and a professional portfolio, demonstrating mastery and growth.

International Trade & Logistics

The International Trade & Logistics (IT&L) course analyzes issues of international trade and distribution, and explains how the U.S. economy affects, and is affected by, economic forces beyond its borders. IT&L is designed to provide students with an in-depth understanding of international business and global trade. Students will develop knowledge in the cultural, legal and economic factors and conditions that interact to create the international business environment. Students will be in an interactive environment with business and community leaders who are involved in international trade and logistics issues.

Video Production

Meets UC/CSU "g"

The primary focus of the course is the art of film and video, the creative process required to produce a quality film, and the use of film and video as a means of communication. Students will analyze films of various genres and the history of filmmaking. Students will complete projects based on the analysis of film types and styles that they will watch in class. Students will evaluate their films and the films of others to further apply the art of video production, including the creative process, drafts within the writing process, individual, and collaborative work. The course will direct students in their analysis and assessment of the art they are producing with a critical eye toward artistic impact.

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Radio & TV Technology 1

Meets UC/CSU "f"

Students will learn, perform and train with others in all essential video and radio skills from pre- through post-production with a heavy emphasis on thorough pre-production planning enhanced by tests requiring the deconstruction of texts, lecture, film, video, and radio broadcasts. Students will write, edit, perform, produce, and critique productions in the areas of drama, documentary video, radio, and public speaking.

Radio/TV Technology 2

Meets UC/CSU "f"

After completion of Radio/TV Technology 1, this course has students concentrate on developing advanced radio and television production skills which will serve them on their job and in their personal life. Students will also be able to help their community by effectively communicating the needs and achievements of groups and organizations. Upon successful completion of the course students will have a DVD portfolio of advanced radio and television productions they have collaboratively helped to create.

Small Business Management

Students will learn what it takes to create and operate an enterprise. Through a variety of hands-on experiences, authentic student-run enterprises produce and market real goods and services. Students develop and enhance critical skills needed in today's workplace. These include resource management and interpersonal skills, use of information for decision-making, systems thinking, and use of technology. Skills needed for success in academics are reinforced in a real world context as students write business plans, operate accounting and inventory systems, and use the processes of science to determine customer needs.

Educational Psychology

Meets UC/CSU "g"

This course is designed to promote understanding of the principles of psychology that affect human behavior with emphasis on the effects of these principles on the learner, the learning process, the learning situation, and teaching in educational environments. Educational Psychology emphasizes the application of developmental and learning theory to the classroom. In addition, students engage in assignments that enhance their abilities both to understand themselves as learners and to make effective learning decisions. Course content is drawn from current research and educational practice and involves substantial reading, writing, research, and applications of knowledge.

Public Policy, Argumentation & Debate

Meets UC/CSU "g"

The Public Policy, Argumentation, and Debate course uses the competitive team activity of debate as a focus and an inspiration for students to build skills of original research, argumentation, civic literacy, and public speaking. Policy debate as taught in the course is positioned as a direct preparation for college studies in political science, public policy, sociology, communication studies, and history.

Social Justice and Advocacy

Meets UC/CSU "g"

This course is a project-based course that seeks to prepare students for research, analysis and public service. Through a problem-based method of solution seeking, students will begin to investigate key issues in climate and food production systems. These two foci will serve to train students as researchers who will utilize their findings and analysis to eventually advocate towards policy. The early units will serve as training modules in which students will first explore the dilemmas and issues surrounding the central problem. The second stage for each issue will then be for students to seek solutions that will promote equitable and sustainable resolutions.

Development of American Justice

Meets UC/CSU "g"

In this course, students study the development of American ideals of justice. Students will deepen and broaden their understanding of American political history including its relation to the present, through the lens of the ideals of democracy found in the Declaration and the evolution of bringing those ideals into the United States Constitution. Students will research and compare and contrast issues of injustice throughout the history of the United States. They will identify and analyze current public policy considerations in American law and justice and make recommendations regarding future public policy.

History of World Law and Justice

Meets UC/CSU "g"

Students study the development of laws and government throughout the world. Students research and compare and contrast the development of national and international systems of law and government. They will identify and analyze current public policy considerations in the global community and make recommendations regarding future global public policy.

Students will deepen their understanding of world politics, historical, current and future, through constant reading of substantive political treatises and essays and through writing at least one substantial research paper every two weeks throughout the year. Students are required to engage in mock trials, a model United Nations competition and formal debates. Students will experience, in depth, new modes and motivation to excel in areas of academic disciplines that form the basis for future studies in law, pre-law and political science at the university.

Sports & Exercise Social Science

Meets UC/CSU "g"

Students in this course are exposed to the social sciences of sport and fitness in American society, focusing on psychological principles in sport and exercise. Students will be able to explain how basic psychological principles contribute to performance in sports, both positive and negative. They will be able to explain how exercise and psychology interact with and influence one another. Students will have knowledge of the history of sports and the fitness industries. They will be able to describe the major sociological issues in sports and fitness, focusing on issues of race, gender and sexual orientation. This will also include critically examining ethical issues in sports and fitness, including violence, performing enhancing drugs, gambling, and cheating.

Green Urban Design

Meets UC/CSU "g"

Students study food and food systems as an engaging anchor to study sustainability and actively study and create healthy communities. Access to local fresh food is economic, ecologic and humanitarian in that it addresses jobs and financial needs for food, locally and sustainably grown food not processed and conventional, and finally, humanitarian in addressing health issues such as diabetes, heart disease and obesity among others. Sustainable Green Urban Design and with a focus on food systems is a concrete way for students to engage in "going green" using food to study energy, transportation, natural resources, pollution and the importance of climate change and to design local urban solutions from a global perspective.

Urban Ecology

Meets UC/CSU "d"

Students gain the knowledge and understanding of the environmental and human systems that most affect our lives. This course will focus on the study of air, water, and energy systems and devise plans to have these systems sustain healthy communities. Cities will need to begin generating energy, provide clean air and water for their residents. Students study environmental science, urban ecology, urban watersheds and tree planting among others to become stewards of space, in particular green and open space. As the Green Economy develops, new jobs will be created and students from our Academy will be poised to take leadership in these fields. In this light, sustainable design is serving the community in the most substantive way, by creating a healthy self, community and planet.

AP Computer Science

Meets UC/CSU "g" requirement

The course covers programming concepts using the Java programming language. Students will learn about variables, data types and operators and will practice using them. Students will also be introduced to arrays, flow-control, exception handling and differing data structures and practice applying learned concepts through hands-on exercises. Object-orientation, learning about classes and inheritance and practicing making use of these object-oriented features will be covered as well.

Course Offerings: AP Classes

	UC/CSU	ELECTIVE	ARCHITECTURE	BUNCHE	CBITS	COLISEUM COLLEGE PREP	COMMUNITY DAY	DEWEY	EOSA	EXCEL	FAR WEST	LEADERSHIP	LIFE	MANDELA	MEDIA	MET WEST	OAKLAND HIGH	OAKLAND INTERNATIONAL	OAKLAND TECH	RUDSDALE	SKYLINE	SOJOURNER TRUTH	STREET ACADEMY
SOCIAL STUDIES [A]																							
AP AMERICAN GOVERNMENT	a		•		•				•		•		•						•		•		
AP US HISTORY	a	g	•		•				•		•		•		•		•		•		•		
AP WORLD HISTORY	a	g	•		•				•		•		•				•				•		
AP ECONOMICS	g				•																		
ENGLISH [B]																							
AP ENGLISH LANGUAGE	b				•				•		•				•		•				•		
AP ENGLISH LITERATURE	b		•										•	•			•		•		•		
MATH [C]																							
AP CALCULUS AB	c	g	•		•				•		•	•	•		•		•		•		•		
AP CALCULUS BC	c	g															•		•		•		
AP STATISTICS	c	g															•		•		•		
SCIENCE [D]																							
AP BIOLOGY	d	g	•						•		•	•	•				•		•		•		
AP CHEMISTRY	d	g															•		•				
AP ENVIRONMENTAL SCIENCE	d	g															•		•		•		
AP PHYSICS 2	d	g																	•				
WORLD LANGUAGE [E]																							
AP CHINESE LANGUAGE	e	g																	•				
AP SPANISH LANGUAGE	e	g	•		•				•		•		•		•				•		•		
AP SPANISH LITERATURE	e	g			•				•								•		•				
ELECTIVE [G]																							
AP COMPUTER SCIENCE																			•				

Life After Graduation . . .
COLLEGE PREPARATION – SEARCH, APPLY, ATTEND!

> SEARCH: COLLEGE EXPLORATION IDEAS <

- **Request** information by writing, calling, or emailing the Admissions offices of all the colleges you are interested in learning more about – they may send you **FREE** materials in the mail or direct you to their website.
- **Interview** a family member or friend who has been to college, or is currently in college, to get a first-hand experience of what college is like.
- **Visit** local colleges in your hometown and in nearby cities – there are many public and private schools in the Bay Area

> PUBLIC COLLEGES & UNIVERSITIES <

Community Colleges – 109 Campuses

Many California Community Colleges offer students an opportunity to build their career skills, prepare for transfer to a four year college, or simply offer enrichment through learning. Many colleges provide both an associate's degree as well as certification in a wide variety of industries, such as high-demand jobs in the growing fields of Green Jobs, Welding, Nursing, and Cosmetology.

CSU - California State University – 23 Campuses

Attend the largest and most diverse university systems in the world at CSU! With over 23 campuses state-wide, CSU prepares students for the 21st century by playing a vital role in California's growth and development in the community and economy. Opportunities for athletics, study abroad, specialized support for foster youth and Honors programs.

UC - University of California – 9 Campuses

The campuses of the University of California open their doors to all who work hard and dream big. Through its teaching, research, and public service, UC drives California's economy and leads the world in new directions.

There are also many private colleges & universities, Historically Black Colleges & Universities (HBCUs), and Hispanic-Serving Institutions (HSIs).

> COLLEGE ADMISSIONS TEST'S <

Along with completing applications, you will also need to take admission tests for college. These tests are: the SAT & SAT Subject Tests, or the ACT. You will need to complete either the SAT or ACT – check with the colleges you are applying to, and make sure you are taking the right test!

PSAT

All OUSD students will take the PSAT during the 10th grade – **free** of charge. It's a chance to practice for the SAT, and also to find out if you qualify for competitive National Merit Scholar awards, which are **scholarships** that can help you pay for college.

SAT

The SAT is a multiple-choice test that measures your knowledge of reading, writing, and math. Most students take the SAT in 11th or 12th grade, and almost all colleges and universities use the SAT to make admission decisions. Some students may be eligible for fee waivers.

SAT Subject Tests

SAT Subject Tests allow you to showcase achievement in specific subject areas where you excel – they are multiple-choice and take one hour to complete. They are offered in English, Social Studies, Math, Science, and World Language.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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