

## UC/CSU “G” APPROVED ELECTIVES DESCRIPTIONS

### **Public Speaking**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 11 – 12; Recommended Tenth grade English Language Arts, World History or AP European History**

Public Speaking is an introductory course in speech communication. The course provides a forum for students to learn communication techniques and improve speaking skills in a comfortable classroom environment. The course focuses on RESEARCHING, writing, and delivering a variety of individual speeches and group presentations.

### **Public Design (Yearbook)**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 10 – 12**

Publication Design is responsible for the production of the high school yearbook. Students are expected to produce a visually creative book that is acceptable to the student body while at the same time recording the events of the year for future reference. Students will learn page layout and design, graphics (including computer graphics) photography and copy, captions and headline writing skills. Students will also learn to use graphics programs such as Adobe Photoshop and learn to scan and retouch graphics and photographs. The class is responsible, or meeting deadlines associated with a professional publication. Sales and advertising skills will also be taught in conjunction with the promotion of the yearbook. All the District's high schools' yearbooks are now completely produced on computers, using new state of the art equipment. This class requires time outside the normal school day.

### **Culinary Arts 1**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 11 – 12**

The Culinary Arts I course will provide students with an opportunity to develop industry-based skills in a commercial food preparation laboratory. Students will develop safe work habits and operational procedures required for employment in the industry. Students will be introduced to industrial equipment and technology to attain information and skills to develop their career goal in the food industry. This course is aligned to the California State Standards and Home Economics Careers Technology.

## **Culinary Arts 2**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 11 – 12**

Students will continue developing their knowledge, skills, attitudes, and behaviors required for entry level employment and/or transition to postsecondary training in hospitality and food service. Students will utilize industrial equipment in a commercial setting and have opportunities to participate in job shadowing and mentoring activities.

The Food Service and Hospitality Pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition, food service management, and customer service.

## **Developmental Psychology of Children**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 10 – 12**

Developmental Psychology of Children is a comprehensive study of the developmental stages of children from conception through early adolescence, including the major theories of development and their application. The course is aligned to the California Home Economics Career and Technology Contents Standards and meets the University of California admissions requirement.

## **Psychology 1**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 11 – 12**

This course is designed to introduce students to concepts in psychology by employing active learning techniques. Students will be introduced to the field of psychology, explore psychology as a science, study the human life cycle, and investigate the brain including its functions and processes. Additionally, students will practice people skills including listening and speaking, and explore the importance of respect, empathy, trust, and being a responsible member of a group. This course is aligned to the National Standards for the Teaching of High School Psychology by the American Psychological Association and the History/Social Science Framework for California Public Schools.

## **Psychology 2**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 11 – 12; Successful completion of Psychology 1**

This course is designed to introduce students to concepts in psychology. By employing active learning techniques students will receive a brief introduction to the field before focusing on personality and individual differences, exploring mental processes such as learning, memory, thinking, and problem solving, studying psychological disorders and treatments, and examining social cultural dimensions of behavior. Additionally, students will practice people skills, including listening and speaking, explore the importance of respect, empathy, trust, and being a responsible member of a group. This course is aligned to the National Standards for the Teaching

of High School Psychology by the American Psychological Association and the History/Social Science Framework for California Public Schools.

### **AP Psychology**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 11 – 12; Successful completion of Psychology 2 or teacher recommendation**

The Advanced Placement Program offers a course and exam in Psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The exam presumes at least one semester of college-level preparation.

The AP Psychology Course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

### **AP Computer Science Principles**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 10-12; Completion of IM1**

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative.

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. Students will learn computer programming in multiple programming languages and apply these skills to the construction of computer applications to solve problems in a project-based setting.

### **AVID 9**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 9**

AVID stands for Advancement Via Individual Determination. It is a four-year commitment. Each year emphasizes developmental instruction to preparing students for academic success and college acceptance. AVID places students in advanced (AP and H) classes with support.

### **AVID 10**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 10; Teacher Recommendation**

AVID stands for Advancement Via Individual Determination. It is a four-year commitment. Each year emphasizes developmental instruction to preparing students for academic success and college acceptance. AVID places students in advanced (AP and H) classes with support.

## **AVID 11**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 11; Requires AVID 10 or teacher recommendation**

AVID stands for Advancement Via Individual Determination. It is a four-year commitment. Each year emphasizes developmental instruction to preparing students for academic success and college acceptance. AVID places students in advanced (AP and H) classes with support.

## **AVID Senior Seminar**

**UC/CSU: g**

**NCAA: not applicable**

**Placement Guidelines: Grade Level 12**

The A.V.I.D. Senior Seminar follows the weekly structure of all A.V.I.D. elective classes, with two days of teacher led curriculum per week, two days of tutorials, and a day allocated for guest speakers, lessons taught by college instructors, and visits to colleges or other appropriate events. As seniors progress through the year, this additional day is also used for students to work with the A.V.I.D. teacher and tutors to plan their Socratic Seminar activity, to select appropriate text materials to be discussed, and to plan the activity itself.

Throughout the school year, the A.V.I. D. teacher serves as a conduit to colleges and universities as well as to academic departments on campus. This individual assist A.V.I.D. students in applying to colleges, researching financial aid and housing, registering for entrance and placement exams, and in preparing for external examinations in the spring. A.V.I.D. tutors also assist in these procedures by providing actual information and giving feedback to A.V.I.D. seniors regarding their college applications and essays.

The A.V.I.D. Senior Seminar is divided into four quarters of emphasis, leading to the student's acceptance at a four-year college or university.