

Proposed New Courses for 2017-18 School Year

Advanced Placement:

AP European History- 10th grade course, entry into AP: 2-3 sections

AP Music Theory- Capstone for advanced VAPA students: 1 section

AP Spanish Literature and Culture: 10-12th grade, taken after AP Spanish: 1 sections

Field Studies Collaborative:

5 Extension Courses: 1 unit each, exploring dual enrollment for each section with Cuesta College.

See Attachment:

Special Education:

Personal Finance: 3rd year Math course for students after completing Algebra 1 requirement and/or Geometry. (non A-G at this point, will explore options)

Electives:

Advanced Leadership: embedded within Leadership course, 10-12 for students who take on Leadership roles within Leadership class, A-G approved as a G. Requesting for 2016-17 school year.

Future Consideration:

Business and Marketing Elective course: (second course in CTE pathway, would be dual enrolled with Cuesta)

AP Computer Science: possibility for advanced computer, engineering and STEM based students.

18. Pre-requisite and/or Co-requisites:
19. Course Overview (Brief Description of Course):

COURSE DESCRIPTION

Course Content

For each unit of the course provide (See example below – Repeat as necessary):

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of 1-2 assignments that explains what a student produces, how the student completes the assignment and what the student learns.

The course outline is structured around the investigation of course themes and key concepts in the following four chronological periods. These periods, from c. 1450 to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period is equal.

- Period 1: c. 1450 to c. 1648
- Period 2: c. 1648 to c. 1815
- Period 3: c. 1815 to c. 1914
- Period 4: c. 1914 to the Present

Period 1: 1450-1648

1.1 The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.

I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.

II. The invention of printing promoted the dissemination of new ideas.

III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.

IV. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although folk traditions of knowledge and the universe persisted.

1.2 The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.

II. The competitive state system led to new patterns of diplomacy and new forms of warfare.

III. The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states.

1.3 Religious pluralism challenged the concept of a unified Europe.

I. The Protestant and Catholic Reformations fundamentally changed theology, religious institutions, and culture.

II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.

III. Conflicts among religious groups overlapped with political and economic competition within and among states.

1.4 Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

- I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.
- II. Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires.
- III. Europeans established overseas empires and trade networks through coercion and negotiation.
- IV. Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.

1.5 European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

- I. Economic change produced new social patterns, while traditions of hierarchy and status persisted.
- II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.
- III. Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.
- IV. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.
- V. Popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforced and sometimes challenged communal ties and norms.

Period 2: 1648-1815

2.1 Different models of political sovereignty affected the relationship among states and between states and individuals.

- I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.
- II. Challenges to absolutism resulted in alternative political systems.
- III. After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.
- IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order.
- V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction.

2.2 The expansion of European commerce accelerated the growth of a worldwide economic network.

- I. Early modern Europe developed a market economy that provided the foundation for its global role.
- II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.
- III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

2.3 The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.

- I. Rational and empirical thought challenged traditional values and ideas.
- II. New public venues and print media popularized Enlightenment ideas.
- III. New political and economic theories challenged absolutism and mercantilism.
- IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.
- V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.
- VI. While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling.

2.4 The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth.

II. The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.

III. By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.

IV. Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.

Period 3: 1815 to 1914

3.1 The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry

I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.

II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.

III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

3.2 The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

I. Industrialization promoted the development of new classes in the industrial regions of Europe.

II. Europe experienced rapid population growth and urbanization, leading to social dislocations.

III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.

IV. A heightened consumerism developed as a result of the second industrial revolution.

V. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.

3.3 The problems of industrialization provoked a range of ideological, governmental, and collective responses.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

II. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.

III. Political movements and social organizations responded to the problems of industrialization.

3.4 European states struggled to maintain international stability in an age of nationalism and revolutions.

I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.

II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.

III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.

3.5 A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.

II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires.

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

3.6 European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

I. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.

III. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

Period 4: 1914 to the Present

4.1 Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.

I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.

II. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.

III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.

IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.

V. In response to the destructive impact of two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.

VI. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.

VII. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

4.2 The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism.

I. The Russian Revolution created a regime based on Marxist-Leninist theory.

II. The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.

III. The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe.

IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.

V. Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

4.3 During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.

I. The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.

II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.

III. Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.

IV. During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.

4.4 Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.

II. The lives of women were defined by family and work responsibilities, economic changes, and feminism.

III. New voices gained prominence in political, intellectual, and social discourse.

Major Assignment(s):

The College Board has syllabus requirements and recommended assignments for the course. Materials aligned with the test and AP seminar attended by the instructor will provide additional direction in this area.

COURSE MATERIALS

Texts & Instructional Materials

Textbook:

There are several text options approved by College Board. I would recommend we identify the instructor first and then work with them to determine the most appropriate text.

Technology:

FINANCIAL IMPLICATIONS

Financial Implications

Estimated Budget Required/Start-up Costs (Be specific)

Itemized Cost of Textbooks, Supplemental Materials, Supplies & Equipment necessary to initiate the course as presented:

There would be costs for text, AP seminar for the instructor, and supplementary materials. The course would replace Modern World History (Honors) so I do not believe there would be an FTE impact. The cost could be as much as \$10,000-\$12,000 for new texts and materials. AP seminar will cost about \$2,000.

Funding Source:

About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP Music Theory Course Overview

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

RECOMMENDED PREREQUISITES

There are no prerequisite courses for AP Music Theory. Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

AP Music Theory Course Content

The AP Music Theory course supports mastery of the rudiments and vocabulary of music, including hearing and notating:

- Pitches
- Intervals
- Scales and keys
- Chords
- Meter
- Rhythm

Building on this foundation, the course progresses to include more complex and creative tasks, such as melodic and harmonic dictation; composition of a bass line for a given melody, implying appropriate harmony; realization of a figured bass; realization of a Roman numeral progression; analysis of melody, harmony, rhythm, texture, and form in repertoire drawn mostly from the Western European Common Practice style, but also including jazz, 20th century works, and world music; and sight singing of simple melodies.

Students learn to identify, both aurally and through score reading, tonal procedures based in common-practice tonality, such as:

- Functional triadic harmony in traditional four-voice texture (with vocabulary including nonharmonic tones, seventh chords, and secondary dominants)
- Cadences
- Melodic and harmonic compositional processes (e.g., sequence, motivic development)
- Standard rhythms and meters
- Phrase structure (e.g., contrasting period, phrase group)
- Small forms (e.g., rounded binary, simple ternary, theme and variation, strophic)
- Modulation to closely related keys

AP Music Theory Exam Structure

AP MUSIC THEORY EXAM: 3 HOURS

Assessment Overview

The AP Music Theory Exam evaluates students' understanding of musical structure and compositional procedures through recorded and notated examples. Listening skills are emphasized, particularly those involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms, and compositional techniques. Most of the musical examples are from standard Western tonal repertoire; some examples of contemporary, jazz, vernacular music, or music beyond the Western tradition are included.

The exam requires fluency in reading musical notation and a strong grounding in music fundamentals, terminology, and analysis.

Format of Assessment

Section I: Multiple Choice | 75 Questions | ~ 80 Minutes | 45% of Exam Score

- Questions based on aural stimuli
- Questions based on analysis of printed music scores

Section II: Free Response | 9 Exercises | ~ 80 Minutes | 55% of Exam Score

- Melodic and Harmonic Dictation
- Part Writing from Roman Numerals and Figured Bass
- Composition of a Bass Line/Harmonization of a Melody
- Sight Singing

AP MUSIC THEORY SAMPLE EXAM QUESTIONS

Sample Multiple-Choice Question



The correct analysis of the chord above is

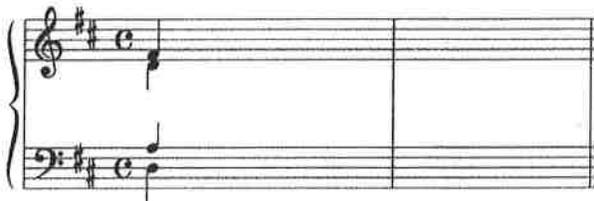
- (A) ii_6^6 in A-flat major
- (B) V_5^6 in E-flat major
- (C) ii_2^4 in D-flat major
- (D) V_2^4 in B-flat major

Correct Answer: A

Sample Free-Response Question

Suggested time — 10 minutes

Write the following progression in four voices, following eighteenth-century voice-leading procedures. Continue logically from the spacing of the first chord. Do not add embellishments unless indicated by the Roman and Arabic numerals. Use only quarter and half notes.



D: I V_2^4/IV IV^6 ii_2^6 V^{4-3} I

AP[®] SPANISH LITERATURE AND CULTURE

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AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both language and literature).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language through its literature provides students with access to cultural perspectives and knowledge, encourages them to make connections and comparisons between cultures and literary works, and helps them develop the ability to think critically. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

AP Spanish Literature and Culture Course Overview

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

RECOMMENDED PREREQUISITES

While there are no prerequisites for this course, AP Spanish Literature and Culture is designed for students who have successfully completed at least three years of high school-level Spanish language study. While not a prerequisite, students may wish to complete the AP Spanish Language and Culture course before taking AP Spanish Literature and Culture, as the texts are presented in Spanish. In the case of native or heritage speakers, there may be a different course of study leading to this course.

Course Themes

The AP Spanish Literature and Culture course is structured around six themes:

- Las sociedades en contacto (Societies in Contact)
- La construcción del género (The Construction of Gender)
- El tiempo y el espacio (Time and Space)
- La creación literaria (Literary Creation)
- Las relaciones interpersonales (Interpersonal Relationships)
- La dualidad del ser (The Dual Nature of Being)

Themes promote the exploration of literature in a variety of contexts and develop students' abilities to make cross-textual and cross-cultural connections. The themes may be combined, as they are interrelated.

AP Spanish Literature and Culture Learning Objectives

At the core of the AP Spanish Literature and Culture course are learning objectives, which outline the expectations for what students should know and be able to do. These expectations are in accordance with the five goal areas (the "five C's") of the *Standards for Foreign Language Learning for the 21st Century*: Communication, Cultures, Connections, Comparisons, and Communities.

For Communication, students continue to develop proficiency in the three modes of communication:

- Interpersonal Communication (the active negotiation of meaning among individuals)
- Interpretive Communication (the appropriate cultural interpretation of meanings that occur in written or spoken form with no active negotiation of meaning)
- Presentational Communication (the creation of written or spoken messages in a manner that facilitates interpretation by an audience with no active negotiation of meaning)

For Cultures, Connections, Comparisons, and Communities, students gain knowledge and understand the relationships between products, practices, and perspectives of the cultures studied in literary texts and through other media.

Additionally, students continue to develop language proficiency across a full range of language skills, with special attention focused on language used in critical reading and analytical writing.

AP Spanish Literature and Culture Exam Structure

AP SPANISH LITERATURE AND CULTURE EXAM: 3 HOURS

Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. Questions are based on works from the required reading list and works that are not on the required reading list. Assessing students on works beyond required readings allows them to apply what they have learned in other areas. The exam assesses the interpretive and presentational modes of communication and students' ability to analyze literature in context.

Format of Assessment

Section I: Multiple Choice | 65 Questions | ~ 80 Minutes | 50% of Exam Score

Part A: (15 Questions)

- Interpretive Listening: Audio Texts

Part B: (50 Questions)

- Reading Analysis: Print Texts
-

Section II: Free Response | 4 Tasks | ~ 100 Minutes | 50% of Exam Score

- Text Explanation (short answer)
- Text and Art Comparison (short answer)
- Analysis of a Single Text (essay)
- Text Comparison (essay)

EXAM COMPONENTS

Note: On the AP Spanish Literature and Culture Exam, all directions, questions, and texts are presented in Spanish.

Multiple-Choice Section

Part A:

Interpretive Listening (15 Questions)

Students respond to three sets of questions based on authentic audio texts related to course content. The audio texts include an interview with an author, a recited poem that is not from the required reading list, and a presentation on a literary topic. The interview and presentation are played once, and the poem is played twice.

Part B:

Reading Analysis (50 Questions)

Students respond to six sets of questions based on literary readings representing a variety of genres, periods, and places in the Spanish-speaking world. These literary readings include, but are not limited to, works from the required reading list.

Free-Response Section

Short Answer Questions

- Text Explanation
 - Students read an excerpt from a text on the required reading list, identify the author and period of the text, and explain the development of a particular theme found in the excerpt in relation to the whole work from which the excerpt is taken.
- Text and Art Comparison:
 - Students read an excerpt of a text on the required reading list and are provided with an image of a work of art (a painting, photograph, sculpture, or drawing) related by theme to the text. They compare how a particular theme is represented in both the text and the image, and they connect the theme to the genre, period or movement of the text.

Essay Questions

- Analysis of a Single Text
 - Students read an excerpt from a text on the required reading list (or the whole work in the case of a short poem) and then analyze how the text represents the characteristics of a particular genre and also a particular historical, cultural, or social context. Students also comment on the relevant literary devices in the text and cite examples in support of their analysis.
- Text Comparison
 - Students read two excerpts related by theme—one from a text on the required list, the other from a text not on the list. Again, the whole work may be included in the case of a short poem. Students are asked to analyze the effect of the literary devices that the authors use to develop a particular theme that is provided in the prompt. Students compare the presentation of the theme in the two works and cite examples from both texts in support of their analysis.

Note: Students may complete the four free-response tasks in any order they wish. It is recommended that they spend about 15 minutes on each of the short answer tasks and about 35 minutes on each of the essay questions.

Note: In the free-response section, students receive scores for content and language usage. (Scores are weighted 70% for content and 30% for language.)

18. Pre-requisite and/or Co-requisites:

Leadership for 1 or more year(s) with approval of application -or- by teacher approval

19. Course Overview (Brief Description of Course):

Leadership is a project-based course aimed at increasing students' leadership capabilities.

Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students will frequently write- critically, reflectively, persuasively- and speak about the real world issues that arise from the planning of events.

COURSE DESCRIPTION

Course Content

Leadership Course Outline

Leadership has two goals. One, increase the positive school culture through academic and social events. Two, help students enrolled in the class become more effective leaders.

This includes mastery of the following core leadership skills:

- Communication
- Planning/Organization/Forward Thinking
- Problem Solving
- Constructive Feedback/Evaluation
- Writing: critically, reflectively, and persuasively
- Creativity
- Professionalism
- Confidence/Public Speaking
- Persistence
- Empathy

Course Outline:

Unit 1 – Introduction to Leadership

In this unit, students will define leadership and create leadership goals for themselves and their class for the year. They will learn about SMART goals and use this process to write their own goals.

Students will examine different leadership styles using textbook definitions, extensive research and case study. They will research real world leaders and determine their leadership styles and the strengths and weakness of each as seen in the decisions they made. Students will have group and class discussions about leadership decisions and how leadership styles influenced those decisions.

They will evaluate these decisions and present their findings to the class as well as write about their personal leadership style and how it influences the decisions they make.

Chapter 1 of The Student Leadership Guide by Brendon Burchard will be read during this unit.

Unit 1 Assignment: Students will have a group discussion about the leader they researched and identify the person's leadership style, a defining decision that leader made and how his/her leadership style impacted their choices. They will form an opinion about both leadership style and the decisions made by the leader and justify their opinion with factual evidence from their research and discussions.

Course Assignment: (spans the entire course) Throughout the course, students will use a journal to record daily writing assignments as well as take notes on research questions and their personal thoughts and reflection on course readings. This journal will be submitted at the end of each semester along with a personal reflection of their learning and growth as a leader. This reflection will be written as a formal writing assignment using data from their journal as well as research done during the course.

Unit 2 – Planning

Students will look at different ways to plan various types of school and community projects. They will learn and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur. Students will learn how to plan for the myriad aspects of an event, to communicate with necessary individuals and how to organize all the details of an event in a timely fashion. Students will learn to evaluate an event and identify improvements for future planning.

Students will read and discuss chapter 2 of The Student Leadership Guide by Brendon Burchard during this unit.

Unit 2 Assignment: In groups, students will plan and implement a school event using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication and implementation. After their event, they will evaluate the success and write about what they learned about themselves and their ability to work in a group. They will also evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events.

Unit 3 – Communication/Public Speaking

Students will learn the skills necessary to being a good public speaker. These will include: projection, articulation, eye contact, body language, and confidence. They will also learn how to properly write a speech and use a microphone with comfort and ease. This will be done by watching and evaluating famous historical speeches both political and non-political. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer-to-peer and culminating in a large group speech. Students will research and be taught effective speech writing strategies and will practice writing their own persuasive speeches.

Students will read and discuss chapter 3 of The Student Leadership Guide by Brendon Burchard.

Unit 3 Assignment: Students will write and give a persuasive speech. They will present their speech using a microphone to a live audience and will have their speech videotaped. Students will be evaluated by both their peers and through self-evaluation while watching their own performance on the effectiveness of their presentation as well as how well they used public speaking skills. Their speech will be evaluated for its content and the arguments made and justified in their writing.

Unit 4 – Feedback

Students will learn how to give constructive feedback and evaluation. This will be done through real world examples, personal anecdotes, literary and film examples and research on giving effective feedback. Evaluation of what positive constructive feedback should and should not look like will be done using various methods. Students will then practice giving feedback constructively and evaluate what is required for growth of employees, peers and organizations. Students will also learn how to evaluate ideas for their strengths and weaknesses and how to communicate that information while maintaining a professional and positive environment within groups.

Students will read and discuss chapter 7 of The Student Leadership Guide by Brendon Burchard.

Unit 4 Assignment: Students will creatively illustrate the importance of effective feedback in an educational, business or community group setting. They will create a presentation to the class that illustrates their learning of effective constructive feedback. The presentation will be required to reflect all of their learning from this unit and demonstrate their knowledge of the importance of effective feedback to the growth of an organization.

Unit 5 – Writing

Students will learn how to write in three important ways: critically, reflectively, and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity, and the use of evidence when writing in any style. The importance of effective writing in business, education and groups will be discussed.

Students will read and discuss chapter 4 of The Student Leadership Guide by Brendon Burchard.

Unit 5 Assignment: Students will write a persuasive essay, a persuasive poster and an electronic advertisement. Students will write a critical essay on a leadership topic. Students will write reflectively in short journal assignments and will be evaluating the reflective essays they wrote about their leadership growth and development and preparing for their end of the year reflective essay.

Unit 6 – Creativity/Problem Solving

Students will learn about creativity and problem solving in real world situations. They will work to identify the core issues of any situation and look at problems from other perspectives. Students will learn how to build off of other's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to develop and implement proposed solutions and will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas. Students will analyze examples of novel approaches to issues and will learn about effective brainstorming.

Students will read and discuss chapter 5 of The Student Leadership Guide by Brendon Burchard.

Unit 6 Assignment: Students will work in groups to identify an issue that is important in their school or community. They will research the problem and brainstorm potential solutions that are viable, affordable and realistic. They will then create a professional plan to fix the problem and present that plan to a panel of experts in the field. This panel will include community members, school administration, district personnel and/or parents and other students. If approved, they will then implement their plan. If not approved, they will evaluate the improvements that need to be made and re-submit their plan for approval.

Unit 7 – Reflection

Students will learn about effective reflection and self-assessment. They will read, research and evaluate ways in which self-reflection can improve ones leadership effectiveness. Students will schedule professional meetings with community, business and district personnel to discuss the importance and strategies of reflection in real world situations. After writing about and presenting their findings, they will then think critically about their personal progress in leadership class and the events throughout the course. They will use their journals to evaluate their on-going reflection and the importance of being honest about one's strengths and weaknesses as well as needs for growth and improvement.

Students will read and discuss chapter 6 of The Student Leadership Guide by Brendon Burchard.

Unit 7 Assignment: Students will put together their leadership portfolio synthesizing their learning for the year. This will include their leadership journal for the year (referenced above), a reflective essay evaluating their growth and development and justifying it with specific examples from the year, a

grade evaluation which includes specific reasoning and evidence about what grade they deserve and why, a leadership self-assessment and a growth plan for the following year.

Major Assignment(s):

Personal Plan

Journal

Reading Assignments and Reflections

Marketing Plan for Large Event

Large Group Persuasive Presentation

Quarterly Committee Reports

School Improvement Plan Presentation with Advisors and School and District Officials

Personal Portfolios

Exit Interview with School, District or Community Leaders

COURSE MATERIALS

Texts & Instructional Materials

**Textbook: The 21 Irrefutable Laws of Leadership, John C. Maxwell
The Student Leadership Guide, Brendon Burchard**

Technology:

FINANCIAL IMPLICATIONS

Financial Implications

Estimated Budget Required/Start-up Costs (Be specific)

Itemized Cost of Textbooks, Supplemental Materials, Supplies & Equipment necessary to initiate the course as presented:

Funding Source:

18. Pre-requisite and/or Co-requisites: Two previous years of modified math taught by a special education teacher or two previous years of math, including successful completion of Alg, with approval from SpEd TOSA.

19. Course Overview (Brief Description of Course): This course will inform students how individual choices directly influence occupational goals and future earning potential. Real world topics covered include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal finance decisions leading to financial independence and will support transitioning planning required through the IEP process.

COURSE DESCRIPTION

Course Content

Unit 1- Career Decisions

In unit one the student will make career plans and develop the tools that they will need to get and keep a job. Making smart career decisions is a key starting point for financial success. The unit will also focus on ways to adapt to market changes in their career and how to begin career planning. Students will use their career plans developed in this chapter throughout the year for projects that explore budgets, taxes, financial security and so forth.

Unit 2- Money Management

Unit two focuses on pay, benefits, working conditions, income tax, budgets, and bank accounts. The students will practice balancing accounts and how to select the correct banking services for their needs. Students will also distinguish the value of benefits as it relates to income and how to take responsibility for financial decisions. Throughout the unit they will develop financial goals and analyze what makes a good financial decision.

Unit 3- Financial Security

Unit three focuses on saving, investing, investment risks, investment alternatives, and how to invest wisely. Students will determine what is financial security and how to set personal goals for wealth building. Students will examine stocks, bonds, mutual funds, real estate, precious metals, gems and other investment options. They will identify the potential growth and risks associated with each investment. Students will complete the unit by learning about retirement, estate planning, wills, trusts, and estate taxes.

Unit 4- Credit Management

Unit four will introduce students to credit and why it is important as a consumer in the United States. They will identify its purpose and the importance of credit management. Students will also investigate credit and bankruptcy laws that have been enacted to protect consumers. By the end of the unit the students will be able to report on how to use credit wisely, how to establish credit, and identify the costs and benefits of credit?

Unit 5- Resource Management

Unit five will be using goals developed from previous units to develop a personal plan for independent living. Students will analyze the costs of renting and owning property, buying and owning a vehicle, and family decisions. Students will work independently to make decisions and with a group to simulate family dynamics in decision making. They will learn how to make good decisions based on their needs and wants and differentiate between the two.

Unit 6- Risk Management

Unit six will cover what are risks and how they affect a person. This unit will examine different types of risks along with strategies to manage risks. Students will learn about buying different types of insurance and how to protect themselves from liability as a result of negligence or errors of judgement. They will also learn about the rising health costs and the need for health insurance.

Unit 7- Final Project

Students will create a personal portfolio with the information gathered throughout the school year. Students will exit the class with a SMART goal for careers, secondary education, and independent living. They will present their SMART goals to their class and case managers as a final project.

Major Assignment(s): For each unit students will complete a project that will be included in their final portfolio that they will take with them when they complete the course. Each unit will have smaller assignments and projects that lead up to the major unit project. Students will also be assessed informally and formally throughout the units to guide instruction and level of mastery.

COURSE MATERIALS

Texts & Instructional Materials

Textbook: Managing Your Personal Finances by Joan S. Ryan

Technology: Use of the internet for on-line learning, research, and projects. Computer labs will be used throughout the year when needed.

FINANCIAL IMPLICATIONS

Financial Implications

- * Purchase of textbooks- approximately \$100 per book
 - o Managing Your Personal Finance by Joan S. Ryan
- *Purchase of supplemental materials- approximately \$500

PRHS FIELD STUDIES COLLABORATIVE

JOSHUA TREE/CLIMATE CHANGE FIELD BIOLOGY RESEARCH (COURSE CODE:)

Credits: 1 (20 hours of field research)

Teacher: Geoffrey Land

Grade: 11/12

College Entrance: UC/CSU (G)

PRHS Requirement: Elective

Prerequisite: "B" or better in Science Academy 1 and 10th grade science

Students will work with Joshua Tree National Park staff during Spring break to conduct a long term research project to monitor the effects of climate change and drought on the dynamics of Joshua tree woodlands. Students are to be trained in "Leave No Trace" backpacking ethic, desert ecology and data collection protocols for desert Joshua Tree forest woodlands. Students will backpack to remote sites in the Joshua Tree National Park to collect monitoring data, with the oversight of PRHS teachers and park biologists. **Class Max: 20**

Costs of Class:

Five vans for 6 days (w/tax and insurance)	2700
Fuel (estimated at \$3.25/gallon)	632
Research equipment	300
SUBTOTAL.....	3632

Instructor Costs

2 instructors, 20 hours @ \$33 curriculum rate	1,320
1 instructor 15 hours planning/grading @ \$33 curr. rate	495
SUBTOTAL.....	1,815

TOTAL COURSE COST **\$5447**

Common Core Standards

CCSS.ELA-LITERACY.11-12.7 Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

MARINE INTERTIDAL MONITORING PROJECT (COURSE CODE: _____)

Credits: 1 (20 hours of field research)

Teacher: Jon Paul Ewing

Grade: 11/12

College Entrance: UC/CSU (g)

PRHS Requirement: Elective

Prerequisite: "B" or better in Science Academy 2 **or** Chemistry

Students will conduct hands-on field research with Marine Biologists to collect scientific data along the Central Coast. The LiMPETS (Long-term Monitoring Program and Experiential Training for Students) Program is a partnership with the National Oceanic and Atmospheric Administration (NOAA) that puts students in contact with ongoing field research. PRHS students in this selective class will become part of a network of over 6,000 researchers studying the California coastline. Intensive training sessions on plant taxonomy, invertebrate zoology, and marine ecology will prepare students to set up a monitoring station in SLO County. Numerous trips to the study site will occur throughout the year, including overnight campouts to catch low tide conditions. At the conclusion of the course, students will analyze their data as well as present their findings to their peers and community. **Class Max: 10**

Costs of Class:

3 trips in 2 vans each to coast (w/tax and insurance)	540
Fuel (estimated at \$3.25/gallon)	80
1 campout on coast @ \$100	100
Misc. equipment \$20	20
SUBTOTAL.....	740

Instructor Costs

2 instructors, 20 hours @ \$33 curriculum rate	1320
1 instructor 15 hours planning/grading @ \$33 curr. rate	495
SUBTOTAL.....	1815

TOTAL COURSE COST **\$2,555**

Common Core Standards

CCSS.ELA-LITERACY 11-12.7 Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

SANTA CRUZ ISLAND FALL FIELD BIOLOGY (COURSE CODE: _____)

Credits: 1 (20 hours of field research)

Teacher: Mark Dimaggio

Grade: 11/12

College Entrance: UC/CSU (g)

PRHS Requirement: Elective

Prerequisite: “B” or better in Science Academy 1 and 10th grade science

Students will work with National Park Service and Nature Conservancy staff during Thanksgiving break to learn outdoor and field biology techniques while conducting long term botanical surveys on Santa Cruz Island (Channel Islands). Students will be trained to utilize topographic maps, follow compass bearings, use GPS devices and conduct field identification of numerous native and introduced plants. Students will establish plant transects and use them for data collection, conducting high level research on island biology in cooperation with the UC Natural Reserve System. Students will participate in two vegetation surveys; one that focuses on the effects of feral pig removal on *Stipa pulchra* (purple needlegrass), and one that monitors the long term health of a variety of plant communities including chaparral, coastal sage scrub, bishop pine forest, grassland, ruderal, and oak woodland communities. Students conduct multiple protocols to collect data to support these studies. The fall trip to Santa Cruz Island lasts five days. Students are housed in rustic dorm rooms, and plan and prepare their own meals. **CLASS MAX: 20 Students**

Costs of Class:

5 vans (4 passenger, 1 cargo) for 6 days to Ventura (w/tax and insurance)	2,760
Fuel (estimated at \$3.25/gallon)	325
Campground fee for one night in Ventura	175
Island Packers boat transport	1900
Facilities Use on Island	2200
SUBTOTAL.....	7360

Instructor Costs

2 instructors, 20 hours @ \$33 curriculum rate	1320
1 instructor 15 hours planning/grading @ \$33 curr. rate	495
SUBTOTAL.....	1815

TOTAL COURSE COST **\$9,175**

Common Core Standards

CCSS.ELA-LITERACY.11-12.7 Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

SANTA CRUZ ISLAND SUMMER FIELD BIOLOGY (COURSE CODE: _____)

Credits: 3 (60 hours of field research)

Teacher: Mark Dimaggio

Grade: 11/12

College Entrance: UC/CSU (g)

PRHS Requirement: Elective

Prerequisite: "B" or better in Science Academy 1 and 10th grade science

Students will work with National Park Service and Nature Conservancy staff during the summer of 2017 to learn outdoor and field biology techniques while conducting long term botanical surveys on Santa Cruz Island (Channel Islands). Students will be trained to utilize topographic maps, follow compass bearings, use GPS devices and conduct field identification of numerous native and introduced plants. Students will establish plant transects and use them for data collection, conducting high level research on island biology in cooperation with the UC Natural Reserve System. Students will participate in two vegetation surveys; one that focuses on the effects of feral pig removal on *Stipa pulchra* (purple needlegrass), and one that monitors the long term health of a variety of plant communities including chaparral, coastal sage scrub, bishop pine forest, grassland, ruderal, and oak woodland communities. Students conduct multiple protocols to collect data to support these studies. The summer trip to Santa Cruz Island lasts eight days. Students are housed in rustic dorm rooms, and plan and prepare their own meals. PRHS is the only high school in California with such a program.

CLASS MAX: 20 students

Costs of Class:

1 trip in 3 vans to SB Museum Library for research (1 day)	270
1 trip in 5 vans (4 passenger, 1 cargo) to Ventura (8 days)	3680
Fuel (estimated at \$3.25/gallon)	488
Campground fee for one night in Ventura	175
Island Packers boat transport	1900
Facilities Use on Island	3300

SUBTOTAL..... 9813

Instructor Costs

2 instructors, 60 hours instruction @ \$33 curriculum rate 3960

30 hours planning/grading @ \$33 curriculum rate 990

SUBTOTAL..... 4950

TOTAL COURSE COST \$14,763

Common Core Standards

CCSS.ELA-LITERACY.11-12.7 Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

ETHNIC STUDIES ORAL HISTORY FIELD RESEARCH (COURSE CODE: _____)

Credits: 1 (20 hours of field research)

Teacher: Seth Draine

Grade: 11/12

College Entrance: UC/CSU (G)

PRHS Requirement: Elective

Prerequisite: "B" or better in Modern World History

Students will work over the course of five weekends during Spring Semester with Professors and Graduate research students from Cal Poly State University's Ethnic Studies Department to conduct a long term research project to collect oral histories from minority ethnic populations in northern San Luis Obispo County. Students will be trained in social science research protocols, oral history techniques and the use of digital recording equipment. Students will work alongside Cal Poly graduate students to conduct oral histories and catalog and document their interviews. Students will conduct the field research over the course of a semester under the supervision of PRHS teachers. **Class Max: 10 students**

Estimated Cost of Class:

4 trips in 2 vans to county research sites (w/tax and insurance) 720

Fuel (estimated at \$3.25/gallon)	1560
Research and recording equipment	300
SUBTOTAL.....	2580

Instructor Costs

2 instructors, 20 hours @ \$33 curriculum rate	1320
1 instructor 15 hours planning/grading @ \$33 curr. rate	495
SUBTOTAL.....	1815

TOTAL COURSE COST **\$4395**

Common Core Standards

CCSS.ELA-LITERACY.11-12.7 Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.