



Central High School

Course Handbook  
2017-2018

Home of the Grizzlies

# **Central Unified School District Every Student, Every Classroom, Every Day**

## **Central Unified School District Guiding Principles**

**Belief:** Every student can learn.

**Vision:** Every student is prepared for success in college, career, and community.

**Mission:** Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

**Core Values:** Character, leadership, innovation, continuous improvement.

**Every Student  
Engaged**

**Every Classroom  
Effective Instruction**

**Every Day  
Expectations for Success**

**CENTRAL UNIFIED SCHOOL DISTRICT  
CENTRAL HIGH SCHOOL**

**COURSE HANDBOOK**

2017-2018

Central High School East Campus  
3535 N. Cornelia Ave.  
Fresno, Ca 93722  
(559) 276-0280

Central High West Campus  
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Fresno, Ca 93723  
(559) 276-5276

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## **High School Profile**

**Accreditation:** Central High School is a public secondary educational institution, accredited by the Western Association of Schools and Colleges.

**School:** Currently, West Campus has approximately 1550 students. East Campus' enrollment is approximately 2610 students. Students also take classes at the West Arts Center (WAC) that involve the Performing Arts.

**Block Scheduling** Central High functions on an eight period alternating block. Over the course of a school year students take eight classes, earning 5 credits per semester. Students take four 85 minute classes every other day for an entire school year. Students have the opportunity to earn 80 credits per school year.

**Credits/Grading:** Credit is earned at the rate of 5 units per class per semester. The grading system is as follows:

A = Excellent	F = Failure
B = Above average	R = Class repeated
C = Average	I = Incomplete
D = Below average	

## **Annual Public Notice**

*The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.*

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

Credits are only earned if the student receives a passing grade of A, B, C, D, or P. No credits are earned when a student earns a grade of "F". One must pass these required classes in order to graduate. Failed core classes must be repeated.

### **40 credits in Language Arts**

- English 1
- English 2
- English 3
- English 4

### **50 credits in Social Science**

- World Geography
- Modern World History
- U.S. History
- American Government
- Economics

### **10 credits in Freshman Requirements/ Ag Science 1**

(Includes Health and Computers or Health and Agriculture)

### **30 credits in Mathematics**

(Must pass three separate courses in Math, one of which must be Math 1. Placement credit will be granted for Math 1 in middle school but a minimum of 20 credits of math must be taken in high school)

### **30 credits in Science**

(Introductory Science Course, Life, Physical)

### **30 credits in Physical Education**

A student's third year of Physical Education may be waived for students participating in the high school Band program, (10-12 grade)

### **10 credits in Fine Arts**

(Including World Language)

### **80 credits in elective classes**

**280 TOTAL CREDITS ARE REQUIRED FOR GRADUATION.**

## **Waivers**

Any 10<sup>th</sup> - 12<sup>th</sup> grade student enrolling from outside the district may have the following credits waived: 10 credits in World Geography, 10 credits in Freshman Requirements (if Health requirement has been met), and 20 credits in electives for a maximum of 40 credits. (BP 6146.1)

**English Learners:** In an effort to meet the specific needs of English Learners involved in an accelerated ELD program and who may have limited access to the core while attaining adequate language proficiency, 10 credits of World Geography and 10 credits Freshman Requirements may be waived (Health requirement must be completed prior to graduation and may be taken in summer school).

## **OUTLINE FOR REQUIRED COURSES**

<b><u>9<sup>th</sup> Grade</u></b>	<b><u>10<sup>th</sup> Grade</u></b>
World Geography	Modern World History
English 1	English 2
P.E.	P.E.
Science	Science
Mathematics	Mathematics
Freshman Requirements (2 Electives)	Fine Art (recommended) (2 Electives)
<b><u>11<sup>th</sup> Grade</u></b>	<b><u>12<sup>th</sup> Grade</u></b>
U.S. History	Am. Government
English 3	English 4
P.E.	Economics
Science	(5 Electives)
Mathematics (3 Electives)	

**College bound students:** Electives and core subjects must be college preparatory (“P” designation after the listed course). Please refer to the information provided on the CSU/UC systems on the following pages. Students missing required courses from the previous years, due to failing grades or due to transfer, can attend summer school to make up those requirements

**Mandated Electives:** Students may be mandated to take a language arts or math support class if they are not meeting the minimum standards set forth by Central High School.

### **GPA AND RANKING:**

A student's cumulative Grade Point Average (GPA) is computed by dividing grade points earned in each course by the number of courses attempted. A=4, B=3, C=2, D=1, F=0. Augmentation is granted for advanced placement classes for a maximum of eight grades in eight courses. The augmented grade point scale is: A=5, B=4, C=3, D=1, F=0. No augmentation is granted for accelerated courses. Students are ranked according to the highest GPA in their class. The GPA is based on a 4.0 scale with eight semesters of AP courses weighted into the GPA.

### **INTERPRETING THE TRANSCRIPT**

P	College Preparatory Course
AP	Advanced Placement Course
H	Honors Course
A	Accelerated Courses (not augmented)
ELD	English Language Development
ROP	Regional Occupational Program
SDAIE	Differentiated instruction for English Learners

### **COMMUNITY COLLEGE**

A graduate of an accredited high school, or an 18-year old, or a G.E.D. equivalent, may be admitted to a community college upon completion of an application. Aptitude tests and placement tests are required for all admissions. However, low test scores will not prevent admission. Many students use the community college system to complete their general education courses and then move on to a 4 year University to obtain their degree or to receive specialized vocational training and certification.

### **CALIFORNIA STATE UNIVERSITY SYSTEM**

There are twenty-three campuses in the CSU system where students can obtain a Bachelor's degree. Most applicants who are admitted meet the standards in each of the following areas: Specific high school courses (referred to as the "A-G" courses), grades in "A-G" courses (minimum C or better) and SAT or ACT test scores. Many CSU campuses have higher standards for particular majors or for students who live outside the local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants. Many CSU campuses utilize local admission guarantee policies for students who

graduate or transfer from high schools and community colleges that are historically served by a CSU campus in that region. Students should apply to the CSU of their choice in the fall of their senior year. Deadlines vary by campus. Please visit your site Career Center and check [www.csumentor.edu](http://www.csumentor.edu) for more information.

### **UNIVERSITY OF CALIFORNIA SYSTEM**

The University of California system consists of nine campuses. Students seeking admission to the U.C. system, as undergraduates, may apply to one or as many as eight campuses using one application form. Freshman applicants for fall admission must submit applications by the deadline, usually November 30 for the following fall semester. Please verify admissions deadlines with desired universities. Applicants are notified of their admission status in the spring. To fulfill the minimum requirements for admission to the University as a freshman, students must complete a minimum of 15 college-preparatory courses ("A-G" courses), with at least 11 finished prior to 12<sup>th</sup> grade. Earn a minimum college prep grade point average (GPA) of 3.0 or 3.4 for nonresidents in these courses with no grade lower than a C. Take the ACT with Writing or the SAT Reasoning Test by the deadline, generally December of 12<sup>th</sup> grade. UC also encourages students to submit SAT Subject test scores in order to:

- Demonstrate mastery of a particular subject
- Apply for a competitive major and their preferred campus recommends certain subject tests use subject tests to satisfy the A-G requirements listed above

See <http://admission.universityofcalifornia.edu/freshmann> for more information regarding UC admissions

### **COLLEGES**

California's nonprofit, independent colleges and universities are often referred to as "private." Nonprofit, independent colleges and universities are not state-supported, unlike the University of California, California State University, or California Community College systems. California is home to more than 75 unique nonprofit, independent colleges and universities. They focus on the individual student. Because each nonprofit, independent college and university is unique, admission requirements vary. See [www.californiacolleges.edu](http://www.californiacolleges.edu) or individual websites for specific universities.

### **CSU/UC ADMISSION REQUIREMENTS**

A student is required to complete 15 A-G subjects, with at least 7 taken in the last 2 years of high school to be qualified for a CSU/UC. Any course with a P, A, H, AP or SDAIE notation is eligible. 'P' stands for College preparatory, 'A' stands for accelerated course, which prepares students for the rigors of the advanced courses; 'AP' is also an advanced course, which carries with it an augmented grade (A=5, B=4, C=3 points). Passing an AP test with a score of 3 or higher gives students the opportunity to gain college credit when they enroll in college.

#### **a- History Social Studies** 2 years/20 credits

World Geography, Modern World History, US History, American Government, Ag Government (also includes Accelerated and SDAIE Courses)

#### **b- English** 4 years/40 credits

English 1 P, A or SDAIE, English 2 P, A or SDAIE, English 3 P or SDAIE, English 4 P or SDAIE, AP Language Comp, AP Literature

#### **c- Mathematics** 3 years/30 credits; 4 years recommended

Math 1,E, Math 2, E, Math 3, E, Math 3/Trig H, Trigonometry, Trig/Elementary Functions, AP Calculus, AP Statistics

#### **d- Lab Science** 2 years/20 credits; 3 years recommended (minimum 1 biological, 1 physical science)

Biology, A, Ag Biology, Chemistry, Ag Chemistry, AP Chemistry, Anatomy & Physiology, Zoology, Physics, AP Physics, Concept, Physics, Plant & Animal Anatomy Physiology

#### **e- World Language** 2 years/20credits of same language (3 years recommended)

Spanish 1, 2, 3, 4, Spanish Literacy 1, 2, French 1, 2, 3, 4, P Spanish Literature

#### **f- Visual/Performing Arts** 1 year/10 credits

Drawing & Painting, Advanced Art, Beginning / Intermediate / Advanced Ceramics, Theater Arts 1, 2, 3, 4, Beginning /Intermediate / Advanced Stained Glass, Video Production, Art Appreciation, Computer Arts & Graphics, Concert Choir, Digital 3-D Design, Folklorico, Jazz Band, Marching Band, Sculpture, Children's Theater, Computer Ceramics Design, AP Music Theory, AP Studio Art

#### **g- Academic Electives** 1 Year/10 credits in addition to those in a through f above.

AP Macro Economics, Economics, Ag Economics, Ag Science1, Science 1, Philosophy Honors, AP Micro Economics, Sociology-Psychology, Environmental Science, Food Science

### **COLLEGE CLASSES AVAILABLE TO CHS STUDENTS**

Current high school 11<sup>th</sup> and 12<sup>th</sup> graders may be admitted to college through the FCC High School Enrichment Program. High school students can obtain information from their high school counselor or contact College Relations at (559) 442-8225 for details. Students need to get a recommendation and a transcript from their school counselor and are fully responsible for checking deadlines and enrolling at the college. Currently, these classes are limited and based on availability when the class begins. More info can be found at [www.fresnocitycollege.edu](http://www.fresnocitycollege.edu).

## **DUAL ENROLLMENT**

Central High School provides dual enrollment classes that enable high school students to take high school classes and earn college credits. See Counselor for a list of available classes.

## **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)**

### **Students in the 11<sup>th</sup> grade**

The state mandated test measures achievement in the skills found in the state Common Core curriculum standards. Students are assessed in the 11<sup>th</sup> grade in the areas of Language Arts, and mathematics.

## **PSAT**

The PSAT allows students to practice for the SAT test, enter scholarship competitions and receive information from colleges and universities. All 10<sup>th</sup> and 11<sup>th</sup> graders are encouraged to take this test. It is given only one-time, in October. Students will receive their scores, test booklets and answer sheets with the correct answers. This allows students to better prepare for the SAT. Space is available on a first come, first serve basis.

## **SAT - REASONING TEST**

The SAT is a multiple-choice test made up of verbal, math and writing sections. The verbal section contains vocabulary, verbal reasoning, and comprehension problems. The math section contains elementary algebra and geometry. The writing section is a timed writing sample. You receive three SAT scores, each reported on a scale of 200 to 800. Students use the combined verbal and math score for reporting purposes. A score of 2400 is a perfect score.

## **SAT - SUBJECT TESTS**

Students are tested in two subject areas. Tests are chosen from English Literature, Foreign Languages, Social Sciences or Science. The test consists entirely of multiple-choice questions. The U.C. campuses and some Independent schools may require students to take the SAT Subject tests. Please see school admissions policy for more details.

## **ACT**

The ACT Assessment contains four tests: English Usage, Mathematics Usage, Social Studies, Reading and Natural Sciences. The majority of colleges accept either the ACT or SAT for admission. Some schools will only accept the ACT. Please consult the college catalog of your choice to determine which test they require.

## **FRESNO CITY COLLEGE ASSESSMENT TESTS**

All students who plan to attend FCC must take the assessment test during their senior year. These tests are used for correct placement in the subjects of English and Math. Placement tests are offered to seniors at CHS once during the spring semester.

## **EARLY ASSESSMENT PROGRAM (EAP)**

The Early Assessment Program (EAP) provides juniors an opportunity to establish eligibility to take non-remedial coursework in English and Math for California State University system universities, such as CSU, Fresno. The EAP is embedded into the California Assessment of Student Performance and Progress.

## **EPT - CSU ENGLISH PLACEMENT TEST**

[http://www.csumentor.edu/planning/high\\_school/ept.asp](http://www.csumentor.edu/planning/high_school/ept.asp)

The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Information on exemptions from the test is available on the above website. The EPT is designed to assess the level of reading and writing skills of entering students. The EPT may not be repeated. Exemptions from the test are given only to those who present proof of one of the following:

- College Board SAT Reasoning Test score of 500 or higher
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better
- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11

## **ELM - CSU ENTRY LEVEL MATHEMATICS TEST**

[http://www.csumentor.edu/planning/high\\_school/ept.asp](http://www.csumentor.edu/planning/high_school/ept.asp)



The ELM Examination is designed to assess and measure the level of mathematics skills acquired through three years of rigorous college preparatory mathematics coursework of students entering the CSU. All non-exempt entering undergraduates must complete the CSU ELM prior to enrollment in any course, including remedial courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

The ELM is a repeatable test, with some limitations. Exemptions from the test are given only to those students who can present proof of one of the following:

- Score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test OR on the College Board SAT II Mathematics Tests Level I, II, or IIC (Calculator)
- A score of 560 or above on the mathematics section of the College Board SAT taken prior to March 1994
- A score of 23 or above on the enhanced ACT Mathematics Test taken October 1989 and later.
- A score of 24 or above on the American College Testing Mathematics Test taken prior to October 1989.
- A score of 3 or above on the College Board Advanced Placement (AP) Mathematics examination (AB or BC).
- A score of 3 or above on the College Board Advanced Placement Statistics examination.
- For transfer students, completion and transfer of a college course that satisfies the General Education-Breadth Requirement or the Intersegmental General Education Transfer Curriculum (IGETC) Quantitative Reasoning Requirement provided such course was completed with a grade of “C” or better.
- A score of “Exempt” or “Ready for college-level Mathematics courses” on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra I

### **WORK EXPERIENCE**

Work experience provides juniors and seniors an opportunity to earn credit while working part-time. Students must find their own employment. Requirements for the program are as follows:

- Student must be at least 16 years of age.
- Student must be at least a junior in high school
- Student must have an approved job
- Student must have own transportation to job
- Student must have met the requirements for graduation to date
- Students must have a valid work permit

### **COURSES REPEATED**

With the approval of the principal or designee, a student may repeat a course in order to raise his or her grade. Both grades shall be entered on the student’s transcript, but the student shall receive credit only once for taking the course. The grade from the second attempt shall be used in determining the student’s overall grade point average. (AR 5121)

### **EARLY RELEASE/HALF-DAY (If students work or attend classes at a local college)**

All students who are released early will be released at the conclusion of 5th or 6th period. This does not allow students with early release to go off campus for lunch on special schedules. If an employed junior or senior attending FCC, CSUF, he/she must provide written verification from employer or educational institution for early release. This verification must also be on file at the school site. Only students who are on track for graduation will be allowed early release schedule.

### **REGIONAL OCCUPATIONAL PROGRAMS (ROP)**

These classes are offered at CHS. Courses are open to juniors and seniors who are 16 years of age. Students who successfully complete these courses may receive a “certificate of completion” which can help them in seeking employment.

### **GRADUATION CEREMONY**

Students must meet all of the requirements for graduation in order to participate in the June graduation ceremony (280 credits, required courses, or Certificate of Completion). Students who complete graduation requirements after spring graduation will receive a diploma at the end of summer session and will not be eligible for the June ceremony.

### **ATHLETIC PARTICIPATION GPA REQUIREMENTS**

A student must earn at least a 2.0 GPA in all enrolled classes for the prior grading period and pass 20 credits in order to participate in activities during the current grading period. An athlete who does not achieve a 2.0 GPA will be given one grade period as a probation period to improve grades. If he/she fails to do so he/she will be ineligible for the current grading period. The adoption of this policy currently satisfies the requirements of the California Education code and C.I.F. regulations.

### **STUDENT PORTAL**

Students will be given access to their grades and teacher grade books online on our Student Portal. Students go to their school website, click on the student portal link and enter their assigned email address and password. For more information or assistance, please contact your counselor.

### **PARENT PORTAL**

Parents will be given access to student's grades and teacher grade books online on our Parent Portal. Parents need to go to their student's school website, click on the parent portal link and create a parent account. Parent Portal letters are provided in the first day packet. An email account and internet access is required in order to access a parent portal account. For more information or assistance with your account please contact your student's school site and we will be more than happy to assist you with your account. This is a wonderful way to periodically check your student's progress in their classes.

#### **TRANSFERS TO ALTERNATIVE EDUCATION:**

Students wishing to transfer to the alternative school (Pershing Continuation, Pathways CDS or C.L.A.S.S.) must meet with a representative from the Child Welfare and Attendance office. Please contact their office at 274-4700, ext. 63122.

#### **HOME HOSPITAL**

If a doctor has requested home hospital due to illness, students must see their counselor to make accommodations. Students on home hospital are not allowed to be on campus and are not allowed to attend school activities. Home hospital can be revoked if a student is not making satisfactory progress.

#### **INDEPENDENT STUDY**

Students that are planning on being out of school for a minimum of 5 days and a maximum of 20 days may be placed on an independent study contract. This contract allows the student to receive all work for the time missed in class. It is the student's responsibility to complete all assignments and return the completed work for credit. If a student is going to be out of school longer than 20 days they must contact the Independent Study Coordinator at their home campus.

#### **ADVANCED PLACEMENT PROGRAM (AP)**

Four-year colleges and universities give special consideration to students who enroll in AP classes during their sophomore, junior and senior years. CHS offers augmented credits toward the student's overall GPA.

#### **The following AP courses and exams may be offered at CHS:**

Comparative Government  
American Government  
Micro-Economics  
Macro-Economics  
U.S. History  
World History  
English Literature  
English Language Composition  
Psychology  
Biology  
Calculus AB/BC  
Physics  
Chemistry  
Music Theory  
Spanish Literature  
Studio Art  
Statistics  
Computer Science A

Students are expected to take the exam for the courses in which they enroll. The cost of the exam is approximately \$93 per test.

#### **Fee waivers are available to students who meet the income requirements.**

The following are the recommendations for students to be successful in Advanced Placement Courses at CHS:

- B or higher in the prerequisite class
- Successfully taken an accelerated class in the subject area (if applicable)
- Interest in the subject matter
- Willingness to work hard
- Critical Thinking Skills
- Writing Skills

#### **Requirements of the Course:**

- Completing summer assignment (if applicable)
- Rigorous out of class independent work with a minimum of 7-10 hours a week
- Completion of all reading and homework
- Commitment to study sessions outside of the regular scheduled day
- Willingness to complete all weekend and holiday work

Indianapolis, IN 46202

**Web address:**

[www.eligibilitycenter.org](http://www.eligibilitycenter.org)

**Eligibility Center customer service**

U.S. callers (toll free): 877/262-1492

International callers: 317/223-0700

Fax: 317/968-5100

**Sliding Scale for GPA and Test Scores will change starting August 1, 2016. Please make sure to always check with the Eligibility Center as information changes.**

**NCAA COLLEGE ATHLETIC ELIGIBILITY INFORMATION**

**DIVISION I NCAA Clearinghouse Requirements**

**16 Core-Course Rule**

4 years of English

3 years of mathematics (Math 1 or higher).

2 years of natural/physical science (1 year of lab if offered by high school)

1 year of additional English, mathematics or natural/physical science

2 years of social science

4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy)

**DIVISION II NCAA Clearinghouse Requirements**

**14 Core-Course Rule**

3 years of English

2 years of mathematics (Math 1 or higher).

2 years of natural/physical science (1 year of lab if offered by high school)

2 years of additional English, mathematics or natural/physical science

2 years of social science

3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

**NCAA Clearinghouse Test-Score Requirements**

You must achieve the required score on the SAT or ACT before your full-time collegiate enrollment. You must do this whether you are

a citizen of the United States or of a foreign country.

**IMPORTANT CHANGE:**

All SAT and ACT scores must be reported to the Eligibility Center directly from the testing agency. Test scores will not be accepted if reported on a high school transcript. When registering for the SAT or ACT, input the Eligibility Center code of 9999 to make sure the score is reported directly to the Eligibility Center.

**NCAA Eligibility Center Contact**

**Information:**

Certification Processing

P.O. Box 7136

Indianapolis, IN 46207-7136

**Package or overnight delivery:**

1802 Alonzo Watford Sr. Drive

**NCAA Eligibility Center**

***Approved Courses***

**English**

English 1

English 1 Accelerated

English 2

English 2 Accelerated

English 3

English 4

Bible as Literature

Composition and Literature

Creative Writing

Debate

AP Language and Composition

AP Literature

**Social Science**

World Geography

World Geography Accelerated

World Geography SDAIE

Modern World History

Modern World History Accelerated

Modern World History SDAIE

United States History

United States History SDAIE

Ag Economics

Economics

Economics SDAIE

Ag American Government

American Government

American Government SDAIE

Ethnic Studies

Women's Studies

Psychology/Sociology

AP Psychology

AP Human Geography

AP Modern World History

AP United States History

AP Macroeconomics

AP Microeconomics

AP Government and Politics

AP American Government

AP Psychology

**Mathematics**

Math 1

Math 1E

Math 2

Math 2E

Math 3

Math 3 E  
Math 3/Trig Honors  
Algebra 1A (0.5 Max)  
Algebra 1A SDAIE (0.5 Max)  
Algebra 1B (0.5 Max)  
Algebra 1B SDAIE (0.5 Max)  
Algebra 1/Math 1  
Algebra 1/Math 1 SDAIE  
Algebra 1 Alt  
Geometry/Math 2  
Geometry/ Math 2 SDAIE  
Geometry Accelerated  
Algebra 2  
Algebra 2 Accelerated  
Trigonometry  
Trigonometry Elementary Functions  
AP Statistics  
AP Calculus (AB & BC)

**Natural/Physical Science**

Biology  
Biology Accelerated  
Biology SDAIE  
Ag Biology  
Ag Chemistry  
Chemistry  
Chemistry SDAIE  
Conceptual Physics  
Conceptual Physics SDAIE

Physics  
Environmental Science  
Environmental Science SDAIE  
Science 1  
Science 1 SDAIE  
Ag Science 1  
Science 2  
Science 2 SDAIE  
Science 3  
Science 3 SDAIE  
Astronomy  
Botany  
Zoology  
Anatomy and Physiology  
AP Biology  
AP Chemistry  
AP Physics

**Additional Core Courses**

French 1  
French 2  
French 3  
French 4  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4  
Spanish Literacy 1  
Spanish Literacy 2  
AP Spanish Literature

\*Fee waivers are available if a student has received a fee waiver for the SAT or ACT.

\*Contact a high school Counselor or the Athletics Department for further information.

## **CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION**

The California High School Proficiency Examination (CHSPE) is a program established by California law (*Education Code* Section 48412). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). All persons and institutions subject to California law that require a high school diploma for any purpose must accept the certificate as satisfying the requirement. Although federal government agencies are not bound by state laws, the U.S. Office of Personnel Management has ruled that the Certificate of Proficiency shall be accepted in applications for federal civilian employment and the U.S. Department of Education and Federal Student Aid recognizes the CHSPE as the equivalent of a high school diploma in applications for federal financial aid. Military service policies vary. Check with your recruiter for details. If you are planning to attend a university or college, contact the individual institutions to verify entrance requirements.

Passing the CHSPE does *not*, by itself, exempt minors from attending school. Minors who have a Certificate of Proficiency *must also* have verified parent/ guardian permission to stop attending school. Many students who pass the CHSPE continue to attend school. State law provides that, if you leave school after passing the CHSPE and are no more than 18 years old, you may reenroll in the district in which you were registered with no adverse consequences. If you do reenroll you may be required to meet new or additional requirements established since you were previously enrolled. If you reenroll and then leave school again, you may be denied re-admittance until the beginning of the following semester. Contact your guidance counselor or school administrator for further information and details about leaving school after passing the CHSPE.

Dropping out of school after registering for the CHSPE or while awaiting results is unlawful for those under 18 years old. It may also result in failing grades for courses in which you are enrolled.

For more information on the California High School Proficiency Examination, please see the website below.

<http://www.chspe.net>

## CHS CAREER ACADEMY OPTIONS

### Mission Statement

To provide a personalized high school experience within a small community, integrating academic and vocational instruction with real world relevance to prepare students for post-secondary education and employment in the fields of Agriculture, Applied Technology, Business and Health Science.

There will be a limited number of seats at East campus for 9th grade students. These seats will be reserved for those freshmen students interested in joining one of the three career academies offered at East Campus. Each middle school is given a proportional number of seats based on their enrollment. Below is information on each of the career academies as well as a place to express interest in the academy of your choice, which will allow a 9th grade student to attend East Campus

### EAST CAMPUS CAREER ACADEMIES

**Applied Technology (East Campus)**– This academy is targeted for students interested in the career fields of technology, engineering, architecture, digital design, woodworking, and automotive technology. It will offer a chance to participate in classroom as well as hands on instruction in these fields. *(All students will have Intro to Technology as an elective course)*

#### Sample Career Opportunities

Architect	Carpenter/Cabinet Maker	Fabricator
Engineer	Graphic Designer	Automotive technician

**Consumer Family Services (East Campus)**– This academy is targeted for students interested in the career fields of Interior and Fashion Design, Culinary Arts, Hospitality, tourism & Recreation *(All students will have Consumer Family Services I as an elective course)*

#### Sample Career Opportunities

Fashion Designer	Food Science/Nutritionist	Clothing Buyer for Department Store
Chef	Consumer Services Education	Interior Designer

**Health Careers (West Campus), Sports Medicine (East Campus)**– This academy offers students interested in a health career a chance to participate in classroom as well as hands on instruction in this area. *(Freshmen Requirement will be replaced with a yearlong Health course)*

#### Sample Career Opportunities

Nurse	Physical Therapist	Dental Hygienist	Athletic Trainer
Physician	X-Ray Technician	Certified Nursing Assistant	

### WEST CAMPUS CAREER ACADEMIES

#### Agricultural Mechanics Academy (West Campus)

There are many different post-secondary opportunities available in all aspects of Construction/Mechanical Technology. Students at Central High School West Campus are provided with the opportunity for both classroom and hands-on instruction. We offer a unique facility for our students with a metal fabrication shop and a small engine laboratory.

#### Sample Career Opportunities

Certified Welder	Researcher/Developer	Contractor
Equipment Operator	Shop Foreperson	Small Gas Engine Mechanic

#### Agricultural Science Academy (West Campus)

The Agriculture Science Academy is designed to meet all state mandated learning essentials in the areas of Biology and Chemistry while using agricultural concepts as themes. These courses provide a foundation to those students interested in pursuing a career in agriculture while offering the opportunity to place an emphasis on agriculture within their academic required courses.

#### Sample Career Opportunities

Bio-Chemist	Food Scientist	
Veterinarian	Land Surveyor	Entomologist
Nutritionist	Teacher	USDA Quality Control Agent

**Business/ Entrepreneurship (West Campus)**– This academy offers students interested in the career field of business a chance to participate in classroom as well as hands on instruction in related fields. *(All students will have Intro to Business as an elective course)*

#### Sample Career Opportunities

Small Business Ownership	Customer Service	Financial Services
Accountant	Marketing Analysis	Human Resource Management

**Criminology Academy (West Campus)** This academy offers students interested in the field of criminology to participate in a classroom as well as hands on experience in the fields related to criminology.

*Sample Career Opportunities*

Law	Corrections
Law Enforcement	Private Investigator

**Education and Teaching Academy (West Campus)** This academy offers students interested in the career field of education a chance to participate in classroom as well as hands on instruction in related fields. All students will have Intro to Teaching, as an elective course available starting in the 10<sup>th</sup> grade. Students will then be encouraged to take ROP Careers in Education.

*Sample Career Opportunities*

Secondary Single Subject Teacher	Elementary Teacher
Teacher's Aide	Preschool Teacher
	Librarian

**Frequently Asked Questions:**

**Will I be able to choose electives outside of the academy?**

Students are encouraged to take other electives outside of the academy as well as be enrolled in programs such as EL and Special Education. AVID students, performing arts students and athletes will all be able to participate in career academies.

**Can I get all my requirements for college done in this program?**

Yes. You will have the opportunity to meet all the A-G requirements throughout your 4 years of high school. Participation in an Academy is a positive attribute on a college applications.

**Am I required to stay in this program for 4 years of high school?**

A 4 year commitment is highly recommended when joining a Career Academy.

**Will I take all my classes at East or West campus?**

All academic classes will be held at the assigned campus. Students who want to take an elective that is only offered at the campus they are not assigned to will be shuttled if spaces are available.

**What are the advantages of this program?**

Hands on, real world learning, teachers who work together across subjects, affiliation within a small learning community, and a personalized high school experience.

**Is there any cost for this program?**

No. There is no additional cost.

## **AGRICULTURE DEPARTMENT**

All agriculture courses are offered at the West Campus

### **AG. SCIENCE 1 P (S181)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 9-12

This course is the first phase of a sequence in agriculture science. Students will have the opportunity to learn the fundamental principles of animal and plant science, biotechnology, food science processing, computers, health, and marketing. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. This course meets the physical science requirement for graduation and freshman requirements.

### **AG BIOLOGY P (S183)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** AG Science 1

**Grade Level:** 10-12

This science is a laboratory science course, designed for the college bound student with career interests in agriculture. Using an agriculture emphasis, students will learn the molecular and cellular aspects of life, growth, and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of agriculture plants and animals, ecological relationships among plants, animals, and humans and the environment, and nutrition, health and diseases of plants and animals.

### **AG CHEMISTRY P (S184)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** AG Biology

**Grade Level:** 11-12

This is a laboratory science course, designed for the college bound student with career interests in agriculture. Students will learn various concepts of chemistry and their relationship to modern agriculture through lecture and hands on laboratories including: matter and energy, the periodic table, bonding, chemical reactions moles, gases, and gas laws.

### **PLANT & ANIMAL PHYSIOLOGY (S185)**

*Fulfills UC/CSU "d" requirement*

*Ag Academy 10th Grade Requirement*

The application of advanced scientific technology and knowledge is increasing at a rate second only to the need for well-trained and educated individuals in all areas of agriculture sciences. This course is intended to successfully prepare those students who plan on majoring in agricultural sciences or related fields of agricultural endeavor.

### **FOOD SCIENCE (S186)**

*Ag Academy 11<sup>th</sup> Grade Requirement or 10<sup>th</sup> grade enrolled in Ag Chemistry*

This course teaches scientific principles and how those principles can be applied to improve the health of individuals and families. Instruction is given concerning the physical, microbiological, and chemical principles that affect the food we eat.

### **AGRICULTURE MECHANICS 1 (A111)**

**Grade Level:** 9-12

Agricultural Mechanics 1 is the introductory mechanics class designed for the beginning student who is interested in gaining basic mechanization skills as they relate to agriculture and investigating the wide variety of careers in this industry. This class will provide students with the opportunity to explore various areas of agriculture and mechanics such as safety,

measurements, AC electrical, carpentry, introductory welding skills, plumbing, cold metal, small engine operation, California Agriculture and FFA. After successfully completing this class the student will have the necessary skills needed to enter Agricultural Mechanics 2.

### **AGRICULTURAL CONSTRUCTION 2 (A102)**

**Prerequisite:** Ag construction 1

**Grade Level:** 11-12

Introductory skills required in arc and oxyacetylene welding. Machine types, electrode use, welding positions, basic joints, as well as shop safety skills and tool identification and use will be emphasized in the design and construction of small fabricated projects.

### **AG MECHANICS 2 (A112)**

**Grade Level:** 10-12

Agricultural mechanics 2 is an intermediate course in the Agricultural Mechanics pathway. The class is designed to progressively build student skills in the field of agricultural mechanics. The student will gain skills in safety, measurements, engine systems, intermediate welding, concrete, project layout, tool fitting/sharpening and record keeping. Students will have the opportunity to practice their knowledge and skills by using what they have learned on small projects. Students will also be exposed to the vast number of career opportunities in the field of agricultural mechanics. Along with focusing on a career field, students will learn attitudes and professional skills needed to succeed in a chosen career. FFA and Supervised Agriculture Experience Projects are part of the grading system for this class.

### **ADVANCED AG POWER (A104)**

**Recommended Courses:** Two or more of the following courses: Computers 1, Math 2, Ag Mechanics 1 or 2, and/or ROP Diesel.

**Grade Level:** 11-12

Advanced Ag Power provides an additional course opportunity for students interested in either the engineering or construction aspect of Agricultural power machinery. The three power areas will include small engines, internal combustion engines, and electric motors, and will include team projects.

### **FLORAL DESIGN (A105)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 9-12

Floral Design is a fun and creative course in flower arranging and design. Students will learn the care of processing of floral crops as well as floral design principles, construction, history, and use of color in floral design. Students will learn to identify, classify, and properly care for plants, which surround us in everyday life.

### **AG FACILITY MAINTENANCE AND OPERATIONS (A109)**

**Prerequisite:** Ag Construction 1 & 2 or ROP Welding.

**Grade Level:** 10-12

A hands-on course for the student who desires to take on the physical challenge of solving problems in maintaining a production facility and an opportunity to safely operate a wide variety of power tools, machinery and equipment in the construction, maintenance and improvement of outdoor education and agriculture production facilities. Students learn to maintain vehicles, tractors, trailers and power horticulture equipment. Safety and quality of finished projects will be emphasized. Students will be evaluated on attendance, skill improvement, cooperation, teamwork, completion of daily tasks, as well as appearance of facilities.



### **EQUINE SCIENCE (A108)**

**Grade Level:** 9-12

This course allows students to study the evolution of the horse, breed descriptions, and uses, nutritive, needs, safe and common breeding practices, parasite control, importance of the horse industry in today's society, and disease prevention and treatment techniques. Students will also learn proper handling techniques, proper use and identification of track, hoof care and anatomy, and basic training techniques.

### **AGRICULTURAL LEADERSHIP (A100)**

**Grade Level:** 9-12

Student will build and develop leadership skills through personal growth and team building activities. Students will be exposed to the workings of student government while developing public speaking and parliamentary procedure skills. These experiences will enable the student to become adults able to exact a positive change in their homes and communities. This is a great course for instilling confidence and public speaking skills.

### **AG AMERICAN GOVERNMENT P (H184)**

*Fulfills UC/CSU "a" requirement*

**Grade Level:** 12

Students will be studying how our government functions by examining Presidential actions, Legislative concerns currently before congress and how the Judicial Branch checks the power of the other two branches. Students will examine how we developed into a mainly two party system, while other countries have either a single party or a multiple party system. Students will compare our Federal-Presidential system with parliamentary systems, Socialist and Authoritarian Socialist Systems. Students will study the Bill of Rights as well as debate proposed laws and laws being reviewed by the Supreme Court. Students will do group projects illustrating the workings of our government. Students will be required to analyze documents and write essays as it pertains to agriculture.

### **AG ECONOMICS P (H185)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 12

Students will explore Micro and Macroeconomics, the role government plays in economics, fiscal policies, comparative economic systems, factors of production and twenty-two basic economic concepts. Students will have an opportunity to explore the stock market, income taxes, and role-play business activities to help them gain a better understanding of our free enterprise system. Students will learn to graph Production Possibilities Curves, Supply Curves, Demand Curves, and Market Equilibrium as it pertains to agriculture.

### **ROP WELDING AND FABRICATION (A191)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

A full year course emphasizing welding and construction skills in the advanced phases of arc welding, measurement project design and oxyacetylene welding. In addition plasma cutting will be included as well as job preparation skills.

### **ROP DIESEL MECHANICS (A192)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. It is recommended that the student have completed Small Engines prior to taking this course.

**Grade Level:** 11-12

**Length:** Meets daily

This course emphasizes skills necessary in the field of diesel mechanics where students will learn major overhaul and tune-up of diesel engines. The course will also focus on skills in power machinery and small engine repair. Maintenance with a strong emphasis upon safety will also be explored.

### **ROP VETERINARY SCIENCE (A193)**

*Fulfills UC/CSU "g" requirement*

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. It is recommended that the student have completed Math 1 and Ag Biology or Biology 1 prior to taking this course.

**Grade Level:** 11-12

**Length:** Meets daily

This course is designed to provide students with an opportunity to study animal anatomy and physiology, as well as, animal health and disease by forming a link between classroom instruction and field experience. Students will also learn various veterinary laboratory skills and procedures, surgical procedures, radiology, and scientific research and writing skills. Students will have the opportunity investigate different aspects of the veterinarian and animal health care field and career opportunities through project-based learning.

### **ROP FLORAL DESIGN (A195)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

ROP Floral Design is designed to introduce students to Floral Design and to provide hands-on training that encompasses running a floral business. Students will be provided the opportunity to explore various aspects of floral design and entrepreneurship. They will complete a series of projects that provide an in-depth look at how a floriculture business runs and all of the aspects within the scope of career development.

### **ROP AGRICULTURE BIOTECHNOLOGY (A194)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

This course is designed to create an interest in biotechnology as a career goal and provide hands on instruction in a variety of related technologies. Students will explore tissue culture, aquaculture, embryo transfer and hydroponics. Problem solving will be one of the many functions of this class through teams researching, designing and building projects for practical applications in the industry or for use at the home.

## **APPLIED TECHNOLOGY DEPARTMENT**

*All applied technology courses are offered on the East Campus*

### **INTRODUCTION TO TECHNOLOGY (T104)**

**Grade Level:** 9 (This is an Applied Technology Academy requirement)

This course gives students an introduction to the many technologies they will find in the workplace. Topics include electricity, industrial controls, pneumatics, CNC machining, computer applications, graphic design, computer aided drafting, lasers, robotics, video production and others. You will have an opportunity to use industry related equipment, create several products and inventions while you work in the lab class.

### **ENGINEERING DRAFTING 1 (T107)**

**Prerequisite:** None

**Grade Level:** 9-12

This course explores the language of mechanical drawing. The students will learn to sketch and draw with use of mechanical drawing tools using the conventions used in industry. The computer will also be a part of this curriculum. This is an excellent introductory course for students interested in the fields of design, graphic arts, architecture, interior design, engineering, or the construction trades.

### **ENGINEERING DRAFTING 2 (T108)**

**Prerequisite:** Engineering Drafting 1

**Grade Level:** 10-12

This is an advanced engineering drafting course. Its purpose is to allow students with an interest in engineering, design, or fabrication, to learn advanced drafting techniques, primarily with the computer. The course is designed to prepare advanced drafting students for college engineering drafting requirements or to prepare students for the drafting field. Students leaving this course will be employable at much needed entry-level drafting jobs.

### **ARCHITECTURAL DRAFTING 1 (T110)**

**Prerequisite:** Engineering Drafting I

**Grade Level:** 10-12

This is an introductory course for student who has completed the Engineering Drafting course. In this Architectural Drafting course the student will develop a basic set of house plans. They will learn the ancient language of architecture; architectural design elements; structural components used in building; and contemporary construction drafting techniques as they relate to the course material. Architectural drafting is an excellent background course for anyone interested in design, graphics, interior design, model building, architecture, engineering, or any of the building trades.

### **ARCHITECTURAL DRAFTING 2 (T111)**

**Prerequisite:** Engineering Drafting I, Engineering Drafting 2 or Architectural Drafting 1

**Grade Level:** 10-12

This is an advanced course for students to learn the more complex aspects of architectural drafting. We will use sketching, drafting tools, computers, model building, and computer graphic techniques to meet the advanced architectural curriculum.

### **WOODWORKING TECHNOLOGY 1 (T101)**

**Prerequisite:** None

**Grade Level:** 9-12

This course explores the basic theory and practice in the use of woodworking machines and hand tools used in the construction and fabrication of fine wood products. This is an excellent introductory course for students interested in the fields of design, architecture, interior design, engineering, furniture design and fabrication, or the construction trades.

### **ROP CONSTRUCTION (Z195)**

**Placement Recommendations:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. Wood Technology 1

**Grade Level:** 11-12

**Length:** Meets daily

This course prepares students for the competency skills and knowledge necessary to enter the field of residential and light commercial construction. This year course provides student application at all of the various areas of construction, technology, wood products manufacturing, cabinetry, interior and exterior building construction. Included in the instruction will be specific applications of the career performance standards.

### **ROP PRODUCT AND DEVELOPMENT (T109)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

This course will introduce students to the process and construction, architecture, engineering, or any of the building trades. Students will work with the major industrial processes of casting, molding, fastening, separating, assembly, conditioning, and finishing. Class activities will include the use of hand and machine tools, CNC machines, measurement systems and welding. Materials such as metals, plastics and materials used in the manufacturing industry will be used for individual and class/group projects.

### **INTRO TO AUTO (T115)**

**Grade Level:** 9-12

Engine Systems is an introduction to the automobile. This class is the first half of a yearlong course that will give a bumper to bumper overview of the automobile. This class will consist of theory, demonstrations, classroom assignments, and lab activities. Inspection, part identification, and basic maintenance will be the focus during the lab activities.

### **ROP ROBOTICS (T193)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

This course will introduce students to the fascinating and fun world of robotics, covering everything from simple toys to the complex logic and articulation of environmental sensing, recording and actuating devices, as well as automated design and manufacturing machines. Students will learn to design, build and program a device that responds to external information to perform a set of particular tasks. This highly complex area of study involves understanding how electronics, electrical, pneumatic and computer systems can be used to control robots which receive information from sensors and programmable inputs to go through a set of motions that are purposeful for its designed functions.



## ***BUSINESS DEPARTMENT***

### **ACCOUNTING 1 (B105)**

**Grade Level:** 9-12

Students will learn the fundamental principles of accounting. The accounting cycle, assets, liabilities, and equity are some of the many concepts that will be taught to show the student how to keep financial records for various types of businesses. This course does not meet math requirements.

### **ACCOUNTING 2 (B106)**

**Prerequisite:** Accounting 1

**Grade Level:** 10-12

This course is designed to prepare students for entry-level jobs in accounting. A review of Accounting 1 as well as advanced concepts will be taught. Computerized accounting will also be shown for students to see the usefulness of this important accounting tool. This course does not meet math requirements.

### **COMPUTERS 1 (B101)**

**Grade Level:** 9-12

This course is designed to acquaint students with computer basics. Beginning with computer and program concepts/terminology, the primary software focus of Computers 1 is Microsoft Office 2013 (MS Word, Excel, and PowerPoint), along with introductory coding languages and procedures. Upon completion of this course, students will know and be able to relate terminology in regards to the workings of a computer and some of its programs and software. Knowledge and applications of Word, Excel and PowerPoint will enable students to create various documents, spreadsheets and electronic presentations that will be valuable for college and career readiness. Students will also be exposed to basic coding exercises to spur future interest.

### **COMPUTERS 2 (B102)**

**Prerequisite:** Computers 1

**Grade Level:** 10-12

Building on the skills obtained in Computers 1, students will learn advanced applications in word processing, spreadsheets and presentations enabling them to create various documents, spreadsheets and electronic presentations. These will be taught in a Windows based environment using software currently used in college and industry sectors. Web page design, desktop publishing and internet applications will also be topics within this course. Upon completion of this course students will be able to meet a standard 40 words per minute typing level.

### **INTRODUCTION TO BUSINESS (B104)**

**Grade Level:** 9-12

This is an introductory course exposing students to different areas of business study. Topics covered include finance, marketing, management, advertising, as well as many other topics. A stock market simulation will also be a part of this course.

### **ENTREPRENEURSHIP (B107)**

**Prerequisite:** Intro to Business

**Grade Level:** 10-12

This course follows the course outline of the Network for Teaching Entrepreneurship (NFTE) and is taught by an NFTE-certified teacher who guides students through the curriculum. Lessons include the concepts of competitive advantage, ownership, opportunity recognition, marketing, finance, and product development—and all tie into core math and literacy skills. Each student comes up with an idea for a business and works throughout the course to prepare a business plan which they present and defend in a classroom competition.

### **ROP SMALL BUSINESS MANAGEMENT (B193)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets Daily

Everything you need to know about owning your own business is the foundation of this course. Small Business Management is a course that emphasizes marketing in the study of entrepreneurship. This course will challenge your decision-making skills while helping you make spontaneous decisions. Students will engage in marketing analysis and research; analyze situations/opportunities; develop problem-solving scenarios; and will create marketing plans. The course includes project-based learning where students will be running the student store. This course is also in partnership with numerous retailers and suppliers in order to simulate a weekly, daily business environment. This course is ideal for the student who is interested in owning his or her own business.

### **ROP INFO TECH MOUS (B191)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

This course includes instruction on immediate through advanced levels of word-processing, spreadsheet, database, programming, and information management concepts. Integrated throughout the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology, and other employment skills.

### **WEB PAGE DESIGN (B103)**

**Prerequisite:** Computers 1

**Grade Level:** 9-12

This course is designed to teach the students all the most important topics of HTML (Web page source code), web page design with graphics, text, and links, using tables within a Web page, and Microsoft Front Page (Web page authorizing software). Students shall be able to create, publish, and edit web pages using Microsoft Front Page and HTML. Student will also gain considerable experience with Microsoft Internet Explorer.

### **ROP ADVERTISING AND MARKETING (B195)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

A comprehensive course designed to provide students with an opportunity to investigate the different aspects of marketing and advertising. The scope and structure of marketing strategies are examined. Marketing fundamentals (product, price, promotion and place), consumer behavior, marketing research, sales forecasting, advertising and relevant state and federal laws are topics that will be emphasized.

### **AP COMPUTER SCIENCE A (B120)**

**Placement Recommendation:** Computers 1

**Requirement:** Math 3

**Grade Level:** 10-12

This course is both a college-prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, and geology. The course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program.

## ***CONSUMER FAMILY SERVICES DEPARTMENT***

### **CFS – HOME ECONOMICS 1 (C101)**

**Grade Level:** 9-12

This course provides foundation instruction at the high school level. Topics include the instruction of cooking, nutrition, fashion design, construction, interior design & housing, and consumer science.

### **CONSUMER DESIGN (C109)**

**Prerequisite:** CFS 1

**Grade Level:** 10-12

This course is designed to teach students the elements of design as they apply to consumers. Instruction includes one semester of applied fashion design principles and one semester of applied interior design principles to form the two semester class of Consumer Design. Students will gain understanding of how design is applied to fashion and home interiors. Students will gain understanding of how design is applied to fashion, jewelry, textiles, floor plans and decorating.

### **ADVANCED COOKING (C103)**

**Prerequisites:** CFS 1 or Teacher approval

**Grade Level:** 10-12

This course is the third level of sequentially offered food classes. It encompasses instruction of nutritional analysis and planning, food science, gourmet cooking techniques, multi-regional and international food choices as well as experimental preparation of foods. Careers in food science and hospitality will be focused on throughout the course.

### **FASHION DESIGN (C104)**

**Prerequisite:** CFS 1 or Teacher Approval

**Grade Level:** 10-12

This course will provide instruction to students in fashion drawing, creating, and construction of originally designed garments. The class focuses on fashion history, design elements, clothing construction skills, and use of tools. Students are required to develop their sketches for an individual line of clothing using fashion forecasting and personal taste.

### **PARENTING/CHILD CARE (C107)**

**Prerequisite:** Social Living

**Grade Level:** 10-12

This course emphasizes early childhood development and parenting skills. Projects for this fast-paced class include homemade toys, cooking with children and simulated parenting with a computerized baby. This is a fun and exciting class in preparation for entry-level jobs in the childcare industry, and preparation for primary educators.

### **SOCIAL LIVING (C106)**

**Grade Level:** 9-12

This is a course that allows the student to investigate our changing society. The student will explore values in human sexuality and investigate life styles. Students will discuss relationships of families, friends, mate selection, marriage, and divorces. Students will be taught coping skills to handle crises. The student will build self-esteem, and develop communication skills to deal with real life situations.

### **ROP FASHION DESIGN AND MERCHANDISING (C194)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

This course is an introduction to the fashion industry, providing an overview of how the fashion business works, from raw materials to the production and retail distribution of fashion goods.

## **WORLD LANGUAGE DEPARTMENT**

### **FRENCH 1 P (F111)**

*Fulfills UC/CSU "e" requirement*

**Grade Level:** 9 -12

This is a beginning level course that introduces students to the French culture and language. Listening, speaking, reading and writing activities are used to acquire the language. Students learn to communicate using basic vocabulary and grammatical structures in a variety of everyday situations. A variety of multimedia is used in order to accomplish these goals.

### **FRENCH 2 P (F112)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** French 1 or 2 years of French in middle school

**Grade Level:** 9 -12

A course that builds upon the foundation set in French 1. This course is designed to continue the study of the French language and culture. Listening, speaking, reading, and writing activities are used to acquire more sophisticated vocabulary and grammatical structures. The use of games and competitions is one way the above goals will be realized.

### **FRENCH 3P (F113)**

*Fulfills the UC/CSU "e" requirement*

**Prerequisite:** French 2

**Grade Level:** 10-12

In this course students increase their understanding of vocabulary, grammatical structures and culture through the study of literature. Basic grammar and vocabulary are reviewed. In addition listening and speaking skills are increased through group discussion and oral presentations. Class trips are available and encouraged to facilitate the learning process. In addition, technology is used in a variety of interactive ways. French 3 also focuses on French Cinema and the middle ages. The attendance of French camp is highly encouraged.

### **FRENCH 4 P (F114)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** French 3

**Grade Level:** 10-12

This course is designed to study the literature and more sophisticated grammatical forms of the French language and culture. Literature studies, written analysis and group discussion are used in this in-depth study. French 4 focuses on current and historical cultural aspects of French life. An extensive study of French art and impressionistic artists is also conducted. This course will also work together with the Advanced Cooking class on campus. Together we will explore the finer art of French food. Participation in the Foreign Language fair and French camp is highly recommended to add to the language experience.

### **SPANISH 1 P (F101)**

**Grade Level:** 9-12

This is a beginning level course that introduces students to the Spanish culture and language. Listening, speaking, reading and writing activities are used to acquire the language. Students learn to communicate using basic vocabulary and grammatical structures in a variety of everyday situations.

### **SPANISH 2 P (F102)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** Spanish 1 or 2 years of Spanish in Middle School

**Grade Level:** 9-12

A course that builds upon the foundation set in Spanish 1. This course is designed to continue the study of the Spanish language and culture. Listening, speaking, reading, and writing activities are used to acquire more sophisticated vocabulary and grammatical structures.

### **SPANISH 3 P (F103)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** Spanish 2

**Grade Level:** 10-12

In this course students increase their understanding of vocabulary, grammatical structures and culture through the study of literature. Basic grammar and vocabulary are reviewed. In addition listening and speaking skills are increased through group discussion and oral presentations.

### **SPANISH 4 P(F104)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** Spanish 3

**Grade Level:** 10-12

This course is designed to study the literature and more sophisticated grammatical forms of the Spanish language and culture. Literature studies, written analysis and group discussion are used in this in-depth study.

### **SPANISH LITERACY 1 P (F105)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** Fluent Spanish Speaker

**Grade Level:** 9-12

This course is designed to improve reading and writing skills for fluent Spanish speaking students through the study of literature and composition. Same as Spanish 1 and 2, but conducted completely in Spanish.

### **SPANISH LITERACY 2 P (F106)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** Fluent Spanish Speaker

**Grade Level:** 10-12

This course continues literacy development in Spanish where Spanish for Literacy 1 leaves off. Students study a variety of literary genres and process writing.

### **AP SPANISH LITERATURE (F121)**

*Fulfills UC/CSU "e" requirement*

**Prerequisite:** Spanish 4 or Spanish Lit 2

This course is based on improving skills in writing Spanish, and critical reading of advanced Spanish and Latin American Literature. The AP Spanish Literature course is designed to be comparable to a third-year College/University introduction to Hispanic literature course. Students concentrate on developing proficiency in reading and writing in preparation for the AP Spanish Literature examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency.

**HMONG 1P (F141)**

*Fulfills UC/CSU "e" requirement (pending)*

This is a beginning level course that introduces students to the Hmong culture and language. Listening, speaking, reading and writing activities are used to acquire the language. Students learn to communicate using basic vocabulary and grammatical structures in a variety of everyday situations.

**PUNJABI 1P (F151)**

*Fulfills UC/CSU "e" requirement (pending)*

This is a beginning level course that introduces students to the Punjabi culture and language. Listening, speaking, reading and writing activities are used to acquire the language. Students learn to communicate using basic vocabulary and grammatical structures in a variety of everyday situations.

## **ENGLISH/LANGUAGE ARTS DEPARTMENT**

### **ENGLISH 1 P (E101)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 9

English grammar will be reviewed; vocabulary will be enhanced; composition skills will be stressed. Benchmarks will be given at intervals during the semester. This course is aligned with Common Core State Standards.

### **ENGLISH 1 P (SDAIE) (E131)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 9

English grammar will be reviewed; vocabulary will be enhanced; composition skills will be stressed. Benchmarks will be given intervals during the semester. This course is aligned with Common Core State Standards. This course has the same curriculum as English 1P but is taught by teachers using SDAIE techniques for EL students.

### **ENGLISH 1 A (ACCELERATED) (E121)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Teacher Recommendation

**Grade Level:** 9

Emphasis will be placed on reading comprehension, writing abilities, critical thinking skills and developing study skills that will prepare students to be successful in accelerated and AP courses. Vocabulary will be stressed and students will be given Benchmarks throughout the semester. California Language Arts standards will be addressed in this course.

### **ENGLISH 2 P (E102)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** English 1

**Grade Level:** 10

The focus of English 2 is to introduce an overview of American authors through various genres. Emphasis will be placed on composition, grammar, and skills. Vocabulary will be stressed. Benchmarks will be given at intervals during the semester. Common Core State Standards will be addressed in this course.

### **ENGLISH 2 P (SDAIE) (E132)**

*Fulfills UC/CSU "b" requirement*

**Prerequisites:** English 1 SDAIE

**Grade Level:** 10

The focus of English 2 is to introduce an overview of American authors through various genres. Emphasis will be placed on composition, grammar, and skills. Vocabulary will be stressed. Benchmarks will be given at intervals during the semester. Common Core State Standards will be addressed in this course. This course has the same curriculum as English 2P but is taught by teachers using SDAIE techniques for EL students.

### **ENGLISH 2 A (Accelerated) (E122)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Eng 1 or Eng 1A Recommended "B" or better

**Grade Level:** 10

Critical thinking skills are encouraged to enhance student awareness of their lives while studying the central themes and literary elements used by authors in creating literature. Emphasis will also be placed on composition and grammar. Vocabulary will be stressed. Benchmarks will be given at intervals during the semester. The Common Core State Standards will be addressed in this course.

### **ENGLISH 3 P (E103)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** English 2

**Grade Level:** 11

Students will focus on American Literature 1600-present. This class will read and analyze several genres of the English language: prose, poetry, drama, and literature on film. This course will emphasize grammar and writing. Vocabulary will be stressed. Benchmarks will be given at intervals during the semester. The Common Core State Standards will be addressed in this course. Reading log and silent sustained reading is emphasized.

### **ENGLISH 3 P (SDAIE) (E133)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** English 2

**Grade Level:** 11

Novels and plays from different genres are presented for study and reading. Students will focus on American Literature 1600-present. Journals and recreational reading is required. Further emphasis will be placed upon grammar and writing. Vocabulary will be stressed. Benchmarks will be given at intervals during the semester. This course will address the Common Core State Standards. This course has the same curriculum as English 3P but is taught by teachers using SDAIE techniques for EL students.

### **ENGLISH 4 P SDAIE (E134)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** English 3

**Grade Level:** 12

English 4P SDAIE continues English-Language Arts development with particular focus on the character and themes of the English/European Literary tradition. English 4 promotes comprehensive individual student development by building and deepening a framework of skills and knowledge in four core areas: composition, language, literary analysis, and reading comprehension. Resources will be chosen to maximize student engagement while maintaining high standards of literary quality and may include novels, short stories, poems, essays and plays. Special attention is paid to the particular needs of English Learners and the curriculum and teaching strategies may be modified to meet those needs.

### **ENGLISH 4 ERWC P (E104)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 12

ERWC is a two-semester expository reading and writing course that meets the university requirements for a fourth year of English. The course offers students an opportunity to address critical reading and writing problems identified by the CSU English Placement Test and prepare students to meet the expectations of college and university faculty. Course assignments are based mainly on non-fiction texts, emphasize the in-depth study of expository, analytical, and argumentative reading and writing.



### **AP LITERATURE AND COMPOSITION (E125)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Please see AP expectations on page 9

**Grade Level:** 11-12

This course is a rigorous academic experience that will enhance the students' ability to comprehend, analyze, question, evaluate and experience non-fiction, poetry, and dramatic picks. This course will also enhance many of the skills necessary to be successful in collegiate courses. Students will also prepare for and take the AP Literature and Composition Exam for potential college credit. Grades in this class will be augmented ("C" or above). Students are highly encouraged to take the AP Exam in May.

### **AP LANGUAGE AND COMPOSITION (E126)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 11-12

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become 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 effective writing. Grades in this class will be augmented ("C" or above). Students are highly encouraged to take the AP Exam in May.

### **ACADEMIC LITERACY 1 (E141)**

**Placement:** Mandated elective for identified students

**Grade Level:** 9

Academic Literacy 1 is an intensive reading intervention class designed to improve reading skills and raise test scores of older students who read three or more years below grade level. Instructional practices provide direct instruction, guided practice, and application of skills in multiple contexts to build essential phonics, fluency, vocabulary, and comprehension skills.

### **ACADEMIC LITERACY 2 (E142)**

**Placement:** mandated elective for identified students.

**Taken concurrently with English**

**Grade Level:** 9-12

This is a reading and writing process and practice class. The students will learn reading techniques, reading strategies and test and note-taking strategies. Students will also learn writing and communication skills. This class will address the needs of those students who need help improving their reading comprehension, writing ability and overall academic performance. The Common Core State Standards are the backbone of this standards-based curriculum.

### **DEBATE (Z106)**

**Grade Level:** 9-12

Students will prepare for public speaking, interpersonal communication, impromptu speeches and will learn fundamentals for formal debate. The class also will have quizzes and exams on class readings and notes.

### **JOURNALISM 1 (Z103)**

**Grade Level:** 9-12

This class is responsible for the publication of the Grizzly Claw. All students will aide in the production of the newspaper by writing, taking photos, and editing. Many hours of after school time are required.

### **JOURNALISM 2 (Z104)**

**Prerequisite:** Teacher Recommendation

**Grade Level:** 10-12

Along with the general process of publishing the Grizzly Claw, students in Journalism 2 will be responsible for all editing positions and the overall supervision and management of the staff. Students have developed rapport with their sources and will report on major issues and editorials.

## ***ENGLISH LANGUAGE DEVELOPMENT***

### **EL IA-INTRODUCTION TO CONVERSATIONAL ENGLISH AND CONTENT VOCABULARY (L101)**

**Placement:** CELDT Overall Score: Beginning-Early Intermediate

**Grade Level:** 9-12

This course is designed to provide students new to English (*Beginning and Early Intermediate*) with basic oral and aural competence in a wide variety of English language settings. Students will develop English receptive and productive skills while they also learn basic elements of the sound system and alphabet. Most coursework is centered on helping students to develop English skills that are immediately useful in school, classroom and community settings. An emphasis is placed on developing vocabulary related to core content area studies, i.e., mathematics, science, English language arts, and social studies.

### **EL IB-INTRODUCTION TO ENGLISH READING & WRITING (L102)**

**Placement:** CELDT Overall Score: Beginning-Early Intermediate

**Grade Level:** 9-12

This is a beginning English reading and writing course for students whose first language is not English. Students will develop reading skills in four areas: word analysis, fluency and vocabulary, comprehension, and basic literary analysis and response. They will also study basic syntactic elements of English (nouns, verbs, modifiers, etc.) along with phonemic and semantic aspects of the language. In the area of writing, students will receive direct instruction in aspects of English writing, including grammar, verb conjugation, sentence expansion, and writing forms. Students will also learn specific skills for pre-writing, draft composition, and editing using a process writing format.

### **EL IC – INTRODUCTION TO CONTENT: MATH, SOCIAL SCIENCE & SCIENCE (L103)**

**Placement:** CELDT Overall Score: Beginning-Early Intermediate

**Grade Level:** 9-12

This is a multiple subject content survey course with an emphasis on mathematics and core content vocabulary. It is designed specifically for students new to English that require instruction in core content appropriate to their English language fluency level. The course will serve as a bridge to prepare EL students for grade level content standards. Foundational concepts and skills will be individually assessed, and instructional needs will be determined for each student.

### **ELD 2 – INTERMEDIATE ACADEMIC ENGLISH (L104)**

**Placement:** CELDT Overall Score: Intermediate

**Grade:** 9-12

Students in this course study aspects of English reading and composition guided by skills from the California ELD Standards. Students continue working on reading comprehension, including skills for understanding expository text and lengthier fiction works. Writing development is continued, with a focus on writing styles, research, amplification, and complex English composition.

### **ELD 3 – ADVANCED ACADEMIC ENGLISH (L105)**

**Placement:** CELDT Overall Score: Early Advanced - Advanced  
**Grade Level:** 9-12

This course serves as a parallel support course for students who are concurrently enrolled in an English language arts course. Skill areas are developed from the California ELD Standards, as well as from grade-appropriate English language arts standards. Reading and writing development are emphasized.

## **MATHEMATICS DEPARTMENT**

### **MATH 1 (M171)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 9 – 11

Math 1 is the first course of a three course integrated sequence including Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 1 and is intended for all ninth graders. Math 1 builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.

### **MATH 1 (M171D)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 9

This course meets daily for the first semester for recommended students on an accelerated path. Math 1 is the first course of a three course integrated sequence including Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 1 and is intended for all ninth graders. Math 1 builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.

### **MATH 1 SDAIE (M175)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 9 – 11

Math 1 is the first course of a three course integrated sequence including Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 1 and is intended for all ninth graders. Math 1 builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries. This course has the same curriculum as Math 1 but is taught using SDAIE techniques for EL students.

### **MATH 1 ENHANCED (M171E)**

*Fulfills UC/CSU "b" requirement*

**By Recommendation**

**Grade Level:** 9-11

Math 1E is the first project based learning course of a three course integrated sequence including Math 1E, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 1 and is intended for all ninth graders. Math 1E builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.

### **MATH 2 P (M172)**

**Prerequisite:** Math 1

**Grade Level:** 9 - 12

Math 2 is the second of a three year integrated sequence that includes Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 2 and is intended for all 10th graders. Math 2 builds and strengthens students' understanding of the relationships between both number systems as well as between algebra, geometry and statistics.

### **MATH 2 P (M172D)**

**Prerequisite:** Math 1

**Grade Level:** 9

This course meets daily for the 2<sup>nd</sup> semester for recommended students on an accelerated path. Math 2 is the second of a three year integrated sequence that includes Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 2 and is intended for all 10th graders. Math 2 builds and strengthens students' understanding of the relationships between both number systems as well as between algebra, geometry and statistics.

### **MATH 2 (SDAIE) P (M176)**

**Prerequisite:** Math 1

**Grade Level:** 9 – 12

Math 2 is the second of a three year integrated sequence that includes Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 2 and is intended for all 10th graders. Math 2 builds and strengthens students' understanding of the relationships between both number systems as well as between algebra, geometry and statistics. This course has the same curriculum as Math 2 but is taught using SDAIE techniques for EL students.

### **MATH 2 ENHANCED (M172E)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Math 1E

**Grade Level:** 10-12

Math 2E is the second project based learning course of a three year integrated sequence that includes Math 1, Math 2E, and Math 3. This course satisfies the California Common Core Standards for Math 2 and is intended for all 10th graders. Math 2E builds and strengthens students' understanding of the relationships between both number systems as well as between algebra, geometry and statistics. Students are introduced to quadratic functions and learn to compare them to exponential and linear functions that were studied in Math 1. Students see that quadratics can be used to represent circles and parabolas and use the distance formula and the Pythagorean Theorem from Math 1 to aide in modeling them. Students will understand that writing functions and expressions in different forms can reveal key features that can be used to guide the solving of problems.

### **MATH 3 P (M173)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Math 2

**Grade Level:** 10 – 12

Math 3 is the third of a three year integrated sequence that includes Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 3 and is intended for all 11th graders. The course is intended to continue the students' study of advanced algebraic and geometric concepts. Students in Math 3 will pull together and apply all of the knowledge accumulated from their previous math courses.

**MATH 3 SDAIE (M177)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Math 2

Math 3 is the third of a three year integrated sequence that includes Math 1, Math 2, and Math 3. This course satisfies the California Common Core Standards for Math 3 and is intended for all 11th graders. The course is intended to continue the students' study of advanced algebraic and geometric concepts. Students in Math 3 will pull together and apply all of the knowledge accumulated from their previous math courses. This course has the same curriculum as Math 3 but is taught using SDAIE techniques for EL students.

**SENIOR MATH (M107)**

**Prerequisite:** Math 1

**Grade Level:** 11-12

Senior Math may be taken for their third year of math credits. This course will build on Math 1 and Math 2 standards.

**MATH 3/TRIG HONORS (M173H)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Math 2

**Grade Level:** 10-12

Math 3/Trig Honors offers students an accelerated course that will prepare them for advanced mathematics by compacting Math 3 and Trigonometry into one year. The expected outcome is to prepare students for AP Calculus. There are advanced concepts from Algebra and Geometry, Trigonometry, Functions, Systems, Matrices, Sequences, Series, Analytic Geometry, Polar Coordinates and Limits will be covered.

**TRIGONOMETRY P (M116)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Math 3

**Grade Level:** 10 – 12

Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Competence with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college.

**TRIGONOMETRY/ELEMENTARY FUNCTIONS HONORS P (M126)**

*Fulfills UC/CSU "b" requirement*

**Prerequisite:** Math 3

**Grade Level:** 10 – 12

This course is designed for students to get honors designation on their transcript as well as an extra point in the GPA. This course will cover all the topics within Trigonometry with an additional advanced project required for students who would like Honors designation.

**ADVANCED PLACEMENT CALCULUS AB P (M121)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 10 - 12

This course is primarily concerned with developing and providing experiences 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. The connection between these representations is also important. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole, rather than a collection of unrelated topics. With a solid foundation in math courses taken before AP Calculus, students will be prepared to handle the rigor of a course at this level. Students who take AP Calculus should do so with the intention of taking the AP exam which is offered the beginning of May.

**ADVANCED PLACEMENT CALCULUS BC (M123)**

**Grade Level:** 12

(TI-83, 84+, or 89 calculator recommended, but not TI - 92)

This course continues the development of methods, experiences, and applications started in AP Calculus AB. A multi-representational approach is maintained, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connection between these representations is also important. Through a deeper look at the themes of Calculus AB: derivatives, integrals, limits, approximation, applications, and modeling; as well as coverage of vector calculus and infinite series, the course becomes a cohesive whole rather than a collection of unrelated topics. With a solid foundation in math courses taken before AP Calculus, students will be prepared to handle the rigor of a course at this level.

**ADVANCED PLACEMENT STATISTICS P (M122)**

*Fulfills UC/CSU "b" requirement*

**Grade Level:** 10 – 12

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: Exploring Data; Sampling and Experimentation; Anticipating Patterns; and Statistical Inference. These themes will be explored through describing patterns and departures from patterns, planning and conducting a study, exploring random phenomena using probability and simulation, and estimating population parameters and testing hypotheses.

## **PHYSICAL EDUCATION DEPARTMENT**

### **COED PE 9-10 (P102)**

The program uses individual, dual, and team sports as well as a variety of dance and rhythm and progressive structure to establish gross motor coordination to fine motor manipulation.

### **COED PE 11-12 (P103)**

The program uses individual, dual, and team sports as well as a variety of dance and rhythm and progressive structure to establish gross motor coordination to fine motor manipulation.

### **PEP & CHEER (P106)**

**Prerequisite:** Tryout

**Grade Level:** 9-12

The pep and cheer squads perform at athletic contests and at their own competitions. This course fulfills the CHS high school graduation requirement for PE.

### **ATHLETIC P.E. (P104)**

**Prerequisite:** Coach's recommendation, participation in a sport

**Grade Level:** 9-12

This course focuses on developing the complete athlete. High levels of health, wellness, and physical fitness are established through a variety of activities and assignments. Core and weight training development will be targeted to improve muscular strength and muscular endurance. Extreme conditioning is emphasized to obtain optimum cardiovascular endurance. Sport specific fundamentals and drills are part of the daily curriculum. Establishment of leadership and team work skills are a final component of this program.

*These courses are divided by specific sport. Students will remain in this course for the entire school year. Coaches will submit lists and must approve all students attending an athletic PE course.*

### **MARCHING/SYMPHONIC/PEP BAND (Fall Semester) (D132)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Appropriate skill level

**Grade Level:** 9-12

This class is open to all students interested in participation in Marching Band that will perform at football games and parades. Grades for this class are awarded on the basis of participation at rehearsals and performances, in addition to the instructor's evaluation of the student's performance ability. Upon completion of the course, the student will be able to 1) coordinate marking and playing skills at the same time, 2) memorize and execute precision marching drill, and 3) participate in half-time shows, parades, and field tournaments. Students in this class should enroll concurrently in Concert Band or wind Ensemble. Students receive PE credit for Marching Band. Students will be expected to spend additional hours beyond the regular class time.

*This course will fulfill the P.E. requirement starting in the student's sophomore year. 9th grade Marching Band students must take PE unless they are in Marching Band and Brass/Woodwinds/Applied Percussion.*

### **FOLKLORICO P (D141)**

*Fulfills UC/CSU "f" requirement.*

**Grade Level:** 9-12

This course introduces students to Mexican Folkloric Dance and is open to beginning or advanced dancers. Students will become familiar with the music, history and culture behind the dances and will have the opportunity to share their knowledge with the community.

Students will be asked to commit to participate in practices and performances outside of the school day.

### **FOLKLORICO INTERMEDIATE (D141A)**

**Prerequisite:** Folklorico or Teacher Approval

**Grade Level:** 9-12

This course builds on Mexican Folkloric Dance and is open to advanced dancers. Students will become familiar with the music, history and culture behind the dances and will have the opportunity to share their knowledge with the community.

Students will be asked to commit to participate in practices and performances outside of the school day.

### **FOLKLORICO ADVANCED (D141B)**

**Prerequisite:** Folklorico Intermediate or Teacher Approval

**Grade Level:** 10-12

This course builds on Intermediate Mexican Folkloric Dance and is open to advanced dancers. Students will become familiar with the music, history and culture behind the dances and will have the opportunity to share their knowledge with the community. Students will be asked to commit to participate in practices and performances outside of the school day.

### **BALLET 1 (D122)**

**Grade Level:** 9-12

This course focuses on the fundamental principles of classical ballet. Students begin by learning center techniques which include the positions of the body and elementary ballet combinations based on the five positions of the feet. The curriculum is designed to encompass dance vocabulary and the historical contributions of ballet to dance as an art form.

### **Ballet 2 (intermediate) (D123)**

**Grade Level:** 10-12

**Prerequisite:** Ballet 1 or teacher recommendation

Intermediate Ballet 2 expands upon the technique learned in Ballet 1. More emphasis is placed on developing strength, control and flexibility along with more difficult dance vocabulary. Students will be expected to demonstrate rhythmical accuracy in the execution of traditional ballet steps and combinations.

### **CONTEMPORARY/MODERN DANCE 1 (D120)**

**Grade Level:** 9-12

Students will learn the techniques of a variety of dance/movement disciplines that could include ballet, lyrical and modern movement. Classes will be movement based and will include a warm-up and dance combinations to improve technique and movement skills. There will also be a focus on dance vocabulary, dance history, and performance. The curriculum is designed to encompass the practical application of movement while also developing an appreciation for the historical and aesthetic aspect of dance and music. Students will develop the necessary skills to analyze various dance techniques and their other applications in addition to recognizing their historical and multicultural significance.

### **CONTEMPORARY/MODERN DANCE 2 (D124)**

**Grade Level:** 10-12

**Prerequisite:** Contemporary/Modern Dance 1 or teacher recommendation.

A continuation of contemporary/modern dance 1, this class requires students to demonstrate an understanding of correct physiological alignment in several styles of modern dance technique. The ability to execute complex movement combinations based on intricate lyrical patterns is required.

### **CONTEMPORARY/MODERN DANCE 3 (D126)**

**Grade Level:** 10-12

**Prerequisite:** Contemporary/Modern Dance 2 or Audition/Teacher Recommendation only

Modern Dance 3 course will study the history, choreography, connections across disciplines and develop life skills with career competencies. Students will perceive and respond, using the elements of dance. They will demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. Students will apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers. Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. Students apply what they learn in dance to learning across subject areas. They will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

## **SCIENCE DEPARTMENT**

### **SCIENCE 1 P (S101)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 9-12

This is a first year lab based science course with the emphasis on geology, meteorology, astronomy, and oceanography. Labs and activities will use real world examples and scenarios to reinforce the concepts taught. Upon completion a student may advance to either Biology or Biology accelerated.

### **SCIENCE 1 SDAIE P (S131)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 9-12

This course is equivalent to Introduction to Science, but is taught using SDAIE techniques for EL Students.

It is a first year lab based science course with the emphasis on geology, meteorology, astronomy, and oceanography. Labs and activities will use real world examples and scenarios to reinforce the concepts taught. Upon completion a student may advance to either Biology or Biology accelerated.

### **BIOLOGY P (S104)**

*Fulfills UC/CSU "d" requirement*

**Grade Level:** 9-12

Students will be involved in hands on laboratory study and receive an in-depth look at various topics in biology including cell biology, genetics, physiology, evolution, ecology, and investigation and experimentation. It is recommended for students planning to enter a four-year university upon graduation.

### **BIOLOGY SDAIE P (S134)**

*Fulfills UC/CSU "d" requirement*

**Grade Level:** 9-12

This course is the equivalent to Biology P, but allows EL students to gain access through SDAIE teaching techniques. Students will be involved in hands on laboratory study and receive an in-depth look at various topics in biology including cell biology, genetics, physiology, evolution, ecology, and investigation and experimentation. It is recommended for students planning to enter a four-year university upon graduation.

### **BIOLOGY ACCELERATED P (S124)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** Teacher Recommendation or Math 2

**Grade Level:** 9-12

This is a first year college preparatory course in biology designed to prepare students for upper level AP science courses. Students will be involved in hands on laboratory study and receive an in-depth look at various topics in biology including cell biology, genetics, physiology, evolution, ecology, and investigation and experimentation. The course will cover California Biology Content Standards at increased depth and accelerated pace.

### **CHEMISTRY P (S105)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** Biology, Completion of Math 1

**Grade Level:** 10-12

This course covers foundation concepts of chemistry. Course topics include atomic theory, chemical reactions, stoichiometry, solubility, bonding theory, and acids and bases. Math skills will be utilized in problem solving.

### **CHEMISTRY (SDAIE) P (S135)**

*Fulfills UC/CSU "d" requirements*

**Prerequisite:** Biology, Completion of Math 1

**Grade Level:** 10-12

This course is the equivalent to Chemistry P, but allows EL students to gain access through SDAIE techniques. It covers foundation concepts of chemistry. Course topics include atomic theory, chemical reactions, stoichiometry, solubility, bonding theory, and acids and bases. Math skills will be utilized in problem solving.

### **CONCEPTUAL PHYSICS P (S112)**

*Fulfills UC/CSU "d" requirements*

**Grade Level:** 9-12

This is a science course for students seeking to fulfill their physical science requirement. It explores the laws of motion and force, sound and light, and electricity through labs and problem solving.

### **PHYSICS P (S106)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** Completion of Math 2 or concurrent enrollment in Math 3 recommended

**Grade Level:** 11-12

This is an advanced science course for students interested in science technology, engineering, or medical fields. It explores the laws of motion, force, waves, electricity and magnetism.

### **ZOOLOGY P (S108)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** Biology

**Grade Level:** 10-12

Zoology is an advanced elective laboratory class designed after a college course on a survey of the animal kingdom. The course will involve animal dissections and research. Topics such as the evolution of animal life and the classification and physiology of invertebrates will be explored.

### **ANATOMY AND PHYSIOLOGY P (S107)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** Biology

**Grade Level:** 10-12

This is an upper level elective science course that provides an introductory study of human anatomy and physiology at the high school level. It is designed for students interested in careers in sports medicine, physical education, pre-med., and related health careers.

### **AP BIOLOGY (S121)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** Please see AP expectations on page 8, Completion of Biology and Chemistry recommended

**Grade Level:** 11-12

This course is designed as a college level course for the student planning on taking the AP Biology Exam. This course follows the College Board guidelines for AP Biology. Due to the intense nature of an applied biology course, after school lab time may be required.

### **AP CHEMISTRY (S122)**

*Fulfills UC/CSU "d" requirement*

**Prerequisite:** Completion of Chemistry, Math 3 or concurrent enrollment in Trigonometry recommended

**Grade Level:** 11-12

This course is designed as a college level course for the student planning on taking the AP Chemistry exam. This course follows the College Board guidelines for AP Chemistry. Due to the intense nature of an applied chemistry course, after school lab time will be required. It is recommended that the student has a grade of "B" or better in Math 3.

### **AP PHYSICS (S123)**

*Fulfills UC/CSU "d" requirement*

**Campus:** East

**Prerequisite:** Math 3 or concurrent enrollment in Trigonometry recommended

**Grade Level:** 11-12

College level physics course designed to prepare students to pass the AP Physics exam. Emphasis is on mechanics and electricity. This course is for students interested in pursuing careers in science and engineering.

### **ENVIRONMENTAL SCIENCE (S113)**

*Fulfills UC/CSU "g" requirement*

Fulfills third year of science requirement

**Grade Level:** 11 – 12

Students will be exposed to focus areas including: Ecology, Populations and Biodiversity, Atmosphere, Food, Water, Land and Climate Changes, Renewable and Non-Renewable Energy Forms, Human Health, Economics and Policies of the Future. Students will leave with a firm understanding of problems and solutions for our future. Topics include but are not limited to: Pollution, Population, Renewable and Non-Renewable Resources, Global Warming and Climate Changes. The physical properties of the Earth, Climate, landforms, bodies of water, and their relationship to the Earth's development are key to the course. Map activities, individual and group research, and other projects will be part of the course work for World Geography. This demanding course will prepare students to enter History/Social Science accelerated courses and the Advanced Placement program.

### **ENVIRONMENTAL SCIENCE SDAIE (S137)**

*Fulfills UC/CSU "g" requirement*

Fulfills third year of science requirement

**Grade Level:** 11 – 12

This course is equivalent to Environmental Science but allows EL students to gain access by through SDAIE teaching techniques. Students will be exposed to focus areas including: Ecology, Populations and Biodiversity, Atmosphere, Food, Water, Land and Climate Changes, Renewable and Non-Renewable Energy Forms, Human Health, Economics and Policies of the Future. Students will leave with a firm understanding of problems and solutions for our future. Topics include but are not limited to: Pollution, Population, Renewable and Non-Renewable Resources, Global Warming and Climate Changes. The physical properties of the Earth, Climate, landforms, bodies of water, and their relationship to the Earth's development are key to the course. Map activities, individual and group research, and other projects will be part of the course work for World Geography. This demanding course will prepare students to enter History/Social Science accelerated courses and the Advanced Placement program.

### **AP ENVIRONMENTAL SCIENCE (S125)**

*\*pending A-G approval*

**Prerequisite:** Completion of Biology. The goal of the Advanced Placement Environmental Science course (AP Environmental Science, or APES) 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 (e.g. biology, chemistry, earth science, geography), yet there are several major unifying themes that cut across the many topics included in the study of environmental science.



## SOCIAL SCIENCE DEPARTMENT

### WORLD GEOGRAPHY P (H101)

*Fulfills UC/CSU "a" requirement*

**Grade Level:** 9-12

The goal of this course is to introduce students to the many aspects of geography and how these aspects have affected and continue to affect various societies of the world. Emphasis on cultural and economic geography will enable students to understand the relationship of the physical features of a given region to the development of customs and traditions of the people living in the region. Another emphasis of the course is the physical properties of the Earth. Climate, landforms, bodies of water, and their relationship to the Earth's development are key to the course. Map activities, individual and group research, and other projects will be part of the course work for World Geography.

### WORLD GEOGRAPHY P (SDAIE) (H131)

*Fulfills UC/CSU "a" requirement*

**Prerequisite:** EL student

**Grade Level:** 9-12

The goal of this course is to introduce students to the many aspects of geography and how these aspects have affected and continue to affect various societies of the world. Emphasis on cultural and economic geography will enable students to understand the relationship of the physical features of a given region to the development of customs and traditions of the people living in the region. Another emphasis of the course is the physical properties of the Earth. Climate, landforms, bodies of water, and their relationship to the Earth's development are key to the course. Map activities, individual and group research, and other projects will be part of the course work for World Geography. This course has the same curriculum as World Geography P, but teachers using SDAIE techniques for EL students teach it.

### WORLD GEOGRAPHY A (ACCELERATED) (H121)

*Fulfills UC/CSU "a" requirement*

**Grade Level:** 9-12

The goal of this rigorous course is to introduce students to the many aspects of geography and how these aspects have affected and continue to affect various societies of the world. Emphasis on cultural and economic geography will enable students to understand the relationship of the physical features of a given region to the development of customs and traditions of the people living in the region. Another emphasis of the course is the physical properties of the Earth. Climate, landforms, bodies of water, and their relationship to the Earth's development are key to the course. Map activities, individual and group research, and other projects will be part of the course work for World Geography.

### MODERN WORLD HISTORY P (H102)

*Fulfills UC/CSU "a" requirement*

**Grade Level:** 10-12

In alignment with the California History/Social Science framework course topics include major turning points in the shaping of the modern world from the distant past to the present. A review of Ancient History focuses on inherited values, laws, justice, and democracy that have resulted from principles of Judaism and Christianity and the practices of the Greeks and the Romans. After this review, students develop an understanding of major events of the nineteenth and twentieth centuries. The role of the Revolutionary Movements, Industrial Revolution, Imperialism, W.W.I, W.W.II, and the Cold War in shaping modern societies is emphasized. Post-Cold War issues and

regional studies (Middle East, Africa, Asia, and Latin America) are also discussed.

### MODERN WORLD HISTORY P (SDAIE) (H132)

*Fulfills UC/CSU "a" requirement*

**Prerequisite:** EL student

**Grade Level:** 10-12

In alignment with the California History/Social Science framework, course topics include major turning points in the shaping of the modern world from the distant past to the present. A review of Ancient History focuses on inherited values, laws, justice, and democracy that have resulted from principles of Judaism and Christianity and the practices of the Greeks and the Romans. After this review, students develop an understanding of major events of the nineteenth and twentieth centuries. The role of the Revolutionary Movements, Industrial Revolution, Imperialism, W.W.I, W.W.II, and the Cold War in shaping modern societies is emphasized. Post-Cold War issues and regional studies (Middle East, Africa, Asia, Latin America) are also discussed. This course has the same curriculum as Modern World History P, but teachers using SDAIE techniques for EL students teach it.

### MODERN WORLD HISTORY A (ACCELERATED) (H122)

*Fulfills UC/CSU "a" requirement*

**Prerequisite:** Teacher Recommendation

**Grade levels:** 10-12

In alignment with the California History/Social Science framework, these rigorous course topics include major turning points in the shaping of the modern world from the distant past to the present. A review of Ancient History focuses on inherited values, laws, justice, and democracy that have resulted from principles of Judaism and Christianity and the practices of the Greeks and the Romans. After this review, students develop an understanding of major events of the nineteenth and twentieth centuries. The role of the Revolutionary Movements, Industrial Revolution, Imperialism, W.W.I, W.W.II, and the Cold War in shaping modern societies is emphasized. Post-Cold War issues and regional studies (Middle East, Africa, Asia, Latin America) are also discussed. This demanding course is designed to prepare students to enter the History/Social Science Advanced Placement program.

### UNITED STATES HISTORY P (H103)

*Fulfills UC/CSU "a" requirement*

**Grade Level:** 11-12

Aligning with the California History/Social Science framework, students study the major turning points in the 20<sup>th</sup> century American history. After reviewing our nation's beginnings, students build upon their previous U.S. and World History studies. Focus includes emphasis on federal court's and government's expanding role, changes in American society's ethnic composition, the cause/effect relationship of the major social problems, and the importance of understanding that the rights and freedoms which we enjoy are not accidental, but the result in a defined set of political principles. Students will understand the importance of the U.S. Constitution and that our hard fought rights ultimately depend upon an educated citizenry.

**UNITED STATES HISTORY P (SDAIE) (H133)***Fulfills UC/CSU "a" requirement***Grade Level:** 11-12

Aligning with the California History/Social Science framework, students study the major turning points in the 20<sup>th</sup> century American history. After reviewing our nation's beginnings, students build upon their previous U.S. and World History studies. Focus includes emphasis on federal court's and government's expanding roll, changes in American society's ethnic composition, the cause/effect relationship of the major social problems, and the importance of understanding that the rights and freedoms which we enjoy are not accidental, but the result in a defined set of political principles. Students will understand the importance of the U.S. Constitution and that our hard fought rights ultimately depend upon an educated citizenry. This course has the same curriculum as US History P, but teachers using SDAIE techniques for EL students teach it.

**AP UNITED STATES HISTORY (H123)***Fulfills UC/CSU "a" requirement***Grade Level:** 11-12

This Advanced Placement (AP) course is designed to provide students with the analytic skills and factual knowledge necessary to critically examine the people and events of United States History. A time period of over 500 years from the Age of Exploration to the 1970s will be reviewed. Students will develop reading, note-taking, writing, analysis, and evaluation skills to equip them for life-long learning. This course is taught in accordance with the AP United States History requirements outlined by the College Board and the California Standards for History/Social Science. It fulfills the United States History requirement for graduation. Due to its challenging nature, all students who fulfill the course requirements will receive an augmented grade towards their grade point average.

**ECONOMICS P (H105)***Fulfills UC/CSU "g" requirement***Grade Level:** 12

A basic course in Economics, in which students will explore Micro and Macroeconomics, the role governments play in economics, fiscal policies, comparative economic systems, factors of production and twenty-two basic economic concepts. Students will have an opportunity to explore the stock market, income taxes, and role-play business activities to help them gain a better understanding of our free enterprise system. Students will learn to graph Production Possibilities Curves, Supply Curves, Demand Curves, and Market Equilibrium.

**ECONOMICS P (SDAIE) P (H135)***Fulfills UC/CSU "g" requirement***Grade Level:** 12

A basic course in Economics, in which students will explore Micro and Macroeconomics, the role governments play in economics, fiscal policies, comparative economic systems, factors of production and twenty-two basic economic concepts. Students will have an opportunity to explore the stock market, income taxes, and role-play business activities to help them gain a better understanding of our free enterprise system. Students will learn to graph Production Possibilities Curves, Supply Curves, Demand Curves, and Market Equilibrium. This course has the same curriculum as Economics P, but teachers using SDAIE techniques for EL students teach it.

**AMERICAN GOVERNMENT P(H104)***Fulfills UC/CSU "a" requirement***Grade Level:** 12

The course is an overview of American Government. Students will be studying how our government functions by reading about and examining Presidential actions, Legislative concerns currently before congress and how the Judicial Branch can and does check the power of the other two branches. They will be examining how we developed into a mainly two party system, while other countries have either a single party or a multiple party system. They will be comparing our Federal-Presidential system with parliamentary systems, Socialist and Authoritarian Socialist Systems. They will study the Bill of Rights and how they relate to all citizens. The class will debate proposed laws and laws that are being reviewed by the Supreme Court. They will do group projects in which they illustrate the workings of our government. They will be required to analyze documents and write essays.

**AMERICAN GOVERNMENT P (SDAIE) P (H134)***Fulfills UC/CSU "a" requirement***Grade Level:** 12

The course is an overview of American Government. Students will be studying how our government functions by reading about and examining Presidential actions, Legislative concerns currently before congress and how the Judicial Branch can and does check the power of the other two branches. They will be examining how we developed into a mainly two party system, while other countries have either a single party or a multiple party system. They will be comparing our Federal-Presidential system with parliamentary systems, Socialist and Authoritarian Socialist Systems. They will study the Bill of Rights and how they relate to all citizens. The class will debate proposed laws and laws that are being reviewed by the Supreme Court. They will do group projects in which they illustrate the workings of our government. They will be required to analyze documents and write essays. This course has the same curriculum as American Government, but teachers using SDAIE techniques for EL students teach it.

**AP AMERICAN GOVERNMENT P (H124)***Fulfills UC/CSU "a" requirement***Grade Level:** 12

The Advanced Placement program is intended for qualified students who wish to complete college level studies in secondary school. Equivalent to a one-semester college introductory course in American Government & Politics. The course is designed to give students a critical perspective on politics and government in the United States. The class involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

### **AP MACROECONOMICS (H126)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 12

The purpose AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

### **AP MICROECONOMICS (H127)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 12

The purpose of AP Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

### **AP MODERN WORLD HISTORY P(H125)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 10-12

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies.

### **PSYCHOLOGY/SOCIOLOGY P (Z120)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 10-12

This is an introductory course to sociology and psychology. Throughout the semester we focus our studies on human individual and group behavior. Sociology allows us to study humans in group settings. We observe behavior and search for answers to questions such as "why do we behave differently in different settings? Do groups influence our behavior?" We answer these questions by studying culture, socialization, marriage and family, crime, and many more topics. Psychology deals with individual behavior, often unobservable. Some topics of study include: states of consciousness, motivation, memory, emotion, and perception. In order to understand our behavior, sociology and psychology studies take us inside our brains and ourselves. We gain new perspectives for looking at ourselves and the world around us.

### **AP PSYCHOLOGY P (Z130)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 11-12

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the fourteen subfields within psychology. Students will be provided with a learning experience equivalent to that obtained in most college introductory psychology courses. Additionally, students will be prepared to pass the AP Psychology exam.

### **PHILOSOPHY HONORS (Z153)**

*Fulfills UC/CSU "g" requirement*

**Grade Level:** 10-12

Students will engage in doing philosophy through critical inquiry, debate, and reflection upon the disciplines' fundamental questions. After focusing on training the student in basic logic, the course in different semesters will concentrate on many the following problems: (A) the mind-body problem, (B) the existence or non-existence of free will, (c) the illusion of personal identity, (d) skepticism about the external world, (e) the existence of God and the problem of evil, (f) ethics, and (g) political philosophy.

## **SPECIAL EDUCATION DEPARTMENT**

All students must be registered for Special Education classes by their case manager.

### **BASIC SKILLS MATH 1 (M150)**

**Grade Level:** 9-12

The course is a functional math class with emphasis on life skills math. It will include telling time, addition, subtraction, multiplication, division, percent and decimals. The class will also review fractions, graphs and measurement.

### **FUNDAMENTAL MATH 2 (M151)**

**Grade Level:** 9-12

The course will emphasize the fundamentals of mathematics. It teaches a beginning level of problem solving, estimating, life skills math, percent, and pre-algebra.

### **BASIC SKILLS ENVIRONMENTAL SCIENCE (S157)**

**Grade Level:** 9-12

This course is a functional science class that emphasizes the basics of Earth science. It includes the concepts and forces of physical nature that keep us alive. Students will study scientific methods, components and concepts.

### **BASIC SKILLS BIOLOGY (S158)**

**Grade Level:** 9-12

This course is a functional science class that emphasizes the study of life science. Students will study living organisms, reproduction, and the human body and its systems. Students will participate in a variety of learning activities to better understand life science.

### **BASIC SKILLS PHYSICAL SCIENCE (S159)**

**Grade Level:** 9-12

This course is a functional science class designed to allow students to explore the basic concepts of physical science, which is the study of matter and energy. This course will introduce students to the history and nature of science. Students will be encouraged to explore the relationship between science and everyday life.

### **BASIC SKILLS GEOGRAPHY (H152)**

**Grade Level:** 9-10

This course is a functional social science class with an emphasis on geography. Students will learn the basic political, cultural and physical geography of the world and how it relates to the development of nations and patterns of life.

### **BASIC SKILLS WORLD HISTORY (H154)**

**Grade Level:** 9-10

This course is a functional social science class with an emphasis on world history starting from the major turning points in the shaping of the modern world from the distant past to the present. Importance is placed on how the world's peoples, places, and environments have changed our lives.

### **BASIC SKILLS UNITED STATES HISTORY (H156)**

**Grade Level:** 11-12

This course is a functional social science class with an emphasis on United States history. Students will study the major turning points in the 20th century American history. After reviewing our nation's beginnings, students build upon their previous U.S. and World History studies.

### **BASIC SKILLS GOVERNMENT/ECONOMICS (H158)**

**Grade Level:** 11-12

This course is a functional social science class with an emphasis on American Government and Economics. Basic functions of federal, state, and local governments will be covered. Importance will be placed upon the fundamental concepts in civics and economics.

### **BASIC SKILLS ENGLISH 1 (E151)**

**Grade Level:** 9-12

A reading program designed to build and strengthen reading and writing skills. Basics of the writing process will be reviewed, with emphasis on structure, grammar, vocabulary enhancement and content. Comprehension will be advanced through the use of simple sentence structure and confidence.

### **BASIC SKILLS ENGLISH 2 (E152)**

**Grade Level:** 10-12

A major focus at this level will be emphasizing writing sentences and paragraphs at a slightly more advanced level than Basic Skills English 1. Many older students who are in need of basic writing instruction need to develop a sense of good sentence structure and confidence.

### **PHYSICAL EDUCATION FUNDAMENTALS (P110)**

**Prerequisite:** Permission of Case Manager

**Grade Level:** 9-12

This course includes use of group games, sports with individual exercises and activities to improve gross motor coordination and fine motor manipulation. Activities also promote appropriate interaction and social skills amongst the students.

### **COMPUTER BASICS/HEALTH (S500)**

**Grade Level:** 9-12

This course is designed to enhance student awareness in the areas of physical health, mental health, emotional health, and social health using regular and modified curriculum. Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to access valid health information and health-promoting products and services. In addition, students will develop the skills necessary to practice health-enhancing behaviors and reduce health risks. Students will gain the ability to use inter-personal communication skills to improve health knowledge. Goal setting and decision-making skills will be taught to foster a greater understanding of health, and students will learn to advocate for personal, family, and community health.

### **LIFE FUNCTIONAL SKILLS (R112)**

**Prerequisite:** IEP team recommendation & Program Specialist approval

**Grade Level:** 9-12

Students will develop appropriate social, self-advocacy, decision-making and refusal skills to initiate and maintain healthy relationships in school, home, work and community. Students will participate in role-plays, social stories and journal writing activities.

**LIFE FUNCTIONAL SKILLS - VOC. SKILLS (R101)**

**Prerequisites:** IEP team recommendation & Program Specialist approval

Students will develop appropriate work habits and vocational skills necessary for supported employment or paid employment. Students will focus on functional literacy as it pertains to job readiness. They also learn related employ-ability skills such as being on time; staying on task; following rules and instructions; and calendar skills related to work.

**LIFE FUNCT. SKILLS - CONSUMER SKILLS (R102)**

**Prerequisites:** IEP team recommendation & Program Specialist approval

**Grade Level:** 9-12

Students will develop consumer skills necessary to communicate and interact with community members. Students learn money handling, counting change, how to pay for goods and services, and comparison shopping.

## **VISUAL ARTS DEPARTMENT**

### **DRAWING AND PAINTING P (V101)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 9 –12

This class is designed for students interested in learning to draw and paint or improve their drawing and painting skills.

### **ADVANCED ART P (V102)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Drawing & Painting

**Grade Level:** 10-12

A class for the more serious students who wish to continue to develop their artistic drawing and painting talents on a more advanced level.

### **3-DIMENSIONAL DESIGN P (V104)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 9 –12

A class designed for the beginning art student who wants to learn more about creating and appreciating 3-D art with many different art materials.

### **3D DIGITAL DESIGN P (V105) (computers)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 10-12

Digital 3D Design will focus on creating models using professional 3D computer software programs. Students will develop skills relating to design and program use and apply them to the creation of projects. Projects will be goal oriented toward the following: 3D printing, 2D printing, artist endeavors, assemblies, models, remanufacturing, and reverse engineering.

Types of modeling covered include parametric, direct, and programmatic. Students will be able to extend projects by adding electronics to assemblies and programming functions to automate movement in ROP Robotics and Electronics.

### **CERAMICS P (V107)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 9 –12

Ceramics is for students interested in learning to work with clay materials and for students desiring to develop their ceramic abilities.

### **INTERMEDIATE CERAMICS P (V108)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Ceramics

**Grade Level:** 10-12

This course helps the student develop further skills in Ceramics with a higher level of design and craftsmanship and ceramic processes.

### **ADVANCED CERAMICS P (V109)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Intermediate Ceramics

**Grade Level:** 10-12

The serious Ceramic student develops further skills in Ceramics with a higher level of design, craftsmanship and advanced processes. Advanced projects and reports are also required.

### **SCULPTURE P (V110)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 11-12

The Sculpture class is designed for the advanced, serious art students. Advanced projects and reports are required. Students will explore a variety of sculptural mediums used for three dimensional projects. Projects will be created using subtractive

and additive processes. Other skills will be developed in lost wax technique and metal casting.

### **BEGINNING STAINED GLASS P (V113)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 10-12

**Location:** East Campus

This course is designed for students who have an interest in learning how to use glass as a medium for making art projects. Students will learn how to produce patterns, cut various types of glass, and how to solder various metals to assemble cut glass pieces. Projects will include window and wall hangings, 3-D projects, and etched glass and mirrors. This is a comprehensive art class but it doesn't require a high degree of drawing skills; so even artistically challenged students are able to create high quality art pieces.

### **ADVANCED STAINED GLASS P (V114)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Beginning Stained Glass

**Grade Level:** 11-12

This class is designed for those students who have mastered the skills of cutting glass, soldering, copper foiling and glass etching. It will cover advanced techniques of working in art glass, most of which are only touched upon in the beginning course. Lead came window construction and glass mosaic tiles will be covered. This class offers students a chance to increase artistic skills and knowledge, while exploring new possibilities of working with glass as an art medium.

### **AP STUDIO ART P (V121)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 12<sup>th</sup> grade recommended

The advanced placement program in studio art enables highly motivated students to perform at the college level and to earn college credits. The AP Studio art portfolio is a performance based exam rather than a written exam. Student may submit one portfolio for national review per school year.

### **COMPUTER ART AND GRAPHICS P (V106)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Drawing & Painting

**Grade Level:** 10-12

Students will create exciting high-resolution color images with professional software programs such as: Adobe Photoshop. You will learn to edit photos for home and professional use, create business and other cards and express your creative mind through digital art. You will use the latest technology so your skills will be on the cutting edge and useful for the rest of your life.

## ***PERFORMING ARTS DEPARTMENT***

### **THEATRE ARTS 1: INTRODUCTION TO THEATRE (D101)**

*Fulfills UC/CSU "f" requirement*

**Grade Level:** 9-12

This is a beginning course that aims to cover the basic aspects of the theatre, both on and offstage. Students will rehearse and perform scenes and monologues in class throughout the year and learn how to perform improvisational theatre games. In addition to the performance aspect of theatre, students will also be expected to attend one outside play and two of Central's plays during the year and write a brief critique on the performance.

### **THEATRE ARTS 2: ACTING BASICS (D102)**

*Fulfills UC/CSU "f" requirement*

**Prerequisites:** Theatre 1 or teacher approval

**Grade Level:** 10-12

This is an intermediate course that aims to cover the performance aspect of theatre in a more in-depth manner than Theatre 1. Students will focus on developing realistic characters using Stanislavski's 10 methods. Students will produce a play in class that will be performed for friends and family in an evening performance at the end of the year. Students will also be expected to attend two plays in the semester in addition to Central's theatre production and write a brief critique on each.

### **THEATRE ARTS 3: ACTING STYLES (D103)**

*Fulfills UC/CSU "f" requirement*

**Prerequisites:** Theatre 2 or teacher approval

**Grade Level:** 11-12

In this third year drama class, students will study about the various acting styles that have evolved throughout history, including (but not limited to) Greek, Elizabethan, Jacobean (Shakespeare), Neoclassicism, Realism, and the absurd. In studying these periods of acting history, students will learn not only about the history of the time, but also about the distinct differences in costume, scenic design, and acting style in the varying acting eras. Students will be expected to perform rehearsed scenes from several of the acting periods discussed. Students will also be expected to attend two plays in the semester (one of which must be a period piece) in addition to Central's theatre productions and write a brief critique on each.

### **THEATRE ARTS 4: DIRECTING (D104)**

*Fulfills UC/CSU "f" requirement*

**Prerequisites:** Theatre 3 or teacher approval

**Grade Level:** 9-12

In this advanced theatre class, students will learn about the role of a director in the production process. Students will study and discover various ways to grab an audience's attention, initially directing fellow classmates. After extensive discussion on the rehearsal process itself, students will have the opportunity to put their experience to action and direct a brief scene using beginning acting students. Students will also be expected to attend two outside plays (in addition to Central's theatre productions) throughout the year and write a brief critique on each.

### **CHILDREN'S THEATRE (D105)**

*Fulfills UC/CSU "f" requirement*

**Location:** East Campus

**Pre-Requisite:** Audition & Interview

**Grade Level:** 10-12

Course Description: This course is designed to provide students with the acting and touring experience as they perform for various area elementary schools. Students will learn the basics of both play production and playwriting as they produce short, literature-based plays to be performed throughout the semester. Audition required prior to class registration.

### **MARCHING/SYMPHONIC/PEP BAND (Fall Semester) (D132)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Appropriate skill level/teacher recommendation

**Grade Level:** 9-12

This class is open to all students interested in participation in Marching Band that will perform at football games and parades. Grades for this class are awarded on the basis of participation at rehearsals and performances, in addition to the instructor's evaluation of the student's performance ability. Upon completion of the course, the student will be able to 1) coordinate marking and playing skills at the same time, 2) memorize and execute precision marching drill, and 3) participate in half-time shows, parades, and field tournaments. Students in this class should enroll concurrently in Concert Band or wind Ensemble. Students receive PE credit for Marching Band. Students will be expected to spend additional hours beyond the regular class time.

### **CONCERT BAND P (Spring Semester) (D133)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Appropriate skill level/teacher recommendation or audition

**Grade Level:** 9-12

This class is open to all students with intermediate to advanced level skills. Grades for this class are awarded on the basis of participation at rehearsals, concerts and festivals, in addition to the instructor's evaluation of the student's performance ability. Members of this group are to participate in the Marching Band. Upon completion of the course, the student will be able to 1) perform music on an intermediate to advanced level, 2) identify basic music terminology, and 3) demonstrate a playing ability of all major and minor scales. Students will be expected to spend additional hours beyond the regular class time.

### **APPLIED PERCUSSION (D134)**

**Prerequisite:** Appropriate skill level/teacher recommendation

**Grade Level:** 9-12

This class is open to all students with intermediate to advanced ability. Credit for this class is awarded on the basis of participation at rehearsals, concerts, and competitions, in addition to the instructor's evaluation of the student's performance ability. Members of this class are urged to participate in Marching Band and drum line. The students will learn beginning concepts of percussion performance. Topics to be covered include snare drum rudiments, basic mallet percussion skills, and cymbal skills. Upon completion of this course the students will be able to 1) define, identify, and perform the snare rudiments of single paradiddle, double paradiddle, and triple paradiddle, 2) identify and perform basic mallet percussion skills, 3) identify, define, and perform basic suspended cymbal patterns. Students will be expected to spend additional hours beyond the regular class time.

### **CHAMBER CHOIR (D117)**

**Prerequisite:** Teacher Approval

**Grade Level:** 9-12

This class is open to students with previous performance experience. The student must be concurrently enrolled in another instrumental performing ensemble. Credit for this class is awarded on the basis of class participation, [preparation, and outside performances. The student will be required to attend designated performance assessment venue (solo festival or another approved venue). Students will perform both solo and Chamber literature of various styles. Upon completion of the course students will be able to 1) perform music in a variety of styles and instrumentation, 2) identify basic musical structure, 3) demonstrate performance in different styles and periods on their chosen instrument, 4) discuss performance practices of the literature studied, and 5) assess performance of themselves and their peers.. Students will be expected to spend additional hours beyond the regular class time.

### **JAZZ BAND 1P (D136)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** intermediate music reading level

**Grade Level:** 10-12

Jazz Ensemble will concentrate on the study of jazz styles that include swing, blues, Latin, and jazz--rock. The student will be introduced to Jazz improvisation. Credit for this class is awarded on the basis of participation and the instructor's evaluation of the student's performance ability. This ensemble may perform at concerts. Upon completion of this course students will be able to 1) perform music in swing, blues, Latin and jazz – rock style, 2) demonstrate jazz solo skills.

### **BEGINNING BAND (D131)**

**Prerequisite:** Desire to read music and play an instrument

**Grade Level:** 9-12

Improve your skill on your instrument! This is a basic course for instrumentalists designed to help them grow with the idea of moving up to Advanced Band.

### **PIANO 1 (D140)**

**Prerequisite:** Desire to read music and to play the piano

**Grade Level:** 9-12

This course is designed for the student with little or no previous training on the piano. Students will learn the basic of music as well as develop independence of both hands. The overall content will stress proper playing techniques and basic reading skills.

### **BRASS (D119)**

**Prerequisites:** Director Approval

**Grade Level:** 9-12

This class is open to all students who play a brass instrument. Enrollment will be by director recommendation only. This performance and skill-based class will include marching, concert, jazz, and chamber music. This group performs all year for community activities, school functions, and special performances.

### **WOODWIND (D118)**

**Prerequisite:** Director Approval

**Grade Level:** 9-12

This class is open to all students in grades 9 through 12 who play a woodwind instrument. Enrollment will be by director recommendation only. This performance and skill-based class will include marching, concert, jazz, and chamber music. This group performs all year for community activities, school functions, and special performances.

### **FOLKLORICO P (D141)**

*Fulfills UC/CSU "f" requirement: also fulfills PE requirement*

**Grade Level:** 9-12

This course introduces students to Mexican Folkloric Dance and is open to beginning or advanced dancers. Students will become familiar with the music, history and culture behind the dances and will have the opportunity to share their knowledge with the community.

### **CONCERT CHOIR P (D113)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Mixed Chorus, Women's Choir and tchr. approval

**Grade level:** 10-12

Concert Choir is the premier vocal showcase of Central H.S.

The choir performs throughout the year in and around the community. Activities include: choral festivals, community concerts, informal programs, sporting events, choir trips and music tours. Emphasis is placed on appropriate vocal pedagogy, music reading and performance technique.

### **MIXED CHORUS (D111)**

**Prerequisite:** Desire to sing and develop one's performance voice.

**Grade level:** 9-12

This class is designed for the beginning singer. Emphasis will be placed on music reading and basic vocal foundations. This ensemble will perform according to vocal ability and experience.

### **FLAMENCO GUITAR LEVEL 1 (D142)**

**Prerequisite:** Completion of Beginning Guitar with a grade of B or higher.

**Grades:** 9-12

The Level 1 class introduces Flamenco for the first time.

Students will build on their knowledge of basic theory. Each student will learn to build chords, identify intervals, and work with more complex rhythms and notation. Students continue to develop their right and left hand technique to meet the needs of the Classical and Flamenco repertoire.

Students in Level 1 are required to attend two culminating performances at the end of each semester. Level 1 students will also participate as an ensemble in two festivals and one competition. All students moving on to Guitar Level 2 must participate in these events.



### **FLAMENCO GUITAR INTERMEDIATE (D142A)**

**Prerequisite:** Completion of Level 1 with a grade of a B or Higher.

**Grade Level:** 9-12

Students perform a variety of unison and ensemble guitar music with a greater emphasis on Flamenco guitar and technique. New techniques that will be introduced include: golpe, tremolo, 5 stroke rasgueado, and more sophisticated chord progressions. Students further develop their reading, musicality, and performance skills through daily practice and a variety of performance settings. Students are required to perform in both culminating performances at the end of each semester, three festivals and as many as two competitions as an ensemble. 1 hour of practice a day 5 days a week is expected. Students who wish to move on to Level 3 must participate in these events.

### **FLAMENCO GUITAR ADVANCED (D142B)**

**Prerequisite:** Completion of Level 2 with a grade of a B or Higher.

**Grade Level:** 9-12

Students perform a variety of unison and ensemble guitar music of greater musical, rhythmic and technical complexity. Students will learn the rhythmic structure of the Flamenco forms and how to accompany other musicians through playing palmas and or cajon. New techniques that will be introduced include: Alza-pua, tremolo, multiple forms of rasgueado, and more sophisticated chord progressions. Students further develop their reading, musicality, and performance skills through daily practice and playing in a variety of performance settings. Students are required to perform in both culminating performances at the end of each semester, three festivals and as many as two competitions as an ensemble. This group is also called on to play at District Events as needed by the Central Unified School District with advanced and sometime short notice. Basically this group needs to be ready to play anytime, anyplace. This is an advanced course for serious musicians. 1.5 hours of practice a day 5 days a week is expected. Students who wish to move on to Level 3 must participate in these events.

### **VIDEO PRODUCTION 1 (V151)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** None

**Grade Level:** 10-12

This course is directed toward the student who is interested in developing skills in the use of video equipment. Students will learn to write, storyboard and produce videos. They will learn to consider videos from an artistic, academic, and technological viewpoint.

### **VIDEO PRODUCTION 2 (V152)**

*Fulfills UC/CSU "f" requirement*

**Prerequisite:** Application and audition required.

**Grade Level:** 11-12

This class is designed to further enhance and improve student's abilities in producing creative videos. Students will be responsible for the daily production of CTV.

### **AP MUSIC THEORY (D121)**

*Fulfills UC/CSU "f" requirement (pending A-G approval)*

**Prerequisite:** Music Fundamentals and the ability to read and write musical notation

**Grade Level:** 10-12

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. These goals will be achieved by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course will progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

## ***REGIONAL OCCUPATIONAL PROGRAM (ROP)***

*Additional courses are listed on department pages*

### **ROP HEALTH CAREERS (Z191)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. Biology or Anatomy Physiology

**Grade Level:** 11-12

**Length:** Meets daily

This course is designed to provide opportunities to learn transferable skills related to entry-level health careers, explore career options, and become knowledgeable with post secondary educational requirements as related to such career options. The course introduces the student to health care, placing an emphasis on a set of core skills and knowledge applicable to many health care disciplines.

### **ROP NURSING SERVICES (Z192)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. ROP Health Careers

*Meets the UC/CSU g requirement for college entrance*

**Grade Level:** 11-12

**Length:** Meets daily

The nursing services course provides the student with specific skills training to obtain employment as a certified nursing assistant, patient care partner, handicapped children's aide, or other nursing-related entry level opportunities. Following successful completion of the required, core curriculum, the student is eligible to test for the state certification as a Nursing Assistant. The program, by exposing students to nursing and related medical careers prepares the student for postsecondary options, including Licensed Vocational and Registered Nursing programs, in addition to other health care occupations. Course content includes California Department of Health Services requirements for nursing assistant certification, anatomy and physiology, medical math, medical terminology, and EKG diagnostic skills. The clinical portion will take place at an off-campus facility.

### **ROP CRIMINAL JUSTICE (Z193)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

This course is ideal for the student considering pursuing a career in law or law enforcement. Students are introduced to the study of crime and the administration of justice in the United States. The focus throughout the course will be on the realities of enforcement and apprehension at the federal, state, and local level, prosecution, courts, and finally the disposition of people charged with the commission of crimes. Former law enforcement officers will teach this course.

### **ROP CRIMINAL INVESTIGATION (Z194)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. ROP Criminal Justice

**Grade Level:** 11-12

**Length:** Meets daily

The Criminal Investigation course is designed to develop an awareness of the various components of criminal investigation. The emphasis is placed on the development of attitudes, skills and competencies related to criminal investigation. This course introduces the student to the study of criminal investigative techniques and analysis. The focus throughout the course will be

collection, protection, and preservation of evidence as it relates to the investigative process. Throughout this course, writing and computer skills will be emphasized.

### **ROP CAREERS IN EDUCATION (C192)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. Introduction to Teaching

**Grade Level:** 11-12

**Length:** Meets daily

This course orients students to careers in teaching for grades K-12. It describes the role of teachers in public schools, curriculum components, history of education, student issues and leadership characteristics of teachers. It requires observations of teacher-pupil interaction, instructional approaches, classroom management in elementary, secondary and/or middle schools on school sites weekly and journaling of observations to assist with career identification. It consists of community classroom hours to be completed by each student in the K-12 classroom. Students will participate with students tutoring, lesson plan development, lesson delivery and student activities.

### **ROP AUTOMOTIVE TECHNOLOGY (T195)**

**Placement Recommendation:** 16 years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade. Introduction to Auto

**Recommendation:** Ag Mechanics 1

**Grade Level:** 11-12

**Length:** Meets Daily

This course emphasizes skills necessary in the field of automotive technology where students will learn the latest technology in maintaining automobiles. The course will also focus on skills in power machinery and engine repair. Maintenance with a strong emphasis upon safety will also be explored.

### **ROP SPORTS MEDICINE / FITNESS (P191)**

**Placement Recommendation:** 16 yrs. old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets daily

Sports Medicine/Fitness provides laboratory experiences and projects that incorporate academic skills, analytical thinking, and data research and reporting. The students put these skills to practice in a classroom laboratory environment as well as in physical therapy and fitness work sites. Using job-seeking skills, each student will be required to find an internship with a community partner. As a culmination of this internship, each student will develop a research project and present findings to the class. The internship and project will be monitored by the instructor.

### **ROP ATHLETIC TRAINING (P192)**

**Placement Recommendation:** 16years old and/or 11<sup>th</sup> or 12<sup>th</sup> grade.

**Grade Level:** 11-12

**Length:** Meets Daily

This course offers instruction and practice in the skills and techniques necessary for the prevention, care, and treatment of athletic injuries. Included will be terminology, anatomy and physiology, first aid/CPR, evaluation, treatments and rehabilitation. Students will learn basic taping and wrapping techniques for injuries and will practice these forms of prevention and treatment methods in class project demonstrations, and labs as well as in the work setting. The class provides laboratory experiences and on site experience at evaluating and understanding common athletic injuries. Students will work as Student Athletic Trainers in the Central High athletic department to gain additional skills and work experience.

## **MISCELLANEOUS COURSES**

### **FRESHMAN REQUIREMENTS (S100)**

**Grade Level:** 9 -12

This course is a two part course, one semester designed to meet the California State Health Requirement and one semester of computer applications. Within the health component of this course students will cover topics such as nutrition; practicing healthy behaviors; personal and community health; and alcohol tobacco and drugs. The computer applications portion of this course is designed to bring students to a basic level of proficiency in applying computer technology in the educational setting. Students will be introduced to fundamental computer concepts, beginning keyboarding skills, word-processing, multimedia presentations, Internet applications, online research skills and spreadsheets. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology in the workplace will be emphasized.

### **LEADERSHIP 1 & 2 (Z101, Z102)**

**Prerequisite:** Teacher Recommendation/ASB officer (East) Application (West)

**Grade Level:** 9-12

This course is designed to promote activities that raise school spirit, increase awareness and positive communication between individuals, and develop quality student leadership (self-initiative, organization, responsibility, follow-through, and cooperation). Students are required to complete 50 hours of additional service outside of the classroom. They will be responsible for school-wide projects such as rallies, dances, homecoming, and advertising. Grades will be based on participation, completion of additional hours, activity evaluations, and in-class writing assignments.

### **AMERICAN JUSTICE (Z124)**

*Fulfills UC/CSU "g" requirement*

**Prerequisite:** Interview/Application

**Grade Level:** 9-12

**Prerequisite:** Interview/Application

This course introduces students to our legal system. Students will study criminal law and due process. Guest speakers and field trips are an integral part of the program as well as student participation in mock trials. Police, court, correction, probation, and parole officers will meet with the students as well as defense and prosecuting attorneys. Visits to the Fresno County and Federal Courts are planned. Upon the successful completion of the course, the student will have an understanding of his or her legal rights and responsibilities, knowledge of everyday legal problems, an understanding of legal terms, legal and political history, the judicial system, how laws are made, and the ability to analyze current issues concerning law and government.

### **PUBLICATIONS (YEARBOOK) (Z105)**

**Prerequisite:** Teacher approval

**Grade Level:** 9-12

This course is a practical and authentic experience in the world of publishing and marketing. Students must demonstrate an interest and proficiency in one of the following areas: photography, graphic design, journalistic and creative writing, marketing and promotional skills, and leadership and management. Applicants will be asked to enroll in both semesters. Students must be willing to work under pressure as this course requires extra effort as well as after school and weekend hours. Space is limited and acceptance into this course requires the recommendation of your current English language arts teacher and approval of the Publications/Yearbook advisor.

### **PEER CONNECTORS (Z113)**

**Prerequisite:** Parent permission. Extra hours beyond school hours required.

**Grade level:** 9-12

This course is designed for students interested in learning "helping skills" for their peers. Sensitive teen issues will be discussed as students acquire skills for referrals, conflict resolution, peer education, and temporary crisis intervention with counselors. This course may require additional hours for community service. Communication skills will be emphasized.

### **AVID (Z109, Z110, Z111, Z112)**

**Prerequisite:** Application, interview, teacher approval

**Grade Level:** 9-12

Advancement Via Individual Determination (AVID) is designed for high potential students who may have received average grades while in middle/high school. This course prepares students for admission to and success in college. The course is based on a national model of intensive student support, study skills, mentoring, test preparation, college information, family involvement, and motivational activities. Students will attend out of town trips to colleges and universities and must meet required minimums to participate and go to off-campus activities.

### **ACADEMIC DECATHLON (Z116)**

**Prerequisite:** Teacher approval

**Grade Level:** 9-12

This course leads the students through a liberal arts curriculum including math, science, language and literature, music, art, economics, speech, essay, interview, and social studies. The specific objectives for each year vary according to the United States Academic Decathlon course of study. Students from this class will have the option of earning four college credits and/or being a member of the Central High School Academic Decathlon team. Team participation will be based on test scores and will involve some additional time beyond the classroom.

### **INTRO TO TEACHING (Z135)**

**Grade Level:** 9-12

Introduction to Teaching provides student who are interested in the field of education the opportunity to experience first-hand, the role of the teacher and the art of teaching. This course provides active class participation with the opportunity to do field work at an elementary setting. Students will reinforce their career choice, impart valuable teaching skills, and cultivate understanding of the needs and uniqueness of children.

### **ODYSSEY OF THE MIND (Z136)**

**Prerequisites:** Teacher approval

**Grade Level:** 9-12

Odyssey of the Mind is a creative problem-solving competition for students of all ages. Teams of students select a problem, create a solution, then present their solution in a competition against other teams in the same problem and division. Students chosen to compete on this team will be asked to participate in practice and competition outside of the course.

### **WORK EXPERIENCE (Z122)**

**Prerequisites:** Counselor approval, employment/college class

**Materials:** Work Permit required

**Grade Level:** 11-12

This course requires a once a week meeting with the Career Center Teacher and completion of weekly assignments. This course does not go into your daily schedule. Students must have a job and be working at least 10 hours per week.

**STUDENT ASSISTANT (Z121)**

**Prerequisite:** 2.5 Overall GPA, Counselor permission and teacher permission. Application required

**Grade Level:** 11-12

“Pass” or “Fail” grading. A student cannot exceed two courses of student assistant during four years of high school. This course does not calculate into your GPA. Students are expected to gain valuable information and skills related to proper work habits, responsibility, and collaboration with others. Students are expected to be dependable and willing to accept assignments and work.

*The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.*