Excellence on Purpose

The mission of Moreno Valley Unified School District is to ensure all students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.
Dear Students, Parents, and Guardians:

The Moreno Valley Unified School District 2017-2018 High School Course Guide provides information about District graduation requirements, course offerings, and college and career-planning information.

Outstanding educational opportunities are available at each of our high schools. This Guide is an excellent resource to assist in selecting courses that will enable your student to pursue post-secondary options. Excellent opportunities abound for students pursuing a college preparatory path, a Career Technical Education (CTE) path, or a path that combines both academic and CTE courses. As you review the available course offerings carefully with your student, please enroll your student in challenging courses. Our staff is available to work with you and your student to map out a path that will lead to a productive and successful high school experience that prepares your student for post-secondary goals.

Sincerely,

Dr. Kenneth Wagner
Director
Secondary Education
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# HIGH SCHOOL GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
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<tr>
<td>World History or World History Honors or AP European History U.S. History or AP U.S. History Government or AP Government Economics or AP Macro Economics</td>
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<td>Integrated Math I</td>
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<td>Integrated Math II or Integrated Math II Honors Integrated Math III</td>
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<td>Two semesters of life science Two semesters of physical science</td>
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<tr>
<td>9 - 12</td>
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<td><strong>WORLD LANGUAGE</strong></td>
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<td>World Language (1 year)</td>
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<td><strong>OR VISUAL ARTS/PERFORMING ARTS</strong></td>
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<td>Visual Arts/Performing Arts (1 year)</td>
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<tr>
<td><strong>TOTAL CREDITS REQUIRED</strong></td>
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<td><strong>OR CAREER TECHNICAL EDUCATION</strong></td>
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<tr>
<td>or Career Technical Education CTE (1 year)*</td>
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<tr>
<td><strong>ELECTIVES</strong></td>
<td>9 - 12</td>
<td>70</td>
<td>All courses not taken for required course credit can be used for elective credit.</td>
<td>70</td>
</tr>
</tbody>
</table>

*To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE Model Curriculum Standards and Framework adopted by the State Board for Education.

**Elective courses should be selected to reflect the overall academic and career goals, interests, and abilities of the student.

**To graduate from a Moreno Valley Unified School District high school, a student must:**
- Earn a minimum of 225 credits
- Earn 155 credits in required courses and 70 credits in electives
- Successfully complete Algebra 1 or Algebra AB/CD

<table>
<thead>
<tr>
<th>REQUIRED CREDIT TOTAL</th>
<th>MINIMUM ELECTIVE CREDIT TOTAL</th>
<th>PROFICIENCY GRADUATION REQUIREMENT TOTAL</th>
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</thead>
<tbody>
<tr>
<td>155</td>
<td>+ 70</td>
<td>= 225</td>
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</table>

Required and elective courses should be selected with a specific career/academic path in mind. Middle school students and their parents will complete a course planning guide. These plans should be revised and updated throughout middle and high school.

A Course Planning guide is included to assist in long-range academic planning. The guide offers a suggested flow of courses. Adjustments may be needed to meet individual needs. See your guidance counselor for assistance.
University Of CA and CA State University "A-G" Subject Requirements

Courses presented in satisfaction of the "a-g" requirements must be academically challenging. These courses should involve substantial reading and writing in an amount appropriate to the course and subject matter, must include problems and laboratory work as appropriate, and must show serious attention to analytical thinking, as well as, factual content. They should also develop students' oral and listening skills. (For more information on "a-g" requirements and the courses that meet those requirements, check with the Guidance Office at each individual high school.)

a. HISTORY/SOCIAL SCIENCE (2 units) either 1 unit of United States history or both 1/2 unit of United States history and 1/2 unit of civics or American government; 1 unit of world history, cultures, and geography.

b. ENGLISH (4 units) four years of college preparatory English composition and literature.

c. MATHEMATICS (3 units) of college preparatory mathematics, which includes the topics covered in elementary and advanced algebra and two and three-dimensional geometry.

d. LABORATORY SCIENCE (2 units) two years of laboratory science providing basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and/or physics.

e. LANGUAGES OTHER THAN ENGLISH (2 units) two one-year courses in language other than English.

f. College preparatory electives (2 additional units) approved courses chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

g. VISUAL AND PERFORMING ARTS (1 unit) from a list of approved courses.

NOTE:
WASC Accredit action: Requires all schools to be accredited by the Western Association of Schools and Colleges (WASC) in order to establish an "a-g" course list. New schools must become WASC accredited or a candidate before establishing an "a-g" course list.

ELD, ESI, SDAIE, and Sheltered English: Advanced level (i.e., CELDT levels 4 and 5) English Language Development (ELD) and/or English as a Second Language (ESL) courses may be approved to meet the "b" English requirement. Courses at this level must include: college preparatory composition and literature comparable to other mainstreamed college preparatory English courses. When applying to the University, students may use a maximum of one unit of advanced ELD/ESL coursework to fulfill the four-year "b" English requirement.

Sheltered and SDAIE (Specially Designed Academic Instruction in English) courses may be used to satisfy the "a-g" subject requirements. As sheltered and SDAIE courses simply refer to the instructional methodology (rather than course content), it is expected that a sheltered/SDAIE course in all subject areas would be equivalent in content and skill developed to comparable courses taught in the same subject area (i.e., Sheltered Algebra should be equivalent to Algebra I; SDAIE English 2 should be equivalent to English 2).

Eligibility in the Local Context (ELC): The University of California is offering an opportunity for a student, based solely upon his or her high school academic performance, to be guaranteed a place at one of the University campuses. Students completing their junior year need to submit student record information, including transcripts. Students must have completed 11 specific units of the Subject Requirements by the beginning of their year. The 11 units include: 1 year of history/social science, 2 years of English, 2 years of mathematics, 1 year of laboratory science, 1 year of language other than English, and 4 years chosen from among the other subject courses. Students who achieve ELC status will be notified that contingent upon completion of all remaining eligibility requirements including standardized tests, they are eligible for admission to the University system. Eligible applicants must complete a University of California application.

The University of California will also be evaluating student transcripts for the Dual Admissions program (DAP). Under this program students who fall between the top 4 percent to 12.5 percent of their high school graduating class and who are not eligible to attend UC directly from high school, will be admitted to a specific UC campus, provided they first complete a transfer program at a California Community College.
A-G subject requirements

The intent of the “a-g” subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

Courses from California high schools and online schools used to satisfy the “a-g” subject requirements must be approved by UC and appear on the institutions “a-g” course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students’ oral and listening skills.

The subject requirement:

History / social science (“a”) – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

English (“b”) – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

Mathematics (“c”) – Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Laboratory science (“d”) – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

Language other than English (“e”) – Two years of the same language other than English or equivalent to the second level of high school instruction.

Visual and performing arts (“f”) – One year chosen from dance, music theater or the visual arts.

College preparatory elective (“g”) – One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

A-G Course Criteria:

California high schools, online schools and designated programs and publishers can submit their courses to UC for “a-g” approval using the A-G Course Management Portal (CMP). Approval is based on the course meeting the following subject specific course criteria established by the UC faculty:

History / social science (“a”)
English (“b”)
Mathematics (“c”)
Laboratory science (“d”)
Language other than English (“e”)
Visual and performing arts (“f”)
College-preparatory elective (“g”)

Once approved, the course is added to the institution’s “a-g” course list. To satisfy the “a-g” subject requirements, the course must appear on the institution’s course list for the year the student took the course.
Local path (ELC)

Eligibility in the Local Context (ELC) is a program by which UC identifies top-performing California high school students.

Unlike the broader statewide eligibility pathway, which seeks to recognize top students from throughout the state, ELC draws qualified California resident students from among the top 9 percent of each participating high school.

How students become ELC eligible

Must be a California resident and attend an eligible, participating California high school.

Complete 11 UC-approved courses by the beginning of their senior year. The 11 unites include:

- History / Social Science – 1 year
- English – 2 years
- Mathematics – 2 years
- Laboratory Science – 1 year
- Language Other than English – 1 year
- Other “a-g” courses – 4 years

Have a GPA that meets or exceeds the schools’ benchmark ELC GPA (minimum 3.0). Benchmark GPA’s are set using historical transcript information to determine a cutoff for the top 9 percent of the senior class: they will reset for one-third of participating schools each year.

ELC qualified students must then apply to UC in November of their senior year and complete the remaining eligibility requirements – including the subject and examination requirements – to be considered fully eligible.

ELC students who complete these requirements but are not admitted to a campus they apply to will be offered admission to another campus if spec is available.

Because ELC status is determined at the point the application is submitted, it is crucial that students accurately enter their academic history on the application. Academic record changes will not result in a reassessment of ELC status.
**TEST REQUIREMENTS**

All students applying for freshman admission for fall 2006 or later must submit the following test scores:

- The SAT Reasoning Test or the ACT Assessment plus Writing. The verbal, mathematics and writing scores on the SAT must be from the same sitting. Students who take the ACT must report their scores on each section, as well as, their composite score.
- Two SAT Subject Tests in two different areas chosen from the following: history, literature, mathematics (Level 2 only), science or language other than English. Students applying for admission to the fall term must take these tests no later than December of their senior year, preferably earlier, to ensure that their applications receive prompt and full consideration.

**GRADE POINT AVERAGE CALCULATION**

Courses on this list may only be taught at specific high schools. Please check the UC "a-g" list at your school available through the Guidance Office or check the following website at [www.ucop.edu/pathways/infoctr/doorway_index.html](http://www.ucop.edu/pathways/infoctr/doorway_index.html)

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<tr>
<th>A</th>
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<tr>
<td>[a]</td>
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<tr>
<td>[a]</td>
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<th>B</th>
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<td>[b]</td>
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<td>Shakespeare World Literature</td>
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<tr>
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<td>Chemistry</td>
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<td>Anatomy and Physiology</td>
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<tr>
<td>[e]</td>
<td>(AP) French Language</td>
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<td>[e]</td>
<td>(AP) French Literature</td>
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<td>[e]</td>
<td>Spanish 1 - 4</td>
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<td>[e]</td>
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<td>Spanish for Native Speakers 1, 2</td>
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<th>F</th>
<th>VISUAL/PERFORMING ARTS</th>
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<td>[f]</td>
<td>Advanced Video Production Animation 1</td>
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<td>[f]</td>
<td>Art 1</td>
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<td>[f]</td>
<td>(AP) Art History Ceramics 1</td>
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<td>[f]</td>
<td>Chamber Music Ensemble Choreography &amp; Production Concert Dance Performance</td>
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<td>[f]</td>
<td>Dance Level 1 Ballet, Modern, Jazz Foklórico</td>
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<td>Jazz Ensemble Symphonic Band</td>
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<td>[f]</td>
<td>Intermediate Theatre</td>
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Underlined courses denote extra honors credit: A=5, B=4, C=3, when the University of California calculates the GPA. Therefore, beginning with the class of 2005-06, students in honors courses not underlined will not receive the extra honors point towards their GPA.
### COLLEGE AND UNIVERSITY INFORMATION

**California State Universities and University of California Campuses**

Effective during the Fall of 1995, entrance requirements to the California State University system match University of California requirements "a-g". Students must meet all fifteen subject requirements. Admission to competitive/impacted majors may require additional course requirements.

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<th>California State Universities (<a href="http://www.calstate.edu">www.calstate.edu</a>)</th>
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<tbody>
<tr>
<td>Bakersfield</td>
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<td>Pomona</td>
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<td>Pamona</td>
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</tbody>
</table>

**Universities of California (www.universityofcalifornia.edu/campuses/welcome.html)**

<table>
<thead>
<tr>
<th>Berkeley</th>
<th>Irvine</th>
<th>Merced</th>
<th>San Diego</th>
<th>Santa Barbara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>Los Angeles</td>
<td>Riverside</td>
<td>San Diego</td>
<td>Santa Cruz</td>
</tr>
</tbody>
</table>

**Private Colleges and Universities**

There are many private/independent colleges and universities in California, and many throughout the country. Each of these schools has its own admission requirements.

Any student considering attending a four-year college (public or private) upon graduation from high school should plan his/her academic programs around the UC/CSU requirements. These courses will generally meet the admission requirements for most colleges.

However, a student interested in a private or out-of-state college or university is strongly advised to obtain a catalog from that school and review admission requirements with a counselor.

Most private colleges and universities also require the SAT-I or ACT and some require portions of the SAT II.

**Private/Independent Colleges and Universities In California**

- Azusa Pacific University (www.apu.edu)
- Biola University (www.biola.edu)
- California Baptist University (www.calbaptist.edu)
- California Institute of Technology (www.caltech.edu)
- California Lutheran University (www.callutheran.edu)
- Claremont College (www.clemont.edu)
- La Sierra University (www.lasiera.edu)
- Loma Linda University (www.llu.edu)
- Loyola Marymount University (www.lmu.edu)
- Occidental College (www.oxy.edu)
- Pepperdine University (www.pepperdine.edu)
- Scripps College (www.scrippscollege.edu)
- Stanford University (www.stanford.edu)
- University of La Verne (www.ulv.edu)
- University of the Pacific (http://web.pacific.edu)
- University of Redlands (www.redlands.edu)
- University of San Diego (www.sandiego.edu)
- University of San Francisco (www.usfca.edu)
- University of Santa Clara (www.scu.edu)
- University of Southern California (www.usc.edu)
- Whittier College (www.whittier.edu)

**The California Community Colleges (www.Cccco.edu)**

There are over 100 community colleges in California. At the community college, students can complete the freshman and sophomore years of a university education. Community colleges also offer programs varying in length from one semester to two years which prepare students for occupations and positions and do not require a university degree; such as, a registered nurse.

**Eligibility:**
- Open to all high school graduates or those who pass the California High School Proficiency Examination.
- Open to any adult at least 18 years of age who can profit from the instruction.
- Open to concurrently enrolled high school students who have official permission from their school.

**Riverside Community College (www.rcc.edu)**

**Assessment**

Placement preparation scores are reviewed for placement in English, ESL, Mathematics, and Reading. They are also used to make recommendations for enrollment in transfer courses. Final placement recommendations are based upon a combination of test scores and other academic background information. Preparation scores are prerequisites for English, ESL, and mathematics courses.

New students must make an appointment to take the APS, MDTP, or PTESL test. Because of the multiple measures assessment process, tests taken at other colleges will not be honored.

**Limits on Enrollment**

Riverside Community College offers some courses, which place limitations on enrollment. These limitations may include: successful completion of courses, placement test scores for math and English, and performance criteria for health and safety conditions. Students who do not meet these conditions imposed by these limitations will be blocked from enrolling in these classes.

**Certificate Course Requirements**

Students should plan to enroll in the specific courses listed under the certificate desired. If a required course for a certificated program is not listed in the semester schedule, please see the department chair to identify an acceptable course substitute.

**Career Technical Education (www.ede.ca.gov/ct)**

Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society.
EARLY COLLEGE OPPORTUNITIES

Early Assessment Program (EAP)
The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. See your guidance counselor regarding this test. Please Note: These augmented tests are offered only to high school juniors as part of the STAR assessment (CST5).

Eligibility in the Local Context
Under Eligibility in the Local Context (ELC) path, the top 4 percent of students at each participating California high school are designated eligible for admission to one of UC's nine undergraduate campuses. Students must have completed 11 specific units of the Subject Requirements by the end of their junior year. The 11 units include: 1 unit of history/social science, 3 units of English, 3 units of mathematics, 1 unit of laboratory science, 1 unit of language other than English, and 2 units chosen from among the other subject requirements. Students who achieve ELC status will be notified that contingent upon completion of all remaining eligibility requirements including standardized tests, they are eligible for admission to the University system. Eligible applicants must complete a University of California application.

Dual Admissions Program (DAP)
Under the Dual Admissions Program (DAP), students who fall between the top 4 percent to 12 percent of their high school graduating class, and who are not eligible to attend UC directly from high school, will be admitted to a specific UC campus, provided they first complete a transfer program at a California Community College.

The Summer Academy is a special program that allows high school students to take freshman and sophomore college courses at the University of California, Riverside. Through the academy, students can earn regular university credit toward a college degree while interacting with university students and other advanced high school students on the UCR campus. Students will have an opportunity to learn about the university environment and expectations and gain confidence about success in college. The Summer Academy will also help students strengthen their applications to UCR, other UC schools, and other colleges and universities and reduce future college costs.

Middle College High School
Middle College High School is a partnership between Riverside Community College, Val Verde Unified School District, and Moreno Valley Unified School District. The program is designed to provide junior and senior students with untapped potential an opportunity to achieve their academic and career potential and goals through a program providing high school classes combined with college classes in a challenging, supportive, and motivating collegiate setting.

Students do not take classes on high school sites, except within the program at Vista del Lago.

The Middle College Program at Vista del Lago is a partnership with Riverside Community College (RCC). The program is designed to give students the opportunity to experience college life. Juniors, who during their sophomore year passed all sections of the High School Exit Exam, are allowed to enroll in the program. The requirements to enter the program (and remain in good standing) also include having a cumulative GPA of 2.0, no school suspensions in the year of application, and no more than eight days absent that year at time of application. Eligible students take four classes on the Vista del Lago High School campus. Students must take both grade level appropriate English and social studies classes (two classes) at Vista del Lago High School (VDLHS) campus; classes taken at RCC-MV will not count towards English or Social Studies graduation requirements. Students may not enroll in classes that bar enrollment to high school students (for example: physical education classes) per RCC’s guidelines. Students may take up to 11 units per regular semester at the Riverside Community College – Moreno Valley Campus (RCC-MV) only (no online, or tele-courses may be taken) and must be enrolled in a minimum of 25 hours per week of classes concurrently at VDLHS and RCC. Participation in the program continues during the student’s senior year if the student maintains a 2.0 GPA on both campuses.

Concurrent Enrollment
Students who have completed the tenth grade may attend college on a limited basis during the fall or spring semesters while attending high school. High school students may enroll in college summer intersession prior to eleventh grade. Prior to the time of registration for Riverside Community College courses, arrangements must be made through the Admissions and Records Office for permission. Students, younger than the age of 16 interested in pursuing college course work, must make arrangements through their high school counselor.

A student may transfer credits from a community college or other college or university for purposes of graduation only with prior written permission of the principal or administrative designee. Any one of the criteria below could result in approval for concurrent enrollment.

• The class is not offered in the high school of residence.
• The class does not supplant an existing course offering at the high school of residence.
• The student is credit deficient and may not graduate with his/her class.
• The student is participating in a school approved program, a special early graduation contract or program, or enrolled in a specialized school or district program that includes concurrent enrollment.

A district form shall be used to record concurrent enrollment permission. All denials of credit/concurrent enrollment by an administrative designee will be referred to the principal for review. The principal shall follow Ad-ministrative Regulation 6147.1 to process appeals. If the parent/guardian wishes to continue the appeal, Board Policy/Administrative Regulation 1312 shall be followed.

**ELIGIBILITY INDICES**

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<th>Test Score</th>
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**ACT to SAT I Conversion Table**

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<td>1180</td>
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<td>740</td>
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</tbody>
</table>
Do you want to continue to compete in track & field and/or cross country after high school? In order to do so at any NCAA Division I or II college/university you must register and be certified by the NCAA Eligibility Center. You must apply and be approved prior to your freshman year of college or you will not be allowed to be on the team or to accept any athletic scholarships. It is recommended to apply to the NCAA Eligibility Center before the end of your 11th grade school year. Final certification will come after graduation.

The standards issued by the NCAA Eligibility Center are slightly different for Division I and Division II but are based on the same four principles:

- You must graduate from high school.
- You must successfully complete all core courses.
- You must have a minimum 2.000 GPA in core courses; and
- You must have a minimum qualifying score on the ACT or SAT.

**What courses at my high school are considered Core Courses?**

The NCAA Eligibility Center maintains a list of approved core courses for every high school in the country that has registered with the NCAA Eligibility Center. There are two ways for you to get the list for your high school.

1. You may obtain the list from your high school counselor; or
2. You may get the list online at the Eligibility Center website.

Go to “https://web1.ncaa.org/eligibilitycenter/common/

From the main page click on “Prospective Student-Athletes.”

Click on “The List of Approved Core Courses.” (This list was formerly known as the 48-H form.) Enter your school’s name and state in the search form.

**How do I register with the NCAA Eligibility Center?**

For registration information, visit the NCAA Eligibility Center website at:

https://web1.ncaa.org/eligibilitycenter/common/ or

Contact NCAA Eligibility Center at the address and phone listed below:

NCAA Eligibility Center
P.O. Box 7136 Indianapolis, IN 46207-7136

(877) 262-1492
Call Center Hours: 8a.m. - 6p.m. EST Monday-Friday
Fee Waivers for College Application Fees are available only for students who have used SAT fee waivers and plan to enter college the following fall semester. Any eligible student may receive up to a total of four college application forms.

Guidelines and Procedures - Sat Test Fee Waiver

The SAT fee-waiver service assists students for whom the test fees constitute a "serious barrier to college entrance."

- Fee waivers are granted only to students that are applying to colleges that require SAT I or SAT II scores.
- Eligible students may receive four fee waivers during their junior and senior years of high school; two for SAT I and two for SAT II.
- To know if a student qualifies for a SAT fee waiver, he or she should apply for the free or reduced lunch program at the school site. Students that qualify for the program should bring a note from the site Nutrition Services personnel to their counselor.

Guidelines and Procedures - Act Test Fee Waiver

Students must meet the following three criteria to be given a fee waiver for the ACT:

- Demonstrate economic need. To know if a student qualifies for a SAT fee waiver, he or she should apply for the free or reduced lunch program at the school site. Students that qualify for the program should bring a note from the site Nutrition Services personnel to their counselor.
- Appropriate Grade Level. Waivers are only available to juniors and seniors.
- One Time Use. Students may register only once for the ACT test and use a fee waiver.

Before registering to take the college entrance exams, check the college catalog to see which exam is accepted by the college. Study guides for the exams may be purchased and a fee is required to take the exams. Information concerning the following exams is available in the Career Center.

COLLEGE ENTRANCE EXAMS

See a counselor for further details.

- Preliminary Scholastic Aptitude Test (PSAT)
  - The PSAT is administered in mid-October to students who are interested in attending college. This test measures verbal and mathematical reasoning ability. In addition to providing experience for taking the SAT, the test qualifies high-scoring juniors for important scholarships. This is the National Merit Scholarship Qualifying Test (NMSQT).
- Scholastic Reasoning Test I (formerly SAT-I)
  - The SAT Reasoning Test is a measure of the critical thinking skills the student will need for academic success in college. The SAT assesses how well the student can analyze and solve problems—skills the student learned in school that are needed in college. The SAT is typically taken by high school juniors and seniors. Each section of the SAT is scored on a scale of 200—800, with two writing subscores for multiple-choice and the essay. The University of California, however, also requires the students to take three of the SAT-II Tests. "Taking the SAT-II Tests," a free booklet, available from the Guidance Office, has detailed descriptions of all the achievement tests and includes sample questions for each test.
- Scholastic Aptitude Subject Tests (formerly SAT-II)
  - SAT Subject Tests (formerly SAT-II Subject Tests) are designed to measure your knowledge and skills in particular subject areas, as well as, your ability to apply that knowledge. Subject tests come from the broad subject areas of English Literature, History and Social Studies, and Foreign Languages. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language.
- American College Test (ACT)
  - The ACT is similar to the SAT Reasoning Test, but does not have the SAT Subject Tests.

Check the requirements of the colleges before deciding which tests to take. Whatever the choice, try to take a SAT-II as close as possible to completing a course in that subject. For example, the best time to take the biology test is at the end of a biology course, which is frequently or often taken in the freshman or sophomore year.

Advanced Placement (AP Classes)

The purpose of the AP Program is to introduce students to the rigors and demands of college-level work while they are still in high school. Enrollment in these courses will help students be better prepared for serious academic work and may enhance a student's confidence and heighten their academic interest. These courses are designed for anyone interested in challenging themselves academically. Students interested in pursuing AP courses should expect rigorous coursework and substantial homework. Daily class attendance is essential for academic success. For information on the AP exams given in May, see your school counselor. The following AP courses are currently taught in the Moreno Valley Unified School District:

- Language & Composition
- Spanish Language
- Human Geography
- Calculus AB
- Music Theory
- Art History
- Literature & Composition
- Spanish Literature
- Psychology
- Calculus BC
- Biology
- Studio Art
- French Language
- Economics: Macro
- United States History
- Computer Science
- Chemistry
- French Literature
- European History
- World History
- Statistics
- Physics

Armed Services Vocational Aptitude Battery (ASVAB)

Each fall this test is offered to juniors and any senior who did not take it the previous year. It is administered in a group setting by recruiting personnel from all branches of the armed services. The test is free to students. Results of the test are returned to students and these reveal the following information:

- interests of students concerning various careers
- aptitudes of students concerning various careers
## CAREER CENTER

The Career Center is an integral part of the ongoing guidance curriculum. It offers the following for students, staff and parents:

- Career interest inventories, college searches, occupational information, and scholarship information.
- Information about various colleges and vocational schools throughout the United States on computer, in reference books, and on video.
- College applications for the schools in the University of California system and the California State University system.
- Career Occupational Interest Network (COIN) Program including career interest inventory to identify student interests and goals. Workshops introducing students to the COIN Program. COIN is available at www.coin3.com.
- Ongoing speaker programs with representatives from colleges, universities, vocational and technical schools, and military services.
- Workshops on filling out applications for the California public college systems.
- Workshops offering information and assistance with federal and state financial aid forms.
- Information and registration materials for college admission tests: (PSAT, SAT Reasoning Test, SAT Subject Test, ACT).
- ASVAB coordination testing for interested students and follow-up presentations to discuss results.
- Videos, computers, and reference materials (books, guides, catalogs, and briefs) on numerous topics for individual and group use.
- Regional Occupational Program (ROP) information and registration. Representatives are available on certain days of the week.
- Advertisement in the bulletin and on file for available scholarships and other programs.
- Computers and typewriters for school related use.
- Sign-ups for college visitations.
- University and college representatives for Early Outreach/tutoring programs, transcript, evaluation, and college applications.
- Various assessment tests as needed.

## COUNSELING AND GUIDANCE

Based on the American School Counselors Association (ASCA) National Standards, the purpose of the school counseling program is to create a healthy student learning environment by assisting students to establish academic, career, and personal/social goals. The standards serve as a framework in the development of measurable student competencies.

<table>
<thead>
<tr>
<th>ACSA National Standard</th>
<th>Services Provided</th>
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</table>
| **Academic: Standard A**<br>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in the school across the lifespan. | • Guidance lessons on four-year plans.  
• Provide or refer at-risk students for additional assistance. |
| **Academic: Standard B**<br>Students will complete school with the academic preparation essential to choose from a range of substantial post-secondary options including college. | • Guidance lessons on registration (college and high school) requirements.  
• Guidance lessons on post high school options.  
• Articulation with UCR, the RCC Middle College High School Program, and RCC ambassadors.  
• Opportunities for alternative education.  
• Transcript analysis.  
• Sophomore parent meetings.  
• Field trips to colleges and trade schools.  
• Parent college/career information nights.  
• Analysis of PSAT, SAT 9, CAT 6, standardized exams.  
• Advocate for student post secondary opportunities. |
| **Academic: Standard C**<br>Students will complete school with the academic preparation essential to choose from a range of substantial post-secondary options including college. | • Guidance lessons on post high school options.  
• Guidance lessons on transition to the real world.  
• Financial Aid information.  
• Guest speakers on colleges and careers. |
| **Career: Standard A**<br>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | • Career Center presentation on COIN.  
• Guidance lessons on career explorations.  
• Computerized career interest inventories.  
• Administration of the Armed Services Vocational Aptitude Battery (ASVAB) test.  
• Access to the Occupational Handbook. |
| **Career: Standard B**<br>Students will employ strategies to achieve future career goals with success and satisfaction. | • Guidance lessons on career explorations.  
• Guidance lessons on post high school options. |
| **Career: Standard C**<br>Students will employ strategies to achieve future career goals with success and satisfaction. | • Articulation with the job shadowing program.  
• Computerized occupational databases. |
| **Personal/Social: Standard A**<br>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. | • Individual counseling.  
• Group counseling.  
• Support groups/grief separation and support.  
• Educational groups.  
• Guidance lessons. |
| **Personal/Social: Standard B**<br>Students will make decisions, set goals and take necessary actions to achieve goals. | • Guidance lessons on goal setting and responsibility.  
• Student advocate in 504, IEP’s and 504. |
| **Personal/Social: Standard C**<br>Students will understand safety and survival skills. | • Insight group (Alcohol Tobacco and Other Drugs, anger management, etc.)  
• Tobacco Education groups.  
• Guidance lessons on violence prevention.  
• School Safety Activities.  
• Conflict Mediation/Peer Mediation. |
Career Center

Gifted and talented education (Gate)
At the high school level, the GATE program serves identified gifted and talented students through two components. The academic component emphasizes enrollment in college preparatory, honors, and advanced placement classes. The activities component emphasizes participation in a variety of other activities selected to enhance the individual strengths of the student. The program is coordinated at each site by the GATE facilitator who works with the student, parents, and the site counseling staff to develop an individualized four-year GATE plan for each identified student.

Avid Seminar
The Avid Seminar is the culmination of a student’s experience in the AVID Program. Throughout the senior year, AVID students will be assisted in applying for college, researching financial aid and housing, registering for entrance and placement exams, and in preparing for external examinations in the spring. AVID college tutors also will assist in these processes by providing actual information and giving feedback to the seniors regarding their application and essays.

State Program for English Learners
The major goals for English learners are to develop proficiency in English and in the district’s core curriculum as rapidly and as effectively as possible. Students are placed in one of three settings: Structured English Immersion (SEI), Alternative Course of Student (ACS), or English Language Mainstream (ELM). English language development (ELD) is provided in all three settings until a student meets criteria for reclassification. English learners are reclassified as fluent English proficient after meeting state guidelines and established district criteria.

Special Education
Some students experiencing academic difficulty may have a disability and may require a special education program to meet their individual needs. Referrals may originate with the student’s teacher, parent, or other source familiar with the student. The Student Study Team (SST) will review the student’s profile, provide appropriate interventions, and possibly refer the student for a special education assessment when the interventions fail to yield the desired results. Special education students may be placed into special education programs after the assessment, by the Individualized Education Program (IEP) team, if they meet eligibility criteria, and the parent or guardian concurs. Services are recommended by the IEP team according to student needs. Special education classes and services are provided to meet the individual needs of eligible students. The Special Education classes are staffed by specially-trained teachers and instructional aides.

Specialized programs for the visually and aurally impaired who require itinerant services are provided these services at their home sites. Students who require Special Day classes in these two areas are served through the Riverside County Office of Education.

Per an IEP, eligible credit deficient students may enroll in the SECO Program in order to make up credits. This program includes: independent study, as well as, teacher-directed instruction. SECO can only be taken for three (3) semesters, 10 credits per semester.

Programs for non-severely disabled students available at the high school level include:
- Resource Specialist Program
- Special Day Class/Learning Disabled
- Emotionally Disturbed

Many students in these programs will receive a diploma.

Programs for severely disabled students are centralized and include:
- Severely Disturbed
- Basic Skills Learning Disabled
- Orthopedically Impaired
- Developmentally Delayed

Per an IEP, eligible credit deficient students may enroll in the SECO Program in order to make up credits. This program includes: independent study, as well as, teacher-directed instruction. SECO can only be taken for three (3) semesters, 10 credits per semester.

Alternative Education Programs

March Mountain Adult Education High School
- CAL-SAFE
March Valley School
- Bridges Learning Centers
- Bayside Community Day Charter School
Moreno Valley Online Academy/
- Graduation Opportunity Program

Home & Hospital Instruction
Home Hospital is a program designed to provide in-home instruction to students with short-term disabilities. A medical professional qualified to diagnose the condition and prescribe medication must diagnose the condition and verify that the student is unable to attend school activities, leave the house, or secure a work permit. Home instruction may not be available for all high school courses especially the higher level courses, laboratory courses, and most electives. (BP 6172.2, Education Code 51800-51802)

Exploratory Work Experience
Exploratory Work Experience is nonpaid and has as its purpose the vocational guidance of the students by affording them opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining interest and suitability for the occupation they are exploring. Work Exploration is offered to students when the following conditions are met:

- Work site must be pre-approved by the Work Experience Coordinator.
- Satisfactory school attendance.
- Open for grades 9-12.
- Satisfactory grades and citizenship in regular classes.
- Students must provide their own transportation.
- Pre-determined work plan.
SPECIAL PROGRAMS

Work Experience Education

Work Experience education is offered to students who meet the following qualifications:
- At least 16 years of age or a junior or a senior.
- Employed (The District does not have job placement services; each student must have a job before enrollment.)
- Satisfactory grades and citizenship in regular classes.
- Satisfactory school attendance.

Students provide their own transportation. The length of class is one (1) semester. Up to two (2) periods of Work Experience can be completed each semester and Work Experience offers up to five (5) credits per period taken. Students must attend and pass all classes to be eligible for Work Experience credit. Students may earn a total of forty (40) credits in their high school career. Students must be enrolled in five (5) classes in addition to the Work Experience class as a junior and four classes as a senior.

Academies/Grants

Academy programs emphasize career pathways to guide students to selected career areas. Each academy offers students a quality integrated curriculum combined with hands-on training and mentor opportunities at businesses within the community. The academy programs are offered to high school students in the District, but programs may be located at specific sites. Students may meet with their high school counselor for more information on the various academies offered.
- Academy of Creative Technologies (ACT) is located at Canyon Springs High School explores the expanding field of news media with a special focus on one of three areas: digital media including animation, graphic communications, and including Internet publishing; and computer assisted design including three-dimensional modeling. This is a three-year curriculum (Grades 10, 11, 12) incorporating English, history, and computer technologies. (For more information go to http://www.mvusd.k12.ca.us/hs/cshsweb/Academies/Technology/index.html.)
- Allied Health Academy is located at Valley View High School. The Allied Health Academy is a three-year program for all students interested in any aspect of health. Students will become First Aid/CPR certified and will learn medical and business skills and training necessary to succeed in the health field. Students will also participate in mentor (Grade 11) and job-shadowing (Grade 12) programs.
- Business Academy (BA) is located at Canyon Springs and Moreno Valley high schools and is supported through Carl D. Perkins Vocational Funding. The Business Academy is designed to prepare students for careers in the business world with related courses in mathematics and English (Communications and Literature for Business). Priority acceptance at Riverside Community College allows students to continue advanced studies culminating in an associate of arts degree in business. Riverside Community College gives priority to Academy students.
- Business Academy 1 involves students in activities that make students aware of their abilities, interests, and personality types. Students will create a resume and cover letter, and learn how to interview at prospective jobs. At the completion of the Business Academy course, students will have an awareness of what the various career paths include. The Business Academy equips students with a foundation for Business Academy 2 and prepares them to secure higher entry-level jobs.
- Business Academy 2 prepares students for the world of work. Students are equipped with skills to secure entry-level jobs, open a business of their own, and successfully continue their education. Students will become acquainted with their community business people through guest speaker visits and the mentorship program.
- The Center for Applied Research, Technology, and Academics (CARTA) is located at Valley View High School. The Center for Applied Research, Technology, and Academics (CARTA) program provides students with an interdisciplinary, thematic, research-oriented approach to science, language arts, social sciences, and mathematics stressing critical thinking and the skills necessary to access and process information.
- Health Careers Academy (HCA) is located at Canyon Springs High School, is a three-year pathway of integrated coursework and prepares students for any career in the rewarding field of health care. First Aid/CPR certification and field trips give sophomores a solid foundation. Health care professionals mentor juniors and provide job-shadowing opportunities at local hospitals and clinics. Seniors can take advantage of summer internships and ROP medical/dental courses. Partnerships with RCC, Loma Linda University, and UCR provide special opportunities for HCA students. (For more information go to http://www.mvusd.k12.ca.us/hs/cshsweb/healthcareers.html.)

Career Technical Education (CTE) - Regional Occupational Program (ROP)

The Riverside County Office of Education Career Technical Education (CTE) ROP Unit offers career preparation training in several courses that are based upon current and future labor market demands and availability of state funds. CTE-ROP courses are sequenced to create pathways for students in a course of study which can lead to employment and/or higher education opportunities. CTE-ROP training is given in actual business/industry locations or classrooms equipped to industry standards. Some courses have age requirements/prerequisites. Students enroll in off-campus CTE-ROP courses through their high school CTE-ROP Student Services Representative.

SPECIAL NOTES

- No student will be denied access to take any course in this guide so long as they have passed the appropriate prerequisite course.
- On a case-by-case basis, students will be allowed to repeat a course to meet graduation requirements or to improve a grade in order to qualify for a four-year college or university.
- A student who drops a course during the first five weeks of the semester may do so without any entry on his/her permanent record. A student who drops a course after five weeks of the semester shall receive an “F” grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.
<table>
<thead>
<tr>
<th>COURSE PLANNING GUIDE</th>
</tr>
</thead>
</table>

### 9th Grade

**1st Semester**
- English 1
- Math
- Science
- Physical Education
- Foreign Language or Visual/Performing Arts
- Health Science / Elective
- Alternate:

**2nd Semester**
- English 1
- Math
- Science
- Physical Education
- Foreign Language or Visual/Performing Arts
- Health Science / Elective
- Alternate:

**Summer School**

### 10th Grade

**1st Semester**
- English 2
- Math
- Science
- World History
- Foreign Language or Visual/Performing Arts or CTE
- Elective
- Alternate:

**2nd Semester**
- English 2
- Math
- Science
- World History
- Foreign Language or Visual/Performing Arts or CTE
- Elective
- Alternate:

**Summer School**

### 11th Grade

**1st Semester**
- English 3
- Math
- Science
- U.S. History
- Foreign Language or Visual/Performing Arts or CTE
- Elective
- Alternate:

**2nd Semester**
- English 3
- Math
- Science
- U.S. History
- Foreign Language or Visual/Performing Arts or CTE
- Elective
- Alternate:

**Summer School**

### 12th Grade

**1st Semester**
- English Elective
- U.S. Government / Economics
- Elective
- Elective
- Elective
- Alternate:

**2nd Semester**
- English Elective
- U.S. Government / Economics
- Elective
- Elective
- Elective
- Alternate:

**Summer School**
COURSE DIRECTORY
### AIR FORCE JUNIOR ROTC 1 (AFJROTC 1)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
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<tbody>
<tr>
<td>X9</td>
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<td>X11</td>
<td>X12</td>
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**Description**
Journey Into Aviation History: Acquaints cadets with historical facts and impacts of the early attempts to fly, the major historical contributions to the development of flight, the contributions of the U.S. Air Force to modern aviation history, and the key events of space exploration history. Leadership Education-I (LE-I): Introduction to Air Force JROTC, introduces cadets to military heritage, organization, and tradition. It provides lessons in individual self-control, citizenship, and wellness, health and fitness. Cadets learn about the wearing of the military uniform and basic drill and ceremonies. Physical activities are conducted throughout the program. Optional and blended course content may be used.

### AIR FORCE JUNIOR ROTC 2 (AFJROTC 2)

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<th>Grade</th>
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<td>X11</td>
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**Description**
Science of Flight: Covers the aerospace environment, human requirements of flight, principles of aircraft flight and navigation. LE-II: Intercommunication Skills stress effective communication skills, understanding individual and group behavior, and basic leadership concepts. Activities include holding positions of responsibility and participating in a corps project. Physical activities and drill and ceremonies are conducted throughout the program. Optional and blended course content may be used.

### AIR FORCE JUNIOR ROTC 3 (AFJROTC 3)

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<th>Grade</th>
<th>Year</th>
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<td>X11</td>
<td>X12</td>
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</table>

**Description**
Exploration of Space: Examines the space environment, programs and technology, and manned aircraft. LE-III: Life Skills is designed to help cadets choose a career path, learn the job search process, plan financially, and discover career opportunities. Physical activities and drill and ceremonies are conducted throughout the program. Optional and blended course content may be used.

### AIR FORCE JUNIOR ROTC 4 (AFJROTC 4)

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<th>Grade</th>
<th>Year</th>
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<td>X11</td>
<td>X12</td>
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**Description**
Management of the Cadet Corps: Cadets have a hands-on experience managing the corps by putting previously learned leadership theories into practice. LE-IV: Principles of Management is a guide to help cadets understand management techniques, decisions, functions, and to learn management of themselves and others. Physical activities and drill and ceremonies are conducted throughout the program. Optional and blended course content may be used.

### AVIATION HONORS GROUND SCHOOL

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**Description**
Aviation Honors Ground School: Based on the Federal Aviation Administration (FAA) Basic Ground School curriculum; a course designed to prepare students to pass the FAA written exam -- the first stage in earning a private pilot's license. Lessons include: performance and aerodynamics of the airplane, control systems, instrumentation, airports, communications, air traffic control, meteorology and Federal Aviation Regulations. Aeronautical charts, airspace, and radio navigation aids are considered, as well as, use of the flight computer, cross-country flight planning and medical factors of flight. Students who meet FAA requirements will be qualified to take the FAA written examination at the end of the school year. Field trips to local airports, where students can interact with flight instructors and tour aviation facilities are also planned.

### COMPETITIVE AND WEAPONS DRILL TEAM

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<th>Grade</th>
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<td>X11</td>
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**Description**
Conducted primarily outdoors, cadets continuously develop and practice precision drill movements for armed and unarmed drill teams and, if offered, saber teams. Cadets organize teams and develop choreographed drill sequences to compete in activities and performances. It is designed to improve cadets' physical conditioning while competing in a team sport.
## BUSINESS EDUCATION

### ACCOUNTING 1  
**BE2200**  
**Prerequisite:** "C" or better in Algebra 1  
**Comment:** Accounting provides a foundation for many business careers. Accounting is articulated with Riverside Community College. If a student earns at least a "C" in both semesters of accounting, they can receive 3 credits for ACC-50 or ACC-55 upon enrollment in RCC.

### ACCOUNTING 2  
**BE2300**  
**Prerequisite:** Accounting 1  
**Comment:** Students will apply business and math concepts through realistic business simulations. These concepts include: Management Accounting, Automated Accounting, Cost Accounting, and Departmentalized Accounting. Additional emphasis is placed on computerized accounting. This course is ideal for students seeking a bookkeeping position or as preparation for college accounting. Accounting is highly recommended for a wide variety of business careers.

### BUSINESS LAW  
**BE3140**  
**Prerequisite:**  
**Comment:** Offered at Canyon Springs and Vista del Lago High Schools.

### BUSINESS MATH  
**BE3150**  
**Prerequisite:**  
**Comment:** This one-semester course is designed to reinforce and develop student competency in applying business and mathematical skills to personal and business finances. Students learn to prepare payroll, income tax records, budgets (installment buying and investment), insurance (auto, life, home), and various accounting records. Probabilities, statistics and graphing are introduced related to personal and business problems. Solving business and consumer-type problems involving the metric system will be addressed.

### COMPUTER APPLICATIONS 1  
**BE3160**  
**Prerequisite:**  
**Comment:** The intent of Computer Applications is to give students keyboarding and computer skills that will serve them throughout their school years, in their personal lives and in their careers. The focus will be on the alphabetic keyboard, basic punctuation marks, an introduction to the numeric and symbol keys, the numeric keypad and an orientation to word processing.

### COMPUTER APPLICATIONS 2  
**BE3170**  
**Prerequisite:**  
**Comment:** This course introduces students to preparation of documents; such as, reports, agendas, minutes of meetings, personal and business letters, envelopes, resumes, and application letters while emphasizing development of speed and accuracy. The course along with Computer Applications 1 will provide students with an excellent coverage of most documents that they will need to prepare during the remainder of their formal education.
## JOB SKILLS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td>x9 x10 x11 x12</td>
<td>Semester</td>
<td>Keyboarding skills.</td>
<td>This is a foundation business class in which entry-level competencies are covered including: job applications, making change, simple business records, and math computations. On-the-job simulations replicate actual employment experiences.</td>
</tr>
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</table>

### KEYBOARDING 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td>x9 x10 x11 x12</td>
<td>Semester</td>
<td>Keyboarding skills.</td>
<td>The development of the “touch system” for keyboarding skills is learned. After keyboard mastery, the student learns proper formatting and manuscript skills. This course is recommended for both vocational and college-bound students.</td>
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</table>

### KEYBOARDING 2

<table>
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<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td>x9 x10 x11 x12</td>
<td>Semester</td>
<td>Successful completion of Keyboarding 1.</td>
<td>This is an advanced course designed to prepare students for office employment. Emphasis is on developing key-board speed and accuracy, as well as, formatting techniques.</td>
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</table>

### OFFICE SUITE 1

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<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td>x9 x10 x11 x12</td>
<td>Semester</td>
<td>Keyboarding 1 and 2</td>
<td>This course introduces the student to a variety of computer office applications. The applications covered include: Microsoft Word, Excel (spreadsheet), Access (database), PowerPoint (presentation), Outlook (e-mail), Front Page (web page design) and an Internet browser. This class prepares students for employment where familiarization with Microsoft Office is required and is the prerequisite for Office Suite 2.</td>
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### OFFICE SUITE 2

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<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td>x9 x10 x11 x12</td>
<td>Semester</td>
<td>Keyboarding 1 and 2</td>
<td>This course advances the student through Microsoft Office Suite and other business applications. The applications covered include: Microsoft Word, Excel (spreadsheet), Access (database), PowerPoint (presentation), Outlook (e-mail), Front Page (web page) and an Internet browser. This is the final class needed to prepare students to take the Microsoft Certified Application Specialist examination.</td>
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### VIRTUAL BUSINESS

<table>
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<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9_10_11_12</td>
<td>Semester</td>
<td>Teacher approval.</td>
<td>Virtual Business is a simulated business that is set up and run by students to prepare them for working in a real business environment with the guidance of the classroom teacher and real-world business partners. The students determine the nature of their business, its products and services, its management and structure and engage in the daily operations of running a business.</td>
</tr>
</tbody>
</table>
WEB PAGE DESIGN

(Technology Course)

Grade X 9 X10 X11 X12
Length Semester XYear
Prerequisite
Keyboarding, mathematics, and/or computer applications.

Comment
May be repeated for credit.

Description
Students will master the technology of designing and hosting an individualized website to a host server. The course goals include: students understanding industry standards by designing sites, creating advanced layouts using tables, manipulating colors, style sheets and frames. Students will be able to discern web aesthetics and interface design and use of graphic editors. Students will learn business mandated software for HTML, basic JavaScript, and Cascading Style Sheets (CSS) to manipulate the design of their web pages. Students will incorporate interactive multimedia elements, web programming techniques and web animation. Included throughout this course are academic, industry and career standards; such as, basic academic communication, interpersonal skills, problem-solving, workplace safety and technology and employment literacy.
## CONSUMER AND FAMILY RELATED SCIENCES

### CHILD DEVELOPMENT 1
- **Grade**: 9, 10, 11, 12
- **Description**: Emphasis is placed on careers and the responsibility of being a parent/caregiver. Students study the health of the mother before and during pregnancy. The care and development of the child from the infant to preschool stage will be observed and studied. This is an articulated course with Mt. San Jacinto Community College.
- **Comment**: Open to ninth-grade teen parents with teacher approval.

### CHILD DEVELOPMENT 2
- **Grade**: 9, 10, 11, 12
- **Description**: This course is designed to give the student an understanding of parenting skills. The school provides the students with preschool experience in working with and observing children. This is an articulated course with Mt. San Jacinto Community College.
- **Comment**: Open to ninth-grade teen parents with teacher approval.

### CHILD DEVELOPMENT - Cal-SAFE
- **Grade**: 9, 10, 11, 12
- **Description**: This course is designed so that both parenting and non-parenting students gain a better understanding of children in their physical, social, emotional, and mental development from birth to age six. The course includes the selection of materials and equipment needed for physical and mental development suitable for the age of the child. This class is a requirement in the Cal-SAFE Program. Students develop parenting skills and gain practical experience working with infants in the infant center.
- **Comment**: May be repeated for credit. Textbooks, workbooks, and additional teaching resources are furnished by the Cal-SAFE Program at March Mountain High School.

### CHILD DEVELOPMENT LAB - Cal-SAFE
- **Grade**: 9, 10, 11, 12
- **Description**: This is a laboratory class and is held in a State-approved child care center. It is designed to give school-aged parents and other participating students practical experiences in the care of infants and toddlers. The Infant Center staff provides close supervision and planning so students can help provide care, guidance and developmental experiences appropriate to each individual infant/toddler. Students receive career guidance that is directly related to the child care industry. This is the last step in the Child Development Career Pathway. Interested students are directed to enroll in an ROP Child Care Program.
- **Comment**: May be repeated for credit. Textbooks, workbooks, and additional teaching resources are furnished by the Cal-SAFE Program at March Mountain High School.
### DOLLARS AND SENSE

#### Description
Survival skills are stressed in this class. Units included are decision making, budgets, spending, credit, health services, insurance, investments, food budgeting, buying housing and furnishings for the home.

### FAMILY FOODS

#### Description
Principles and techniques of meal planning and preparation, basic nutrition and the selection, purchase and preparation of foods are included in this course. Students prepare and serve breakfasts, lunches and dinners. Career opportunities in the field of food services are studied.

### FASHION AND CLOTHING 1

#### Description
This class is designed for the beginning-clothing student. Basics in clothing construction and wardrobe selection are stressed. Through actual construction of projects, the student learns new techniques and practices acceptable construction methods.

### FASHION AND CLOTHING 2

#### Description
This is a laboratory class designed to give the intermediate sewing student a maximum amount of time to construct garments, which are pleasing to self and to others. The student expands sewing skills and learns wardrobe planning—colors and styles which best reflect individual personality. Career opportunities available in the fashion field of clothing are discussed. This class may be offered through directed studies.

### FASHION AND CLOTHING - ADVANCED

#### Description
This course includes a review of color, line and design as they pertain to figure types and wardrobe selections; efficient and quick construction techniques, characteristics and properties of natural and man-made fabrics and finishes; basic techniques in tailoring and investigation of career opportunities available in fashion design, textiles and tailoring. This class is offered through directed studies.

### FOODS 1

#### Description
Basic skills in kitchen safety, proper use of kitchen equipment, preparation of food, nutrition and meal planning are covered in this course. Students participate in labs preparing foods from the food pyramid.
### FOODS - CREATIVE

**CF3380**

**Grade:** 9, 10, 11, 12  
**Length:** X  
**Semester:** X  
**Year:** X  

**Prerequisite:**  
“C” in Foods 1 or instructor approval.  

**Description:**  
This is a laboratory class designed to give the student opportunities to prepare many different types of foods. The class will include units on cookies, cakes, pastries, candies, breads, desserts, foreign foods and food preservation. Each student is acquainted with the career opportunities in the field of food service.

**Comment:**  
Fee may be required for projects over and above standard curriculum. May be repeated once for credit.

### HOUSING/INTERIOR DESIGN

**CF3390**

**Grade:** 9, 10, 11, 12  
**Length:** X  
**Semester:** X  
**Year:** X  

**Prerequisite:**  
Ninth graders with teacher approval.

**Description:**  
This course includes the principles of design and color as they relate to interior design; the history and progression of housing, furniture and furnishings; and how to use this information in home decorating to create a pleasing environment. Careers in this area are also studied.

**Comment:**  
Fulfills one semester of the visual arts graduation requirement.

### INTERIOR DESIGN WORKSHOP

**CF3400**

**Grade:** 9, 10, 11, 12  
**Length:** X  
**Semester:** X  
**Year:** X  

**Prerequisite:**

**Description:**  
This lab class gives students an opportunity to construct projects of their own selection. Some areas in which a student may choose to work include: rug making, decoupage, wall hangings, off-loom weaving, needlepoint, embroidery, quilting, pillow making and furniture refinishing.

### LIFE MANAGEMENT

**CF3410**

**Grade:** 9, 10, 11, 12  
**Length:** X  
**Semester:** X  
**Year:** X  

**Prerequisite:**

**Description:**  
This laboratory-based class includes units in goal setting, decision-making, personal values clarification, clothing care and construction, interior design, food preparation, nutrition and health, family relationships, child development and parenting, consumer education and leadership. This course is the foundation for all Consumer and Family Related Sciences courses.

### MARRIAGE AND FAMILY

**CF3420**

**Grade:** 9, 10, 11, 12  
**Length:** X  
**Semester:** X  
**Year:** X  

**Prerequisite:**

**Description:**  
This course is designed to help prepare students for entry into the adult world of responsibilities. It includes decision-making, problem-solving, dating, engagement, preparing for marriage and helping marriage and relationships succeed. The course also includes units on money and balancing home and family responsibilities.

**Comment:**  
UC.g approval pending.

### PARENTING

**CF3430**

**Grade:** 9, 10, 11, 12  
**Length:** X  
**Semester:** X  
**Year:** X  

**Prerequisite:**

**Description:**  
This course meets the parenting education component for the CAL-SAFE Program. It is limited to pregnant/pregnant students. Emphasis is placed on the skills, knowledge and attitudes needed to gain a better understanding of the role of new parents as they prepare and care for their children. Students study, observe and receive practical experiences with infants enrolled in the Infant Center located on campus.

**Comment:**  
May be repeated for credit. Located at March Mountain High School.
Description
Parenting education is the primary focus in this course designed to meet the parenting education component for teen parents and non-parenting students enrolled in the CAL-SAFE Program. Class emphasis is placed on developing skills needed to gain a better understanding of the role of parents as they relate to the needs, protection and safety of children.

Comment
May be repeated for credit. Located at March Mountain High School.
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<tr>
<th>ENGLISH</th>
<th>EN2100</th>
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<tr>
<td>Grade</td>
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<tr>
<td>Length</td>
<td>Semester XYear</td>
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<tr>
<td>Prerequisite</td>
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<tr>
<td>Description</td>
<td>This course is designed to develop and refine the skills of reading, writing, speaking and listening through a study of fiction and nonfiction including drama, short stories, novels, mythology and poetry.</td>
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| Comment |

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<tr>
<th>ENGLISH 1 - HONORS</th>
<th>EN2150</th>
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<tr>
<td>Grade</td>
<td>X</td>
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<tr>
<td>Length</td>
<td>Semester XYear</td>
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<tr>
<td>Prerequisite</td>
<td>Eighth grade teacher recommendation.</td>
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<tr>
<td>Description</td>
<td>This course is designed to cover the curriculum developed in English 1, as well as, to stress enrichment activities established to sharpen the skills of freshmen students --especially those gifted in language arts. Special attention will be given to composition, analytical skills and independent learning.</td>
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<th>EN2200</th>
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<tr>
<td>Grade</td>
<td>X</td>
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<tr>
<td>Length</td>
<td>Semester XYear</td>
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<tr>
<td>Prerequisite</td>
<td>Grade &quot;C&quot; or better in English 1.</td>
</tr>
<tr>
<td>Description</td>
<td>Emphasis is placed on critical reading and thinking, fluid communication in speaking and writing and development of literary understanding and appreciation. Units of study include: nonfiction, mythology, drama, poetry, novels and short stories.</td>
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<th>EN2250</th>
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<td>Grade</td>
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<tr>
<td>Length</td>
<td>Semester XYear</td>
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<tr>
<td>Prerequisite</td>
<td>Grade &quot;C&quot; or better in English 1 - Honors or recommendation of English teacher. Strong reading and writing skills.</td>
</tr>
<tr>
<td>Description</td>
<td>This course offers the above-average student an opportunity to sharpen language-art skills. Major emphasis is placed on literary analysis through the study of short stories, poetry, novels and dramas. Other areas of concentration include: biography, article and essay. This course stresses critical reading, thinking and expository and creative writing. Special attention is given to vocabulary development, mastery of advanced-grammar principles and essay writing.</td>
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<th>EN2300</th>
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<tr>
<td>Grade</td>
<td>X</td>
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<tr>
<td>Length</td>
<td>Semester XYear</td>
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<tr>
<td>Prerequisite</td>
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<tr>
<td>Description</td>
<td>English 3 develops the student's ability to write in response to the study of the literature. This course will integrate reading, writing, listening and speaking. Students will examine a variety of genres with an emphasis primarily on American writers. This study of American literature will include an emphasis on composition and development of critical-thinking skills.</td>
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<tr>
<th>ENGLISH 3 - HONORS</th>
<th>EN2350</th>
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<tbody>
<tr>
<td>Grade</td>
<td>X</td>
</tr>
<tr>
<td>Length</td>
<td>Semester XYear</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Grade &quot;C&quot; or better in English 2 - Honors or by recommendation of English teacher. Strong reading and writing skills necessary.</td>
</tr>
<tr>
<td>Description</td>
<td>Honors is an accelerated English class designed for high-achieving college-bound students. Fiction, nonfiction, drama and poetry are examined through individual analysis and class discussions. Students will examine a variety of genres, with an emphasis on American writers. This study of American literature will include an emphasis on composition and development of critical-thinking skills and extensive reading and writing assignments.</td>
</tr>
</tbody>
</table>

<p>| Comment | Recommended for Academic GATE students with strong reading and writing skills. Selected summer readings will be required before the first day of class. |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE AND COMPOSITION - ADVANCED PLACEMENT</strong></td>
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<td></td>
<td>This course is designed for preparation of the AP English Language and Composition exam. Taking this course implies that the exam will also be taken. Selected summer readings must be read prior to the first day of school. Students will learn both the study and practice of writing and the study of literature. Students will learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Writing assignments will focus on the critical analysis of sophisticated masterpieces of literature.</td>
</tr>
<tr>
<td><strong>LITERATURE AND COMPOSITION - ADVANCED PLACEMENT</strong></td>
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<td></td>
<td>This course is designed for preparation of the AP English Language and Composition exam. Taking this course implies that the exam will also be taken. Selected summer readings must be read prior to the first day of school. Additional works of literature will be read throughout the year with writing assignments that focus on the critical analysis of the literature read. The course will also involve practice AP tests, a poetry project, a research paper (MLA format), a series of book reviews and a literary term exam.</td>
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<tr>
<td><strong>SHAKESPEARE</strong></td>
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<td>This course is a study of Shakespeare's works including a tragedy, a comedy, a history and a brief survey of sonnets. Emphasis in discussion and composition will be placed on the analysis of dramatic and poetic forms.</td>
</tr>
<tr>
<td><strong>WORLD LITERATURE 1</strong></td>
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<td></td>
<td>This college preparatory English elective offered as two one-semester classes is designed to present literature of major importance and universal experiences drawn from a variety of societies, cultures and countries around the world. During the course, students will explore, discuss and write extensively on the themes, characters and issues which have shaped our views of life, law, ethics, education and religion.</td>
</tr>
<tr>
<td><strong>WORLD LITERATURE 2</strong></td>
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<td></td>
<td>This college preparatory English elective offered as two one-semester classes is designed to present literature of major importance and universal experiences drawn from a variety of societies, cultures and countries around the world. During the course, students will explore, discuss and write extensively on the themes, characters and issues which have shaped our views of life, law, ethics, education and religion.</td>
</tr>
</tbody>
</table>
ENGLISH ELECTIVES

APPLIED MEDICAL ENGLISH (UC.b) EN2600
Grade 9_10 X11 X12
Length XSemester XYear
Prerequisite
Comment
EN2600
Description
Applied Medical English is an English course for 11th and 12th graders with integrated CTE standards as related to the Health Science and Medical Technology pathways. Content will include the ELA Common Core Standards integrated in conjunction with health ethics, cultures of society, family/individual health care, epidemiology and careers while also focusing on communication as it relates to our global world. Students will be exposed to a rigorous upper graduate English course while learning the career technical education focus of medical pathways.

BRITISH LITERATURE 1 - ANGLO-SAXONS THROUGH THE 17TH CENTURY (UC.b) EN4000
Grade 9_10_11 X12
Length XSemester Year
Prerequisite
Strong reading and writing skills, grade "C" or better in English 3 or teacher recommendation . Comment If this course is taken prior to senior status, it will count as elective credit only.

Description
British Literature 1 is a college-preparatory study of British Literature from Beowulf to the Bard. Emphasis is placed on the analysis and appreciation of the poetry, plays and essays that have become masterpieces of the English language. Compositions stress literary analysis.

BRITISH LITERATURE 2 - 18TH THROUGH 20TH CENTURY (UC.b) EN4100
Grade 9_10_11 X12
Length XSemester Year
Prerequisite
Strong reading and writing skills, grade "C" or better in English 3 or recommendation of English 3 teacher.

Description
This course presents a study of British literature from the 18th century to present. Composition will stress literary analysis.

Comment
If this course is taken prior to senior status, it will count as elective credit only.

COMMUNICATION AND LITERATURE FOR BUSINESS (Technology Course) (UC.b) EN4200
Grade 9_10_11 X12
Length XSemester XYear
Prerequisite
Keyboarding or Computer Applications or Office Suite 1.

Description
Students will analyze and summarize reading from core, supplemental and recreational/motivational readings. Student will relate concepts through writing/speaking and listening activities and will write cogent, clear, and concise communications. Students will also demonstrate good speaking skills and understand vocabulary.

Comment

CONTEMPORARY AMERICAN MULTICULTURAL LITERATURE (UC.b) EN4300
Grade 9_10_11 X12
Length XSemester XYear
Prerequisite

Description
This class is designed to present a multicultural approach to a survey of the literature written by contemporary American ethnic and women authors. During the course, students will explore, discuss, and write extensively on the themes, characters, and issues which have shaped our views of life, the law, ethics, education, religion, interpersonal relationships, and socioeconomic/political issues.

Comment
If this course is taken prior to senior status, it will count as elective credit only.

CREATIVE WRITING (UC.g) EN3500
Grade 9_10 X11 X12
Length XSemester Year
Prerequisite
"C" or better in English 3; a strong reading and writing foundation recommended.

Description
The student will have an opportunity to explore the areas of poetry, the short story, and the play. Imagination and creative expression will be emphasized. Writing for publication will be encouraged.

Comment
If this course is taken prior to senior status, it will count as elective credit only.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Description</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATIVE WRITING WORKSHOP</strong></td>
<td><strong>9, 10, 11, 12</strong></td>
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<td></td>
<td>Advanced Creative Writing Workshop is a workshop/laboratory class where students share advanced writing material in a specific genre. Students will learn the methods of publication for literary works and apply these to the submission of their own work for publication in the school literary magazine.</td>
<td>May be repeated for credit. If this course is taken prior to senior status, it will count as elective credit only.</td>
</tr>
<tr>
<td><strong>DETECTIVE FICTION AND GOTHIC TALES</strong></td>
<td><strong>9, 10, 11, 12</strong></td>
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<td></td>
<td>This is a course in the invention, development, and appreciation of the detective story and Gothic tale. Students read and write about short stories, plays, poems, and novels written by such significant contributors to these genres as: Edgar Allan Poe, Sir Arthur Conan Doyle, Ellery Queen, Agatha Christie, Oscar Wilde, Dorothy Sayers, and Stephen King. Students will also be asked to make inferences, draw conclusions, and use other critical thinking skills in analyzing each case. Students will particularly understand the style and techniques of formula fiction and apply these techniques in their original fiction.</td>
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</tr>
<tr>
<td><strong>EFFECTIVE PUBLIC SPEAKING</strong></td>
<td><strong>9, 10, 11, 12</strong></td>
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<td>This course will be a study of oral communication. It will seek to develop an attitude favorable to successful public speaking, to improve the speaker’s insight and evaluation of audience analysis, to improve thinking by developing a sense of need for better speaking, and to provide for continued growth in the ability to meet various speech situations.</td>
<td>May be repeated for elective credit only. This course does not meet the English requirement for graduation</td>
</tr>
<tr>
<td><strong>ELA CORE +</strong></td>
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<td>This course is a strategic intervention course intended to supplement core, grade-level material with selections appropriate to students’ reading level.</td>
<td>May be repeated for elective credit.</td>
</tr>
<tr>
<td><strong>EXPOSITORY READING AND WRITING</strong></td>
<td><strong>9, 10, 11, 12</strong></td>
<td></td>
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<td></td>
<td>This course, created by the California State University, is designed to prepare students for college-level English and is aligned with the California English-Language Arts Content Standards. The course assignments emphasize the in-depth study of expository, analytical and argumentative reading and writing.</td>
<td>Senior English Elective recommended for students planning to attend college.</td>
</tr>
<tr>
<td><strong>FANTASY AND SCIENCE FICTION</strong></td>
<td><strong>9, 10, 11, 12</strong></td>
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<td></td>
<td>This class is primarily a reading and writing course built around student interest in Science Fiction and Fantasy literature. Authors studied include: Bradbury, Orwell, Asimov, Clarke, Heinlein and Prohl.</td>
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</tr>
</tbody>
</table>
### Forensics and Debate

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Speech or teacher approval</td>
<td>May be repeated for elective credit only. This course does not meet English requirement for graduation.</td>
</tr>
</tbody>
</table>

**Description**
This course is designed for students with a serious interest in public speaking and a desire to develop analysis skills. Students will develop an understanding of the thinking that underlies the basic concepts of debate and the intellectual discipline necessary for competitive debating. They will master the legitimate strategies and tactics necessary for winning debates by becoming skillful in case organization and construction and the framing of arguments. Most importantly, they will develop the confidence and skill to extemporaneously verbalize their ideas.

### Humanities 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Strong reading and writing skills, grade of &quot;C&quot; or better in English 3, or recommendation of English 3 teacher.</td>
<td>If this course is taken prior to senior status, it will count as elective credit only.</td>
</tr>
</tbody>
</table>

**Description**
This is a survey course of outstanding thought, social change, and accomplishments of people from the ancient time through the Middle Ages. It includes the art, music, literature, philosophy, religion, law, and social/cultural events which affect modern civilization. Philosophical issues will be explored.

### Humanities 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Strong reading and writing skills, grade of &quot;C&quot; or better in English 3, or recommendation of English 3 teacher.</td>
<td>If this course is taken prior to senior status, it will count as elective credit only.</td>
</tr>
</tbody>
</table>

**Description**
A continuation of Humanities 1 from the Middle Ages to modern time. Humanities 1 is not a prerequisite.

### Integrated Marketing and English

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>None</td>
<td>Integrated Marketing and English is a rigorous course made relevant to students for learning content and skills to prepare for both college and careers. Students analyze various primary and secondary source materials and literary works with critical eye, forming and defending opinions based on evidence. Students expand academic and technical vocabulary within the context of their reading, write with a clear voice demonstrating an understanding of audience, both academic and business, and draw conclusions based on research. Students produce a variety of writings related to marketing, including research papers, timed writings, reflective and narrative essays, persuasive speech, technical writings, and literary response. Special emphasis is placed on listening and speaking skills, honing both traditional and emerging communication.</td>
</tr>
</tbody>
</table>

**Description**
Integrated Marketing and English is a rigorous course made relevant to students for learning content and skills to prepare for both college and careers. Students analyze various primary and secondary source materials and literary works with critical eye, forming and defending opinions based on evidence. Students expand academic and technical vocabulary within the context of their reading, write with a clear voice demonstrating an understanding of audience, both academic and business, and draw conclusions based on research. Students produce a variety of writings related to marketing, including research papers, timed writings, reflective and narrative essays, persuasive speech, technical writings, and literary response. Special emphasis is placed on listening and speaking skills, honing both traditional and emerging communication.

### Journalism - Beginning

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>A passing grade in 9th and 10th grade English.</td>
<td>May be repeated for credit. Elective credit only. This course does not meet English graduation requirement.</td>
</tr>
</tbody>
</table>

**Description**
This is a two-semester course, combining the high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalistic stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management and evaluation skills for individuals and small teams; use of state-of-the-art word processing, web based graphic design tools and photo editing software; and demonstrate knowledge and understanding of ethical responsibilities; and communications law. This course will sharpen students’ thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning, and give them confidence in their ability to see their creative ideas to completion.
**READING DEVELOPMENT**

**Description**
This course offers reading support to students who are two or more grade levels below their assigned grade in reading. Students will utilize individualized reading skill materials and will participate in direct reading instruction, vocabulary development, writing activities and extensive reading assignments. Guided comprehension lessons will assist students in becoming independent readers.

**Comment**
May be repeated for elective credit. Students receive one or more tests to determine their reading level. Continuous assessment will be conducted to demonstrate growth in reading levels.

**SKILLS FOR SUCCESS - INTENSIVE INTERVENTION CLASS**

**Description**
READ 180 is an intensive reading program that replaces the core RLA curriculum. It is designed to provide struggling readers with customized instruction, immediate feedback and individualized practice to address their unique reading needs. The instructional model includes: whole group and small group instruction of reading skills and strategies; vocabulary, writing and grammar; modeled and independent reading to build fluency, expand vocabulary and provide comprehension skills practice; and topic software that engages students in individualized and adjusted instruction. This course is taken as one section of double-blocked English Language Arts, along with grade level English.

**YOUNG ADULT PERSPECTIVES IN LITERATURE**

**Description**
This course is designed to acquaint students with literature written by, for and about young adults. Students will be expected to read, discuss, and write about young-adult literature. They will be expected to use traditional terms and concepts to identify, discuss and write about the literature presented in the course.

**Comment**
If this course is taken prior to senior status, it will count as elective credit only.

At March Mountain only this course is designed to provide review and remediation for students who have not yet passed the reading/writing section of the CA High School Exit Exam (CAHSEE). Students will be expected to use traditional terms and concepts to identify, discuss and write about the literature presented in the course.
## ENGLISH LANGUAGE DEVELOPMENT (ELD)

### ENGLISH LANGUAGE DEVELOPMENT (ELD) 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td>Placement is determined by student achievement on State-approved English Language Development test and the ELD Placement Test.</td>
<td>May receive English or elective credit.</td>
</tr>
</tbody>
</table>

**Description**
The student learns basic vocabulary and structures of the English language through reading, writing, listening and speaking. The student is introduced to the social skills necessary for survival in an English-speaking environment, as well as, the exploration of language and culture through literature at the student's English proficiency level. This course is a two-period block. The University of California system accepts one year of ELD as college prep English.

### ENGLISH LANGUAGE DEVELOPMENT (ELD) 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td>Placement is determined by student achievement on State-approved English Language Development test and end of level test or ELD Placement Test.</td>
<td>May receive English or elective credit.</td>
</tr>
</tbody>
</table>

**Description**
The student learns appropriate vocabulary and structure through a balance of reading, writing, listening and speaking. Basic language skills are reviewed, reinforced and expanded. Multicultural awareness and self-esteem building are intertwined in the course activities. This course is a two-period block. The University of California system accepts one year of ELD as college prep English.

### ENGLISH LANGUAGE DEVELOPMENT (ELD) 3

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td>Placement is determined by student achievement on State-approved English Language Development test and end of level test or ELD Placement Test.</td>
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</tr>
</tbody>
</table>

**Description**
The student continues to develop listening, reading, writing and oral fluency skills necessary to function in a general education setting. Students will be introduced to the study of fiction and nonfiction including: drama, short stories, novels and poetry. This course is a two-period block. The University of California system accepts one year of ELD as college prep English.

### ENGLISH LANGUAGE DEVELOPMENT SUPPORT 1 (ELD SUPPORT 1)

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
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</tbody>
</table>

**Description**
This course provides support for the core ELD 1 class to build mastery of ELD standards in listening, speaking, reading and writing. It also addresses ELD standards that will prepare students for the CAHSEE. It is an elective to be coupled with ELD 1.

### ENGLISH LANGUAGE DEVELOPMENT SUPPORT (ELD SUPPORT 2)

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<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
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</tbody>
</table>

**Description**
This course provides support for the core ELD 2 class to build mastery of ELD standards in listening, speaking, reading and writing. It also addresses ELD standards that will prepare students for the CAHSEE. It is an elective to be coupled with ELD 2.

### ENGLISH LANGUAGE DEVELOPMENT SUPPORT 3 (ELD SUPPORT 3)

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<tr>
<th>Grade</th>
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<th>Prerequisite</th>
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<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
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</tbody>
</table>

**Description**
This course provides support for the core ELD 3 class to build mastery of ELD standards in listening, speaking, reading and writing. It also addresses ELD standards that will prepare students for the CAHSEE. It is an elective to be coupled with ELD 3.
AFRICAN-AMERICAN STUDIES (UC.g) SS3500

Grade 9 X 10 X 11 X 12 Length X Semester X Year
Prerequisite None
Comment Elective credit.

Description
African American Studies is an exploration of the history and culture of African-American people of the United States and is intended for students of all backgrounds and cultures. Through a social science approach, utilizing literature, art, performing arts, family relations, students establish links among historical, contemporary and personal events. Students will apply a wide range of active strategies and tools that may involve primary, secondary and community resources. Participation in debates, dramatizations, simulations, civic activities, group discussions, writing and research develops and extends a student's consciousness of the key role African Americans play in America's society.

CHICANO STUDIES (UC.g) SS3600

Grade 9 X 10 X 11 X 12 Length X Semester X Year
Prerequisite None
Comment Elective credit.

Description
Chicano Studies is an exploration of the history and culture of Mexican-American people of the United States and is intended for students of all backgrounds and cultures. Through a social science approach, utilizing literature, art, performing arts, family relations, students establish links among historical, contemporary and personal events. Students will apply a wide range of active strategies and tools that may involve primary, secondary and community resources. Participation in debates, dramatizations, simulations, civic activities, group discussions, writing and research develops and extends a student's consciousness of the key role Chicanos play in America's society.

COMMUNITY SERVICE AND LEADERSHIP - INTRODUCTION TO $53700

Grade 9 _10 _X 11 X 12 Length X Semester X Year
Prerequisite None
Comment Offered at Vista del Lago High School. Meets semester equivalent for History-Social Science.

ECONOMICS (UC.g) SS2500

Grade 9 X 10 _11 X 12 Length X Semester X Year
Prerequisite None
Comment None

Description
In addition to studying government in grade twelve, students will also master fundamental economic concepts while applying the tools (graphs, statistics, equations) from other subject areas to the understanding of the operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods.

ECONOMICS: MACRO - ADVANCED PLACEMENT (UC.g) SS5500

Grade 9 _10 _11 X 12 Length X Semester X Year
Prerequisite None
Comment None

Description
This course is designed as a college-level introductory course in macroeconomics. The primary purpose of this course is to prepare students to take the Advanced Placement exam in macroeconomics. Students will develop skills in critical thinking; problem-solving; essay writing; analyzing and interpreting data; generating graphs, charts and tables; to explain economic concepts. Major topics will include: 1) basic economic concepts, 2) measuring economic performance, 3) national income and price determination, 4) fiscal and monetary policy, 5) inflation and unemployment, 6) economic growth and productivity and 7) international trade and finance. Students will also evaluate economic progress and the economic decisions made by government policymakers.

EUROPEAN HISTORY - ADVANCED PLACEMENT (UC.a) SS5700

Grade 9 _10 X 11 X 12 Length X Semester X Year
Prerequisite Teacher recommendation.
Comment World History credit.

Description
Students examine major themes in European history from the fifteenth century to the late twentieth century. The course specifically covers the social, political and intellectual modernization of Europe and the impact Europe has had on the world. Students analyze, compare and interpret historical documents and express their understanding through the writing process. At the conclusion of the course, all students may take the Advanced Placement Exam. Students who do well on the Advanced Placement examination may receive college credit.
In these courses, students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation and personality. Students should develop some basic concepts and historical perspective on psychology as the study of human behavior. Typical study units for psychology would include: research in psychology, biological aspects, sensation and perception, consciousness, memory, health, stress and coping, psychological disorders, approaches to treatment and therapy and society and behavior. They will read about the contributions of one or more major scholars in the field; for example, Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers and B.F. Skinner. Students should have opportunities to explore implications for everyday life of the scientific perspective on human behavior and they should learn about the various careers associated with this field of study.
The purpose of US History and Public Health is to analyze the significant periods of US History while building and establishing a foundation of practical knowledge in healthcare applications. Students will study thematic events in history as a pathway to understand the context and scope of public health on both the individual level and within the public sector. Students will analyze the cause-and-effect relationship between events throughout US history, and the country's approach to health and medical care. Examples include the Great Depression, when the US Government changed policies to improve the health of the citizens as well as the impact of the Civil and World Wars and how battleship medicine improved healthcare of the citizens.

Comment
This course may be taken by seniors for elective credit.

UNITED STATES HISTORY AND PUBLIC HEALTH (UCI-g)  SC

Grade 9_1_11_12
Length Semester XYear
Prerequisite
None

Comment
This course may be taken by seniors for elective credit.

SOCIOLOGY (UC.g)  SS3300

Grade 9_10_11_12
Length XSemester XYear
Prerequisite
None

Comment
Elective credit.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

UNITED STATES GOVERNMENT (UC.a)  SS2400

Grade 9_10_ _11_ _12
Length XSemester XYear
Prerequisite
None

Comment
None

UNITED STATES HISTORY (UC.a)  SS2300

Grade 9_10_ _11_ _12
Length XSemester XYear
Prerequisite
None

Comment
None

UNITED STATES HISTORY - ADVANCED PLACEMENT (UC.a)  SS5300

Grade 9_10_ _11_ _12
Length XSemester XYear
Prerequisite
Students should receive a grade of "C" or higher in AP Euro, or a grade of "B" or higher in World History, accompanied by the teacher's recommendation.

Comment
This course may be taken by seniors for elective credit.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

PSYCHOLOGY - ADVANCED PLACEMENT (UC.g)  SS5600

Grade 9 X10 X11 X12
Length Semester XYear
Prerequisite
Teacher recommendation.

Comment
Can be taken for elective credit.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ
### WORLD HISTORY - ADVANCED PLACEMENT

**SS5200**

- **Grade:** 9, 10, 11, 12
- **Length:** Semester
- **Prerequisite:** Teacher recommendation.
- **Description:** Advanced Placement World History is offered as an elective course. This course examines the history of human experiences from a global perspective. The primary focus will be on the period from the rise of ancient civilizations, through the time of large-scale empire, to the early modern era of worldwide trade and gunpowder empires. At the conclusion of the course, all students may take the Advanced Placement Exam. Students who do well on the Advanced Placement examination may receive college credit.

### WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

**SS2200**

- **Grade:** 9, 10, 11, 12
- **Length:** Semester
- **Prerequisite:** Teacher recommendation.
- **Comment:** None
- **Description:** Students study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals which are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic and cultural contexts. Multiple accounts of events in order to understand international relations from a variety of perspectives will be considered. This course will require higher-level thinking skills and will integrate language arts and other content areas. This course concentrates on the utilization of primary sources and critical analysis skills.

### WORLD HISTORY, CULTURE, AND GEOGRAPHY - HONORS

**SS2250**

- **Grade:** 9, 10, 11, 12
- **Length:** Semester
- **Prerequisite:** Students should receive a grade of "B" or higher in 8th grade Social Studies.
- **Comment:** Open to ninth graders in English 1 Honors.
- **Description:** In this course, students examine major turning points in the shaping of the modern world. A multicultural perspective of the study of world history will help students understand how various factors produced similarities and differences in the ways people live throughout the world. Topics to be covered include: the rise of democratic ideas, the Industrial Revolution, Imperialism, the world wars, totalitarianism and current world issues. This course will require higher-level thinking skills and will integrate language arts and other content areas.

### WORLD REGIONAL GEOGRAPHY

**SS2100**

- **Grade:** 9, 10, 11, 12
- **Length:** Semester
- **Prerequisite:** None
- **Comment:** None
- **Description:** Students develop an understanding of the role of geography in current world issues and relate them to their historical, political, economic, technological and cultural contexts. Designated regions largely composed of a variety of ethnic groups will be studied from a multicultural perspective. Major themes of the class include: place, location, region, movement and human/environment interaction. Topics include: energy concerns, effects of pollution, overcrowding of the planet, the causes of famine and issues of trade. Emphasis will be given to data interpretation. The course content and lessons are in alignment with the national standards on geography.
### ARCHITECTURAL DESIGN DRAWING
(Technology Course)

**IT3200**

**Grade** & 9 & 10 & X11 & X12  
**Length** & Semester & XYear  
**Prerequisite** & "C" or better in Advanced Engineering Drawing and instructor approval.  
**Comment** & May be repeated for elective credit.  

**Description**  
The student applies the principles and concepts learned in the earlier course toward residential design and architecture including Computer Aided Drawing (CAD). This course is articulated with Riverside Community College, Architecture 24.

### AUTOMOTIVE TECHNOLOGY 1
(Technology Course)

**IT3100**

**Grade** & 9 & X10 & X11 & X12  
**Length** & XSemester & XYear  
**Prerequisite** &  
**Comment** &  

**Description**  
This course is designed to acquaint the student with the care and use of hand and power tools. The course contains the following units of instruction: shop and personal safety, care and use of hand tools, car and engine construction and how it functions, fuel systems, oil systems, cooling systems, automotive electronics, testing and troubleshooting, brake systems and service and repair. Students are required to pass the safety test with a minimum score of 100. This course is articulated with Riverside Community College Automotive Course Auto 50, students must achieve a "B" or better grade in Automotive Technology 1 and 2 for articulation.

### ENGINEERING DRAWING 1
(Technology Course)

**IT3330**

**Grade** & 9 & X10 & X11 & X12  
**Length** & XSemester & XYear  
**Prerequisite** & "C" or better on math entry test given at the beginning of the class and instructor's approval.  
**Comment** &  

**Description**  
This beginning course prepares the student for all types of technical drawing with emphasis on accuracy. The basic concepts include: instruments, multiple views and pictorial illustration. This course is articulated with a Riverside Community College Engineering Course, Engineering 21.

### ENGINEERING DRAWING 2
(Technology Course)

**IT3340**

**Grade** & 9 & X10 & X11 & X12  
**Length** & XSemester & XYear  
**Prerequisite** & "C" or better in Engineering 1 or instructor's approval.  
**Comment** &  

**Description**  
This is the intermediate-level course. The student learns applications of measurements, called “dimensions,” sectional and assembly views, and their relationship to multi-view concepts learned in Engineering Drawing 1. The results prepare the student for the advanced-level courses, including Computer Applications. This course is articulated with a Riverside Community College Engineering Course, Engineering 21.

### ENGINEERING DRAWING - ADVANCED
(Technology Course)

**IT3350**

**Grade** & 9 & X10 & X11 & X12  
**Length** & Semester & XYear  
**Prerequisite** & "C" or better in Engineering Drawing 2 or instructor approval.  
**Comment** & May be repeated for credit with instructor approval.  

**Description**  
In this advanced-level course, the student completes technical drawings comparable to those actually practiced in industry including Computer Aided Drawing (CAD).

### MASONRY TRAINING

**IT3410**

**Grade** & 9 & X10 & X11 & X12  
**Length** & XSemester & XYear  
**Prerequisite** &  

**Comment** &  

**Description**  
Masonry Training program is for students who are seeking a career in the construction industry. Students who are in the 11th and 12th grade will learn entry-level job skills in the masonry industry with an opportunity for a paid summer internship. This program will also prepare students for entry into the masonry apprenticeship program.
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<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Semester</th>
<th>Year</th>
<th>Prerequisite</th>
<th>Comment</th>
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<tbody>
<tr>
<td>PRINT GRAPHICS</td>
<td>X9 X10 X11 X12</td>
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<td>Description: Print Graphics provides students with an opportunity to assess audiences, design, produce and deliver printed messages and analyze the impact of these messages.</td>
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<tr>
<td>WELDING TECHNOLOGY 1</td>
<td>X9 X10 X11 X12</td>
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<td>Description: This lab course involves basic skills in job layout, use of hand tools, portable electrical tools and materials commonly used in the welding trades. Gas and arc welding are introduced. Several sample plates are required and additional projects require the consent of the instructor. Students are required to pass the safety test with a minimum score of 90.</td>
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<tr>
<td>WELDING TECHNOLOGY 2</td>
<td>X9 X10 X11 X12</td>
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<td>Description: This course helps the student improve skills developed in Welding Technology 1. New areas of instruction are taught with emphasis on welding techniques. Basic projects in hot metal are required. Class activities include: skill advancement activities; bench and floor mounted power tools; oxyacetylene welding; arc welding, gas-electric welding; and shop, tool and equipment safety. Students are required to pass the safety test with a minimum score of 100.</td>
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<tr>
<td>WOOD TECHNOLOGY 1</td>
<td>X9 X10 X11 X12</td>
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<td>Description: The course is designed to introduce students to working with wood. The course contains detailed information about power tools and machines used in woodworking. It also contains information on project design, planning of material, layout and emphasis on shop safety. Projects are required. Within three weeks of entering class, all students are required to pass the safety tests with a minimum score of 100.</td>
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<tr>
<td>WOOD TECHNOLOGY 2</td>
<td>X9 X10 X11 X12</td>
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<td>Description: A refresher period on power equipment and shop safety is required along with a written test of verification. Students are required to choose and complete three higher difficulty-level projects. Within three weeks of entering class, all students are required to pass the safety tests with a minimum score of 100.</td>
<td>May be repeated for credit.</td>
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<tr>
<td>WOOD TECHNOLOGY - ADVANCED</td>
<td>X9 X10 X11 X12</td>
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<td>Description: In this course, technical aspects of wood are presented and projects of a sufficiently advanced level must be approved by the instructor. Special emphasis is given to the following: joints variety and uses, use of hardware and fasteners, furniture construction, drawer construction and application, veneer-squaring procedure, use of hand tools, use of woodworking machinery, shop safety and board measure. After three weeks from the beginning of class, continuing Wood Technology 2, transfer students are required to pass machine and safety tests with a minimum score of 100.</td>
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### MATHEMATICS

#### CALCULUS (UC.c) MA3401

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<th>Grade</th>
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<td>Length</td>
<td>Semester XYear</td>
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<td>Prerequisite</td>
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**Description**
The student is introduced to the fundamental limit theorems of calculus. Students evaluate the limits of elementary functions, find the derivatives of functions, and use these in problem-solving. The concepts of the integral are presented and students learn to calculate definite integrals of elementary functions.

**Comment**

#### CALCULUS AB - ADVANCED PLACEMENT (UC.c) MA5000

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<th>Grade</th>
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<td>Length</td>
<td>Semester XYear</td>
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<td>Prerequisite</td>
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</table>

**Description**
The student is introduced to the fundamental limit theorems of calculus. Students evaluate the limits of elementary functions, find the derivatives of functions, and use these in problem-solving. The concepts of the integral are presented and students learn to calculate definite integrals of elementary functions. Prepares students to take Calculus AB examination. This course is equivalent to the first two terms of college calculus.

**Comment**

to the first two semester of college calculus.

#### CALCULUS BC - ADVANCED PLACEMENT (UC.c) MA5100

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<th>Grade</th>
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<td>Length</td>
<td>Semester XYear</td>
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<td>Prerequisite</td>
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</table>

**Description**
In addition to the topics covered in Calculus AB and Calculus BC – Advanced Placement includes parametric, polar and vector functions, additional techniques and applications of integration and polynomial approximations and series. This is an extension of Calculus AB. This course prepares students to take the Calculus BC exam and is equivalent to the first three terms of college calculus.

**Comment**

#### DISCRETE MATHEMATICS (UC.c) MA3300

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<th>Grade</th>
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<td>Length</td>
<td>Semester XYear</td>
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<td>Prerequisite</td>
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**Description**
To prepare students for upper level mathematics and mathematical foundation for computer science. Students will be able to express their arguments orally and in writing, question each other's arguments and their thinking, collaborate with each other on ideas and problems, organize data and information, read each other’s arguments and give feedback both in writing and orally. Students will learn Logic, Elementary Number Theory, Direct and Indirect Proofs, Sequences, Induction and Recursion, Set Theory, Relations, Functions, Counting and Probability, Graph theory and Trees.

**Comment**

#### INTEGRATED MATH I (UC-c) IM2101

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<th>Grade</th>
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<td>Prerequisite</td>
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**Description**
Integrated Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and by applying linear models to data that exhibit a linear trend. Integrated Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Comment**

#### INTEGRATED MATH I - HONORS (UC-c) IM2151

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<th>Grade</th>
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<td>Length</td>
<td>Semester XYear</td>
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<td>Prerequisite</td>
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</table>

**Description**
Integrated Mathematics I - Honors is a more rigorous, in depth approach to the Integrated Mathematics I course. It expects students to learn at deeper depth of knowledge levels, apply the standards for mathematical practices to a broader range of topics, and emphasize mastery of the skills necessary for Integrated Math II - Honors.

**Comment**
### Integrated Math II

**Description**
Integrated Mathematics II is a grade 10 class that incorporates the Integrated Mathematics 2 course standards from the California Common Core State Standards for Mathematics. The standards in Integrated Mathematics II incorporate standards from the conceptual categories of Modeling, Functions, Number Theory, Algebra, Geometry and Statistics and Probability.

**Prerequisite**
Integrated Math I (Required)

### Integrated Math II - Honors

**Description**
Integrated Mathematics II - Honors is a grade 10 class that incorporates the Integrated Mathematics II course standards from the California Common Core State Standards for Mathematics, including the (+) standards. The standards in Integrated Mathematics II incorporate standards from the conceptual categories of Modeling, Functions, Number Theory, Algebra, Geometry and Statistics and Probability.

**Prerequisite**
Integrated Math II (Required)

### Integrated Math III

**Description**
Integrated Mathematics III is the third course of a three course integrated sequence including Integrated Mathematics I, II and III. This course utilizes a problem-centered approach and is integrated with the other core content courses including English, Science and Social Science. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit.

**Prerequisite**
Integrated Math II (Required)

### Integrated Math III - Honors

**Description**
Integrated Mathematics III - Honors is the third year of Integrated Mathematics series. This course assumes students have taken Integrated Math II - Honors, where they have learned and mastered working with matrices and vectors (a topic not taught in Integrated Math I, II or III). This course will use matrices and vectors to build parametric functions, which is a topic unique to this class. Students will also delve deeper into trigonometry, by exploring all six major trigonometric functions, applying them to relevant context and mastering working with them algebraically and graphically. After working with trigonometry, students will then connect trigonometry to complex number work and create the need for polar coordinates, another topic unique to this course. The final new content of this course will be a thorough introduction and exploration of limits.

**Prerequisite**
Integrated Math II Honors (Required)

### Math 35

**Description**
Intermediate Algebra Course offered at Moreno Valley College, which examines real numbers and variables as they are involved in polynomials, fractions, linear equations, quadratic equations, systems of equations, inequalities, exponential and radical expressions, and absolute value. Factoring, graphing, and word problem applications. In addition to the basic operations, logarithms, exponential equations, systems of linear and nonlinear equations, Cramer's Rule, the Binomial Theorem, the complex number system, and sequences and series are included.

**Prerequisite**
Integrated Math I (Required)

### Math Support

**Description**
This semester course is designed for students who lack the foundational skills and understanding necessary to complete new assignments successfully and are at-risk of not passing Algebra 1. It includes critical skills from several previous grade levels. Students in Math Support take two periods of mathematics a day to master difficult content and accelerate their progress to grade-level standards. One period is Algebra 1, and one period is this additional support class that focuses on foundations skills and concepts essential for students to succeed in the basic grade-level mathematical program. This course will receive elective credit and does not count toward the math requirement. It may be repeated.

**Prerequisite**
Concurrent enrollment in Integrated Math I.

### Mathematics for Personal Finance

**Description**
This course helps students become mathematically literate by studying mathematics used for life skills. The course is designed to prepare students for the mathematical knowledge that is needed for students entering adulthood. It is designed to make students more self-confident and become educated consumers and responsible young adults. This course will help students improve their mathematics problem-solving skills while giving them an inside look into their role as consumers in America’s technological society.

**Prerequisite**
Passing grade in both semesters of Integrated Math I.
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<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>PRE-CALCULUS</strong></td>
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<td>(UC.c) MA2400</td>
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<td>Grade 9 X 10 X 11 X 12</td>
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<td>Length Semester X Year</td>
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<td>Prerequisite</td>
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<tr>
<td>&quot;C&quot; or better in Advanced Algebra/Trig or Algebra 2 or Department Chair approval.</td>
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<td>This course is the final preparation for entry into college-level calculus. It includes topics from trigonometry and mathematics analysis.</td>
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<td><strong>PRE-CALCULUS - HONORS</strong></td>
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<td>(UC.c) MA2450</td>
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<td>Length Semester X Year</td>
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<td>Prerequisite</td>
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<tr>
<td>&quot;B&quot; or better in Algebra 2 - Honors or a &quot;B&quot; or better in Advanced Algebra/Trig or Department Chair approval.</td>
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<td>This course is the same as Pre-Calculus, but is taught at an accelerated pace and includes additional topics.</td>
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<tr>
<td><strong>PROBLEM-SOLVING</strong></td>
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<tr>
<td>MA3600</td>
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<td>Grade 9 _10 _11 _12</td>
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<tr>
<td>Passing grade in both semesters of Integrated Math I.</td>
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<td>This course will develop specific problem-solving strategies, mathematical communication skills and logical reasoning. Learning these problem-solving strategies will help on SAT and other standardized tests, which often test problem skills more than the ability to solve equations. In this class, students will learn to have fun doing mathematics, understand mathematics in-depth and be able to communicate mathematical thoughts and ideas clearly. This is not a UC approved course.</td>
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<td><strong>PROGRAMMING IN BASIC</strong></td>
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<tr>
<td>(Technology Course) MA3000</td>
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<td>Length Semester X Year</td>
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<tr>
<td>&quot;C&quot; or better in Integrated Math I, Keyboarding is recommended or Department Chair approval.</td>
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<td>This course is designed to help students become computer literate and to enhance their critical thinking skills. It includes an introduction to the way computer systems are devised and operate, an awareness of the many uses of computers in today's technological society, a brief history of computers, an understanding of how computer programs are written and work and some experience with software. Through actual hands-on manipulation of microcomputers, students gain individual experience and understanding of disk operating systems and computer control through programming in BASIC. Through analyzing and writing computer programs, they practice understanding and following algorithms, use deductive reasoning and apply numerous problem-solving skills.</td>
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<td><strong>PROGRAMMING IN BASIC - ADVANCED</strong></td>
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<td>(Technology Course) MA3010</td>
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<tr>
<td>&quot;C&quot; or better in both semesters of Integrated Math I, Visual Basic or Department Chair approval.</td>
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<td>This course gives students extensive work in the programming of microcomputers in the language. In addition to providing and understanding of the design and operation of computer systems, the course involves students in writing and debugging their own programs. Assignments are designed to develop an understanding of such concepts as input, output, iteration, branching, functions, subroutines, arrays and records and file management.</td>
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<tr>
<td><strong>PROGRAMMING IN C#</strong></td>
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<td>(Technology Course) MA3070</td>
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<td>Grade 9 X 10 X 11 X 12</td>
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<tr>
<td>Basic Programming or equivalent</td>
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<td>This course is designed to introduce students to the fundamentals of object oriented programming. C# (C-sharp) used the same Integrated Development Environment as Visual Basic and the same objects that were learned in VB; however, the code is based upon the C Language, which is perhaps the most important of the programming languages in use today. The students will learn to create powerful programs using graphical objects and object oriented techniques to link the objects into a cohesive whole. A good follow on to Visual Basic and prerequisite to Programming in C++ Language.</td>
</tr>
</tbody>
</table>
PROGRAMMING IN C++ LANGUAGE

Grade 9 X 10 X 11 X 12
Length X Semester Year
Prerequisite
"C" or better in Integrated Math I, Keyboarding or Department Chair approval or concurrent enrollment.

Description
The student should have some programming background including using variables and arrays, precedence of math operators, use of if/Then control structures and looping. Topics include: current methodologies used to develop programs, analysis of problems, development of program specifications, design solution using topdown methodology and stepwise refinement and implementation using C++ Language. Verification and documentation are emphasized. This course can be used as preparation for Programming in Java.

PROGRAMMING IN C LANGUAGE

Grade 9 X 10 X 11 X 12
Length X Semester Year
Prerequisite
"C" or better in Geometry or Algebra 2, Keyboarding and Programming in Pascal or Programming in C++ or Department Chair approval.

Description
The student should have some programming background including using variables and arrays, precedence of math operators, use of If/Then control structures and looping. Topics include: current methodologies used to develop programs, analysis of problems, development of program specifications, design solution using topdown methodology and stepwise refinement and implementation using C Language. Verification and documentation are emphasized. This course can be used as preparation for the year course AP Computer Science.

PROGRAMMING IN JAVA

Grade _9 _10 X 11 X 12
Length _Semester _Year
Prerequisite
Integrated Math I and Programming in C++ recommended or Department Chair approval.

Description
This course will introduce the student to object-oriented design and programming, and will prepare the student and is a prerequisite for the Advanced Placement Computer Science course. This course provides a basic understanding of computer programming, an introduction to the graphical user interface programming in Java, an introduction to more advanced data structure and algorithm topics, as well as, in-depth programming experience with Object-Oriented Programming.

PROGRAMMING IN PASCAL

Grade _9 X 10 X 11 X 12
Length _Semester _Year
Prerequisite
"C" or better in Integrated Math II, Keyboarding or Department Chair approval.

Description
The student should have some programming background including using variables and arrays, precedence of math operators, use of If/Then control structure and looping. Topics include: current methodologies used to develop programs, analysis of problems, develop program specifications, design solution using top down methodology and stepwise refinement, implementation using Pascal, verification and documentation. Structured programming and program documentation are emphasized throughout the course.

PROGRAMMING IN VISUAL BASIC

Grade _9 X 10 X 11 X 12
Length _Semester _Year
Prerequisite
Integrated Math I, Keyboarding recommended or Department Chair approval.

Description
Students will learn the fundamentals of programming in a visual environment with Visual Basic. By following a step-by-step process, students will create projects that combine programming with other applications; such as, databases. Students will be acquiring skills that are in demand in the workplace, as well as, continuing their education in the programming languages.

PROGRAMMING ROBOTS USING ROBOTC LANGUAGE

Grade _9 X 10 X 11 X 12
Length _Semester _Year
Prerequisite
1 Semester of Computer Programming Course.

Description
This course is designed to introduce students to the fundamental basis of modern robotic systems. A team of students will build a robot from standardized components. The course will examine the hardware and software elements that are required to build and operate a small scale robot. The student will learn how to integrate hardware and software to make a functional system and to use feedback from various sensors to control the robot.
### STATISTICS - ADVANCED PLACEMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
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<tbody>
<tr>
<td>Length</td>
<td>Semester</td>
<td>X</td>
<td>Year</td>
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<tr>
<td>Prerequisite</td>
<td>&quot;B&quot; or better in both semesters of Pre-Calculus or Advanced Trigonometry or Department Chair approval.</td>
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<tr>
<td>Comment</td>
<td>Prepares students to take the AP Statistics Exam.</td>
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**Description**
Advanced Placement Statistics is designed 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 (observing patterns and departures from patterns), Planning a Study (deciding what and how to measure), Anticipating Patterns (producing models using probability and simulation) and Statistical Inference (confirming models).

### TRIGONOMETRY

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<tr>
<td>Prerequisite</td>
<td>Integrated Math II. Successful completion of Integrated Math III.</td>
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</table>

**Description**
Trigonometry is a one-semester course designed to prepare students for calculus or for further work in technical fields of study. The course topics covered include: a study of angles, triangles, radian measure and trigonometric functions. Identities, inverse functions, laws of sines and cosines and logarithms are also covered.
## Performing Arts

### Band - Beginning (UC.f)  [PA3200]

**Grade**: 9, 10, 11, 12  
**Length**: Semester  
**Year**: x  
**Prerequisite**:  
**Description**: Basic fundamentals and techniques of music on a student-chosen instrument comprise this lab course. Advancement to a concert band is based on student performance level.  
**Comment**: May be repeated for credit. California State University approved for visual and performing arts. School instruments may be available on a limited basis and are assigned on a first-come, first-served basis.

### Band - Concert  [PA3210]

**Grade**: 9, 10, 11, 12  
**Length**: Semester  
**Year**: x  
**Prerequisite**: Teacher approval by audition.  
**Description**: Students are provided an acquaintance with a wide variety of the best in concert-band literature. This band performs in concerts, festivals, clinics and other community-related activities. Co-curricular commitment is required. Extensive performances at concerts and festivals.  
**Comment**: May be repeated for credit. Approved for Visual and Performing Arts.

### Band - Marching  [PA3220]

**Grade**: 9, 10, 11, 12  
**Length**: Semester  
**Year**: x  
**Prerequisite**: Basic music reading skills equivalent to 8th grade level as demonstrated by audition or recommendation of teacher.  
**Description**: The Marching Band provides an opportunity to develop musical skills and movement techniques through training in competitive field and parade performance. The Marching Band performs at competitive field shows, parades and festivals. Co-curricular commitment is required. Extensive performances as required.  
**Comment**: May be repeated for credit or P.E. Credit.

### Band - Symphonic (UC.f)  [PA3290]

**Grade**: 9, 10, 11, 12  
**Length**: Semester  
**Year**: x  
**Prerequisite**: Teacher approval by audition. Requires intermediate-level of proficiency on a band instrument.  
**Description**: This performance-based course provides a student an acquaintance with a wide variety of musical repertoire. An intermediate-to advanced-level of music is studied and performed. Occasional sight-reading skills and basic theory are intermixed in the education of music styles and history. This ensemble performs at festivals, clinics and other concerts and community events. Co-curricular commitment is required.  
**Comment**: May be repeated for credit or P.E. Credit.

### Chamber Music Ensemble (UC.f)  [PA3430]

**Grade**: 9, 10, 11, 12  
**Length**: Semester  
**Year**: x  
**Prerequisite**: Teacher approval by audition.  
**Description**: Various styles of music literature composed for solo and/or small ensembles are studied in this lab course. Theory and history of chamber music are studied through the performance of the various pieces of literature. The student or small ensemble may choose to perform at music festivals. Individual practice and ensemble rehearsals are standard for this course. Co-curricular commitment is required. Extensive reading and writing will be involved.  
**Comment**: Requires intermediate-level of proficiency. May be repeated for credit.

### Choir - Chamber  [PA3410]

**Grade**: 9, 10, 11, 12  
**Length**: Semester  
**Year**: x  
**Prerequisite**: Background in choral music and audition.  
**Description**: This is an advanced choral ensemble requiring an audition for admission. This class emphasizes the highest achievement level in choral music, advanced vocal techniques and music reading are emphasized. There will be extensive performing in concerts and festivals. Co-curricular commitment is required.  
**Comment**: May be repeated for credit.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>CHOIR - CONCERT</strong></td>
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<tr>
<td>PA3420</td>
<td>X 9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
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<td>This choir is open to all who like to sing and perform with others. The student learns how to sing and read music while singing a variety of musical styles. Co-curricular commitment is required.</td>
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<tr>
<td><strong>CHOIR - SHOW</strong></td>
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<tr>
<td>PA3440</td>
<td>X 9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
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<td>This is a class for the highly motivated singer and integrates music and movement. Show tunes and other popular music styles are emphasized. Co-curricular commitment is required.</td>
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<tr>
<td><strong>CHOREOGRAPHY AND PRODUCTION</strong></td>
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<tr>
<td>PA3550</td>
<td>X 9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
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<td>This is a course for those students interested in the choreographic aspects of dance. Co-curricular commitment is required. Extensive reading and writing will be involved.</td>
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<tr>
<td><strong>COLOR GUARD</strong></td>
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<tr>
<td>PA3580</td>
<td>X 9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
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<td>Pageantry includes dance with advanced color guard techniques, including tall flags, rifles and sabers. Students develop skills in the area of musical interpretation and visual expression through various styles of dance. In the fall, the pageantry performs with the marching band. In the spring, this ensemble is auditioned from the fall-pageantry personnel in which a show is designed and independently performed within the boundaries of a regulation CIF basketball court. This ensemble is auditioned in the spring for the following fall. Co-curricular commitment is required. Extensive reading and writing will be involved.</td>
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<tr>
<td><strong>DANCE - CONCERT PERFORMANCE</strong></td>
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<tr>
<td>PA3560</td>
<td>X 9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
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<td>This class is for the performance dance group on campus. Concert Dance is technically-based and provides performance opportunities for those involved. Students will apply dance, managerial and choreographic skills needed to create project-based performances for live, film and video-productions while continuing to develop their own professional career plans and create a portfolio of their performance and choreographic works. Co-curricular commitment is required. Extensive reading and writing will be involved.</td>
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<tr>
<td><strong>DANCE - FOLKLORICO</strong></td>
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<td>Students learn Ballet Folklorico dances from various regions of Mexico -- Jalisco, Veracruz, Michoacan and Yucatan are included initially. Other regions will be introduced when students have mastered the aforementioned regions. Students learn and successfully perform dance exercise warm-ups and basic dance techniques. Students will be tested on their ability to successfully perform dance routines and their ability to apply the basics of dance choreography. Students are also expected to develop the ability to perform in front of an audience.</td>
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May be repeated for credit.
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<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>DANCE LEVEL 1 - BALLET, MODERN, AND JAZZ</td>
<td>PA3510</td>
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<td>Grade X9 X10 X11 X12</td>
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<td>Description</td>
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<td>This course introduces the beginning dance student to the world of dance and</td>
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<td>explores the various career pathways available in dance. Students are</td>
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<td>involved in learning basic dance technique, theory, history and choreography,</td>
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<td>while building an appreciation for dance as an art form. Co-curricular</td>
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<td>commitment is required. Extensive reading and writing will be involved.</td>
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<td>Comment</td>
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<td>May be repeated for credit.</td>
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<tr>
<td>DANCE LEVEL 2 - BALLET, MODERN, AND JAZZ</td>
<td>PA3520</td>
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<tr>
<td>Grade X9 X10 X11 X12</td>
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<td>Description</td>
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<td>This course is designed for the student with at least 1 year of dance</td>
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<td>training. Students in the course will be involved in dance improvisation</td>
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<td>and basic choreography while continuing to develop their basic techniques</td>
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<td>in ballet, modern and jazz and build on their knowledge of career options</td>
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<td>within the dance and entertainment industries. Co-curricular commitment is</td>
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<td>required. Extensive reading and writing will be involved.</td>
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<td>Comment</td>
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<td>May be repeated for credit.</td>
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<tr>
<td>DANCE LEVEL 3 - BALLET, MODERN, AND JAZZ</td>
<td>PA3530</td>
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<td>Grade X9 X10 X11 X12</td>
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<td>Description</td>
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<td>This course is designed for the student with at least 2 years of technique</td>
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<td>training in dance. Students in this course will learn intermediate/advanced</td>
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<td>dance techniques in the areas of ballet, modern and jazz dance while</td>
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<td>continuing to refine their dance and choreographic skills. They will be</td>
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<td>introduced to production elements (i.e. staging, lighting, sound, concert</td>
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<td>management) as they continue to explore professional dance careers.</td>
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<td>Co-curricular commitment is required. Extensive reading and writing will be</td>
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<td>involved.</td>
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<td>Comment</td>
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<td></td>
<td>Successfull completion of Dance Level 2 - Ballet, Modern, and Jazz or teacher</td>
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<td>approval. Ninth grade with teacher approval.</td>
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<tr>
<td>DANCE LEVEL 4 - BALLET, MODERN, AND JAZZ</td>
<td>PA3540</td>
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<tr>
<td>Grade X9 X10 X11 X12</td>
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<tr>
<td>Description</td>
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<td>This course is designed for the highly-motivated dance student. Students in</td>
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<td>this course with three or more years of dance training learn intermediate/</td>
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<td>advanced dance techniques in the areas of ballet, modern and jazz dance</td>
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<td>while continuing to refine their dance and choreographic skills. They will</td>
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<td>be introduced to production elements (i.e. staging, lighting, sound, concert</td>
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<td>management) as they continue to explore professional dance careers.</td>
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<td>Co-curricular commitment is required. Extensive reading and writing will be</td>
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<td>involved.</td>
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<td>Comment</td>
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<td></td>
<td>Successfull completion of Dance Level 3 - Ballet, Modern, and Jazz or teacher</td>
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<td>approval. Ninth grade with teacher approval.</td>
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<tr>
<td>GUITAR</td>
<td>PA3300</td>
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<td>Grade X9 X10 X11 X12</td>
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<tr>
<td>Description</td>
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<td></td>
<td>This course provides an opportunity for a guitarist to receive group and</td>
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<td>individual instruction for a variety of playing styles (country and blues,</td>
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<td>finger picking, bluegrass, calypso and folk rock). Individual practice time</td>
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<td>is available during the class period. Previous music training is not</td>
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<td>required.</td>
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<tr>
<td>JAZZ ENSEMBLE</td>
<td>PA3260</td>
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<td>Grade X9 X10 X11 X12</td>
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<tr>
<td>Description</td>
<td></td>
<td></td>
<td>Rehearsal time is devoted to a study of a wide variety of stage band</td>
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<td>arrangements up to and including the current sound with emphasis on the</td>
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<td>development of style, interpretation and the technical skills, which are</td>
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<td>inherent in the production of a high-level dance band in sound and</td>
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<td>performance. Co-curricular commitment is required.</td>
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<td>Comment</td>
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<td></td>
<td>Successfull completion of Dance Level 3 - Ballet, Modern, and Jazz or teacher</td>
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<td></td>
<td></td>
<td>approval. Ninth grade with teacher approval.</td>
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</tbody>
</table>
MADRIGALS  
Grade 9 10 11 12  
Length Semester X Year  
Prerequisite  
Teacher approval.  
Description  
Students are involved in the discovery and analysis of musical expressions from diverse eras and cultures. Listening, speaking and writing assignments explore the humanistic and mechanical elements of artistic expression. Extensive reading and writing will be involved.  
Comment  

MUSIC THEORY  
Grade 9 10 11 12  
Length Semester X Year  
Prerequisite  
Teacher approval.  
Description  
This course may be taken as many times as the student desires with progression from the beginner through advanced levels of difficulty. The course is designed for instrumental, as well as, vocal-music students. It provides each student with the fundamentals necessary to enhance musicianship.  
Comment  

MUSIC THEORY - ADVANCED PLACEMENT  
Grade 9 10 11 12  
Length Semester X Year  
Prerequisite  
Completion of Music Theory with a grade "C" or better and/or teacher approval.  
Description  
Intended for the continuing music major, the Advanced Placement Music Theory course emphasizes harmony, as well as, integrates aspects of melody, harmony, texture, rhythm, forms and, to some extent, musical history and style. It is assumed a student can read and write music notation and has attained a basic performance skill level in voice or on an instrument.  
Comment  

MUSICAL THEATER WORKSHOP  
Grade 9 10 11 12  
Length Semester X Year  
Prerequisite  
Experience in Music or Dramatic Production preferred. Teacher approval by audition.  
Description  
This laboratory class offers students an opportunity to experience all aspects of theatre production. Depending on student interest, instructional units concerning vocal training, acting techniques and stagecraft are presented. Rehearsals often extend beyond the school day. Co-curricular commitment is required. Extensive reading and writing will be involved.  
Comment  
May be repeated for credit.  

ORCHESTRA - ADVANCED  
Grade 9 10 11 12  
Length Semester X Year  
Prerequisite  
Advanced instrumental technique on an orchestral instrument. Teacher approval by audition.  
Description  
This course will provide an understanding of the nature, structure and meaning of orchestral music through the rehearsal and performance of advanced orchestral/chamber literature. This ensemble may perform at concerts, festivals, clinics and other community-related activities. Attendance is required at all rehearsals and performances unless prior approval has been granted by the teacher. Extracurricular commitment is required.  
Comment  
May be repeated for credit.  

ORCHESTRA - BEGINNING  
Grade 9 10 11 12  
Length Semester X Year  
Prerequisite  
Previous training and experience in playing an orchestral instrument. Teacher approval by audition.  
Description  
This course is designed for students who have no previous musical training on an orchestral instrument. This course will introduce basic music fundamentals and techniques on an orchestral stringed instrument, provide a basic understanding of instrument care and maintenance and develop an appreciation for music. Advancement to Intermediate Orchestra is based on student performance level. Attendance is required at all rehearsals and performances. Extracurricular commitment is required.  
Comment  
May be repeated for credit.  

ORCHESTRA - INTERMEDIATE  
Grade 9 10 11 12  
Length Semester X Year  
Prerequisite  
Previous training and experience in playing an orchestral instrument. Teacher approval by audition.  
Description  
This course will provide the development of basic skills on an orchestral instrument, appreciation of music, knowledge of musical literature and understanding of musical structures. This class is designed to prepare the student to progress to advanced orchestra. This ensemble may perform at concerts, festivals, clinics and other community-related activities. Attendance is required at all rehearsals and performances unless prior approval has been granted by the teacher.  
Comment  
May be repeated for credit.
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<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td>Teacher approval by audition.</td>
<td>May be repeated for credit.</td>
<td>This course offers a comprehensive study of all percussion instruments with emphasis on the development of rudiments, melodic playing and tuning skills. This course is limited to percussion players only. Attendance at all rehearsals and performances is required. In the fall season, marching band techniques are rehearsed and stressed to prepare and develop a cohesive drum line. In the spring semester, students study various methods in percussion ensemble, both with concert and marching percussion. This ensemble performs at concerts, festivals and various community-related events. Co-curricular commitment is required.</td>
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### PIANO 1 (PA3310)

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<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
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<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
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<td>May be repeated for credit.</td>
<td>Daily hands-on-experience at a keyboard leading to basic piano fundamentals; such as, finger independence and patterns, scales, chords, key signatures, musical symbols, sight-reading and musical notation. Other aspects studied and explored include: historical knowledge of keyboard instruments, repertoire, styles and interpretation. Students will also learn and perform appropriate piano pieces.</td>
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</tbody>
</table>

### SINGING 1 - BEGINNING/INTERMEDIATE LEVELS (PA3400)

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<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
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<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td></td>
<td>May be repeated for credit.</td>
<td>Through guided lecture, demonstrations, and daily practice, students can develop and master proficiencies in the following solo vocal areas: posture, breathing, projection, range, musicianship, expression/interpretation and audition confidence. Students will learn and prepare songs to performance level. All styles of vocal music will be studied and explored for appreciation and performance authenticity.</td>
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</table>

### STAGECRAFT (PA3620)

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<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td></td>
<td>May be repeated for credit.</td>
<td>This course introduces all aspects of technical production including, but not limited to, set design and construction, painting, lighting, sound, make-up properties, costuming, publicity, advertising and house management. Students learn by hands-on application as they help to make a major production a reality. Co-curricular commitment is required.</td>
</tr>
</tbody>
</table>

### TECHNICAL THEATRE 1 (UC.g) (PA3630)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td></td>
<td></td>
<td>Some after school and/or evening participation may be scheduled. This is a one-semester course and may be repeated for credit. This course will focus on the development of the basic skills and concepts of theatrical design and production. Through various processes - reading, writing, lecture, demonstration, hands-on activities and technology - students will achieve a basic level of proficiency, as well as, an understanding of the cultural, historical, creative and aesthetic aspects of technical theatre. Areas of study will include: the artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships and applications to other areas of study and other disciplines.</td>
</tr>
</tbody>
</table>

### TECHNICAL THEATRE 2 (UC.g) (PA3640)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td></td>
<td></td>
<td>Some after school and/or evening participation may be scheduled. This is a one-semester course and may be repeated for credit. This course will focus on the continued development of the skills and concepts of theatrical design and production. Through various processes - reading, writing, lecture, demonstration, hands-on activities and technology - students will expand their abilities to create aesthetically effective sets, props, costumes, sound and light designs for theatrical productions. Areas of study will include: the artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships and applications to other areas of study and other disciplines.</td>
</tr>
</tbody>
</table>

### TELEVISION PRODUCTION (Technology Course) (PA3680)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X9 X10 X11 X12</td>
<td>Semester XYear</td>
<td>Television Production and teacher approval.</td>
<td>May be repeated for credit.</td>
<td>Students will learn digital taping and editing skills in a workshop class that emphasizes creative camera, lighting and audio technique. Co-curricular commitment is expected. Broadcasting productions will use current technology.</td>
</tr>
</tbody>
</table>
## THEATRE 1

**Course Code:** PA3600  
**Grade:** 9 10 11 12  
**Length:** Semester  
**Year:**  
**Prerequisite:**  
**Comment:** Some after school and/or evening participation may be scheduled.  
**Description:** This course will focus on the development of the basic skills and concepts of theatrical performance and production. Through various processes - reading, writing, lecture, demonstration, hands-on activities, performance and technology - students will achieve a basic level of proficiency, as well as, an understanding of the cultural, historical, creative and aesthetic aspects of technical theatre. Areas of study will include: the artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships and applications to other areas of study and other disciplines.

## THEATRE - ADVANCED TECHNICAL

**Course Code:** PA3650  
**Grade:** 9 10 11 12  
**Length:** Semester  
**Year:**  
**Prerequisite:** Stagecraft  
**Comment:** May be repeated for credit. Some co-curricular commitment is required.  
**Description:** Advanced Technical Theatre offers continued study of basic building techniques, while emphasizing design theory and practice in the areas of lighting, sound, set, costume and make-up. Students will work with state-of-the-art Computer Assisted Design (CAD) programs as they build experience and portfolios. Co-curricular commitment is required.

## THEATRE - INTERMEDIATE

**Course Code:** PA3660  
**Grade:** 9 10 11 12  
**Length:** Semester  
**Year:**  
**Prerequisite:** Introduction to Theatre  
**Comment:** Some co-curricular commitment is required.  
**Description:** Intermediate Theatre offers continued study of basic technique, theatre history and skills required for production. In addition, as part of a stepped, school-to-career program, Intermediate Theatre students will study period styles, directing, play writing, unarmed stage combat, advanced movement and voice techniques and make-up design and application. To enhance awareness of current and classical dramatic literature, students will be required to read and analyze several plays each semester. Some emphasis will also be placed on performance, with students preparing and presenting productions to District elementary schools.

## THEATRE WORKSHOP - ADVANCED

**Course Code:** PA3670  
**Grade:** 9 10 11 12  
**Length:** Semester  
**Year:**  
**Prerequisite:** Introduction to Theater and teacher approval  
**Comment:** May be repeated for credit.  
**Description:** In this class, theater performance is emphasized. Class activities are based on production, acting, directing, scene design, set building, costume design, publicity and advertising, make-up, and house management. A study of dramatic literature and criticism is required. Each student also reads and evaluates selected works from various eras and reviews both live and filmed performances. Co-curricular commitment is required.

## WIND ENSEMBLE

**Course Code:** PA3270  
**Grade:** 9 10 11 12  
**Length:** Semester  
**Year:**  
**Prerequisite:** Requires advanced level of proficiency on a band instrument. Teacher approval by audition.  
**Comment:** May be repeated for credit.  
**Description:** This course provides students with a wide variety of advanced concert band experiences. A higher-level of musical repertoire is studied and performed. This ensemble performs at festivals, concerts, clinics and other community service-related activities. Co-curricular commitment is required.

## WIND ENSEMBLE - HONORS

**Course Code:** PA3280  
**Grade:** 9 10 11 12  
**Length:** Semester  
**Year:**  
**Prerequisite:** Requires advanced-level of proficiency on a band instrument. Teacher approval by audition.  
**Comment:** May be repeated for credit.  
**Description:** This course provides students with a wide variety of advanced concert band experiences. A higher-level of musical repertoire is studied and performed. This ensemble performs at festivals, concerts, clinics and other community service-related activities. Extensive reading and writing will be involved. Attendance is required at all rehearsals and performances. Co-curricular commitment is required.
# PHYSICAL EDUCATION

## ADAPTIVE PHYSICAL EDUCATION

**Description**
This is a class that is offered to students as a directed study mandated by a student’s IEP.

**Comment**
May be repeated for credit.

## AEROBICS

**Description**
This course is designed to condition the body, improve the cardiovascular system and tone muscles to provide physical fitness.

## ATHLETIC PHYSICAL EDUCATION

**Description**
This course is designed for conditioning of off-season athletes to stay in condition.

## BADMINTON

**Description**
Basic strokes and strategies of badminton are emphasized.

## BASEBALL - ADVANCED

**Description**
This course is designed for the development of advanced baseball skills and strategies.

## BASKETBALL - ADVANCED

**Description**
Teacher approval.

## CO-EDUCATIONAL PHYSICAL EDUCATION

**Description**
This course provides an introduction to the various co-educational activities taught in Physical Education.

## BASEBALL

**Description**
Teacher approval.

## BASKETBALL

**Description**
Teacher approval.

## BADMINTON

**Description**
Basic strokes and strategies of badminton are emphasized.

## BASEBALL - ADVANCED

**Description**
This course is designed for the development of advanced baseball skills and strategies.

## BASKETBALL - ADVANCED

**Description**
Teacher approval.

## CO-EDUCATIONAL PHYSICAL EDUCATION

**Description**
This course provides an introduction to the various co-educational activities taught in Physical Education.

## BASEBALL

**Description**
Teacher approval.

## BASKETBALL

**Description**
Teacher approval.

## BADMINTON

**Description**
Basic strokes and strategies of badminton are emphasized.

## BASEBALL - ADVANCED

**Description**
This course is designed for the development of advanced baseball skills and strategies.

## BASKETBALL - ADVANCED

**Description**
Teacher approval.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOTBALL - ADVANCED</td>
<td>9-12</td>
<td>X X X</td>
<td>Teacher approval.</td>
<td>This course places emphasis on developing advanced football skills and strategies.</td>
</tr>
<tr>
<td>GOLF - ADVANCED</td>
<td>9-12</td>
<td>X X X</td>
<td>Teacher approval.</td>
<td>This course is designed to acquaint each student with the basic and advanced skills of golf to develop proficiency to play the game.</td>
</tr>
<tr>
<td>SOCCER - ADVANCED</td>
<td>9-12</td>
<td>X X X</td>
<td>Teacher approval.</td>
<td>Basic and advanced skills, soccer terminology and safety are taught in this course.</td>
</tr>
<tr>
<td>SOFTBALL - ADVANCED</td>
<td>9-12</td>
<td>X X X</td>
<td>Teacher approval.</td>
<td>This course places emphasis on advanced softball skills and strategies.</td>
</tr>
<tr>
<td>SURVEY PHYSICAL EDUCATION</td>
<td>9-12</td>
<td>X X X</td>
<td></td>
<td>This course provides an introduction to the various activities taught in Physical Education.</td>
</tr>
<tr>
<td>SWIMMING</td>
<td>9-12</td>
<td>X X X</td>
<td></td>
<td>Introduction is given in basic water safety and students learn mechanics of swim strokes.</td>
</tr>
<tr>
<td>SWIMMING - ADVANCED</td>
<td>9-12</td>
<td>X X X</td>
<td>Teacher approval.</td>
<td>In this course, students demonstrate advanced swimming techniques and water-safety skills.</td>
</tr>
<tr>
<td>Course</td>
<td>Grade</td>
<td>Length</td>
<td>Semester</td>
<td>Year</td>
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<tr>
<td><strong>TENNIS</strong></td>
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<tr>
<td><strong>TENNIS - ADVANCED</strong></td>
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<tr>
<td><strong>TRACK AND FIELD - ADVANCED</strong></td>
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<tr>
<td><strong>VOLLEYBALL - ADVANCED</strong></td>
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<tr>
<td><strong>WEIGHT TRAINING</strong></td>
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<tr>
<td><strong>WRESTLING - ADVANCED</strong></td>
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</tr>
</tbody>
</table>
### ANATOMY AND PHYSIOLOGY

**Grade** 9 X 10 X 11 X 12  
**Length** Semester X **Year**

**Prerequisite**  
Placement in this course is predicated on teacher recommendation, "C" or better in Biology and Chemistry and standardized testing assessment.

**Description**  
The course offers a detailed study of the structures and functions of the human–body systems, how and why they work and what they do. Preserved specimens are dissected to observe body systems. This is a designated course in the Health Careers Academy. It is to be taken consecutively with the year-long academy health course. This course is articulated with Riverside Community College.

**Comment**  
Meets Life Science graduation requirement.

### ASTRONOMY

**Grade** 9 X 10 X 11 X 12  
**Length** X **Semester** X **Year**

**Prerequisite**  
Placement in this course is predicated on teacher recommendation with "C" or better in Science and Algebra 1, including prior year grades and standardized testing assessment.

**Description**  
This course provides a history of astronomy and the development of the physical laws pertaining to astronomy. The galaxies and the universe, quasars, pulsars, black holes and other astronomical phenomenon are studied.

**Comment**  
Meets Physical Science graduation requirement.

### BIOLOGY

**Grade** X 9 X 10 X 11 X 12  
**Length** X **Semester** X **Year**

**Prerequisite**  
Placement in this course is predicated on teacher recommendation and with "C" or better in previous Science course.

**Description**  
Development, relationships, and interrelationships of organisms, cell structure, energetics, genetics, evolution and taxonomy are studied.

**Comment**  
Meets Life Science graduation requirement.

### BIOLOGY - ADVANCED PLACEMENT

**Grade** 9 _10 _11 _12  
**Length** X **Semester** X **Year**

**Prerequisite**  
Placement in this course is predicated on teacher recommendation and "B" or better in Biology and Chemistry.

**Description**  
Advanced Placement Biology is equivalent to a freshman-level college course in biology. Students will be engaged in an in-depth study of cell structure and function, genetics, evolution, organic diversity and ecology. Successful completion of this course is considered adequate preparation for the AP Biology exam. Students may earn college credit, provided they pass the comprehensive college board exam.

**Comment**  
Meets Life Science graduation requirement.

### BIOLOGY - HONORS

**Grade** 9 X 10 X 11 X 12  
**Length** X **Semester** X **Year**

**Prerequisite**  
Algebra 1, Honors English, Math, Science and/or CST proficiency and/or Science Teacher recommendation.

**Description**  
This course is an introduction to the study of living systems. It covers scientific measurement, unit conversions, introductory chemistry, biological molecules and enzymes, cell structure and function, cellular energetics, including both respiration and photosynthesis, cellular reproduction, mitosis and meiosis, molecular genetics, Mendelian genetics using probability to study genetic outcomes as well as patterns of inheritance in multialt trait crosses, introduction to taxonomy, evolution, the Hardy Weinberg equilibrium, ecology, and Human systems. After completion of the course, students will be prepared to take higher level Science courses, such as Honors Chemistry, AP Science courses and College Sciences.
**BIOTECHNOLOGY** (UC.g) SC3300

**Grade** 9 10 X 11 12
**Length** Semester XYear
**Prerequisite** Biology and Chemistry.

**Description** This course is a lecture/laboratory course that provides an overview of biotechnology, covering theory, applications and hands-on skills. Topics include: DNA and protein analysis, genome mapping, the human genome project, applications to medicine, industry, forensics and social issues.

**Comment** Meets Life Science graduation requirement.

---

**CHEMISTRY** (UC.d) SC2300

**Grade** 9 X 10 X 11 X 12
**Length** Semester XYear
**Prerequisite** Placement in this course is predicated on teacher recommendation, "C" or better in Algebra and Biology and standardized testing assessment.

**Description** Atomic theory, chemical bonding and reactions are studied in this course of inorganic chemistry.

**Comment** Meets Physical Science graduation requirement.

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**CHEMISTRY - ADVANCED PLACEMENT** (UC.d) SC3300

**Grade** 9 10 X 11 12
**Length** Semester XYear
**Prerequisite** Algebra 2 or concurrent enrollment in Algebra 2, one year in Chemistry with a "B" or better and teacher approval.

**Description** Advanced Placement Chemistry is equivalent to a freshman-level college course in chemistry. Students study the structure of matter, states of matter, chemical reactions and descriptive chemistry with an emphasis on chemical calculations. The laboratory segment of the course includes both qualitative and quantitative components. Successful completion of this course is considered adequate preparation for the Advanced Placement Chemistry exam.

**Comment** Meets Physical Science graduation requirement.

---

**CHEMISTRY - HONORS** (UC.d) SC2350

**Grade** 9 X 10 X 11 X 12
**Length** Semester XYear
**Prerequisite** Have completed Algebra 1, concurrent Algebra 2, Biology with a "B" or better and teacher recommendation.

**Description** This course is an introduction to the nature of matter and change. It will cover scientific measurement, unit conversions, atomic structure, nuclear chemistry, bonding, nomenclature, chemical reactions, the mole, stoichiometry, states of matter, periodic properties, gas laws, acids and bases, simple equilibrium, and oxidation/reduction. Honors chemistry is a lab-based course based on the complete list of California state science standards. After completion of the course, students will be prepared to take higher-level chemistry courses; such as, Advanced Placement Chemistry and College Chemistry.

**Comment** Meets Physical Science graduation requirement.

---

**EARTH SCIENCE - INTRODUCTION TO** SC2500

**Grade** 9 X 10 X 11 X 12
**Length** Semester XYear
**Prerequisite**

**Description** This course is designed to prepare the student for further high school science courses; to provide an overview of the coordination between biology, chemistry, physics and the earth sciences; to provide experimental tools to develop the student's scientific and critical thinking skills; and to provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe.

**Comment** Meets Physical Science graduation requirement.

---

**EARTH SCIENCE** (UC.g) SC2100

**Grade** 9 X 10 X 11 X 12
**Length** Semester XYear
**Prerequisite** "C" or better in previous science course or teacher approval.

**Description** Students investigate the chemical and physical behavior of the planet Earth. A laboratory approach helps students become aware of the Earth’s diminishing resources.

**Comment** Meets Physical Science graduation requirement.
### ENVIRONMENTAL SCIENCE

**SC2600**

- **Grade**: 9, 10, 11, 12
- **Length**: Semester
- **Year**: Year
- **Prerequisite**: Algebra I, Biology

**Comment**

Meets one semester of Life of Physical Science graduation requirement.

**Description**

Environmental Science is an interdisciplinary field of study that includes the concepts from biology, chemistry, geology, hydrology, economics, politics, sociology, and other disciplines. It is a lab-based approach to increase student awareness of the world around them by utilizing scientific principals, concepts, methodologies, critical thinking and problem solving. Student will be required to identify and analyze environmental problems both man-made and natural to assess the risks associated with these problems and to examine possible solutions and/or prevention. To communicate scientific arguments orally and in writing, to interpret experimental data and draw conclusions, and to develop necessary skills to become independent learners that allow them to make connections between environmental science, government, activism, and understand how they affect each other.

### HEALTH SCIENCE

**SC2000**

- **Grade**: 9, 10, 11, 12
- **Length**: Semester
- **Year**: Year
- **Prerequisite**: Admission to Health Careers Academy and concurrent enrollment in Anatomy and Physiology for Health Careers

**Comment**

Elective Credit.

**Description**

As the initial technical foundation course for a career in allied health care, this course guides scientific and medically-based investigations into the relationship of decisions and behaviors to lifelong health. Emphasis is placed on acceptance of personal responsibility while respecting and promoting the health of others. This course is designed to be taken by Health Careers Academy/pathway students in the designated sequence of science courses for those students. It is to be taken concurrently with the year-long Human Anatomy and Physiology for Health Careers course.

### ENVIRONMENTAL HORTICULTURE SCIENCE

**SC3800**

- **Grade**: 9, 10, 11, 12
- **Length**: Semester
- **Year**: Year
- **Prerequisite**: Biology, Life Science concurrently and Algebra 1

**Comment**

Elective credit. Meets Science related graduation requirements and meets the UC "g" admission requirement.

**Description**

This course will provide the student with theories and principles related to environmental horticulture science. It is intended to successfully prepare those students who plan on majoring in agricultural sciences at a four-year college and/or university, or entering a 2-year certificate program in turfgrass management, or similar at a community college. Specific student outcomes are: 1) Utilize Environmental Horticulture Science principles as a relevant vehicle to teach biological principles and improve the science principles and scientific literacy of students. 2) Integrate mathematic standards, Language Arts and Science principles into an academically rigorous course that increases the students' capacity to think analytically, problem solve and utilize effective research practices.

### LIFE SCIENCE

**SC2800**

- **Grade**: 9, 10, 11, 12
- **Length**: Semester
- **Year**: Year
- **Prerequisite**: Not open to students with credit in more advanced biological science.

**Comment**

Meets two semesters of the Life Science graduation requirement.

**Description**

This course is designed as an introductory life science course that includes the core fundamentals of Biology/Life Science.

### OCEANOGRAPHY

**SC3700**

- **Grade**: 9, 10, 11, 12
- **Length**: Semester
- **Prerequisite**: "C" average or better in previous Science course.

**Comment**

Meets one semester of the Physical Science graduation requirement.

**Description**

Plants and animals of the sea, currents, chemistry and other physical aspects of the ocean, and man's dependence on the ocean are studied.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>LEVEL</th>
<th>GRADE</th>
<th>LENGTH</th>
<th>PREREQUISITE</th>
<th>DESCRIPTION</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICS</td>
<td>SC2400</td>
<td>Grade 9, 10, 11, 12</td>
<td>Semester X</td>
<td>Algebra 2 or concurrent enrollment, &quot;C&quot; or better in Biology and previous science class and teacher approval.</td>
<td>Motion, force, momentum, energy, engineering, gravitation, electricity, magnetism, waves, electromagnetic radiation and information technologies and instrumentation are studied. Problem solving, engineering, and lab activities are performed by students. This course is academically challenging and designed for the college-bound students.</td>
<td>Meets the Physical Science graduation requirement.</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>SC5400</td>
<td>Grade 9, 10, 11, 12</td>
<td>Semester X</td>
<td>Physics, a passing grade in a previous lab science class and teacher approval.</td>
<td>Advanced placement Physics 1 is an Algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sounds; and introductory simple circuits.</td>
<td>Meets the Physical Science graduation requirement.</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>SC2450</td>
<td>Grade 9, 10, 11, 12</td>
<td>Semester X</td>
<td>Algebra 2, a passing grade in a previous lab science class or teacher approval.</td>
<td>Advanced placement Physics is equivalent to a college freshman level Physics course. Students will be engaged in an in-depth study of force, work, energy, kinematics, magnetism, and electricity. Problem-solving techniques will be emphasized.</td>
<td>Meets the Physical Science graduation requirement.</td>
</tr>
<tr>
<td>Grade</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
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<tr>
<td>Length</td>
<td>X</td>
<td>Semester</td>
<td>X</td>
<td>Year</td>
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</tbody>
</table>

**Prerequisite**

Open to students in grades 10-12, must be 15½ years old during the semester in which they are enrolled.

**Description**

This course meets California State Department of Education requirements for Driver Education and part of the Department of Motor Vehicles requirements for a student to obtain a driver’s license before their 18th birthday.

**Comment**
**VISUAL ARTS**

### ANIMATION 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester</td>
<td>X</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Animation 1</td>
<td>with grade &quot;C&quot; or better or teacher approval.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

This course is designed to teach 2-D and 3-D artistic design. The hands-on application of principles of animation will be used for learning to create animated characters, development of characters, movement and timing, layout and design, script writing and storyboarding. The course enables students to develop animation skills combining hands-on artistic skills with high technology.

### ANIMATION 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester</td>
<td>X</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Animation 1 with grade &quot;C&quot; or better or teacher approval.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Description**

This course will introduce students to the principles of computer animation and to the various programs used in the production of this art form. It will continue to stress the fundamentals of pencil animation and build on the skills developed in the first two semesters. The fundamentals of video production will be merged with the pencil and computer to broaden the possibilities of creativity. The purpose of the course is to develop awareness and appreciation of all forms of animation and to provide opportunities for creative expression using the tools of animation. It will also offer a foundation for those students who wish to pursue a career in animation and/or related fields. These areas will include: set design, acting, producing, directing, background artist, inkers, clean up and in-betweening, 3-D animating, 3-D models, sound editing, storyboarding and script writing.

### ANIMATION 3

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester</td>
<td>X</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Animation 2 with grade &quot;C&quot; or better or teacher approval.</td>
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</tr>
</tbody>
</table>

**Description**

This course will allow students to apply the basic skills learned in the first four semesters to the process of film making. In the first four semesters (Animation 1 and 2), students were introduced to the basic tools and the fundamental application of those tools. This course is designed for those students who want to explore the creative application of those tools/skills and apply them by putting in the time to develop a mastery of specific job skills, that will lead to possible careers in animation.

### ART 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester</td>
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<td>Year</td>
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</tr>
<tr>
<td>Prerequisite</td>
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</tbody>
</table>

**Description**

This year-long foundation-level course focuses on students developing a practical awareness of the importance of the visual arts in their lives. Emphasis is placed on gaining perceptual skill through creative expression, aesthetic valuing, and learning about our diverse artistic heritage. Students will explore technical, creative, and conceptual methods for making artworks in a variety of two- and three-dimensional media; such as, drawing, painting, printmaking, sculpture and ceramics.

### ART 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester</td>
<td>X</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Grade &quot;C&quot; or better in Art 1 or teacher approval.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Description**

Art 2 is the first level of advanced art courses. Emphasis is placed on students solving more complex visual problems through an investigation of a variety of two-dimensional media, such as, drawing, painting and printmaking (charcoal, pastels, watercolor, acrylic, oils and linocut).

**Comment**

Only one year of advanced art may be used for University of California "f" requirement.

### ART 3

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester</td>
<td>X</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Grade &quot;C&quot; or better in Art 2 or teacher approval.</td>
<td></td>
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</tbody>
</table>

**Description**

This year-long advanced-level course is for those students who are interested in exploring the visual arts as a possible career. The program is individualized to meet the needs of each student and to nurture the development of personal artistic style through a variety of two-dimensional media; such as, drawing, painting, printmaking, mixed media and digital. Emphasis is also focused on career awareness in the visual arts.

**Comment**

May be repeated for credit.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 4</td>
<td>This class is designed for the advanced art student to explore the field of art as a possible career. The program is individualized to meet the needs of each student and to help develop style and technique in drawing, painting and print making.</td>
<td>9, 10</td>
<td>Semester</td>
<td>X Year</td>
<td>Only one year of advanced art may be used for University of California “g” requirement.</td>
</tr>
<tr>
<td>ART HISTORY - ADVANCED PLACEMENT</td>
<td>This course is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history, an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. In the course, students examine major forms of artistic expression from the past and the present from a variety of cultures. Students learn to look at works of art critically, with intelligence and sensitivity and to analyze what they see.</td>
<td>9, 10</td>
<td>Semester</td>
<td>X Year</td>
<td>The course requires a high-degree of commitment to academic work.</td>
</tr>
<tr>
<td>CERAMICS 1</td>
<td>This year-long course will explore the technical and aesthetic aspects of three-dimensional design through the medium of clay. Included in the course work will be the basic two-dimensional drawing skills necessary to plan, communicate and record the three-dimensional designs created. The student will participate in a wide range of experiences using additive and subtractive sculpture techniques, hand building techniques (may include: pinch, coil slab and/or mold); in addition to experiences in thrown pottery. All of the experiences are designed to build artistic skills and creative confidence.</td>
<td>9, 10</td>
<td>Semester</td>
<td>X Year</td>
<td></td>
</tr>
<tr>
<td>CERAMICS - ADVANCED</td>
<td>Advanced Ceramics is an extension of the beginning course which involves larger, more complicated forms. Students work in both stoneware and porcelain. They also have the opportunity to learn other firing techniques. Emphasis is placed on refining individual skills and style. Students also compete in art and/or pottery shows.</td>
<td>9, 10</td>
<td>Semester</td>
<td>X Year</td>
<td>May be repeated for credit.</td>
</tr>
<tr>
<td>COMPUTER GRAPHICS/COMMERCIAL ART</td>
<td>Computer Graphics/Commercial Art is an introductory course in graphics covering the planning stage to a finished product. The student studies the major areas of graphics layout and design, copy preparation, computer and hand-generated art, and finished binding. The course is an introduction to major printing processes including silk screening.</td>
<td>9, 10</td>
<td>Semester</td>
<td>X Year</td>
<td>May be repeated for credit.</td>
</tr>
<tr>
<td>DIGITAL PHOTOGRAPHY 1</td>
<td>An introduction to digital photography as an art form. Investigations into photographic processes include techniques, lighting, color imaging, photographic composition and visual design. Digital photographic software applications, monochrome prints and digital color image manipulation will be explored as related to photographic media and traditions. Photography as a commercial medium will also be investigated. Lectures and assignments will address photographic aesthetics, contemporary and historical practices, and professional applications. Students will learn to critique work through participation in discussions of both photographic assignments, historical and contemporary photographs.</td>
<td>9, 10</td>
<td>Semester</td>
<td>X Year</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Grade</td>
<td>Length</td>
<td>Prerequisite</td>
<td>Comment</td>
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</tr>
<tr>
<td>JEWELRY</td>
<td>VA3220</td>
<td>9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
<td>“C” or better in Art 1 or Animation 1 is preferred.</td>
<td></td>
</tr>
<tr>
<td>MIXED MEDIA</td>
<td>VA3170</td>
<td>9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHOTOGRAPHY 101</td>
<td>VA3230</td>
<td>9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCULPTURE 1</td>
<td>VA3200</td>
<td>9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
<td>“C” or better in Art 1 or Ceramics or instructor approval.</td>
<td></td>
</tr>
<tr>
<td>SCULPTURE 2</td>
<td>VA3210</td>
<td>9 X 10 X 11 X 12</td>
<td>Semester X Year</td>
<td>“C” or better in Sculpture 1 and must be at grade-level reading and writing.</td>
<td></td>
</tr>
<tr>
<td>STUDIO ART - ADVANCED PLACEMENT</td>
<td>VA5300</td>
<td>9_10 X 11 X 12</td>
<td>Semester X Year</td>
<td>Completion of Art 2 with a “B” or better and teacher approval.</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Grade</td>
<td>Length</td>
<td>Semester</td>
<td>Year</td>
<td>Prerequisite</td>
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<tr>
<td>FRENCH 1</td>
<td>X9 X10 X11 X12</td>
<td>Semester</td>
<td>Year</td>
<td></td>
<td>&quot;C&quot; average or better overall or teacher approval.</td>
</tr>
<tr>
<td>FRENCH 2</td>
<td>X9 X10 X11 X12</td>
<td>Semester</td>
<td>XYear</td>
<td></td>
<td>&quot;C&quot; average or better in Level 1 of language or teacher approval.</td>
</tr>
<tr>
<td>FRENCH 3</td>
<td>X9 X10 X11 X12</td>
<td>Semester</td>
<td>XYear</td>
<td></td>
<td>&quot;C&quot; average or better in Level 2 of language or teacher approval.</td>
</tr>
<tr>
<td>FRENCH LANGUAGE - ADVANCED PLACEMENT</td>
<td></td>
<td>Semester</td>
<td>XYear</td>
<td></td>
<td>Teacher assessment of oral and written language skills.</td>
</tr>
<tr>
<td>SPANISH 1</td>
<td>X9 X10 X11 X12</td>
<td>Semester</td>
<td>XYear</td>
<td></td>
<td>&quot;C&quot; average or better overall or teacher approval.</td>
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</tbody>
</table>
### SPANISH 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>X9 X10 X11 X12</th>
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</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester XYear</td>
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</tbody>
</table>

**Prerequisite**
"C" average or better in Level 1 of a foreign language or teacher approval.

**Description**
This college preparation class continues to develop oral and written communicative skills of the language and exposure to world cultures. There is an increased emphasis on reading and writing. Most of the grammatical patterns will have been studied by the completion of Level 2. The use of technology will be incorporated throughout the course. This course requires good study habits, 30 - 60 minutes of homework on a daily basis and good listening skills.

**Comment**
The completion of Levels 1 and 2 of a foreign language with a "C" or better and fulfills minimum college entrance requirements.

### SPANISH 3

<table>
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<tr>
<th>Grade</th>
<th>X9 X10 X11 X12</th>
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<tbody>
<tr>
<td>Length</td>
<td>Semester XYear</td>
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</tbody>
</table>

**Prerequisite**
"C" average or better in Level 2 of language or teacher approval.

**Comment**
The third year of a foreign language may be used to satisfy the "g" requirement of the University of California.

### SPANISH FOR NATIVE SPEAKERS 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>X9 X10 X11 X12</th>
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<tbody>
<tr>
<td>Length</td>
<td>Semester XYear</td>
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</tbody>
</table>

**Prerequisite**
Teacher assessment of oral and written language skills.

**Description**
This college prep course is designed for students who have had varying degrees of formal, as well as, informal exposure to Spanish while growing up. Students develop and expand their knowledge of the language and their cultural heritage. Focus is placed on reading and writing while learning about the fundamental grammatical structures of Spanish. Students read level-appropriate literature and learn to write more effectively. This course requires good study habits, 30 - 60 minutes of daily homework and good listening skills. Students will use technology.

**Comment**
Students who have demonstrated good or superior performance in this class may be promoted to Spanish for Native Speakers 2 with teacher approval.

### SPANISH FOR NATIVE SPEAKERS 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>X9 X10 X11 X12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester XYear</td>
</tr>
</tbody>
</table>

**Prerequisite**
Teacher assessment of oral and written language skills.

**Description**
This college prep course is designed for students who have had formal exposure to Spanish. Students develop and expand their knowledge of the language and their cultural heritage. The Spanish speakers acquire skills that range from learning grammar and spelling to learning how to critically analyze a text and acquire new information in different academic areas. Focus is placed on reading level-appropriate literature and writing more effectively. This class provides students with the necessary skills to succeed in upper-level Spanish courses. This course requires good study habits, 30 - 60 minutes of daily homework and good listening skills. Students will use technology.

**Comment**
Students who have demonstrated good or superior performance in this class may be promoted to Spanish 3 or AP Spanish with teacher approval.

### SPANISH LANGUAGE - ADVANCED PLACEMENT

<table>
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<tr>
<th>Grade</th>
<th>X9 X10 X11 X12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Semester XYear</td>
</tr>
</tbody>
</table>

**Prerequisite**
Teacher assessment of oral and written language skills.

**Description**
The specific purpose of the Advanced Placement Spanish Language class is to prepare students to pass the advanced placement exam given in the fourth quarter of the school year. Students are expected to take the exam in order to fulfill the class requirements. The students are expected to expand and broaden their vocabulary in order to read authentic documents, newspapers and magazines, as well as, native literature with ease and accuracy. In addition, an in-depth grammatical review geared towards writing with near-native accuracy is required. Writing assignments include: essays, critiques, poetry, picture descriptions, movie reviews, letters, etc. Students are required to demonstrate proficiency in understanding and producing the language, listen to and make audio tapes, give formal oral presentations, etc. Students will use technology.

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61
Grade: 9, 10, 11, or 12
Length: Semester
Year: X
Prerequisite: Completion of Advanced Placement Spanish Language or consent of instructor.

Description
The Advanced Placement Spanish Literature program is designed to introduce students to the diverse literature written in Spanish; to help students reflect on the many voices and cultures included in the very rich Hispanic literature; to expose students to a variety of genres, literary periods, literary terms and geographical areas; to enable students to trace the history of Spanish prose from and before the twentieth century to modern times through some of its most brilliant authors; and to acquaint students with significant works that have become sources for literature and art worldwide. The program is intended to be the equivalent of a third-year college "Introduction to Hispanic Literature" course. The purpose of the course is to prepare students for the Advanced Placement Spanish Literature test.
# Academy of Creative Technologies (ACT)

**DIGITAL MEDIA PRODUCTION**

<table>
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<th>Grade</th>
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<tbody>
<tr>
<td>Length Semester</td>
<td>XYear</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Elements of Design 1 and 2.</td>
</tr>
</tbody>
</table>

**Description**

This course is the culminating class for the Academy of Creative Technologies program. The class is structured around the development of a working portfolio showcasing the knowledge and skills gained in the three-year program. An appreciation of traditional artistic expression, as well as, an understanding of the role of contemporary media as a verbal and visual means of communication in today's society will be shown through the portfolio.

**Comment**

Required course for year 3 of the Academy of Creative Technologies program at Canyon Springs High School. Enrollment restricted.

**ELEMENTS OF DESIGN 1**

<table>
<thead>
<tr>
<th>Grade</th>
<th>9 _ Y10 _ Y11 _ Y12</th>
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</thead>
<tbody>
<tr>
<td>Length Semester</td>
<td>XYear</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Required course for the Academy of Creative Technologies.</td>
</tr>
</tbody>
</table>

**Description**

This course is designed to teach 2-D and 3-D artistic design, as well as, computer design of two- and three-dimensional objects. The course enables students to develop artistic design skills using high technology.

**Comment**

Enrollment is restricted.

**ELEMENTS OF DESIGN 2**

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>Length Semester</td>
<td>XYear</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Required course for the Academy of Creative Technologies.</td>
</tr>
</tbody>
</table>

**Description**

Students will work in the design programs introduced in Elements of Design 1. Students will complete projects in the different discipline areas; i.e., art, web development, photography, print and video.

**Comment**

Enrollment is restricted.

**VIDEO PRODUCTION - ADVANCED**

<table>
<thead>
<tr>
<th>Grade</th>
<th>9 _ Y10 _ Y11 _ Y12</th>
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</thead>
<tbody>
<tr>
<td>Length Semester</td>
<td>XYear</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Completion of Introduction to Television Production.</td>
</tr>
</tbody>
</table>

**Description**

Advanced Video Production includes advanced work in video production, scripting, directing, editing and film criticism. Students learn Apple "i movie", Adobe Premier Pro and Final Cut Pro digital editing and will use Screenwriter 2000 software. Videos will be produced for cable and web broadcast, as well as, for public service needs. This course fulfills the UC/CSU Visual and Performing Arts (f) requirements.

**Comment**

May be repeated for elective credit.

**Business Academy**

**BUSINESS AND MANAGEMENT**

<table>
<thead>
<tr>
<th>Grade</th>
<th>9 _ Y10 _ 11 _ 12</th>
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</thead>
<tbody>
<tr>
<td>Length Semester</td>
<td>XYear</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Keyboarding 1</td>
</tr>
</tbody>
</table>

**Description**

Business Academy Tech 1 introduces students to four major business careers and provides them with the opportunity to explore individual career interests in Accounting, Computer Science, Marketing and Office Administration. Through the use of individualized career exploration tools, each student will become familiar with and select a personal career path.

**Comment**

Offered at Canyon Springs and Moreno Valley high schools.
### EMPowering ENTERpreneurship

**Grade 9_10 X 11 X 12**

**Length Semester XYear**

**Prerequisite** Business Academy Tech 1. Teacher approval required.

**Description** This course is designed for students who desire employment in a business career and want training in entrepreneurship, leadership, time management, organizational and interpersonal skills. Data evaluation, public speaking and current business technology are addressed. Students will be involved at business sites with local business mentors.

**Comment** Offered at Canyon Springs and Moreno Valley high schools.

### Technology Support Specialist

**Grade X9 X10 X11 X12**

**Length Semester XYear**

**Prerequisite** Keyboarding, Math or Computer Applications

**Description** Students will master the technology to identify characteristics and features of Information Technology devices. The course goals allow students the opportunity to touch and fell the internal components of a computer. MOUSE (Making Opportunities for Upgrading Schools & Education) enables high school students to learn 21st century Information Technology (IT), communication, leadership and problem solving skills while providing tech support services to their schools.

### Network Technician I

**Grade X9 X10 X11 X12**

**Length Semester XYear**

**Prerequisite** Technology Support Specialist

**Description** Network Technician I is a hands-on, career-oriented e-learning solution with an emphasis on practical experience to help students develop fundamental computer skills, along with essential career skills. The course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in the home and small business environment. The materials will assist you in developing the skills necessary to plan and implement small networks across a range of applications. This course prepares students with the skills needed to obtain entry-level Home Network Installer jobs. It also prepares students for the CCENT (Cisco Certified Entry Level Technician) which will help obtain Network Technician, Computer Technician, Cable Installer, and Help Desk Technician jobs.

### Network Technician II

**Grade X9 X10 X11 X12**

**Length Semester XYear**

**Prerequisite** Technology Support Specialist

**Description** Network Technician II is a second semester course. It continues with emphasis on learned practical experience plus additional skills. This course provides a comprehensive introduction to the ICT industry and interactive, hands-on exposure to personal computers, hardware, software, and operating systems. Upon completing Network Technician I and II, students must take and pass the CISCO test to receive certification. The CompTIA A+ certification validates knowledge of computer service technicians that is equivalent to 500 hours of hands-on experience. CompTia A+ students have completed course work with an understanding of hardware and operating system technologies, including installation, configuration, diagnosing, preventive maintenance and basic networking.

### Virtual Business

**Grade 9_10_11 X 12**

**Length Semester XYear**

**Prerequisite** Business Academy Tech 2 or teacher approval.

**Description** Virtual Business is a simulated business that is set up and run by students to prepare them for working in a real business environment with the guidance of the classroom teacher and real-world business partners. The students determine the nature of their business, its products and services, its management and structure and engage in the daily operations of running a business.

### Health Academies

**Advanced Concepts for the Medical Professional**

**Grade 9_10 X 11 X 12**

**Length Semester XYear**

**Prerequisite** Medical Science Health Care 1

**Description** The course is a capstone course for the Health Careers Pathway. There are topics and skills that are not addressed in your average health career preparation. This course covers many of those concepts, including legal and ethical issues, therapeutic communication skills, cultural diversity, disease and body systems and the effect of life stages on treatment. Students finishing this course will be able to communicate with patients, families, and health care workers for all ages and cultures as well as being able to navigate appropriate legal documents for patients and deal with ethical dilemmas that may arise. As a culminating project, students will create a work portfolio that demonstrates their learning throughout the course.
**BODY SYSTEMS AND DISORDERS (UC-g)**

**SC3421**

**Description**
This course is the capstone health careers course for students in the Academy incorporating relevant health careers standards coupled with a rigorous interdisciplinary academic program. The Academy's educational and health care partners offer career-specific internship and volunteer opportunities. Students in this course provide leadership for many community service projects managed by the Academy, building resumes that open doors whether they want to go directly to work or continue their career preparation at the adult skills center community college or university.

**DYNAMIC LITERACY OF PATIENT CARE - THE UCCI-g)

**EN2081**

**Description**
This 11th grade English course aligns with the HSMT Career Pathway of Patient Care and will develop the many facets of the Health Science and Medical Technology "CTE" sector through the reading of fiction and expository text, various writing assignments with an emphasis of revision, and opportunities to make presentations. The course cultivates informed citizens in regards to the field of Patient Care by having them delve deeper into the areas of Communications, Ethics, Wellness, Cultural Diversity, Preventative Care, and Mental Health, with a culminating project that includes research in careers and a portfolio encompassing technology, interview skills, and a resume.

**MEDICAL BIOLOGY SC2700**

**Description**
This is a two-semester course in basic biology with medical application for college preparatory students in grade 10. This laboratory-oriented course will cover concepts in basic biochemistry, cells, cellular energy, genetics, human biology, evolution, and ecology, all with an emphasis on health and medicine meeting all the California state biology standards. Students also have the opportunity for field trips and guest speakers from the medical field. This course will meet the Life Science graduation requirement.

**MEDICAL SCIENCE - HEALTH CAREERS 1 SC3411**

**Description**
This course builds up on concepts learned in Introduction to Health Care, covering skills more directly related to clinical applications. This Health Careers core course is the foundation for mentoring, job shadowing and internships with Academy health care partners. Students continue rigorous interdisciplinary academic course work and expand their relevant workplace experiences. Community service and volunteer opportunities increase giving students deeper insights into the multifaceted world of health care.

**MEDICAL SCIENCE - HEALTH CAREERS 2 SC3421**

**Description**
This course is the capstone health careers core course for students in the Academy, incorporating relevant health careers standards coupled with a rigorous interdisciplinary academic program. The Academy's educational and health care partners offer career-specific internship and volunteer opportunities. Students in this course provide leadership for many community service projects managed by the Academy, building resumes that open doors whether they want to go directly to work or continue their career preparation at an adult skills center, community college or university.
NON-DEPARTMENTAL

ACADEMIC DECATHLON

ND3500

Grade 9 X 10 X 11 X 12  
Length Semester X Year  
Prerequisite  
None  

Comment  
May be repeated for credit.

Description  
The Academic Decathlon is a team competition wherein students match their intellects with students from other schools. Students will be tested in 10 categories: art, economics, essay, interview, language and literature, math- ematics, music, science, social science and speech. This nationwide non-profit organization promotes an educational experience providing a format in which teams of 9 high school students compete in academic events. All California public and private schools are eligible to compete. The Academic Decathlon embodies a partnership of businesses, foundations and individuals in cooperation with education community and county office of education.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

(AVID)

ND2000

Grade 9 X 10 X 11 X 12  
Length Semester X Year  
Prerequisite  
Comment  

Description  
This course assists the student who is contemplating attending college in developing and refining the study skills essential for success in college: close reading, effective writing process, speaking, listening, and critical-thinking skills. Additionally, this course assists in strengthening the student’s skills in test taking, note-taking and large and small group discussion techniques. Emphasis is placed upon learning to write a well-documented research paper.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

(AVID) II SEMINAR

ND2300

Grade 9_10 X 11_12  
Length Semester X Year  
Prerequisite  
Comment  

Description  
The AVID Seminar is the culmination of the students’ experience in the AVID program. The course continues to support the students in note taking, organization, study skills, critical thinking and writing instruction. Students will experience more analytical writing, literary analysis and preparation for the SAT I and II, ACT and AP exam- inations, in addition to college placement exams. Students engage in more timed essays and use critical analysis to perfect their own writing and that of fellow AVID students. Seminar students are required to produce an extended, reflective paper focusing on one of their areas of interest of study; such as, mathematics, science, history, English or world language, which may interrelate to the study of the careers emanating from individual fields of study.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

(AVID) SENIOR SEMINAR

ND2310

Grade 9_10_11_12  
Length Semester X Year  
Prerequisite  
Comment  

Description  
The AVID Seminar is the culmination of the students’ experience in the AVID program. The course continues to support the students in note taking, organization, study skills, critical thinking and writing instruction. Students will experience more analytical writing, literary analysis and preparation for the SAT I and II, ACT and AP exam- inations, in addition to college placement exams. Students engage in more timed essays and use critical analysis to perfect their own writing and that of fellow AVID students. (See above)

ANNUAL/YEARBOOK

ND3120

Grade 9 X 10 X 11 X 12  
Length Semester X Year  
Prerequisite  
Teacher approval.  

Comment  
Elective credit only. This course does not meet the English graduation requirement. The course may be repeated for credit.

Description  
This course is a workshop designed to produce the yearbook for the current year’s activities.
**ASSOCIATED STUDENT BODY (ASB) LEADERSHIP**

**ASSOCIATED STUDENT BODY (ASB) LEADERSHIP**

**Grade**
  - 9
  - 10
  - 11
  - 12

**Length** Semester X Year

**Prerequisite**
Teacher approval.

**Comment**
Elective credit only. This course does not meet the English graduation requirement. The course may be repeated for credit.

**Description**
This course is a workshop designed to produce the yearbook for the current year’s activities.

**ASSOCIATED STUDENT BODY (ASB) LEADERSHIP**

**Grade**
  - 9
  - 10
  - 11
  - 12

**Length** Semester X Year

**Prerequisite**
Elected to office or teacher approval.

**Comment**
A mandatory course for all ASB executives. Other class officers included as recommended by Director of Activities.

**Description**
This course is designed to provide ASB officers with the opportunity to develop leadership skills in student government. Students are taught effective planning techniques, program development, fiscal budgeting, parliamentary procedures and community and public-relations skills in the formation and execution of student-body activities.

**COLLEGE & CAREER READY SENIOR SEMINAR**

**Grade**
  - 9
  - 10
  - 11
  - 12

**Length** Semester X Year

**Prerequisite**

**Comment**
This course builds upon the skills acquired in the Junior Seminar class, is hands-on, and specifically designed to help students with an acceptance into a four-year university. Students are required to take college entrance exams (SAT, SAT Subject tests, ACT), apply for scholarships, apply to colleges, and complete the FAFSA. Students are also required to have a mentor in their career of choice whom they interview, shadow, and expensively research. Additionally, students are expected to participate in extracurricular activities throughout the year.

**Description**
This course is designed to provide students with the background and tools necessary to research four-year universities and scholarships available to them to prepare for application in the senior year. Students will take the PSAT and learn study techniques that will prepare them to take the ACT and SAT at the end of their Junior year. Students are also required to research various careers and complete activities to assess their personality and learning style to determine their personal career and college path.

**COLLEGE & CAREER READY JUNIOR SEMINAR**

**Grade**
  - 9
  - 10
  - 11
  - 12

**Length** Semester X Year

**Prerequisite**

**Comment**
This course designation is used for students who wish to undertake individualized instruction in an approved subject when it cannot otherwise be worked into the student’s schedule. Students work in the classroom under the close supervision and direction of a teacher who is able and willing to accommodate the student’s specialized interests or needs. All of the objectives of such approved course will be met under Directed Studies.

**DIRECTED STUDIES**

**Grade**
  - 9
  - 10
  - 11
  - 12

**Length** Semester X Year

**Prerequisite**
Teacher and site Administrative Cabinet approval. Directed Studies is a course of special designation.

**Comment**
This course is a study of classic films and includes western, Gothic, detective and science fiction selections. Films are viewed and discussed in class. A close evaluation of books and screenplay adaptations is required by the student. Written reviews and critiques of films are also required. Extensive reading and writing is involved.
FRESHMEN FOCUS SEMINAR

Description
This course focuses on strategic academic development through the acquisition of organizational skills, study strategies, collaboration techniques, and academic technology skills. Social emotional development is layered within the class as students develop the necessary interpersonal skills to be successful in a college or career environment. Specific goals of the course include individual creation of a 10-year plan aligned with high school coursework, college or vocational school coursework, and personal development to achieve career choice and lifestyle goals.

"I CAN" (SELF ESTEEM)

Description
This course offering prepares students to take the mathematics portion of the Scholastic Aptitude Test.

PEER LEADERSHIP 1

Description
Peer Leadership 1 is a two-semester course designed for students interested in becoming involved in the School Peer Leadership Program. It is designed to help students acquire the skills necessary to be actively involved in providing peer leadership to the student body. Topics include: self-awareness, active listening, communication skills, questioning techniques, group leadership skills, group support techniques, substance-abuse prevention and problem-solving techniques. Students who successfully complete this course, as determined by the instructor, function as peer tutors and/or peer counselors with the approval and under the supervision of the classroom teacher and/or Peer Leadership instructor.

PEER LEADERSHIP 2

Description
In this continuation of Peer Leadership Training Seminar, students function as peer tutors and counselors with the approval and under the supervision of the classroom teacher and/or the Peer Leadership counselor.

SKILLS FOR SUCCESS - SPECIAL EDUCATION

Description
This course offers students the opportunity to improve skills necessary for success in high school and in the world of work. Through instruction and guided practice, students learn and improve skills in the following areas: organization and time management, interpersonal relationships, clarification of personal values, decision-making and problem-solving, stress management, critical thinking and study habits, and test-taking strategies. Opportunities for career awareness and exploration are also provided. Special accommodations and modifications may be arranged in this class to comply with IEP goals.

SPEECH

Description
This course offers a study of speech and the principles that are basic to effective public impromptu and extempraneous speaking, plus listening and group discussion will be emphasized.

Comment
This course does not meet the English graduation requirement.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER ASSISTANT</strong></td>
<td>§9 X10 X11 X12</td>
<td>Semester Year</td>
<td>Teacher recommendation.</td>
<td>This course designation is used for students who wish to aid teachers in the mechanical duties of classroom management, e.g., duplicating materials and keeping records. Students will at all times attend their assigned class. Teachers may accept no more than two students per semester for this course.</td>
</tr>
<tr>
<td><strong>THE WRITE CONNECTION</strong></td>
<td>§9 X10 X11 X12</td>
<td>Semester Year</td>
<td>Teacher recommendation.</td>
<td>In this course, writing is a dynamic activity. Students see their work evolve, grow and change as they are guided through the writing process. Through individual and small group instruction, students create their own writing portfolio, which contains pieces from all curriculum areas. Students learn writing strategies and heuristics from a variety of approaches including: computer technology, one-to-one conferring and reader-based feedback. This course is designed to assist student writers at all levels of performance.</td>
</tr>
<tr>
<td><strong>VERBAL SAT</strong></td>
<td>§9 X10 X11 X12</td>
<td>Semester Year</td>
<td>Teacher recommendation.</td>
<td>This course offering prepares students to take the verbal portion of the Scholastic Aptitude Test.</td>
</tr>
<tr>
<td><strong>WORK EXPERIENCE EDUCATION</strong></td>
<td>§9 X10 X11 X12</td>
<td>Semester Year</td>
<td>Teacher, counselor and parent approval. Student must be 16-years-old or a junior or senior, employed, with satisfactory grades and citizenship.</td>
<td>Work Experience Education is an elective class that combines paid employment with classroom instruction. Students obtain and attend their own jobs throughout the week and also, attend a class session once a week at school. As part of their total education, Work Experience Education is designed to give students a real-world learning experience, which will prepare them for full-time employment and adult responsibilities. Work Experience class is a privilege granted to only a few students each semester. Students must have teacher-approval and legal employment while enrolled in this course. Students will develop positive work habits and attitude, self-confidence and job skills.</td>
</tr>
</tbody>
</table>
# CAREER TECHNICAL EDUCATION (CTE)

## EXPLORATORY WORK EXPERIENCE EDUCATION

**Grade** 9, 10, 11, 12  
**Length** Semester  
**Prerequisite**  
Teacher, counselor and parent approval. Student must be 16-years-old or a junior or senior.  
**Comment**  
Work site must be pre-approved by the Work Experience Coordinator. Students must provide their own transportation. Satisfactory grades, citizenship and school attendance in regular classes are needed. May be repeated for credit with a maximum earned of 20 credits total.

## ADVANCED RETAIL OPERATIONS

**Grade** 9, 10, 11, 12  
**Length** Semester  
**Prerequisite** Introductory Marketing or Business Course.  
**Comment**  
No specific grade level.

## ADVANCED TV/VIDEO PRODUCTION (UC.f)

**Grade** 9, 10, 11, 12  
**Length** Semester  
**Prerequisite** Completion of Introduction to Television Production.  
**Comment**  
May be repeated for elective credit.

## ANIMATION 1 (UC.f)

**Grade** 9, 10, 11, 12  
**Length** Semester  
**Prerequisite** None  
**Comment**  
This course is designed to teach 2-D and 3-D artistic design. The hands-on application of principles of animation will be used for learning to create animated characters, development of characters, movement and timing, layout and design, script writing and storyboarding. The course enables students to develop animation skills combining hands-on artistic skills with high technology.

## ANIMATION 2 (UC.f)

**Grade** 9, 10, 11, 12  
**Length** Semester  
**Prerequisite** Animation 1 with grade "C" or better.  
**Comment**  
This course will introduce students to the principles of computer animation and to the various programs used in the production of this art form. It will continue to stress the fundamentals of pencil animation and build on the skills developed in the first two semesters. The fundamentals of video production will be merged with the pencil and computer to broaden the possibilities of creativity. The purpose of the course is to develop awareness and appreciation of all forms of animation and to provide opportunities for creative expression using the tools of animation. It will also offer a foundation for those students who wish to pursue a career in animation and/or related fields. These areas will include: set design, acting, producing, directing, background artist, inkers, clean up and in-betweening, 3-D animating, 3-D models, sound editing, storyboarding and script writing.

## ANIMATION 3

**Grade** 9, 10, 11, 12  
**Length** Semester  
**Prerequisite** Animation 2 with grade "C" or better.  
**Comment**  
This course will allow students to apply the basic skills learned in the first four semesters to the process of film making. In the first four semesters (Animation 1 and 2), students were introduced to the basic tools and the fundamental application of those tools. This course is designed for those students who want to explore the creative application of those tools/skills and apply them by putting in the time to develop a mastery of specific job skills, that will lead to possible careers in animation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade</th>
<th>Length</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT3031</td>
<td>9-11</td>
<td>Semester</td>
<td>Introduction to Education</td>
<td>Students will examine various teaching styles and strategies and will be given opportunities to use these strategies in the elementary and middle school settings. This hands-on work-based learning may include tutoring students in reading, writing, and math, and acting as a mentor.</td>
</tr>
<tr>
<td>CT4400</td>
<td>9-12</td>
<td>Year</td>
<td>None</td>
<td>This course prepares students for internationally recognized beginning, intermediate, and advanced levels of hands-on work-based learning.</td>
</tr>
<tr>
<td>CT3111</td>
<td>9-12</td>
<td>Semester Year</td>
<td>Keyboarding 1, Computer Applications, Web Page Design or Computer Programming.</td>
<td>The intent of Computer Applications is to give students keyboarding and computer skills that will serve them throughout their school years, in their personal lives, and in their careers. The focus will be on the alphabetic keyboard, basic punctuation marks, an introduction to the numeric and symbol keys, the numeric keypad and an orientation to word processing.</td>
</tr>
<tr>
<td>CT3060</td>
<td>9-12</td>
<td>Semester</td>
<td>Keyboarding 1, Computer Applications, Web Page Design or Computer Programming.</td>
<td>Students learn how computers work and how the software and hardware work together. They will also be introduced to the fundamental parts of the computer, their installation and support, as well as, how to troubleshoot a computer that is not working correctly. This class covers the support of the Windows Operating System, as well as, networking fundamentals. This class prepares students for the Cisco Networking Academy and for the A+ certification exam. The A+ certification is the industry accepted standard for students considering a PC technician career.</td>
</tr>
<tr>
<td>RO6100</td>
<td>9-12</td>
<td>Semester</td>
<td>Construction Technology - Level 1</td>
<td>This course prepares the student with entry-level skills in the construction industry. A major part of the training time will be spent in practical application of the theory by doing actual construction jobs. Framing, room layout, drywall, door and window installation, plumbing, electrical and blueprint reading are some of the activities. Program may include building a home in a local residential area.</td>
</tr>
<tr>
<td>RO6200</td>
<td>9-12</td>
<td>Semester</td>
<td>Construction Technology - Level 1</td>
<td>This course is the second in a series designed to provide classroom and advanced hands-on experiences in construction and construction-related occupations, including construction, remodeling, maintenance and repair of building and structures.</td>
</tr>
<tr>
<td>CT3191</td>
<td>9-12</td>
<td>Year</td>
<td>Must be a junior or senior and interested in correctional services.</td>
<td>This course is designed to prepare students for entry-level employment in corrective services through classroom instruction and hands-on training that focuses on ensuring the general safety and well-being of the community.</td>
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<tr>
<td>Course</td>
<td>Code</td>
<td>Grade</td>
<td>Length</td>
<td>Semester</td>
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<tr>
<td>CYBER SECURITY I</td>
<td>CT3171</td>
<td>9_10_11_12</td>
<td>Semester</td>
<td>xYear</td>
</tr>
<tr>
<td>DIGITAL IMAGING AND DESIGN</td>
<td>CT3201</td>
<td>9_10_11_12</td>
<td>Semester</td>
<td>xYear</td>
</tr>
<tr>
<td>EKG MONITOR TECHNICIAN</td>
<td>RO3420</td>
<td>9_10_11_12</td>
<td>Semester</td>
<td>xYear</td>
</tr>
<tr>
<td>EMERGENCY MEDICAL RESPONDER (EMR) - EXTENDED</td>
<td>CT3221</td>
<td>9_10_11_12</td>
<td>Semester</td>
<td>xYear</td>
</tr>
<tr>
<td>EMERGENCY MEDICAL TECHNICIAN</td>
<td>RO3210</td>
<td>9_10_11_12</td>
<td>Semester</td>
<td>xYear</td>
</tr>
<tr>
<td>GRAPHICS TECHNOLOGY, PRINTING - BEGINNING I</td>
<td>CT3291</td>
<td>9_10_11_12</td>
<td>Semester</td>
<td>xYear</td>
</tr>
<tr>
<td>GRAPHICS TECHNOLOGY, PRINTING - ADVANCED II</td>
<td>CT3281</td>
<td>9_10_11_12</td>
<td>Semester</td>
<td>xYear</td>
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<tr>
<td>Course</td>
<td>Grade</td>
<td>Length</td>
<td>Year</td>
<td>Prerequisite</td>
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<tr>
<td>INTRODUCTION TO EDUCATION (UC.g)</td>
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<tr>
<td>INTRODUCTION TO MARKETING, SALES AND SERVICE</td>
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<tr>
<td>MAINTENANCE AND LIGHT REPAIR (MLR) I - BEGINNER/LEVEL 1</td>
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<tr>
<td>MAINTENANCE AND LIGHT REPAIR (MLR) II - INTERMEDIATE/LEVEL 2</td>
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<tr>
<td>MAINTENANCE AND LIGHT REPAIR (MLR) III - INTERMEDIATE/LEVEL 3</td>
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<tr>
<td>MANUFACTURING TECHNOLOGY I - BEGINNER / LEVEL 1</td>
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<tr>
<td>MEDICAL ASSISTING - CLINICAL - ADVANCED (UC.g)</td>
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<tr>
<td>Course</td>
<td>Code</td>
<td>Grade</td>
<td>Length</td>
<td>Semester</td>
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<tr>
<td>---------------------------------------------</td>
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<tr>
<td>MEDICAL BILLING &amp; CODING</td>
<td>CT3185</td>
<td>X9 X10 X11 X12</td>
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<tr>
<td>Description</td>
<td></td>
<td>This course prepares students to work in a medical facility, billing service, or the potential of starting their own billing service. The course covers medical terminology, human anatomy, preparation of claims for reimbursement, electronic and manual claim submission for various types of health insurance.</td>
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</tr>
</tbody>
</table>

| WELDING OCCUPATIONS                        | RO3400 | X9 X10 X11 X12 |        |          |      |              |         |
| Description                                 |      | To introduce students to the welding industry, applications and careers. To learn welding shop safety, shop dictionary, terminology and introduction welding processes. To learn protective equipment, OSHA guidelines and regulations and preventive safety techniques. To learn welding joints, metal prep., filler metals and symbols in welding procedures Oxy Fuel Welding; VERTEX Welding Simulator, Gas Metal Arc Welding and Shielded Metal Arc Welding. Introduction to tool use and procedures supplemental to the welding process. |

| SPORTS MEDICINE & THERAPEUTIC SERVICE 1     | CT3521 | X9 X10 X11 X12 |        |          |      | None         |         |
| Description                                 |      | This course is designed to help students develop a general awareness of health careers and specific preparation for athletic trainer, physical therapy, fitness instructor, medical and sports equipment salespersons, and other sports medicine occupations. Classroom instruction covers such topics as basic communication and professionalism; personal wellness and occupational injury and illness prevention; standard precautions; principles of fitness; medical terminology and anatomy; emergency assessment; basics of tissue and bone injuries; and management of injuries. |

| RCOE - PROFESSIONAL BUSINESS (UC.g)         | CT4201 | X9 X10 X11 X12 |        |          |      |              |         |
| Description                                 |      | The Professional Business Communications course is designed to prepare students for essential business communication skills utilizing 21st century technology platforms. This course will develop the student's depth and breadth of communication abilities, critical thinking, and problem solving skills. It is specifically designed to give students a competitive edge on both postsecondary education and career pursuits. The course integrates the foundational principles of business communication with the organizational, analytical, and technical concepts required of business communications. The development of a professional portfolio is a key component in each unit. This course emphasizes diversity and innovation through gathering, synthesizing, questioning, and forming articulate date-driven opinions. Students read often and with an open mind, write often and clearly with coherent thought and form, and articulate their reading and writing in presentations using technology, appropriately targeting both academic and real-world audiences. |

| RETAIL SALES AND MARKETING                  | RO3360 | X9 X10 X11 X12 |        |          |      |              |         |
| Description                                 |      | This course provides experience and skill needed to obtain employment in a variety of retail stores and in the fashion industry. Classroom instruction may include: customer service, register operation, salesmanship, visual merchandising, store security and loss prevention, merchandising, stocking and receiving, personal development, and job search. Students’ training programs may be directed to meet their individual needs and interests depending upon community training-sites. Training-sites may include: department stores, food and drug stores, specialty stores and on-campus student stores. |

| TELEVISION/VIDEO PRODUCTIONS 1              | RO3380 | X9 X10 X11 X12 |        |          |      |              |         |
| Description                                 |      | This course is designed to allow students the opportunity to learn and explore the industry of television production and video camera usage. The program focuses on basic knowledge and competencies of video production. The program will have various lab activities and culminating activities that will link their experiences to a real life experience. |
Grade X9 X10 X11 X12
Length Semester XYear
Prerequisite
Keyboarding, mathematics, and/or computer applications.

Comment
May be repeated for credit.

Description
Students will master the technology of designing and hosting an individualized website to a host server. The course goals include: students understanding industry standards by designing sites, creating advanced layouts using tables, manipulating colors, style sheets and frames. Students will be able to discern web aesthetics and interface design and use of graphic editors. Students will learn business mandated software for HTML, basic JavaScript, and Cascading Style Sheets (CSS) to manipulate the design of their web pages. Students will incorporate interactive multimedia elements, web programming techniques and web animation. Included throughout this course are academic, industry and career standards; such as, basic academic communication, interpersonal skills, problem-solving, workplace safety and technology and employment literacy.
MORENO VALLEY UNIFIED SCHOOL DISTRICT

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Dr. Martinrex Kedziora, Superintendent of Schools
Mrs. Maribel Anaya-Mattox, Chief Academic Officer, Educational Services
Dr. Ken Wagner, Director, Secondary Education

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Cleveland Johnson, President; Gary E. Baugh, Vice-President; Susan Smith, Clerk; Jesús Holguin, Member; Evan Morgan, Member

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FAX: 951-571-4855

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