



COURSE CATALOG
2025-2026

Home of Scholars & Champions

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Cerritos High School has made every effort to maintain the accuracy in this catalog. Courses and programs offered are subject to change without notice by administration for reasons related to student enrollment, level of financial support or for any other reason, at the discretion of the administration. Cerritos High School reserves the right to add, amend or repeal any of the guidelines, policies, and procedures outlined in the catalog.

ABC Unified School District Graduation Requirements

Students must earn a minimum grade of D or higher in the subject areas below in order to qualify for a high school diploma. Additionally, students must pass Algebra I/Math I, and demonstrate technology proficiency.

Subject	Minimum Credits
English	40
Mathematics	30
World History / Geography	10
United States History	10
Civics	5
Economics	5
Life Science	10
Physical Science	10
Language Other than English <u>OR</u> Visual & Performing Arts	10
Physical Education	20
Health	5
Electives	75
TOTAL	230



College Entrance Requirements (a-g)

Cerritos High School is a college-preparatory high school with the majority of our courses being a-g approved and meeting eligibility for the UC and CSU system. The following represents the basic level of academic preparation that high school students must achieve. To meet minimum college admission requirements, students must complete 15 year long high school courses with at least 11 of them prior to the last year of high school. Students must earn a minimum grade of C- or higher in the following areas in order to qualify for college entrance:

Category	Subject	Years	Description
A	History / Social Science	2	Two years of history, including: <ul style="list-style-type: none">• one year of World History, cultures and geography (may be a single yearlong course or two one-semester courses), and• one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government
B	English	4	Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
C	Mathematics	3	Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.

Category	Subject	Years	Description
D	Science	2	Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).
E	Language Other than English	2	Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.
F	Visual & Performing Arts	1	One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theatre, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.
G	College-Preparatory Elective	1	One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "E" requirement or two years of another language)
TOTAL		15	


NCAA College Freshman Eligibility Requirements

The National Collegiate Athletic Association (NCAA) is an athletic governing body for approximately 800 colleges and universities. Verification of academic preparation in high school is required for Division I and Division II college athletes.

Academic Requirements

Academic standards include high school graduation, 16 NCAA-approved high school core courses, possible college admission test scores, and minimum NCAA GPA. Division I requires a minimum 2.3 GPA while Division II requires a minimum 2.2 GPA. The NCAA GPA will be computed using only NCAA-approved academic core classes. No PE or VAPA grades are computed.

Core Academic Curriculum

Only NCAA-approved courses will count towards the 16 core-course requirement. Visit www.eligibilitycenter.org/courselist for a full list of Cerritos High School's approved core courses. They are also noted in this course catalog with a symbol .

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

It is the responsibility of the student to file for athletic certification by the NCAA Initial-Eligibility Center. The certification process can be initiated by visiting www.eligibilitycenter.org or calling 1-877-262-1492. The Eligibility Center will compare the six semester transcript (9th grade, 10th grade, and 11th grade) and the list of NCAA approved courses for Cerritos High School to determine the appropriate certification decision. The certification decision report will be sent directly to the student and to requesting colleges having an authorized release by the student. The NCAA Eligibility Center handles all inquiries regarding an individual's initial NCAA eligibility status. Please contact our College and Career Advisor for more information.

Course Policies and Procedures

ABC Unified School District programs, activities, and student clubs are available to all persons without regard to actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. All courses are offered according to ABCUSD School Board Policies, as well as staffing and enrollment limitations.

Course Grade and Credit

In a typical course, a letter grade of A, B, C, D, F, CR (credit) or NC (no credit) is awarded and recorded to the transcript. Students will earn 5 credits per semester course they successfully pass with a D- or higher. No partial credit is offered at Cerritos High School.

Incomplete Grades

A teacher may award an Incomplete (I) grade when a student does not complete required coursework and/or fails to take the final examination due to a documented illness, family emergency or other approved reasons beyond the student's control. It is the responsibility of the student to arrange an alternative time to make-up required coursework and/or examinations by the end of the next grading period in order to change the letter grade and course credit. Once the student completes the missing requirements, the teacher will submit a Grade Change Form to the principal for approval. If all required coursework is not completed by the end of the next grading period, the Incomplete may be converted to the letter grade the student would have earned with zero grades for all assignments and examinations not completed.

Grade Correction Policy

The letter grade awarded to each student shall be the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of error, shall be final (Ed. Code 49066). In the event of an error, corrections can be made by the teacher submitting a Grade Change Form to the principal for approval. Any questions regarding a final grade should be directed to the teacher of the course.

Transcript

A student transcript is an official document that details a student's coursework and achievement in these courses. This document will include coursework completed, credits earned, as well as courses in progress. Students and parents can access student transcripts online through Aeries. Note that if a student repeats a course, both courses and grades will appear on the transcript as a true historical record of the student's progress.

Calculating your unweighted Grade Point Average (GPA)

1. First, convert your grades earned in courses to grade points (pluses and minuses do not count): A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 point
2. Add up all the points to calculate your total grade points
3. Divide your total grade points by the number of grades earned

Calculating your weighted CSU/UC Grade Point Average (GPA)

1. First, convert your grades earned in courses to grade points (pluses and minuses do not count): A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 point
2. Give yourself an extra point for each semester of an approved UC honors-level course, with a maximum of 8 points between 10th and 11th grades. Please refer to the UC course list to verify which courses are designated as honors credit. For 10th grade, you cannot use more than 4 honors points. Grades of D or F in an honors course do not earn an extra point.
3. Add up all the points to calculate your total grade points
4. Divide your total grade points by the number of grades earned in courses taken between the summer after 9th grade through the summer after 11th grade

Ordering Transcripts

Students may order transcripts using the Parchment website by going to <https://cerritoshs.us/transcripts/> If you would like to request a physical copy, please visit our front office during school hours to request it. Electronic and physical official transcripts are \$6 each, and take 3-5 days to process.

Valedictorian Guidelines

In order to qualify to be a valedictorian, students must be enrolled at CHS for a minimum of 5 consecutive semesters, and earn a total unweighted 4.0 GPA upon the completion of the fall semester of 12th grade. The qualifying semesters used to calculate GPA for valedictorian designation start fall semester of 9th grade through fall semester of 12th grade. Summer semesters and qualifying dual enrollment courses (see Dual Enrollment) are factored into the total GPA. Salutatorians are not recognized at Cerritos High School.

Dual Enrollment

Students can take classes at the community college while in high school. Any approved CSU/UC transferable 3.0 unit or higher courses in the subject areas of visual and performing arts and any language other than English that Cerritos High School does not offer in the regular school year can be added to the student's high school transcript. In addition, any course designated as California College and Career Access Pathways (CCAP) can also be added to a student's high school transcript. All other community college courses taken during high school will be for enrichment only and will not be added to the student's high school transcript. Courses that are offered at Cerritos High School will not be approved to be taken at the community college.

Class Withdrawal and Reduced Schedule

A student who drops a course during the first three weeks of the semester may do so without any entry on his/her permanent record. A student who drops a course after the first three weeks of the semester shall receive a Withdrawal Fail (WF) grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances. Please see district board policy AR 5121d. Only seniors who are on track for graduation may have a reduced schedule of a minimum of 5 classes.

Repeating Courses

Students who repeat a course they have previously earned a grade of D or F will only receive course credit for the highest grade earned. However, both grades will be recorded on the student's transcript as accurate historical data. Each college may treat grades earned in repeated courses differently for the purposes of GPA calculation. Final course grades of A, B, or C are final and do not qualify for credit recovery or credit repair.

Course Remediation

ABCUSD offers several ways to help students remediate course deficiencies. If a student earns a D or F in a course, they can retake the course during summer school or in the regular school year if space permits. Students also have the option to concurrently enroll in an online course at the ABC Adult School or site-based Edmentum online programs. Students requesting to repeat a course need to meet with their counselor to choose the most appropriate option for course remediation.

Student Schedule

Cerritos High School is staffed to provide students with an annual load of six courses. All students must be enrolled in periods 1 through 6. Only seniors on track in meeting their high school graduation requirements may request to enroll in five consecutive classes (periods 1 through 5, or periods 2 through 6). Students requesting a short day schedule must receive approval from their counselor and parent/guardian. Sophomores and Juniors may request to enroll in more than six classes (zero and/or 7th period) if space is available.

Course Selection Process and Guidance

October/ November	Counselors visit classrooms to present and review students' 4-year academic plans on Aeries
January/ February	Students meet one-on-one with their counselor to review their transcript progress and course selection for the following school year. All changes will be reflected on Aeries in the student's academic plan. Counselors will recommend required courses by grade-level that students are most qualified to be successful in, as well as elective options that align with students' interest in order to create a complete individualized course plan for the following school year. Parent grade-level registration nights are also held in order to provide pertinent information about choosing the most appropriate courses.
February/ March	Students and parents will verify course requests on Aeries
March 7th	Deadline to request any course changes for the following year

Course Change Policy

Cerritos High School's course change guidelines are designed to promote the highest academic success for students. Per ABCUSD Board policy, all changes made to a student's schedule must be done within the first three weeks of the semester. Student-initiated course change requests will only be accepted the first 5 days of each semester based on the scheduling error reasons listed below. The scheduled order of classes or assigned teachers is not guaranteed. Requests to change classes in order to accommodate a student's preference for teacher or period order will not be accommodated. Students requesting a schedule change may meet with their counselor to discuss the request only if they meet the requirements for an approved change:

- student is missing a required course for graduation
- student has been scheduled into two classes during the same period
- student is missing a class during a period in the school day
- student has been scheduled into a course they have previously passed
- student has been scheduled into a course out of sequence
- student did not pass a class that was a recommendation for the next class
- student completed summer coursework and placement needs to be adjusted
- student is on or off an athletic team roster but it is not reflected in their schedule

Please keep in mind that the school still holds the right to balance class sizes until October 1st of each school year. This means that involuntary schedule changes may result due to this process.

Advanced Placement Agreement of Understanding

The Advanced Placement (AP) Program at Cerritos High School is a collaborative effort between students, teachers, parents and counselors. These AP classes are composed of advanced coursework and require healthy working habits that aim to help prepare students to successfully pass the AP exam and potentially earn college credit. Due to the level of investment and work needed in an AP course, we require students and parents/guardians to sign this Agreement of Understanding to ensure all stakeholders enter AP courses with the understanding of the commitment required to be successful in an AP level course. To learn more about each course curriculum, please visit <https://apstudents.collegeboard.org>.

AP Student

- I will work with my parents and counselor to choose the appropriate placement within advanced academics.
- I will accept the challenges associated with AP courses that have a higher academic standards and curriculum that is rigorous and fast-paced.
- I understand that many courses have summer assignments that will greatly improve my preparation for the course and if not completed, my grades may be negatively impacted.
- **I understand that I am committing to enrollment in the AP course for the entire school year and will not be able to drop the course once enrolled.**

AP Parent/Guardian

- I will assist my student in choosing the appropriate placement and appropriate course load within the AP program.
- I will help create an environment that will foster independent learning skills and effective time management while recognizing my student's study of rigorous material.
- I will support my student's need to take advantage of tutoring before, during, and/or after school.
- **I understand that my student is committing to enrollment in the AP course for the entire school year and will not be able to drop the course once enrolled.**



Student Services

Counseling Services

All CHS students are assigned a School Counselor to assist them with academic, college/career and personal development while in high school. Counselors' caseloads are divided by alphabetical student groups. Some services that counselors provide include 4-year course planning, graduation status and college eligibility monitoring, transcript review, mental health support services, college and career guidance, and assisting with personal and/or school problems. Counselors are generally available during snack and lunch to address the immediate needs of students. Students and parents may make an appointment to see their counselor by email pertaining to the topics of academic and social-emotional wellness concerns. A list of counselors and contact information can be found on the Cerritos High School website.

Students should know that every effort will be made to keep information and identity confidential when things are discussed in counseling. However, when a student discloses any of the below exceptions to confidentiality, school personnel are required to take action to ensure the safety of the student and/or others. This action may include sharing of information with the school principal, parents, and other outside agencies.

Confidentiality Agreement What you say in counseling, stays in counseling! Except if:

1. Someone is hurting you (any type of abuse such as physical, sexual, etc.)
2. You are a danger to yourself (self-harm and/or having suicidal thoughts/ideation)
3. You are a danger to others (you want to hurt someone)

Behavior Intervention Specialist

Students who are identified as needing additional behavior support at school can be referred to the behavior intervention specialist. This specialist will work collaboratively with counselors and administrators to develop an individualized behavior intervention plan, as well as monitor and report student progress. In addition, the specialist will develop and implement student behavior support programs pertaining to positive student behavior on campus.

Mental Health Professionals

Students who are identified as needing additional mental health support at school can be referred to one of our Mental Health Professionals (MHP). Our MHPs will meet with students to develop an individualized mental wellness plan on campus and at home. Parent consent will need to be granted in order for students to participate in mental health programs beyond the initial consultation.

Sample 4-Year Course Plan

	9th Grade	10th Grade	11th Grade	12th Grade
English	English I CP English I H Acad English ELD Advanced	English II CP English II H Acad English ELD Advanced AP Seminar	English III CP AP English Lang Acad English ELD Advanced	English IV CP AP English Lit RC Writing Acad English ELD Advanced
Math	Math I Acc Math I/II	Math II Acc Math II/III	Math III Pre-calculus AP Precalculus Statistics AP Statistics	Math III Pre-calculus AP Calc AB AP Calc BC Statistics AP Statistics
Science	Biology Biology H	Chemistry Chemistry H	Marine Bio Adv Topics Bio Physics AP Bio AP Chem AP Physics 1 AP Physics C AP Environ Sci	Marine Bio Adv Topics Bio Physics AP Bio AP Chem AP Physics AP Environ Sci
History	World History MUN AP Hum Geog	World Hist/Geog AP World History AP Hum Geog	US History/Geog AP US History AP US Hist MUN	Civics/Econ AP Gov/Econ Civics/Econ MUN
Language	Spanish Chinese Korean French Filipino Japanese	Spanish Chinese Korean French Filipino Japanese	Spanish Chinese Korean French Filipino Japanese	Spanish Chinese Korean French Filipino Japanese
Art	Art Ceramics Theatre/Stagecraft Music App Film/Video Digital Arts	Art Ceramics Theatre/Stagecraft Music App Film/Video Digital Arts Yearbook	Art Ceramics Theatre/Stagecraft Music App Film/Video Digital Arts Yearbook	Art Ceramics Theatre/Stagecraft Music App Film/Video Digital Arts Yearbook
PE	PE I Band Pep Squad Sports	PE II Band Pep Squad Sports	Personal Fitness Band Pep Squad Sports Strength/Condition	Personal Fitness Band Pep Squad Sports Strength/Condition
Electives	Refer to elective section of the course catalog to see course options			

Frequently Asked Questions

Question: Where can I check Cerritos High School's list of a-g approved courses?

Answer: For the most recent list of approved courses, please visit

<https://hs-articulation.ucop.edu/agcourselist>

Question: Can I take a Visual & Performing Arts course through a community college instead of taking it at high school?

Answer: If a student is enrolled in one of our pathway courses thereby restricting their class schedule, then they can enroll in a music, dance, theatre or visual art class at community college in order to satisfy their requirement. Please meet with your school counselor for a list of approved courses. Only school-approved courses will be added to a student's high school transcript.

Question: Can language courses taken from private language schools be used to meet the college entrance foreign language requirement?

Answer: No, since the courses are not on a high school a-g course list. If a student participates in language education through private institutions, then they may be able to meet the subject area requirement by earning an acceptable score on a SAT Subject Test or Advanced Placement exam. Please visit the UC Admissions website for additional information:

<https://admission.universityofcalifornia.edu/admission-requirements/>

Question: If I take a class at community college, will the grade be reflected on my high school transcript?

Answer: Only approved dual enrollment courses will be reflected on the high school transcript. Please see the Dual Enrollment section on page 8.

Question: How do I contact my school counselor?

Answer: Email is the quickest way to reach your counselor. Please allow 24-48 hours for a prompt response. Visit the CHS website for your assigned counselor's email.

Question: Who do I contact if I have questions about my grades and progress in class?

Answer: Contact your teacher directly for any questions regarding your current grades and progress in class. They will be the best person who is able to explain your grade in detail, as well as give you tips on how to improve your grade. Parents can also reach out to teachers directly to set up parent-teacher conferences. Visit the CHS website for a list of all teacher's emails. Please allow 24-48 hours for a prompt response.

Career and Technical Education Pathways

ABC Unified School District's Career and Technical Education (CTE) Programs are committed to student success. We are dedicated to building strong and viable programs that meet the needs of the 21st century global workplace. Career and Technical Education programs provide high schools career pathways that are high wage, high demand careers that lead to post-secondary education, workplace, and self-sufficiency.

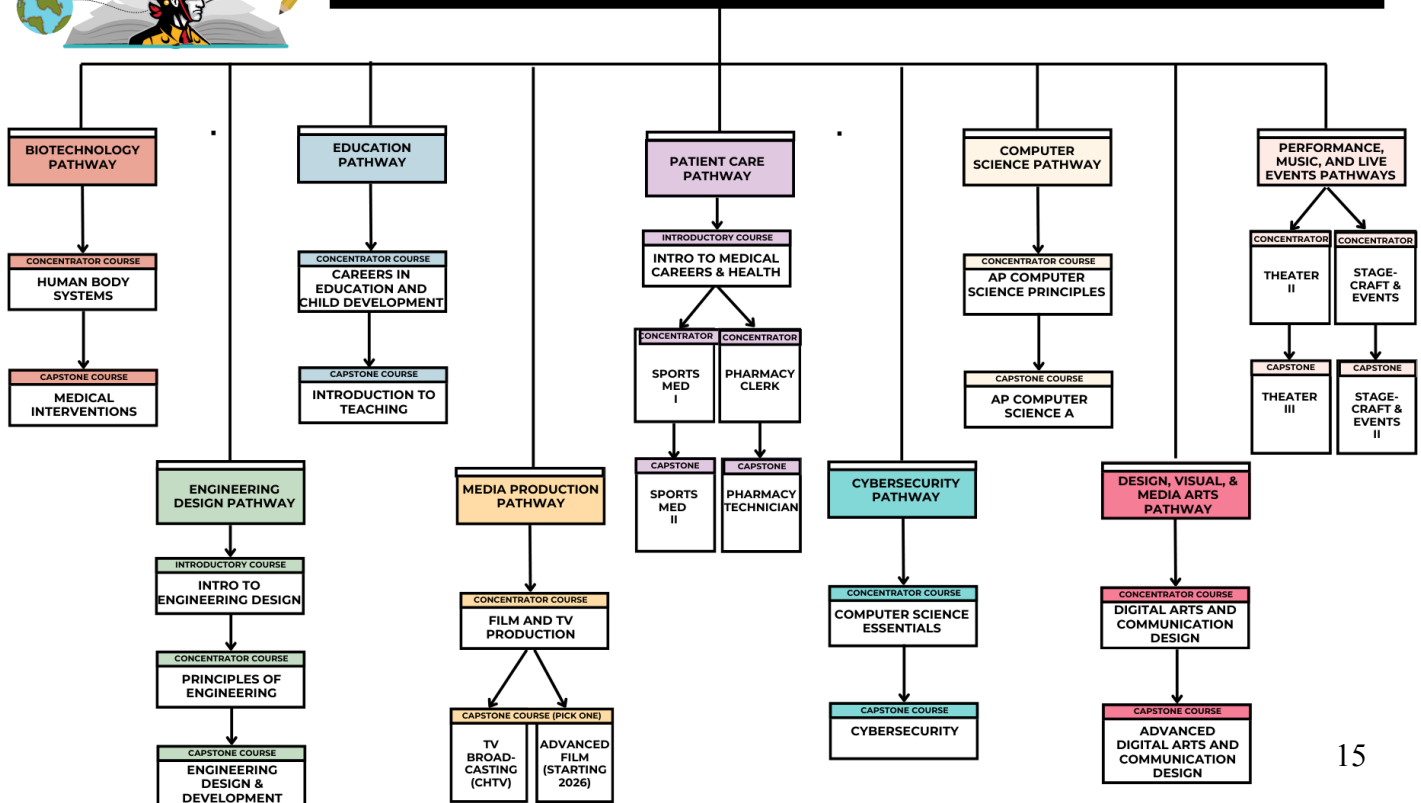
Our CTE Vision is to prepare all students for a global workforce by engaging, educating, and empowering all ABC Unified School District students to succeed.

Our CTE Mission is to educate, engage and empower our students with Career and Technical Education programs that will encourage the highest level of academic achievement, technical skill attainment, creativity, and personal growth that will encourage excellence in CTE students as tomorrow's leaders.

Our CTE Vision and Mission are supported by our outstanding business and community partnerships that are working together to engage students, teachers, and entire communities. Successful partnerships can be found across all schools and grades. Since all partnerships are customized, benefits vary from program to program, activity to activity and school to school. For example some of our partners spend an hour a week mentoring a child, by reading to a child in the RISE Reading Program. Some partners participate in Principal for a Day, or Student Government Day, and are guest speakers in a career technical education class. Many of our partnerships act as mentors, tutors, science fair judges, teacher aides, or provide job shadowing and internships for students or teachers. Some school partnerships that choose to donate financially to schools.



CTE COURSES AT CERRITOS HS



Biotechnology Pathway

Year 1 Concentrator Course	Year 2 Capstone Course
Human Body Systems - CTE	Medical Interventions - CTE

Human Body Systems Honors - CTE (7756)

UC/CSU Designation: life science credit (honors credit)

Grade Level(s): 10-11

Recommended Preparation: successful completion of Biology CP or Biology H

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Manikin®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Medical Interventions - CTE (7757)

UC/CSU Designation: life science credit (honors credit)

Grade Level(s): 11-12

Recommended Preparation: successful completion of Human Body Systems, Chemistry H, or Chemistry CP (priority enrollment will go to students who complete Human Body Systems)

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat diseases. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Design, Visual & Media Arts Pathway

Year 1 Concentrator Course	Year 2 Capstone Course
Digital Arts and Communication Design - CTE	Advanced Digital Arts and Communication Design - CTE

Digital Arts and Communication Design - CTE (1560)

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 9-12

Recommended Preparation: none

This course will provide an entry level training in computer graphics and design. The commercial aspects of art and design will be introduced. Techniques include computer-enhancement for commercial advertising, posters, logos and illustrations. Students will gain training in practical applications of Adobe Photoshop, Illustrator. The creative and technical process of project management is taught with an emphasis placed on concept to completion planning. Instruction covers typography, design elements, color management, page layout, prepress and offset printing and the history of graphic design. The instructions will be application-based lectures and demonstrations given as needed. Instruction may or may not include hand-drawn techniques.

Advanced Digital Arts and Communication Design - CTE (1561)

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 9-12

Recommended Preparation: completion of Digital Arts and Communication Design

This course combines classroom instruction and activities with training experiences. Students learn employment level aspects of graphic design, production, standard printing conventions, and how to apply these concepts to produce graphic products consistent with industry standards. Students will also receive artistic and technical aspects of business-commercial communication and instruction in creative processes, electronic imaging, printing, finishing, and distribution. Graphic design, graphic communications production, and screen-printing prepare students for more advanced phases of the industry. Students will apply art fundamentals to a related focus: be it graphic design, video game design, fashion design, comic book illustration, animation etc.. In addition, the class will also contain a career ready practice component that will offer career exploration, soft skills preparedness and certifications in desktop publishing, graphic design, or health and safety on the job.

Engineering Design Pathway

Year 1 Introductory Course	Year 2 Concentrator Course	Year 3 Capstone Course
Introduction to Engineering Design - CTE	Principles of Engineering - CTE	Engineering Design and Development - CTE (students are encouraged to take a year of physics before taking this capstone course)

[Introduction to Engineering Design](#) -CTE (7748)

UC/CSU Designation: science credit (honors credit)

Grade Level(s): 9-12

Recommended Preparation: successful completion of Advanced Math 8

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. This is a Cerritos College dual enrollment course where students will earn college credit for successful completion.

[Principles of Engineering](#) - CTE (7754)

UC/CSU Designation: science credit (honors credit)

Grade Level(s): 10-12

Recommended Preparation: successful completion of Introduction to Engineering Design or teacher approval

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in programming, problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. We build robotic machines! Prerequisite: Completion of IED. This is a Cerritos College dual enrollment course where students will earn college credit for successful completion.

[Engineering Design and Development](#) - CTE (7760)

UC/CSU Designation: elective credit (honors credit)

Grade Level(s): 11-12

Recommended Preparation: successful completion of Principles of Engineering

This capstone course in the PLTW engineering program is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. EDD should be taken as the final PLTW course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

Education Pathway

Year 1 Concentrator Course	Year 2 Capstone Course
Careers in Education and Child Development - CTE	Introduction to Teaching - CTE

Careers in Education and Child Development - CTE (7111)

UC/CSU Designation: elective credit

Grade Level(s): 10-12

Recommended Preparation: student should be on track to graduate high school

This class introduces students to careers in the educational field. Students will work in classrooms with teachers and their students in preschools, elementary schools, and high schools, including classes for students with special needs. Students will learn about children and adolescents in the areas of physical, intellectual, emotional and social growth and development. Students will learn and practice instructional methods, classroom management, lesson planning and assessment.

Students will identify ways to create a classroom environment that will stimulate learning and achievement. This class includes both classroom instruction and on-the-job training opportunities.

Introduction to Teaching - CTE (0071-Fall and 0069-Spring)

UC/CSU Designation: elective credit

Grade Level(s): 11-12

Required Preparation: completion of Careers in Education & Child Development

This class includes two semester long courses for college credit (EDT 110 in the fall and EDEL 100 in the spring). Semester courses focus on Elementary and Secondary teaching strategies and integration of technology into teaching pedagogy. This is a Cerritos College dual enrollment course where students will earn college credit for successful completion.

Media Production Pathways

Year 1 Concentrator Course	Year 2 Capstone Course
Film and TV Production - CTE	TV Broadcasting-CTE
	Advanced Film - CTE (anticipated 2026-2027)

Film and TV Production - CTE (1585)

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 9-11

Recommended Preparation: none

This course introduces and trains students in concepts and principles used in the film and video production industries. The course will consist of technical training on production equipment and application of learned skills through a variety of projects. In addition, students will also learn historical perspectives and analyze American & International film and television from a variety of artistic works. Through a variety of hands-on creative projects, this course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio and editing techniques. Students will have opportunities to learn the skills necessary for entry level jobs within the industry, such as: Producer, Director, Writer, Cinematographer, Camera Operator, Audio Engineer, Script Supervisor, Editor, and more. No experience with a video camera or editing software is necessary, just a desire to learn the art and craft of filmmaking.

Intermediate Film and Video Production - CTE (7129) - phased out in 2026-2027

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 9-12

Recommended Preparation: successful completion of Introduction to Film and Video Production or teacher approval

This course builds upon technical and organizational film and video production skills and concepts learned in the film/videoa introductory course. In this advanced course, students will be learning Motion Graphics and Animation to create show openings, interstitials, bumpers, and animated lower thirds for the campus news show, CHTV. Additionally, students will work in crews to storyboard live action scenes in studio productions that they will later edit and incorporate with Special Effects, Computer Generated Imagery (CGI), and 3D Animation using virtual cameras and lights. Students will learn strong storytelling concepts and strategies from pre production to post production and create episodic film and video productions to be aired on CHTV. They will have the opportunity to develop stunning eye-catching and compelling work for their demo reels that is sure to impress potential employers and college acceptance committees at top film schools. This hands-on, project-based class allows students to further explore their own creativity and develop necessary skills to achieve success in a variety of media arts industries.

TV Broadcasting- CTE (1612)

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 10-12

Recommended Preparation: successful completion of Intermediate Film and Video Production or teacher approval

This course builds upon technical and organizational film and video production skills and concepts learned in the introductory course (video 1), as well as the intermediate video course (video 2). In this top-level completor course, students will learn all aspects of live broadcast studio production while working in Cerritos High School's very own television broadcast facility. This class is responsible for producing the daily, live broadcast campus news show, CHTV. In this fast-paced course, students will be exposed to real life work situations, where clear communication, attention to detail and teamwork are necessary for success. Being the most advanced course in the Media Arts pathway, high emphasis is placed on student producers to be able to self-manage productions from concept to completion. Students will continue to develop the skills necessary learned in levels 1 and 2, but will also learn aspects of specific live TV crew jobs such as News Anchor, Director, Technical Director, Assistant Director, Audio Engineer, Camera Operator, Teleprompter Operator, Floor Manager, and more. Students who complete this level 3 course will be equipped with the necessary skills and ready to gain entry level employment or an internship on a film production set or with a media production company.

Advanced Film - CTE (1636) - anticipated for 2026-2027

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 10-12

Recommended Preparation: successful completion of Intermediate Film and Video Production or teacher approval

Description to follow

Patient Care Pathway

Year 1 Introductory Course	Year 2 Concentrator Course	Year 3 Capstone Course
Introduction to Medical Careers and Health - CTE	Pharmacy Clerk - CTE	Pharmacy Technician - CTE
	Sports Medicine I - CTE	Sports Medicine II - CTE

Introduction to Medical Careers and Health - CTE (7069)

UC/CSU Designation: elective credit (high school graduation health credit)

Grade Level(s): 9-10

Recommended Preparation: none

This course integrates rigorous college preparatory Medical Terminology and the Career Technical Education pathway of Therapeutic services within the Health Science and Medical Technology sector. Students will use medical terminology in communicating their research on trends in substance abuse and how it impacts both our healthcare system and society. In preparation for university-level work, students will explore therapeutic care concepts such as quality assurance, HIPPA confidentiality regulations, analyzing biostatistics, infection control and ethical/moral dilemmas stemming from forces within hospital administration.

Pharmacy Clerk - CTE (7101)

UC/CSU Designation: science credit

Grade Level(s): 10-12

Recommended Preparation: successful completion of Introduction to Medical Careers and Health or Biology CP or Biology H (priority enrollment will go to students who have completed Introduction to Medical Careers and Health)

As a strand of the pharmacy healthcare pathway, this course is an introductory level class where students will gain basic knowledge of medical terminology, the profession of pharmacy, pharmacy abbreviation, dosage calculation, top 200 drugs, drug development and an introduction to pharmacology.

Pharmacy Technician - CTE (7102)

UC/CSU Designation: science credit

Grade Level(s): 11-12

Recommended Preparation: successful completion with a C or higher in Pharmacy Clerk

This course is designed to prepare students for the National Certification Exam (ExCPT) through NHA now.com. The curriculum provides both theoretical knowledge and clinical training, covering key topics such as medical terminology, anatomy and physiology, community pharmacy dispensing, the roles and responsibilities of pharmacy technicians and pharmacists, pharmacy law, basic compounding, pharmaceutical terminology, metric and apothecary measurement systems, drug regulations, prescription dispensing, professional performance, infection control, and the packaging and labeling of drug products.

Upon completing the course, students will be eligible to take the ExCPT. Successful candidates will qualify to apply for a pharmacy technician license with the California State Board of Pharmacy.

Additionally (pending), students have the option to complete 120 hours of fieldwork in a community pharmacy setting under the direct supervision of a licensed pharmacist. Fieldwork participants must be at least 18 years of age.

Sports Medicine I - CTE (0303)

UC/CSU Designation: science credit

Grade Level(s): 10-12

Recommended Preparation: successful completion of Introduction to Medical Careers and Health or Biology CP (priority enrollment will go to students who have completed Introduction to Medical Careers and Health)

Sports Medicine will cover the anatomical and physiological effects of injuries to the human body, prevention, recognition and treatment of injuries, the history of sports medicine and athletic training, members of the sports medicine team and their roles and responsibilities, HIPPA and bioethics. Laboratory activities include the function and identification of bone, muscle, ligament, tendon, vascular and neurological involvement. How the use of hot and cold, mechanical and electrical modalities physiologically affect the natural healing process.

Sports Medicine II - CTE (7603)

UC/CSU Designation: science credit

Grade Level(s): 11-12

Recommended Preparation: successful completion of Sports Medicine I

This capstone course prepares students within a specific career in the various areas of patient care that will enable them to complete the requirements for licensure, certification, or other industry recognized credentials; or students are prepared to enter into postsecondary education or training programs in the selected Patient Care pathway.

Performance, Music, and Live Events Pathways

Year 1 Concentrator Course	Year 2 Capstone Course
Theatre 2 - CTE	Theatre 3 - CTE (anticipated for 2026-2027)
Stagecraft & Events - CTE	Stagecraft & Events II - CTE (anticipated for 2026-2027)

Theatre 2 - CTE (7125)

Grade Level(s): 9-11

Recommended Preparation: none

This course caters to students seeking to cultivate their dramatic abilities. Students with a passion for developing their dramatic skills are encouraged to enroll."The first part of the course is devoted to non-verbal communications, awareness of self and others, basic action and acting techniques, elementary stage movement, and vocal control. The second half of the course is devoted to developing interpretive ability, the study and development of characterization, and the heightening of creativity and imagination. Students in Drama I will be introduced to all aspects of theater as it relates to life, understanding, and the capacity to perceive.

Theatre 3 - CTE (7126) - anticipated for 2026-2027

Grade Level(s): 10-12

Recommended Preparation: Successful completion in Theater 2 - CTE (7125)

Description to follow

Theatre Lab II/III (1649/1648) - phased out in 2026-2027

Grade Level(s): 10-12

Recommended Preparation: successful completion of Theater Lab

This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.

Stagecraft & Events - CTE (1543)

Grade Level(s): 9-11

Recommended Preparation: none

In this course, students learn the theory and practice of skills in set production, stage design, lighting and sound, costuming, theater management, and makeup with emphasis on procedures and techniques in all these areas. Students study these elements from a historical and contemporary perspective and learn the critique process. Students act as technical artists involved in staging and presentation of school productions and drama class performances. Members of this class will construct sets for all major productions. Students will be trained in set construction and set design, theater lighting, and

set painting. Participation is a fundamental aspect of this course, as well as attendance at play rehearsals.

Stagecraft & Events II - CTE (1571) - *anticipated for 2026-2027*

Grade Level(s): 10-12

Recommended Preparation: Successful completion in Stagecraft & Events I

Description to follow

Software and Systems Development Pathway 1 (Cybersecurity)

Year 1 Concentrator Course	Year 2 Capstone Course
Computer Science Essentials	Cybersecurity

Computer Science Essentials - CTE (7699)

UC/CSU Designation: science credit

Grade Level(s): 9-10

Recommended Preparation: successful completion of Math 8

This course introduces students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing on particular software tools or programming languages, the course focuses on the conceptual ideas of computing and helps students understand why certain tools or languages might be utilized to solve particular problems. The goal is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Cybersecurity - CTE (1596)

UC/CSU Designation: elective credit

Grade Level(s): 10-12

Recommended Preparation: successful completion of Computer Science Essentials, or successful completion of Accelerated Math I/II (priority enrollment will go to students who have completed Computer Science Essentials)

Project Lead The Way (PLTW) Cyber Security focuses on the application of Computer Science and Information Technology (IT) security techniques within a business setting. The course is intended as an overview and introduction to many elements of security as they apply to a company or organization's computer networks, including traffic and communication that passes through the internet. Major topics of study will include Information Security, Security Algorithms, Data Abstraction, Computer Systems and Networks, Threat Investigation, Industry Standard Tools, and Professional Skills. There is a strong emphasis on ethics in this course, as it is intended as an entry point for those wishing to pursue a security career within the Computer Science and IT professions.

***See diagram on page 26 for pathway**

Software and Systems Development Pathway 2 (Computer Science)

Year 1 Concentrator Course	Year 2 Capstone Course
AP Computer Science Principles	AP Computer Science A

[AP Computer Science Principles - CTE \(4667\)](#)

UC/CSU Designation: science credit (honors credit)

Grade Level(s): 10-12

Recommended Preparation: successful completion of Accelerated Math I/II or Math I Plus Honors with a grade of C or better (priority enrollment will go to students who have completed Cybersecurity)

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science

[AP Computer Science A - CTE \(4524\)](#)

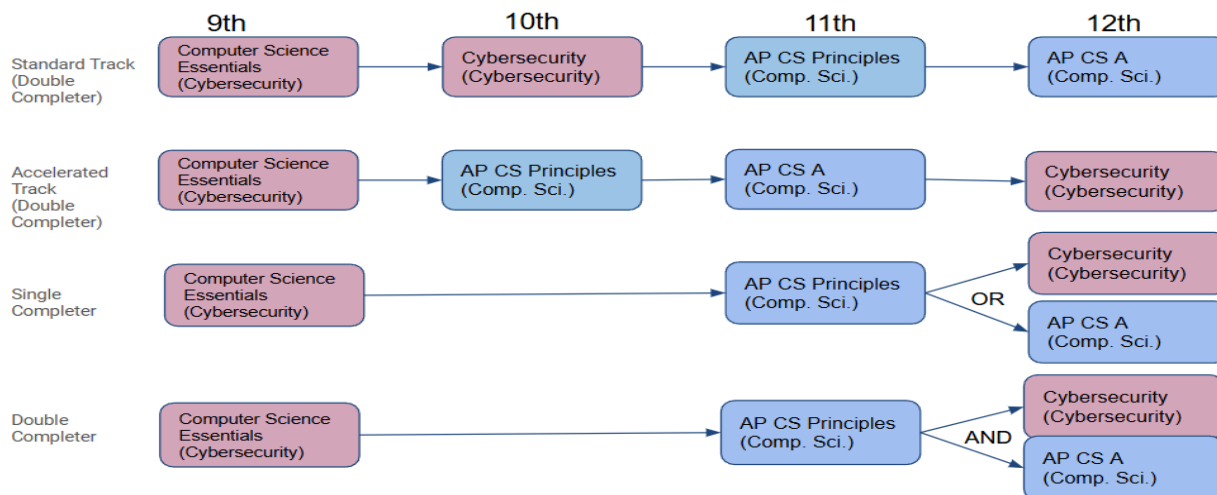
UC/CSU Designation: math credit (honors credit)

Grade Level(s): 11-12

Recommended Preparation: successful completion of AP Computer Science Principles

This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. The main programming language studied is Java, and the course also includes the study of data structures, design, and abstraction.

Software and Systems Development - Course Sequencing Options



Design, Visual & Media Arts Pathway

Year 1 Concentrator Course	Year 2 Capstone Course
Digital Arts and Communication Design	Advanced Digital Arts and Communication Design

Digital Arts and Communication Design - CTE (1560)

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 9-12

Recommended Preparation: none

This course will provide an entry level training in computer graphics and design. The commercial aspects of art and design will be introduced. Techniques include computer-enhancement for commercial advertising, posters, logos and illustrations. Students will gain training in practical applications of Adobe Photoshop, Illustrator. The creative and technical process of project management is taught with an emphasis placed on concept to completion planning. Instruction covers typography, design elements, color management, page layout, prepress and offset printing and the history of graphic design. The instructions will be application-based lectures and demonstrations given as needed. Instruction may or may not include hand-drawn techniques.

Advanced Digital Arts and Communication Design - CTE (1561)

UC/CSU Designation: visual and performing arts credit

Grade Level(s): 9-12

Recommended Preparation: completion of Digital Arts and Communication Design

This course combines classroom instruction and activities with training experiences. Students learn employment level aspects of graphic design, production, standard printing conventions, and how to apply these concepts to produce graphic products consistent with industry standards. Students will also receive artistic and technical aspects of business-commercial communication and instruction in creative processes, electronic imaging, printing, finishing, and distribution. Graphic design, graphic communications production, and screen-printing prepare students for more advanced phases of the industry. Students will apply art fundamentals to a related focus: be it graphic design, video game design, fashion design, comic book illustration, animation etc.. In addition, the class will also contain a career ready practice component that will offer career exploration, soft skills preparedness and certifications in desktop publishing, graphic design, or health and safety on the job.

English

English I CP (1012)

Grade Level(s): 9

Recommended Preparation: Successful completion of English 8

This course embodies the study of genre in American and World literature. It incorporates participants in an integrated study of readings that will motivate word analysis, systematic vocabulary development, fluency skills, speaking and listening skills, as well as, writings that employ rhetorical modes of narration, exposition, persuasion and those of literary criticism. Students will also engage in formal, thesis-oriented research assignments.

English I Honors (1013) - no honors credit

Grade Level(s): 9

Recommended Preparation: A grade of A in 1st semester of English 8, or a grade of B in 1st semester of English 8 Honors, or teacher recommendation

In addition to the curriculum taught in the CP level course, English I Honors offers advanced techniques in literary analysis, composition, and research. Curriculum includes speech, high-level vocabulary development, and grammar usage. Students will utilize technology for presentations, assignments, and research. This course prepares students for future honors and AP courses.

English II CP (1022)

Grade Level(s): 10

Recommended Preparation: Successful completion of English I CP

This course involves the study of selected pieces of World literature as a foundation for developing skills in fluency, vocabulary development, reading, writing, listening, and speaking standard English. Students will demonstrate the ability to apply prior knowledge of word origins to determine the meaning of new words encountered in reading materials and use of those words accurately. Students will demonstrate the ability to read, analyze, and write effective exposition. Students will demonstrate the ability to articulate a position and defend it using the strategies demonstrated in selected persuasive pieces. Students will demonstrate the ability to read, analyze, and reflect upon significant ideas through carefully chosen stylistic devices in selected texts.

English II Honors (1023) - no honors credit

Grade Level(s): 10

Recommended Preparation: A grade of A in 1st Semester of English I CP, or a grade of B in 1st semester of English I Honors, or teacher recommendation

In addition to the curriculum taught in English II CP, this class consists of intense reading and critical analysis of a broad range of literary works with an emphasis on multicultural literature. Students will learn to analyze short stories, poetry, non-fiction, biography, and novels. Additionally, students will learn to write at a level which will prepare them for university level coursework.

AP Seminar (1041) - honors credit

Grade Level(s): 10

Recommended Preparation: minimum of a 3.0 GPA and strong English grades

Join us in AP Seminar to become a confident, critical thinker. AP Seminar is a course that engages students in exploring complex academic and real-world topics through cross-curricular conversations. Students analyze diverse perspectives using an inquiry framework, working with various materials like articles, research studies, and artistic works. They learn to synthesize information, develop perspectives in essays, and deliver presentations individually and in teams. The course enhances skills in analyzing, evaluating, and communicating evidence-based arguments. It fosters skills essential for college like critical thinking, collaboration, and research skills, and allows students to explore topics of their choice and communicate their conclusions effectively. By the end of AP Seminar, students will be equipped to analyze and evaluate information with precision, craft evidence-based arguments, and explore topics that matter to them.

English III CP (1032)

Grade Level(s): 11

Recommended Preparation: Successful completion of English II CP

This course focuses on the study of selected genres from American Literature. It will incorporate participation in an integrated study of readings that will motivate speaking and listening, as well as, writings which employ rhetorical modes of narration, exposition, persuasion, and literary criticism.

AP English Language (1034) - honors credit

Grade Level(s): 11-12

Advanced Placement English Language and Composition is a rigorous, college-level course that focuses on developing students' skills in rhetorical analysis and argumentation. Through the study of diverse texts and writing assignments, students will enhance their critical thinking, reading, and writing abilities. This course prepares students for the AP exam and future academic success by fostering a deep understanding of language and its power to persuade and inform.

English IV CP (1043)

Grade Level(s): 12

Recommended Preparation: Successful completion of English III CP

This course provides students with an overview of literary periods in British Literature starting with Medieval Anglo-Saxon Literature and continuing through the Modernist period into contemporary literature. Students will read, analyze, and discuss works from each of these literary periods, along with articles and other resources that provide historical, cultural, and political context for literary works. Students are expected to write extensively, including author profiles, analytic essays, creative writings, and research papers. The course provides the opportunity for students to engage with literature and practice writing in a number of different formats, and to gain familiarity with some of the great writers, and works of British Literature.

AP English Literature (1044) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of A in English II or English III CP, or a grade of B in English II H or AP English Language, or teacher recommendation

AP Literature is designed to satisfy the requirements for an upper division high school English class and to maximize a student's score on the AP English Literature and Composition exam in May. The student will develop college-level thinking, reading, and writing skills while studying advanced literary works including novels, plays, short stories, and poetry. This class is intended for the mature, literary-minded student who would welcome, even relish, a heavy load of fictional reading.

Rhetorical & Creative Writing (1191)

Grade Level(s): 12

Recommended Preparation: Successful completion of AP English Language or English III CP with a C or better

This course enhances students' rhetorical and creative writing skills as well as students' ability to understand the nuances of professional writing. Students spend the first quarter in intensive essay writing "camps" focusing on writing for the college audience whether it be in admissions or scholarships. Students will be involved in close reading activities as they analyze professional and personal publications and work within a number of different writing genres, including memoir, narrative, poetry, flash fiction, and more. Special attention is paid to strategies for revising and editing, and students will work both individually and collaboratively. Students will make their work public through oral readings, publication, and are encouraged to submit their work to various writing competitions, and scholarship opportunities.

English Language Development

Academic English I (1050) & Academic English I Elective (1051) not a-g eligible

Grade Level(s): 9-12

Recommended Preparation: placement based on English proficiency level as determined by the English Language Proficiency Assessments for California (ELPAC) scores, California Assessment of Student Performance and Progress (CAASPP) scores, grades in previous ELD or English course, and a Reading Lexile score within the range of BR-600.

This course is based on the California English Language Development Standards. It is designed for Emerging English Learner students. Emphasis is on foundations for oral communication and literacy. Concurrent enrollment in both courses is required.

Academic English II (1052) & Academic English II Elective (1053) not a-g eligible

Grade Level(s): 9-12

Recommended Preparation: placement based on English proficiency level as determined by the English Language Proficiency Assessments for California (ELPAC) scores, California Assessment of Student Performance and Progress (CAASPP) scores, grades in previous ELD or English course, and a Reading Inventory Lexile score around 601-900.

This course is based on the California English Language Development Standards. It is designed for Expanding English Learner students. Emphasis is on strengthening oral communication, literacy, and composition skills, incorporating the writing process. Concurrent enrollment in both courses is required.

Academic English III (1038) & Academic English III Elective (1031) a-g English and Elective credit

Grade Level(s): 9-12

Recommended Preparation: placement based on English proficiency level as determined by the English Language Proficiency Assessments for California (ELPAC) scores, California Assessment of Student Performance and Progress (CAASPP) scores, grades in previous ELD or English course, and a Reading Inventory Lexile score around 901-1200.

This course is based on the California English Language Development Standards. It is designed for English Learner students who are entering the Bridging level of proficiency. Emphasis is on refining oral communication, literacy, and composition skills, emphasizing the writing process. Concurrent enrollment in both courses is required.

English Advanced ELD (1054) & English Adv ELD Elective (1221) a-g English credit & Elective credit

Grade Level(s): 9-12

Recommended Preparation: placement based on English proficiency level as determined by the English Language Proficiency Assessments for California (ELPAC) scores, California Assessment of Student Performance and Progress (CAASPP) scores, grades in previous ELD or English course, and a Reading Inventory Lexile score above 1000.

This course is based on the California English Language Development Standards. It is designed for Bridging English Learner students. Emphasis is on fluent and varied oral communication and composition skills, integrating with the grade level English CP course. Concurrent enrollment in an additional grade-level English course is required.

Alternate Pathway to a Diploma-English

APD English I (8501)

Grade Level: 9

This course introduces foundational English Language Arts skills, focusing on reading comprehension, writing, and communication. Students will engage with a variety of adapted texts, including fiction, nonfiction, and poetry, to develop basic literacy skills. Instruction emphasizes vocabulary development, sentence structure, and writing for functional purposes, with modifications to meet the needs of diverse learners through hands-on, visual, and interactive activities.

APD English II (8502)

Grade Level: 10

Building on the skills developed in APD English I, this course emphasizes deeper comprehension of adapted literary and informational texts. Students will focus on identifying main ideas, themes, and key details while improving written expression. Activities include writing short narratives, responding to prompts, and practicing effective communication skills. Lessons are tailored to support individual needs through accessible materials and engaging learning experiences.

APD English III (8503)

Grade Level: 10

This course emphasizes functional literacy and practical communication skills, preparing students for real-world applications of English. Students will analyze adapted texts, participate in discussions, and refine their writing for various purposes, such as letters, summaries, and functional documents. Instruction focuses on developing critical thinking and communication through modified and scaffolded learning strategies.

APD English IV (pending)

Grade Level: 12


In this culminating English course, students will synthesize their literacy and communication skills, focusing on practical applications such as workplace communication, personal expression, and community engagement. Adapted texts and activities will enhance critical thinking and writing for functional and expressive purposes. The course supports students in achieving greater independence and confidence in their communication abilities as they transition into adulthood.

Mathematics

In order to be successful, it is recommended for students to have a TI-84 or TI-84+ graphing calculator in all math courses. Recommended calculators may be checked out from the media center on a limited basis.

College-Preparatory Math Sequence


9th Grade	10th Grade	11th Grade	12th Grade
Math I	Math II	Math III	Precalculus or Stats Reasoning

Math I (4484) - similar to Algebra I 

Grade Level(s): 9-10

Recommended Preparation: A grade of C or better in Math 8


Mathematics I is the first course of the three-course sequence: Math I, Math II, and Math III. The Mathematics I course focuses on the following areas: functions; linear functions; equations; inequalities; sequences; basic exponential functions; systems of linear equations; systems of linear inequalities; one variable descriptive statistics; correlation; residuals; and analyzing categorical data; mathematical modeling; and coordinate and transformational geometries.

Math II (4485) - similar to Geometry 

Grade Level(s): 10-11

Recommended Preparation: A grade of C or better in Math I

Mathematics II is the second course of the three-course sequence. The Mathematics II course focuses on the following areas: laws of exponents including rational exponents; compare key characteristics of quadratic functions to linear and exponential functions; create and solve equations and inequalities involving linear, exponential, and quadratic expressions; extend work with probability; similar triangles based on dilations and proportional reasoning; right triangle trigonometry; and consolidate functions to create models and solve contextual problems.

Math III (4486) - similar to Algebra II 

Grade Level(s): 11-12

Recommended Preparation: A grade of C or better in Math II

Mathematics III is the third course of the three-course sequence. The Mathematics III course focuses on the following areas: the complex number system; seeing structure in expressions; polynomials and rational expressions; creating equations; reasoning with equations and inequalities; functions; linear, quadratic, and exponential models; trigonometric functions; similarity, right triangles and trigonometry; conics; modeling with geometry; interpreting categorical and quantitative data; justifying conclusions; and probability.

Accelerated Math Sequence

9th Grade	10th Grade	11th Grade	12th Grade
Accelerated Math I/II	Accelerated Math II/III	AP Precalculus (previously Math Analysis/Calc A Honors)	AP Calculus BC

Accelerated Math I/II (4497) - no honors credit

Grade Level(s): 9

Recommended Preparation: A grade of B or better in Accelerated Math 8

The content of this course includes all of Integrated Math I and the first half of the Integrated Math II standards from the California Frameworks. The major topics of the course include: an introduction to exponential equations, statistics, constructions, congruence through transformations, congruence theorems, similarity, circles, quadratic and linear functions. The pace, rigor and expectations are higher. Students should be able to build conceptual understanding and make connections with fluency. Students will be expected to demonstrate a high level of performance and analytical thinking using inductive reasoning to solve complex problems.

Accelerated Math II/III (4998) - no honors credit

Grade Level(s): 10

Recommended Preparation: A grade of B or better in Accelerated Math I/II

The content of the course is composed of the remaining half of Integrated Math II and a full year of Integrated Math III standards from the California Frameworks. The major topics of the course include: quadratic functions, probability and statistics, polynomial functions, rational functions, radical functions, trigonometry, exponential and logarithmic functions, sequences and series. The pace, rigor and expectations are higher. Students should be able to build conceptual understanding and make connections with fluency. Students will be expected to demonstrate a high level of performance and analytical thinking using inductive reasoning to solve complex problems.

AP Precalculus (4974) - honors credit

Grade Level(s): 11

Recommended Preparation: A grade of B or better in Accelerate Math II/III or successful completion of Math III

In this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Modeling, a central instructional theme for the course, helps students come to a deeper understanding of each function type. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of precalculus.

Other Higher Level Math Courses

Pre-Calculus (4609)

Grade Level(s): 11-12

Recommended Preparation: A grade of C or better in Math III

The course revisits Math III topics, covers math analysis concepts, and focuses on developing students' understanding of trigonometry. Topics include analysis and operations with complex numbers; rational expressions; functions and equations defined parametrically; graph polar coordinates and curves; convert between the polar and rectangular coordinate systems; analysis of inverse functions; inverse trigonometric functions; trigonometric equations using inverse functions and technology; trigonometric identities; conics-ellipse and hyperbola; completing the square to change the general conic equation into standard form for all conics and identify which conic is represented; Law of Sines and Law of Cosines; using trigonometry to find the area of a triangle; factoring; use polynomial long division to rewrite polynomials; convert formulas into other forms; analysis of the graphs of functions; and more in depth modeling real world problems with functions.

AP Calculus AB (4507) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of B or better in Math III Plus H or Pre-Calculus

The AP Calculus AB course consists of a full high school academic year of work that is comparable to the first semester of college calculus. The course makes extensive use of prerequisite math skills and pre-calculus. The topics determined by the College Board include limits and continuity, derivatives, min-max problems, related rates, rectilinear motion, integrals, Riemann sums, differential equations, volumes of rotation and the calculus of transcendental functions. This challenging, demanding, and rigorous course prepares students for the Advanced Placement test in AP Calculus AB. The pace, rigor and expectations are higher. Students should be able to build conceptual understanding and make connections with fluency. Students will be expected to demonstrate a high level of performance and analytical thinking using inductive reasoning to solve complex problems.

AP Calculus BC (4508) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of C or better in AP Calculus AB

AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. This challenging, demanding, and rigorous course prepares students for the Advanced Placement test in AP Calculus BC. The pace, rigor and expectations are higher. Students should be able to build conceptual understanding and make connections with fluency.

Statistical Reasoning (4645)

Grade Level(s): 11-12

Recommended Preparation: successful completion of Math III

Statistical Reasoning teaches students how to use the four-steps of the statistical process: ask questions, collect data, analyze data, and make conclusions. Although the context of the examples and exercises are sports related, the primary focus of the class is to teach the basic principles and tools of statistical reasoning. This course is an alternative to Pre-Calculus for college bound students. This course also serves as a preparation class for AP Statistics.

AP Statistics (4592) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of C or better in Math III or Statistical Reasoning

This is an Advanced Placement course that covers the topics determined by the College Board. This challenging, demanding, and rigorous course prepares students for the Advanced Placement test in AP Statistics. Some outside class hours are required. The pace, rigor and expectations are higher. Students should be able to build conceptual understanding and make connections with fluency. Students will be expected to demonstrate a high level of performance and analytical thinking using inductive reasoning to solve complex problems.

Alternate Pathway to a Diploma-Math

APD Foundational Math IA (8404)

Grade Level: 9

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course is the first year of a four-year sequence based on the California Math I Standards, tailored to meet the needs of students with extensive support needs on the alternate pathway to a diploma. Instruction focuses on foundational mathematical concepts, including number sense, operations, and basic algebraic reasoning, with modifications to align with students' Individualized Education Plans. Lessons emphasize hands-on learning, real-world applications, and functional math skills to build confidence and competence in mathematics.

APD Foundational Math IB (8405)

Grade Level: 10

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course continues the four-year sequence, focusing on extending foundational concepts introduced in APD Foundational Math IA. Topics include proportional reasoning, introductory geometry, and applications of algebraic thinking. Instruction is adapted to meet each student's IEP goals, utilizing accessible materials and engaging activities to promote understanding and practical use of mathematics in daily life.

APD Foundational Math IC (8406)

Grade Level: 11

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

In this third year of the sequence, students deepen their understanding of mathematical concepts, including geometry, linear equations, and data analysis. Instruction emphasizes functional applications, such as measuring, budgeting, and problem-solving in real-world contexts. Lessons are modified to support diverse learning styles and needs, as determined by each student's IEP.

APD Foundational Math ID (8407)

Grade Level: 12

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This final year of the four-year sequence synthesizes the mathematical concepts covered in previous years. Students will focus on practical applications of algebra, geometry, and statistics to prepare for post-secondary life and independent living. Instruction aligns with IEP goals and emphasizes real-world problem-solving, critical thinking, and functional math skills to support students' transitions to adulthood.

History / Social Science

World History and Geography CP (8003)

Grade Level(s): 10

Recommended Preparation: none

This course reviews the historical, political, social, and cultural developments of the world from the late 18th century to the present. Major themes covered include the French Revolution, the Industrial Revolution, the Rise of Imperialism, World War I, World War II, and Nationalism in the contemporary world. It includes analyzing primary sources and completing several projects that emphasize original research, analytical and historical thinking.

AP World History (8097) - honors credit

Grade Level(s): 10

Recommended Preparation: Minimum of a 3.0 GPA Students should show evidence of proficient or advanced reading and writing skills. Students should expect to spend an hour each day reading the course material and be prepared to take an assessment weekly which will include a rigorous writing prompt.

This course will introduce students to a range of themes in world history since the emergence of early civilizations through the present. The class will be fast paced with a strong focus on writing and reading skills. Some of the themes include the emergence of stratified, patriarchal societies, comparisons among different belief systems, cross-cultural exchange, comparisons of slavery in various cultures and periods, European overseas expansion, the links between capitalism and empire building, the connections between nationalism and WWI, and women's status and gender.

United States History CP - Ethnic Studies (8070)

Grade Level(s): 11

Recommended Preparation: none

This course offers 11th grade students an exciting look at the American experience, and details the struggles from inception through modern time. This year-long U.S. History course with an Ethnic Studies emphasis offers a comprehensive review of the nation's defining moments, from its early history through contemporary society, utilizing a social justice lens to incorporate diverse perspectives. The curriculum, aligned with the California History-Social Science Framework, incorporates anti-bias education and includes in-depth studies of industrialization, global conflicts, and civil rights movements. It emphasizes critical thinking through the analysis of primary and secondary sources, and argumentative essay writing. Students will examine the major turning points in United States history. After a review of early U.S. history including the establishment of the colonies, the American Revolution, the Westward Movement, and the Civil War & Reconstruction, students begin exploration of major units of study which include the era of Industrialization, America's Rise as a World Power, World Wars I and II, the Cold War, Movements for Equality, and Contemporary American society. The traditional perspectives on historical events are interwoven with other historical perspectives using a social justice lens, integrating the experiences of diverse people from a range of ethnic, racial, gender, and socioeconomic backgrounds."

AP United States History and Geography (8023) - honors credit

Grade Level(s): 11

Recommended Preparation: A grade of A or better in World History CP or a grade of B or better in AP World History, a minimum of a 3.0 GPA. Students should show evidence of proficient or advanced reading and writing skills. Students should expect to spend an hour each day reading the course material and be prepared to take an assessment weekly which will include a rigorous writing prompt.

This course is a comprehensive fast-paced survey of American History from exploration to the 1990's. The emphasis is on critical thinking and written communication with essays and research projects playing a major role. Emphasis is on political, social and economic developments, the position of the U.S. in world affairs, and the forces that shape the causes of events, as well as concept development, research and essay writing. Additional readings required.

Civics CP (8043, history credit) and Economics CP (8044, elective credit)

Grade Level(s): 12

Recommended Preparation: none

The one-semester Civics course is an in-depth look at our federal government. Lectures, projects and outside reading assignments will be incorporated into the course of study. Modern political history will be discussed. The one-semester Economics course introduces students to the basic principles of economics and the fundamental operations of the American economic system of free enterprise. This course introduces economics as a discipline and helps students prepare to play an intelligent, informed participatory role in our economic system. Note: Civics receives one semester of social studies credit and Economics receives one semester of elective credit.

Business Economics (8042, elective credit) and Civics CP (8043, history credit)

Grade Level(s): 12

Recommended Preparation: Basic math skills and interest in business.

In the first semester, in addition to covering all of the content standards for economics, students will learn about starting their own business and pursuing a career in business. Students will learn and be able to calculate supply and demand, production function, production possibilities, opportunity cost, and foreign exchange rates. Local entrepreneurs will speak to the class about their experiences and representatives from various colleges, specializing in business, will talk to students about their school and what their school has to offer. This course will have an additional unit to the traditional Economics course, focusing on marketing and distribution, and will end with a culminating project in which students pitch their idea for a business and explain why it will be successful. In the second semester, students will complete the traditional Civics CP course with an emphasis on how government regulation and legislation affects businesses.

AP Government & Politics (8143) and Economics CP (8044) - honors credit

Grade Level(s): 12

Recommended Preparation: a minimum of a 3.0 GPA and on track for graduation. Students should show evidence of proficient or advanced reading and writing skills. Students should expect to spend an hour each day reading the course material and be prepared to take an assessment weekly which will include a rigorous writing prompt.

The one-semester government course is an in-depth look at our federal government with an emphasis on writing skills and essay exams. Lectures, projects and outside reading assignments

will be incorporated into the course of study. Modern political history will be discussed. The one-semester Economics course introduces students to the basic principles of economics and the fundamental operations of the American economic system of free enterprise. This course introduces economics as a discipline and helps students prepare to play an intelligent, informed participatory role in our economic system.

Model United Nations

World History and Geography MUN (8010)

Grade Level(s): 9

Recommended Preparation: none

This course follows the same guidelines as the World History/Geography course with a greater emphasis on current events and issues. In addition, students will attend and participate in Model United Nations activities and conferences at the school and throughout the Southland. MUN activities concentrate on conference preparation, debate skills, public speaking, and resolution writing. Students are required to attend at least two MUN conferences each semester.

AP Human Geography MUN (8014) - honors credit

Grade Level(s): 9, 10

Recommended Preparation: teacher approval

This course follows the guidelines of the AP Human Geography course standards. In addition, students will attend and participate in Model United Nations activities and conferences at the school and throughout the Southland. MUN activities concentrate on conference preparation, debate skills, public speaking, and resolution writing. Students will attend at least two MUN conferences each semester. This course fulfills the World History requirement.

AP United States History MUN (8018) - honors credit

Grade Level(s): 11

Recommended Preparation: teacher approval

This course encompasses all of the AP US History course standards. This is an academically rigorous survey course of American History from exploration to the present day. The emphasis is on critical thinking, analytical writing, and public speaking. Model United Nations training continues to focus on debate, negotiation techniques, resolution writing, and public speaking. Students are required to attend at least two MUN conferences each semester.

Civics MUN (8049) and Economics MUN (8050)

Grade Level(s): 12

Recommended Preparation: teacher approval

This course encompasses all of the Civics CP and Economics CP course standards. The one semester Civics course uses college level case studies as a way to analyze in depth the role of all levels of government with an emphasis on political discourse. The one-semester Economics course introduces students to the basic principles of economics and the fundamental operations of the American economic system of free enterprise. This course introduces economics as a discipline and helps students prepare to play an intelligent, informed, participatory role in our economic system. Model United Nations training continues to focus on debate, negotiation techniques, resolution writing, and public speaking. Students are required to attend at least two MUN conferences each semester.

Alternate Pathway to a Diploma-Social Science

APD World History (8514)

Grade Level: 9

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course offers an adapted exploration of key themes and events in World History, with a focus on the Enlightenment period and its influence on democratic movements in the late 1700s. Students will engage with major historical developments through accessible materials, hands-on activities, and visual supports designed to meet their diverse learning needs. The course encourages understanding of global historical perspectives and connections to contemporary society.

APD United States History (8511)

Grade Level: 10

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course provides an adapted study of United States history, highlighting significant events and movements that shaped the nation. Topics include the founding era, the Civil War, industrialization, and the civil rights movement. Instruction is modified to include multi-sensory learning opportunities, simplified readings, and interactive activities to foster historical understanding and relevance to students' lives.

APD Economics (8513)

Grade Level: 11

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course introduces students to basic economic principles, emphasizing practical applications such as budgeting, personal finance, and understanding economic systems. Adapted instruction includes visual aids, real-world examples, and interactive activities to support foundational economic literacy and decision-making skills. The course prepares students to navigate economic challenges in their daily lives.

APD Civics (8512)

Grade Level: 12

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course focuses on the foundations of citizenship, government, and civic engagement in an accessible format. Students will explore the Constitution, branches of government, and individual rights and responsibilities through modified instruction and hands-on activities. The course emphasizes practical application, encouraging students to actively participate in civic life and make meaningful contributions to their communities.

Science

Biology CP (7620)

Grade Level(s): 9-12

Recommended Preparation: none

Biology focuses on understanding life and life processes, covering areas from molecular and cellular biology, genetics, and environmental sciences.

Biology Honors (7621) - no honors credit

Grade Level(s): 9

Recommended Preparation: A grade of B or better in Advanced Math 8 or a grade of A in Math 8 or a grade of A in 8th grade Science

Biology Honors covers the unique properties of living organisms. The presentation of molecular and cellular processes provides the background for understanding concepts of genetics, microbiology, multicellular plants and animals, and human biology. Emphasis is placed on understanding principles and concepts. The concepts and principles are covered in a greater depth than in college prep Biology. Writing skills are emphasized in exams and assignments.

Chemistry CP (7630)

Grade Level(s): 10-12

Recommended Preparation: successful completion of Math I

Chemistry CP is the study of the composition, structure, and interaction of matter and the energy involved in these relationships. Students use algebra skills in the interpretation of the basic concepts and processes of chemical reactions. Emphasis is placed on learning theory through the use of the laboratory, text assignments, and lecture-discussion sessions of real life applications.

Chemistry Honors (7631) - honors credit

Grade Level(s): 10

Recommended Preparation: A grade of B or better in Biology Honors or a grade of A in Biology CP

Chemistry Honors is a laboratory-based course designed to introduce the talented science student to the major topics of inorganic chemistry: atomic structure, periodicity, bonding, kinetics, thermochemistry, and equilibrium. This course differs from college preparatory chemistry in that it is more conceptual and theoretical in nature. Wherever possible, concepts are discovered through experiment rather than from the text.

Advanced Topics in Biology (7623)

Grade Level(s): 11-12

Recommended Preparation: successful completion of Biology and Chemistry

This course is divided into two one-semester courses. In one semester, we will explore Forensic Biology. We take a hands-on approach to fingerprint analysis, bloodstain pattern analysis, and DNA analysis, among other subjects relevant to this field. In the other semester, we will be exploring Anatomy and Physiology. We will be conducting several dissections as we learn about the intricate workings of human anatomy and physiology.

Marine Biology (7710)

Grade Level(s): 11-12

Recommended Preparation: successful completion of Biology and Chemistry

This course examines the physical and biological aspects of the marine environment. This course will cover basic concepts of oceanography. Students will explore the diversity of marine ecosystems, participate in the in-depth study of marine phyla, and examine the influence of humans on the ocean.

Physics CP (7640)

Grade Level(s): 11-12

Recommended Preparation: successful completion of Math II

Physics is a year course that covers the following concepts: the motion of matter and the forces and energy causing this motion; the changes in matter with the application of heat; application of waves in interpreting sound and light; and the fundamentals of electricity and magnetism. These topics are taught through lecture-demonstrations, laboratory analysis, and problem solving with an emphasis on providing students with a strong grasp of physics.

AP Biology (7622) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of B or better in Biology, Chemistry and Math III

AP Biology is a university level course covering chemical and cellular bases of life, molecular biology and heredity, the biology of plants and animals, the perpetuation of life, and the relationships of organisms and their communities. A university text is assigned with materials available as references. Series of laboratory exercises are completed to reinforce principles and concepts presented during lectures. Students should possess good writing skills for essay exams.

AP Chemistry (7632) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of B or better in Chemistry Honors or a grade of A in Chemistry CP and Math III

This course is structured around the many topics of chemistry, such as the electronic structure of the atom, kinetics, thermodynamics, equilibrium, acids and bases, gas laws, and chemical bonding. This course is taught at the college level with specialized lab experiments to reinforce lecture topics.

AP Physics I (7732) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of B or better in Math II

This course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. AP 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 sound; and introductory, simple circuits.

AP Physics C: Mechanics (7642) - honors credit

Grade Level(s): 11-12

Recommended Preparation: concurrent enrollment in AP Calculus AB or higher

This course is designed to help students learn about the natural laws that govern the world we live in. The concentration is on mechanics, which deals with the study of translational and rotational motion, forces, energy, momentum, oscillatory motion, and gravity. There is a 20% focus on lab work, such as investigating rocket launch technology. This class will also allow students to get involved with new, innovative space technology software. This course fulfills the university requirement for a year of physics.

AP Environmental Science (7661) - honors credit

Grade Level(s): 11-12

Recommended Preparation: A grade of B or better in Biology and Chemistry

This course is designed to acquaint the student with the physical, ecological, social, and political principles of environmental science. The course analyzes the inter-relationships between humans and the natural environment. The course shows how ecological realities and the material desires of humans often clash, leading to environmental problems. The course covers the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society.

Alternate Pathway to a Diploma-Science

APD Life Science (8508)

Grade Level(s): 9-12

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course introduces students with extensive support needs to foundational concepts in life science, emphasizing practical understanding and real-world applications. Students will explore topics such as ecosystems, plant and animal life cycles, human body systems, and environmental awareness. Instruction is tailored to individual needs as outlined in each student's Individualized Education Plan (IEP), incorporating hands-on experiments, multi-sensory activities, and visual supports to foster engagement and comprehension. The course encourages curiosity about the natural world while building functional knowledge applicable to daily life.

APD Physical Science (8509)

Grade Level(s): 9-12

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course provides an adapted introduction to physical science topics, including basic concepts in physics, chemistry, and earth science. Students will engage with topics such as forces and motion, energy, states of matter, and weather patterns. Lessons are designed to meet the unique needs of students as specified in their IEPs, using accessible materials, visual aids, and interactive activities. The course emphasizes hands-on exploration and real-life applications, fostering understanding of the physical world and its relevance to students' everyday experiences.

Language Other than English (World Languages)

State Seal of Biliteracy

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The requirements for eligibility can be found in California *Education Code (EC)* Section 51461:

The State Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school pupil in one or more languages, in addition to English, and certifies that the graduate meets all of the following criteria:

1. Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
2. Passing the California Assessment of Student Performance and Progress for English language arts, or any successor test, administered in grade 11, at or above the “standard met” achievement level, or at the achievement level determined by the Superintendent for any successor test.
3. Proficiency in one or more languages other than English, demonstrated through one of the following methods:
 - a. Passing a world language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
 - b. Successful completion of a four-year high school course of study in a world language, attaining an overall grade point average of 3.0 or above in that course of study, and oral proficiency in the language comparable to that required pursuant to subparagraph (A).
 - c. If no Advanced Placement examination or off-the-shelf language test exists and the school district can certify to the Superintendent that the test meets the rigor of a four-year high school course of study in that world language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher. If a school district offers a language examination in a language in which an Advanced Placement examination or off-the-shelf language test exists, the school district language examination shall be approved by the Superintendent for the purpose of determining proficiency in a language other than English. (ii) Notwithstanding clause (i), a pupil who seeks to qualify for the State Seal of Biliteracy through a language that is not characterized by listening, speaking, or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.


Careers Related to World Languages

Attorney	Human Resources	Linguist
Banking Industry	Importer- Exporter	Pharmacist
College Professor	Intelligence Specialist	Social Worker
Customer Service	International Market	Teacher
Diplomat	Medical Professionals	Translator & Interpreter
Doctor	Mental Health	Travel Agent
FBI Agent	Manager	Web Designer
Flight Attendant	International Relations	
Foreign Services Officer	International Trade	
Hospitality Industry	Economist	

Please Note:

1. Heritage speakers of a language other than English must take an initial placement assessment in the spring of the previous school year in order to determine the most appropriate course. Tests will be administered at Open House.
2. Students in an Honors level course who earn a semester grade below 70% may be recommended to transfer to a CP level course the following semester.
3. Languages other than English courses are year long classes. Students may not transfer from one language to another language in the middle of the school year.
4. All Chinese language classes include instruction in reading and writing traditional/simplified characters and basic pinyin system.
5. All Japanese classes include instruction in reading and writing the katakana syllabary and basic level kanji.
6. Students who have attended school in Korea past the 3rd grade may be placed in Korean II.

Level I and Level I Honors Courses


Recommended Preparation: There is no recommended coursework prior to entering Level I of a language. For Level I Honors courses, it is recommended that students earn a grade of A in their previous year English class. All World Language Classes are NCAA-approved 

Level I courses provide students with opportunities to develop basic proficiency skills in the target language in the areas of reading, writing, listening, and speaking. Students will demonstrate their mastery of these modalities in the context of thematic units and will incorporate the study of culture into the curriculum. Level I Honors courses cover the Level I curriculum in greater depth. In addition, all students are expected to complete an honors project, which will demonstrate their mastery of the target language.

[Chinese I](#) (2020)
[French I](#) (2051)
[Spanish I](#) (2101)
[Korean I](#) (2038)
[Filipino I](#) (2128)
 Japanese I (2071)

Chinese I Honors (2021) - no honors credit
 French I Honors (2065) - no honors credit
 Spanish I Honors (2100) - no honors credit

Level II and Level II Honors Courses

Recommended Preparation: For Level II courses, it is recommended that students earn a grade of C or better in Level I of the language. It is recommended that students in a CP course that earn a second-semester grade below 70% retake the course before continuing on to the next level. For Level II Honors courses, it is recommended that students earn a grade of A in Level I of the language or a grade of B in Level I Honors of the language. Teacher recommendation is encouraged for Honors. All World Language Classes are NCAA-approved 

Level II courses are designed to give students increased mastery in the target language. Students will increase vocabulary, control of grammatical structures, and cultural awareness. The skills of listening, reading, speaking, and writing will be expanded. Level II Honors courses cover the Level II curriculum in greater depth. In addition, all students are expected to complete an honors project, which will demonstrate mastery of the language.

[Chinese II](#) (2022)

[French II](#) (2052)

[Japanese II](#) (2072)

[Korean II](#) (2039)

[Spanish II](#) (2102)

[Filipino II](#) (2130)

Chinese II Honors (2023) - no honors credit

French II Honors (2058) - no honors credit

Japanese II Honors (2076) - no honors credit

Korean II Honors (2036) - no honors credit

Spanish II Honors (2106) - no honors credit

Level III and Level III Honors Courses

Recommended Preparation: For Level III courses, it is recommended that students earn a grade of C or better in Level II of the language. It is recommended that students in a CP course that earn a second-semester grade below 70% retake the course before continuing on to the next level. For Level III Honors courses, it is recommended that students earn a grade of B or higher in Level II Honors of the language. All World Language Classes are NCAA-approved



Level III courses are designed to further increase students' proficiency and competency in understanding, speaking, reading, and writing the language while exploring contemporary issues. More sophisticated grammatical structures will be introduced at this level. Level III Honors courses cover the Level III curriculum in greater depth and are designed to improve proficiency in understanding, speaking, reading, and writing. In addition, all students are expected to complete an honors project, which will demonstrate mastery of the language.

[Chinese III](#) (2017)

[French III](#) (2053)

[Japanese III](#) (2073)

[Korean III](#) (2040)

[Spanish III](#) (2103)

[Filipino III](#) (2132)

Chinese III Honors (2018) honors credit

French III Honors (2059) honors credit

Japanese III Honors (2077) honors credit

Korean III Honors (2035) honors credit

Spanish III Honors (2107) honors credit

Level IV and Level IV Honors Courses

Recommended Preparation: For Level IV courses, it is recommended that students earn a grade of C or better in Level III of the language. It is recommended that students in a CP course that earn a second-semester grade below 70% retake the course before continuing on to the next level. For Level III Honors courses, it is recommended that students earn a grade of B or higher in Level II Honors of the language. All World Language Classes are NCAA-approved



Level IV courses are designed to increase student's proficiency in understanding, speaking, reading, and writing, while exploring contemporary issues, fine arts, and literature. Expression will be more varied and sophisticated, incorporating idiomatic expressions, while demonstrating greater mastery of more complex language structure. Level IV Honors courses cover the Level IV curriculum in greater depth and are designed to improve proficiency in understanding, speaking, reading, and writing. Students also expand their knowledge of appropriate cultural behaviors and discuss contemporary issues. Advanced vocabulary and grammatical structures are introduced. In addition, all students are expected to complete an honors project, which will demonstrate their mastery of the target language as well as expand upon the content area.

[Chinese IV](#) (2012)

[French IV](#) (2054)

[Japanese IV](#) (2074)

[Korean IV](#) (2041)

[Spanish IV](#) (2104)

[Filipino IV](#) (2134)

Chinese IV Honors (2011) honors credit

French IV Honors (2060) honors credit

Japanese IV Honors (2080) honors credit

Korean IV Honors (2015) honors credit

Advanced Placement Language Courses

Recommended Preparation for AP: It is recommended that students earn a grade of A in Level III of the language. For AP courses, it is recommended that students earn a grade of B or higher in Level III Honors of the language. Heritage Learners should/are recommended to take Heritage 3 prior to AP Spanish. All World Language Classes are NCAA-approved



Advanced Placement language courses are designed to prepare students to take the AP Language and Culture Exam. Extensive practice is provided in writing compositions, listening to conversations and narration by native speakers, creating spontaneous responses, demonstrating mastery of complex language structures, and reading and understanding literature.

[AP Chinese Language and Culture](#) (2064) - honors credit

AP French Language and Culture (2055) - honors credit

[AP Spanish Language and Culture](#) (2105) - honors credit

Heritage Speakers

Year 1	Year 2	Year 3
Heritage Spanish II	Heritage Spanish III	Spanish IV OR AP Spanish

Heritage Spanish II (2124) - no honors credit

Grade Level(s): 9-10

Recommended Preparation: students will be assessed to determine Spanish proficiency
Spanish for heritage speakers is specifically designed for speakers who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts and for a variety of audiences including family, school, and the community. This course will allow students to explore the cultures of the Hispanic world, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Heritage Spanish III (2137) - honors credit

Grade Level(s): 10-11

Recommended Preparation: students will be assessed to determine Spanish proficiency
Spanish for heritage speakers is specifically designed for speakers who already have an intermediate oral language proficiency, are able to read and are still developing their writing abilities. The purpose of this course is to enable students whose heritage language is Spanish to continue to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts. Students will explore the cultures of the Hispanic world, as well as contemporary issues, and will read more authentic texts.

After successful completion of Heritage Spanish III, students will be assessed to determine Spanish proficiency in order to place students in either Spanish IV or AP Spanish Language and Culture.

Alternate Pathway to a Diploma-Language Other Than English

APD World Language Survey (1626)

Grade Level(s): 9-12

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course provides an introductory exploration of world languages and cultures, designed for students that are completing an alternate pathway to diploma. Through interactive, multi-sensory, and hands-on activities, students will gain exposure to basic vocabulary, phrases, and cultural practices from a variety of global languages such as Spanish and American Sign Language (ASL). The curriculum emphasizes functional communication, cultural appreciation, and the development of foundational language skills that promote inclusion and global awareness.

Visual & Performing Arts

Desktop Publishing Yearbook Design and Publication (1797)

Grade Level(s): 10-12

Recommended Preparation: a grade of C or better in English and teacher approval

Yearbook revolves around the production of a 200 plus page book of memories. Students are involved from start to finish in all elements of desktop publishing including Adobe Photoshop, Studio Balfour, and Encore. They brainstorm theme ideas, create layouts, sell personal advertisements, take photographs, and develop graphic design skills. Yearbook provides students with opportunities to be leaders, artists, writers, salespeople, and photographers. Students are required to attend one yearbook conference/seminar in summer (pre-class beginning), fall, and spring.

Multimedia Journalism (1626)

Grade Level(s): 9-12

Recommended Preparation: a grade of C or better in English and teacher approval

Multimedia Journalism is a yearlong multi-media production course devoted to the publication and dissemination of student art via photojournalism; broadcast journalism; online journalism; social-media journalism and student art exhibits. Students will be expected to master a variety of skills that include, but are not limited to: research, reporting, interviewing, surveying/polling, drafting, writing, editing, revising, photography, website design/management, filming, video editing, podcast production, and social media management. Students will be introduced to the fast-paced, deadline-centered environment of a self-produced publication, and will also learn how to generate and manage funds for a self-sustained publication. The student work disseminated covers school-related news, feature stories, controversial topics, art and music reviews and sporting events that take place on and off campus and within the communities of Cerritos and LA County. As dictated by state and federal laws, all aspects of Multimedia Journalism are student-driven, student-run, and student-produced, and its production is overseen by a credentialed faculty advisor.

Film Studies (1570)

Grade Level(s): 10-12

Recommended Preparation: none

In this class, students will become critical viewers of genres of film. They will study how narration, visual design, cinematography, editing, music, and sound are used to create meaning in a film. The course will cover the history of cinema along with the artistic, technological, economic, and social changes that have occurred over the last 100 years. Students will learn how to “read” a film as they will watch over 30 of the greatest films in class. They will participate in group projects, write a screenplay, and make their own short film.

Art I (1500)

Grade Level(s): 9-12

Recommended Preparation: none

This course provides foundational art skills and requires no previous art experience. It offers a variety of experiences in the field of art. Appreciation and skills are developed through the study of the Elements of Art and Principles of Design as they are used in drawing, painting, perspective and 2-Dimensional Design. The media used will include pen and ink, pencils, collage, charcoal, pastel, watercolor, and acrylic.

Art II (1501)

Grade Level(s): 10-12

Recommended Preparation: successful completion of Art I, or teacher approval

This class is recommended for students with foundational art experience in drawing and painting who are independent and self-motivated. Art II extends the practice of the Elements and Principles of Design with advanced drawing and painting techniques and concepts that includes printmaking. It encourages more independent work and development of creativity and personal style through weekly sketchbook assignments.

Art III (1502)

Grade Level(s): 11-12

Recommended Preparation: a grade of B or higher in Art II, or teacher approval

This class is recommended for students with intermediate to advanced experience in art who are self-motivated and independent students who want to explore art via a series of extended individual activities. The drawing activities involve intensive practice in the elements and principles of design using pencil, pen and ink, charcoal, colored pencils and acrylic. The painting component requires students to practice various painting techniques and styles using watercolor, and Acrylic paints. There is a brief review of color theory and intensive practice painting.

AP 2-D Art/Design (1505) or AP Drawing (1538) or AP 3D Art/Design (1506) - honors credit

Grade Level(s): 11-12

Recommended Preparation: a grade of A or higher in Art III, or teacher approval

This class is recommended for students with extensive, and advanced artmaking experience, who are self-motivated, independent, and practice good time management. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation. The AP Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. The AP 2-D Art and Design portfolio addresses skillful and creative use of the Elements of Art and Principles of Design. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout their art education to produce visual compositions.

Beginning 3D Art (1550)

Grade Level(s): 9-12

This is an introductory art class designed to develop students' understanding of basic sculpting techniques utilizing various materials and processes. The course covers the foundations of fine art, the elements of art, and the principles of design to foster successful and meaningful art-making. Instruction is conducted in a safe and respectful environment supporting student inquiry, critical thinking, and artistic growth. This class meets the fine arts requirement for graduation and the "F" requirement for the Cal State and University of California.

Ceramics I (1509)

Grade Level(s): 9-12

Recommended Preparation: none

Beginning ceramics is a fun and rewarding course. It is open to all students with little or no art background or experience with clay. The curriculum is based on the California State Framework for Fine Arts. Hand building, throwing, and basic glazing techniques will be covered.

Ceramics II (1510)

Grade Level(s): 9-12

Recommended Preparation: successful completion of Ceramics I, or teacher approval

This course is designed for the student who wishes to improve on his/her hand-building, wheel throwing, and decorating techniques. The student must be self-motivated and able to work independently.

Ceramics III (1511) or Ceramics IV (1512)

Grade Level(s): 11-12

Recommended Preparation: a grade of B or higher in Ceramics II, or teacher approval

Ceramic III students will further refine their hand-building and throwing (potter's wheel) skills. Advanced decorating techniques, such as sgraffito, will be taught. Emphasis will be on diving deeper into self-expression and experimentation. Ceramics III is for students who are self-motivated, independent, and highly eager to seek challenges and further their growth as an art student.

Advanced Concert Band (1735) - one spring semester course

Grade Level(s): 9-12

(UC/CSU Acceptable: F)

Concurrently enrolled in 1720, and one of: 1721, 1684, 6024, 1672, or 6014, Audition, and Teacher Approval

This spring semester class focuses on developing musicians. All students in the concert band must possess basic playing proficiency. Students will learn concert literature. Students will receive an introduction to music theory, performance styles. This ensemble may perform throughout the year at local, state, and national events. Additional rehearsals may be required. Course may be repeated for credit.

Wind Ensemble (1721)

Grade Level(s): 9-12

(UC/CSU Acceptable: F)

Concurrently enrolled in Marching Band 1720 (fall), Advanced Concert Band 1735 (spring), Audition, and Teacher Approval

This spring semester class focuses on developing musicians. All students in the concert band must possess basic playing proficiency. Students will learn concert literature, pep, and marching band music. Students will receive an introduction to music theory, performance styles. This ensemble may perform throughout the year at local, state, and national events. Additional rehearsals may be required. Course may be repeated for credit.

Jazz Band (1684)

Grade Level(s): 9-12

(UC/CSU Acceptable: F)

Concurrently enrolled in Marching Band 1720 (fall), Advanced Concert Band 1735 (spring), Audition, and Teacher Approval

Jazz Band is a performance-based ensemble designed to develop students' jazz fundamentals and offers an opportunity for students to develop their skills on a secondary instrument. Students gain experience playing jazz and are introduced to a wide array of music including big band, swing, bebop, Latin, funk, and rock. Students will also learn the fundamentals of solo improvisation, utilizing jazz vocabulary, analysis of jazz chord symbols, and appropriate stylistic interpretation. Students complete the course with a higher level of performance skills and musical knowledge. Jazz Band performs at pep rallies, concerts, festivals, and community events. Course may be repeated for credit.

Advanced Jazz Band (6024)

Grade Level(s): 9-12

(UC/CSU Acceptable: F)

Concurrently enrolled in Marching Band 1720 (fall), Advanced Concert Band 1735 (spring), Audition, and Teacher Approval

Advanced Jazz Band is a performance-based ensemble designed for serious, dedicated musicians by audition only. Auditions are held during summer Band Camp. Students get a "real-world" experience playing challenging music, and are introduced to a wide array of music including big band, swing, bebop, Latin, funk, and rock. Students will also learn the fundamentals of solo improvisation, utilizing jazz vocabulary, analysis of jazz chord symbols, and appropriate stylistic interpretation. Students complete the course with a higher level of performance skills and musical knowledge. Advanced Jazz Band performs at pep rallies, concerts, festivals, and community events. Course may be repeated for credit.

Percussion (1672)

Grade Level(s): 9-12

(UC/CSU Acceptable: F)

Concurrently enrolled in Marching Band 1720 (fall), Advanced Concert Band 1735 (spring), Audition, and Teacher Approval

This course offers students a well-rounded approach to learning percussion instruments in order to develop general musicianship. Students further their percussion technique and skills, playing a variety of percussion instruments including mallets, pitched and non-pitched percussion, and auxiliary instruments. Each semester, students will work on their marching arts shows (marching band or indoor drumline), and develop various musicianship skills. Students will perform at various concerts, marching band shows, indoor drumline competitions, pep rallies, and community events. This group also combines with the Wind Ensemble and Advanced Concert Band to perform at various festivals and concerts. Students must participate in both the fall marching season, and spring indoor drumline season.

Alternate Pathway to a Diploma-VAPA

APD Visual Performing Arts Survey (8515)

Grade Level(s): 9-12

Enrollment in this course is based on identified student needs according to their Individualized Education Plan.

This course provides an introduction to the visual and performing arts, offering students with extensive support needs opportunities to explore creativity and self-expression through various artistic mediums. Students will engage in hands-on activities in visual arts, music, theatre, and dance, tailored to their unique abilities and interests. Instruction emphasizes skill-building, sensory engagement, and collaboration through accessible projects, such as creating artwork using adaptive tools and techniques, participating in music-making and rhythm-based activities, exploring dramatic expression through role-playing and storytelling, engaging in movement and dance activities to develop motor coordination and self-expression.

College-Preparatory Electives

AP Research (8092)

Grade Level(s): 11-12

Recommended Preparation: Students must have successfully completed the AP Seminar course.

AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses.

AVID 9 (5770)

Grade Level(s): 9

Recommended Preparation: minimum of 2.0 GPA, application and interview

The AVID course is an elective class for students who are four year university bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICOR) through the AVID High School curriculum in both teacher and tutor-led activities. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities. Guest speakers and college tours are planned throughout the year. Tutorials are planned twice a week with college tutors to support success in content classes.

AVID 10 (5771)

Grade Level(s): 10

Recommended Preparation: minimum of 2.0 GPA, application and interview

This college preparedness and readiness course is designed to provide students with the necessary skills known to be beneficial for success in college. While concurrently enrolled in college preparatory "A-G" courses, students learn strategies and receive academic instruction and personal support in WICOR (writing, inquiry, collaboration, organization, reading). Additionally, the course includes activities designed to motivate students to pursue and complete a college education. Students work individually, in small collaborative groups, and in tutor-led study groups. Tutorial support, reading and writing instruction, reinforcement of study skills, organization, and time management are emphasized in the 9th and 10th grade AVID elective class.

AVID 11 (5772)

Grade Level(s): 11

Recommended Preparation: minimum of 2.0 GPA, application and interview

AVID is the first year of a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work; that is, higher level thinking, reading, writing and oral language skills. Students will engage in higher levels of WICOR (writing, inquiry, collaboration, organization and reading) strategies than experienced in prior years in AVID. In addition to the academic focus, there are college bound activities, methodologies and tasks that should be achieved during the junior and senior year.

AVID 12 (5773)

Grade Level(s): 12

Recommended Preparation: minimum of 2.0 GPA, application and interview, on track to completing the a-g college entrance requirements

The AVID Senior Seminar integrates critical reading, writing, and research and builds upon the skills learned in the previous AVID elective classes. Students will continue to engage in higher levels of WICOR (writing, inquiry, collaboration, organization, reading). Additionally, they will be researching colleges, completing college applications, applying for financial aid and scholarships, and beginning to develop independence and readiness for college collaborative study groups.

Ethnic and Cultural Studies (7005)

Grade Level(s): 11-12

Recommended Preparation: minimum of a 3.0 GPA

This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally and globally so as to foster active social engagement and community building. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide an emancipatory education that will inspire students to critically engage in self-determination and seek social justice for all. Through the use of historical thinking, students will understand how the past shapes the world we live in today.

Freshmen Success / Futures (8100) - One Semester Course

Grade Level(s): 9

Recommended Preparation: none

This freshman semester course covers a variety of topics that support students' success in high school and beyond. Topics include time management, note-taking, skills assessment, career research, and writing skills for high school and college/career planning.

Student Government (8111)

Grade Level(s): 9-12

Recommended Preparation: elected or appointed students must meet academic and citizenship requirement

Enrollment in Student Government is required for all students who hold appointed or elected ASB offices. The students in the class form the ASB Student Council. They conduct meetings, prepare and plan activities for the entire school, and represent the student body to the administration and staff. The students will work together and develop their leadership and organizational skills.

Leadership (8110)

Grade Level(s): 11-12

Recommended Preparation: none

Link Crew is a course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will study team building, personal/institutional organization, leadership, communication, self-awareness, and

personal development. Students will become more empathic and responsible citizens who can apply their knowledge to larger-scale future projects.

Psychology (8130)

Grade Level(s): 11-12

Recommended Preparation: none

This course is a high school level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will acquire skills necessary to address problem areas of life and make life more enjoyable. Students are introduced to facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods used in modern psychological practice.

AP Psychology (8129) - Honors credit

Grade Level(s): 11-12

Recommended Preparation: minimum of a 3.0 GPA Students should show evidence of proficient or advanced reading and writing skills. Students should expect to spend an hour each day reading the course material and be prepared to take an assessment weekly. By the end of this class students will need to master 600 psychology terms.

This course is an introduction to the systematic study of human behavior and mental processes. It will demonstrate how psychological theory may be used to describe, explain, predict, and control behavior. This course requires students to apply psychology concepts to the real world and to also prepare for the AP Exam. Topics include Research Methods, States of Consciousness, Learning and Memory, Intelligence, Personality, Neuroscience, Social Psychology, Human Development, Psychological Disorders, & Therapeutic Approaches.

Physical Education

Physical Education courses are a high school graduation requirement. They are not a requirement for college admission, therefore, none of the following courses are a-g eligible for college admissions. Students will earn physical education credit towards meeting the two years required for a high school diploma. Students in grades 9 - 12 who meet the board policy requirements of being nationally ranked in athletics can apply annually for a one year Independent Study PE course. Please visit our [district website](#) for additional information.

PE I (6021)

Grade Level(s): 9

Recommended Preparation: none

This course is an introduction to the principles and philosophy of physical education. Students will explore theories of exercise, physiology, and movement. Students participate in units of aquatics, rhythms/dance, gymnastics/tumbling, and individual/dual activities. This course is designed to prepare students to take the state mandated FitnessGram test.

PE II (6022)

Grade Level(s): 10

Recommended Preparation: none

This course is an extension of Physical Education I. Students will participate in team activity units. Physical Education II deals with a wide variety of concepts dedicated to lifelong fitness.

APD PE I/II (8516)

Grade Level(s): 9-12

A personal program of physical activity developed for each student with specific needs to meet grade level physical education standards in PE I/II.

Personal Fitness (6092)

Grade Level(s): 11-12

Recommended Preparation: none

This course is designed to provide students with a fitness foundation through the means of walking, a form of exercise that is life-long. This course will provide an opportunity for students to develop a fitness workout plan through the activities of walking, aerobic exercise and muscle strength development using a variety of activities such as yoga. Walking techniques and fitness strategies will also be highlighted. Students will progress from shorter duration, lower intensity walks and increasing in duration and intensity. Relationships and self awareness will also be addressed through joining together on short walks to serve as a simple yet effective way to start conversations with peers and/or adults, as well as using walking as a helpful way to identify emotions and self-perception.

Strength and Conditioning (6089)

Grade Level(s): 11-12

Recommended Preparation: none

This course is a rigorous course dedicated to improving muscular strength and endurance. Students will learn and practice research based knowledge and principles used in strength training and conditioning to enhance overall fitness and performance.

Pep Squad/Competitive Cheer (6002)

Grade Level(s): 9-12

Recommended Preparation: auditions in the spring

This class is for Pep Squad members. This team practices after school, performs at pep rallies and home games, and may compete in local cheer competitions.

Advanced Dance (1667)

Grade Level(s): 9-12

Recommended Preparation: auditions in the spring

This class is for the Cerritos Dance Team members. This team practices after school and in the evenings, performs at pep rallies and home games, and may compete in local dance competitions.

Marching Band (1720) - one fall semester course

Grade Level(s): 9-12

Taken for 4 years, fulfills the PE graduation requirement.

Concurrently enrolled in 1735, and one of: 1721, 1684, 6024, 1672, or 6014

[Athletic Clearance/Family ID application](#), Summer Band Camp attendance, Teacher Approval

This course is required to be in the Instrumental Music Program.

This course is offered outside of the regular school day during 7th period. All students participating in the Marching Band will still need to take a 1st through 6th period class. The award-winning Regiment of Gold performs at football games, concerts, local field shows, and state/national competitions. All extracurricular rehearsals and performances are required for successful completion of this course. A completed athletic packet submitted to the athletic office is required. After the marching band season is over this period turns into the Advanced Concert Band. Course may be repeated for physical education semester credit. During Band Camp, students learn basics and fundamentals necessary for our competitive field show. All students are required to be in the marching program in order to participate in other ensembles at Cerritos High School.

Color Guard (6014)

Grade Level(s): 9-12

(UC/CSU Acceptable: F)

Concurrently enrolled in Marching Band 1720, Audition, and Teacher Approval

Color Guard is a year-long performance group. Students develop technical ability and skills using equipment that includes flags, sabers, and rifles, as well as dance and other interpretive movement. Students audition in May/ June for positions in the Color Guard. During the fall season, the Color Guard performs with the marching band. During the spring semester, the Guard learns their own show and performs at indoor competitions. The Winter Guard performs at a high level and competes at indoor competitions throughout Southern California. While the Winter Guard is open

to new membership, students must be enrolled in a band or color guard class to be eligible to participate. Students must be enrolled in the Marching Band in the fall semester.

Independent Study PE (0845)

Eligibility & Application Requirements

Annual Application Window: May 1 - May 31

(for following school year)

*The Independent Study Physical Education (ISPE) Application Packet linked below contains sections regarding Eligibility and Application Procedures, including required forms and documentation (Exhibits A-D). Please download and read through the packet carefully as ISPE approval will requires components completed by the student, parent/guardian, coach/trainer, and school officials. Completed applications and supporting documents must be submitted to the school office/designee during the application window. Notification and schedule changes will occur at least two weeks prior to the first day of school. Also linked via separate button below is a copy of the Monthly Activity Log that must be completed by the student and coach/trainer **EACH MONTH** and reviewed during the monthly student-teacher meeting. Please download additional copies, as needed. See [ISPE](#) website for more information.*

Athletics

Cerritos High School students have the opportunity to participate in the following:

Fall	Winter	Spring
Football (6054) Pep Squad (6002) Cross Country (6058) Boys Water Polo (6063) Girls Golf (6067) Girls Tennis (6064) Girls Volleyball (6055) Girls Flag Football (6069)	Boys Basketball (6051) Girls Basketball (6051) Boys Soccer (6056) Girls Soccer (6056) Boys Wrestling (6066) Girls Wrestling (6066) Girls Water Polo (6063)	Track (6057) Baseball (6052) Softball (6065) Boys Volleyball (6055) Boys Golf (6067) Boys Tennis (6064) Swimming (6059) Badminton (6071)

Eligibility

In order to participate in co-curricular activities a student must:

- attempt and pass a minimum of four classes
- maintain a 2.0 GPA
- must be in class during the day of the activity for a minimum of 4 periods

Ineligibility

When a student falls below a 2.0 GPA, they will be placed on probation for one quarter. If the student does not have a 2.0 GPA at the next grading period, they will be ruled ineligible and will remain ineligible until they have earned a 2.0 GPA for one quarter grading period.

Release from Class for Activities

Any student released from class for school-related activities, including athletic competitions, is responsible for initiating communication with teachers prior to missing class. Students are still responsible to make-up any missed assignments due to school activity within a reasonable amount of time.

Transportation Fee

To offset the transportation costs involved with participation in athletic and performance teams, an annual transportation fee of \$150 will be charged to all members. Any student who has purchased an ASB card (\$75) will have their transportation fee reduced to \$60. Transportation fees only need to be paid once per school year regardless of how many teams a student participates. The transportation fee will become an obligation if not paid in full. Any senior with obligations may not participate in graduation. Fees are non-refundable. More information can be found on the Cerritos High School website under Athletics.

Non College-Preparatory Electives

None of the following courses are a-g eligible for college admissions, however, students will earn high school elective credit towards their high school diploma.

Health (7502)

Grade Level(s): 9

Recommended Preparation: none

This required semester course provides students with the knowledge and skills to be proactive in their own health. Emphasis will be placed on the development of a positive self-image and mental health, as well as nutrition, physical fitness, and the prevention of common ailments that range from the common cold to coronary heart disease. The students will study contemporary health issues such as family life, substance abuse, and sexually transmitted diseases. This course is a district graduation requirement.