MAYFAIR HIGH SCHOOL

CURRICULUM HANDBOOK

2026 - 2027

WE ARE SOONS!

Show respect Own your actions Overcome challenges Never stop learning Serve others

CURRICULUM HANDBOOK

BOARD OF EDUCATION
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Dr. Erin Simon

BELLFLOWER UNIFIED SCHOOL DISTRICT
16703 South Clark Avenue
Bellflower, CA 90706
(562) 866-9011

MAYFAIR HIGH SCHOOL
6000 North Woodruff Avenue
Lakewood, CA 90713
(562) 925-9981

www.mayfairmonsoons.org

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Non-Discrimination Statement

Notice of Non- Discrimination: Bellflower Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics. Parents/students who have questions or concerns about the policy can contact Dr. Alma Ulloa, Assistant Superintendent of Special Education and Student Support, Title IX and Equity Compliance Officer. Almaulloa@busd.k12.ca.us, (562) 866-9011 ext. 2030. For more information, visit the Non-Discrimination Title IX section in the Quick Links or the U.S. Department of Education website.

Aviso de No Discriminación: El Distrito Escolar Unificado de Bellflower prohíbe la discriminación, el acoso, intimidación por motivos de ascendencia real o percibida, edad, color, discapacidad, identidad de género, expresión de género, nacionalidad, raza o etnia, religión, sexo, orientación sexual, o asociación con una persona o un grupo con uno o más de estas características reales o percibidas. Padres/alumnos que tengan preguntas o preocupaciones acerca de la política pueden comunicarse con el Dr. Alma Ulloa, Asistente Superintendente de Educación Especial y Apoyo Estudiantil, Título IX y Oficial de Cumplimiento de Conformidad.

PRINCIPAL'S MESSAGE

Dear Mayfair Community,

Greetings for the 2026-2027 school year! I am delighted and filled with pride as I address you as the Principal of Mayfair Middle/High School. Leading a school with such a rich tradition, both inside and outside the classroom, is an exciting and amazing opportunity.

Mayfair has earned a well-deserved reputation for academic excellence, thanks to the dedication of our students, teachers, parents, and staff. We take pride in offering a wide array of challenging academic courses, an exceptional athletic program, unparalleled visual and performing arts programs, and various school clubs for our students. We invite you to immerse yourself in our school culture, which is centered on providing students with the academic and social resources necessary to achieve their postsecondary goals.

I am particularly thrilled to share our enthusiasm for embarking on our second year of teaching on the block schedule. This innovative approach to scheduling has proven to enhance learning experiences and provide students with a more focused and immersive educational environment.

At Mayfair, we firmly believe in the importance of students being connected to the school through positive relationships and a strong sense of community. I am a firm believer that every student can learn and succeed with the right support and opportunities. Our committed teachers and staff are dedicated to providing all students with a challenging and appropriate educational experience in a respectful environment that nurtures learning and growth.

Attendance is a crucial aspect of student success, and as parents or guardians, maintaining an attitude that "Every Day Counts" is essential for students to be present and ready to learn each day. Mayfair is committed to assisting parents and families in understanding the significance of instructional time and school attendance.

Strategic planning, fostering positive relationships, celebrating achievements, and building on our successful foundation are key to creating a learning environment where our entire Mayfair community flourishes.

Mayfair Middle/High School is synonymous with exceptional teaching and learning. I am truly honored to be part of the Monsoon Community.

Wishing you a fantastic school year!

Dr. Jennifer Morgan,
Proud Principal
Mayfair Middle/High School

BELLFLOWER UNIFIED SCHOOL DISTRICT'S MISSION STATEMENT

The Why: MISSION

We build futures for our students by providing a pathway for all students to become responsible, informed, productive citizens who can compete in a diverse world.

The What: VISION

The Bellflower Unified School District produces graduates who are globally competitive learners. Through equitable access to high quality academic, social, and applied learning, students are ready to excel in college, careers, and life.

The How: THEORY OF ACTION

Bellflower Unified School District equips every student to be academically and socially prepared to be globally competitive by closing the PreK-12 achievement and opportunity gaps and creating relevant career pathways for all students.



CORE VALUES

Equity

All students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

Achievement

Teachers and staff have the knowledge, skills, expertise and resources to ensure continuous improvement for all students. Staff is focused on continuous evaluation and improvement of our programs and use data to make changes when needed.

Community

Stakeholders work as a team to provide a respectful environment that fosters learning through positive relationships and engagement among students, adults, and our diverse community.

MAYFAIR MIDDLE & HIGH SCHOOL'S VISION & MISSION

Vision

We envision graduating responsible and compassionate learners who model integrity, empathy, and citizenship. Through critical thinking, collaboration, and perseverance, our students will achieve academic excellence and create a positive impact in the world.

Mission

At Mayfair we do our best, work together, and treat others with respect so we can learn, grow, and succeed. In order to do this work, we will

- Show Respect
- Own your Actions
- Overcome Challenges
- Never Stop Learning
- Serve Others

SOONS BEHAVIOR EXPECTATIONS MATRIX

Mayfair Middle / High School



Mayfair is a collaborative community that is dedicated to establishing and maintaining a supportive learning environment that enables all students to reach academic and social success.

WE ARE...	CLASSROOM	COMMON AREAS	LOCKER ROOM	RESTROOMS
Show respect	• Follow classroom rules and procedures • Treat others and their belongings with care • Take care of the classroom environment and equipment	• Greet other Soons • Slow down and honor personal space • Use good manners	• Use positive language • Respect property and personal space • Follow locker room rules and procedures	• Respect the privacy of self and others • Value school property • Maintain appropriate volume
Own your actions	• Know that grades are earned • Take responsibility for their choices • Are proud of accomplishments	• Are part of the solution • Think before they act • Accept the consequences of their behavior • Carry a staff issued pass during class time	• Are honest • Come prepared to fully participate • Model positive behavior	• Use restrooms only for intended purposes • Clean up after themselves
Overcome challenges	• Maintain a positive attitude • Find the time and resources to accomplish goals • Are determined to succeed	• Share personal experiences • Lead by example • Develop personal goals	• Show patience with others • Avoid confrontation • Use lockers responsibly	• Notify staff if attention is required
Never stop learning	• Create high quality work and use time wisely • Study and are prepared for all classes • Give their best effort in classroom activities	• Ask meaningful questions • Are involved in school activities • Seek opportunities to grow	• Do their best and never give up • Dress promptly and are punctual • Always look to improve	• Use restrooms during passing periods and breaks • Choose the nearest restroom • Limit classroom disruptions
Serve others	• Contribute to the success of others • Treat others as they would like to be treated • Help their teachers	• Help keep the campus clean • Keep our campus safe • Alert staff when an unsafe situation occurs	• Are helpful to others • Keep the locker room clean • Return lost items to the office	• Keep restrooms clean • Return lost items to the office • Alert staff when an unsafe situation occurs

UC/CSU COURSE REQUIREMENTS

The "a-g" Subject Requirements

Courses must be completed with a grade of C or better.

a. HISTORY/SOCIAL SCIENCE **2 YEARS REQUIRED**

- One year of World History or Geography
- One year of US History or one-half year of US History and one-half year of American Government/Civics

b. ENGLISH **4 YEARS REQUIRED**

- Four years of college preparatory English
- Students may only use 1 year of ESL/ELD

c. MATHEMATICS **3 YEARS REQUIRED** *4 YEARS RECOMMENDED*

- Integrated Math I
- Integrated Math I
- Integrated Math III
- Math Analysis/Honors Math Analysis
- Statistics/AP Statistics
- AP Calculus (AB) or (BC)

***Courses taken in 7th and 8th grade may be considered (Integrated Math I or higher)*

d. LABORATORY SCIENCE **2 YEARS REQUIRED** *3 YEARS RECOMMENDED*

- Biology
- Chemistry
- Physics
- Forensic Science

***NOTE: Area D courses in Applied Science, Computer Science, and Engineering may be used to fulfill the *third recommended year* (or more) of UC's laboratory science (area D) subject requirement.**

e. LANGUAGE OTHER THAN ENGLISH **2 YEARS REQUIRED** *3 YEARS RECOMMENDED*

- Two years of the same world language

f. VISUAL & PERFORMING ARTS **1 YEAR REQUIRED**

- A yearlong approved arts course from a single VPA discipline:
- See Mayfair's "a-g" approved courses' list

g. COLLEGE PREPARATORY ELECTIVE **1 YEAR REQUIRED**

- One year (two semesters), in addition to those required in "a-f" above
- See Mayfair's "a-g" approved courses' list.

WEBSITES:

MAYFAIR HIGH SCHOOL'S APPROVED "a – g" COURSE LISTS CAN BE VIEWED AT:
https://hs-articulation.ucop.edu/agcourselist

- **CSU website:** http://calstate.edu/
- **UC Website:** http://www.universityofcalifornia.edu/
- **Course requirements may differ for private colleges/universities:** http://www.californiacolleges.edu/

STUDENTS PLANNING TO PLAY SPORTS IN COLLEGE SHOULD ALSO CHECK OUT THE NCAA COURSE LIST:

- If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school (or year nine of secondary school). Visit on.ncaa.com/RegChecklist to help guide you through the registration process.

STUDENTS WILL ALSO NEED TO TAKE APPROPRIATE COLLEGE TESTS:

- **SAT information:** http://www.collegeboard.com/ **ACT information:** http://actstudent.org/

MHS GRADUATION REQUIREMENTS

Students must earn a passing grade in both fall and spring semesters.

SUBJECT AREA		CREDITS
HISTORY/SOCIAL SCIENCE • Geography (1 semester) • Modern World History • U.S. History • Government • Economics (1 semester)	**4 YEARS**	**40**
ENGLISH • English 9, English 9 Honors • English 10, English 10 Honors • English 11, ERWC 11 or AP English 11 • English 12, ERWC 12, or AP English 12	**4 YEARS**	**40**
MATHEMATICS* *At least one mathematics course must meet or exceed the rigor of the content standards for Integrated Math I • Business Math • Integrated Math I • Integrated Math II • Integrated Math III • Math Analysis /Math Analysis Honors • Statistics • AP Statistics • AP Calculus (AB)	**2 YEARS**	**20**
SCIENCE: BIOLOGICAL • Biology of the Living Earth	**1 YEAR**	**10**
SCIENCE: PHYSICAL • Chemistry in the Earth System • Physics in the Universe	**1 YEAR**	**10**
FINE ARTS *OR* WORLD LANGUAGE	**1 YEAR**	**10**
PHYSICAL EDUCATION	**2 YEARS**	**20**
PRACTICAL ARTS** Career Technical Education Courses ***May be waived if the student passes an additional year of the same world language.*	**1 SEMESTER**	**5**
HEALTH	**1 SEMESTER**	**5**
ADDITIONAL YEAR of MATH or SCIENCE	**1 YEAR**	**10**
ADDITIONAL COURSEWORK COUNTS AS ELECTIVE CREDITS		**50**
TOTAL CREDITS		**220**

ACADEMIC FOUNDATION

For prerequisites and specific course information, see course descriptions starting on page 22

Required 9th Grade Courses	**Required 10th Grade Courses**
English 9 or English 9 Honors World Geog.(1 sem) or AP Human Geog. (1 year) Health (1 sem) Math Biology of the Living Earth Physical Education College-Preparatory Elective * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.	English 10 or English 10 Honors World History or AP World History Math Chemistry Physical Education College-Preparatory Elective * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.
Required 11th Grade Courses	**Required 12th Grade Courses**
English 11, ERWC 11 or AP English 11 US History or AP US History Math Science 2 College-Preparatory Electives * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.	English 12 or Expository Reading & Writing (ERW) 12 or AP English 12 Government or AP Government Economics (1 sem) or AP Economics (1 year) Math or Science College-Preparatory Elective as needed * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.
	**See Grade 12 Minimum Class Load Policy

Course Withdrawals

Once school begins, students have one week to request a change of elective course(s). Academic course changes and withdrawals must be requested before the end of the third week of school. After this time period, students must wait until the first semester is over. Once a student commits to a one year course they cannot exit the course at the end of the 1st semester. Teacher preference is not recognized as a reason for a class change.

Class Load Policy

Seniors must have a minimum of 6 classes on their schedule. Seniors may opt for 5 classes if they are on track for High School graduation **and** will be able to meet all a-g requirements by graduation (*California Education Code Section 46145).* The "Home" period is located at the beginning or end of the day.

For grades 9-11, the course load is at least 7 periods. Students may opt for 8 periods.

For grades 7-8, the course load is 8 periods.

Mayfair Middle School Transferable Credits

Students may earn high school credit for successfully passing a course taken in grades 7 and 8 with a grade of C or higher both semesters, that meets or exceeds the same academic standards and rigor found in a comparable high school course. The superintendent/designee will yearly identify courses in grades 7 and 8 that qualify for high school credit and submit those courses to the Board of Education for approval as part of the Course Matrix approval process. Courses must be taken and issued from Mayfair Middle School.

MAYFAIR'S FOUR-YEAR PLANNING SHEET & COURSE SEQUENCE

9th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Meets "a – g" Requirements
English 9				
Geography/Health				
PE				
Science				
Math				
College-Prep.Elective:				
College-Prep Elective				
10th Grade	**1st Semester Grade**	**2nd Semester Grade**	**Summer Grade**	**Meets "a – g" Requirements**
English 10				
World History				
PE				
Science				
Math				
College-Prep.Elective:				
College-Prep Elective				
11th Grade	**1st Semester Grade**	**2nd Semester Grade**	**Summer Grade**	**Meets "a – g" Requirements**
English 11				
US History				
Science				
Math				
College-Prep.Elective:				
College-Prep.Elective:				
College-Prep Elective				
12th Grade	**1st Semester Grade**	**2nd Semester Grade**	**Summer Grade**	**Meets "a – g" Requirements**
English 12				
Government				
Economics (1 Sem)				
Math Or Science:				
College-Prep.Elective:				
College-Prep Elective				

"a - g" COURSE CHECKLIST

Freshmen applicants must complete a specific set of 15 college prep courses (known as "a – g") to be eligible for admission to the California State University and the University of California. A unit is equal to one academic year or two semesters. **Each course needs to be completed with a grade of C or better**. The courses are as follows:

THE "a – g" SUBJECT REQUIREMENTS	Years Required: 1 year	2 years	4 years	3 years
a. History/Social Science – Two Years One year of US History or US History and American Government, and one year of social science .				
b. English – Four Years Composition and literature designated as college preparatory .				
c. Mathematics – Three Years Integrated Math I, Integrated Math II, Integrated Math III, and advanced math. Courses taken in 7th and 8th grades may be considered .				

d. Science – Two Years At least one biological science and one physical science. ***NOTE: Area D courses in Applied Science, Computer Science, and Engineering may be used to fulfill the *third recommended year* (or more) of UC's laboratory science (area D) subject requirement.**				
e. Language other than English – Two Years in the same language College prep language courses taken in 7th and 8th grade may be included.				
f. Visual & Performing Arts – One Year Art, dance, theater/drama, music. *see UC "a-g" course list				
g. College-Preparatory Electives – One Year Any additional courses (not previously listed) that are included in the UC "a – g" list.				

Although the shaded boxes denote courses that are not required, additional years are recommended.
*Mayfair High School's approved "a-g" course lists can be viewed at https://doorways.ucop.edu/list .

MAYFAIR UC/CSU "a-g" COURSE APPROVED LIST

For the most up-to-date course list please click on this link:
https://hs-articulation.ucop.edu/agcourselist

The following courses meet requirements for admission to the University of California. Underlined courses denote extra honors credit for UC/CSU: A=5, B=4, C=3.
* denotes courses that cannot be used to fulfill the "g" elective requirement

a - HISTORY/SOCIAL SCIENCE
- AP African American Studies
- AP Government and Politics: United States
- AP Human Geography
- AP United States History
- AP World History
- Modern World History
- U.S. Government/Political Systems
- U.S. History
- U.S. History - Ethnic Studies
- World Geography

b - ENGLISH
- AP English (11) Language and Composition
- AP English (12) Literature and Composition
- English 9
- English 9 (H)
- English 10
- English 10 (H)
- English 11
- CSU Expository Reading and Writing (ERW English 12)
- CSU Expository Reading and Writing (ERW English 11)
- English ELD 9, 10, 11, 12

c - MATHEMATICS
- *AP Calculus AB
- *AP Calculus BC
- AP Statistics
- AP Computer Science A
- *Integrated Math I/Algebra I
- *Integrated Math II/Geometry
- *Integrated Math II (H)/Geometry Honors
- *Integrated Math III/Algebra II
- *Integrated Math III (H) /Algebra II Honors
- Math Analysis
- Math Analysis (H)
- Statistics
- Trigonometry (1 semester)

d - SCIENCE

Advanced BioAnimaker
Anatomy & Physiology (Honors)
AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Computer Science Principles
Biology of the Living Earth
Chemistry In the Earth System
Forensic Science

Physics in the Universe

e - LANGUAGE OTHER THAN ENGLISH

AP French (IV) Language & Culture
AP Spanish (IV) Language & Culture
AP Spanish (V) Literature & Culture
AP Chinese Language and Culture
*French I
French II
French III
French IV
*Mandarin I
Mandarin II
Mandarin III
Mandarin IV
*Spanish for Spanish Speakers I
Spanish for Spanish Speakers II
*Spanish I
Spanish II
Spanish III
Spanish IV

f - VISUAL & PERFORMING ARTS

*Academy Advanced Painting Techniques and Portfolio Presentation
*Academy Basic Drawing, Painting & Anatomy
*Academy Figure Drawing
*Academy Graphics for Illustration
Advanced Strings
AP Studio Art 2D Design
AP Studio Art Drawing
*Art
3D Art 1
*Beginning Band
Beginning Strings
Bioanimaker
*Ceramics A
Ceramics B
Digital Art
*Drama
*Jazz Band
*Marching Band
Mariners
*Photo I / Photo II
Printmaking
Show Time
Stage Production
Video Game Design
*Wind Ensemble
Women's Chorus

g - COLLEGE PREPARATORY ELECTIVE

Accounting I
Accounting II
AP Macroeconomics
AP Microeconomics
AP Psychology
ASB Leadership
Athletic Trainer
Computer Literacy
Creative Writing
Computer Studies
Earth Science
Economics
eSports Video Gaming
eSports advanced Video Gaming
Foundations in Health Science (Intro to Health Careers)
Furniture Construction
Introduction to Business
Introduction to Engineering Design (PLTW)
JavaScript Programming
Design Thinking (Entrepreneurship)
Journalism
Leadership
Marketing
Principles of Engineering (PLTW)
Psychology
Web Design & Animation

TESTING PROGRAMS

Testing is an essential element of accountability in education. Mayfair students are taught how to take tests they will encounter throughout their education, careers, and professions. Whether it is a driving test, a college entrance exam, a test to reach the next level in a career, or a licensing examination, Mayfair students are taught test taking strategies as well as the content within the exam. The following is a list of required and voluntary tests students take during high school.

FITNESSGRAM®
The California State Board of Education has designated FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health related fitness battery and its primary goal is to assist students in establishing lifetime habits of regular physical activity. The FITNESSGRAM® uses criterion referenced standards to evaluate performance for each fitness area (e.g. body composition, abdominal strength, and endurance). All ninth grade students will be required to take the FITNESSGRAM®.

VOLUNTARY TESTING PROGRAMS

Advanced Placement Exams (http://www.collegeboard.com/student/testing/ap/about.html)
The Advanced Placement program is an opportunity for students to pursue college level studies while still in secondary school and to receive college credit for the class if they pass the AP exam. Taking an AP examination in one or more of the available subject areas enables students to compare their knowledge and understanding of a college level subject with the high academic standards established by college faculty. Students who take AP courses are able to learn a subject in depth, develop analytical reasoning skills, and form disciplined study habits that contribute to continued success at the college level. Successful performance in a college level AP course is, therefore, a great advantage to a student who wishes to attend highly selective colleges and universities. There is a fee for each AP test taken; however, fee waivers are available.

PSAT (http://www.collegeboard.com)
The PSAT is most useful to junior students, although it is available for freshmen and sophomores as well. It is designed to prepare students to take the SAT, a nationally recognized college entrance exam. It is structured like the SAT, testing verbal, mathematics, and writing skills. In addition to providing preparation for taking the SAT, the PSAT scores are used by the National Merit Scholarship Test Service to determine scholarship winners (student eligibility for scholarships is determined based on PSAT scores earned in the junior year only).

ACT (www.actstudent.org)
The ACT, like the SAT, is used for college entrance purposes. It assesses students' skills in English usage, reading comprehension, and math. Most colleges will require either the ACT test or the SAT for admission. There is a fee to take this examination, but it may be waived if necessary. Guidance counselors can assist students in determining whether to take the SAT or the ACT, when to take it, and how to apply for a fee waiver if needed. Students generally take this test during the spring semester of their junior year and, if necessary, repeat it to raise their scores during their senior year.

SAT TEST (www.collegeboard.com)
The Scholastic Aptitude Test is part of the College Board's testing program. It is designed to assess aptitude for college level work and provides verbal, math and writing scores. Most universities will require either the SAT test the ACT test for admission. There is a fee to take this examination, but it may be waived if necessary. Guidance counselors can assist students in determining whether to take the SAT or the ACT, when to take it, and how to apply for a fee waiver if needed. Students generally take this test during the spring semester of their junior year and, if necessary, repeat it to raise their scores during their senior year.

HIGH SCHOOL COUNSELING STAFF

It is the goal of each counselor in the Bellflower Unified School District to provide students with a positive and productive high school experience and preparation for a fulfilling lifelong career. We encourage our students and parents to make an appointment and get to know us.

MAYFAIR HIGH SCHOOL COUNSELORS

Johnisha Walker	**Last Names A- CO**
Horalia Montes	**Last Names CR - HA**
Julie McIntosh	**Last Names HE - ME**
Marques Hairston	**Last Names MI- RO**
Maria Contreras	**Last Names RU - Z**
Cora Ozier	**Early College Program/College & Career Counselor**

WHO IS YOUR COUNSELOR?

- A credentialed, specially trained, caring professional who is a good listener
- A student advocate available to help students with educational, personal, social and career life-planning needs
- A coordinator for educational programs
- A consultant for community resource people: physicians, nurses, speech therapists, psychologists and other professionals
- A personal contact for representatives from colleges and universities, military and armed services personnel and trade and technical school staff
- A professional who aids parents, educators and community in understanding young people

WHAT DOES YOUR COUNSELOR DO?

- Recognizes and makes the best use of student potential
- Recognizes, understands and works through students' personal and educational problems
- Skilled in understanding student interests, values and aptitudes in planning for life goals and careers
- Develops student life skills and their understanding of the decision-making process
- Builds self-confidence and self-esteem
- Creates respect for cultural diversity
- Enables students to accept responsibility for their actions for success at school
- Enables students to manage anger and resolve conflict peacefully
- Enables students to learn to communicate effectively
- Enables students to set goals and monitors student progress including attendance, grades and behavior

YOUR COUNSELOR COUNSELS STUDENTS ABOUT...

- School, college, job, career and personal plans
- Getting along with and relating to others
- Attendance, discipline, social/emotional, and personal problems, and the challenges of adolescence

YOUR COUNSELOR ALSO...

- Listens to students, parents, teachers, administrators and community members
- Maintains student confidences
- Acts as a bridge between home, school, and the community
- Aids teachers and parents in helping young people obtain a sound education
- Promotes understanding through observation and participation in the classroom

HOW AND WHEN DOES A STUDENT SEE THEIR COUNSELOR?

Individually and in groups - student request - counselor request - parent request - teacher, administrator, or a staff referral **-** referral by a friend - before, during and after school. Student appointment slips are available in the High School Office. Parents can contact the High School Student Services Office to make an appointment.

WHERE CAN THE STUDENTS SEE THEIR SCHOOL COUNSELOR?

In the High School Office - in the classroom - during snack and lunch supervision - during student activities-in the community during athletic supervision.

COUNSELING AND GUIDANCE SERVICES

During the two years of middle school and the four years of high school, students and parents are encouraged to seek counselor assistance on an individual basis:

- To request counseling follow-up for personal, social and class/school problems and concerns
- To request parent conferences
- To attend and participate in counseling and guidance programs
- To use counseling and guidance services

COUNSELING SERVICES

The Bellflower Unified School District counselors are committed to providing comprehensive guidance services. Each student and parent can expect these services to be provided through classroom, group and one-on-one counseling.

THE MAJOR COUNSELING SERVICES ARE:

GUIDANCE COUNSELING- Addressing academic, career and personal/social needs of students.
RESPONSIVE SERVICES - Assistance and referral information for special needs.
GOAL DEVELOPMENT - Individual and group goals for college, career, self-actualization and decision-making skills.
SOCIAL EMOTIONAL SUPPORT - Students have access to social emotional support via SEL Counselors and Wellness Center. Support tools include, but are not limited to: Counseling/Therapy referrals, De-escalation techniques, Crisis intervention, Group Counseling, and Classroom SEL Lessons.

As a result of the grade level guidance services and the use of https://californiacolleges.edu/ as a tool, the student will:

NINTH GRADE

- Identify interests and abilities and relate these to future plans
- Develop a tentative four-year educational plan including diploma requirements
- Investigate post high school plans, including college admission requirements and financial aid
- Assist students in acquiring study skills

TENTH GRADE

- Explore the decision-making process
- Continue to learn about colleges/financial aid and develop post high school plans
- Update the four year educational plan and progress toward diploma requirements
- Be encouraged to take college recommended testing

ELEVENTH GRADE

- Continue to update four year plan and review progress toward diploma requirements
- Be encouraged to participate in CalAPS sponsored services
- Evaluate college information, financial aid and/or occupational programs
- Have opportunity to take community college courses
- Formulate a tentative post high school plan
- Be encouraged to take college recommended testing

TWELFTH GRADE

- Review diploma status, college requirements, vocational job skills and research post high school alternatives
- Apply decision-making skills to educational and career plans
- Investigate specific information on colleges, scholarships, financial aid and employment opportunities
- Be encouraged to take college recommended testing
- Be encouraged to participate in CalAPS services
- Have the opportunity to take community college courses

STUDENTS AND PARENTS CAN ALSO EXPECT THE FOLLOWING SERVICES:

- Orientation for students
- Parent, teacher and/or student conferences
- Registration, scheduling, program adjustments
- Parents and students may request weekly progress reports
- Parents and students will be invited to college and financial aid information nights
- Parents and students will be informed of student's progress toward diploma requirements, credit deficiencies and subject area credit status

STUDENTS WILL BE GIVEN:

Financial aid information, a chance to meet college representatives, college admission testing information, assistance with applications for colleges and scholarships, and additional options outlined to students: CalAPS, trade, technical and direct work placement.

AWARDS & RECOGNITION AT GRADUATION (as of 2018)

Valedictorian: 1st Highest Total Weighted GPA in class - Valedictorian Medal
Salutatorian: 2nd Highest Total Weighted GPA in class - Salutatorian Medal

Mayfair Academic Program (MAP) Graduates: Silver Cowls & MAP Medallions

- Membership Criteria: attend all monthly meetings, maintain a minimum of a 3.6 weighted GPA each year, take a minimum of 5 AP classes throughout high school, pass all classes without earning an F in any class, submit original work in classes as part of the honor code.

Honors Recognition at Graduation:

- Based on Total Weighted GPA after 1st semester of Senior Year transcript.

Highest Honors: 4.0 above = gold cord, gold tassels with year & 4.0 engraved medallion
High Honors: 3.5 above = gold cord & gold tassels with year
Honors: 3.0 above = gold tassels with year

CORDS: Each Advisor/Extracurricular Activity has specific criteria - which includes: membership/years of service, active participation and/or leadership.

Light Blue Cords: Associated Study Body (ASB)
Green Cords: Link Crew
Maize Cords: Instrumental
Orange Cords: Drama
Lilac Cords: Vocal
Red Cords: Journalism
Silver Cords: Student Athletes (3.0 above cumulative weighted GPA, 4 years of continuous participation in sport at Mayfair (no transfers), Good standing/ Follows Code of Conduct, One cord overall (if multiple sports))
Teal Cords: Art Academy
White Cords: Clubs with Community Service/Leadership

Criteria for consideration for a Club Community Service Cord (Must have ALL 3 components):

1. Be a member in good standing for a minimum of 3 years. Good Standing: Is a member who attends meetings regularly, actively participates in club activities and has no financial obligations;
2. Has held an office or leadership position within the club; AND
3. Completed community service while in high school. Community service is work that is done without pay to help people in the community. Proof or documentation of community service may be required, upon request.

White Ribbon Medallions: CTE Pathway Completers (from CALAPS/CTE)

- Students who have taken an introductory course and capstone course and earned a C or better in both semesters of each course.

Golden State Seal Merit Diploma: Seal on Diploma (Criteria: Golden State Seal requirements)
California State Seal of Civic Engagement: Seal on Diploma (Criteria: Civic Engagement criteria)
State Seal of Biliteracy: Blue Ribbon Medallions (SSB Criteria:https://www.cde.ca.gov/sp/el/er/documents/requirmntsposter.pdf)

ADDITIONAL SERVICE CLUB AWARDS:

Gold Stoles: National Honor Society (membership criteria)
Purple Stole: National Chinese Honor Society (membership criteria)
Gold Stoles: California Scholarship Federation (membership criteria)
Gold Sashes: Leo Club (membership criteria)
Blue Stoles : Key Club (membership criteria)
YBS Stoles: Young Black Scholars Club (membership criteria)

SPECIAL SERVICES

ART ACADEMY OF DESIGN AESTHETICS (AADA)

The AADA is a four year art program that gives talented art students college level exposure to a variety of art media. Students in this program have been selected by the faculty through the application process for demonstrating enthusiasm, high grades, and drawing ability. They take two art classes per year for all four years. The academy has an average of 80 students in it each year, and accepts a new freshman class of 25 students per year. Students deal with a variety of art media and techniques, such as life drawing, graphic illustration, graphic design, beginning animation, digital imagery, and advanced drawing and painting. Students participate in numerous competitions throughout the year in order to win cash prizes, scholarship money, and to have their work viewed by a variety of audiences. After their four years in the program, students present a well-rounded, professional portfolio that shows their breadth, concentration, and quality of work to the community, administration, the superintendent, and our Board of Education. By their senior year, our students' artwork proves to be competitive with university student work.

SPECIAL EDUCATION SERVICES

Students who qualify for special education programs may be served in a variety of ways based on their Individualized Education Plan (IEP) including consult services within general education, co-teach support in the general education classroom, instruction in separate setting, and modified curriculum for students with extensive needs. Each student receiving special education services has an annual review of the program and an Individual Education Plan (IEP) is written by a team of specialists, including the parent and student. Mayfair has two school psychologists who work with students with special needs, an Adaptive Physical Education teacher, Speech and Language Specialists, and other service providers as needed. For additional information, please see your child's counselor.

GIFTED AND TALENTED EDUCATION (GATE)

The GATE program serves students who are gifted academically and/or in the visual performing arts. Students who have been identified as gifted according to the Gifted and Talented criteria of our district receive differentiated instruction within the classroom. In addition, students can enroll in courses denoted as "Honors" or "AP". Additionally, GATE students may opt to join the Mayfair Academic Program (MAP). High achieving students are also given the opportunity to take these classes. Course content in these classes is a combination of enrichment and acceleration.

MAYFAIR ACADEMIC PROGRAM (MAP) The Mayfair Academic Program (MAP) is a voluntary organization, established in 1996, with the goal of preparing Mayfair's high achieving students for admittance to the most competitive colleges and universities in the country. The program provides an academically enriched course sequence that culminates with AP course work, and both rewards and challenges our most motivated and academically talented students. Students must complete a minimum of five AP courses before graduation. From presenting classes that mirror college rigor, to monitoring student progress through these classes, Mayfair's academy teachers work to provide the necessary academic support, cultural enrichment, and supervision to ensure students' achievement and success. In addition, a focus on collegiate skills and experiences through community service, mentor programs, travel, and academic competition makes this unique program competitive with other high schools across the nation.

Admission to MAP is based upon the following:

- 3.60 cumulative GPA
- Desire and motivation to participate in a challenging curriculum
- **Attend introductory MAP meeting and complete Maplication**

ADVANCED PLACEMENT PROGRAM (AP)
Advanced Placement (AP) classes are college-level courses taught on the high school campuses which prepare students to take the AP exams each spring. Students who pass AP exams can receive college credit at many colleges and universities (including the UC and CSU systems). AP courses carry an extra grade point as long as the student earns a C or better so that an A = 5 points, B = 4 points and C = 3 points. Students wishing to be admitted to competitive universities or majors should consider taking AP courses.
Recommendations for enrollment: Because AP courses model college level work in both content and pacing, they are recommended for highly motivated students.

CAREER CENTER The Career Center provides students with a bridge between school, college, and the world of work by using up to date career resources to research colleges and universities, as well as to discuss career and interest opportunities. Each year, under the supervision of the Career technician and high school counselors, many students are processed, guiding them through resume writing and in depth career planning.

ENGLISH LANGUAGE DEVELOPMENT
For a complete description of Mayfair's English Language Development program, see the course descriptions for the English Language Development Department starting on page 30.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)
CSF is a statewide honor society founded in 1921. It exists to foster a high standard of scholarship, service and citizenship. To qualify for membership each semester, a student must receive 10 points based on a formula which weighs academic and non-academic classes differently. When a student qualifies, he/she becomes a member by paying dues, attending a minimum number of meetings and completing the required volunteer project which each chapter establishes.

Membership during any four of a student's last six semesters in high school entitles him/her to:
- Life Membership designation on his/her diploma and school transcripts
- The right to apply for scholarships reserved for Life Members (over 50 colleges and universities offer such scholarships)
- Special recognition at graduation

Most colleges and universities recognize CSF membership as an advantage. When considering an application, most colleges and universities look favorably upon CSF membership. For more information, contact your counselor or the CSF Advisor, Mr. Austin Cross

NATIONAL HONOR SOCIETY (NHS)
Is a nationally recognized organization established to recognize outstanding Junior and senior high school students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. This volunteer-based club emphasizes leadership, academics and character in its criteria for student membership. Qualification for membership is based on a minimum GPA of 3.55 or higher in addition to 30 hours of community service per year. In addition, students are required to participate in the Induction Ceremony and maintain their GPA requirement for 3 years. In addition students must consistently participate in weekly meetings. Upon qualifying students will be able to apply to NHS Scholarship opportunities, become members of a Nationally recognized organization, make new friends and when considering an application, colleges and universities will recognize the value in leadership of students who participate in this academic organization. For more information contact Mrs. Summer Ugale at summerugale@busd.k12.ca.us .

HIGH SCHOOL COURSE DESCRIPTIONS

THE ARTS: VISUAL & PERFORMING

The goal of the Visual and Performing Arts Department is to develop and enhance an appreciation for art, design, music and drama. Students have an opportunity to create and to have their work displayed and/or performed. These courses meet the Fine Arts/Foreign Language graduation requirement when taken in grades 9-12.

VISUAL ARTS

ART **1010 Year**

This course introduces students to the basic elements of art, with particular emphasis on line, color, shape and form, space, texture/pattern, and the value. Students learn basic rendering techniques to create depth in all media, and also learn to develop hand-eye coordination. The course takes students from preliminary skillbuilders to the finished product. Concepts that are addressed are character design, color theory, portraiture and interpretive portraiture, composition, 2D design, cartooning, etc… Media that students will be exposed to include graphite, charcoal, colored pencil, watercolor, watercolor and acrylic, ink, collage, and gouache. This class focuses on the technical and conceptual development of the artist.
Prerequisite : None

CERAMICS A **1110 Year**

Students learn to apply design principles in clay production through a number of handbuilding and wheel projects. They develop skills in glaze application and surface treatment. In addition to a study of cultural and historic aspects of the medium, students learn to assess ceramic pieces through constructive criticism.
In case of course impaction - this course will be offered to Seniors first then Juniors.

CERAMICS B **1113 Year**

Students continue their study of clay production with more advanced skills and activities. Students will develop a series of products using combinations of hand-building methods and throwing. Grades 11 & 12 only -- in case of course impaction - this course will be offered to Seniors first then Juniors.
Prerequisite: A grade of “B” or better in Ceramics A and teacher recommendation.

DIGITAL ART & GRAPHIC DESIGN **1432 Year**

This is an introductory, semester class to Adobe Photoshop (Fall) and Illustrator (Spring). Students will be taught how to use both Adobe Photoshop and Illustrator to create projects that are geared towards the field of graphic design. The projects range from logos to typography to poster layout. At the same time, students will learn the fundamentals of the Elements of Art and the Principles of Design to help them create and develop their ideas.

PHOTOGRAPHY I **1413 Year**

Photography I is an introduction to digital photography as an art form. Students will learn the basics of how to use a digital camera and how to take properly exposed photographs. The course is focused on developing the students artistic view while learning technical skills along the way. It is a year-long course.
Prerequisite: None

PHOTOGRAPHY II **Photo II = 1422**

Photography II will build upon students previously acquired photographic skills and provide development for new skills as they create a personalized portfolio of work. The course also offers an introduction into film photography. Students will explore areas of interest through photography while showing their technical and creative skills.

Prerequisite: A grade of "B" or better in Photography I

ART ACADEMY & DESIGN AESTHETICS (AADA)

Students in this program have been selected by the faculty through the application process for demonstrating enthusiasm, high grades, and drawing ability.

FRESHMEN

ACADEMY BASIC DRAWING, PAINTING & ANATOMY **1121 Year**

This course is a hybrid class that is a combination of Drawing and Painting A and B. Students are introduced to the elements of art and the principles of design, with a focus on drawing and painting. Technical skill is a major focus, and the development of better hand-eye coordination is stressed. This class is a sampler of the many conceptual ideas in art, from studio to commercial. This class emphasizes composition, innovation, and technical application of diverse drawing materials and techniques, and sets the standard for quality artwork throughout their time in the AADA. Throughout the course, students will be exposed to the importance of visual resources and how to create unique and personal art using them. Grades in this class are based on projects, sketchbook entries, preliminary work, and critiques.

SOPHOMORES

ACADEMY GRAPHICS FOR ILLUSTRATION **1124 Year**

AADA students develop their creative and artistic skills and go on an in depth search for their own personal artistic style. Throughout the course of the year, students are exposed to a variety of illustrative techniques. This exposure not only deals with numerous media possibilities but conceptual variations as well. The experience will aid in the student's discovery of their own artistic style, while benefiting their breadth section of the AP Studio Art Portfolio.

JUNIORS

AP STUDIO ART: DRAWING **1153 Year**

This studio class for AADA juniors focuses on aiding students in increasing their originality, concentration, and breadth of artwork submitted for their AP Studio Art Portfolio and their AADA senior portfolio. It is necessary for students to take this class and the Graphics for Illustration class (1124) at the same time. This allows time to complete the projects needed for the portfolio exam. Students need to submit 12 pieces for the concentration section, 12 pieces for the breadth section, and 5 original quality pieces. In this class, students are devoted to creating original studio artwork in the student's area of concentration. The AP Studio Art Portfolio exam is encouraged but is not mandatory.

SENIORS

AP STUDIO ART: 2-D DESIGN **1161 Year**

This studio class for AADA Seniors focuses on aiding students in increasing their originality, concentration, and breadth of artwork submitted for their AP Studio Art Portfolio and their AADA senior portfolio. This allows time to complete the projects needed for the portfolio exam. Students need to submit 12 pieces for the concentration section, 12 pieces for the breadth section, and 5 original quality pieces. In this class, students are devoted to creating original studio artwork in the student's area of concentration. The AP Studio Art Portfolio exam is encouraged but is not mandatory.

PERFORMING ARTS: INSTRUMENTAL

BEGINNING BAND **1505 Year**

Beginning Band is an introductory course designed for students with little or no prior experience on a wind or percussion instrument. The class focuses on building foundational skills in music reading, rhythm, tone production, and proper playing technique, while developing ensemble habits such as listening, cooperation, and personal responsibility. Students learn fundamental music concepts, basic performance skills, and rehearsal expectations through guided instruction and group performance. Emphasis is placed on steady progress, confidence-building, and fostering a positive relationship with music-making. Traditional instruments in this group: Flute, Clarinet, Saxophone, French Horn, Trumpet, Baritone, Trombone, Tuba, Percussion, and Bass.

BEGINNING STRINGS (ORCHESTRA) **1513 Year**

Students learn how to play one of the following string instruments: **violin, viola, cello** or **bass**. Beginning techniques for each instrument are taught along with an introduction to music through its language, notation and historical background. Students perform concerts on campus and in the community. Some instruments can be loaned out upon teacher approval.

ADVANCED STRINGS (ORCHESTRA) **1514 Year**

Designed for the student who has at least one year of experience on **violin, viola, cello** or **bass.** The student learns advanced techniques on the instrument such as shifting and vibrato. Students also explore the history of music and perform contemporary music . The student will be expected to perform at concerts, school musicals and area music festivals.

Prerequisite: Completion of Beginning Strings or successful audition.

MARCHING BAND (MONSOON MARCHING CORPS) **1510 Year**

Students study and perform advanced technical aspects of instrumental music. Students learn to play an instrument and march at the same time. In order to meet state P.E. standards, students will be expected to move/march at various tempos that will strengthen motor skills and improve and maintain cardio-respiratory efficiency to maintain a healthy body. Students will participate in stretching and marching basics to maintain the functional capacity of muscles and joints. Students participate in competitions and many public performances that develop commitment and teamwork. This course may be repeated for credit. Ninth grade students enrolled in the course are expected to take and pass the CA State Physical Fitness test in March.

CONCERT BAND (MONSOON BAND) - Students in Marching Band should be expected to participate in Concert Band in the Spring in order to complete the 1 year of VAPA credit. This group performs at pep rallies, assemblies, football, basketball, and other sporting games. Monsoon Band provides students with the opportunity to develop their musical skills in a fast-paced, dynamic environment, while also fostering a sense of community and pride within the school. Monsoon Band builds the necessary skills to participate in Concert Band in the spring semester. This group is open to all students with any level of musical experience. Traditional instruments in this group: Flute, Clarinet, Saxophone, Mellophone (French Horn), Trumpet, Baritone, Trombone, Tuba, Drumset, Bass, and more.

Prerequisite: Students are required to attend a two-week band camp in August.

WIND ENSEMBLE **1547 Year**

This is an auditioned wind band that exposes students to a variety of advanced literature, music theory, terminology and performance. Students perform at Southern California School Band and Orchestra Association festivals and concert performances. Students demonstrate the understanding of a high level of music theory, tone and technique including learning and performing college level literature.

Prerequisite: Successful audition in December.

JAZZ BAND **1515 Year**

Advanced musicians study and perform a variety of jazz styles. In addition, students study music theory, jazz harmony and improvisation. Students will learn about and apply music theory concepts. Due to this, sufficient understanding of their instrument is required. Many public performances are required. Performance outfits are worn.

Prerequisite: Audition in May of the preceding year or start of the school year..

MODERN MUSICIANSHIP I **placeholder 1546 Year**

Students interested in learning about and playing contemporary music. Genres include, but are not limited to: Rock, Alternative, Banda Sinaloense, Electronic, and Hip-Hop. Students will work in collaborative groups and perform in concerts and events. Students will learn the how and why the music they listen to sounds the way it does. Students in Modern Music are expected to be able to work independently and in small groups efficiently. Responsibility and accountability are critical in this class. However, the motto of "work hard, play hard" also applies. All skill levels of the following instruments are accepted: Guitar, Bass, Drums, Piano, and Voice.

Prerequisite: The following instruments require 1+ year(s) of experience: Flute, Saxophone, Trumpet, and Trombone.

COLOR GUARD & DRILL TEAM **1519 and 8257 Year**

Color Guard, which consists of Banner, Flag, and Drill Team, is a part of the Marching Band class in the fall and becomes the Winter Color Guard in 2nd Semester. Students develop skills in song, flag, and precision drill. Students develop routines for games, rallies, assemblies, halftime shows and competitions. In order to meet state P.E. standards, students will be expected to move/march at various tempos and do choreography using the flag, rifle, and saber. Combining these skills will improve and maintain cardiorespiratory efficiency to maintain a healthy body. Students will participate in stretching and various dance movements to increase the functional capacity of muscles and joints. Students will participate in many public performances that develop commitment and teamwork. Students are required to participate in summer school and a three week band camp in August. This course may be repeated for credit. Ninth grade students enrolled in the course are expected to take and pass the California State Physical Fitness test in March.

Prerequisite: Audition in May for Fall. December for Spring and must have a physical exam on file. This course requires an extensive time commitment, including mornings, evenings, and some weekends

MUSIC TECHNOLOGY **1546 Semester**

Music Technology will provide an opportunity for student musicians to develop musical and technical skills on digital audio workstations. Students will develop techniques of audio editing, music reading, listening skills, song writing, beat making, audio mixing/mastering using a variety of music technology resources and musical styles. No musical experience is required.

PERFORMING ARTS: VOCAL

SHOWTIME or MARINERS **SHOWTIME =1542; MARINERS =1527 Year**

These classes are for outstanding vocal music students. They provide opportunities for advanced reading techniques, choreography and exposure to a variety of choral styles. Many outside performances are required. Students have the opportunity to participate in festival performances, community events, and a week long spring concert tour. Students are financially responsible for their performance outfits, however fundraising and financial assistance is available. **Due to new state standards for physical education students will no longer receive physical education credit for these courses**

Prerequisite: Audition in March of the preceding year.

MIXED CHORUS **1540 Year**

This high school mixed choir class is for anyone who likes to sing and wants to learn basic vocal techniques. Students learn music reading, basic vocal techniques, music history and introduction to several musical styles and genres. This class will also focus on the solo singing of a varied repertoire of music. Throughout the year students will increase their musicianship through music reading, vocal technique, improvisational singing and performance. This class is open to anybody who wants to learn to sing or become a better singer.

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CAREER TECHNICAL EDUCATION (CTE PATHWAYS)

The Career Technical Education Department offers courses designed to meet professional and personal goals including preparation for jobs, preparation for students who plan to major in business, computer science, healthcare, or engineering at the college level, handling personal finances, and professional woodworking. Career Technical Education plays a key role in preparing all students for success in occupations that are fast growing and in high demand. Career Technical classes are open to students from grades 9-12 to give them the opportunity to gain job-entry skills, college preparedness, as well as leadership skills in the areas of software and systems development, business management, cabinetry, millwork, woodworking and financial services. A supply fee for projects taken home is collected from certain CTE courses. Students who successfully complete a 2 year pathway sequence of courses with a C or better will be awarded a graduation cord.

CTE SECTOR: ARTS, MEDIA, AND ENTERTAINMENT

Stage Production and Managerial Arts

STAGE PRODUCTION TECHNOLOGY (Concentrator) **5958 Year**

This is an introduction to stage production technology- lighting, sound, rigging, stage props.This course provides students knowledge in lighting, audio, backline, stage plots and design, stage management, production management and box office/publicity/marketing. Students will create set designs and assist with costumes and makeup for the theater shows on campus.

ADVANCED STAGE TECHNOLOGY (Capstone) **5961 Year**

This advanced course provides students in depth knowledge on lighting, audio, backline, stage plots and design, stage management, production management and box office/publicity/marketing. Students will apply their expertise to design and support the costumes, sets, props and makeup for the school theater program. This is a UC a-g "f" approved course

Prerequisite: A grade of “C” or better in Stage Production Technology and Teacher recommendation.

CTE SECTOR: BUILDING AND CONSTRUCTION TRADES

Residential and Commercial Construction Pathway

WOOD FRAMING, PLUMBING & ELECTRICAL 1 (Concentrator) **2798 Year**

This beginning course will train students in construction and building design within residential and commercial construction. Students will learn safety standards and procedures, use of power tools, equipment, machines, blueprint

reading, measurement and estimation. Students will acquire experience working with building materials while building projects. **All students are required to pass a safety test before working with equipment, tools, and materials.**

WOOD FRAMING, PLUMBING & ELECTRICAL 2 (Capstone) 2820 Year
This capstone course builds on skills and knowledge gained from the introductory course in the residential and commercial pathway. Students continue to grow and develop in the construction trades, explore career opportunities, working on design concept plans and procedures, electrical, green construction, weatherization, wall and roof framing, cabinetry, tile setting, concrete and masonry, and more. Coursework is project-based, providing students with opportunities to develop teamwork and project management skills. The culminating project is a structure that will include: framing, electrical, plumbing, and finish work. Students demonstrate responsibility for personal, occupational safety on the job site and have the opportunity to obtain OSHA cards certifying their competence.
Recommended: A grade of "C" or better in WOOD FRAMING, PLUMBING & ELECTRICAL 1 or teacher approval.

CTE SECTOR: BUSINESS AND FINANCE

Financial Services Pathway

ACCOUNTING I (Concentrator) 2550 Year
In this one-year course students learn the rules and procedures of accounting for profit-motivated businesses. Students use the basic accounting principles and procedures. Students also learn the three major types of business organizations: sole proprietorship, partnership and corporation. In addition they will work with the different accounting procedures used in each organization. Students use traditional paper as well as the computer to maintain accounting records. **Articulation agreement with Cerritos College (ACCT 100).** .
Prerequisite: Students enrolled in this course should have sound basic math skills and be able to think logically. Open to grades 9-12 with a grade "C" or better in Integrated Math I.

ACCOUNTING II (Capstone) 2555 Year
This course provides advanced training on the principles and procedures of accounting. Students use common techniques to analyze and interpret financial statements, apply account procedures for not-for-profit organizations and work with the accounting systems used by departmentalized, branch and manufacturing businesses.
Students will acquire real-world experience in management accounting by doing the financial analysis and accounting for the school store on campus.
Prerequisite: Students enrolled in this course should have successfully completed Accounting I with a grade C or better and have sound basic math skills. Students need to be able to think logically and work independently.

CTE SECTOR: ENGINEERING AND ARCHITECTURE

Engineering Technology Pathway

INTRODUCTION TO ENGINEERING DESIGN - Project Lead The Way (PLTW) (Concentrator) 5602 Year

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. **Articulation agreement with Cerritos College (ENGT 103: Introduction to Engineering Design using Inventor (3 units)) .**
Prerequisite: Completion of IM1 with a "C" or better.

PRINCIPLES OF ENGINEERING Project Lead The Way (PLTW) - (Capstone) 5603 Year
This one-year broad based survey course uses the PLTW curriculum. Using activities and projects, students learn how engineers and technicians use math, science, and technology to solve real world problems. The course addresses social and political consequences of technological change. Students will explore careers in engineering and technology, including technology systems and manufacturing processes. This course meets one of the requirements for the Engineering Design Pathway Cord. **Articulation agreement with Cerritos College (ET 101 Principles of Engineering Technology (3 Units)) .**
Prerequisite: Completion of Introduction to Engineering Design with a "C" or better.

CTE SECTOR: HEALTH SCIENCE & MEDICAL TECHNOLOGY

Health Care Administrative Services

INTRODUCTION TO HEALTH CAREERS (Concentrator) 2792 Year
Introduction to Health Careers is designed to expose students to 17 different healthcare career fields. Students will complete modules in biomedical engineering, biotechnology research and development, clinical lab practices, dentistry, emergency medical technician, introduction to health science foundations, forensics, health information management, medical imaging, mental health services, nursing, ophthalmology, pharmacology, speech therapy, sports medicine, therapeutic services, and veterinary medicine. The goal of this course is to expose students to the diverse career opportunities available in the healthcare field, and increase and reinforce related academic skills.
Prerequisite: Grade 10 or 11 only

SPORTS MEDICINE 1 (Concentrator) 2850
This introductory course is designed to introduce students to the rapidly growing field of Sports Medicine. The course will place a special emphasis on the anatomy and physiology of the human body related to athletics. Students will learn client care skills such as how to monitor vital signs, blood pressure, body temperature, basic first aid, CPR, fitness, rescue practices, and injury identification. Students from the class may also participate in an after-school Student Athletic Training Program that will allow them hands-on-field experience with the Mayfair High School athletic programs.
Prerequisite: Successfully completed Health with a C or better.

This course is articulated with Cerritos College - KIN 102 Introduction to Athletic Training

SPORTS MEDICINE 2 (Capstone to Intro to Health Careers and Sports Medicine 1) 2886 Year
Sports Medicine 2 builds upon the foundational skills and knowledge developed in Sports Medicine 1, this course emphasizes the practical application of sports medicine principles related to injury assessment, prevention, and rehabilitation. Students will expand their understanding of human anatomy and physiology as it relates to movement and athletic performance while developing clinical skills such as orthopedic injury evaluations, taping and bracing

techniques, therapeutic exercise progressions, and basic rehabilitation planning. Additional topics include sports psychology, injury prevention programs, documentation practices, ethical and legal responsibilities, and communication within a healthcare team.
Prerequisite: Successfully completed Sports Medicine 1 with a C or better both semesters.
Grades 11 -12 only.

PATIENT CARE TECHNICIAN (PCT) (Capstone) **2885 Year**
The Patient Care Technician (PCT) consists of 180 hours of blended learning which includes hybrid, hands-on, with virtual solutions that prepares and qualifies students to sit for the Patient Care Technician exam. The program is designed to equip students with the skills necessary to assist patients in hospitals, medical clinics, assisted living environments and physician offices. Some of the skills that will be learned include: Set up equipment used by patients, provide care for patients with feeding tubes, perform ostomy care, assist patients with ADL's, record vital signs, identify and report abuse or neglect, perform capillary punctures and venipuncture and prepare patients for an EKG. Possible careers for Patient Care Technician include, but are not limited to: Nursing Homes, Hospitals, Rehabilitation Centers, Home Health Agencies, Hospital Care, Physician Offices, Medical Clinics and Long-Term Care Facilities.

Prerequisite: Successfully completed Introductions to Health Careers with a C or better both semesters.
Grades 12 only.

CTE SECTOR: INFORMATION & COMMUNICATION TECHNOLOGY

Software and Systems Development Pathway

WEB DESIGN & ANIMATION (Concentrator) **2236 Year**
This course is a year long course that teaches the introductory concepts of (web page design) HTML. Students will develop skills needed to create effective and useful web pages using beginning HTML. Topics covered will include, but are not limited to, HTML page structure and formatting commands, style sheets, tables, frames, and multimedia elements. . Students will develop skills needed to create effective, useful multimedia elements using Adobe Flash CS3. Students will gain experience developing web-based multimedia materials that contain sound, graphic, animation, and interactive web components. Adobe certification in the Flash software is available. This course is articulated with Rio Hondo Community College

JAVASCRIPT PROGRAMMING (Capstone) **2239 Year**
In this year-long course, students learn the basics of JavaScript programming and how to use it to suit their professional and creative goals. Students will learn how to start JavaScript programs with web-based events, such as a click or a mouse movement. They will discover the importance of objects, methods, and properties, and how to use them to manage and change the elements of a web page using the Document Object Model. From beginning to end, students will learn by doing their own JavaScript based projects. Introduction to JavaScript covers topics including Cascading Style Sheets, Layers, Positioning, Animation, Drag and Drop, Cross Browser programming, Browser detection and control, and more. This course meets “a-g” requirements. This course is also articulated with Rio Hondo Community College.
Prerequisite: Successful completion of Web Page Design w/HTML with a “C” or better, or teacher approval.

AP CYBERSECURITY (Capstone) **placeholder 2812 Year**

In this year-long Advanced Placement course, students explore the principles and practices of cybersecurity with a focus on protecting data, systems, and networks in an increasingly digital world. Students learn how computing innovations can create both benefits and vulnerabilities, and they analyze real-world security threats, attacks, and defenses. The course emphasizes key concepts such as cryptography, network security, authentication, risk management, ethical hacking, and secure system design. Through hands-on labs, case studies, and a year-long capstone project, students investigate cybersecurity problems, propose solutions, and communicate their findings clearly and effectively. By the end of the course, students develop both technical understanding and critical thinking skills needed to evaluate and respond to cybersecurity challenges. This course prepares students for the AP Cybersecurity assessment and meets “a-g” requirements.

AP COMPUTER SCIENCE PRINCIPLES (Concentrator) 2238 Year

Computer Science Principles (CSP) is a year-long course designed around the AP Computer Science Principles Framework. CS Principles is designed to be a rigorous, entry-level course for high school students. This course will focus on the big ideas in computing, and computational thinking practices, with emphasis place on the four core units of study, with a fifth unit devoted exclusively to students working on their AP Performance Task (PT) projects: Digital Representation of Information, The Internet, Programming, Data, and lastly the Performance Tasks. This course meets “a-g”requirements.

AP COMPUTER SCIENCE A (Capstone) 2234 Year

AP Computer Science A is both a college prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as: engineering, physics, chemistry and geology. The course emphasizes programming methodology, procedural abstraction, algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A exam. This course meets “a-g” requirements. This course is also articulated with Rio Hondo Community College.

Prerequisite: Successful completion of AP Computer Science Principles with a B or better.

Games and Stimulation Pathway

E SPORTS VIDEO GAMING 1 (Concentrator) 2813 Year

This entry-level course looks at the design, programming, and social impact of video games. Approximately one half of this course is devoted to programming games, taking into account the importance of narrative, character development, and design principles. The class will look at games in the context of society, including the use of games in informing, educating, and altering behavior.

E SPORTS ADVANCED VIDEO GAMING 2 (Capstone) 2814 Year

This is a capstone course. Students will develop skills to conceptualize and design while creating an ESport gaming experience. They will learn to explore various video game software and hardware, and learn about game story lines, player progression and algorithmic decision making. Students will analyze player goals, player actions, rewards, challenges, and other game play components.

Prerequisite: E Sports Video Gaming 1

CTE SECTOR: MANUFACTURING & PRODUCT DEVELOPMENT

Product Innovation & Design

BIO ANIMAKER (Concentrator) 2810 Year

This course combines science, robotics, anatomy and mechatronics. In partnership with Garner Hold Education, students have access to a brand new, state-of-the-art "Education Through Imagination" bio-animatronics laboratory. Students will study human anatomy, body movement and prosthetics. This is a STEM course incorporating robotics, engineering, science and art to use and design life-like models including artificial hands and legs.

Prerequisite: Grade 10 - 11. Limited Space. Students should have at least a 2.5 Grade point average.

ADVANCED BIO ANIMAKER (Capstone) 2800 Year

This course is the capstone course combining science, robotics, anatomy and mechatronics. In partnership with Garner Holt Education, MHS is excited to offer students access to a brand new, state-of-the-art "Education Through Imagination" bio-animatronics laboratory. Students will study human anatomy, body movement and prosthetics. This is a STEM course incorporating robotics, engineering, science and art to use and design life-like models including artificial hands and legs.

PreRequisite: BioAnimaker (Concentrator) with a grade of C or better both semesters.

CTE SECTOR - MARKETING SALES AND SERVICE

Entrepreneurship/Self Employment Pathway

INTRODUCTION TO BUSINESS (Concentrator) 2341 Year

This course offers a practical overview of all areas of business including banking, investments, income taxes, credit cards, loans, basic economic concepts, stocks, and marketing. Units of study include consumerism, use of credit, banking services, small business operations and management, investment strategies, the global economy, and computer technology. Students are introduced to today's business concepts and skills required in today's marketplace. **Articulation agreement with Cerritos College: BA 100: FUNDAMENTALS OF BUSINESS (3 UNITS)**

DESIGN THINKING (ENTREPRENEURSHIP) (Capstone) 2808 Year

This entry- level course trains students to recognize business opportunities and to develop business management skills for starting, operating, and maintaining their own business. It also provides a foundation in business concepts for individuals planning to work in the increasingly competitive corporate world. Students will learn the areas of business planning, accounting, finance, marketing, management, business ethics, and social responsibility. Training includes required hours for participating in and/or operating a business such as a t-shirt printing business or other campus venture under the supervision of the instructor.

Marketing Pathway

MARKETING (Concentrator) 2340 Year

This course introduces high school students to the fundamentals of marketing in today's competitive, digital-driven economy. Students explore how businesses identify customer needs, promote products and services, and build strong brands across a variety of industries. Through hands-on, project-based learning, students develop practical skills in advertising, branding, social media marketing, sales, and customer engagement. The course emphasizes real-world applications, teamwork, and problem-solving while preparing students for both college and career pathways in marketing and business.

RETAIL MARKETING (Capstone) **2342 Year**

The Retail Marketing course at Mayfair High School gives students hands-on experience designing, producing, and promoting real-world products used in today's retail and branding industries. This course blends creativity with industry technology, preparing students for careers in marketing, merchandising, design, and entrepreneurship.

Students develop technical and creative skills using Adobe Illustrator and Adobe Photoshop to create original graphics, logos, and product designs. Through project-based learning, students bring their designs to life by screen printing apparel and merchandise and using industry-standard printers and engravers to produce professional-quality products. Students will run the Student Store on-site.

Prerequisite: Marketing (concentrator) with a grade of "C" or better in both semesters

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Courses in the ELD department help the English learner acquire skills in reading, writing, listening and speaking in English. They provide support to the regular English program and promote student success in other subject areas. Students take these courses in addition to being enrolled in a regular English class. Once an English learner reclassifies using the measures indicated below, ELD courses are no longer mandatory. Students may be moved out of ELD courses at the end of the semester in which BUSD has determined that they can be reclassified as Fluent English Proficient. The eligibility for reclassification is:

9th and 10th grades	11th and 12th grades
1.Proficient on the NWEA assessment is a score at the 61st percentile or higher(no state tests at this level) OR a score of 7 or higher on the District Writing Assessment	1. Met or Exceeds standards on SBAC or Proficient on the NWEA assessment is a score at the 61st percentile or higher OR a score of 7 or higher on the District Writing Assessment
2. "C" or higher in English and one other content area	2. "C" or higher in English and one other content area
3. ELPAC overall score of 4	3. ELPAC overall score of 4)

The ELPAC and SBAC Exams are administered each Spring and the District Writing Assessments take place each semester. The NWEA assessment is given each semester.

BEGINNING ELD **3173 Year**

This course is for the beginning emergent English learner. This class lasts for two periods and includes ELD instruction with core English instruction. Students focus on interpersonal skills and elementary forms of reading to build comprehension skills. Students will also learn basic listening and speaking skills as it applies to following directions and social conversations.
Identification: Students that score a 1 or 2 overall on the district language assessment and have been in the U.S. for less than one year.

ELD 9, ELD 10, ELD 11, ELD 12 **3182, 3183, 3184, 3185 Year**
ELD is a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop grade level proficiency. Grade level ELD uses the same core curriculum as their ELA counterparts with added resources and scaffolds built in.
Identification: Students who are demonstrating growth in English proficiency and are not struggling academically.

INTENSIVE ELD 9-12 **3187 Year**
Intensive ELD is a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English. The intensive ELD curriculum is in addition to the core ELA curriculum and is focused on promoting the reading, writing, listening to, and speaking of academic English.
Identification: Students identified as a long-term English learner (LTEL) will receive intensive ELD. By definition, a Long-Term English Learner is a student who has been enrolled in U.S. schools for more than six years, is no longer progressing towards English proficiency and is struggling academically.

ENGLISH/ELD 12 **3188 Year**
This course is for all seniors who are also English Language Learners. This class is designed to teach grade level standards with the ELD standards embedded in the curriculum. All lessons will have ELD support built in to help English Learners master the material.

SDC ELD 9-12
This course is for special education students in a separate setting that provides protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop grade level proficiency. The curriculum is modified and students receive accommodations to better access the curriculum.
Identification: Students who are demonstrating growth in English proficiency, are not struggling academically, and are on an IEP.

THE CERRITOS COLLEGE DUAL ENROLLMENT PROGRAM

BUSD, in partnership with Cerritos College, is offering dual enrollment course offerings on the Mayfair campus taught by Cerritos College faculty members. Students who qualify, will be dually enrolled at Cerritos College and Mayfair, earning college credit as well as high school units simultaneously. Interested students need to complete a process that includes registering online for Cerritos College and taking the Cerritos College English placement exam. Due to the rigorous nature of the course, students can earn a full year of high school English credit in a semester's time. Space is limited for qualified students. See your counselor or assistant principal over curriculum for more information.
Prerequisite: Students must complete the Cerritos College student enrollment process and secure a valid Cerritos College student ID number. Students interested will sign up with their counselors and Cerritos College will determine eligibility and appropriate student placement. Due to the nature and rigor of the dual enrollment courses, classes will be double-period blocked and **will be limited to 30 students per class. A wait list will be developed based on Total GPA.**

ENGLISH 100 (Dual Enrollment) (Seniors only) **CC001 Fall Semester**

English 100 (Freshman Composition) This course guides the student through the writing process to develop expository prose with an emphasis on effective organization and on correctness. The course meets transfer requirements for four-year institutions (CSU and UC) and is required for the A.A. degree.

This course is only available to incoming seniors and is equivalent to passing the AP English 11 class and AP exam. The processing of Dual Enrollment forms and signatures is required prior to enrollment of the class.

SOCIOLOGY 101 (Dual Enrollment) (grades 10-12) **CC003 Spring Semester**

SOC 101 Introductory Sociology Principles presents an introductory survey of the fundamental theories, philosophies and problems associated with the study of sociology in a pluralistic society. A multicultural approach is used throughout in the analysis of human relationships and social structure. Topics for this course include: institutions and their functions, social interaction, social change, collective behavior, the environment and education.

The processing of Dual Enrollment forms and signatures is required prior to enrollment of the class.

ENGLISH

Mayfair's English classes are based on the new California Standards for English Language Arts and English Language Development. All courses emphasize reading, writing, speaking, and listening skills, and provide students with the opportunity to write about a variety of subjects, focused on the argumentative, informational and explanatory, and narrative writing forms. Students are asked to read both broadly (high volume/varied genres) and deeply to develop reading comprehension, critical thinking, and vocabulary skills. To foster a habit of lifelong reading, instructional time is regularly devoted to independent reading.

ENGLISH 9 **3250 Year**

Students explore a survey of world literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to sharpen their argumentative, informational and narrative writing skills.

ENGLISH 9 Honors **3261 Year**

As in English 9, students explore a survey of world literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to sharpen their argumentative, informational and narrative writing skills, but the pace and complexity of the class more closely models an Advanced Placement class. ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. **Mandatory Summer Reading for Honors English 9:** Meetings and/or prepared handouts that outline summer reading assignments are made available in the spring preceding the class, are available during summer through our front office, and are posted online by the last day of school before summer at http://www.mayfairmonsoons.org. *No written homework is required over the summer, but students should take notes and be prepared for an exam covering the reading the first week of school.* Students who do not pass the summer reading test have the option of being transferred to English 9.

ENGLISH 10 **3420 Year**

Students explore a survey of world and American literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to continue to develop their argumentative, informational and narrative writing skills.

ENGLISH 10 - Ethnic Studies **3425 Year**

Students will broaden their understanding of writing, reading, speaking, and listening skills in accordance with the California Common Core standards. By reading a range of fiction and nonfiction texts students will enhance their ability to develop arguments and present complex information. In addition, this course serves as an introduction to ethnic studies as a field of inquiry by developing skills to unpack human experiences as shaped by various social constructs with the intention of developing student self-awareness and empathy. Students will engage with counternarratives to challenge the social perception of marginalized groups and to better understand the power dynamics and intersectionality between various American communities and identities. The course will conclude with a Youth Participatory Action Research project that will see students applying their newfound knowledge and skills to engage with issues important to their local community.

ENGLISH 10 Honors **3431 Year**

Students explore a survey of world and American literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to continue to develop their argumentative, informational and narrative writing skills, but the pace and complexity of the class are more advanced than traditional college preparatory ("regular") English classes. ALL HONORS COURSES REQUIRE SUMMER READING. THERE ARE NO EXCEPTIONS. **Mandatory Summer Reading for Honors English 10:** Students wishing to enroll in Honors English 10 will read one novel over the summer prior to taking the course. Students may choose from among *Bless Me, Ultima*, *Their Eyes Were Watching God*, and *Fahrenheit 451*. There will be a test on the novels and students will be required to write an essay once the fall semester begins.

AP SEMINAR ENGLISH 10 **Year**

AP Seminar is a year-long, project-based foundational AP English course designed to introduce students to the skills and expectations of Advanced Placement while building confidence for future AP classes and college-level coursework. Through engaging, real-world topics, students examine issues from multiple perspectives while developing the ability to evaluate arguments and synthesize ideas. Course readings include literary and informational nonfiction, essays, speeches, journalism, research studies, and multimedia sources, strengthening students' understanding of ideas across genres and contexts. Students collaborate on projects and complete individual work that emphasizes close reading, evidence-based writing, research, and oral and visual presentation. The course focuses on transferable academic skills and structured academic support, helping students grow as critical readers, writers, and thinkers while preparing them for the rigor of advanced coursework across disciplines. **Mandatory Summer Reading for AP Seminar English 10:** Students wishing to enroll in **AP Seminar English 10** will read one novel over the summer prior to taking the course. Students may choose from among *Bless Me, Ultima*, *Their Eyes Were Watching God*, and *Fahrenheit 451*. There will be a test on the novels and students will be required to write an essay once the fall semester begins.

AP ENGLISH 11 - Language and Composition **3530 Year**

The focus of this course is on nonfiction prose, rhetorical analysis, argumentation, and synthesis. Arguments and language are deconstructed so that the elements of effective communication become transparent, accessible, and replicable. Students are expected to read independently, conduct research, and write both informal and formal responses to class readings and to current issues. Writing assignments range from on demand timed quick writes of approximately 500 words, to formal multi-draft essays of up to 2500 words. In addition to the study of rhetoric, students read core American literature, and consider the issues raised by these texts from an argumentative stance. Successful completion of class requirements will prepare students for the AP Language and Composition exam administered in May by the College Board. Because this course often serves as a substitute for the first year composition course in many college and universities, it models college work in both content and pacing.

ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. **Mandatory Summer Reading for Advanced Placement English 11 (Language and Composition):** AP English 11 requires reading and writing over summer; homework meetings with prepared handouts that outline summer reading assignments are available in the spring preceding the class, and are posted online during summer at http://www.mayfairmonsoons.org. For a seat in the class, summer homework must be turned in before the first day of school. Students who do not successfully complete summer homework by the stated deadline may be transferred into English 11 or Expository Reading and Writing 11 before the school year begins.

ENGLISH 11 **3510 Year**

This is a course in the critical reading of American literature and effective writing of a variety of types of composition. Students study literary texts, both fiction and nonfiction, focusing on *The American Dream*. They evaluate how authors express their ideas and work to emulate these models as they engage in the writing process. This course provides students with the opportunity to continue to develop their argumentative, informational, narrative, and research writing skills. They are encouraged to integrate the contextual considerations of History 11, a parallel course. Core works include non-fiction texts, novels, poetry, short stories and a dramatic selection.

CSU ERW English 11 - Expository Reading & Writing **3512 Year**

Course overview: The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules). In addition, the course includes five concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules— the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

AP ENGLISH 12- Literature and Composition **3630 Year**

Students prepare for the AP exam by focusing on analysis of style and cross-thematic connections in significant prose and poetry using a variety of genres, including drama, fiction, narratives,persuasive essays, and sonnets. Students write to a variety of prompts to hone upper-level writing skills including creating concise thesis statements, producing highly-organized paragraphs, and displaying a mastery of mechanics. This course may qualify as a substitute for first-year college literature in some universities; therefore, it models college work in both content and pacing. ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. **Mandatory Summer Reading for AP English 12 (Literature and Composition):** AP English 12 requires reading and writing over summer; homework meetings with prepared handouts that outline summer reading assignments are available in the spring preceding the class, and are posted online by the last day of school at http://www.mayfairmonsoons.org. For a seat in the class, summer homework must be turned in before the first day of school. Students who do not successfully complete summer homework by the stated deadline may be transferred into English 12 before the school year begins.

CSU EXPOSITORY READING & WRITING (ERW English 12) **3616 Year**

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of several rigorous instructional modules, students in this year-long, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. Modules provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text.

ENGLISH 12 **3610 Year**

The course focuses on a non-fiction novel, a world literature novel, and a Shakespearean play. There will be emphasis on college leveled research papers and exploration into careers and self-discovery. The course also provides students with the opportunity to continue to develop their argumentative, informational and narrative writing skills. Also opportunities to develop speaking skills by practicing job interviews and public speeches.

CoTeach English

Special Education students may take co-teach English classes at all grade levels if recommended by the IEP team. These are classes with both a general education teacher and a special education teacher. Classes meet all graduation and a-g requirements. Students may receive additional accommodations to better access the curriculum.

SDC English **9768 9769 9770 9771**

These classes are provided for special education students in a separate setting at all grade levels. Classes are smaller, with an average of 10 students, and are staffed with a special education teacher and a paraprofessional. The curriculum is modified and students receive accommodations to better access the curriculum. These classes meet graduation requirements but do not meet a-g requirements.

JOURNALISM (ELECTIVE) **3840 Year**

The Journalism elective is a year-long course designed to provide students with a basic understanding of journalism practices, and newspaper writing and design techniques. Students will write, edit, and layout our website, www.mhswindjammer.com on a monthly basis. In this class, students will do ALL of the work for each publication, developing interview techniques, enhancing writing abilities, and applying editing skills. Students will also acquire skills in graphic design, photography, and comic drawing. Through this class, students will (1) write effectively for a variety of audiences, purposes, and occasions; (2) develop skills needed for visual communication; (3) develop speaking, listening, viewing, and critical thinking skills; (4) use current technology to enhance learning; (5) produce quality content for our school newspaper's website; (6) practice ethical journalism; (7) meet deadlines on time; and (8) understand, appreciate, and develop skills in photojournalism.

Recommended: Prerequisite: C or higher in English class each semester to join or remain enrolled in Journalism.

YEARBOOK (ELECTIVE) **3830 Year**

Students selected for this class are involved in the design, layout, and production of Mayfair High School's yearbook, *Tradewinds*. This includes writing of stories and captions, photography of candid and group events, design and layout of pages, and the overall editorial theme of each year's book. It is useful for students to have their own digital camera, but this is not mandatory for entrance into the course. The course may be repeated for credit with permission.

Prerequisite: "C" or better in English, interview with student and staff panel, recommendation from 3 teachers (including English teacher), and Yearbook Advisor signature. This course is for students in grades 10 – 12, but freshmen who have completed one full year of middle school yearbook (with recommendation from MS Yearbook Advisor), and meet all other prerequisites, will be permitted to enroll.

CREATIVE WRITING (ELECTIVE) **3820 Year**

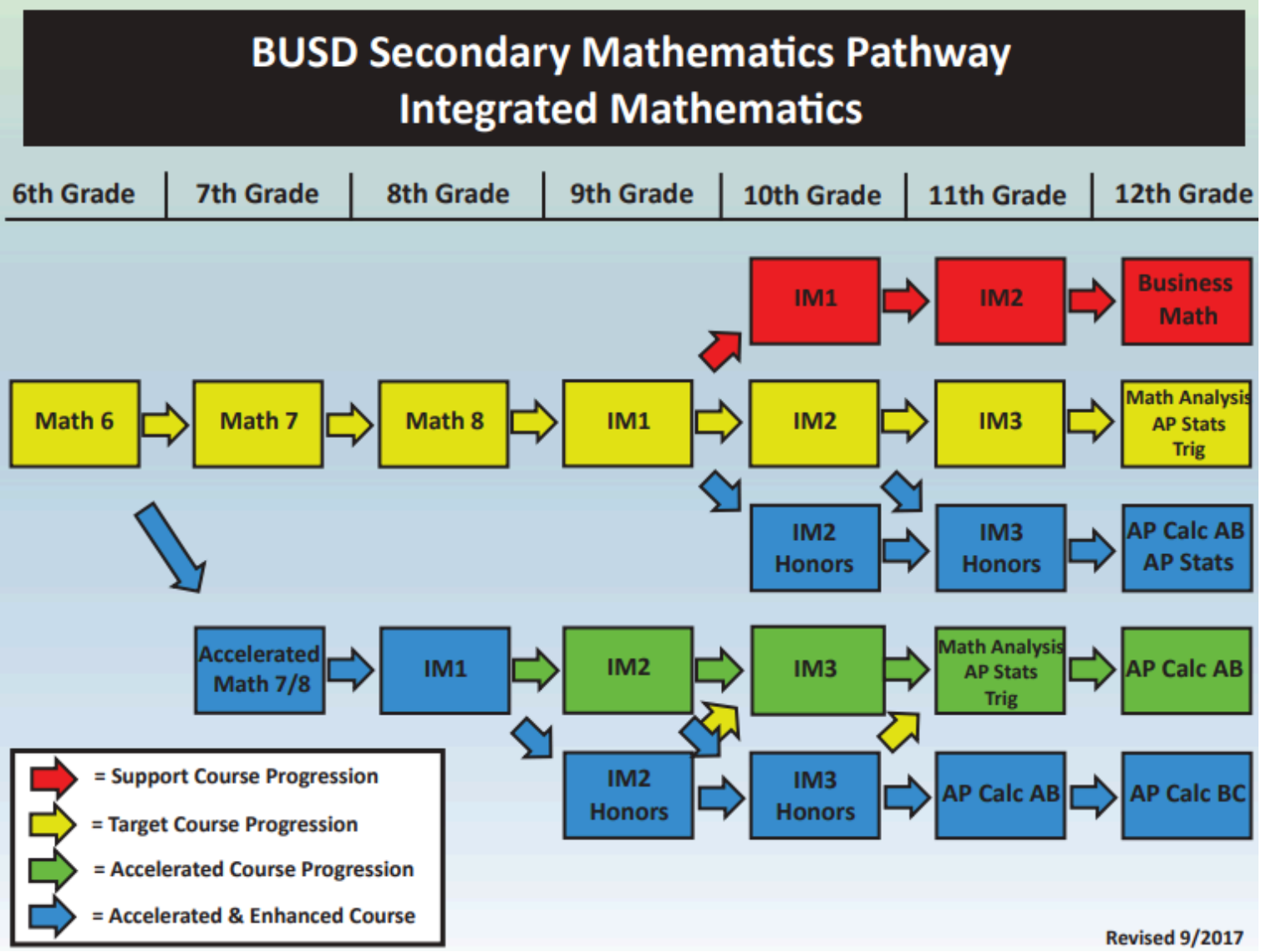
Creative Writing is a class dedicated to learning about narrative fiction and poetry. In the fall semester, students will learn about literary theory and apply what they have learned to their writing. Students will conduct various exercises to hone their craft and also work towards a portfolio to be submitted at the end of the semester. Students will engage in writer's workshops in order to provide and receive peer feedback. In the Spring semester, students will learn about the various genres and devices of poetry, and likewise employ what they have learned to better hone their craft. Students in this class receive the creative freedom to write about whatever they choose, so long as they seek to improve. Students may also be treated to guest presentations from published authors, creative writing professors from local colleges and universities, and publishers who have all come in the past to help teach students about collegiate and professional applications of their craft.

MATHEMATICS

The Mathematics Department courses provide a sound analytical foundation for citizenship, college and the workplace. The Math Department provides the skills and experiences necessary for students to be computationally competent and mathematically powerful. The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding.

The California State Standards for Mathematics

California State Standards reflect the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. California’s implementation of the State Standards demonstrates a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.



Integrated Math Pathway

The Bellflower Unified School District is proud to offer an Integrated Math Pathway to present the new California State Standards. The Integrated Math Pathway was designed to optimize the organization of the new standards into a more natural and coherent order. For example, students will receive instruction in Algebra every year. The Integrated Math Pathway consists of three courses (IM1, IM2, and IM3). The three courses (as a package) are equivalent to the conventional courses (Algebra I, Geometry and Algebra II). We believe that the integrated approach to teaching and learning math will be beneficial to students. It will allow them to see mathematics as more relevant to their lives and enjoy a higher probability of success on standardized tests and be college and career ready.

INTEGRATED MATH I **7510 Year**

The fundamental purpose of the Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Integrated Math I course, instructional time focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

INTEGRATED MATH II or INTEGRATED MATH II HONORS* **IM2 = 7511; IM2 Honors = 7513 Year**

The focus of the Integrated Math II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. Students will expand

their experience with functions to include more specialized functions such as absolute value, step, and functions that are piecewise-defined. For the Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.
Prerequisite INTEGRATED MATH II: "C" or better in both semesters of Integrated Math I.
Prerequisite INTEGRATED MATH II Honors: "A" in Integrated Math I or teacher recommendation.

INTEGRATED MATH III or INTEGRATED MATH III HONORS* IM3 = 7512; IM3 Honors = 7514 Year
The focus of the Mathematics III course is extending the notion of functions to encompass polynomial functions, rational functions, radical and other inverse functions, logarithmic and exponential functions. Students will expand their experience with functions to include more specialized functions such as the trigonometric functions.
For the Mathematics III course, instructional time should focus on four critical areas: (1) extend the understanding of angles to the unit circle and the graphs of the six trigonometric functions; (2) compare key characteristics of inverse functions (radical and logarithmic and inverse trigonometric), rational functions polynomial functions and cyclical functions with quadratic functions and linear and exponential functions; (3) create and solve equations that involve rational expressions, polynomial expressions, logarithmic or exponential as well as trigonometric expressions; (4) extend work with probability to discuss the normal curve. Integrated Math III is an Algebra class that extends the topic of Right Triangle Trigonometry.
Prerequisite INTEGRATED MATH III: "C" or better in both semesters of Integrated Math II.
Prerequisite INTEGRATED MATH III Honors: "B" or better in Integrated Math II Honors OR teacher recommendation.

STATISTICS 7477 Year
This course provides an introduction to statistics. In addition to learning how to apply statistical procedures, this course explains how to meaningfully describe real sets of data, what the results of statistical tests mean in terms of their practical applications, and how to evaluate the validity of the assumptions behind statistical tests. Topics included are mean, standard deviation, variance, probability, random variables, binomial probability distribution, normal probability distribution, central limit theorem, testing hypotheses, confidence intervals, linear regression, and linear correlation.
Prerequisite: "C" or better in Integrated Math III, senior students only.
A calculator with two-variable statistics is required. A graphing calculator is recommended.

TRIGONOMETRY 7490 Year
This course is designed for students who have successfully completed Integrated Math 3 who would benefit from a less rigorous option to math analysis. Trigonometry topics include geometric properties of triangles, angle relationships and similarity, the unit circle and circular functions, trigonometric functions and their graphs, circular and right triangle trigonometry, trigonometric identity proofs, inverse circular functions, trigonometric equations, Law of Sines and Cosines, Vectors and the Dot Product, complex numbers, polar coordinates and graphs of polar equations, and parametric equations.
Prerequisite: "C" or better Integrated Math III or greater.
Graphing calculators are recommended.

MATH ANALYSIS 7495 Year
Math Analysis combines the trigonometric, geometric, and algebraic concepts needed to prepare students for the study of Calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning. This course utilizes a functions approach that serves as the organizing principle tying concepts together. This approach supports the Rule of Four, which states that functions are represented symbolically, numerically, graphically, and verbally. Students will study functions and their graphs, the library of functions and transformations, inverse functions, trigonometric functions, circular and right triangle trigonometry, trigonometric identity proofs, analytic trigonometry, sequences and series, polar coordinates, and matrices. Students will broaden their basic knowledge of trigonometry by working with more advanced identities, Law of Sines and Cosines, and trigonometric equations.
Prerequisite: "C" or better in Integrated Math III or Trigonometry.
Graphing calculators are recommended.

MATH ANALYSIS HONORS **7496 Year**

In addition to the regular Math Analysis curriculum, students will learn additional advanced topics in analytic geometry as well as some Calculus topics, including finding limits graphically and numerically, continuity, one sided limits, infinite limits, derivatives, tangent line problems, differential rules, and the chain rule.
Prerequisite: ”B” or better in Integrated Math lll, Math Analysis, or Trigonometry and teacher recommendation.
A TI-84 Graphing Calculator is recommended.

AP CALCULUS AB **7500 Year**

Students will study important concepts in calculus, including differentiation, exponential and logarithmic functions, applications, differential equations, functions of several variables and circular functions. Successful completion of this course prepares students to take the Advanced Placement Calculus AB exam for college credit.
Prerequisite: “B” or better second semester of Math Analysis Honors, or teacher recommendation.
Graphing calculator recommended.

AP STATISTICS **7481 Year**

Students will study an exploration of data by constructing, interpreting, summarizing and comparing graphical displays of distributions of univariate data; exploring bivariate and categorical data, data collection, planning and conducting of surveys and experiments; generalize results and types of conclusions. Students will study probability rules, distributions, simulation of random variables, and linear transformation of random variables. They will combine independent random variables, normal distributions, and sampling distributions, estimate population parameters and testing hypothesis; study the test of significance; and study linear and multiple regression.
Prerequisite: “B” or better in Integrated Math lll or greater and teacher recommendation
A TI-83 plus or TI-84 plus (silver edition preferred) graphing calculator is recommended for the class.

BUSINESS MATH **7997 Year**

This class covers personal finance and business math. In personal finance the following topics are covered: gross income, net income, checking and savings accounts, cash and credit accounts, loans, transportation costs, housing costs, insurance and investments. Business math covers the following topics: personnel, production, purchasing, sales, marketing, warehousing, and distributing, services, accounting, financial management and corporate planning. Prerequisite: Students must have completed Algebra 1/Integrated Math 1. Open to incoming Seniors ONLY. This course is not NCAA or a-g approved.

MATH SUPPORT & ENRICHMENT (INTERVENTION) **7030 Year**

Math Support & Enrichment provides students with additional time, guided practice, and targeted instruction to strengthen core math skills, build confidence, and improve overall performance. Placement is based on multiple measures, including NWEA Math scores, CAASPP Math results, and current math course grades, and is recommended by students’ math teachers for those performing below grade-level expectations.

CoTeach Mathematics

Special Education students may take co-teach math classes at all grade levels if recommended by the IEP team. These are classes with both a general education teacher and a special education teacher. Classes meet all graduation and a-g requirements. Students may receive additional accommodations to better access the curriculum.

SDC Mathematics **s7510 s7510B 9777 9764**

These classes are provided for special education students in a separate setting at all grade levels. Classes are smaller, with a max of 15 students, and are staffed with a special education teacher and a paraprofessional. The curriculum is modified and students receive accommodations to better access the curriculum. These classes meet graduation requirements but do not meet a-g requirements.

PHYSICAL EDUCATION

Physical Education is an integral part of the educational process. Students will gain a variety of competencies and knowledge, which will contribute to their health and wellbeing. The courses are comprehensive, co-instructional programs which are designed to meet the fitness needs of today's youth.

PHYSICAL EDUCATION 9-12 **8125 Year**

Physical Education for grade nine will teach students health-related benefits of regular physical activity and the skills to adopt a physically active, healthful lifestyle. Students will be asked to demonstrate their knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will be asked to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. All ninth grade students will be required to take the FITNESSGRAM, a state mandated physical fitness test.

Physical Education for grade ten will allow students to become confident, independent, self-controlled, and resilient. Students will develop positive social skills, set and strive for personal goals. Students will also learn to assume leadership, cooperate with others, accept responsibility for their own behavior, and ultimately, improve their academic performance. Students will add to the standards learned and achieved in grade nine and will be asked to demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
Students who do not pass PE by the end of 10th grade will be required to continue taking Physical Education in their Junior or Senior Year (until they pass the course).

WEIGHT TRAINING (Fall & Spring) **8535/8536 Year**

This course is offered to provide students with the opportunity to explore weight training as an intensive experience in an activity that they wish to participate in for years to come. Students will be asked to explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques. Demonstrate proper spotting techniques for all lifts and exercises that require spotting. Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training. Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
Course Prerequisite: Students must be in grades 11 or 12. The expectation is that Weight Training students are , responsible, motivated, dress out, and participate every day.

INTRODUCTION TO YOGA **8542 Year**

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to day life. Students will also learn and apply introductory level concepts in the areas of anatomical terms, directions and positions and Sports Nutrition. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

DANCE 1 **8261 Year**

Dance 1 is an introductory course designed to develop students' technical skills, creativity, and appreciation for dance as an art form. Students will explore a variety of dance styles, including ballet, jazz, contemporary, hip-hop, and cultural dance, while learning fundamental movement principles, choreography, and performance

techniques. The course emphasizes body alignment, flexibility, musicality, and expressive movement, as well as the historical and cultural significance of dance. Students will participate in warm-ups, technique exercises, improvisation, and choreography projects, with opportunities to perform in an annual Spring Showcase. No prior dance experience is required.

ATHLETICS/TEAM SPORTS **8550 Semester**

The goal of the athletic program is to provide training in sports as an integral part of the educational offerings for secondary students. Each area of athletics is organized to provide students with experiences which fulfill physical and mental training, provide for leadership opportunities, develop cooperation, sportsmanship and fair play, and teach the skills related to each sport.

Prerequisite: Academic eligibility and coach approval.

PEP SQUAD **8225 Year**

Students will develop skills in yell leading, song, and precision drill team. They will develop routines for games, rallies, assemblies, halftime shows and competitions. The groups also develop routines for the next year's tryouts.

Prerequisite: Tryouts are during the previous spring. Physical exam must be on file. Students considering this course should be aware of the requirement of a commitment of time -- mornings, evenings, and some weekends.

****UNIFIED PE (APPLICATION)**

Unified PE is a Physical Education Course which meets the State Standards Middle School Physical Education as it combines students, of all abilities, to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together, as peers, to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

UNIFIED CHEER

UNIFIED ART

PREPAREDNESS EDUCATION

The goals of the non-departmental courses are to develop real-life skills focusing on rigorous academics, character building, civic values and skills that are essential for effective citizenship.

ASSOCIATED STUDENT BODY (ASB) LEADERSHIP **4825 Year**

The ASB Leadership course provides students with the opportunity to develop leadership, communication, and organizational skills through active involvement in student government and school-wide activities. Students enrolled in this course serve as leaders within the school community and are responsible for planning, promoting, and executing events that enhance school spirit, culture, and student engagement.

Through hands-on experience, students learn effective leadership strategies, teamwork, public speaking, problem-solving, and decision-making. The course emphasizes responsibility, professionalism, and collaboration while fostering a positive and inclusive school environment.

This course is mandatory for all Associated Student Body (ASB) officers.

HEALTH **6875 Semester**

This course covers a variety of health topics that relate to teen health issues and concerns. These topics include proper nutrition, physical fitness, mental health concepts, human sexuality, drug education, and life-saving techniques. Students will examine how personal behavior and decision-making can impact an individual's health and well-being. The focus will be on developing strategies to avoid diseases and illnesses, as well as learning how to improve and maintain overall health. The California Healthy Youth Act "Teen Talk" Curriculum is a mandatory curriculum that is taught in Health. Parents may opt students out of this curriculum in writing.

DIVERSIFIED OCCUPATIONS **2801 Semester**

Diversified Occupations is a vocational cooperative education program available to high school seniors. The academic and career objectives of each student are used to guide the process of career planning and acquisition. Classroom theory is applied to employment experiences throughout the school year to enable students to develop and refine the skills necessary to maintain employment. Topics include: resume writing, mock job interviews, budgeting, financial planning, job skills, college preparation, job applications, and much more.

TEACHER OR OFFICE AIDE **1805 OR 1809 Semester**

Students may be assigned as a teacher aide or an office aide to assist with the preparation of materials and other tasks as assigned by the instructor. Experience and training in office practices and procedures such as filing, collating, sorting and alphabetizing may be gained from working in a school office. A maximum of fifteen credits may be counted toward graduation.

Prerequisite: Must be a Senior with 2.5 GPA or higher and not credit deficient. Teacher approval required. See your counselor for a list of teachers with available TA positions. Parent and Teacher approval is required. This is a Credit/No Credit Class.

ACADEMIC LEADERSHIP **1853 Year**

Academic Leadership is a year-long elective course that trains and equips students to tutor and support peers in their academic classes. Student tutors will develop essential collaborative and interpersonal communication skills. Student tutors will assist teachers in providing academic and organizational skills to students, which includes, but is not limited to: World Languages, Language Arts, Mathematics, Sciences, Social Sciences, Visual or Performing Arts. Student tutors will receive instruction, strategies, and training using the inquiry method that encourages higher level thinking by students. By the end of the course, student tutors will be able to build relationships with fellow students; support peers in their mastery of curriculum using a variety of strategies; describe how learning occurs and how some people struggle with learning; participate in a community of learners and monitor progress towards ideal tutoring; and market their skills as a tutor for further job opportunities.

Prerequisite: Must be a Junior or Senior with 3.0 GPA or higher, and must have received a B or higher in their most recent semester of English. Application must be submitted. Counselors have access to the application. This class provides service hours, so attendance is critical.

SUCCESS **5201 Semester**

Success is a course designed for students to learn practical skills that will help them be successful in life. Topics include: resume writing, mock job interviews, budgeting, financial planning, job skills, college preparation, job applications, and much more.

STUDY SKILLS **9511 year**

Students with an IEP may take this class if recommended by the IEP team. The class focuses on individual student goals including organization, work completion and academic skill improvement.

SCIENCE

The Science Department's offerings are designed to meet the needs of all students with the primary goal of teaching scientific literacy so that students learn basic concepts, facts and processes of science, develop an appreciation for science in everyday life and use thinking skills for lifelong learning. Honors courses move at an accelerated pace, and are designed to provide more depth and breadth within the curriculum. Classes move at an accelerated pace.

Advanced Placement Science Course Schedule

Course Title	24-25	25-26	26-27	27-28	28-29
AP Biology	Yes	no	yes	no	yes
AP Chemistry	Yes	yes	no	yes	no
AP Environmental Science	Yes	yes	no	yes	no
AP Physics	No	no	yes	no	yes

A "yes" indicates that the course is projected to run in that year. All projections are subject to change. Courses may not run due to low enrollment.

The following courses are considered lab sciences and meet UC/CSU "a – g" requirements:

BIOLOGY OF THE LIVING EARTH **6201 Year**

This new course is based upon the Next Generation Science Standards. The areas of study include: cells, biochemistry, genetics, microbiology, evolution, physiology, and ecology. Students will utilize basic tools of biology including dissecting equipment, microscopes, lab equipment and chemical agents. Students will learn to apply the scientific method to their studies. This course counts toward life science graduation requirements.

BIOLOGY OF THE LIVING EARTH (Honors) **6215 Year**

This Honors Biology course provides a rigorous, inquiry-driven exploration of life from the molecular to the systemic level. Students develop advanced scientific and engineering skills while investigating biochemistry, cellular energy, molecular genetics, and evolutionary theory. The curriculum concludes with an in-depth look at ecological balance and human anatomy, emphasizing the homeostatic mechanisms that sustain complex life. Through data analysis and modeling, students will gain a sophisticated understanding of biological interconnectedness and real-world problem-solving.

CHEMISTRY IN THE EARTH SYSTEM **6301 Year**

Chemistry in the Earth System (3-course model) courses typically cover topics such as combustion, heat and energy in the Earth system, atoms, elements, and molecules, chemical reactions, chemistry of climate change, dynamics of chemical reactions and ocean acidification. This course presents students with the opportunity to consider the impact of chemical reactions on the global climate system. This course presents an integration of Earth and space science and chemistry but maintains an emphasis on chemistry.

CHEMISTRY IN THE EARTH SYSTEM (Honors) **6305 Year**

Chemistry Honors is a one-year course that helps students build a strong understanding of chemistry while preparing them for future college-level science classes. Students learn how matter behaves and reacts through hands-on labs, computer-based activities, problem solving, and group work. Topics include atomic structure, the periodic table, bonding, reactions, gases, solutions, acids and bases, reaction rates, equilibrium, and an introduction to organic and

biochemistry. The course requires higher-level math, comprehensive exams, including a final exam at the end of the year.

PHYSICS OF THE UNIVERSE **6351 Year**

Physics of the Universe courses (3-course model) typically cover topics such as forces and motion, gravity and electromagnetism, energy conversion, nuclear processes, waves, electromagnetic radiation, stars and the origin of the universe. Physics of the Universe courses present opportunities for students to participate in engineering design challenges related to energy conversion. This course integrates engineering and environmental principles into the curriculum but maintains an emphasis on physics.

FORENSIC SCIENCE **6280 Year**

This course is designed to follow the history of forensic science from the simplest crime solving techniques to today's DNA technology. The class will require students to act as investigators, engaging in many of the processes necessary for a Science-as-Inquiry approach. At various points, students must gather data, think critically and logically about relationships between evidence and explanations, construct and analyze alternative explanations, and communicate scientific arguments. This course satisfies the UC/CSU "d" biological lab-science course requirement

Prerequisite: Grade 11 or 12 only. Biology recommended. Two years of science with grade "C" or better.

AP BIOLOGY **6210 Year**

(see "Advanced Placement Science Course Schedule" chart for availability)

This course is a college level biology course that prepares students for the Advanced Placement Exam. The topics studied are evolution, energy transformation, genetics, unity and diversity and ecological interactions. This class stresses the themes that unite these topics. Essay writing skills are critical and extensive study is necessary. There are numerous laboratory activities that require extended commitments beyond the normal school day.

Prerequisite: Grade 11 and 12, a B average in Biology, a B average in Chemistry, and teacher recommendation.

Summer Reading: Students will be tested on chapter readings on the first day of school. Failure to pass the test will lead to a schedule change to another science class. All assignments will also be due at that time. See instructor for details. Summer assignment can be found at https://tinyurl.com/y6btr45a

AP PHYSICS 1 **6361 Year**

(see "Advanced Placement Science Course Schedule" chart for availability)

AP Physics 1 is a college level laboratory science course that uses algebra and trigonometry as the primary tools for problem solving. AP Physics 1 covers topics in Newtonian Mechanics, Fluid Mechanics and Thermal Physics, Electricity and Magnetism, Waves and Optics, and Atomic and Nuclear Physics. The goals of this course, as described by the College Board AP Physics Course Description, are to read, understand, and interpret physical information, use the scientific method to analyze a particular physical phenomenon or problem, use basic mathematical reasoning in a physical situation or problem and perform experiments and interpret the results of observations.

Prerequisite: Grade 11 or 12; IM 2 with "B" or better; Physics and Chemistry with "B" or better strongly recommended; teacher recommendation.

Summer Assignment: Students will be required to sign-in and complete an online assignment due before the first day of school. Failure to complete the online assignment may lead to a schedule change to another science class. Link for instructions are available at: https://tinyurl.com/y6btr45a See instructor for clarification.

HONORS ANATOMY & PHYSIOLOGY **6171 Year**

This is an advanced course designed to study the structure and function of the human body. Students will gain an in-depth knowledge of cells, tissues, organs, organ system design and the diseases associated with each. We will use current research to analyze articles and explore careers that involve the human body. Dissection specimens are used to model anatomical structures.

Prerequisite: Biology with a "B" or better and Chemistry with a "C" or better and recommendation of previous science teacher. Concurrent enrollment in Physics is acceptable.
Summer Assignment: Students will be required to complete reading and assignments on "Chapter 1" in *An Introduction to Anatomy and Physiology*. Students will be tested on this chapter during the first week of school. Failure to pass the test may lead to a schedule change to another science class. Summer assignment can be found at https://tinyurl.com/y6btr45a

AP CHEMISTRY **6330 Year**
(see "Advanced Placement Science Course Schedule" chart for availability)
This course prepares students to take the AP exam in Chemistry. Students are challenged with learning activities equivalent to those of a first-year college Chemistry class. Successful students will attain an in-depth understanding of chemical concepts, significant laboratory experiences and knowledge of current directions in chemical research. This course will include laboratory experiences outside of normal school hours to be scheduled after school or at other suitable times.
Prerequisite: Grade 11 or 12; Integrated Math I with "B" or better; Chemistry with "B" or better; Physics with a "B" or better (or concurrent enrollment in Physics) strongly recommended; teacher recommendation.
Summer Reading: Chapters 1-4 of Zumdahl, *Chemistry* (7th edition, 2007). Summer Assignment: (See instructor) Will be due on various dates in July & August. Tests on Chapters 1-4 will be administered the first week of school. Failure to pass the test on chapters 1-4 may lead to a schedule change to another science class. Summer assignment can be found at https://tinyurl.com/y6btr45a

AP ENVIRONMENTAL SCIENCE **6383 Year**
(see "Advanced Placement Science Course Schedule" chart for availability)
Explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them.
Prerequisite: Grade 10, 11 or 12 only. Biology recommended. Two years of lab science with grade "C" or better recommended.
Summer Assignment: Required and the summer assignment will be announced at a later time.

CoTeach Science
Special Education students may take co-teach science classes at all grade levels if recommended by the IEP team. These are classes with both a general education teacher and a special education teacher. Classes meet all graduation and a-g requirements. Students may receive additional accommodations to better access the curriculum.

SDC Science **s6201 s6301 9750**

These classes are provided for special education students in a separate setting at all grade levels. Classes are smaller, with a max of 15 students, and are staffed with a special education teacher and a paraprofessional. The curriculum is modified and students receive accommodations to better access the curriculum. These classes meet graduation requirements but do not meet a-g requirements.

The following courses are not considered to be lab sciences:

ENVIRONMENTAL SCIENCE **6381 Year**
The course combines general life science and general physical science, with emphasis on the environment. Students will observe nature in an attempt to better understand the relationships and interactions between organisms and the environment. Emphasis will be placed on current topics pertaining to the environment such as energy use, pollution,

and human impact. Environmental science provides useful information which will allow students to make educated decisions for our community, country, and the planet.
Prerequisite: Grade 11 or 12.

SOCIAL SCIENCES

The goals of the History-Social Science curriculum are to develop cultural understanding, civic values, an understanding of the democratic process and to promote critical thinking and participation skills that are essential for effective citizenship.

WORLD GEOGRAPHY **4140 Semester**
World Geography is a semester class dedicated to the study of the five geographic themes of location, place, interaction, movement and regions. This course includes rigorous assignments and special projects.

AP HUMAN GEOGRAPHY **4144 Year**
This course is available to students in grades 9 – 12, and it may be taken in lieu of World Geography. This course is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. Looking at the world from a spatial perspective, students seek to understand the changing spatial organization and material character of Earth's surface. Geographical analysis uses scale as a framework for understanding how events and processes at different scales influence one another. This course describes patterns and analyzes how they came about and what they mean. Students understand how events and processes operating in one place can influence those operating at other places.
Recommended: Students who pass the AP Human Geography exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASPP in English/Language Arts. Students must complete a summer assignment.

MODERN WORLD HISTORY **4200 Year**
This is a 10th grade course, and deals with the significant developments throughout the world from the late 18th Century to the present. It will emphasize the political, cultural and social events that have shaped modern civilizations. Geography will be studied as it relates to the content of the course.

AP WORLD HISTORY **4211 Year**
The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of societies. The course highlights the nature of changes in international structures and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to this Course.
Recommended: Students who pass the AP World History exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASPP in English/Language Arts. Students must also complete a summer assignment.

UNITED STATES HISTORY **4300 Year**
This is an 11th grade course, and begins with a selective review of United States history with an emphasis on two major themes--the nation's beginnings and the industrial transformation of the new nation. The remainder of the course emphasizes the major turning points in American history in the twentieth century.

UNITED STATES HISTORY - ETHNIC STUDIES **4315 Year**

This is an 11th grade course. Students will examine major turning points in United States History. Review begins with early colonial U.S. History and the American Revolution; the course then transitions towards Industrialization, America's Rise as a World Power, World Wars I & II, the Cold War, Movements for Equality, and Contemporary Society. Using a social justice lens, historical perspectives are interwoven to integrate the diverse experiences of people ranging from ethnic, racial, gender, and socioeconomic backgrounds. The Social Justice Standard Domains of Identity, Diversity, Justice, and Action enrich the content of U.S. History by providing for anti-biased and inclusionary pedagogical practices. The course aligns with the California History-Social Science Framework and Standards, developing historical and literacy skills as outlined in the Common Core Standards, specifically reading and analyzing sources and evidence-based writing. The course culminates with a Civic Inquiry Capstone Project activity, Be a Historian, in which students learn the process of conducting and writing research and engaging in community action.

AP UNITED STATES HISTORY **4360 Year**

This college level course for 11th graders is designed to provide students with the analytical skills and factual knowledge necessary to assess critically the problems and issues in American history, including the analysis of primary documents. This course covers various social, cultural, intellectual and political aspects of the historical growth of the United States in world perspective from early exploration in the 1400's to the present. This course guides students in preparation for the AP exam in American History.

Recommended: Students who pass the AP United States History exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASPP in English/Language Arts. Students must also complete a summer assignment.

U.S. GOVERNMENT/POLITICAL SYSTEMS **4415 Year**

This is a 12th grade course, and will provide students with an overview of the general principles, concepts, theories and actual operations of the American political system and contemporary issues. Emphasis is placed on the characteristics of the American government and its interactions with the global community. Successful completion of this course satisfies state graduation requirements and prepares college-bound students for an introductory course in political science including general principles of microeconomic and macroeconomic concepts and theories. Emphasis will be placed on the United States economy and its interaction with the global community as well as practical problems in the field of finance. Successful completion of this course will prepare students for a better understanding of their economic needs in society.

AP GOVERNMENT AND POLITICS UNITED STATES **4430 Year**

This is an introductory college course in American government and politics designed to assist students in their understanding of U.S. Constitutional underpinnings, political beliefs and behavior, political parties and interest groups, institutions (Congress, Presidency, Courts and the Federal Bureaucracy) and policy processes of the federal and state governments, civil rights and liberties and foreign policy. This course also guides students in preparation for the AP exam in American Government.

Recommended: Students who pass the AP Government exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standards on the CAASPP in English/Language Arts. Students must also complete a summer assignment.

ECONOMICS **4500 Semester**

This is a 12th grade course. This course will provide students with an overview of the general principles of microeconomic and macroeconomic concepts and theories. Emphasis will be placed on the United States economy and its interaction with the global community. This course is designed to help students develop critical-thinking skills through the understanding, application and analysis of fundamental economic concepts. Students will apply

quantitative and mathematical skills to economics. Also, students will be expected to apply economic logic to a wide variety of real-world and hypothetical situations.

AP MACRO/MICRO ECONOMICS **4498/4497 Semester**

This college level course will prepare students for both the Advanced Placement Examination in Macroeconomics and Microeconomics. This course has been designed to help students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students must enroll in both semesters when taking this AP course.

Recommended: Students who pass the AP Micro/Macroeconomics exams may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded the standard on the CAASPP in English/Language Arts, and have successfully completed Algebra II or higher. Students must also complete a summer assignment.

PSYCHOLOGY **4600 Semester**

This course will provide a study of personality, thinking, learning, heredity and environment, emotion, mental illness, perception, telepathy and other aspects of human behavior.

Prerequisite: Grades 11-12

INTRODUCTION TO LAW **4618 Semester**

This course provides practical information and problem-solving opportunities regarding American law. Students develop both knowledge of the law and skills necessary for survival in our law based society. Students engage in active learning experiences such as mock trials, moot courts, role play, case studies, simulations and small group exercises. Students explore the definition of law, citizen's rights and responsibilities under the law, learn methods of dispute resolution, as well as identify and analyze public issues. Exploration of a variety of legal careers will be a theme throughout the course. This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective. (Undergoing process of approval).

Prerequisite: Grades 10-12

AP PSYCHOLOGY **4602 Year**

AP Psychology is a college level course designed to introduce students to the scientific study of the behavioral and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students will also learn about the methods and ethics of psychologists in science and practice. Students are expected to take the AP exam given by the College Board in May.

Prerequisite: Grades 11-12.

AP AFRICAN AMERICAN STUDIES **4376 Year**

The Advanced Placement African American Studies (APAfAm) course is designed for 11th & 12th grade students to explore the rich and diverse history, culture, and contributions of African Americans in the United States. This rigorous course delves into various aspects of African American experiences, including history, literature, art, music, politics, and social issues. Students engage in critical analysis of primary sources, scholarly texts, and cultural artifacts to deepen their understanding of the complexities and significance of African American history and culture.Throughout the course, students examine key themes such as identity, resistance, liberation, and social justice, and they are encouraged to make connections between historical events and contemporary issues facing African American communities. The curriculum often includes discussions on the impact of slavery, the Civil Rights Movement, the Harlem Renaissance, and other significant periods and movements in African American history.By the end of the course, students are expected to demonstrate a comprehensive understanding of African American Studies through essays, projects, presentations, and discussions. This course not only prepares students for college-level work but

also fosters a deeper appreciation and awareness of African American contributions to American society and beyond.Successful completion of this course satisfies state US History graduation requirements.

CoTeach History
Special Education students may co-teach history classes at all grade levels if recommended by the IEP team. These are classes with both a general education teacher and a special education teacher. Classes meet all graduation and a-g requirements. Students may receive additional accommodations to better access the curriculum.

SDC History **9731 9743 9710 9711 9727**
These classes are provided for special education students in a separate setting at all grade levels. Classes are smaller, with a max of 15 students, and are staffed with a special education teacher and a paraprofessional. The curriculum is modified and students receive accommodations to better access the curriculum. These classes meet graduation requirements but do not meet a-g requirements.

WORLD LANGUAGES

All World Language classes encourage students to learn and use 21st century technology skills to access the internet as a supplemental resource for class information, communication, and assignments.

FRENCH

FRENCH I **9100 Year**
The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a French-speaking environment. Students learn to talk about themselves, their families and their friends; they learn how to get around in towns, use public transportation in Paris and give directions; they learn how to make purchases in stores; they will be able to talk about the city of Paris and its attractions; and they learn to use the appropriate language in a variety of social interactions. One section is open for both high and middle school students.
Prerequisite: A grade of “C” or better in English and teacher recommendation.

FRENCH II **9110 Year**
Students further develop their abilities to function in situations they might encounter in a French-speaking environment. Students learn to describe people and things, how to talk about their residence and be able to get lodging (hotel), interact with others about their leisure-time and vacation activities and talk about health concerns. The students’ cultural knowledge expands to include all of France and its varied customs, traditions, landscapes and points of interest.
Prerequisite: A grade of “C” or better in French I.

FRENCH III **9120 Year**
The purpose of this course is to further develop the student's ability to function in a French-speaking environment. Students learn to discuss jobs and the workplace; they learn to discuss clothing and its purchase; they learn to make travel plans using trains, planes and cars; and they learn more about French food and how to act appropriately both in a restaurant and at a family dining table. The students’ cultural knowledge expands to include the Francophone world with its varied histories, customs and points of interest.
Prerequisite: A grade of C or better in French II

FRENCH IV **9125 Year**

The primary goals of French IV are: the refinement of communicative skills in the four skill areas of listening, speaking, reading, and writing; the enhancement of strategic competence (communicative strategies); the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); and the refinement in understanding the French and Francophone culture.
Prerequisite: A grade of "C" or better in French III.

AP FRENCH LANGUAGE AND CULTURE **9130 Year**
The purpose of this course is to give students a continuing opportunity to refine their communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course emphasizes communication and the study of the language and culture.
Students are expected to use French 100% of the time.
Prerequisite: A grade of "C" or better in French III or French IV.
Recommended: A grade of "B" or better in French III.

MANDARIN

MANDARIN I **9202 Year**
Mandarin 1 is a year long introductory course for students with no basic knowledge of Mandarin Chinese. It introduces students to Mandarin Chinese through a communication-based approach. Students will learn the fundamentals of the language, history, as well as the culture by accomplishing meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and in community. Some of the cultural topics include traditional holidays and activities, such as Moon Festival, Chinese New Year, and Dragon Boat Festival. In addition, they will learn Chinese through comparing and contrasting the celebration of Chinese holidays and that of Western holidays such as Halloween, Thanksgiving, Christmas, Easter, and any applicable American holidays.

MANDARIN II **7511 Year**
Students further develop their abilities to function in situations they might encounter in a Chinese Mandarin-speaking environment. Students learn how to travel in town, use public transportation and give directions; they learn how to make purchases in stores; and they learn to use the appropriate language in a variety of social interactions. Students learn to appreciate Chinese customs and history in more depth and develop critical thinking skills through the comparisons between Chinese culture and their home culture. Students are expected to participate in class activities using Chinese Mandarin to a large extent.
Prerequisite: A grade of "C" or better in Mandarin I.

MANDARIN III **9204 Year**
Mandarin III course is a year-long intermediate course that offers students who have successfully completed Mandarin II or the equivalent the opportunity to continue the study of Chinese language and culture. It builds on the communicative-based competencies in Chinese culture, vocabulary, grammatical structures, and language proficiencies acquired in Mandarin II. Students will be provided with communicative experiences in the target language necessary to inquire and inform in more complex situational contexts. Students will continue to add to their knowledge of how to communicate in the real-life and authentic situations such as the classroom language, survival, travel, relationships, going out, events, etc. with the appropriate cultural response.

Prerequisite: A grade of "C" or better in Mandarin II.

MANDARIN IV **9205 Year**

This course is a theme-based two-semester course intended for students who wish to improve proficiency and integrate their language skills by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This course provides students a deeper understanding of the Chinese language and culture and aims to intertwine meaningful real-life language tasks that enhance vocabulary usage, communicative strategies, reading comprehensions, linguistic accuracy, and cultural awareness & appreciation. The course is taught almost exclusively in Chinese and incorporates authentic materials such as articles, videos, radio clips, social media, and short stories. This course also helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society.

Prerequisite: A grade of "C" or better in Mandarin III and teacher recommendation.

AP CHINESE LANGUAGE AND CULTURE **9208 Year**

The purpose of this course is to give students a continuing opportunity to refine their communication (understating and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course emphasizes communication and the study of the language and culture. This class is taught almost exclusively in Chinese.

Prerequisite: A grade of "C" or better in Mandarin III or Mandarin IV.

SPANISH

SPANISH FOR SPANISH SPEAKERS I **9045 Year**

Students will learn how to read and write at a basic/intermediate level, using different strategies. They will learn and practice formal, academic Spanish, by developing their listening and speaking skills. They will be introduced to Spanish grammar, as well as to classic and contemporary literature.

SPANISH FOR SPANISH SPEAKERS II **9050 Year**

Students will learn how to read and write at an intermediate/advanced level, using different strategies. They will learn and practice formal, academic Spanish, by continuing to develop their listening and speaking skills. They will continue learning the use of Spanish grammar and syntax, and they will expand their knowledge of classic and contemporary literature.

Prerequisite: Spanish I or Spanish for Spanish Speakers.

SPANISH I **9000 Year**

The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a Spanish-speaking environment. Students learn numbers 0-100, students learn to greet people, talk about themselves, their families and their friends. Students learn to travel in towns, use public transportation and give directions; they learn to make purchases in stores; and they learn to use the appropriate language in a variety of social interactions. Students are exposed to the various cultures of Spanish-speaking people, including geography, history, traditions and daily life. Students acquire a basic living vocabulary.

Prerequisite: A grade of "C" or better in English and teacher recommendation.

SPANISH II **9010 Year**

Students further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students learn to appreciate Hispanic customs and history. Students are expected to participate in class activities using Spanish to a large extent.

Prerequisite: A grade of "C" or better in Spanish I.

SPANISH III **9020 Year**

Students further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students learn to speak in the past and future tenses and to express desires, emotions and beliefs; they learn to order food and to express their tastes in food; they learn to travel using public transportation in Spanish speaking countries. Students study art and art history of the Spanish-speaking world. Students' cultural knowledge expands by learning customs, art and points of interest in the Spanish-speaking world. Students are expected to participate in using Spanish language to a large extent.

Prerequisite: A grade of "C" or better in Spanish II.

SPANISH IV **9029 Year**

The primary goals for this course are the refinement of communicative skills in the four skill areas of listening, speaking, reading, and writing; the enhancement of strategic competence (communicative strategies); the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); and the refinement in understanding Spanish and Hispanic cultures. Students are expected to participate in using Spanish language 100% of the time.

Prerequisite: A grade of "C" or better in Spanish III.

AP SPANISH LANGUAGE AND CULTURE (AP SPANISH IV) **9030 Year**

The purpose of this course is to give students a continuing opportunity to refine their communication (understating and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course emphasizes communication and the study of the language and culture. This class is taught in Spanish only. Students are expected to use Spanish 100% of the time.

Prerequisite: A grade of "C" or better in Spanish III or Spanish Speakers 2.

AP SPANISH LITERATURE AND CULTURE (AP SPANISH V) **9041 Year**

The AP Spanish Literature and Culture course introduces students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism). Students are expected to use Spanish 100% of the time.

Prerequisite: A grade of "B" or better in AP Spanish Language.

CALAPS Courses

California Advancing Pathways for Students (CALAPS)

For additional course details and registration and schedule, please visit: www.calaps.org

Courses: Click on each course for more information

- ASE Automotive Technology 1
- ASE Automotive Technology 2 - Electric "Switch Vehicle"
- Culinary Arts
- Culinary: Baking and Pastry
- Early Childhood Specialist/Child Care Worker
- Emergency Medical Technician Preparation
- Entrepreneurship Design Thinking
- Entrepreneurship
- Fashion, Apparel, Merchandising and Design Course 1
- Advanced Fashion, Apparel and Textiles Course 2
- Firefighting Occupations Course 1
- Firefighting Occupations- Course 3: EMR
- Firefighting Occupations-Course 2: Fire Control and Safety
- Health Occupations
- Health Occupations Course 2: Patient Care/Medical Services
- Law Enforcement Services Course 1
- Law Enforcement Services Course 2: Crime Scene/Introduction to Forensic Science
- Makerspace "Fab Lab" Course 2
- Makerspace "Fab Lab"
- Stage Production Technology Course 1
- Stage Production Technology Course 2
- Graphic Arts
- CTE Capstone Course
- Introduction to Aviation

Explore, prepare for and practice career success

Mayfair High School & CalAPS courses designed for your student to become College & Career Ready

Health Science & Medical Terminology Sector	Arts, Media & Entertainment Sector	Building & Construction Trades Sector	Hospitality, Tourism & Recreation Sector	Fashion & Interior Design Sector	Business and Finance Sector	Engineering and Architecture Sector
Patient Care Pathway	**Production and Managerial Arts (Stage Production) Pathway**	**Residential and Commercial Construction**	**Food Services and Hospitality Pathway**	**Fashion Design & Merchandising Pathway**	**Financial Services Pathway**	**Engineering Design Pathway**
Concentrator Intro to Health Careers *(g)* or Health Occupations 1 *(g)*	Concentrator Stage Production Technology *(f)*	Concentrator Wood Framing & Plumbing *(g)*	Concentrator Culinary Arts 1 *(g)*	Concentrator Fashion, Apparel & Merchandising *(f)*	Concentrator Accounting 1 (g)	Concentrator Introduction to Engineering Design PLTW (g)
Completer Health Occupations 2 *(g)* Athletic Trainer *(g)* Medical Billing & Coding Patient Care Technician Patient Care Capstone *(g)* DE – HO53 (Electrocardiography) DE - HO54 (Med Lab Skills)	Completer Advanced Stage Production Technology *(f)* Stage Production Capstone *(g)*	Completer Wood Framing and Plumbing Systems 2 *(g)* Residential Capstone *(g)* Build a Tiny Home *(g)* – *pending*	Completer Culinary Arts – Baking & Pastry *(g)* Culinary Arts Capstone *(g)* DE – CA 230 Healthy Cooking	Completer Advanced Fashion, Apparel & Merchandising *(f)*, Fashion, Design, & Merchandising 3 *(g)*, Fashion Design Capstone *(g)*	Completer Accounting 2 (g) Accounting Capstone (g)	Completer Principles of Engineering PLTW (g)
Available Certificates CPR/First Aid Certified Clinical Medical Assistant	Available Certificates OSHA 10	Available Certificates OSHA 10	Available Certificates ServSafe Articulated with Cerritos College	Available Certificates	Available Certificates	Available Certificates

Notes

All CTE classes are approved as math, electives, fine art or science credit for UC/CSU System.
(c) Math, (d) – Science, (f) – Visual/Performing Art, (g) College Prep Elective.
CalAPS courses are blue.
DE – Dual Enrollment

Curriculum:

Curriculum is driven by industry. State academic standards are integrated with current developments in the field to provide an optimal technical education. BUSD coordinates efforts to provide CTE Pathway teachers with professional development and industry engagement on a state and county level to give students relevant training for the region's high wage, high need and high growth jobs. Students and parents will be made aware of the steps to assure continuing CTE training for lifelong success through counseling and career exploration.

Pathway:

300 or more hours of CTE instruction, in a progressive sequence of courses, academic programs & learning experiences, designed to prepare individual students to work upon graduation or to progress in their education towards a technical or professional level career in a high demand occupation.

Types of courses:

- **Introduction:** The first class in a series of courses; the foundation for a pathway. (Usually MS)
- **Concentration**: The intermediate level of classes focusing on a specific pathway.
- **Completer/Capstone**: The advanced level of classes in a series of coursework specific to a pathway. Advanced students may be placed in internships in the community. You're a CTE completer when you have completed 300 hours of instruction in a sequence. An example is completing two 180 hour classes.

Explore, prepare for and practice career success

Mayfair High School & CalAPS courses designed for your student to become College & Career Ready

Public Service Sector	Informational & Communication Technologies Sector	Transportation Sector	Early Childhood Development & Family Services Sector	Marketing Sales and Service Sector	Manufacturing & Product Development Sector
Public Safety Pathway	**Software and Systems Development**	**Systems Diagnostics & Repairs Pathways (Aviation)**	**Child Development Pathway**	**Entrepreneurship/Self-Employment Pathway**	**Graphic Production Pathway**
Concentrator Law Enforcement *(g)*	Concentrator Computer Science 1 *(c)* AP Computer Science Principles *(d* Web Design & Animation *(g)*	Concentrator Taking Flight – Introduction to Aviation and Drones *(g)*	Concentrator Early Childhood Specialist *(g)*	Concentrator Entrepreneurship *(g)*	Concentrator Graphic Production Technology *(f)*
Completer Crime Scene and Forensic Science *(g)* Law Capstone *(g)*	Completer AP Computer Science A *(c)* JavaScript Programming *(g)*	Completer Taking Flight – Advanced Aviation *(g)*	Completer Early Childhood Development 2 *(g)* Early Childhood Capstone *(g)*	Completer Entrepreneurship – Design Thinking *(g)*	Completer Advanced Graphic Production Technology *(f)* Graphic Production Capstone *(g)*
Available Certificates CPR/First Aid	Available Certificates	Available Certificates FAA Part 107	Available Certificates	Available Certificates	Available Certificates
Emergency Response Pathway	**Games and Simulation Pathway**	**Systems Diagnostics & Repairs Pathways (Automotive)**	**Education Pathway**	**Marketing Pathway**	**Product Innovation & Design Pathway**
Concentrator Firefighting Occupations *(g)*	Concentrator ESports Video Gaming *(d)*	Concentrator ASE Automotive Technology 1 *(g)*	Concentrator Careers in Education *(g)*	Concentrator Marketing *(g)*	Concentrator Makerspace "Fab Lab" *(g)*or BioAnimaker *(f)*
Completer Fire Control and Safety *(g)* Firefighting 3 – EMR *(g)*; Fire Capstone *(g)* Pre-EMT *(g)*; EMT *(g)*	Completer ESports Advanced Video Gaming *(d)* Business of ESports *(g)* ESports Capstone *(g)*	Completer ASE Automotive Technology 2 – Electric Switch Vehicle *(g)* DE – Auto 100	Completer DE - Careers in Education 2 *(g)* Education Capstone *(g)*	Completer Retail Marking *(g)* Marketing Capstone *(g)*	Completer Makerspace "Fab Lab 2" *(g)* or Advanced BioAnimaker *(d)* Makerspace Capstone
Available Certificates CPR/First Aid CERT trained Fire Articulated with LBCC EMT National Certification	Available Certificates	Available Certificates	Available Certificates	Available Certificates	Available Certificates

Notes

All CTE classes are approved as math, electives, fine art or science credit for UC/CSU System.
(c) Math, (d) – Science, (f) – Visual/Performing Art, (g) College Prep Elective.
CalAPS courses are blue.
DE – Dual Enrollment

BUSD CTE PATHWAY CHART

Information & Communication Technologies

Pathway 1: Software & Systems Development

Courses
Computer Science Discovery
CTE Computer Lit
Web Design & Animation
Computer Science Principles
AP Computer Science Principles
AP Computer Science A
JavaScript Programming

Pathway 2: Games and Simulation Pathway

Courses
Intro to Esports
Video Game Design
Esports Advanced Video Gaming
***AP Comp Science UC a-g "d"
***All others UC a-g "g" approved

Bellflower High School
Mayfair High School

Engineering & Architecture

Pathway: Engineering Design

Courses
Engineering Fundamentals
Introduction to Engineering Design
Computer Assisted Drafting
Principles of Engineering
Computer Assisted Drafting Advanced
*** Intro to Engineering Design & Principles of Engineering
UC a-g "g" approved

Somerset High School
Mayfair High School

Marketing Sales & Services

Pathway 1: Entrepreneurship/ Self-Employment

Courses
Introduction to Business Entrepreneurship/Design Thinking

Pathway 2: Marketing

Courses
Marketing
Retail/Marketing
Capstone Course - Marketing
***All UC a-g "g" approved

Mayfair High School

Manufacturing & Product Development

Pathway 1: Graphic Production Technologies

Courses
Graphic Production Technologies
Advanced Graphic Production Technologies

Pathway 2: Product Innovation & Design

Courses
BioAnimaker
Advanced BioAnimaker
*** Advanced BioAnimaker UC a-g "d"
***All others UC a-g "f" approved

Bellflower High School
Mayfair High School

Arts, Media & Entertainment

Pathway: Production & Managerial Arts

Courses:
TV, Film & Digital Video
Film/Video Production 2
Stage Production Technology
Advanced Stage Prod. Tech
***All UC a-g "f" approved

Bellflower High School
Mayfair High School

BELLFLOWER UNIFIED SCHOOL DISTRICT
BELLFLOWER - CERRITOS - LAKEWOOD

Hospitality, Tourism & Recreation

Pathway: Food Services & Hospitality

Courses
Culinary Arts 1
Culinary Arts 2
*** All UC a-g "g" approved

Bellflower High School

Health Science & Medical Technology

Pathway 1: Patient Care

Courses
Introduction to Health Careers
Medical Billing/Coding
Medical Assistant
Sports Therapy/Athletic Trainer

Pathway 2: Mental and Behavioral Health

Courses
Counseling and Mental Health Services
Peer Counseling
***All UC a-g "g" approved

Bellflower High School
Mayfair High School

Business & Finance

Pathway: Financial Services

Courses
Accounting 1
Accounting 2
***All UC a-g "g" approved

Mayfair High School

Transportation

Pathway: Systems Diagnostics Service & Repairs

Courses
ASE Automotive Technology 1
ASE Automotive Technology 2 - Electric "Switch Vehicle"
Into to Aviation
Advanced Aviation
***All UC a-g "g" approved

Bellflower High School

Building & Construction Trades

Pathway 1: Cabinetry, Millwork & Woodworking

Courses
Intro to Woodworking
Advanced Woodworking
Cabinetmaking

Pathway 2: Residential and Commercial Construction

Courses
Wood Framing & Plumbing
Wood Framing & Plumbing Systems 2
***All UC a-g "g" approved

Bellflower High School
Mayfair High School

MAYFAIR MIDDLE SCHOOL

COURSE DESCRIPTIONS

7th Grade Academic Course Descriptions

English 7 **3120 Year**

This course is aligned to the California Common Core English Language Arts standards in grade 7. Students in this course will receive integrated language arts instruction in reading, writing, and speaking and listening, with an emphasis on organizational and study skills, critical thinking, literary analysis skills, and research skills. The core curriculum emphasizes literary works, informational text, test-taking strategies and on-going academic vocabulary development. The goal is to prepare students for high school English Language Arts and college eligibility.

****Advanced English 7** **3130 Year**

This course is aligned to the California Common Core English Language Arts standards in grade 7 and is designed for students who **consistently score at or above proficient levels on English Language Arts assessments. Students should also have mostly 4's on their report card in English Language Arts and should be independent with a strong work ethic. Students should also have a score of 7 or higher on the most recent district writing assessment.** Students study the core curriculum enriched with literary and research projects for independent critical thinkers. This course is designed to be more rigorous than English 7 and is planned for students who are motivated to work towards honors/AP classes in high school.

Math 7 **7011 Year**

Instructional time will be focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The eight mathematical practice standards will be embedded in the curriculum.

****Accelerated Math 7** **7012 Year**

Instructional time will be divided into seven critical areas: (1) developing understanding and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples; (5) formulating and reasoning about expressions and equations, including modeling and association in two variable data with a linear equation, and solving linear equations and systems of linear equations; (6) grasping the concept of a function and using functions to describe quantitative relationships; (7) analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The eight mathematical practice standards

will be embedded in the curriculum. Students should score in the 'Standard Exceeded' performance band of the SBAC math assessments and have mostly 4s on their math report cards.

World History 7 **4010 Year**

This course is aligned to the California History-Social Science content standards in grade 7. Students study the social, cultural, and technological changes that occurred in Europe, Africa, Asia, and the Americas in the years 500-1650 C.E. Students examine the historical, social, geographical, and religious aspects of these world civilizations. Critical thinking, reference skills, and technology skills are also integrated within this course. The goal is to prepare students for high school Social Science courses and college eligibility.

****Advanced World History 7** **4020 Year**

This course is aligned to the California History-Social Science content standards in grade 7 and is designed for GATE-identified students, or those who **Students must also have consistent 4's on their report card in Social Science. The core curriculum is enriched with research projects emphasizing critical thinking and independent analysis of primary sources**. This class is very rigorous and designed for highly motivated students preparing for AP classes in high school.

Dual Immersion World History 7 **4000 Year**

This course is aligned to the California History-Social Science content standards in grade 7. Students study the social, cultural, and technological changes that occurred in Europe, Africa, Asia, and the Americas in the years 500-1650 C.E. Students examine the historical, social, geographical, and religious aspects of these world civilizations. Critical thinking, reference skills, and technology skills are also integrated within this course. The goal is to prepare students for high school Social Science courses and college eligibility.
Prerequisite: Dual Immersion students only. Course is taught in Spanish.

Integrated Science 7 **6002 Year**

This course is aligned to the Next Generation Science Standards in grade 7. Students in this course will receive integrated science instruction in cell biology, genetics, evolution, Earth and life history, physical principles in living things with an emphasis on investigation and experimentation skills. There will also be a focus on critical thinking, analysis and research skills. The core curriculum emphasizes the use of informational text, test-taking strategies and science academic vocabulary development. The goal is to prepare students for high school science and college eligibility.

****Advance Integrated Science 7** **6024 Year**

This course is aligned to the Next Generation Science Standards in grade 7. Students in this course will receive integrated science instruction in cell biology, genetics, evolution, Earth and life history, physical principles in living things with an emphasis on investigation and experimentation skills. There will also be a focus on critical thinking, analysis and research skills. The core curriculum emphasizes the use of informational text, test-taking strategies and science academic vocabulary development. The goal is to prepare students for high school science and college eligibility. For Advanced Science, must have a high score in math and science. All advanced students must have excellent work habits and attendance, an eagerness to learn, and the desire for academic challenge. Students must also be creative and original thinkers.

8th Grade Academic Course Descriptions

English 8 **3220 Year**

This course is aligned to the California Common Core English Language Arts standards in grade 8. Students in this course will receive integrated language arts instruction in reading, writing, and speaking and listening, with an

emphasis on organizational and study skills, critical thinking, literary analysis skills, and research skills. The core curriculum emphasizes literary works, informational text, test-taking strategies and on-going academic vocabulary development. The goal is to prepare students for high school English Language Arts and college eligibility.

****Advanced English 8** **3230 Year**

This course is aligned to the California Common Core English Language Arts standards in grade 8 and is designed for students who **consistently score at or above proficient levels on English Language Arts assessments. Students should also have mostly A's on their report card in English Language Arts and should be independent with a strong work ethic. Students should also have a score of 7 or higher on the most recent district writing assessment.** Students study the core curriculum enriched with literary and research projects for independent critical thinkers. This course is designed to be more rigorous than English 8 and is planned for students who are motivated to work towards honors/AP classes in high school.

Math 8 **7100 Year**

This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

****Integrated Math 1** **7510 Year**

The fundamental purpose of the Mathematics I course is to formalize and extend the mathematics that students learned in Accelerated Math 7. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Integrated Math I course, instructional time focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.
Prerequisite: Accelerated Math 7 with grades of "C" or higher in both semesters, teacher recommendation.

U.S. History 8 **4040 Year**

This course integrates reading, writing, listening and speaking skills into the curriculum. Specific units of study include the Foundations of the United States and its Government; Westward Movement; the Industrial Revolution; Immigration; the Civil War; Reconstruction; and the causes of World War I. Students will be engaging in technology, practicing study and test taking skills, building vocabulary and academic language, comparing and contrasting historical figures as well as exploring their roles as citizens of the United States and the world.

****Advanced U.S. History 8** **4050 Year**

This program has been designed for students who **consistently score at or above proficient levels on English Language Arts assessments. Students should also have A's on their report card in History both semesters and should be independent with a strong work ethic. Students should also have a score of 7 or higher on the most recent district writing assessment.** Advanced students are preparing to enter high school with the skills necessary to be placed in advanced placement classes. Specific units of study include the Foundations of the United States and its Government; Westward Movement; the Industrial Revolution; Immigration; the Civil War; Reconstruction; and the causes of World War I. Students in advanced U.S. History are expected to possess the skills necessary to function in a learning environment that emphasizes higher levels of thinking such as utilizing research skills, critical thinking, creative thinking, analyzing current events, role playing, debating, problem solving, and working in cooperative groups.

Integrated Science 8 **6022 Year**

This course is aligned to the Next Generation Science Standards in grade 8 . Students in this course will receive integrated science instruction in evolution, forces, space, human impact, health and the engineering design process . There will also be a focus on critical thinking, analysis and research skills. The core curriculum emphasizes the use of informational text, test-taking strategies and science academic vocabulary development. The goal is to prepare students for high school science and college eligibility.

****Advance Integrated Science 8** **6025 Year**

This course is aligned to the Next Generation Science Standards in grade 8. Students in this course will receive integrated science instruction in evolution, forces, space, human impact, energy, waves and electromagnetic radiation and the engineering design process with an emphasis on investigation and experimentation skills. There will also be a focus on critical thinking, analysis and research skills. The core curriculum emphasizes the use of informational text, test-taking strategies and science academic vocabulary development. The goal is to prepare students for high school science and college eligibility. For Advanced Science, students must have a high score in math and science. All advanced students must have excellent work habits and attendance, an eagerness to learn, and the desire for academic challenge. Students must also be creative and original thinkers

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Physical Education 7/8

Physical Education: **8006 Year**
All middle school students will be enrolled in physical education.

Highlights of the Physical Education Standards: The five overarching model content standards for middle school students are as follows: Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. Standard 3: Students assess and maintain a level of physical fitness to improve health and performance. Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. In middle school the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

****Unified PE (Application)**
Unified PE is a Physical Education Course which meets the State Standards Middle School Physical Education as it combines students, of all abilities, to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together, as peers, to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

7TH & 8TH GRADE ELECTIVE COURSE DESCRIPTIONS

Intervention Elective Classes

Success I & II —-SOONS Connect (7th & 8th Grade) **5201/5202 Year**

SOONS Connect is a yearlong elective course designed to help students build the academic, organizational, and social-emotional skills needed to thrive in middle school, high school, and beyond. The class integrates the S.O.O.N.S. Matrix values—Show Respect, Own Your Actions, Overcome Challenges, Never Stop Learning, and Serve Others—into daily routines and instruction.

Students engage in:

- Social-Emotional Learning (SEL):School Connect lessons that build self-awareness, resilience, and relationship skills.
- Academic Intervention: Targeted support in English and Math, grade monitoring, and time to complete Next Gen Math practice.
- Organization & Study Skills: Daily planner use, binder/backpack checks, and strategies for goal setting and time management.
- Enrichment & Leadership: Projects, mini-wheel activities, and opportunities to explore college, career, and community connections.

SOONS Connect is a foundational course for all Mayfair Middle School students, preparing them to be organized, responsible, and confident learners.

*****ELD 7/ELD 8** **3180 Year**

Courses in the ELD department help the English learner acquire skills in reading, writing, listening and speaking in English. They provide support to the regular English program and promote student success in other subject areas. Students take these courses in addition to being enrolled in a regular English class. Once an English learner reclassifies using the measures indicated below, ELD courses are no longer mandatory. Students may be moved out of ELD courses at the end of the semester in which BUSD has determined that they can be reclassified as Fluent English Proficient.

7th Grade	8th Grade
1. Met or Exceeds standards on SBAC OR a score of 7 on the District Writing Assessment OR Proficient on the NWEA assessment is a score at the 61st percentile or higher.	1. Met or Exceeds standards on SBAC OR a score of 7 on the District Writing Assessment OR Proficient on the NWEA assessment is a score at the 61st percentile or higher.
2. “C” or higher in English and one other content area	2. “C” or higher in English and one other content area
3. ELPAC overall score of 4	3. ELPAC overall score of 4

*****Math Support & Enrichment** **7030 Year**

Math Support is specifically designed to bring struggling students up to or near grade level with respect to common algorithms needed to master arithmetic. Students are also guided through a review of operations with fractions and operations with decimals as well as support of grade level material.

Given that this class doubles the amount of math instruction a student receives, this is a best fit for students that are invested in putting in additional effort to succeed. Students are also given an opportunity to 'test out' at the semester.

Requirements:

Incoming 7th graders: SBAC Math from 6th grade score of 1 or 2 and 6th grade Math grade 1 or 2 (Standard not met or Standard Nearly met (or IXL - Numbers and Operations below 600s.

8th graders: SBAC Math score from 7th grade of Standard Not met or Standard Nearly Met and IXL - Numbers and Operations below 700s.

Electives by Application

****ASB/LEADERSHIP** **4825 Year (Application)**

This class is open to all, but students are selected through an interview process that involves an application, letters of recommendation and possibly previous report cards. This course gives 7th and 8th graders the opportunity to learn how to organize student activities and run an effective student government. Students will gain hands-on experience with organizing dances, assemblies, fundraisers, producing the middle school yearbook, and service projects. This class is an essential part of Mayfair Middle School and there are many opportunities to make a difference in the lives of the students at Mayfair. ASB works closely with students, faculty, administration, and staff to make school an interesting and enriching experience. The interviews are conducted by faculty and peers. For more information or any questions contact Mr. Saunders at bsaunders@busd.k12.ca.us

****AVID 7** **6818 Year (Application)**
****AVID 8** **6819 Year (Application)**

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) is an elective that primarily focuses on college and career readiness. Students will receive additional academic, social, and emotional support that will help them succeed in their most rigorous courses. Furthermore, the language and literacy needs of long-term English language learners can be addressed through this course. This program helps students build and acquire skills needed throughout their secondary education including organization, critical thinking, inquiry, and self-advocacy. Overall, AVID students will be able to utilize these skills in their current and future classes and beyond high school.

****WEB: WHERE EVERYBODY BELONGS (7th & 8th grade)** **6802 Year (Application)**

In this course, students will model what it means to be SOONS, with an emphasis on serving our 7th graders. Students will organize and lead various school activities (ex. 7th grade orientation, lunch on the lawn, tournaments, etc.). Students will develop communication and leadership skills through various classroom and extracurricular activities. This class is open to all, but students are selected through the same process described above for ASB/Leadership.

YEARBOOK 7/8 **3831 Year (Application)**

Instrumental & Vocal Electives

Beginning Band **1505 Year**

This is a class for anyone that wants to learn to play an instrument and is open to all seventh and eighth grade students. Instruments that are taught in this class are; flute, clarinet, saxophone, trumpet, trombone, French horn, baritone, tuba, bass clarinet, and percussion.

Beginning Strings **1513 Year**

Students will be able to experience music learning a string instrument: violin, cello, and bass. The students will learn how to read music notes, rhythms and the technique to play these great string instruments. The students will learn about the great string composers and perform their music. The class will take field trips to observe orchestras as well as perform in concerts and music festivals around the community. Some school instruments are available for use but some students may have to provide their own. This class is open to high school and middle school students.

Junior Band **1503 Year**

This is the advanced band for middle school students. This class is open to all seventh and eighth grade students that already know how to play an instrument and know basic music reading skills. Students will learn a variety of styles of music throughout the school year and attending festivals. Instruments that are taught in this class are; flute, clarinet, saxophone, trumpet, trombone, French horn, baritone, tuba, bass, clarinet, and percussion. Some school instruments are available for use but most students will need to provide their own instrument.

Introduction to Music Technology **1554 Semester**

Music Technology will provide an opportunity for student musicians to develop musical and technical skills on digital audio workstations. Students will develop techniques of audio editing, music reading, listening skills, song writing, beat making, audio mixing/mastering using a variety of music technology resources and musical styles. No musical experience is required.

Advanced Chorus (7/8th grade Girls/Boys Chorus) (Audition required) 1541 Year

This course provides 7/8th grade boys and girls with a class to learn and grow as singers, leaders, and musicians. Students will be expected to audition for this choir at the end of the previous school year or within the first week of the current school year. Students should already be able to match pitch and sing in harmony alongside other singers. The course will continue to develop their vocal technique, music theory skills, and performance practices, as well as offer them additional performance opportunities.. There are a minimum of four major concerts a year, and the attendance is required at all concerts. Students will also participate in performances at competitions, assemblies, festivals, and theme parks.

Junior Chorus (7th/8th grade Girls Chorus) (no audition necessary) 1539 Year

This course is designed to introduce and develop basic singing techniques, performance practices, and basic music theory. Students will sing a wide range of music from classical to pop and learn music through group activities and small ensembles. Students will be coached on solo/small group singing performance techniques and microphone techniques. There are a minimum of four major concerts a year, and the attendance is required at all concerts. Students will also participate in performances at competitions, assemblies, festivals, and theme parks.

Varsity Chorus (7th/8th grade Boys Chorus) (no audition necessary) 1538 Year

This course is designed to introduce and develop basic singing techniques, performance practices, and basic music theory. Students will sing a wide range of music from classical to pop and learn music through group activities and small ensembles. Students will be coached on solo/small group singing techniques, such as microphone and performance techniques. There are at least four major concerts a year, and attendance is required at all concerts. Students also participate in performances at competitions, assemblies, festivals, and theme parks.

World Language Electives

All World Language classes encourage students to learn and use 21st century technology skills to access the internet as a supplemental resource for class information, communication, and assignments.

World Language courses meet the UC/CSU a-g requirements in the following category: (e) – Foreign Language. Students must pass the course with a grade of C or better in order to receive Mayfair High School World Language Credit.

FRENCH

FRENCH I 9100 Year

The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a French-speaking environment. Students learn to talk about themselves, their families and their friends; they learn how to get around in towns, use public transportation in Paris and give directions; they learn how to make purchases in stores; they will be able to talk about the city of Paris and its attractions; and they learn to use the appropriate language in a variety of social interactions. One section is open for both high and middle school students.
Prerequisite: A grade of "C" or better in English and teacher recommendation.

FRENCH II 9110 Year

Students further develop their abilities to function in situations they might encounter in a French-speaking environment. Students learn to describe people and things, how to talk about their residence and be able to get lodging (hotel), interact with others about their leisure-time and vacation activities and talk about health concerns. The students' cultural knowledge expands to include all of France and its varied customs, traditions, landscapes and points of interest.
Prerequisite: A grade of "C" or better in French I.

MANDARIN

MANDARIN I 9202 Year

Mandarin 1 is a year long introductory course for students with no basic knowledge of Mandarin Chinese. It introduces students to Mandarin Chinese through a communication-based approach. Students will learn the fundamentals of the language, history, as well as the culture by accomplishing meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and in community. Some of the cultural topics include traditional holidays and activities, such as Moon Festival, Chinese New Year, and Dragon Boat Festival. In addition, they will learn Chinese through comparing and contrasting the celebration of Chinese holidays and that of Western holidays such as Halloween, Thanksgiving, Christmas, Easter, and any applicable American holidays.

MANDARIN II 7511 Year

Students further develop their abilities to function in situations they might encounter in a Chinese Mandarin-speaking environment. Students learn how to travel in town, use public transportation and give directions; they learn how to make purchases in stores; and they learn to use the appropriate language in a variety of social interactions. Students learn to appreciate Chinese customs and history in more depth and develop critical thinking skills through the comparisons between Chinese culture and their home culture. Students are expected to participate in class activities using Chinese Mandarin to a large extent.
Prerequisite: A grade of "C" or better in Mandarin I.

SPANISH

SPANISH FOR SPANISH SPEAKERS I 9045 Year

Students will learn how to read and write at a basic/intermediate level, using different strategies. They will learn and practice formal, academic Spanish, by developing their listening and speaking skills. They will be introduced to Spanish grammar, as well as to classic and contemporary literature.
Prerequisite: Dual Immersion Students or Spanish Speakers.

SPANISH FOR SPANISH SPEAKERS II 9050 Year

Students will learn how to read and write at an intermediate/advanced level, using different strategies. They will learn and practice formal, academic Spanish, by continuing to develop their listening and speaking skills. They will continue learning the use of Spanish grammar and syntax, and they will expand their knowledge of classic and contemporary literature.
Prerequisite: Spanish I or Spanish for Spanish Speakers.

SPANISH I 9000 Year

The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a Spanish-speaking environment. Students learn numbers 0-100, students learn to greet people, talk about themselves, their families and their friends. Students learn to travel in towns, use public transportation and give directions; they learn to make purchases in stores; and they learn to use the appropriate language in a variety of social interactions. Students are exposed to the various cultures of Spanish-speaking people, including geography, history, traditions and daily life. Students acquire a basic living vocabulary.
Prerequisite: A grade of “C” or better in English and teacher recommendation.Do

SPANISH II 9010 Year

Students further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students learn to appreciate Hispanic customs and history. Students are expected to participate in class activities using Spanish to a large extent.
Prerequisite: A grade of “C” or better in Spanish I.

Semester Exploratory Electives

Art 7/8 **1000 Semester**

The purpose of this class is to expose students to all areas of the visual arts. They will be given the opportunity to experience creating projects using a variety of materials and techniques in drawing, painting, sculpture, print-making and graphics arts. It is hoped that each student will gain a comprehensive overview of the various types of visual art, and the methods that artists have used throughout history to produce them. The students will spend the majority of class time manipulating art materials. They will explore the elements of art and apply them to two and three dimensional art projects in five major areas of the visual arts. They will scan the work of historic artists for aesthetic qualities, and participate in self-evaluation as well as group critiques.

Introduction to Digital Art **1433 Semester**

To provide a solid foundation for beginning middle school art students in drawing, painting, and various art projects using traditional and digital art materials. Students will become familiar with the elements of art and principles of design while completing a variety of assigned projects and experimenting with different media and processes. In addition to art production, students will be introduced to art history, art criticism, and aesthetics.

Creative Writing **3820 Semester**

Prerequisite: At least a 3 in Language Arts. This course will provide students with an opportunity to explore different genres of writing, including poetry, short stories, and journalism/newspaper pieces. The writing process will be emphasized as students plan, write, revise, and publish their own creative works.

Speech & Debate **3810 Semester**

In this course, students will prepare and deliver different types of speeches to inform, persuade, and entertain. Students will also participate in group discussions and debates on current topics and use technology to improve presentations.

Theater I 7th/8th **1910 Semester**

This course is the beginning level for middle school students with no previous theater experience. Students will develop performance skills in speaking, oral interpretation, memorization, characterization, pantomime, and audience awareness through individual and small group performance exercises. A brief unit in stage lighting operation is also included.

****Theater II 7th/8th** **1920 Semester**

Prerequisite: Grade "C" or better in Theatre I or Teacher Approval. The course will examine the mechanics of a script, such as dialogue, plot, structure, character, comedy/tragedy, setting, conflict, etc. Students will write and perform their own original pieces demonstrating a comprehension of the dramatic element of theatre. Students will also analyze theater pieces for their dramatic elements.

Introduction to Computer Science **2022 Semester**

Students discover the principles of this fast growing field by focusing on creativity and an iterative design process. Intro to Computer Science is an introductory-level course for students brand new to programming and computer design. In this course, you will learn problem solving strategies, software design, and the foundations of computer science. This course will also teach students how to think computationally and solve real world problems, skills that are important to every 21st century citizen.

Introduction to Robotics **5605 Semester**

Students are given the opportunity to combine mechanisms with input and output devices to automate the mechanisms. Construction and programming skills are layered, and projects and the problem provide students the opportunity to connect their learning throughout the lessons in the unit. Students take on the role of interns, and work in teams to identify design requirements and create prototypes to meet the needs of clients. They also explore different aspects of automation and robotics, and experience how solving real-life problems involves the teamwork of mechanical engineers, software developers, and electrical engineers.

Engineering Fundamentals **5619 Semester**

This course is designed to provide students with a broad base of knowledge and flexibility needed to function effectively in the 21st century. Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using computer aided drafting software; students create virtual image of their designs and produce a portfolio to showcase their innovative solutions. Students are exposed to a broad range of technology. This is a project based class requiring a lot of hands-on activities, coupled with direct instruction, independent and group research. Students develop high-level critical thinking skills as well in addition to developing their problem solving skills.

Intro to Woodshop **5700 Semester**

This course introduces students to the fundamentals of woodworking tools and techniques. Students learn to use basic woodworking tools as well as the proper use of equipment and materials with an emphasis on safety. They are

given instruction in safety, hand tools, power tools, designing, and preparing materials' lists. Students construct projects to give them experience working with wood. All students are required to pass a safety test before working with equipment.

Introduction to Esports **2223 Semester**

Esports is a combination of competitive video gaming and live entertainment broadcasting. Esports is alive and growing on campuses across the nation. Students should view this class as an opportunity to start a career in gaming. The goal of this class is to prepare students to understand the competitive and business career aspects of the worldwide esports infrastructure. Students will be able to take the knowledge learned and proceed onto career pathways in the esports gaming ecosystem. Students must be able to keep up with their grades in all classes.