Moorpark High School

Course Directory & Student Handbook

2026 - 2027



It is the Mission of Moorpark High School to prepare each student for college and career readiness.

4500 Tierra Rejada Road Moorpark, CA 93021
(805) 378-6305

The Moorpark Unified School District prohibits discrimination, harassment, intimidation, bullying and sexual harassment based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, marital status, parental status, family status, pregnancy status, 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 in all educational programs, school related or school sponsored activities, school attendance or employment policies which may have an impact or create a hostile environment at school as required by Title IX of the 1972 Education amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the California Fair Employment and Housing Act, and other applicable laws and regulations. For questions or concerns regarding discrimination, harassment, intimidation, bullying or sexual harassment, please contact the District's Discrimination, Equity, and Title IX Compliance Officer: Dr. Melissa LaBelle, Assistant Supt. of Instructional Services, or Dr. Cathrine Lasure, Asst. Supt. Of Personnel Services, 5297 Maureen Lane, Moorpark, CA 93021, (805) 378-6300, mlabelle@mrpk.org or *clasure@mrpk.org*

From the Principal of Moorpark High School

Moorpark High School is excited to welcome you as a member of our school community. Moorpark High is proud of our school's rich academic tradition including our exceptional Academies, College and Career Pathways, athletics, co-curricular and extra- curricular programs. All of these programs are popular, and many have received recognition on a local, county, state, and national level including our recognition as a 2017 Gold Ribbon School with Exemplary Arts Program.

The Moorpark High School Student Handbook and Course Directory offers information on curricular, athletic, co-curricular and extra- curricular programs; we ask that you read it carefully. The handbook is designed to help you set goals and make meaningful decisions regarding your high school career and beyond. The handbook is developed in the winter of each school year, as the year progresses courses and requirements may change; therefore, this handbook is a living document and the information provided in the handbook will be verified with a counselor during your student's registration. Please use this handbook as a tool to begin conversations within your family, for yourself, and to discuss with your counselor. For your convenience, this handbook is also posted on our school website at https://mhs-moorpark-ca.schoolloop.com/.

Our website is one way to keep updated on all of our future events. Our website will give you access to teachers' email addresses and webpages, the school calendar, and Q Parent and/or Student Connect (the method for parents to access student's grades and records). Additionally, you can follow us on Twitter @MoorparkHighSch, on Instagram @moorparkhighschool, and on Facebook/MoorparkHighSchool.

The key to making your Moorpark High School experience rich and rewarding is **INVOLVEMENT**. We encourage all students to be involved in the variety of co-curricular activities, extra-curricular activities, sports, and community service opportunities available at MHS. At this time, we encourage each of you to make your high school years a productive, worthwhile experience. If we can be of any assistance, please feel free to contact us.

Zasha Endres

Principal

Moorpark High School

Vision	Mission	Values
Every graduate at Moorpark High School will be equipped with a detailed plan that guides their purpose and direction for College and Career	Preparing *Each* Student for College and Career Readiness	▪ Achievement ▪ Empathy ▪ Diversity ▪ Safety ▪ Integrity ▪ Community ▪ Inclusivity ▪ Equity

Moorpark High School Staff

Principal	**Zasha Endres**
School Office Manager	**Nicole Padfield**
Assistant Principal	**Tara Thomas**
Assistant Principal	**Jason Umansky**
Assistant Principal	**Jessica Fisher**
AP Secretary	**Mckenna Tedrick**
AP Secretary	**Lissette Rutherford**
Athletic Director & Plant Manager	**Rob Dearborn**
Athletic Office Secretary	**Heidi Magel**
Counselor	**Alyssa Aguirre**
Counselor	**Nancy Anaya**
Counselor	**Darcy Demmon**
Counselor	**Elisa Coronado**
Counselor	**Belen Soriano**
Wellness Center Counselor	**Brenda Gonzalez**
Counseling Secretary	**Tanya Meza**
Admissions Secretary	**Yvette Delgado**
Attendance Technician	**Jessie Garcia**
Clerical Technician	**Christina Torres**
College and Career Center Advisor	**Lindsey Boyd**
Health Office Nurse	**Alexis Miller**
Library Media Tech	**Kristen Abrams**
Library Media Tech	**Janell Fanger**
Receptionist	**Viridiana Covarrubias**
Registrar	**Danika Elvine**

Table of Contents

From the Principal 1
Mission, Philosophy, ECLRS 2
Staff 3
Counseling 5
Counseling Services 5
College and Career Center 5
Registration and Records 6
Student Appointments 6
Course Scheduling 8
State Seal of Biliteracy 9
Naviance 9
NCAA/NAIA Eligibility 9
Graduation Requirements 10
UC/CSU Requirements 12
Student Information 14
Visitors 15
School Dress Code 15
Electronic Devices 15
Academic Honesty 16
Attendance 17
Off Campus Lunch 17
Detention 18
Deliveries 18
Discipline 18
Serious Misconduct 18
Graffiti Tools 19
Alcohol and Drugs 19
Tobacco 19
Prescription Medication 19
Extracurricular Clubs 20
Athletics 20
Athletic Tryouts 20
Non-Discrimination 22
Bullying 24
Sexual Harassment 24
Curricula and Courses 26
Course Level Descriptions 27
Advanced Placement Courses 27
Explanation of Credits 27
Grading Policies 27
Special Programs 28
Structured Academic Support 29
Career Technical Education 29
Academies & Pathways 29
English 31
English Language Development 32
Mathematics 33
Physical Education 34
Science 35
Social Science 38
Visual & Performing Arts/Technology 40
World Language 43
Non-Departmental 45
Career Education Center 49

Counseling

Counseling Services

- Help to prepare students for college and career readiness
- Engage, advocate for and support all students in learning
- Help students to apply academic achievement strategies
- Provide individual student academic planning & goal setting
- Utilize multiple sources of information to monitor and improve student behavior and achievement
- Collaborate with families, teachers, administrators, and community for student success
- Provide FAFSA information to all students yearly
- Advocate for students at Individual Educational Plan (IEP), Student Study Team (SST), and 504 Meetings
- Help students manage emotions & apply interpersonal skills
- Provide short-term counseling services to students and referrals for long-term support services
- Make referrals to other school support services or community resources
- Promote and maintain a safe learning environment for all students
- Assist students with Naviance and college applications

College and Career Center

College Career Center Website

The CCC website provides all students and families with resources and information to support academic, career, and personal development. It includes upcoming events and workshops, career assessments, financial aid and scholarship information, military information, and test prep resources.To access this website, visit the main MHS website, click on the Counseling tab, and then select College and Career Center.

Career Information

Moorpark High School students use a college and career planning tool called Naviance. Students can use it to take career assessments, explore career options, and see what typical tasks and duties of those careers include. The College and Career Center hosts various career engagement events throughout the year to ensure students experience different career opportunities.

College and University Information

Through Naviance, students can explore different colleges, request transcripts and letters of recommendation, and indicate where they plan on applying. The College and Career Center website also offers a variety of resources for college-bound students.

College Fair and Workshops

Moorpark High School hosts two fairs on campus with one in the Fall and one in the Spring. The Fall fair is an out-of-state mini college fair in the quad area at lunch on campus for students to interact with and gather information. The Spring fair is in the evening time and open to the public and offers representatives from colleges, military, trade schools, community college, and local agencies.

College Representatives

College representative visits occur either before school, at lunch, or after school. Representatives are from different colleges, universities, community colleges, or trade schools that come to campus to share information about their school and answer any questions that students may have.

Military Information

The CCC hosts different military branch representatives each month for an on campus visit. The Center also provides information on the different branches and contacts for all of the branches.

SAT & ACT Information

The CCC provides information on testing dates and has test preparation books available for rental. The center also collaborates with a local tutoring company that provides test preparation and exams for purchase.

Scholarships & Financial Aid Information

Scholarships from colleges, universities, corporations, and local businesses are available for all students on Naviance. The center also hosts financial aid workshops and provides helpful financial aid resources on its website.

Workshops

The CCC and Counseling Office offer FREE workshops throughout the year that are available to students and families. These workshops will be advertised on campus as well as on the College and Career Center and Counseling websites. Some of these workshops include: Common Application, CSU & UC, Financial Aid, Exploring College Options, and College Applications.

If you have questions or need information please contact the

MHS College & Career Center at (805) 378-6305 x633

Registration & Records

Parents wishing to enroll their student at Moorpark High School will need to contact the Admissions Office at (805) 378-6305 x6348 to make an appointment to complete the registration process.

Documents for Registration

Parents will need to bring the following documentation items to the registration appointment:

- Completed Student Registration Form (available from MHS Office or Website): mhs.mrpk.org/resources/enrollment-information
- **IMMUNIZATION RECORDS** – Starting July 1, 2011 all students entering 7th through 12th grades will need proof of a T-dap booster shot before starting school.
- Birth Certificate, Visa, or Passport.
- Proof of Residency: A recent utility bill, rental agreement, or escrow papers. Note that gas, water, electric, and trash bills are the only accepted utility bills. If these items are paid in the name of another adult in your household, other than your spouse, you must supply two proofs of residency items in their name along with a Shared Residence Affidavit (available from MHS office).
- If the student resides with only one parent, please provide appropriate legal, court-generated documentation for registration and enrollment purposes.
- If the student is living with someone other than a parent, legal guardianship papers or "Caregiver's Affidavit" are necessary. A note from a legal parent is not sufficient.
- Withdrawal papers, unofficial transcripts with exit grades, and state testing scores for any 10th, 11th, or 12th grade student, from previous schools. CA students must provide California Physical Fitness Test results.
- Student's most recent IEP or 504 Plan (if applicable).

Students from schools outside of California must meet California State graduation requirements and the MUSD's graduation requirements, in order to receive a diploma from Moorpark High School.

Withdrawal Information

Parents wishing to withdraw their student from Moorpark High School need to notify the Admissions Office (805) 378- 6305 x6348. The Parent/Legal Guardian must sign a withdrawal form in the presence of a high school employee. The Librarian will issue a "clearance" signature when all textbooks and Library books are returned. The student will be given a copy of the "Withdrawal Form," a copy of their unofficial transcript, and immunization records to be
taken to the transferring school. Failure to comply with this procedure will delay the release of transcripts, immunization records, and all other pertinent documentation.

HONTranscript Ordering & Fees

Transcripts may be obtained from the MHS Registrar in the Counseling Office.

Current students:
Official transcripts for current students are a flat fee of $10 per school year (July 1–June 30). Payment can be made at the MHS Student Store, either in person or online through the MHS Webstore. Students are responsible for paying the transcript fee and then emailing the Registrar at mhstranscripts@mrpk.org with their order number and preferred delivery method.

Current seniors:
Seniors who need official transcripts sent directly to prospective colleges should first pay the transcript fee and then request transcripts electronically through Naviance. Once the request is submitted in Naviance, the student's counselor will send transcripts to the requested college(s).

Alumni:
Official transcripts for alumni must be requested through Parchment.com. Processing fees vary depending on the delivery method selected. To remain FERPA-compliant, transcript requests for former students over the age of 18 must be submitted by the student directly. MHS cannot release records to a third party without written authorization from the student. Requests submitted by a third party without signed authorization may result in processing delays.

Processing time:
Transcript requests may take up to three (3) business days to process once the Registrar has been notified and all applicable fees have been paid. Requests submitted through Naviance may require additional processing time.

Unofficial transcripts:
Unofficial transcripts are free of charge and may be requested by emailing the Registrar at mhstranscripts@mrpk.org or by visiting the Counseling Office in person.

Student & Parent Appointments

Students can:

- Come to the Counseling Office before school, after school, or during lunch.
- Complete a Counselors Request Form, if it is urgent; please notify the Counselors' Secretary, who will locate a Counselor immediately.
- Counselors will send call slips for students for specific appointments during the day.

Please keep in mind that the Counselors are available before and after school on a first come-first served basis.Parents may contact the office or email the counselor for appointments or other concerns between the hours of 7:30 a.m. and 4:00 p.m. by calling (805) 378-6305.

NOTE: Parents visiting or calling our school may ask for a translator.

NOTA: Los padres que necesitan alguien que les traduzca en español por favor de llamar a la escuela.

Testing

Testing and assessment tools are an integral part of the MHS educational environment. All students are encouraged to demonstrate their abilities to their fullest capacity on each test proctored. Local, state, and national test results are kept in each student's file, and may be considered a part of the graduation requirement.

Tests Proctored By MHS

AP (Advanced Placement)

Advanced Placement (AP) is a program offering college- level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores (typically scores of 3 or better) on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. Advanced Placement tests are given during the Spring Semester.

ELPAC (English Language Proficiency Assessments for California)

ELCAP is the standardized test given to LEP (Limited English Proficient) students to assess their reading, writing and speaking English academic skills. To be reclassified as RFEP (Reclassified Fluent English Proficient), students must score an overall PL4 with an additional subtest and meet other district-stated criteria.

PreACT

PreACT gives students an estimated ACT test score and can be used as an indicator of college and career readiness. Reports include data to help teachers and counselors target interventions, inform classroom instruction, and guide students in course selection. The PreACT is administered once per year at MHS, typically in November. There are a limited number of tests available.

PSAT (Preliminary Scholastic Aptitude Test)

The PSAT is a shorter version of the SAT (see next page) and is usually taken in the junior year as practice for the SAT and is used to determine National Merit Scholars. Students must register to take the test and pay the fee in the Student Store. The PSAT is administered only once a year at Moorpark High School in October. Limited quantity available.

CAASPP (California Assessment of Student Performance and Progress)

The California Assessment of Student Performance and Progress administration includes the Smarter Balanced Summative Assessments (ELA and Mathematics); the California Alternate Assessments (CAAs), including the CAA for Science; and the California Science Test (CAST); These tests are administered in the Spring of 11th grade year.

Tests Proctored by Outside Agencies

ACT (American College Test)

The ACT is a college entrance exam that may be used as an alternative to the SAT. The ACT test content consists of English, Math, Reading, and Science. There is also a writing test. Many colleges require the writing portion to be completed. There are six dates between September and June (different dates than the SAT). Students may take the test more than once. Apply online. Contact: www.actstudent.org.

ASVAB (Armed Services Vocational Aptitude Battery)

Multiple-aptitude test that helps students identify their interests and provides information about their verbal, math, science, and technical skills. Students are able to identify the occupations that match their interests. The test is proctored by civilian Education Services Specialists. This is a FREE test available to 11th & 12th graders during the school day.

HiSet

The HiSET Proficiency provides students with the opportunity to take the HiSET language arts and mathematics subtests, which assess their proficiency in the standards taught up to the 12th grade level. Upon successfully passing each of the three subtests, eligible students will be awarded a California Certificate of Proficiency, which holds the same legal equivalent as a California-issued high school diploma. Official documentation is required for withdrawal.
https://hiset.org/california-proficiency/

GED (General Educational Development Test)

The GED may be taken by students 60 days prior to turning 18 years old and older for the purpose of receiving the California High School Equivalency Certificate.
https://www.ged.com/

SAT

The SAT is a nationwide test used by most institutions to help determine college and university course level placement. The SAT is offered and administered by the College Board. It is the student's responsibility to register and pay for this test. The test may be taken more than once. There are seven different test dates between August and June. Students are encouraged to take the SAT as early as May or June of their junior year. Apply online. Contact: www.collegeboard.com

SAT, ACT, and AP Exam Scores

MHS transcripts do not reflect SAT, ACT, or AP exam scores. When submitting college and/or scholarship applications, seniors are reminded that they are responsible for sending their scores directly to colleges through the College Board and ACT organizations.

Course Scheduling

Failure to Complete Registration

Counselors will complete a schedule for each student and will ensure that the proper classes are selected. The electives chosen will be determined by what is available, not necessarily what the student would have chosen. This is why it is very important that students complete the registration process online. Courses are subject to change by Administrator/Counselor when necessary.

Acceptable Program Changes

- Improper student placement
- Computer error
- Prerequisites not met
- Balancing class size (Administrative/Counselor discretion)
- Elective changes will only be considered after all other changes have been made, and if such changes can be accomplished without impacting other classes.
- **Schedule changes will not occur for teacher or period requests.**

Schedule Change Policy

The last day to DROP a class without an "F" is the end of the second week of the semester. A senior who fails the fall semester of a required class, must repeat the class in order to complete graduation requirements. A student may be dropped from a class mid-year based on 1st semester performance upon approval of the parent and counselor.

Changes at semester will be considered if:

- Student is failing after interventions have been attempted.
- Student needs to make-up a spring semester course.
- Students need to make-up credits for graduation; or other extenuating circumstances.
- Student schedules could be affected by mid-year Master Schedule changes.

Teacher Change Policy

A student may only request a change within the first two weeks of first semester if they've previously had that teacher and space is available in a different class. After the first two weeks of first semester ANY request for a teacher change must follow these steps:

- There must be a face to face conference between the teacher, student, and parent to address any concerns.
- After the face to face conference, a time period of 2 weeks must be given to address concerns discussed at the meeting.
- If strong concern still exists, the parent must write a letter to the Assistant Principal, outlining the concerns and reasons for the request and the steps that have been taken before that point to resolve the problem.
- A meeting with the Principal may be requested if concerns persist after completing the foregoing steps.

NOTE: Adhering to the above policy means that a change will be considered, not that a change will be guaranteed.

Free Period Enrollment (1st or 6th)

All students must be enrolled in a six-period school day. An exemption from enrollment in a class must be approved by your student's Counselor. A student may be eligible for a free period in their senior year only, by meeting all of the following criteria:

- Must have a semester grade point average of 2.00 (second semester - junior year).
- Previous history of satisfactory attendance during the junior year.
- Completed 180 or more credits at the conclusion of their junior year.
- Not repeating or remediating any class necessary for graduation.
- Consent form for non-instructional class will be signed by the parent.
- Seniors must be enrolled in a minimum of five classes (not including $0/7^{th}$ period)

Dual Enrollment/Concurrent Enrollment

Dual Enrollment

- Dual Enrollment courses are part of an established partnership between Moorpark High School and Moorpark College, where the student is enrolled in a course that counts simultaneously for high school and college credit.
- These courses are offered on the high school campus and require pre-approval from the student's MHS Counselor.

Concurrent Enrollment

- MHS students may take college courses as Concurrent Enrollment. These classes take place on the college campus and require pre-approval from the student's MHS Counselor.
- Students may earn a maximum of 40 Concurrent Enrollment and/or Charter School credits on their high

school transcript while enrolled at Moorpark High School.

For the Dual Enrollment Policy, please refer to the MHS School Counseling Website.

State Seal of Biliteracy

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.

Biliteracy Criteria for a Student Whose Primary Language is English:

All three requirements must be fulfilled.

- Students must have completed all English Language Arts (ELA) requirements for graduation with an overall grade point average (GPA) of 3.0 or above in those classes.
- Students must have passed the California Assessment of Student Performance and Progress (CAASPP) in ELA "standard met or above" or pass AP exam in English 3, English 4 or AP seminar with a 3 or higher, or SAT with 480 score in reading and writing
- Students must demonstrate proficiency in one or more languages other than English through one of the following methods:
  *Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of 3 or higher.
  *Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.
  *Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.

Biliteracy Criteria for a Student Whose Primary Language is not English:

If the primary language of a student in 9-12 is other than English, the student shall also meet the following two academic requirements:

Attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California Test (ELPAC), which may be administered an additional time, as necessary.
Meet the requirements above as stated in 1, 2, and 3.

Naviance

Navigate your College and Career planning with NAVIANCE. This all-inclusive program is available to students and parents. Naviance is used as the application platform for students who are applying to private, out of state, or any other university that uses the Common Application. Visit https://student.naviance.com/moorparkhi

User name: MHS Google ID
Password: Q Student Connect Password

NAVIANCE Provides:
College & Career Readiness
Link to Common Application
Career Interest Test
College Search
Current information from the College and Career Center
Explore Career Paths
Goal Planning
Personality Type Assessment
Resume Builder
Scholarship Search
Teacher Recommendation Letters
Transcript Requests

California College Guidance Initiative (CCGI)

CaliforniaColleges.edu is the State of California's official college and career planning platform for 6th-12th grade students enrolled in public school districts. The platform allows students to easily connect their applications and academic records to California public colleges and the California Student Aid Commission from one place.

What students can do:

- Match their interests to career goals and make plans for how to achieve them
- View progress toward CSU and UC eligibility
- Get step-by-step instructions for completing the FAFSA or California Dream Act Application
- Launch and monitor applications to CCC, CSU, UC, FAFSA, and/or California Dream Act

NCAA/NAIA Eligibility

The National Collegiate Athletic Association (NCAA) is an athletic association that consists of three divisions (Division I, II, and III) and oversees 23 sports. Division I and II both offer athletic scholarships; however, Division III student-athletes can only receive academic or non-athletics scholarships. For current NCAA academic requirements go to eligibilitycenter.org.

The National Association of Intercollegiate Athletics (NAIA) is an athletic association that organizes college and university-level athletic programs among smaller institutions. The level of competition at NAIA schools is comparable to Division II in the NCAA. Over 90% of schools in the NAIA offer scholarships. For current NAIA academic requirements go to playnaia.org.

Graduation Requirements

Students must complete:

40 Community Service Hours &

230 CREDITS in the Following Areas:

Subject	Years	Credits
Social Science	4	40
English	4	40
Mathematics (Must Complete Math 1)	3	30
Science	3	30
World Language or Visual/Performing Arts or CTE	1	10
Physical Education*	2	20
Electives		60
Total Credits		230

*Students who do not pass 5 of 6 required Physical Fitness Test elements will remain in a physical education course.

Community Service Hours

While in middle school, students may earn up to fifteen (15) hours credit toward the forty (40) hours required for graduation at the high school level. These hours must be completed at a non profit organization and turned in to students' middle school prior to 9th grade.

Fundraising activities for a club in which a student is a member do not count toward community service hours.

A list of local non-profit agencies is available in the Counseling Office.

MHS Community Service requirement requires non-paid hours at a non-profit agency.
Hours worked at a for-profit company will not be accepted.

COURSE SEQUENCE

9th Grade	10th Grade	11th Grade	12th Grade
English 1	English 2	English 3	English 4
CA H&C/Health	World History	US History	PS/Econ
Math	Math	Math	Math - Optional if all credits have been met
Biology	Chemistry	Physics	Science - Optional if all credits have been met
PE	PE	Elective	Elective
Elective	Elective	Elective	Elective

STUDENTS MUST REMAIN IN ALL CORE SUBJECTS UNTIL GRADUATION REQUIREMENTS HAVE BEEN COMPLETED.

College Admission Requirements for UC/CSU Universities*

*Review admission requirements for Private and Out of State Colleges as they may differ from those for the UC/CSU systems.
For A-G approved courses prior to the 2026-2027 school year please refer to the UC Website:
https://hs-articulation.ucop.edu/agcourselist

A-G Course Requirements

Students must pass all A-G college preparatory classes with "C" grades or higher.

A. History/Social Science:

2 Years Required of history/social science, including: one year of World History, Cultures or Geography; and one year of US History; or one-half year of US History and one-half year of American Government/Civics.

10th Grade
World History SAI
World History CP
World History CP HSA
World History Honors
World History Honors HSA
AP European History

11th Grade
US History SAI
US History CP
US History CP HSA
AP US History

12th Grade
AP US Government & Politics

B. English:

4 Years of college preparatory English required. Students may only use 1 year of ESL/ELD English.

9th Grade
ELD SDAIE
English 1 CP
English 1 CP HSA
English 1 Honors

10th Grade
English 2 CP
English 2 CP HSA
English 2 Honors

11th Grade
English 3 CP
English 3 CP HSA
AP English 3 Language and Composition
AP Seminar (UC "B" but Elective for MHS)

12th Grade
English 4 CP
English 4 CP HSA
AP English Literature 4 and Composition
AP Seminar (UC "B" but Elective for MHS)

C. Mathematics:

3 Years Required (4 Years Recommended) of college preparatory mathematics including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Math I SAI
Math I CP
Math II SAI
Math II CP
Math II Honors
Math III CP
Data Science
Precalculus CP
Precalculus Honors
AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science A (UC "C" but Elective for MHS)

D. Laboratory Science:

2 Years Required (3 Years Recommended) -Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry or Physics.

9th Grade
Biology CP
Biology CP HSA
Biology Honors
AP Biology

10th Grade
Physiology CP HSA
Chemistry CP
Chemistry CP with Engineering
AP Chemistry

11th Grade
Chemistry CP HSA
Physics CP
Physics CP with Engineering
Physics Honors
AP Physics 1
AP Physics 2

12th Grade
Zoology CP
Physiology CP
AP Environmental

*AP Computer Science Principles is considered a UC "D"course for A-G, but is an elective course for MHS.

E. Language Other than English:

2 Years Required (3 Years Recommended)-Two years of the SAME language other than English.

Spanish 1 CP
Spanish for Spanish Speakers 1
Spanish 2 CP
Spanish 2 CP HSA
Spanish for Spanish Speakers 2
Spanish 3 CP
AP Spanish 4 Language
AP Spanish 5 Literature

French 1 CP
French 2 CP
French 3 CP
AP French 4 Language

F. Visual/Performing Arts:

1 Year Required - chosen from one of the following categories: Dance, Music, Theatre, or Visual Arts.

Ceramics
Advanced Ceramics
Drawing & Painting
Adv. Drawing & Painting
AP Art History
AP Studio Art: 2-D Design
AP Studio Art: 3-D Design
AP Studio Art: Drawing
Musical Show Production
Adv. Musical Theater

Drama 1
Drama 2
Chorus
Adv. Chorus
Symphonic Band
Wind Ensemble
Jazz Ensemble A
Jazz Ensemble B
Computer Design *
Orchestra/Strings

Concert Orchestra
Dance Sampler
Intermediate Dance
Dance Team/Production
Media Production
Adv. Media Production
Digital Photo 1
Digital Photo 2
Digital Yearbook

G. College Preparatory Elective:

1 Year Required - chosen from the A-G courses beyond those used to satisfy the requirements of the A-G subjects, or courses that have been approved solely in the elective area.

AP Psychology
AP Macroeconomics
AP Research
ASB-Student Government
AVID Senior Seminar
AVID (9^{th}, 10^{th}, 11^{th})
Economics SAI
Economics CP
Economics CP HSA
Financial Math CP
Culinary Arts

Advanced Culinary Arts
Psychology CP
Political Systems SAI
Political Systems CP
Political Systems CP HSA
Renaissance
Sports Medicine & Health Management HSA
Computer Design *
Introduction to Computer Programming
Product Innovation/Design
Advanced Product Innovation/Design
ROP/CEC Classes

*These courses are currently PENDING A-G approval A-G course list: https://hs-articulation.ucop.edu/agcourselist

Student Information

Visitors

Visitors to Moorpark High School must check in at the receptionist desk. Visitors and other non-students will not be permitted to loiter on, or around, the school campus or in school buildings. Such individuals will be escorted off campus and possibly given a "no trespassing" letter. Parents are to schedule conferences in advance at a time convenient for teachers, counselors, administrators, students and parents. Conferences will be scheduled at such times that do not interrupt or interfere with a teacher's class. Students are not permitted to have visitors on campus at any time.

School Dress Code

Recognizing the relationship between personal dress and personal attitude, we encourage each student to dress in such a way as to demonstrate pride in oneself and one's school. It is the intent of this policy to create a school environment that does not distract or interfere with the learning process and ensures the safety of all students.

Personal appearance should not disrupt the educational process, call undue attention to the individual, violate federal, state, or local health and obscenity laws, or affect the welfare and safety of the student or his/her classmates.

The guidelines listed below have been established in order to promote student safety and guidance in their choice of dress.

Specific dress rules include but are not limited to:

Shirts (tops) are required at all times; Bare midriffs, crop tops, halter tops, backless tops, or tube tops are not allowed; See-through tops must be worn with a full coverage shirt underneath; Shorts and skirts must be an appropriate length; Clothing which allows underwear to be exposed is not allowed; Pants, short or long, must stay up without a belt; Footwear is required at all times; Clothing/apparel containing offensive or obscene symbols, signs, slogans or words degrading any cultures, gender, religious or ethnic values may not be worn on school grounds or at any school sponsored activity; Clothing/apparel containing language or symbols oriented toward violence, sex, drugs, alcohol, tobacco or vandalism may not be worn on school grounds or at any school sponsored activity; Gang related emblems or paraphernalia, personal possessions displaying identified gang-style clothing or identified tagging crew writings are not permitted on school grounds or at any school sponsored activity;
Hats that display the following cannot be worn to school or any other school sponsored activity: offensive or obscene symbols, signs, slogans or words degrading any cultures, gender, religious or ethnic values, symbols oriented toward violence, sex, drugs, alcohol, tobacco, vandalism, gang related emblems or paraphernalia, gang-style, tagging style or old English style writings, tagging crew drawings or phrases. Teachers may prohibit hats in class at their discretion.

Consequences

1st Offense – Student will be required to remove the offending item of clothing and replaced with PE Clothes or other alternative clothing
2nd Offense – First Offense consequences plus Detention
3rd Offense – First Offense consequences plus one-day In School Suspension and placed on a behavior contract

Electronic Devices

Students are not required to have an electronic device on campus; phones are available for student use in the administration office. Please review this policy before your student brings an electronic device on campus.

An electronic device is defined as any cell phone or other device capable of transmitting or receiving voice or data communication, as well as any electronic device capable of storing information, taking pictures, or creating videos. Including but not limited to air pods, smart watches and glasses.

Students are allowed to use their electronic device before school, during lunch, and after school. During instructional time, electronic devices should be turned off and stored according to classroom protocol.

Any student bringing an electronic device on campus does so at their own risk. Moorpark High School is not responsible for the loss, damage or theft of these devices. Therefore Moorpark Administration will not look and or conduct investigations regarding electronic devices.

A violation occurs whenever a prohibited device is in plain view, whether or not the student intended to display the device. Any teacher, teacher's assistant, or administrator seeing the device shall ask that it be surrendered immediately. Teachers, teacher's assistants, or administrators are not responsible for lost/stolen devices.

Failing to comply with the surrender request shall be considered to be insubordinate and shall be treated as such in addition to all other penalties under this policy this could result in an in-school suspension

Penalty for Electronic Device Violation:

1st Offense	Students are asked to turn off the device and give it to the teacher. Student can pick up the device after school in the Assistant Principal's office.
2nd Offense	Students are asked to turn off the device and give it to the teacher. Students are issued a referral to the AP office and given detention. Parents are notified via phone call from the administrator. Students can pick up the device after school in the Assistant Principal's office.
3rd Offense	Students are asked to turn off the device and give it to the teacher. Students are issued a referral to the AP office and given detention. A parent conference is held and a determination is made as to whether the device should be brought to school. Parent picks up the device.

Academic Honesty

Plagiarism and Cheating

Plagiarism is the act of stealing another's words. Copyright laws protect printed material from plagiarism. When you borrow someone else's ideas and restate them as your own, you are plagiarizing.

You are plagiarizing if you do the following:

Use someone else's ideas as your own; Use a slightly changed statement as your own, putting your own words here and there and not giving credit; Fail to use quotation marks around exact sentences, phrases, or even words that belong to another person;
Use someone else's examples without giving them credit;
Cite facts and statistics that someone else has compiled;
Present evidence or testimony taken from someone else's argument; Exchange assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not; Use any form of memory aid or assistance during tests or quizzes without the expressed permission of the instructor; also, it is your responsibility to cover your paper from others; Use summaries/commentaries (Cliff Notes, Spark Notes, etc.) in lieu of reading the assigned materials;
Reuse your own work created previously for another class representing it as a first-time assignment.

Students shall not misrepresent examinations, materials, research assignments, and/or homework assignments as their own; when in fact they are the work of someone else.

Students shall not use notes or other aids including electronic devices during examinations unless their use has teacher approval.

Teachers need to be able to clearly demonstrate that cheating has occurred before this policy is implemented.

Consequences

First Incident

If it is determined that a student has been academically dishonest, the teacher will immediately contact the student's parent. The teacher will then notify the administration through a written referral that academic dishonesty has occurred. After an administrative review, the teacher will again contact the parent to inform them of the MHS Academic Dishonesty Policy and the teacher will inform the parent of the outcome of the investigation into the academic dishonesty incident. If it is determined that the student has been academically dishonest, the student will be placed on an administrative contract for the remainder of the school year. The student will receive a zero on the exam or paper. A copy of this policy, and an agreement signed by the student, parent, and administrator, which includes a clear explanation of the school's response to any future recurrences of the same problem, will be placed in the student's file.

Second Incident

If there is a second incident in any class (NEED NOT BE IN THE SAME CLASS), after initial parent notification within the school year, the following will occur: The teacher will notify the administration of the incident through a written referral. The teacher will include supporting documents.
The student may be Drop/Failed from the class where the offense took place. The administration will contact the parents for a conference and review of the incident.
The parent, student and teacher will be present for the conference. The parent/student will be reminded of the previous contact where consequences of cheating were explained. Any further incident of cheating may result in a Drop/Fail from that particular class, and a possible alternative school placement.

Attendance

ABSENCES MUST BE CLEARED WITHIN 48 HOURS

If the student will be absent all day, a parent or guardian must call the 24-hour attendance "hotline" at (805) 531-6444 within 48 hours. You may also send an email to mhsattendance@mrpk.org to clear absences.

Upon returning to school after an all day absence, students are to report directly to their class.

Any absence not cleared within 48 hours will be recorded as TRUANT and will not be changed.

Late Arrivals

Parents must call the Attendance Office at (805) 378- 6305 between 7:00 a.m. – 3:00 p.m. or the 24 hour "hotline" (805) 531-6444 as early as possible to report the reason and the time of arrival. Student should report directly to class.

Leaving Early

For liability reasons, and in support of school safety, no staff member may give any student permission to leave school without prior approval of school administration.

Parents are to call the Attendance Office at (805) 378-6305 with the reason and time of departure. Do not call the 24-hour "hotline". Students must pick up a pass in the attendance office before school or during the passing period prior to departure. Passes will not be delivered to students in the classroom unless a parent/guardian is present in the Main Office.

Students must not leave campus without a pass. Students must report to the Attendance Office when they return to school. Students leaving campus without school permission will be recorded as truant and will not be cleared even if the parent calls after the fact.

Tardy Consequences (late to class up to 15 minutes)

Teacher discretion
Teacher discretion
Teacher contacts parents
Detention assigned by AP – parents notified
Detention assigned by AP – parents notified
May lose privileges including off-campus pass

Tardy Sweeps: Students found late to class without an authorized pass during a tardy sweep may be assigned detention.

Period Truancy Consequences (1 period unexcused or unverified absence including tardies > 15 minutes)

Teacher discretion
Teacher discretion
Assistant Principal contacts parents
Detention assigned by AP – parents notified
Detention assigned by AP – parents notified

All-Day Truancy Consequences (4 or more period truancies in one day)

Notify parents
Letter 1 to parents
SART (School Attendance Review Team) Letter 2 to parents
Letter 3 to parents -Referral to SARB (School Attendance Review Board)- Possible citation of student and/or parent

Absences Following Lunch (For Those with Lunch Passes)

If a student becomes ill while off campus for lunch and decides not to return to school, the parent must notify the Attendance Office by 2:30pm that same day. Students who choose to leave campus for lunch accept the full responsibility for returning to campus on time.

Off Campus Lunch

Moorpark High School maintains a closed campus. A full service cafeteria will be open before school and during lunch. Students in grades 9 and 10 are not allowed off campus at lunch unless they are checked out and returned by a parent or guardian. Students who choose to leave campus for lunch are considered truant from school. A detention will be issued and the police may cite the student.

Students in grades 11 and 12 are allowed to leave campus for lunch with parent/guardian permission. Students must show their ID cards with the lunch pass logo to get off of campus. A lunch pass application with a parent/guardian signature must be on file in the Attendance Office. The lunch pass application form must be signed in the presence of a school official every school year. Forms are located in the Attendance Office. Students must have a 2.0 in order to apply for a lunch pass.

Misuse of a lunch pass will result in revocation of that pass for the remainder of the school year. Students off campus during the lunch period without the appropriate pass will be considered truant and may jeopardize the opportunity to receive a pass the following year if he/she is in the 11th grade. Students in the 12th grade will receive detention; the lunch pass and senior privileges can be revoked. Administration, parents and/or guardians can revoke a lunch pass at any time for any reason. Replacement lunch passes cost $5.

Detention

Students may be assigned to detention. Detentions are held from 7:25 AM - 8:25 AM or 3:30 -4:30 PM in the Assistant Principal's Office. Students who are issued detention must report on time. Students are expected to bring all books and materials with them so they can complete their assignments. Students without books may be denied admittance.

Deliveries

In order to protect instructional time for all students and to maintain a maximum learning environment only student work will be accepted. A form with the student's name, teacher, date and time will be placed with the student's work in the teacher's mailbox. NO SUMMONS will be delivered to the classroom. The teacher will find the work when they check their mailbox. This does not guarantee that they will check their mailbox; this does not guarantee that the teacher will accept late work. No other items will be accepted in the front office. Please refer to each teacher's Classroom Syllabus for their policy regarding accepting late work.

Food deliveries from outside food services are prohibited and are not permitted anywhere on campus. Any food delivered from a service will be brought to the front office and stored until the end of the school day.

Discipline

The administration and staff of Moorpark High School believe that discipline provides the foundation for successful learning. The discipline philosophy of Moorpark High School supports positive behavior intervention in order to prevent and correct inappropriate behavior. Moorpark High School has a school-wide management plan providing the setting and climate for successful learning.

Common classroom rules are:
Follow directions the first time they are given.
Be in class, at workstation, and prepared to work when the bell rings.
Keep hands, feet and objects to yourself.
No food, drinks, or gum chewing in the classroom;
All students will be courteous; no swearing, rude gestures, bullying or put downs allowed.
Other rules as established by the teacher.

Serious Misconduct

Education Codes 48900 and 48915 identify the behaviors, which can lead to student suspension and/or expulsion. Students can be suspended by a site administrator for a maximum of 5-days per incident and for a total of 20-days per school year. Certain situations may justify less serious or more serious consequences with the possibility of expulsion.

(1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 1 1053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 1 1053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or otherwise furnished to any person another liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. Committed or attempted to commit robbery or extortion. Caused or attempted to cause damage to school property. Stole or attempted to steal school property or private property. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit use or possession by a pupil of his/her own prescription products. Committed an obscene act or engaged in habitual profanity or vulgarity.
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs. Engaged in, or attempted to engage in, hazing as defined in Section 32050. Engaged in an act of bullying.
Aided or abetted in the attempted infliction of physical injury to another.

(EC 48900.5) Pupil's presence causes a danger to persons or property, or threatens to disrupt the instructional process.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

While on school grounds;
While going to or coming from school;
During the lunch period whether on or off campus;
During, or while going to or coming from, a school sponsored activity.
It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

Graffiti Tools and Markers

Graffiti tools such as paint, markers, permanent markers, slap stickers, etc., are not allowed on campus and will be confiscated from the student. Students in possession of such items will receive a school consequence. Graffiti taggers will be cited by The Moorpark Police Department and held liable for the cost incurred to repair the damage.

Alcohol and Drugs

Any student of Moorpark High School for whom there is reasonable cause to suspect the possession or use of, or being under the influence of, alcohol, drugs, or narcotics on school premises or during school-related activities, or any student for whom there is reasonable cause to suspect the selling or furnishing of alcohol, drugs, or narcotics to other students on school premises, or during school- related activities, or at any time or place to students which eventually relates to school or its activities, shall be immediately suspended from school and all school activities pending the outcome of the subsequent investigations, and may be recommended to the Board of Education for expulsion from the Moorpark Unified School District.

Tobacco/ Nicotine

No student at Moorpark High School may be in possession of, or use, tobacco products (including "vapes") anywhere on the school premises, or during school-related activities.

Prescription Medication

The parent or guardian of any student needing medication during the school day is required by law to provide a written statement from a physician detailing the method, dosage, and time schedules for the medication. With written parent or guardian consent, the health staff may assist in the administration of such medication. Authorization for Medication Administration forms may be obtained from our school site. High School Students may bring the medication to the Health Office at the beginning of the school day, with a note signed by the parent. All medication must be in the original labeled container. Episodic over-the-counter medications also require a note from the parent and must be in the original container.

Extracurricular

Moorpark High School provides many activities for student participation beyond the scope of the academic program. All students are eligible to participate in extracurricular activities as long as they maintain a 2.0 GPA (grade point average) during each quarter of their involvement and meet the tenants of the Moorpark High School Code of Ethics. If, on a student's quarter report card, the GPA drops below 2.0, that student is ineligible from the point the report cards are issued until the next quarter report card that meets or exceeds a 2.0 GPA.

Clubs

American Red Cross
Black Student Union
Baile Folklorico
California Scholarship Federation
Ceramic Club
Community Wish
Computer Science Club
Creative Writing Club
Debate Team
E- Sports Club
Fashion Club
Fellowship of Christian Athletes (FCA)
Film Club
French Club
Gift of Vision
Gender & Sexualities Alliance (GSA)
Hindu YUVA Club
Interact Club
Just Serve Club
Key Club
MHS Book Club
Mu Alpha Theta
Muslim Student Association
National Honor Society
Our Minds Matter
Southern Asian Club
Sparkle Squad
United Nations Club

Clubs do not automatically renew from year to year. List is subject to change.

Athletics

Fall

Cheer - Cara Tedrick
Cross Country - Daniel Tustin/Scott Mangers
Football - Christian Dearborn
Flag Football – Tim Lins
Golf (G) Dave Chapman
Tennis (G) Daniel Windle
Volleyball (G) - TBD
Water Polo (B) - Peter Daland

Winter

Basketball (B) -Kenny Lewis
Basketball (G) - Myles Guy
Cheer - Cara Tedrick
Soccer (B) - Manny Galvez
Soccer (G) - Mike Alexander
Water Polo (G) - Peter Daland
Wrestling - Roy Garcia

Spring

Baseball - Aaron Garcia
Stunt Cheer - Cara Tedrick
Golf (B) - Dave Chapman
Softball - Meaghan Stotts
Swim - Peter Daland
Tennis (B) - Daniel Windle
Track (B) – Christian Dearborn
Track (G) – Scott Mangers
Volleyball (B) – TBD
Beach Volleyball (G) - TBD

Athletic Tryouts

Tryouts take place during the first week of summer in order to place students for Fall classes and to begin off-season training. Secondary tryouts may be held if the number of athletes exceeds the desired team size. It is the responsibility of the athlete to check the MHS Athletic Website for tryout information. You can also contact the athletic office or head coach for tryout information. Tryouts consist of fitness testing, sport skill level, and sport knowledge. Placement on a team is at the discretion of the head coach.

Musketeer Pass
All students that are enrolled at MHS are a member of the Associated Student Body (ASB). Each student is given a free photo ID card when school begins which is required to be in the student's possession at all times during school/school related activities. A $5 fee is charged for all replacement ID's. Students have the opportunity to purchase a Musketeer Pass which entitles them to free entry to all home sporting events (excluding playoffs), as well as discounts on most other purchases such as: dances, activities, performing arts, etc. Data proves that becoming involved in extracurricular activities in high school is a significant prediction of higher academic achievement by students. The purchase of a Musketeer Pass allows for a potential savings of hundreds of dollars over the course of the year. Musketeer Pass can be purchased on GoFan.

Student Store
The Student Store is open for business during lunch. Students can purchase clothing, locks, yearbooks, pencils, etc. at the Student Store. The Student Store is located in the C-building. The Student Store welcomes cash, check, and credit card payments. Please be advised that all checks returned for non-sufficient funds will be charged a $25 processing fee. Students will not be allowed to purchase items in the store until the debt is cleared.

Book Locker Rental (Optional)
Book locker rentals are optional. Book Lockers may be rented in the Student Store for a donation. Moorpark High School and MUSD are not responsible for theft or vandalism to the lock or contents of the locker. Students are not allowed to share lockers or use their own personal locks. Only Moorpark High School locks may be used and they are included in the rental of a locker. All unauthorized locks will be cut off.

P.E. Lockers
P.E. Lockers are distributed through the Physical Education Department. Moorpark High School and MUSD are not responsible for theft or vandalism to the lock or contents of the locker. Students are not allowed to share lockers or use their own personal locks.

Parking
Parking permits may be purchased in the Student Store. Parking at Moorpark High School is on a first come-first serve basis. Designated lots for all students include the Main Gym, the PAC student lot and the lower stadium lots. If you have questions or concerns, please visit the Assistant Principal's Office.

Work Permits
Students between the ages of 16 and 18 must pick up the application for a work permit in the main office. Students must have the employer complete their section, and have parents sign the form. The student returns the form to the front office for the completion of the actual work permit. It is the student's responsibility to pick up the finished work permit and return it to his or her employer. The work permit is valid for the current school year. It must be renewed for summer jobs and again for the next school year until the student becomes 18 years of age. Students are required to have a 2.0 GPA for the quarter prior when requesting a work permit.

Library Books
Each student is responsible for textbooks that are assigned to him/her. Books that are lost, stolen, mildewed or otherwise damaged must be replaced by the student. The returned textbook must have the same number as the one issued to the student.

Activities and Events Calendar
A complete list of times and locations for activities, athletics competitions and events for MHS can be found on the school's website under "School Calendar".

School Sponsored Dances
MHS students and/or their guest attending MHS dances must show their school ID and a ticket to enter a dance. Students will not be allowed in the dance after 9:00 p.m., and are not allowed to return once they leave. To ensure the safety of all attendees, light pat downs and bag checks may be done prior to entering the facility. MHS Administration reserves the right to search students, their possessions and vehicles (including limousines) prior to, and during their attendance at the dance.

Students arriving at school functions, such as dances, under or suspected of being under the influence of a controlled substance will not be admitted. Such students will be removed from the event immediately. If it is determined that the student is under the influence, custody will be arranged with the parent/guardian of the MHS student or the local authorities. A breathalyzer may be used.

The following items are not allowed at dances and will be confiscated: drugs, alcohol, alcohol flasks, tobacco products, weapons, canes, chains of any kind, lanyards, bandanas, non-prescription medication, gum, mints, glow in the dark items, lighters, matches, markers, ink pens, pencils, sharp objects, water bottles, outside food, and liquid items such as mouth wash, eye drops, perfume, body spray, hand sanitizers, travel size products, glue, liquid eyeliner. These items will not be returned. Dance tickets are non transferable and non refundable.

All other school rules and policies remain in effect at all school-sponsored events.

Hall Passes
Students must use a wooden hall pass during school hours to be out of class. A hall pass can be obtained from the teacher. TA's, Office Aids, ASB, Yearbook, and Renaissance must wear an identifying MHS pass when a student is

allowed out of the classroom to complete tasks for that class. Students should not be given a pass during the first ten minutes of class.

Senior Agreement

All seniors must sign a senior contract that shows an understanding of the expectations Moorpark High School has for their senior class members. Parents must also read and sign this form. Any senior suspended during his or her senior year must complete 20 additional hours of community service to be eligible for the graduation ceremony.

Graduation

Graduations at Moorpark High School celebrate the accomplishments of our seniors and the completion of their high school careers. Seniors' names on diplomas will be printed as they are in our Student Information System. We strive to offer a commencement ceremony that reflects the importance of this special event. Each senior will receive four complimentary tickets to the ceremony. Additional tickets may be purchased.

Student Insurance

Parents have the opportunity to purchase school accident insurance for their children. An information sheet explaining the program is available in the Main Office. Student insurance may be used for athletic participation.

Miscellaneous

Students are not permitted to ride skateboards, scooters, bicycles or roller skates on campus. Students bringing these items on campus do so at their own risk. Moorpark High School is not responsible for the loss, damage or theft of these items. These items must be locked in specified areas. Bicycles, skateboards and scooters must be locked in the Bike Racks. Scooters/Skateboard locks are offered free of charge. Education codes state that school officials have the legal right to search students, lockers, desks, computers, computer disks, etc. at any time if they have reasonable suspicion. Cars parked on the premises may be searched at any time that a reasonable suspicion exists to do so. Lockers and desks, etc. remain the property of the Moorpark Unified School District (MUSD). Items found that are in violation of the rules and regulations of Moorpark High School will not be returned

Non-Discrimination/Harassment Policy (BP 5145.3)

The Moorpark Unified School District prohibits discrimination, harassment, intimidation, bullying and sexual harassment based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, marital status, parental status, family status, pregnancy status, 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 in all educational programs, school related or school sponsored activities, school attendance or employment policies which may have an impact or create a hostile environment at school as required by Title IX of the 1972 Education amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the California Fair Employment and Housing Act, and other applicable laws and regulations.

For questions or concerns regarding discrimination, harassment, intimidation, bullying or sexual harassment, please contact the District's Discrimination, Equity, and Title IX Compliance Officers: Donna Welch, Asst. Superintendent of Instructional Services, or Dr. Cathrine Lasure, Assistant Supt. of Personnel Services, 5297 Maureen Lane, Moorpark, CA 93021, (805) 378-6300, dwelch@mrpk.org or clasure@mrpk.org.

Title IX Information Every school district that receives federal funding is required to designate and/or adequately train at least one employee to coordinate the recipient's Title IX responsibilities. Title IX regulations also require the name and contact information of each Title IX Coordinator be made public by the educational institution. The Moorpark Unified School District affirms its commitment to equality of opportunity for all individuals.

This commitment requires that no discrimination shall occur regarding admission or access to, or treatment or employment in, any program and activity on the basis of age, race, color, national or ethnic origin, ancestry, citizenship, sex, gender, gender identity, sexual orientation, disability, medical condition, religion, or marital status. Complaints alleging noncompliance with Title IX should be directed to the Title IX Coordinator(s).

Equal Educational Opportunity and Gender Equity

The Moorpark Unified School District ensures that its programs and activities are available to all persons without regard to race, ancestry, ethnic group identification, religion, creed, age, sex, color, physical or mental disability, marital or parental status. Complaints of unlawful discrimination
in its programs or activities shall be investigated pursuant to the Uniform Complaint Procedures. (Title 5 4960). Any such complaint should be filed within six months of the alleged violation and should be filed with the Assistant Superintendent for Instruction. (Title 5 46330b)

Course Access

All courses at Moorpark High School are available to all students. Access to courses shall be free from unlawful discrimination based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, 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.

Equal Employment Opportunity

The Moorpark Unified School District is an equal employment opportunity employer which complies with all applicable federal and state non-discrimination laws. The District does not illegally discriminate against any employee or applicant for employment on account of race religion creed, color, national origin, ancestry, physical or mental disability as defined by federal and state law, medical condition, marital status, pregnancy, sex, actual or perceived sexual orientation, age, political affiliation, domicile, or membership and/or participation in an employee organization defined by the Educational Employment Relation Act. Complaints will be investigated pursuant to Board Policy 4001.

If you feel there has been some violation of this policy, you may contact Assistant Superintendent of Personnel Services, designated as the Equal Employment Opportunity/ Affirmative Action/Title IX management employee directly responsible for coordinating efforts to ensure compliance with all non-discrimination law.

Appeals

A party to a written complaint of prohibited discrimination or alleged violations of state or federal regulations governing educational programs cited above may appeal the action taken by the governing board of the school district to the State Department of Education. Civil law remedies, including but not limited to injunction, restraining orders, or other orders may be available to complainants. (EC 262.3)

Diversity Policy

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstances. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more.

Diversity is integral to MHS's achievement of excellence. Diversity enhances the ability of MHS to accomplish its academic mission of Maturity, Humanity and Scholarship. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic high school can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leaders.

Therefore, Moorpark High School renews its commitment to the full realization of its promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, administration, and academic activity.

Moorpark High School strives to foster an environment in which all are included, all are given an equal opportunity to learn and explore, in which differences as well as commonalities are celebrated. Acts of hatred and other intolerant conduct, as well as acts of discrimination that demean our differences, are negating the values of Moorpark High School and serve to undermine its purpose.
MHS policy prohibits discrimination on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, age, sexual orientation, citizenship, or the intersection of any of these factors. Moorpark High School is best served when all members collaborate to foster an equal learning environment for all, in which all members of the community are welcomed and confident of their physical safety.

Discourse that reflects biases, stereotypes, or prejudice can undermine the equal and welcoming learning environment that MHS strives to foster. MHS seeks to educate members of the community to recognize, understand and avoid biases, stereotypes, and prejudices. Each member of the high school community is expected to consider his or her responsibilities as well as his or her rights. Mutual respect and civility within debate and dialogue are expected.

Actions that physically or otherwise interfere with the ability of an individual or group to assemble, speak, and share or hear the opinions of others (within the time, place, and manner restrictions adopted by MHS) impair the mission and intellectual life of MHS and will not be tolerated.

When MHS receives actual notice of an alleged act, incident, or behavior attributable to a Student or group of Students that could negatively impact MHS's campus climate on matters of equity, diversity, or inclusion, MHS shall begin an immediate and thorough investigation in accordance with district regulations and board policy.

Depending on the outcome of the investigation, Moorpark High School will implement appropriate consequences based on the Comprehensive Discipline Plan which may include counseling, detention, in-school suspension or suspension.

Bullying (BP 5131)

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.
Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

Bullying Prevention

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Complaints and Investigation

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.
(cf. 1312.3 - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying. E 5125.1(d)

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Sexual Harassment [BP 5145.7(a)]

Introduction

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination.

Prohibited Conduct

Employees and pupils will not engage in conduct constituting sexual harassment toward pupils (if pupils engaged in such discourteous conduct toward employees such discourteous conduct will be dealt with through the regular discipline procedures for students). This Board policy prohibits where such act is related to any school activity or school attendance as allowed by law. The District will not condone nor tolerate sexual harassment. The District will take appropriate disciplinary action

against employees or pupils found to have engaged in sexual harassment up to, and including, dismissal for employee and suspension or expulsion for students.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include: what acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence, a clear message that students do not have to endure sexual harassment under any circumstance, encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained.

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.

A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

Forms of Sexual Harassment

Forms of sexual harassment including but not limited to the following: oral harassment such as derogatory comments, jokes or slurs, graphic verbal commentary about an individual's body, and graphic verbal commentary of a sexual nature; physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement; visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, objects, or gestures; unwelcome sexual advances, requests, or demands for sexual favors, and other oral or physical conduct of a sexual nature.

Complaint Procedures and Disciplinary Action

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be considered.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

Dissemination of Policy

All employees and pupils shall be notified of this Board Policy on a regular basis consistent with Education Code Section 212.6 and 48980. The District shall communicate this policy to students in an appropriate manner consistent with their age. The District shall also distribute written information on how to report charges of sexual harassment and assurance that student need not endure any form of sexual harassment. To promote an environment free of sexual harassment, the principal or designee shall provide staff in-service and ensure student awareness.

Curricula and Course

Course Level Descriptions

High school students select levels of courses depending upon their interests, aptitudes, and career plans. The following specific course level descriptions will help you make decisions regarding course selections.

CP - College Preparatory courses meet most of the entrance requirements of the University of California and California State University systems and many other colleges and universities.

H - Honors courses meet the requirements of many 4 year colleges and universities. They offer in-depth coverage of the subject. Outstanding academic achievement is required.

AP - Advanced Placement MHS offers Advanced Placement classes that are designed to prepare students for the Advanced Placement Examination of the College Board. Successful completion of the course and passing the exam with a satisfactory score may give the student credit for the equivalent freshman level college course. If an AP course is not offered at Moorpark High School, students may still take the exam for that subject. To receive the additional grade point adjustment from Moorpark High School, students must be enrolled in the AP course for both semesters and earn grades of C or better in both semesters. Prerequisites must be met for each AP course and students are committing to year long enrollment. Students not enrolled in an AP course may still take the AP exam. AP teachers hold mandatory information meetings in the spring. Potential AP students need to attend to understand AP course expectations.

Advanced Placement Courses

AP American Government
AP Computer Science A
AP Computer Principles
AP Calculus AB
AP Calculus BC
AP United States History
AP English 4 Literature
AP French 4 Language
AP Statistics
AP Psychology
AP Art History
AP Spanish 5 Literature
AP Biology
AP Chemistry
AP Studio Art: 2D Design
AP Studio Art: Drawing
AP Environmental Science
AP English 3 Lang.
AP Physics 1
AP Physics 2
AP European History
AP Macroeconomics
AP Seminar
AP Research
AP Studio Art: 3D Design
AP Spanish 4 Language

Explanation of Credits

10 credits: 2 consecutive semesters (year-long)
5 credits: 1 semester in length
Required Course: Course credit will go towards meeting the graduation requirements for that subject area.
Elective Course: To graduate, students are required to complete 60 credits of electives. If the student has met the subject area requirement, additional courses in that area will fall into the elective category.

UC Approved Notations

"A"	History/Social Studies
"B"	English
"C"	Mathematics
"D"	Laboratory Science
"E"	Foreign Language
"F"	Visual and Performing Arts
"G"	Electives

Grading Policies

Five credits are awarded for each semester course completed successfully with a grade of A, B, C or D. The related credits earned are applied toward MHS graduation requirements as outlined in this handbook. Once an academic requirement has been met, any excess credits may be applied towards the *Elective* requirement.

Repeat Policy

Students may repeat a class to improve their GPA **only** if the original grade was D or F. To be accepted by the UC system, students may repeat the course only once. Once a course has been repeated, the grade earned in the original course will remain on the transcript, but will display with the MHS repeat code, as well as "0.00" credits earned. The original course will not be included in the computation of Class Rank or GPA. The course taken to remediate the D or F will be displayed with the grade and related credits earned.

No Mark ("NM")

This grade may only be issued on a report card when a student was enrolled in the course for less than fifteen (15) days prior to the end of the grading period. Teachers must use a letter grade or an "I" (incomplete) in all other circumstances.

Incomplete ("I")

This grade may be given when a student is unable to complete his/her coursework or take final exams due to extenuating circumstances. Students have until the next official grading period (quarter) to make up the missing work. If the work is not made up, the "I" (Incomplete) will become an "F" (Fail). For athletic eligibility, an "I" is calculated the same as an "F.

Variable Credits
MHS school policy prohibits the issuance of variable credits. MHS will accept variable credits from transfer students when listed on an official transcript from an accredited school. If the transfer credits do not meet MHS graduation requirements in each subject area, the student must take additional courses to make up for the missing credits.

Weighted Grades
Weighted grades are given only for AP and UC Approved Honors courses. AP courses use the following weighted scale: 5 point A, 4 point B, 3 point C, 1 point D, and 0 point F (shown as "Weight: 5 Point"). Weighted grades have an impact on class rank. **A student must complete the full year course to receive the weighted grade.** Only those courses approved by UC A-G will be weighted as indicated above. All other courses are weighted as follows: 4 point A, 3 point B, 2 point C, 1 point D, and 0 point F (shown as "Weight: 4 Point").

Final Grades
Final grades are issued by the teacher of record. All questions about assignments or final grades should be directed first to the classroom teacher. If there is a discrepancy between posted grades and transcripts, please contact the MHS registrar.

International Transfers
Students, other than freshmen, who come from other countries, must show evidence of enrollment and courses completed in their native country in order for appropriate credit to be given at Moorpark High School. Lack of proof of schooling could result in credit deficiency or referral to alternative educational programs.

Foreign Exchange Students
This is a one year program. Only juniors from Foreign Exchange organizations approved by the Principal will be registered at Moorpark High School. Foreign exchange students who wish to receive an "Honorary" certificate from Moorpark High School must:
Maintain an overall 2.0 G.P.A for the year of the visit. Courses must also meet requirements of the student's home country or foreign exchange service.

Special Programs

Online Courses
Moorpark High School only accepts credits from online courses that are authorized by the school district and the high school. Counselors can be contacted for information concerning authorized programs. And prior approval should be obtained.

Independent Study Program
This program provides an alternative learning opportunity for students who are on track to graduate, have the initiative and motivation to complete work independently, and who have demonstrated a need for this service. Students are placed through referral, and must be approved by the school administration. Please refer all questions to your Counselor. Open enrollment for the following school year is in June and August.

SDAIE Classes
SDAIE classes are offered in academic areas for students who are not yet English proficient. Students who do not use English in their homes as the primary language are tested to determine their skill levels in English. Those demonstrating limited or no English skills are placed in the appropriate SDAIE classes with concurrent enrollment in English Language Development classes.

Special Education
Special Education is a federally mandated program for students with disabilities. There are criteria for eligibility that must be met. Eligibility is established after a comprehensive assessment in all areas of suspected disability by a qualified team of professionals. The IEP team must agree that the disability impacts the student's educational performance to the extent that special education and related services are needed. Services within the Special Education Department address and accommodate the needs of the student as described in their Individual Education Plan (IEP). Credits earned in Special Education apply toward the fulfillment of core and elective requirements.

Summer School
Summer School may be offered for proficiency remediation and/or make-up credit, and for seniors needing 10 or fewer credits to complete their graduation requirements. Students enrolling in a summer program outside of this school district must first obtain Counselor/Administrative approval to receive credit at MHS.

Students may earn credits through summer acceleration if the course is pre-approved by the student's MHS Counselor. Students may earn a maximum of 40 Concurrent Enrollment and/or non remediation Charter School credits on their high school transcript while enrolled at Moorpark High School. Summer school options will be discussed during the student's Spring registration meeting.

Edgenuity - Credit Recovery
Moorpark High School offers the Edgenuity Program to MHS and Independent Study students. Edgenuity provides accredited, standards-based digital curriculum to meet high school graduation and university admission requirements. Edgenuity provides a purposeful use of interactive media in every Edgenuity course through active learning experiences.

Students benefit from a self-paced environment, taking as much or as little time as necessary to master a concept or skill. Priority will be given to Seniors and Juniors due to limited spots available.

Note to Athletes: Some MHS Edgenuity classes are not NCAA approved for athletic eligibility purposes.

Structured Academic Support (SAS)

MHS offers credit recovery through our SAS program during school hours as well as after school using the Edgenuity Program.

Graduation Option- Credit Recovery

Students must have tried and received a letter grade of "F" in a course to be eligible to take an Edgenuity course for Credit Recovery (except in the Independent Study Program).

University Admissions Option - College Preparatory Credit

Students must have tried and received a letter grade of "D" or "F" in
a course to be eligible to take an Edgenuity course for College Preparatory Credit.

Curriculum

Edgenuity classes are individualized through computer- based instruction (students learn at their own pace and receive teacher support and guidance when and where they need it), and competency-based.

Grading

Students will receive a letter grade (A, B, C, D) for completed credit recovery and college preparatory credit courses.

Career Technical Education

In support of the Career Pathways Initiative (2005), Moorpark Unified School District offers a wide variety of Career Technical Education programs. Career Pathways are a method of developing and organizing courses across a variety of career strands. The teaching, counseling, and assessment that support career pathways are designed to focus students toward career goals beyond graduation. A career pathway consists of a partnership among local colleges, primary and secondary schools, workforce and economic development agencies, employers, labor groups and social service providers.

CTE Support Programs

Naviance

A college and career readiness software provider that partners with high schools and other institutions to provide students with college planning and career assessment tools. Students receive training on Naviance each year.

Academies & Pathways

AVID (Advancement via Individual Determination)
AVID is a national college readiness program designed to increase the number of students who enroll in four-year universities. Although AVID serves all students, grades 9-12, it focuses on the least served students in the academic middle. Students learn organizational and study skills.. Students should have a GPA of 2.0 – 3.5. All students interested in the program are required to fill out an application available in the counseling office. AVID students must enroll in CP or AP level classes and maintain a rigorous course load. AVID seniors enrolled in rigorous courses and maintaining A-G eligibility may request a free period.

Health Science Academy
Industry Sector: Health Science
The Health Science Academy (HSA) is an exciting approach to your high school education. This is a four-year program, which begins in your freshman year and continues through your senior year. It will provide you with a focused academic curriculum coupled with "change to career" education.

Curriculum is based on the college preparatory level. The Academy's goal is to prepare you for a career in the health care community, whether you're going to college or directly into the working world upon graduation. You will be prepared both academically, for entrance into college and vocationally, for skilled entry-level positions.

Whatever your choice, the Health Science Academy will prepare you for your future career. Applications for the Health Science Academy are in the Counseling Office.

Each of the Academy courses, while fundamentally the same as their non-Academy counterparts, integrates the core courses and infuses health career topics.

The course descriptions for the Academy courses are the same as the regular CP courses, but the activities and topics are chosen in an effort to emphasize the medical and human services fields. Detailed course descriptions are found as "HSA" over the following pages.

The following courses are required for HSA:

9th Grade:
English 1 CP HSA
CA Hist & Careers HSA (Sem)
Health HSA (Sem)
Biology CP HSA

10th Grade:
English 2 CP HSA
HSA
Physiology CP HSA
World History (CP/H)
Spanish 2 CP HSA (if applicable)

11th Grade:
English 3 CP HSA
Chemistry CP HSA
US History CP HSA
Sports Med. CP HSA

12th Grade:
English 4 CP HSA
Political Sys CP HSA

(Sem)
Economics CP HSA (Sem) Health Issues HSA

Academy Courses

Sports Medicine & Health Management
(Health Science Academy)
Grade: 11
UC: "G" Requirement
Prerequisite: Acceptance and good standing in the Academy
Weight: 4 Point
Description: Focus is on the nature of health with regards to the individual and society. It takes an in- depth look at major health concepts and increases each student's understanding of healthy living. Students examine the development of positive choices, values, attitudes, and lifestyles. Concepts include: personal fitness, nutrition, body systems, character development, personal relationships, harmful substances, communicable/ non- communicable diseases, and reproduction and contraception. Students will become certified in CPR and first aid. The course is required for graduation from the Academy.

Health Issues/Senior Project Seminar
(Health Science Academy)
Grade: 12
UC: "G" Requirement
Prerequisite: Acceptance and good standing in the Academy
Weight: 4 Point
Description: Students continue to develop skills in higher order reading comprehension and critical thinking through an in-depth study of health and ethical issues in the medical field. Through the study of contemporary literature, including literary analysis, writing, speaking, listening, and academic research, students will explore current medical issues facing the world and develop leadership skills needed to be successful in the professional world. Emphasis is placed upon medical themes, issues, and terminology presented to students through literature and other source materials. The course is required for graduation from the Academy.

Career Pathways

Engineering Technology
Industry Sector: Engineering & Architecture
Chemistry CP with Engineering
Physics CP with Engineering

Hospitality and Tourism
Industry Sector: Hospitality, Tourism & Recreation
Culinary Arts
Advanced Culinary Arts

Manufacturing
Industry Sector: Product Design & Development
Product Innovation & Design
Advanced Product Innovation & Design

Computer Programming Pathway
Industry Sector: Technology
Introduction to Computer Programming
AP Computer Science A

Computer Science Pathway
Industry Sector: Technology
Computer Design
AP Computer Science Principles

Performing Arts - Instrumental
Industry Sector: Arts, Media & Entertainment
Symphonic Band
Wind Ensemble

Performing Arts - Instrumental
Industry Sector: Arts, Media & Entertainment
Orchestra/Strings
Concert Orchestra

Performing Arts - Instrumental
Industry Sector: Arts, Media & Entertainment
Jazz Ensemble B
Jazz Ensemble A

Performing Arts - Vocal
Industry Sector: Arts, Media & Entertainment
Chorus
Advanced Chorus

Performing Arts - Theater
Industry Sector: Arts, Media & Entertainment
Musical Show Production
Advanced Musical Theater

Performing Arts - Theater
Industry Sector: Arts, Media & Entertainment
Drama
Advanced Drama

Performing Arts - Dance
Industry Sector: Arts, Media & Entertainment
Intermediate Dance
Dance Team/Production

Visual and Media Arts - Studio
Industry Sector: Arts, Media & Entertainment
Drawing and Painting
Adv. Drawing and Painting
AP Studio Art

Visual and Media Arts - Photography
Industry Sector: Arts, Media & Entertainment
Digital Photography 1

Digital Photography 2

Visual and Media Arts - Technology

Industry Sector: Arts, Media & Entertainment
Media Production
Advanced Media Production

English

English 1 CP
Grade: 9
UC: "B" Requirement
Recommendations: None
Weight: 4 Point
Description: This course is designed to meet university, state, and community college English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing, and critical thinking skills. This course will also provide a broad background in fundamental English skills, Internet research, and traditional contemporary literature.

English 1 Honors
Grade: 9
UC: "B" Requirement
Recommendations: If in Honors English 8, then must have an "A or B" grade in all 3 trimesters of English and an overall core GPA of 3.50. If the student was not in Honors English 8, then the student must have an "A" in all 3 trimesters of English and an overall core GPA of 3.50.
Weight: 4 Point
Description: This advanced course provides a balanced, unified program of in-depth instruction in language and composition and requires advanced analytical and writing skills. Additional emphasis is placed on literature analysis and expository writing. This course is designed to help students develop skills needed to be successful in both the AP Language and Composition and AP Literature and Composition courses. Honors courses incorporate student responsibility for motivation and education.

English 1 CP HSA
(Health Science Academy)
Grade: 9
UC: "B" Requirement
Prerequisite: Acceptance into Health Science Academy via application
Weight: 4 Point
Description: This course is designed to meet university, state, and community college English requirements, this program reinforces and extends communication skills, with a focus on health careers and human services. Study units explore related ideas in major literary forms through a sequence of development activities in reading, discussing listening, role-playing, and writing. The student in this program will enjoy the added benefit of the integration of themes and projects between his/her core subject areas, field trips, and guest speakers.

English 2 CP
Grade: 10
UC: "B" Requirement
Recommendations: None
Weight: 4 Point
Description: This course provides an extensive review of basic communication skills, and introduction to more sophisticated vocabulary, with increased emphasis on expository writing, and extensive reading with library research assignments. This course is designed to meet university, state, and community college English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging English 2 CP students in appropriate practice in listening, reading, speaking, writing, and critical thinking skills.

English 2 CP HSA
(Health Science Academy)
Grade: 10
UC: "B" Requirement
Prerequisite: Acceptance into the Health Science Academy
Weight: 4 Point
Description: Designed to meet university, state, and community college English requirements, this program reinforces and extends communication skills introduced in the ninth-grade level, with a focus on health careers and human services. Study units explore related ideas in major literary forms through a sequence of development activities in reading, discussing, listening, role-playing, and writing. The student in this program will enjoy the added benefit of the integration of themes and projects between his/her core subject areas, field trips, and guest speakers.

English 2 Honors
Grade: 10
UC: "B" Requirement
Recommendations: Grade of "A" in English 1CP or "B" or better in English 1 Honors
Weight: 5 Point
Description: The students in this course experience a more extensive and intensive coverage of communication skills. Increased emphasis is put on expository and analytical writing, extensive reading with research assignments, in-depth reading, and discussion of literature. This course is designed to further help students develop skills needed to be successful in both the AP Language and Composition and AP Literature and Composition courses. Like AP courses, Honors courses incorporate student responsibility for motivation and education. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

English 3 CP
Grade: 11
UC: "B" Requirement
Recommendations: None
Weight: 4 Point
Description: This course encompasses a survey of American literature and values, and includes a concentration on research

and composition. It is designed to meet university, state, and community college English entrance requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing, and critical thinking skills. This course will also provide a broad background in fundamental English skills.

English 3 CP HSA
(Health Science Academy)
Grade: 11
UC: "B" Requirement
Prerequisite: Acceptance into Moorpark Health Science Academy
Weight: 4 Point
Description: This course provides a balanced, unified program of instruction in language, literature, and composition, engaging the student in appropriate practice in listening, reading, speaking, writing, and related thinking, with a focus on health careers. This course will prepare the student for college-level classes and prepare the student who is interested in a health career to enter the senior level of the Health Science Academy. The student in this program will enjoy the added benefit of the integration of themes and projects between his/her core subject areas, field trips, and guest speakers.

AP English 3- English Language And Composition
Grade: 11
UC: "B" Requirement
Recommendations: Grade of "B" or better in English 2 Honors or grade of "A" in English 2CP or Teacher Recommendation
Weight: 5 Point
Description: This course engages students in becoming skilled readers of nonfiction written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The intense concentration on language use in this course will enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their own prose. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

English 4 CP
Grade: 12
UC: "B" Requirement
Recommendations: None
Weight: 4 Point
Description: This course is the final stage in a series of English courses for the preparation of students for college or university. It focuses on British and other European literature. Special emphasis is placed on composition, style analysis, and literary analysis. Such items as vocabulary and English grammar, timed writing, poetry analysis, and research-based analytic papers are included in the course of study. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing, and critical thinking skills. This course will also provide a broad background in fundamental English skills.

English 4 CP HSA (Health Science Academy)
Grade: 12
UC: "B" Requirement
Prerequisite: Acceptance into the Health Science Academy
Weight: 4 Point
Description: This course provides a survey of British literature and medical-related literature. The student will be involved in a mentor program and experience some job shadowing in the medical field. Technical writing and medical terminology will also be emphasized.
AP English 4 - English Literature And Composition
Grade: 12
UC: "B" Requirement
Recommendations: "B" or better in English 3AP or "A" in English 3CP or Teacher Recommendation
Weight: 5 Point
Description: This course is an in-depth study of literature with extensive research and composition, following the course outline of the College Board. It offers motivated students the opportunity to gain college credit during high school by doing well on the AP Exam. The course of study includes drama, poetry, short stories, and novels to further develop students' familiarity with literary criticism and analysis. Summer coursework is required. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

English Language Development

EL Readers/Writers Workshop 9
Grade: 9
UC: Not UC Approved
Prerequisite: ELPAC Scores
Weight: 4 Point
Description: The development of reading and writing skills through literature will be emphasized. While reading and writing are the primary focus of this course, additional components of listening, speaking, English usage conventions and technology will be developed.

EL Readers/Writers Workshop 10-12
Grade: 10-12
UC: Not UC Approved
Prerequisite: ELPAC Scores
Weight: 4 Point
Description: The development of advanced reading/ writing skills through literature will be emphasized. While reading/writing are the primary focus of this course, additional components of listening, speaking, English usage conventions and technology will be developed.

English A SDAIE
Grade: 9-12
UC: Not UC Approved, English Grad Requirement Only
Prerequisite: Counselor Placement
Weight: 4 Point

Description: Course concentrates on the four language skills (listening, speaking, reading, and study skills) with emphasis on oral/aural development, cultural enrichment, and self-esteem. It is not a remedial class. This is the first course identified LEP (Limited English Proficiency) with an emphasis on survival/oral skills, and beginning reading and writing in English.

English B SDAIE
Grade: 9-12
UC: Not UC Approved, English Grad Requirement Only
Prerequisite: Counselor Placement
Weight: 4 Point
Description: This course concentrates on the four language skills, (listening, speaking, reading and writing) with emphasis on oral/aural development, cultural enrichment, reading, and self-esteem. Reading and literature in English will be introduced in this second course series for LEP students.

English C SDAIE
Grade: 9-12
UC: Not UC Approved, English Grad Requirement Only
Prerequisite: Counselor Placement
Weight: 4 Point
Description: This course concentrates on the four language skills (listening, speaking, reading, and writing) with continued emphasis on reading, literature study, and orientation and practice in the writing process. Skills include English usage conventions, critical thinking, study skills, and cultural enrichment. This is the third course series for LEP students.

English SDAIE
Grade: 9-12
UC: "B" Requirement
Prerequisite: Counselor Placement
Weight: 4 Point
Description: This course concentrates on the four language skills (listening, speaking, reading, and writing) with emphasis on the writing process. Skills include English usage conventions, critical thinking, study skills, cultural enrichment, and further development of literary skills. The goal of this class is to facilitate LEP students' transition into the mainstream English program.

Mathematics

Math I CP
Grade: 9
UC: "C" Requirement
Recommendations: 8th Grade math grades, District Assessment, and/or CAASPP math scores
Weight: 4 Point
Description: Math I CP integrates high school conceptual categories of Number and Quantity, Algebra, Function, Geometry, and Statistics and Probability into a one-year course. It is the first year of a three-year college preparatory sequence.

Math II CP
Grade: 9-12
UC: "C" Requirement
Prerequisite: Math ICP
Weight: 4 Point
Description: Math II CP is the second year of the three-year college preparatory sequence. It integrates the high school conceptual categories of Number and Quantity, Algebra, Function, Geometry, Statistics, and Probability.

Math II Honors
Grade: 9-10
UC: "C" Requirement
Recommendations: Math I CP grades /Teacher Recommendation/ Placement Test Score
Weight: 4 Point
Description: This course is similar to Math II CP in terms of the general topics covered, but will also cover some early topics from Math III CP. It is a fast-paced course where some Math II concepts are taught in greater depth. Higher-order thinking skills are stressed and students are often expected to work independently.

Math III CP
Grade: 10-12
UC: "C" Requirement
Prerequisite: Math II CP or Math II Honors
Weight: 4 Point
Description: Math III CP is the third year of the three-year college preparatory sequence. It integrates the high school conceptual categories of Number and Quantity, Algebra, Function, Geometry, and PreCal,Statistics and Probability

Data Science CP
Grade: 10-12
UC: "C" Requirement
Recommendations: Completion of Math III
Weight: 4 point
Description: In this course, students will learn to understand, ask questions, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding. The curriculum will be adaptable so that teachers can either use the data sets provided or bring in data sets most relevant to their own students.

Precalculus CP
Grade: 10-12
UC: "C" Requirement
Recommendations: Grade of "B" or better in both semesters of

Math III CP
Weight: 4 point
Description: This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems from the functional point of view. Topics include algebraic functions, exponential and logarithmic functions, trigonometric functions, and their applications. This course is intended for students planning to enroll in AP Calculus AB.

Precalculus Honors
Grade: 10-12
UC: "C" Requirement
Recommendations: Math II Honors or Math III CP grades, and Teacher Recommendation (plus placement test for CP students)
Weight: 5 Point
Description: This course will cover the last part of Math III CP, all of Pre-Calculus CP, and an introduction to Calculus. It is a fast-paced course where many concepts are taught in greater depth. Higher-order thinking skills are stressed and students are often expected to work independently. This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of Calculus. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Calculus AB
Grade: 11-12
UC: "C" Requirement
Recommendations: Grade of "B" or better in both semesters of Pre-Calculus CP/Honors
Weight: 5 Point
Description: This course covers functions, limits, differentiation, integration, and applications. This course will prepare the student for the College Board Advanced Placement Calculus AB examination, which may enable the student to obtain college credit in freshman calculus. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Calculus BC
Grade: 11-12
UC: "C" Requirement
Recommendations: Grade of "B" or better in both semesters Pre-Calculus Honors
Weight: 5 Point
Description: This course includes extended treatment of the topics of Calculus AB, as well as series, sequences, and polynomial approximations of functions. This course will prepare the student for the College Board Advanced Placement Calculus BC examination, which may enable the student to obtain college credit in freshman calculus. This is a high-level, fast-paced class. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Statistics
Grade: 11- 12
UC: "C" Requirement
Recommendations: Grade of "B" or better in both semesters Pre-Calculus CP/Honors or Grade of "A" or "B" in Math III CP
Weight: 5 Point
Description: AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will prepare the student for the College Board Advanced Placement Statistics Examination, which may enable the student to obtain college credit in introductory statistics. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Financial Math CP
Grade: 11-12
UC: "G" Requirement (UC Elective credit - Can be used for Math credit towards MHS diploma)
Recommendations: Counselor Placement
Weight: 4 Point
Description: This course is designed to help students develop appropriate consumer and career mathematical skills. Students are introduced to Stock Market Investing, Bitcoin, balancing of checkbooks, credit and debt information. Course content will review basic operations, ratio, percent, equations, measurements, and many consumer topics. It also includes test strategies.

Physical Education

Physical Education
Grade: 9-12
UC: Not UC Approved, PE Graduation Requirement Only
Recommendations: None
Weight: 4 Point
Description: This course provides training in the basic motor skills used in various sports as well as intensive physical fitness training. Students will prepare for and perform state-mandated physical fitness testing. Study also provided in the cognitive aspects of health and fitness. The second-year provides the opportunity to study advanced skills and strategies of specific sports while continuing to improve individual physical fitness. Each course is aligned with the California State Standards.

Physical Education Sampler
Grade: 9-12
UC: Not UC Approved, PE Graduation Requirement Only
Recommendations: None
Weight: 4 Point
Description: This course introduces students to a variety of training methods including yoga, kickboxing, muscle endurance, weight training, and cardiovascular conditioning. In addition, students will prepare for and perform state-mandated physical fitness testing. Students are encouraged to transfer skills learned in class into their daily routine outside of school and are supported through written assignments and daily physical activities to develop a knowledge base of lifelong fitness. Each course is aligned

with the California State Standards.

Speed, Strength, and Conditioning
Grade: 10-12
UC: Not UC Approved, PE Graduation Requirement Only
Recommendations: None
Weight: 4 Point
Description: This course focuses on the integrated study of physiological development, exercise physiology, weight training, speed dynamics, and aerobic exercise. Students will be provided the opportunity to achieve their maximum physical development. Each course is aligned with the California State Standards.

Athletics (Sport Specific)
Grade: 9-12
UC: Not UC Approved, PE Graduation Requirement Only
Prerequisite: To register for Athletics PE, students must be on an athletic team. All students need to attend tryouts before being placed on a team. Placement on a team is at the discretion of the head coach.
Weight: 4 Point
Description: Students who are participating in a sport may enroll for Athletic Physical Education (Sport Specific). Each course is aligned with the California State Standards.

Dance Sampler
Grade: 9-12
UC: "F" Requirement
Recommendations: None
Weight: 4 Point
Description: Dance Sampler is a year-long course, which covers basic dance terminology, proper warm-up techniques, and introductory units in Jazz Funk, Ballet, Hip Hop, Cultural Dance, Musical Theater, and Choreography. Dance Students will receive High School Visual/ Performing Arts credit if Physical Education credits have been completed. Each course is aligned with the California State Standards.

Intermediate Dance
Grade: 9-12
UC: "F" Requirement
Prerequisite: Enrollment in this class is by audition only
Weight: 4 Point
Description: This course is designed to increase the student's skills and knowledge in Jazz Technique; and the following dance forms: Hip Hop, Jazz, Jazz Funk, and Contemporary. Students will receive High School Visual/Performing Arts credit if Physical Education requirements have been completed. Each course is aligned with the California State Standards.

Dance Team Production
Grade: 9-12
UC: "F" Requirement
Prerequisite: Enrollment in this class is by audition only
Weight: 4 Point
Description: Dance Team/Production is a year-long course which covers dance history, proper warm-up techniques, skill advancement in tap, jazz, lyrical, and hip hop. Students will also be choreographing group and solo dances for a production given at the end of the year. Every student in the class will be required to perform in rallies, musicals, football/ basketball games, and the End of the Year Recital. Students will earn High School Visual/Performing Arts credit if Physical Education requirements have been completed. Each course is aligned with the California State Standards

Science

Biology CP
Grade: 9
UC: "D" Requirement
Recommendations: None
Weight: 4 Point
Description: Biology CP is a lab-oriented course with an emphasis on the Next Generation Science Standards (NGSS) for biology. The major topics will include the following units of instruction: science methods, biochemistry, enzymes, cells, photosynthesis/respiration, genetics, DNA and protein synthesis, biotechnology, evolution, and ecology. Laboratory experience is emphasized with continued development of critical thinking skills and analysis of data collection. Students will also explore cross-cutting concepts, disciplinary core ideas, and the science and engineering practices of the NGSS through their rigorous laboratory coursework. A high reading comprehension level and organizational skills are essential to be successful.

Biology CP HSA
(Health Science Academy)
Grade: 9
UC: "D" Requirement
Prerequisite: Acceptance into the Health Science Academy via application
Weight: 4 Point
Description: Biology CP HSA is a lab-oriented course with an emphasis on the Next Generation Science Standards (NGSS) for biology. The major topics will include the following units of instruction: science methods, biochemistry, enzymes, cells, photosynthesis/respiration, genetics, DNA and protein synthesis, biotechnology, evolution, and ecology. Laboratory experience is emphasized with continued development of critical thinking skills and analysis of data collection. Students will explore cross-cutting concepts, disciplinary core ideas, and the science and engineering practices of the NGSS through their rigorous laboratory coursework. A high reading comprehension level and organizational skills are essential to be successful in this class.

Throughout each semester students will engage in cross-curricular projects with their other core HSA classes.

Biology Honors
Grade: 9
UC: "D" Requirement
Recommendations: If in Honors Science 8 must have an "A or B" grade in all 3 trimesters of Science and English and an overall core GPA of 3.50. If not in Honors Science 8 must have an "A" grade in all 3 trimesters of Science and English and an overall core GPA of 3.50.
Weight: 4 Point
Description: Biology Honors is a lab-oriented course with an emphasis on the NGSS for biology. It covers the same content as Biology CP with expanded depth and breadth of understanding. A high reading comprehension level and organizational skills are essential to be successful.

AP Biology
Grade: 9 or 12
UC: "D" Requirement
Recommendations: If in Honors Science 8 must have an "A or B" grade in all 3 trimesters of Science and English and overall core GPA of 3.50. If not in Honors Science 8 must have an "A" grade in all 3 trimesters of Science and English and an overall core GPA of 3.50.
Weight: 5 Point
Description: The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis in Advanced Placement Biology is on developing an understanding of concepts rather than memorizing terms and technical details. AP Biology is designed to be the equivalent of a two-semester, college introductory biology course usually taken by biology majors during their first year. This in-depth, college-level study of life is accompanied by frequent lab work. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Chemistry CP
Grade: 10
UC: "D" Requirement
Recommendations: None
Weight: 4 Point
Description: The content focuses on the study of matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. The major topics also include atomic and molecular structure, chemical binding, nuclear chemistry, chemical reactions, stoichiometry, solutions, thermodynamics and equilibrium. Regular demonstrations and labs reinforce the concepts that are covered.

Chemistry CP with Engineering
(Engineering Technology Pathway)
Grade: 10
UC: "D" Requirement
Recommendation: None
Description: Chemistry with Engineering is the first-year course in the Engineering Pathway. The course follows the Chemistry CP course and introduces students to key engineering applications and principles. The Chemistry with Engineering course is an integration of chemistry and engineering technology that will allow students to study chemistry and engineering fundamentals in a unique way that blends a traditional science course with the principles of engineering and technology. In addition to classroom activities and labs, students will investigate chemistry and engineering fundamentals through hands-on design projects and computer models. Areas of study include matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. Students will also be introduced to the different types of engineering, including electrical engineering, civil engineering, chemical engineering, mechanical engineering, and environmental engineering. The course provides an alternative pathway for students who thrive in a hands-on environment to complete a rigorous laboratory physical science.

Chemistry CP HSA
(Health Science Academy)
Grade: 11
UC: "D" Requirement
Prerequisite: Acceptance into the Health Science Academy.
Weight: 4 Point
Description: The content focuses on the study of matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. Regular demonstrations and labs reinforce the concepts that are covered. This course includes some emphasis on chemistry as it relates to health technology and various health fields.

AP Chemistry
Grade: 10 or 12
UC: "D" Requirement
Recommendations: Grade of "A" or better in previous years Science class, concurrent enrollment in/completion of Math III CP.
Weight: 5 Point
Description: This course is designed to be a second-year chemistry course and equivalent to that of a college-level general chemistry course. Some of the topics covered are identical to those covered in college prep chemistry, but at a faster rate with considerably more depth. Chemical calculations and problem-solving are heavily emphasized. Lab work will be required. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Physics CP
Grade: 11
UC: "D" Requirement
Recommendations: None
Weight: 4 Point
Description: A study of the laws and forces governing our universe, including kinematics, dynamics, heat, electricity, sound, light, and the structure of the atom. Regular lab work provides

experiences with concepts studied.

Physics CP with Engineering
(Engineering Technology Pathway)
Grade: 11
UC: "D" Requirement
Recommendations: Recommend grade of "C" or better in Math II CP/Honors, grade of "C" or better in Chemistry CP with Engineering
Weight: 4 Point
Description: Physics with Engineering is the second-year course in the Engineering Pathway. The course follows the structure of Physics CP, with an emphasis on engineering. The Physics course is an integration of physics and engineering technology that will allow students to study physics and pre-engineering in a unique way that blends a traditional science course with the principles of engineering and technology. In addition to classroom activities, experiments, and labs, students will investigate physics through the design and fabrication of robotic and automated systems. Areas of study include motion and forces, matter and energy, heat and thermodynamics, waveforms, electricity, and magnetism. The course provides an alternative pathway for students who thrive in a hands-on environment to complete a rigorous laboratory physical science.

Physics Honors
Grade: 11
UC: "D" Requirement
Recommendations: Grade of "B" or better in Math II CP/Honors
Weight: 5 Point
Description: Physics Honors focuses on in-class laboratory experiments to address both classical and modern physics in depth through a problem-solving approach. This course includes, but is not limited to the following topics: mechanics, waves, sound, optics, electricity, and magnetism. This course is designed to prepare students for both AP courses and post-secondary courses through advanced laboratory and mathematical applications, and students will go beyond the content of Physics CP. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Physics 1
Grade: 11-12
UC: "D" Requirement
Recommendations: Grades of "A" in Math III CP or "B" or higher in Pre-Calc Hon or CP
Weight: 5 Point
Description: AP Physics 1 is the first course of a two-year sequence in physics. Topics include kinematics (the study of motion), Newton's laws and their applications, work, energy, momentum, rotation, gravity, sound and waves, and basic electric circuits. Laboratory experiments and techniques are emphasized. AP Physics 1 and AP Physics 2 are equivalent to a college-level algebra-based physics course. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Physics 2
Grade: 10-12
UC: "D" Requirement
Recommendations: "A" in Math III CP or "B" or higher in Pre-Calc Hon or CP
Weight: 5 Point
Description: AP Physics 2 is the second course in a two-year physics sequence. AP Physics 1 and AP Physics 2 together are equivalent to an introductory college-level physics course which is algebra-based. Topics are fluid statics and fluid dynamics, heat and thermodynamics, including probability, electricity and magnetism, light and optics, and atomic and nuclear physics. Laboratory experiments and techniques are emphasized. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Physiology CP HSA
(Health Science Academy)
Grade: 10
UC: "D" Requirement
Prerequisite: Acceptance into the Health Science Academy
Weight: 4 Point
Description: This rigorous course is designed to study the structure and function of the human body as an integrated homeostatic entity. Special attention will focus on the composition of all eleven organ systems of the human body, as well as the biochemical mechanisms by which those organ systems function. This course will afford students an opportunity to discover the nature of the human body through extensive discussion and laboratory investigations. Dissections are a required component of this course. This course includes some emphasis on physiology as it relates to health and various health fields.

Physiology CP
Grade: 12
UC: "D" Requirement
Recommendations: None
Weight: 4 Point
Description: This rigorous course is designed to study the structure and function of the human body as an integrated homeostatic entity. Special attention will focus on the composition of all eleven organ systems of the human body, as well as the biochemical mechanisms by which those organ systems function. This course will afford students an opportunity to discover the nature of the human body through extensive discussion and laboratory investigations. Dissections are a required component of this course.

Zoology CP
Grade: 12
UC: "D" Requirement
Recommendations: Grade of "B" or better in Biology CP
Weight: 4 Point
Description: Students participating in this course will study the classification, phylogeny, ecology (environmental issues and solutions), behaviors, and unique anatomy/physiology (structure and function) of organisms in the major phyla of the animal kingdom. The unity, as well as diversity, of invertebrates and vertebrates, will be investigated throughout the course of the school year, still applying the four underlying themes of biological

studies (cell theory, evolution, genetics, and homeostasis). Instructor and student-driven interactive lectures/discussions, laboratory activities (on both a micro and macro level), field studies, guest speakers, projects, and field trips will all emphasize and enhance the student's learning experience in this course.

AP Environmental Science
Grade: 11- 12
UC: "D" Requirement
Recommendations: Grade of "B" or better in both semesters of Biology CP. 4th year of Science for Seniors or a 2nd Science Elective for Juniors.
Weight: 5 Point
Description: This AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in Environmental Science. This AP Environmental Science course is a rigorous science courses that stresses scientific principles and analysis. It is intended to enable the student to undertake, as a first year college student, a more advanced study of topics in environmental science, or to fulfill the basic requirement for laboratory science. This course is designed to prepare the student for the Advanced Placement Examination in Environmental Science.

Social Science

Health
Grade: 9-12
UC: Not UC Approved, MHS Grad Requirement Only
Recommendations: None
Weight: 4 Point
Description: Health is a required freshman class that is one semester in length and covers human growth and development, alcohol, tobacco, chemical use and abuse, prenatal substance abuse, human reproduction, communicable and non-communicable diseases, marriage, parenthood, family, human sexuality, methods of contraception and nutrition.

Health HSA
(Health Science Academy)
Grade: 9
UC: Not UC Approved, MHS Grad Requirement Only
Prerequisite: Acceptance into the Health Science Academy via application
Weight: 4 Point
Description: Health is a required freshman class that is one semester in length and covers human growth and development, alcohol, tobacco, chemical use and abuse, prenatal substance abuse, human reproduction, communicable and non-communicable diseases, marriage, parenthood, family, human sexuality, methods of contraception and nutrition. The students in this program will benefit from integrated themes, guest speakers, and field trips. with other HSA classes.

California History & Geography with Career Exploration
Grade: 9 - 12
UC: Not UC Approved, MHS Grad Requirement Only
Recommendations: None
Weight: 4 point
Description: This one-semester course covers the history of California with an emphasis on geographical, political, socio-economic, and cultural development. Career Exploration is designed to help students foster academic success in their high school careers and to aid in reaching life goals set by the individual student.

California History & Geography with Career Exploration HSA
(Health Science Academy)
Grade: 9
UC: Not UC Approved, MHS Grad Requirement Only
Prerequisite: Acceptance into the Health Science Academy via application
Weight: 4 Point
Description: This one- semester course covers the history of California with an emphasis on geographical, political, socio-economic, and cultural development. Career Exploration is designed to help students foster academic success in high school careers and to aid in reaching life goals set by the individual student. The course will coordinate interdisciplinary themes, lessons, field trips, and guest speakers with other HSA classes.

World History CP
Grade: 10
UC: "A" Requirement
Recommendations: None
Weight: 4 Point
Description: This course studies the origins and history of world civilization. This course examines the philosophical questions, religious ideas, political structures, and influential thinkers that have provided the foundations of the modern world. The class focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards.

World History CP HSA
(Health Science Academy)
Grade: 10
UC: "A" Requirement
Prerequisite: Acceptance into the Health Science Academy
Weight: 4 point
Description: Examines major turning points in the shaping of the modern world with an emphasis towards the health sciences. The course will focus on the growing interdependence of people and cultures throughout the world and the development of modern world relations. It focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards. This course will coordinate interdisciplinary themes, lessons, field trips, and guest speakers with other HSA classes throughout the semester that will relate World History to Science, English, and Health standards.

World History Honors
Grade: 10
UC: "A" Requirement
Recommendations: Grade of "B" or better in California History
Weight: 5 Point

Description: This course studies the origins and history of world civilization. It examines the philosophical questions, religious ideas, political structures, and influential thinkers that have provided the foundations of the modern world. The course focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards. It differs from World History CP in that it covers a broader range of topics and those topics are covered in greater depth. Successful completion of this course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

World History Honors HSA
(Health Science Academy)
Grade: 10
UC: "A" Requirement
Recommendation: Grade of "B" or better in California History
Weight: 5 Point
Description: This course studies the origins and history of world civilization. It examines the philosophical questions, religious ideas, political structures, and influential thinkers that have provided the foundations of the modern world. It focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards. It differs from World History CP in that it covers a broader range of topics and those topics are covered in greater depth. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP European History
Grade: 10-12
UC: "A" Requirement
Recommendations: "A" in California History & Geography. "A" in 9th grade English or Teacher Recommendation
Weight: 5 Point
Description: An in-depth study of European History from 1450 to the present following the course outline set forth by the College Board. Students who successfully complete the course and pass the American College Board AP European test will receive college credit for freshman-level history at most colleges. This is NOT a college-preparatory course; but instead, is a rigorous college course that uses a university textbook. It is expected that students have a passion for historical inquiry, already-developed study skills, and high-level skills in writing analytical essays. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

United States History CP
Grade: 11
UC: "A" Requirement
Recommendations: None
Weight: 4 Point
Description: This course is a survey of American History from the pre-Columbian era to the present with specific concentration on the major events and themes of the 20th and early 21st centuries. The class has a strong emphasis on the use of primary source materials to help students develop sophisticated reading and writing skills. The explicit goal of this course is to foster the student's ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

United States History CP HSA
(Health Science Academy)
Grade: 11
UC: "A" Requirement
Prerequisite: Acceptance into the Health Science Academy
Weight: 4 Point
Description: This course is set up to help students understand American history from Pre-Columbian era to the present, with most of the year being spent on the modern period, from 1900 to the present. With an emphasis on the history of health and science issues in the U.S., the class is intended to introduce students to some of the important events, movements, ideas, and Americans in our past, while at the same time following what is going on in the world today. From this, the student will gain an understanding of the background of events in American history so that he/she will be better able to understand the present as well as the future.

AP United States History
Grade: 11-12
UC: "A" Requirement
Recommendations: Grade of "A" in World History CP, or "C" in AP European History, or 10th-grade History teacher recommendation
Weight: 5 Point
Description: An in-depth study of American history following the course outline as set forth by the College Board. Students who have taken US History CP may take AP US History as a senior for elective credit. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Political Systems CP
Grade: 12
UC: "G" Requirement
Recommendations: None
Weight: 4 Point
Description: This one-semester course will help students gain a better understanding of the nature of government; its principals, organization, powers, and function so that they can participate intelligently in the governing process. They will study the United States Constitution to help them gain a better understanding of all three branches of government as well as state and local powers. They will learn the process of making laws and the part political parties play in our government. The class also includes in-depth thought and questioning of American foreign affairs and current issues of the day.

Political Systems CP HSA
(Health Science Academy)
Grade: 12

UC: "G" Requirement
Prerequisite: Acceptance into the Health Science Academy
Weight: 4 Point
Description: This one-semester course will help students gain a better understanding of the nature of government; its principals, organization, powers, and function so that they can participate intelligently in the governing process. The class will study the United States Constitution to help the students gain a better understanding of all three branches of government as well as state and local powers. Class covers the process of making laws and the part political parties play in our government. Students study American foreign affairs and current issues of the day. These areas of government are explored through their impact and influence on issues and concerns of health and science-related professions.

AP U.S. Government & Politics
Grade: 12
UC: "A" Requirement
Recommendations: Grade of "C" or better in AP US History or "B" or better in US History CP. Grade of "C" or better in AP English 3 or a "B" or better in English 3CP, or Teacher Recommendation
Weight: 5 Point
Description: An in-depth study of American Government following the course outline as set forth by the American College Board. Students who successfully complete the course and pass the College Board Advanced Placement Test may receive college credit for the freshmen level Government/Political Science. Successful completion of this course (with a grade of "C" or better), provides a "grade point" adjustment. Students must enroll in AP Economics.
AP Macroeconomics
Grade: 12
UC: "G" Requirement
Recommendations: Grade of "C" or better in AP US History or "B" or better in US History CP. Grade of "C" or better in AP English 3, or a "B" or better in English 3CP, or Teacher Recommendation. Recommend "B" or better in the most recent math course.
Weight: 5 Point
Description: An in-depth study of Economics (macroeconomics) following the course outline as set forth by the College Board. Students who successfully complete the course and pass the College Board Advanced Placement test may receive credit for freshman-level Economics. Successful completion of this course (with a grade of "C" or better), provides a "grade point" adjustment. Students must enroll in AP American Government.

Economics CP
Grade: 12
UC: "G" Requirement
Recommendations: None
Weight: 4 Point
Description: This single-semester course is designed to give the students an in-depth look at the world of economics. The goal of this course is to teach students how to apply the tools of economic analysis to personal, community, and national economic issues.

Economics CP HSA
(Health Science Academy)
Grade: 12
UC: "G" Requirement
Prerequisite: Acceptance into the Health Science Academy
Weight: 4 Point
Description: The goal of this single-semester course is to teach students how to apply the tools of economic analysis to personal, community, and national economic issues. The students will receive a real-world application of the issues and ideas facing the health and science industries.

Visual & Performing Arts and Technology

Drawing and Painting
(VMA Studio Pathway)
Grade: 9-12
UC: "F" Requirement
Recommendations: None
Weight: 4 Point
Description: This course is designed to teach basic skills in drawing and painting. Different techniques are introduced and projects are designed to enable students to express themselves through different media. This course may be followed up with Advanced Drawing Painting. Voluntary Lab Donation: $25.00 per semester.

Advanced Drawing and Painting
(VMA Studio Pathway)
Grade: 10-12
UC: "F" Requirement
Recommendations: Drawing and Painting or Teacher Approval
Weight: 4 Point
Description: This course is a continuation of the beginning class Drawing and Painting. Advanced techniques will be introduced which will enable the student to express themselves through different styles and techniques. This course may be repeated for credit or can be followed up with AP Studio Art: Drawing. Voluntary Lab Donation: $25.00 per semester.

AP Studio Art: Drawing
(VMA Studio Pathway)
Grade: 11-12
UC: "F" Requirement
Recommendations: Drawing and Painting, Advanced Drawing and Painting, and/or Teacher Approval
Weight: 5 Point
Description: This course is designed for students interested in a career in the Arts. Individual work will be done as well as structured projects in class. Students are required to have taken previous art classes. A portfolio is required by the College Board to receive AP credit. Voluntary Lab Donation $25.00 per semester. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Studio Art: 2-D Design
(VMA Studio Pathway)
Grade: 11-12
UC: "F" Requirement
Recommendations: Teacher approval.
Weight: 5 Point
Description: This course is designed for artists interested in fashion, photography, computer graphics, 2-D Design, digital

imaging, college, printmaking, or other 2-dimensional art forms. Students will work to pursue their individual interests while working closely with their teacher. Critiques will be used to establish teacher-student criteria and to help students stay focused on their individual goals. A portfolio is required by the College Board to receive AP credit. Voluntary Lab Donation: $25.00 per semester. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Studio Art: 3-D
(VMA Studio Pathway)
Grade: 11-12
UC: "F" Requirement
Recommendations: Completion of Ceramics or Teacher Approval
Weight: 5 Point
Description: This course is designed for the artist that enjoys working in ceramics, sculpture, jewelry, and other multi-surfaced art forms. Students enrolled will be working individually to develop their techniques and unique styles. Critiques will be used to establish teacher-student criteria and to help students stay focused on their goals. A portfolio is required by the College Board to receive AP credit. Voluntary Lab Donation: $25.00 per semester. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Ceramics
Grade: 11-12
UC: "F" Requirement
Recommendations: None
Weight: 4 Point
Description: Ceramics is one of the oldest art forms used by man. Students will learn the various methods used to create pottery, from hand building and sculpture to the modern wheel. Emphasis will be on developing the skills and techniques needed to master the art form. Cultural and historical references will be used throughout the course. This course may be followed up by Advanced Ceramics. Voluntary Lab Donation: $25.00 per semester

Advanced Ceramics
Grade: 12
UC: "F" Requirement
Recommendations: Completion of Ceramics
Weight: 4 Point
Description: This course is designed for students who have successfully completed Ceramics. This course will concentrate more on individual styles and mastering all techniques including further development of "throwing" on the wheel. Voluntary Lab Donation: $25.00 per semester

Digital Photography 1
(Photography Pathway)
Grade: 9-12
UC: "F" Requirement
Recommendations: None
Description: This class is an introduction to concepts in digital photography using a DSLR. Digital manipulation using Adobe Photoshop and Adobe Lightroom for editing techniques. Elements of art and principles of design will be incorporated into student projects. As well as art concepts and processes. The second semester builds on curricula taught in the first Semester and explores advanced concepts in digital photography and advanced level of working with lighting.

Digital Photography 2
(Photography Pathway)
Grade: 10-12
UC: UC "F" requirement - approval pending
Recommendations: Completion of both semesters of Digital Photography 1
Description: This course is a capstone course that continues to explore advanced concepts in Digital Photography. An emphasis is placed on conceptual design and creation. Both technical and artistic concepts are explored. Composition and aesthetic criteria are stressed for portfolio development. This course is designed to strengthen conceptualization skills.

AP Art History
Grade: 10-12
UC: "F" Requirement
Recommendations: "C" or better in English and History classes
Weight: 5 Point
Description: Advanced Placement Art History is a college-level course that studies the history of art from 8000 B.C.E to the present, and is intended to prepare students for the AP Art History Exam. Throughout the year we will discuss, what is art and how is it made? Why and how does art change? How do we describe our thinking about art? This course invites students to discover how art has impacted society and world history. Students will learn from a College Board list of 250 artworks chronologically, beginning with the Paleolithic painting/sculpture and ending with Post-Modernist contemporary artists.

Chorus
(PA - Vocal Pathway)
Grade: 9-12
UC: "F" Requirement
Recommendations: None
Weight: 4 Point
Description: This course is an introduction to the basics of vocal music, music notation, and part-singing. Students participate in daily exercises and learn to perform a variety of selections in concert before an audience. This class may be repeated for credit. Voluntary Lab Donation: $25.00.

Advanced Chorus
(PA - Vocal Pathway)
Grade: 10-12
UC: "F" Requirement
Recommendations: Completion of Chorus
Weight: 4 Point
Description: This advanced-level Chorus class is a fast-paced

singing and dancing course with an emphasis on learning to read music and performing at a higher level. This class may be repeated for credit. Voluntary Lab Donation: $25.00.

Musical Show Production
(PA- Theater Pathway)
Grade: 9-12
UC: "F" Requirement (MHS VPA or PE Grad Requirement)
Recommendations: None
Weight: 4 Point
Description: This class is designed to give students a chance to create, participate and perform in shows based around show tunes of American musical theater or original music/student-written. Students will learn and analyze different styles and types of music used in the history of American musical theater. Students will review and discuss musicals they observe in class or at a live show. In the fall, students will create, rehearse, promote, stage, costume, choreograph, and perform in an original musical. In the spring, they will do the same with their own musical revue and participation in the school-wide spring musical in May. After-school performances and rehearsals will be required both semesters. This class includes a vocal component, one year of high school chorus is strongly recommended. The course is aligned with the California State Standards.

Advanced Musical Theater
(PA- Theater Pathway)
Grade: 10-12
UC: "F" Requirement (MHS VPA or PE Grad Requirement)
Recommendations: Completion of Musical Show Production
Weight: 4 Point
Description: This class is designed to give students a chance to create, participate and perform in shows based around show tunes of American musical theater. Students will learn about, analyze and recognize the different styles and types of music used in the history of American musical theater or original music/student-written. The students will also review and discuss musicals they observe in class or at a live show. In the fall, the students will create, rehearse, promote, stage, costume, choreograph, and perform in an original musical. In the spring, the class will do the same with their own musical revue, plus participation in the school-wide spring musical in May. After-school performances and rehearsals will be required both semesters. This class includes a vocal component, one year of high school chorus is strongly recommended. The course is aligned with the California State Standards.

Drama 1CP
(PA-Theater Pathway)
Grade: 9-12
UC: "F" Requirement
Recommendations: None
Weight: 4 Point
Description: This course is an introduction to the basics of theater and acting. The students will develop skills and abilities that create self-confidence and personal control. Not a repeatable class. Students will be expected to rehearse additional hours beyond the regular class time.

Drama 2CP
(PA-Theater Pathway)
Grade: 10-12
UC: "F" Requirement - approval pending
Recommendations: Completion of Drama 1
Weight: 4 Point
Description: The emphasis of Drama 2 is fully realized theatrical productions through the application of skills learned in Drama 1. Students will direct, produce, design and act in multiple productions throughout the year. Students will also prepare monologues and/or scenes for entry into adjudicated theater festivals (minimum of 1 entry per semester). Students will be expected to rehearse additional hours beyond the regular class time.

Marching Band - Fall
Grade: 9-12
UC: Not UC Approved, MHS PE Requirement
Recommendations: 3 years instrumental experience and recommendation from Middle School Director. Must also be enrolled in Co-requisite. Co-requisites include Wind Ensemble, Wind Symphony, or String Orchestra. Co-requisite is required. Any exception MUST be approved by the instructor.
Weight: 4 Point
Description: This course is designed for the performance-minded music student. During the fall semester, the marching band performs at home football games, parades, band reviews, field shows, concerts, celebrations, and national events. This course includes colorguard. Students are exposed to compositions of various stylistic periods, which they perform. This class meets during period seven (7). Additional rehearsal time is required and includes some evenings. This course may be repeated for credit. Each course is aligned with the California State Standards.

Drumline and Winterguard - Spring
Grade: 9-12
UC: Not UC Approved, MHS PE Requirement
Recommendations: 3 years instrumental experience and recommendation from Middle School Director. Must also be enrolled in Co-requisite. Co-requisites include Wind Ensemble, Wind Symphony, or String Orchestra. Co-requisite is required. Any exception MUST be approved by the instructor.
Weight: 4 Point
Description: This course is designed for the performance-minded music student. This is a course designed to follow Marching Band and focus on indoor marching arts with particular emphasis on percussion and visual pageantry. This class meets during period seven (7). Each course is aligned with the California State Standards. Additional rehearsal time is required and includes some evenings. This course may be repeated for credit.

Mariachi - Spring
Grade: 9 - 12
UC: "F" Requirement
Recommendations: Must also be enrolled in Co-requisite. Co-requisites include String Orchestra, Chamber Orchestra, Symphonic Band or Wind Ensemble.
Weight: 4 Point

Description: Mariachi is a performance-based ensemble that celebrates the rich tradition, energy, and community of Mariachi music. Students will perform authentic Mariachi repertoire using traditional instrumentation, including violin, trumpet, guitar, vihuela, and guitarrón. This ensemble will perform at concerts and school events and may also travel to participate in Mariachi festivals and community performances, giving students the chance to share their music beyond campus.

Jazz Ensemble "A" (Advanced) (Zero Period)
Grade: 9-12
UC: "F" Requirement
Recommendations: 3 years instrumental experience and audition
Weight: 4 Point
Description: This is a two-year-long jazz ensemble, both by audition. Rehearsal time for each group varies. Students in the Jazz Bands explore all styles of jazz including, but not limited to swing, Latin, funk, fusion, and rock. The jazz ensembles perform at various competitions, in concerts, celebrations, national events, and special events.

Jazz Ensemble "B" (Intermediate) (Zero Period)
Grade: 9-12
UC: "F" Requirement
Recommendations: 3 years instrumental experience and audition
Weight: 4 Point
Description: This is a two-year-long jazz ensemble, both by audition. Rehearsal time for each group varies. Students in the Jazz Bands explore all styles of jazz including, but not limited to swing, Latin, funk, fusion, and rock. The jazz ensembles perform at various competitions, in concerts, celebrations, national events, and special events.

Concert Orchestra
(PA - Instrumental Pathway)
Grade: 9-12
UC: "F" Requirement
Recommendations: Director Approval
Weight: 4 Point
Description: This course is designed for intermediate-level students who play a string instrument, including violin, viola, cello, and bass. Concerts, festivals, and special events will be the performance emphasis. Students will explore various periods in music history, including baroque, classical, romantic, and 20th/21st century. Various styles of literature will be studied and performed. Technique and musical theory will be emphasized. There will be many opportunities for musical growth including chamber ensembles, solo work, individual assistance, and full orchestra settings combined with the Wind Ensemble.

Orchestra / Strings
(PA - Instrumental Pathway)
Grade: 9-12
UC:"F" Requirement
Recommendations: Director Approval
Weight: 4 Point
Description: Course is designed for beginning to intermediate level students who play a string instrument, including violin, viola, cello, and bass. Concerts, festivals, and special events will be the performance emphasis. Students will explore various periods in music history, including baroque, classical, romantic, and 20th/21st century. Various styles of literature will be studied and performed. Technique and musical theory will be emphasized. There will be opportunities for musical growth including chamber ensembles, solo work, individual assistance, and full orchestra settings combined with the Wind Ensemble.

Wind Ensemble
(PA -Instrumental Pathway)
Grade: 9-12
UC "F" Requirement
Prerequisite: Placement by audition only.
Weight: 4 Point
Description: This course is designed for the most proficient and serious wind or percussion musician. The wind ensemble rehearses and performs the most challenging literature within the instrumental music department. The wind ensemble performs at concerts, band festivals, national events, celebrations, and special events. In the spring, occasional evening rehearsals will be held. Note: This class may be repeated. Students must audition for this ensemble both fall and spring.

Symphonic Band
(PA - Instrumental Pathway)
Grade: 9-12
UC: "F" Requirement
Recommendations: 3 years instrumental experience or recommendation from Middle School Director
Weight: 4 Point
Description: Course is designed for beginning to intermediate level students who play a woodwind, brass, and/or percussion. It is also designed to allow students an opportunity to perform on a secondary instrument. Concerts, festivals, and special events will be the performance emphasis. Students will explore various periods in music history, including baroque, classical, romantic, and 20th/21st century. Various styles of literature will be studied and performed. Technique and musical theory will be emphasized. There will be opportunities for musical growth including chamber ensembles, solo work, & individual assistance.

Media Production
(Technology Pathway)
Grade: 9-11
UC: "F" Requirement
Recommendations: None
Weight: 4 Point
Description: This course provides students skills and competencies in broadcast media including television, radio, web/pod casting, and emerging broadcasting technologies. Students will become familiar with current and emerging technology and practices and the variety of career opportunities that present themselves in the live broadcasting pathways.

Advanced Media Production
(Technology Pathway)

Grade: 10-12
UC: "F" Requirement
Prerequisite: Completion of Media Production
Weight: 4 Point
Description: This Capstone course for the Multimedia Production pathway examines the specific uses of film and video technology in various creative industry applications. Students will demonstrate advanced knowledge and skills in pre-production, production, and post-production practices in an educational and work-based environment. Students will create film and/or video and sound products that demonstrate comprehensive knowledge of professional film and video and sound production.

World Language

French 1CP
Grade: 9-12
UC: "E" Requirement
Recommendations: Grade of "C" or better in English
Weight: 4 Point
Description: Introduces the French language and way of life. Reading, writing, listening and speaking skills are stressed through written, oral, and audio/visual methods. French language dialogues depicting real-life situations provide instruction in authentic communication. Standards for cultural connections, comparisons, and appreciation are addressed through oral presentations and small group research projects. The class will also include cultural units that enrich the study of French through music, literature, art, history, cuisine, and geography.

French 2CP
Grade: 10-12
UC: "E" Requirement
Recommendations: Grade of "C" or better in French 1CP
Weight: 4 Point
Description: Reinforcement of language skills continues with more advanced grammar concepts. Increasingly sophisticated sentence structures are introduced and writing skills are developed through practical and creative writing activities. Opportunities for authentic communication continue when students create and present original dialogues. Film versions of classic novels introduce French literature. The class continues to include cultural units that enrich the study of French through music, literature, art, history, cuisine, and geography.

French 3 CP
Grade: 11-12
UC: "E" Requirement
Recommendations: Grade of "C" or better in French 2 CP
Weight: 4 Point
Description: Emphasis on improving grammar continues as short stories, plays, poetry, and modern song lyrics are read, listened to, and discussed by the class. Speaking proficiency is further developed through planned and impromptu responses to a variety of communication situations. Listening skills are augmented through recorded excerpts from French drama, poetry, and radio broadcasts. Mini-research projects encourage students to increase their knowledge of both the past and present French way of life while addressing National and State Standards for cultural awareness.

AP French Language 4
Grade: 11-12
UC:"E" Requirement
Recommendations: Grade of "B" or better in French 3CP/Honors
Weight: 5 Point
Description: This course focuses on perfecting students' ability to communicate in both formal and informal French. It is important that students have a strong background in French to serve as the basis for new learning. Students are required to perform and continue to enrich their education at a high level of proficiency throughout the four basic language skills: listening, speaking, reading, and writing. The course material prepares students to be able to speak, read, and write cohesively and precisely at the third-year college level. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Spanish 1CP
Grade: 9-12
UC: "E" Requirement
Recommendations: A grade of "C" or better in English CP
Weight: 4 Point
Description: Introduces the basic skills of language learning: the speaking, listening, reading, and writing skills necessary for effective communication in Spanish. Appreciation of Hispanic culture is emphasized. This course satisfies the first-year foreign language requirement imposed by colleges.

Spanish 2CP
Grade: 9-12
UC: "E" Requirement
Recommendations: A grade of "C" or better in Spanish 1CP
Weight: 4 Point
Description: The second-year course is an integrated language arts program designed to provide students who have passed level 1 or equivalent further development in cognitive, academic language proficiencies. Instruction of the 5 C's of communication, culture, connections, comparisons, and communities will be emphasized.

Spanish 2CP HSA
(Health Science Academy)
Grade: 10
UC: "E" Requirement
Recommendations: A grade of "C" or better in Spanish 1CP and acceptance into the Health Science Academy
Weight: 4 Point
Description: This second-year course is an integrated language arts program designed to provide students who have passed level 1 or equivalent further development in cognitive, academic language proficiencies. Instruction in the 4 C's of communication, culture, connections, comparisons, and communities will be emphasized. Vocabulary and writing skills that are applicable to business or health science careers will be further developed.
Spanish 3CP
Grade: 10-12
UC: "E" Requirement
Recommendations: Grade of "C" or better in Spanish 2CP

Weight: 4 Point
Description: This third-year course is an integrated language art program designed to provide students who have passed level 2 further developments in cognitive academic language proficiencies. Instruction of 5 C's of communication, culture, connections, comparisons, and communities from the National Standards will be emphasized.

Spanish for Spanish Speakers 1
Grade: 9-12
UC: "E" Requirement
Recommendations: Recommended for students who understand and speak Spanish to some degree and can read/write at a basic level.
Weight: 4 Point
Description: Spanish for Spanish Speakers 1 is designed for students who have been exposed to Spanish in their home or community and possess a foundational understanding of the language. This course focuses on enhancing students' abilities to read, write, speak, and comprehend Spanish while deepening their knowledge of Hispanic cultures. Students will build upon their existing skills to improve grammar, spelling, and vocabulary through various activities such as storytelling, essays, and interactive discussions. The course aims to foster confidence in academic Spanish and prepare students for more advanced levels, including Spanish for Spanish Speakers 2. Students will explore the richness of the Spanish-speaking world, promoting both cultural pride and a broader understanding of global diversity.

Spanish for Spanish Speakers 2
Grade: 9-12
UC: "E" Requirement
Recommendations: Recommended for students who are fluent in Spanish or have a strong background in the language with strong reading, writing, and
speaking skills
Weight: 4 Point
Description: Spanish for Spanish Speakers 2 is designed for students who are fluent in Spanish or have a strong background in the language with strong reading, writing, and speaking skills. This course emphasizes refining grammar, expanding academic vocabulary, and strengthening formal writing techniques. Students will engage with authentic literature, analyze complex texts, and practice sophisticated oral and written communication. In addition to linguistic development, the course explores diverse Hispanic cultures, and history encouraging students to connect with their heritage and develop a global perspective. Spanish for Spanish Speakers 2 prepares students for higher-level Spanish courses and provides a solid foundation for Advanced Placement (AP) Spanish or college-level studies.

AP Spanish 4 - Language
Grade: 10-12
UC: "E" Requirement
Recommendations: Grade of "B" or better in Spanish 3CP or Spanish for Native Speakers 2 or a grade of "C" or better in Spanish 3 Honors and a Teacher Recommendation
Weight: 5 Point
Description: The overall goal of the course is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. Students are expected to be able to comprehend formal and informal Spanish, and also speak, read, and write cohesively and precisely at the third-year college level. This course will prepare the student for taking the Advanced Placement Exam in Spanish. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Spanish 5 - Literature
Grade: 11-12
UC: "E" Requirement
Recommendations: AP Spanish Language and Teacher Recommendation
Weight: 5 Point
Description: Through the study of Spanish and Hispanic prose and poetry, Spanish 5 Advanced Placement Literature improves and develops the student's master of oral and written Spanish, and helps prepare the student for the Advanced Placement Exam in Spanish Literature. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Additional Electives

AP Seminar (Capstone 1) (Zero Period)
Grade: 10-11
UC: "B" Requirement
Recommendations: None
Weight: 5 Point
Description: This course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions, and present and defend the argument for their solutions through a multimedia presentation. Students identify a research question; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AP Research (Capstone 2) (Zero Period)
Grade: 11-12

UC: "G" Requirement
Recommendations: Score of "3" or higher in AP Seminar and/or Teacher Recommendation
Weight: 5 Point
Description: AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Introduction to Computer Programming in Python
(Computer Programming Pathway)
Grade: 9 – 12
UC: "G" requirement
Recommendations: No
Weight: 4 Point
Description: This introductory course uses Python to teach students how to use logic, math, and creativity to solve problems. Key elements include: Learning foundational programming concepts,
building a strong base for advanced courses such as AP Computer Science Principles and AP Computer Science A, and building students confidence in programming while developing essential computer science skills. No prior programming experience required

AP Computer Science A
(Computer Programming Pathway)
Grade: 10 – 12
UC: "C" requirement (UC Math credit - MHS Elective)
Recommendations: "A" or "B" in Computer Programming in Python or teacher approval
Description: AP Computer Science A focuses on programming in Java and developing computer based solutions. Students will learn: Core computer science terminology and concepts, how to design, implement, and test Java programs, and problem solving strategies used in software development. The course aligns with the College Board AP Computer Science A curriculum and prepares students for
the AP exam. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Computer Design
(Computer Science Pathway)
Grade: 9 – 12
UC: "F" requirement (Pending A-G approval)
Recommendations: None
Description: The Computer Design course focuses on website and game design and development. Students learn the fundamentals of web development, including: Creating HTML and CSS files, incorporating JavaScript, and designing and implementing responsive web pages. In the game design portion, students learn to: Design, develop, and publish interactive games, use programming concepts such as variables, functions, conditionals, and event handling, and apply computational thinking to plan, test, and refine their projects.
By the end of the course students will have created functional websites and fully interactive games they can customize and share. Following successful completion of this course, students will be prepared for either AP Computer Science Principles or Introduction to Computer Programming in Python.

AP Computer Science Principles
(Computer Science Pathway)
Grade: 10-12
UC: "D" Requirement (UC Science credit- MHS Elective credit)
Recommendations: Computer Design or teacher recommendation
Weight: 5 Point
Description: This course introduces students to the central ideas of computing and computational thinking. Students will: Connect computing to realworld applications, develop computational artifacts,
use abstraction and analysis to model and solve problems, and communicate technical concepts effectively, both individually and in teams. The course prepares students for the AP Computer Science Principles exam. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

Psychology CP
Grade: 11-12
UC: "G" Requirement
Recommendations: None
Weight: 4 Point
Description: The goal of this course is to provoke thought about thinking, language, human development, and behavior. This course intends to delve into the inner workings of the human brain and its companion, the mind, and will provide a narrative for the human thought process, development of cognitive abilities in relationship to human behavior and interaction. Methods of learning, therapy and the basis of psychology will be examined.

AP Psychology
Grade: 11-12
UC: "G" Requirement
Recommendations: Grade of "B" or better in History and English Overall GPA of 3.50
Weight: 5 Point

Description: This course provokes independent thought about human behavior and mental processes. This study of the science of psychology is a challenging introductory college-level course. Course material concentrates on cognitive and biology basis of behavior, sensation and perception, states of consciousness, learning, memory, intelligence, motivation and emotion, human lifespan development, personality, stress and mental health, disorders, therapy, and social interaction. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment.

AVID 9th Grade (Zero Period)
Grade: 9
UC: "G" Requirement
Recommendations: Enrollment in AVID Program & concurrently enrolled in College Preparatory courses. Students must maintain "C" or better grades in all their College Preparatory courses.
Weight: 4 Point
Description: This elective course for students accepted in the AVID program is a college preparatory course for students who wish to enter a four-year university or college after high school graduation. Lessons are given in note-taking, textbook reading, study skills, test-taking, and library research skills to help students to succeed in their academic classes. Additionally, there will be instruction offered in time management, SAT/ACT preparation, college entrance exams, and applications. Emphasis is placed on writing as a tool of learning, note-taking strategies, collaborative learning, and tutoring. All students participate in an annual AVID picnic social event in the park.

AVID 10th Grade (Zero Period)
Grade: 10
UC: "G" Requirement
Recommendations: Enrollment in AVID Program & concurrently enrolled in College Preparatory courses. Students must maintain "C" or better grades in their College Preparatory courses.
Weight: 4 Point
Description: This elective course for students accepted in the AVID program is a college preparatory course for students who wish to enter a four-year university or college after high school graduation. Lessons are given in note-taking, textbook reading, study skills, test-taking, and library research skills to help students to succeed in their academic classes. Additionally, there will be instruction offered in time management, SAT/ACT preparation, college entrance exams, and applications. Emphasis is placed on writing as a tool of learning, note-taking strategies, collaborative learning, and tutoring. All students in this class participate in fundraising activities for university field trips. All students participate in an annual AVID picnic social event in the park.

AVID 11th Grade (Zero Period)
Grade: 11
UC: "G" Requirement
Recommendations: Enrollment in AVID Program & concurrently enrolled in College Preparatory courses & one or more Honors or AP classes. Students must maintain "C "or better grades in all College Preparatory classes.
Weight: 4 Point
Description: The AVID Junior Seminar is a continuation of the 10th Grade AVID Course. The class is designed to prepare, in an academic context, students for entrance into four-year colleges, with emphasis on analytical writing, college study skills and test-taking, oral language development, note-taking, and research. Special emphasis will be placed on the college application process and readiness for college-level classes. All students in this class are required to take the PSAT/PLAN and SAT/ACT assessments at least once during their junior year. All students participate in an annual AVID picnic social event in the park. All junior students organize and plan the annual AVID Senior Awards Night.

AVID Senior Seminar (Zero Period)
Grade: 12
UC: "G" Requirement
Recommendations: Enrollment in the AVID Program and concurrently enrolled in one or more Honor or AP classes. Students must maintain "C" or better grades in all College Preparatory classes.
Weight: 4 Point
Description: The AVID Senior Seminar is a continuation of the 11th AVID Course. The class is designed to prepare, in an academic context, students for entrance into four-year colleges, with emphasis on analytical writing, college study skills and test-taking, oral language development, note-taking, and research. Special emphasis will be placed on the college application process and readiness for college-level classes. All students enrolled in this class must take at least once the SAT/ACT assessments, must complete at least one college application, must complete the FAFSA application, and one scholarship application. All senior students organize and plan the annual AVID picnic social event in the park.

Academic Mentor
Grade: 11-12
UC: Not UC Approved
Recommendations: Counselor Recommendation
Weight: 4 Point
Description: Student Academic Mentors are junior or senior students who are proficient in the subject assigned and have an opening in their schedule for an elective. Academic Mentors support teachers by assisting students who are underperforming in the enrolled subject such as English, Social Studies,World Languages, Science, or Math. Teachers request Academic Mentors.

Digital Yearbook Layout
Grade: 10-12
UC: "F" Requirement
Prerequisite: Application and Acceptance
Weight: 4 Point
Description: This yearlong course focuses on designing the school's yearbook. Students will learn a variety of techniques and procedures related to digital photography and design and become proficient in the software necessary to produce the yearbook.

Helping Hands Tutor
Grade: 11-12
UC: Not UC Approved
Prerequisite: Must have Counselor Approval
Weight: 4 Point

Description: General education students provide social and academic support to their classmates with disabilities by (a) helping them acquire skills needed to succeed in the general education environment and (b)adapting the environment to be more welcoming and accommodating to individual differences and needs (c)modeling appropriate high school behavior.

Culinary Arts
(Hospitality and Tourism Pathway)
Grade: 11
UC: "G" Requirement
Recommendations: None
Weight: 4 Point
Description: This course explores the hospitality industry from a variety of perspectives of historical, financial, economic, geographic, sociological, and cultural as a basis for understanding the concepts and theories that guide industry practices today. Students will gain overall knowledge about the hospitality industry, along with a more detailed understanding of select segments, including lodging, travel and tourism, food and beverage operations, and event management.

Advanced Culinary Arts
(Hospitality and Tourism Pathway)
Grade: 12
UC: "G" Requirement
Recommendations: Successful completion of Culinary Arts
Weight: 4 Point
Description: Advanced Culinary will build on concepts and theories of the beginning course. Hospitality industry internships for students will be the primary focus of the advanced course.

Introduction to Product Innovation & Design (Level 1)
(Manufacturing Pathway)
Grade: 9-11
UC: "G" Requirement
Recommendations: None
Weight: 4 Point
Description: In this hands-on course, students will explore 3D design, product development, and entrepreneurship while learning to create and refine their own 3D-printed designs. Using Tinkercad and Bambu Studio, they will develop measuring skills, design toys, and create assistive technology solutions. Students will gain teamwork, problem-solving, and persuasive writing skills, culminating in the PrintLab 3D Printing & Design Certification (Levels 1-3).

Advanced Product Innovation & Design (Level 2)
(Manufacturing Pathway)
Grade: 10-12
UC: "G" Requirement
Recommendations: Completion of Product Innovation & Design (Level 1)
Weight: 4 Point
Description: Building on the foundations of Level 1, this course challenges students to take their product designs further with greater independence and a stronger focus on business and marketing strategies. Using Autodesk Fusion 360, students will refine their CAD skills, develop entrepreneurial projects, and enhance their problem-solving and interviewing abilities. The course culminates in the opportunity to earn the Autodesk Fusion Certified User certification, preparing students for real-world applications in product design and marketing.

Student Government (ASB)
Grade: 9-12
UC: "G" Requirement
Prerequisite: Elected to an Associated Student Body Office or selected as a Commissioner. Academically Eligible (2.0 GPA or higher) / Attendance/Behavior in good standing. Interview with Cabinet & ASB Director.
Weight: 4 Point
Description: This student leadership course provides students with the opportunity to participate in a comprehensive, student-run Associated Student Body (ASB) program focused on student voice, school culture, academic recognition, and civic responsibility. Students will develop leadership, teamwork, communication, and problem-solving skills while planning, organizing, and implementing school-wide activities, events, assemblies, and recognition programs that celebrate student achievement and engagement. This class, including all parts, approves all club, class, and student government expenditures. It sponsors student-centered events and activities throughout the year. The student government also puts on school-wide assemblies, rallies, and evening dances. The class is a student-run class. In alignment with FCMAT guidelines and district policies, students will gain experience in parliamentary procedures, organization, budgeting, fundraising, and financial accountability. The course emphasizes ethical leadership, transparency, and responsible decision-making while supporting a positive and inclusive campus climate. Participation may require some summer and after-school hours. Students must attend a mandatory 2-day leadership training session in August.

Office Assistant (Aide)
Grade: 11-12
UC: Not UC Approved
Recommendations: None
Weight: 4 Point
Description: Limited to juniors and seniors who are academically eligible, this course will help the student learn how to work for a supervisor similar to an employer-employee relationship. The counselors' will assign students after eligibility has been verified. This course may be repeated for credit. (Requires Parent Signature).

Teacher Assistant
Grade: 12
UC: Not UC Approved
Recommendations: None
Weight: 4 point
Description: Limited to seniors who are academically eligible, this course will help the student learn how to work for a supervisor similar to an employer-employee relationship. Students will receive

additional exposure to the skills of the subject area. The counselors' will assign students after eligibility has been verified. Students' may be a teacher aide for only one period, per semester. This course may be repeated for credit. (Requires Parent Signature).

Health Science Academy Electives

Sports Medicine & Health Management
(Health Science Academy)
Grade: 11
UC:"G" Requirement
Prerequisite: Acceptance in the Health Science Academy
Weight: 4 Point
Description: This course is focused on the nature of health with regards to the individual and society. It takes an in-depth look at major health concepts and increases each student's understanding of healthy living. Students examine the development of positive choices, values, attitudes, and lifestyles. Concepts include personal fitness, nutrition, body systems, character development, personal relationships, harmful substances, communicable and non-communicable diseases, and reproduction and contraception. Students will become certified in CPR and first aid. This course is required for graduation from the Moorpark High School Health Science Academy.

Health Issues / Senior Project Seminar
(Health Science Academy)
Grade: 12
UC: "G" Requirement
Prerequisite: Acceptance in the Health Science Academy
Weight: 4 Point
Description: During the fourth year of the Health Science Academy, students will continue to develop their skills in higher-order reading comprehension and critical thinking through an in-depth study of health and ethical issues in the medical field. Through the study of contemporary literature, including literary analysis, writing, speaking, listening, and academic research, students will explore current medical issues facing the world today, as well as develop leadership skills needed to be successful in the professional world. Emphasis will be placed upon medical themes, issues, and terminology presented to students through literature and other source material. This course is required for graduation from the Moorpark High School Health Science Academy.

Career Education Center (ROP/CEC)

https://www.vcoe.org/Career-Education/Career-Education-Center
CEC is a way to prepare the student for work or advanced training. These classes are free vocational courses taken as part of the regular high school program. Most of the training takes place at the Camarillo Airport, and several courses offer free bus transportation to and from the high school. Instructors are experts in their field. They will train the student in a shop area or on- the-job training in a local shop, office or business. Students will receive a Certificate of Proficiency when the course is successfully completed. All CEC / ROP classes earn 10 credits per semester and are scheduled for periods 5 and 6. For further information, please see your counselor.
CAREER EDUCATION CLASS OFFERINGS SUBJECT TO CHANGE