



Citrus Hill High School

18150 Wood Rd. Perris,
CA 92570

Course Catalog

2017- 2018
9th-12th Grade

\Contents

Nondiscrimination statement

The Val Verde Unified School District is committed to equal opportunity for all individuals. District programs and activities shall be free from discrimination including discriminatory harassment, intimidation, or bullying based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on association with a person or group with one or more of these actual or perceived characteristics.

GRADUATION REQUIREMENTS

Courses	Credits Required	A-G Requirements CSU/UC
English: <ul style="list-style-type: none"> English I/ELDIV, English II, III, IV 	40	40*
Mathematics: <ul style="list-style-type: none"> Algebra IB/Algebra CP Geometry/Geometry Concepts Math Elective 	30 #	30** ***
Social Science: <ul style="list-style-type: none"> World History (10 credits) U.S. History (10 credits) American Government (5 credits) Economics (5 credits) 	30	30
Science: <ul style="list-style-type: none"> Life, Physical, Science Elective 	30	20***
Fine Arts/Foreign Language	10	<20> (Same Language) 10 Fine/Performing Arts
Physical Education	20	
Electives	60	10
Total Credits To Graduate	220	

*40 Credits including Honors or A.P. English.

**30 Credits including Algebra I and Algebra II, Geometry, and more advanced college preparation math courses.

***An additional year is recommended.

Students must be enrolled in a sequenced math course through 12th grade.

<> A score of 520 or higher on any SAT II language other than English test meets the foreign language UC/CSU requirement.

NOTE: Students will need to complete 40 hours of community service and complete their FAFSA as part of their graduation requirements.

ADMISSION REQUIREMENTS FOR POST-SECONDARY EDUCATION

Students should plan for the future early in their high school career. They will need to select courses to match the requirements of the post-secondary educational opportunity they plan to pursue. Some options are listed below. Private colleges vary in their admission requirements. Please consult the Admissions Officer at any school not represented in the list below for a school's specific requirements.

Vocational and Trade Schools:

The requirements for vocational and trade schools vary. Students may secure specific requirements from their counselor or from the staff in the College and Career Center.

Community Colleges:

Any graduate of an accredited high school, any person 18 years of age or older, or any student who has passed the California High School Proficiency Examination is eligible for enrollment. All entering students are required to take placement tests in English, reading and math for the purpose of registering in the appropriate level of college courses.

University of California and California State Universities:

To be eligible for admission to the University of California and California State Universities, students must have taken a minimum of fifteen high school units, to be taken during grades 9-12. All of these must be academic or college preparatory units and at least seven of those fifteen must be taken during the last two years of high school. Academic or college preparatory units include courses in English, mathematics, laboratory science, foreign language, history/social science, fine arts, and college preparatory elective. All high school students planning to attend the University of California or California State Universities should plan to apply by November 30th of their senior year.

Private and Out of State Colleges and Universities

The UC/CSU eligibility pattern is acceptable at most private and out of state colleges and universities. Students are encouraged to contact the admissions department of each school that is being considered for application to verify additional course requirements needed for acceptance. Some schools will accept application for early decision in the fall of the senior year.

Technical Schools

Technical Schools offer education and training in many career-oriented fields. Students focus their studies on such careers as fashion design, culinary arts, electronics, automotive or computer technology to name a few. Requirements, cost, and length of program vary depending on the chosen program. Students are encouraged to research ROP, community colleges, and other options for comparable career preparation programs.

Armed Services

Includes the Navy, Air Force, Army, Coast Guard, and Marine Corps. All branches require a high school diploma and ASVAB test.

"A - G" SUBJECT REQUIREMENTS

COLLEGE AND UNIVERSITY ENTRANCE REQUIREMENTS UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITIES

The University of California - A-G list is the set of course requirements all students must complete to be eligible for acceptance into any University of California. This required set of courses is considered serious and rigorous enough academically to potentially have prepared students for admission to any college.

Students may satisfy portions of the "A-G" requirements by earning an appropriate score on the SAT II: Subject Tests or by earning a score of three (3) or higher on the appropriate Advanced Placement Test. However, students must still

compete for entrance into universities and colleges with other well-prepared students. Admission Offices look at courses taken, grades earned, and other considerations such as participation in extracurricular and volunteer activities both at school and in the community.

- a. **History/Social Science** – Two years of history/social science, including one year of World History, Cultures and Geography; and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.
- b. **English** – Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
- c. **Mathematics** – Three years are required, but four are recommended. Three years of college-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as well as math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.
- d. **Laboratory Science** – Two years are required, but three are recommended. Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.
- e. **Language other than English** – Two years are required, but three are recommended. Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
- f. **Visual & Performing Arts** – A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
- g. **College Preparatory Elective** – One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

Courses that meet the A-G requirement are individually identified in this course guide. To plan a college preparatory plan, review the four year plan outline on page seven of this guide. For further information on the University of California requirements go to: www.ucop.edu/doorways/list.

EXAMINATION REQUIREMENTS

FOR THE UNIVERSITY OF CALIFORNIA & CALIFORNIA STATE UNIVERSITIES

All post-secondary freshmen applicants must submit scores from the following college entrance tests:

- The Scholastic Aptitude Test (**SAT-I**) Reasoning Test or the American College Test (**ACT**) Assessment plus Writing. The Writing portion is optional for Cal State, but required for UC. The critical reading, writing and mathematics scores on the SAT must be from the same sitting. If you take the ACT, you will be asked to report your scores on each section of the test as well as your composite score.
- Effective for the fall of 2012 entering class, two SAT Subject Tests will no longer be required for admission. The subject test may also be recommended for certain majors.

SAMPLE FOUR YEAR PLANS

	I VOCATIONAL SCHOOL OR COMMUNITY COLLEGES	II UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITIES	III VERY COMPETITIVE COLLEGES AND UNIVERSITIES
ENTRANCE TEST	Meets High School Graduation Requirements	UC-SAT I or ACT & SAT II CSU- SAT I or ACT (Grades of “C” or better in a A-G classes)	SAT’s or ACT (see college requirements) (Grades of “B” or better)
Ninth	English I Freshman Seminar Algebra I CP/ Geometry Life Science/Biology PE Fine Art or Foreign Language	English I CP Freshman Seminar Algebra I. Geometry, Algebra II Biology, Chemistry PE Spanish I or Fine Art	English I CP, English I (HL) AP Geography Geometry, Algebra II, Algebra II (HL) Biology, Biology (HL) PE Spanish I or Fine Art
Tenth	English II CP World History Algebra I, Geometry Biology/Environmental Science PE Elective	English II CP World Hist, World Hist CP, AP World Hist Geometry, Algebra II Biology, Chemistry, AP Physics PE/Health Spanish II, AP Spanish, Adv. Art	English II CP, English II (HL) World Hist/World Hist CP/AP World Hist Algebra II, Algebra II (HL), Pre-Calculus, Pre-Cal Honors AP Calculus AB Chemistry, AP Physics PE/Health Spanish II, AP Spanish, Adv. Art
Eleventh	English III U.S. History Geometry Concepts, Geometry, Algebra II, Statistics/Trigonometry Chemistry/ Earth Science PE/Elective Elective	English III, American Lit CP, AP Eng. Lang. U.S. History, U.S. History CP , AP U.S. History Alg. II, Statistics/Trigonometry, Pre-Cal, Pre-Cal Honors, AP Calculus AB, Applied Calculus AB/BC Chemistry, AP physics, Physics PE/Elective AP Spanish Adv. Art	Amer. Lit CP, AP Eng. Lang. U.S. History, U.S. History CP, AP U.S. History Pre-Cal, Pre-Cal Honors, AP Calculus AB/BC Physics, AP Physics PE/Elective Spanish III/AP Spanish, Adv. Art
Twelfth	Exp.Rdg./Writing, ERWC CP, ERWC H Government/Economics Math Elective Elective Elective Elective	Exp. Rdg/Writing, ERWC H, AP English Lit, AP English Lang Government, Economics, AP Gov/Pol US College Prep. Elective-Math College Prep. Elective- AP Courses College Prep. Elective College Prep. Elective	AP English Lit, ERWC H, AP Eng Lang Government/Econ, AP Gov/Pol US College Prep. Elective- Math College Prep. Elective AP Courses College Prep. Elective College Prep. Elective

**** Students who score below the twentieth percentile on State exams may be placed by recommendation in additional English Prep. course work to improve basic skills to be successful in high school.***

Diploma Bound EL Program or Certificate of Completion

CELDT Level 1—Five Year Newcomers ELD Program (Inside to EDGE Fundamentals Curriculum)

Program Objective:

- *To successfully accelerate English developing students through high school*
- *To reclassify students after their third year of high school*
- *To provide the option to fulfill high school requirements and college bound (in bold) courses for a 4-year university*

PER	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
1	Reading ELD Ia - ELD IIa	Reading	ELD IV (**Eng. 1)	**English II/ELD Eng Proficiency (for cert. of completion only)	**English III
2	Health/Geography	Writing ELD III	ELD IV-Support	*Fine Arts/Elective	English IV
3	Writing ELD Ib ELD IIb	Listening/Speaking ELD III	Elective	Foreign Language	Elective/ Foreign Language
4	Listening/Speaking ELD Ic ELD IIc	Biology	Environmental Science/ Chemistry	Earth Science/ Science Elective (eg. Physics)	Elective (eg. Science, Fine Arts)
5	Algebra I B/CP Geometry Algebra 1A	Algebra 1B/CP Algebra II Geometry/Concepts	Algebra 1B Algebra II Geometry/Concepts	Algebra 1B or II Geometry/Concepts Pre-Calculus Other Math Elective	Other Math Elective
6	P.E.	P.E.	World History	U.S. History	Am. Gov. Econ
7				***Power UP- ELD/Power UP for CAHSEE Prep	***CAHSEE Prep

Note:

***A student must take a Visual or Performing Arts College bound class to fulfill the 1 year UC/CSU requirement.**

****A student may attend summer school between years to accelerate through the program (under teacher recommendation) or concurrent enrollment. *** However, if a student does not meet the criteria for reclassification (pps.61-63 in EL Master plan) after he/she has completed ELD IV then the student is required to take ELD Intervention (Power-Up) instead of his/her elective, or as a 7th class until he/she meets the criteria, or graduates from High School.**

******Optional 5th year if student wants to receive a High School Diploma and/or fulfill UC/CSU requirements; otherwise students receives Certificate of Completion**

CELDT Level 2—Four Year ELD Program (Fundamentals to EDGE Level A Curriculum)

Program Objective:

- *To successfully accelerate English developing students through high school*
- *To reclassify students after their second year of high school*
- *To provide the option to fulfill high school requirements and college bound (in bold) for a 4-year university*

Note:	PER	1 st Year	2 nd Year	3 rd Year	4 th Year
ELD I, II, III, and IV are not for students who were raised in the USA.	1	Reading ELD III	English I	**English II/ ELD Eng Proficiency (for cert. of completion only)	**English III/ ELD Eng Proficiency (for cert. of completion only)
	2	Writing ELD III	ELD IV-Support	Foreign Language	English IV
	3	Listening/Speaking ELD III	World History	U.S. History	Am. Gov. Econ
	4	P.E	P.E	P.E.	Elective or ***CAHSEE Prep
	5	Algebra I B/CP Geometry Algebra 1A	Algebra 1B/CP Algebra II Geometry/Concepts	Algebra 1B Algebra II Geometry/Concepts	Algebra 1B or II Geometry/Concepts Pre-Calculus Other Math Elective or Fine Arts Elec.
	6	Biology	Environmental Science/ Chemistry	Earth Science/ Science Elective (eg. Physics)	Elective/ Foreign Language
	7			***Power UP- ELD/Power UP for CAHSEE Prep	

Note:

****If a student meets the math college prep requirements by their 3rd year, he/she can take the college bound visual/performing arts requirement their 4th year, but if student does not meet the math requirement, he/she must attend summer school to meet UC/CSU admission requirements.***

******If a student does not meet the criteria for reclassification (pps.61-63 in EL Master plan) after he/she has completed ELD IV then the student is required to take ELD Intervention(Power-Up) instead of his/her elective, or as a 7th class until he/she meets the criteria, or graduates from High School.***

Diploma Bound EL Program or Certificate of Completion

CELDT Level Low to Regular 3—Four Year ELD Program (EDGE Level B and novels Curriculum)

Program Objective:

- *To successfully accelerate English developing students through high school*
- *To reclassify students after their first year of high school*
- *To provide the option to fulfill high school requirements and college bound (in bold) for a 4-year University*

Note:	PE R	1 st Year	2 nd Year	3 rd Year	4 th Year
ELD I, II, III, and IV are not for students who were raised in the USA.	1	ELD IV (Eng.1)	English II	English III	English IV
	2	ELD IV-Support	Fine Art/Foreign Language	Fine Art/Foreign Language	Elective/ Foreign Language
	3	Geography/P.E.	World History	U.S. History	Am. Gov. Econ
	4	Life Science/ Biology	Environmental Science/ Chemistry	Earth Science/ Science Elective (eg. Physics)	Elective
	5	Algebra I B/CP Geometry Algebra 1A	Algebra 1B/CP Algebra II Geometry/Concepts	Algebra 1B Algebra II Geometry/Concepts	Algebra 1B or II Geometry/Concepts Pre-Calculus Other Math Elective
	6	P.E.	P.E. Health	P.E.	Elective/ Foreign Lang. (3rd yr. recommended)
	7		***Power UP-ELD 9/10	***Power UP-ELD/Power UP for CAHSEE Prep	***CAHSEE Prep

Note:

*****If a student does not meet the criteria for reclassification (pps.61-63 in EL Masterplan) after he/she has completed ELD IV then the student is required to take ELD Intervention(Power-Up) instead of his/her elective, or as a 7th class until he/she meets the criteria, or graduates from H.S.**

CELDT Level High 3, 4 or 5, C or Q—Four Year ELD Program (EDGE Level C & Supps. Curriculum)

Program Objective:

- *To successfully accelerate English developing students through high school*
- *To reclassify students after their first year of high school*
- *To provide the option to fulfill high school requirements and college bound (in bold) for a 4-year university*

Note:	PE R	1 st Year	2 nd Year	3 rd Year	4 th Year
ELD I, II, III, and IV are not for students who were raised in the USA.	1	English I-SDAIE	English II	English III	English IV
	2	***Power UP-ELD 9/10	Fine Art/Foreign Language	Elective/Foreign Language	Elective/Foreign Language (recommended)
	3	Geography	World History	U.S. History	Am. Gov. Econ
	4	Life Science/ Biology	Environmental Science/ Chemistry	Earth Science/ Science Elective (eg. Physics)	Elective
	5	Algebra I B/CP Geometry Algebra 1A	Algebra 1B/CP Algebra II Geometry/Concepts	Algebra 1B Algebra II Geometry/Concepts	Algebra 1B or II Geometry/Concepts Pre-Calculus Other Math Elective
	6	P.E.	P.E. Health	P.E.	Elective
	7		***Power UP-ELD 9/10	***Power UP-ELD/Power UP for CAHSEE Prep	***CAHSEE Prep

Note:

*****If a student does not meet the criteria for reclassification (pps.61-63 in EL Masterplan) after he/she has completed ELD IV then the student is required to take ELD Intervention (Power-Up) instead of his/her elective, or as a 7th class until he/she meets the criteria, or graduates from H.S.**

Career Technical Education (CTE)

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post secondary education and careers.

In order to complete a pathway, students must complete two year long courses--one introductory and one concentrator/capstone course.

Pathway	Introductory Course	Concentrator/Capstone Course
Patient Care	ROP Health Science OR ROP Medical Term OR ROP Allied Health	ROP Sports Medicine Lab OR ROP EMR
Agriculture and Natural Resources	Agriculture Aquaponics	AP Environmental Science OR Agriculture Projects: Aquaponics
Graphic Production Technology	Photography II	Advanced Graphics and Design
Marketing, Professional Sales	ROP Retail Sales and Marketing	RCOE Integrated Marketing Communications OR Retail Marketing Student Store Lab AND Advanced Retail Operations
Software Systems Development	AP Computer Principles	CTE Java Geometry Concepts OR AP Computer Science A
Performing Arts	Concepts of Theatre and Acting OR Theatre Motion and Combat	Technical Theatre OR Acting and Directing Workshop
Operations and Logistics	Warehouse Technology	Warehouse Operations
Information Support and Services	CIS Microsoft Tools II	CIS Media Publications

PROGRAMS

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is a four-year college preparatory program designed primarily to refine the skills necessary for success in both high school and college. Students selected for the program are enrolled in college preparatory classes designed to fulfill the requirements needed for entry into the University of California and California State University systems.

The AVID curriculum includes seminars on lecture and textbook note taking, time management, test-taking strategies with particular emphasis on SAT and ACT tests, and writing development through various modes of discourse.

ENGLISH LANGUAGE DEVELOPMENT (ELD) & SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)

ELD and SDAIE instruction refers to the development of English language concepts and skills using methodologies appropriate to second language learners. It incorporates multiple teaching strategies in a structured environment in order to provide English Learners with access to the district core curriculum. Students enrolled in ELD IV and SDAIE classes receive regular credit towards graduation.

VAL VERDE ACADEMY – A VIRTUAL SCHOOL

Val Verde Academy, a Virtual School, gives students the option of completing 12 courses per academic year (or 6 courses per semester). Although an alternative high school option, Val Verde Academy is not designed for at-risk students. A full time student may earn up to 60 credits in an academic year following the same 4 year path and 220 credit requirements as CHHS/RVHS.

HOME & HOSPITAL INSTRUCTION

Home and hospital Instruction is provided to students who are unable to attend regular school due to health impairments as diagnosed by a medical doctor. Students must have a doctor's note to be placed on Home & Hospital for a minimum of 20 days to qualify.

MESA

The Mathematics, Engineering, Science Achievement (MESA) program is designed to enrich and support students preparing for math and science related college majors. The University of California, Riverside sponsors MESA activities that include tutoring, career counseling, field trips, competitions, summer programs and scholarship incentives.

MIDDLE COLLEGE HIGH SCHOOL (MCHS)

This program targets students with academic ability that, for a variety of reasons, are not successful, or are not thriving in a traditional high school setting. The MCHS students take both high school and college classes at the Riverside Community College Moreno Valley Campus. Students are not only completing their high school diploma, but also gaining a substantial head start on college, often completing more than one year of college credits. Students must be willing to commit to the program for two years.

REGIONAL OCCUPATIONAL PROGRAM (ROP)

Students may enroll in ROP classes offered on and off campus. ROP classes prepare students in job skills and technical skills while earning high school credits. Students who successfully complete ROP classes will

receive a Certificate of Training in addition to the high school credits. For more information visit our on-campus ROP representative in the College and Career Center.

SPECIAL EDUCATION PROGRAM

Citrus Hill High School offers Special Education Programs in Resource and Special Day or Life Skills (Functional and Foundational) classes. Appropriate placement in Special Education and selection of classes is made through the Individual Educational Plan (IEP).

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character (and Citizenship for NJHS). These characteristics have been associated with membership in the organization since its beginning in 1921.

CHHS SCHOLARS

Entrance into the Scholars program begins during the student's freshman year. Every student who accepts their invitation to be in the scholars program must attend the three week summer school class for AP Human Geography before the start of their 9th grade year. Each student must enroll in the most rigorous courses on campus and attend the summer school sessions for all AP courses that are being offered. Students must maintain the 3.5 GPA requirement and have excellent citizenship and leadership to remain in the program. If a student was not accepted into the scholars program their freshman year they cannot be placed into the scholars program. If a student was accepted into the scholars program at Rancho Verde High School in Val Verde Unified School District and transfers to Citrus Hill High School, they will automatically be enrolled in the Scholars program at Citrus Hill High School if they have maintained the GPA and citizenship requirements.

TESTING

EAP (Early Assessment Program)

An early assessment program that incorporates the CSU's placement standards into existing high school standards tests in augmented English and mathematics California Assessment of Student Performance and Progress (CAASPP). The purpose is to determine individual readiness of 11th grade students and to allow sufficient time to attain additional skills needed to enter CSU college-ready. For those students assessed as ready for college, CSU and some community colleges will certify these students as proficient in English and mathematics.

ASVAB (Armed Services Vocational Aptitude Battery)

Any interested student may take the Armed Services Vocational Aptitude Battery. Students receive scores in Academic, Verbal, and Math Ability, indicators of potential for further formal education. They also receive scores in mechanical, crafts, business, clerical, electronics, electrical, health, social and technology. These scores indicate potential for training in selected occupational areas. All 11th grade students are strongly encouraged to take this assessment.

PSAT (Preliminary Scholastic Aptitude Test)

The Preliminary Scholastic Aptitude Test is offered in October to all tenth and eleventh graders. This test is an excellent practice exam to prepare for the SAT I, and provides placement for 11th and 12th grade course selections. National Merit Scholarships are linked to this exam.

ADVANCED PLACEMENT TESTS

Advanced Placement exams are given in early May to students who have completed the corresponding AP courses. A student scoring a 3, 4 or 5 (on a 5-point scale) may receive college credits in addition to high school credits. All students enrolled in an A.P. course are required to take the test as part of the class. For more information log on to the College Board web site at www.collegeboard.com.

COLLEGE ENTRANCE EXAMS

Standardized tests are one of the many factors that colleges use in making admissions decisions. The SAT I and II tests are offered. Applications and tests dates are available in the College and Career Center for the following tests or on the website at www.collegeboard.com or www.act.org: SAT I- Scholastic Aptitude Test I, SAT II- Scholastic Aptitude Test II, ACT- American College Test. Fee waivers are available to qualified students.

MID-TERMS AND FINALS

Mid-Terms and Finals are tests taken during and at the end of the each semester in order to measure the students' grasp of the standards being taught in the classroom. These tests are taken in the core subjects, i.e. English, Mathematics, Science, and Social Science. They account for 25% of the students' grade at each progress report and for their semester grade.

PLAN TEST

The PLAN test is offered in November to all 10th and 11th grade students. This test is an excellent practice exam to prepare students for the ACT.

GENERAL COURSE AND CREDIT INFORMATION

Students in grades 9-11 must enroll in and attend six classes. 12th grade students who take off-campus ROP

classes or are in work experience, still must take a minimum of four classes.

Schedule Changes: Adding/Dropping Classes

After the initial registration, students may either add or drop a course following consultation with their counselor when an error has been made in their schedule.

- While students choose the course they wish to take, teachers and period assignments are made randomly by computer. Schedule changes for period or teacher preferences will not be made.
- Students who want to drop a required “A-G” subject may do so only with written approval from parent or guardian and Administration approval as long as student remains on track to graduate.
- Approved student-requested course changes will be handled prior to the second week of the semester.
- By the third week of school no further changes will be made.
- Students who stop attending a course will receive an “F” for the semester.
- Leveling Classes – Administrative discretion may be used to move students and schedules at any time.

Repeating a Course

Students who wish to repeat any course to improve their grade may do so with teacher, parent and counselor approval. However, additional course credit will not be granted for a repeated course. When evaluating high school transcripts, the University of California will count the grade earned in an “A-G” course with a “C” or better. Students who earn a grade of “C” or better in an “A-G” course cannot repeat the course to improve GPA as the University of California does not honor the repeated course. Some courses in special areas may be repeated for credit. These courses are designated in this catalog.

Valedictorian, Salutarian and Class Ranking

In order to establish class rank for seniors, GPA will be based on course grades for the first seven semesters. All high school classes in which grades are granted will be included. Courses that are weighted (given extra grade points) will be determined by using established policies and current state laws. Weighted classes include AP and designated honors classes that are transferable to the University of California.

Grade point averages will be calculated to the nearest hundredth decimal point. All seniors with a cumulative GPA over 4.0 are recognized as Valedictorians and no Salutarian will be named. In the event no students achieve over a 4.0 GPA, then the student with the highest cumulative GPA will be the Valedictorian.

Credit by Examination: Challenging Classes

Students who believe they are knowledgeable about a course may challenge it by petition to take an examination following the conditions and procedures outlined below:

- Credit by exam may be granted only for courses listed in the *High School Course Catalog*.
 - A student may not receive credit by examination in course which:
 - ❖ Duplicate courses already taken.
 - ❖ Are more elementary than courses in which credit has been previously earned.
 - ❖ Have been failed in regular or summer school.
 - ❖ Are college prep, honors or Advanced Placement courses.
- Courses may be challenged only during the first week of the fall or spring semesters, unless approved by the principal.
- The student, in consultation with his/her counselor, must initiate a petition requesting permission to challenge a course.

- Approval from the department chairperson is required to challenge a course. This approval requires presentation by the student of acceptable evidence of special training, experience, or independent study presumed to be equivalent to the course for which credit by exam is requested. However, the subject in which the student seeks to be examined should be one in which the student's knowledge may be properly tested by examination. After discussion with the staff concerned, the department chairperson, will approve or deny the petition.
- Examinations will be constructed and administered by the department concerned.
- A student is allowed only one opportunity to qualify for credit by exam in any given course.
- A student who petitions for credit by exam will receive the grade that he/she earns on the exam. The result of such examinations will be entered on the student's permanent record in the same manner as for regular courses.
- Further placement in advanced classes is dependent upon department guidelines.

Alternative to High School Course work and/or Diploma

- Students who are 18 years or older may transfer to an Adult Education Program. Students must also complete Algebra I.
- Students who are 18 years old may leave to attend Community College and complete their education.
- General Equivalency Diploma testing is available through Adult Education.
- Students who are 16 years old may earn the legal equivalent of a high school diploma by passing the California High School Proficiency Exam (CHSPE). A fee is charged. Students may see their counselor for information and an application. Students must also complete Algebra I.
- Students in good academic standing (3.0 GPA) who are at least 16 years old may take classes at a local college (RCC or UCR). They must FIRST see their counselor to make special arrangements.
- Middle College High School Program allows high school students to attend MVCC for their junior and senior years to complete high school credits and earn units towards their Associate's Degree.
- Any student who wants to transfer to Val Verde High School in order to make up credits and is at least 16 years of age should make an appointment to discuss the details with a counselor. Students from Val Verde High School may transfer back to the comprehensive high school if approved by both schools at the beginning of each semester.

ATHLETIC INFORMATION

The Val Verde Unified School District has adopted the CIF Eligibility Rules which sets the guidelines for athletic participation as listed below;

- Students must be currently enrolled in at least twenty (20) semester credits of work
- Students must be maintaining minimum progress toward meeting the high school graduation

requirements as adopted by the governing board

- Students must not be nineteen (19) years of age prior to June 15th
- Students have only eight (8) semesters of eligibility
- Students must have a 2.0 GPA. ***Any student who falls below a 2.0 GPA at the end of a grading period will be eligible for academic probation and must maintain a 2.0 for the following grading period to remain eligible.***
- Students must maintain amateur status
- Students may not participate in an outside team during the high school season within the same sport.
- Student athletes must be covered by medical insurance to pay for treatment of injuries sustained through participation in athletics

NCAA Clearinghouse Eligibility

In order to participate for college athletics or receive an athletic scholarship students must be registered with the NCAA Clearinghouse and meet the following academic standards.

Division I Schools – Graduate from high school, complete the 16-core course listed below and meet the minimum required grade-point average and achieve a combined SAT or ACT sum score that matches your core grade point average(as listed in the NCAA Student Guide.)

Division II Schools – Graduate from high school, complete the 14-core course listed below, have a 2.0 GPA in core courses and achieves a combined SAT score of 820 or sum score of 68 on the ACT.

Division I – 16 Core

- ❖ 4 Years English
- ❖ 3 Years Mathematics (Algebra I or higher)
- ❖ 2 Years Natural/Physical Science
- ❖ 1 Yr. Lab Science
- ❖ 1 Yr. additional Eng., Math, or Science
- ❖ 2 Years Social Science
- ❖ 4 Years of additional courses from any area above, Foreign Language

Division II – 14 Core

- ❖ 3 Years English
- ❖ 2 Years Mathematics (Algebra I or higher)
- ❖ 2 Years Natural/Physical Science
- ❖ 1 Yr. Lab Science
- ❖ 2 Yr. additional Eng., Math, or Science
- ❖ 2 Years Social Science
- ❖ 3 Years of additional courses from any area above, Foreign Language

Applications are available from the athletic director or may be downloaded from www.ncaa.org.

COURSE DESCRIPTIONS

NOTE: All ADVANCED PLACEMENT (AP) students must attend the AP Academy during summer school prior to their actual AP Course unless otherwise approved by Administration and the AP Teacher.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID 9/10

Grades: 9-10

Yearlong Course: 5 credits per semester

Prerequisite: 2.0-3.5 GPA Teacher/counselor recommendation and interview with coordinator.

Co-requisite: Enrollment is at least one CP or above level course

This course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to improve note taking, outlining, writing, public speaking, reading, and test taking. The course includes college motivational activities such as visiting local colleges and attending presentations about college. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR). Students will earn 5 credits of Freshman Foundations to meet the graduation requirement in grade 9.

AVID 11/12

Grade: 11-12

Yearlong Course: 5 credits per semester

Prerequisite: Previous enrollment in AVID and currently meeting A-G requirements

Co-requisite: Enrollment is at least one CP or AP course

Meets UC/CSU "G" Requirement

At the junior level the focus is on preparation for college entrance exams, analytical writing, and literary analysis; the senior seminar level focuses on application to colleges, researching financial aid and housing, and preparing and registering for entrance and placement exams in the spring. The seminar features tutors by college students who lead discussions and analysis of the academic subjects in which the students are enrolled. Students are required to make oral presentations on topics related to career searches, college entrance, contemporary issues and social concerns.

Computer Science Courses

AP COMPUTER SCIENCE A

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: None; Suggested prerequisite course: AP Computer Principles

AP Computer Science in Java is based on the syllabus developed by the College Board. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. AP Computer Science emphasizes programming methodology with an emphasis on problem solving and algorithm development. It is intended to serve both as introductory courses for computer science majors, and for students who will major in disciplines that require significant involvement with computing.

AP COMPUTER SCIENCE PRINCIPLES

Grade: 9-12

Yearlong Course - 5 credits per semester

Meets UC/CSU "G" Requirement

The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

ENGINEERING II

Grade: 9-12

Yearlong Course - 5 credits per semester

Meets UC/CSU "G" Requirement

This class is an introduction to the fundamentals of mechanical and electronics engineering. Three major class goals are: to develop complex problem-solving skills using the Engineering Process, to understand the fundamentals of applied physics and engineering, and to perfect and apply skills and knowledge by completing projects according to design specifications. The Engineering Process is a systematic method for students to learn how to identify the design criteria for an engineering problem, plan a solution, implement the solution and make adjustments as necessary. This is the heart of the course and a critical process skill for anyone who designs solutions to problems. The Design Process is the method all practicing engineers use to solve real-world problems.

JAVA PROGRAMMING WITH GEOMETRY CONCEPTS

Grade 11-12

Yearlong Course: 5 credits per semester

Prerequisite: Algebra I/Algebra I CP

Meets UC/CSU "C" requirement

****Will satisfy Geometry graduation requirement***

This course introduces students to basic features of the Java programming language. Students will be introduced to Java primitive and non-primitive data types, control flow constructs, built-in class libraries, Java applets, object-oriented programming concepts such as classes, objects, graphical user interfaces, method overloading, and encapsulation. Assignments and projects will include using built-in and programmer-defined classes, class composition, inheritance and polymorphism, abstract classes, interfaces, performing basic input and output operations, writing applets that incorporate images with a heavy emphasis on algebraic and geometric patterns. At the end of the course, students submit an original comprehensive final project.

WEB DESIGN

Grade 9-12

Yearlong Course: 5 credits per semester

Meets UC/CSU "G" requirement

This course describes proper designs and concepts for Websites and Web pages. For design the course considers target audience needs, complete Website design, and various technical issues. HTML and CSS are used to enhance the Web page creation experience and precision. Students will learn to balance these issues in creating and maintaining a web site. The use of multimedia in Web design will be heavily enforced.

Electives

BIOENGINEERING

Grade: 9-12

Yearlong Course – 5 credits per semester

Prerequisite: None

The course is designed to give the first year student a strong foundation in the use of Basic Ag mechanics shop skills. Tools, materials and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. The basic course includes rope work, wood, and metalworking, welding and cutting processes, electrical, and plumbing. Students will build individual projects as time permits. In addition, the FFA and Supervised Ag Projects will be stressed.

STUDENT GOVERNMENT AND LEADERSHIP

Grade: 9-12

Semester: - 5 credits

Prerequisite: None

Can Be Repeated For Credit

Students participate in the planning and organization of school-wide activities. Through the Student Council and Congress, students direct and legislate new rules for students, clubs, and organizations. Course can be repeated for credit.

THEATER - STAGECRAFT

Grade: 9-12

Semester - 5 credits

Prerequisite: None

This course is designed to provide the student with a hands-on introduction to the art of scene design and construction, stage lighting, and sound. The lectures and activities are intended primarily as a means of educating the student in an area of the Theatre World that will enhance his/her understanding and awareness of the behind-the-scenes processes involved in stage productions. Elective credit will be earned.

GRAPHICS AND DESIGN ADVANCED

Grade: 9-12

Semester - 5 credits

Prerequisite: None

This course will cover the fundamental principles and elements of visual communication, including the historical development of visual communication. Students will familiarize themselves with design concepts beginning with hands-on problem-solving exercises and visual experimentation. Students will learn state-of-the-art graphic design tools Adobe: Illustrator, Photoshop and InDesign, gaining an understanding of technology that provides the foundation for the understanding of design.

By gaining an understanding of design theory, history, methodology, technology, and application, students will be encouraged to interact critically with the overwhelmingly visual world of today, and to shape the world for their own generation.

An important component of this class will be screen printing. (All students will be trained in every aspect of the printing process.) Students will to produce, print and deliver finished printed products

ENGLISH/LANGUAGE ARTS

AMERICAN LITERATURE (CP) – College Prep (non-weighted GPA)

Grade: 11

Prerequisite: *A grade of – “C” or better in English II (CP) or a grade of “A” or “B” in English II with teacher recommendation.*

Meets UC/CSU “B” requirement

American Literature is designed to familiarize students with their literary heritage by acquainting them with the historical, geographic, economic, sociological, and religious forces, which have shaped American life and thought as reflected in the writings of representative authors. The course will further students skills in the use of literary terms, literary analysis, and various modes of written and oral communications. The first semester covers 1600 to 1865 and the second semester includes 1865 to the present time with concentration on modern and contemporary literature.

ENGLISH I CP/ HL

Grade: 9

Yearlong Course: 5 credits per semester

Prerequisite: *None. For HL class student must be in Scholars Program and have teacher recommendation.*

Meets UC/CSU “B” requirement

This course is designed to familiarize students with the four literary genres, ninth grade standards, literary terms, literary analysis, and various modes of written and oral communication from state standards. The course is designed to emphasize major human values and issues through literature and writing instruction. Students receive effective training in speaking and listening, and direct vocabulary instruction. Students will be expected to identify, organize, and produce written and oral presentations that demonstrate understanding of language structure through the study of fiction and nonfiction literature.

ENGLISH II CP/HL

Grade: 10

Yearlong Course: 5 credits per semester

Prerequisite: *For HL class student must be in Scholars Program and have teacher recommendation.*

Meets UC/CSU —b1 requirement English 10 is required for all tenth grade students. This course integrates composition and world literature studies of various genres with an emphasis on major human values and issues, written, oral expression, and argument. Student writing is developed through response to literature including paraphrase, reflection, summary, modeling, and personal opinion. It will include paragraph patterns of factual detail, illustration, and comparison and contrast. World literature is used as the basis for developing logical and descriptive speaking and writing skills through discussion and reports. Grammar and vocabulary are taught through a literature-based core curriculum.

American Literature CP

Grade: 11

Yearlong Course: 5 credits per semester

Meets UC/CSU "B" requirement

This course is designed to familiarize students with their literary heritage by acquainting them with the historical, geographic, economic, sociological, and religious forces which have shaped American life and thought as reflected in the writings of representative authors. The course will further student skills in the use of literary terms, literary analysis, and various modes of written and oral communication.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Advanced Placement (weighted GPA)

Grade: 12

Yearlong Course - 5 credits per semester

Prerequisite: Grade of "A" or "B" in AP English Language or Grade of "A" in American Literature or teacher recommendation.

Meets UC/CSU "b" requirement Students learn the style and practice of writing and engage in the study of literature. They will learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies through speaking, listening, and reading. Students also experience language including connotation, metaphor, irony, syntax, and tone. Writing assignments will focus on the critical analysis of literature and will include essays in exposition and argument and personal narrative and the writing of stories poems or plays. Although much of the writing in the course will be about literature, writing about different kinds of subjects will further develop the students' sense of how style, subject, and audience are related. Students enrolled in this course are expected to take the Advanced Placement Literature and Composition Examination for college credit.

EXPOSITORY READING & WRITING COLLEGE PREP (ERWC CP)

Grade: 12 This is a college preparatory class.

Year - 10 credits

Prerequisite: Grade of "C" or better in Eng III

Meets UC/CSU "B" Requirement

Meets UC/CSU "B" requirements and CHHS graduation requirement for senior English In this course, students will learn the rules of academic argument, and learn how to turn "feelings" and "opinions" about various subjects into educated, scholarly writing. The types of writing we will master in this course will be thesis-based essay, research, and short-response. This course was built in conjunction with high school teachers and the university systems of California (University of California and State University System). The theory behind the course is that if students know how to engage in an educated discussion, and can write about it, they will be better prepared to deal with the difficult texts encounter in college, and will be

more likely to experience success in a college degree program.

ADVANCED PLACEMENT LANGUAGE COMPOSITION (weighted GPA)

Grade: 11

Yearlong Course: 5 credits per semester

Prerequisite: Grade of "A" or "B" in English III or "A" in English II (CP) with teacher recommendation.

Meets UC/CSU "B" requirement

This course is designed to challenge college-bound students who have demonstrated verbal proficiency and critical thinking skills to reach their highest potential. The course seeks to train students to become skilled readers of prose from various periods, disciplines, and rhetorical contexts with an emphasis on American writers. This course will also give students the practice and helpful criticism necessary to make them flexible writers who can compose in a variety of modes: narrative, exploratory, expository, argumentative and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Both their reading and writing will make them aware of the interactions between author, audience, subject, purpose and how these are affected by stylistic concerns such as syntax, organization, diction, and tone. The writing assignments in this course should contribute to making students mature writers able to write competently across the college curriculum with an emphasis on expository, analytical, and argumentative essays. Students enrolled in this course are expected to take the Advanced Placement Language Composition Examination for college credit.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 2

ELD I/II A-Reading

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is a beginning (first semester) and an early intermediate (second semester) English Language Development course where ELD *reading* standards are emphasized to prepare students to use basic English in social and academic settings. Beginning ELD and ELA standards are used concurrently.

General elective credits are earned.

ELD I/II B-Reading/Writing

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is a beginning (first semester) and early intermediate (second semester) English Language Development course where ELD *reading and writing* standards are emphasized to prepare students to use basic English in social and academic settings. Beginning ELD and ELA standards are used concurrently.

General elective credits are earned

ELD I/II C-Writing

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is a beginning (first semester) and early intermediate (second semester) English Language Development course where ELD *writing* standards are emphasized to prepare students to use basic English in social and academic settings. Beginning ELD and ELA standards are used concurrently.

General elective credits are earned

ELD I/II D-Listening/Speaking

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is a beginning (first semester) and early intermediate (second semester) English Language Development course where ELD *listening and speaking* standards are emphasized to prepare students to use Basic English in social and academic settings. Beginning ELD and ELA standards are used concurrently.

General elective credits are earned

ELD III A-Reading

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is an intermediate English Language Development course where ELD *reading* standards are emphasized to prepare students to use English in social and academic settings. Intermediate ELD and ELA standards are used concurrently.

General elective credits are earned

ELD III B-Writing

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is an intermediate English Language Development course where ELD *writing* standards are emphasized to prepare students to use English in social and academic settings. Intermediate ELD and ELA standards are used concurrently.

General elective credits are earned

ELD III C-Listening/Speaking

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is an intermediate English Language Development course where ELD *listening and speaking* standards are emphasized to prepare students to use English in social and academic settings. Intermediate ELD and ELA standards are used concurrently.

ELD IV

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is an early advanced/advance English Language Development course where ELD *listening, speaking, reading and writing* **and** ELA (9th grade level) standards are emphasized to aide students through the 9th grade English curriculum.

English I credits will be earned.

ELD IV – Support

This is an English Language Development course where ELD *listening, speaking, reading, and writing* standards are emphasized as a support to **ELD IV** (9th grade English curriculum). (Early Advanced/Advanced ELD and 9th/10th grade ELA standards are used concurrently)

ELD POWER_UP

Prerequisite: Classification by CELDT scores or Teacher Recommend.

Yearlong Course: 5 credits per semester

This is an English Language Development intervention course where specifically ELD *reading and writing* standards are emphasized to aide students with their 9th -11th grade level English course. (Early Advanced/Advanced ELD and 9th-11th grade ELA standards are used concurrently).

WORLD LANGUAGES

AMERICAN SIGN LANGUAGE I

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: None

Meets UC/CSU “E” requirement

This is the first semester of academic transfer American Sign Language (ASL). An introduction to the basic skills in production and comprehension of American Sign Language (ASL). Includes finger spelling and numbers. Develops conversational ability, culturally appropriate behaviors and exposes students to ASL grammar.

AMERICAN SIGN LANGUAGE II

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: American Sign Language I

Meets UC/CSU "E" requirement

This is the second semester of academic transfer American Sign Language (ASL) and a continuation of ASL I. Develops receptive and expressive ability and allows recognition and demonstration of more sophisticated grammatical features of American Sign Language (ASL). Increases fluency and accuracy in finger spelling and numbers.

SPANISH I

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: None

Meets UC/CSU "E" requirement

This course is designed to present students with the skills necessary to survive in a practical language situation. The course emphasizes basic vocabulary, idiomatic expressions and communication in the present tense. Students will acquire a basic understanding of the phonetic system of the target language. Students will also gain an understanding of the role which the Spanish language, culture, geography, and history play in the world.

SPANISH II

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: "C" or better in Spanish I or teacher recommendation

Meets UC/CSU "E" requirement

Students will be required to continue the basic skills necessary to survive in practical language situations. More emphasis will be placed on reading, writing, and oral communication. The course offers a more comprehensive study of the phonetic system of the Spanish language. The course reviews material presented in Spanish I and introduces a more advanced grammar. More extensive vocabulary and idioms will be introduced. Further understanding of Spanish history, culture, and geography will be gained through selected readings.

SPANISH FOR SPANISH SPEAKERS I/II

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: Placement by exam/Instructor Approval

Meets UC/CSU "E" requirement

This course is designed to provide Spanish language speakers with the opportunity to acquire proficiency in their reading and writing skills through the study of Spanish language literary pieces, grammatical activities, reading theaters, and the study of the writing process. Students will gain deeper appreciation of the complexities of the Spanish language, including phonology, morphology, semantics and syntax. Students will also study Latin American and Spanish culture. This course will prepare students for Spanish Language-A.P.

ADVANCED PLACEMENT SPANISH LITERATURE

(with weighted GPA)

Grade 11 -12

Prerequisites: None

Yearlong Course: 5 credits per semester

Meets UC/CSU "E" and/or "G" requirement

This course is designed to introduce students who have advanced language skills to the formal study of a representative body of Spanish and Latin American literary texts. It provides students the opportunity to read and analyze critically and discuss representative works of Spanish/Latin American literature in correct oral and written Spanish, introduces techniques of literary analysis and basic vocabulary of critical terms, and instruction on how to employ them in their analysis of Spanish/Latin American literary texts. Works of prose, poetry and drama from different periods are read with a consideration to their cultural context. Classes are conducted primarily in Spanish. Students enrolled in this course are expected to take the Advanced Placement Foreign Language-Spanish Literature Examination for college credit.

ADVANCED PLACEMENT SPANISH LANGUAGE-(4451, 4452)

Grade: 11-12

Prerequisites: None

Yearlong Course: 5 credits per semester

Meets UC/CSU "E" and "G" requirement

Students will be required to gain continuing fluency in the basic skills acquired in the first three levels of the Spanish language. The course will present an integrated study of verb formations, vocabulary extension and idioms to enable the student to acquire a total spectrum of Spanish. Students will learn to blend basic survival language patterns with more complex structures geared to more sophisticated language situations. Spanish and Spanish American cultural values and patterns of behavior and language will form a significant part of the linguistic material. Emphasis will be placed on historical and geographic backgrounds of Hispanic areas leading to specific linguistic patterns.

MATH

ALGEBRA I CP

Grade 9-12

Yearlong Course: 5 credits per semester

Prerequisite: Placement Exam

Meets UC/CSU "C" requirement

Algebra CP is a yearlong college preparatory course that develops student understanding of the symbolic language of mathematics and the sciences. The course is divided into two semesters and examines skills and concepts that are used in a variety of problem situations. Topics of study include the real number system, order of operations, simplifying linear equations and inequalities, graphing, word problems, and

algebra techniques and applications. Completion of this course has prepares the student to take the CAHSEE in the area of math.

ALGEBRA IA Extended/ALGEBRA IC Extended

Yearlong Course: 5 credits per semester

Prerequisite: Placement Exam

This course reinforces solving basic mathematical computations in order to better prepare students for Algebra 1 and the California High School Exit Exam. The emphasis of the course is on the Number Sense, Mathematical Reasoning, Algebra and Functions, and Measurement and Geometry Standards outlined in the California State Mathematics Frameworks Appendix E. Topics include: operations with integers, decimals, fractions, ratios, proportions, percentages, statistics, data analysis, probability, algebra, and geometric concepts. This course is completed concurrently with Algebra IB Extended/Algebra ID Extended over a two year span.

Receives elective credit and may be repeated for credit.

GEOMETRY CP/GEOMETRY HL

Grade 9-12

Yearlong Course: 5 credits per semester Prerequisite: Algebra I CP.

Meets UC/CSU "C" requirement

This is a yearlong college preparatory Plane Geometry course. Topics include introductory concepts, basic theorems and postulates, proofs, constructions and numerical relationships, polygons and their properties, circles, solids, and basic trigonometric functions. Upon completion of the course, students should be able to construct formal, logical arguments, and proofs in geometric settings and problems.

ALGEBRA II / ALGEBRA II HL

Grade: 9-12

Yearlong course: 5 credits per semester

Prerequisite: Grade of "C" or better in Geometry.

Meets UC/CSU "C" requirement

This course reviews and extends all that is taught in Algebra I in preparation of Geometry. Topics covered include: solving systems of equations, graphing first and second degree relations, polynomials, logarithms, exponential functions, sequences, series, binomial expansion, permutations, and combinations. This course also includes an introduction to complex numbers.

APPLIED CALCULUS

Yearlong course: 5 credits per semester

Prerequisite: Pre-Calculus

Meets UC/CSU "C" and/or "G" requirement

This course is designed for students pursuing study in business, social science or life sciences. This course utilizes cross-discipline principles and practices aimed at developing functional mathematical

concepts in presentation for their application in other areas. A blend of traditional calculus pedagogical features and real world recommendation application problems.

TRIGONOMETRY

Semester - 5 credits

Prerequisite: Algebra II

Meets UC/CSU "C" and/or "G" requirement

This college preparatory course is designed for students intending to study advanced mathematics, science, and/or engineering. The semester course emphasizes trigonometric functions, their inverses, identities, relationships, graphs and applications. Additional topics include, but are not limited to, DeMoivre's theorem and the roots of complex numbers given in polar form.

PRE-CALCULUS

Grade 10-12

Yearlong Course: 5 credits per semester

Prerequisite: Algebra II

Meets UC/CSU "C" and/or "G" requirement

This course is designed for students that have completed Algebra 2 and wish to further their mathematics knowledge and/or prepare for studies in Calculus. Topics of study include polynomial, rational, exponential, logarithmic, inverse and basic trigonometric functions.

PRE-CALCULUS-HONORS

(Weighted GPA)

Yearlong course: 5 credits per semester

Prerequisite: Algebra II and teacher recommendation

Meets UC/CSU "C" and/or "G" requirement.

This college preparatory course is designed for students preparing for advanced studies in mathematics, including Calculus. The course emphasizes investigations and explorations in algebra, elementary functions, and analytic geometry. Topics may also include, polar coordinates, limits, advanced rational and trigonometric functions, inverse functions and others.

STATISTICS

Semester - 5 credits

Prerequisite: Algebra II

Meets UC/CSU "C" and/or "G" requirement

This course is designed to introduce statistical methods and their applications. The student will study probability, interpretation of data, and fundamental statistical problem solving. Topics of study include measure of central tendency, variation, the normal distribution, chi-square distribution, and linear correlation, testing of hypotheses, probability and estimation.

ADVANCED PLACEMENT STATISTICS

(weighted GPA)

Yearlong Course: 5 credits per semester

Meets UC/CSU "C" and/or "G" requirement

The course provides instruction in each of the following four broad conceptual themes outlined in the Course Description with appropriate emphasis on each: Exploring data, Sampling and experimentation, anticipating patterns and Statistical inference.?? The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. The course teaches students how to communicate methods, results, and interpretations using the vocabulary of statistics. The course teaches students how to use graphing calculators and demonstrates the use of computers and/or computer output to enhance the development of statistical understanding through exploring and analyzing data, assessing models, and performing simulations.

ADVANCED PLACEMENT CALCULUS AB**(Weighted GPA)**

Yearlong Course: 5 credits per semester

Prerequisite: Pre-Calculus

Meets UC/CSU "c" and/or "g" requirement

The course prepares students for advanced studies in mathematics, physics, and/or engineering. The course follows the College Board syllabus for Calculus AB. Topics of study include plane analytic geometry, functions, differentiation, with applications, and basic integration. Most colleges and universities utilize entering students' scores on the Advanced Placement Calculus Exam to decide each student's starting point in their sequence of courses. This course is designed specifically to prepare students for the Advanced Placement Calculus exam offered by the College Entrance Examination Board. All students in this class are expected to take the Advanced Placement Calculus exam.

ADVANCED PLACEMENT CALCULUS BC**(weighted GPA)**

Yearlong Course: 5 credits per semester

Prerequisite: Pre-Calculus

Meets UC/CSU "c" and/or "g" requirement

We will cover everything in the Calculus BC topic outline as it appears in the AP Calculus Course Description, including a few additional topics (Hyperbolic Functions, Simpson's Rule and First-Order Linear Differential Equations, not in the course description) which will be taught after the exam. The primary textbook used is Larson, Ron, Bruce H. Edwards, and Robert P. Hostetler. Calculus: Single Variable. 8th ed. Boston: Houghton Mifflin, 2006. The main focus of the course is to have the students understand the material in preparation for the AP exam as well as prepare each student for collegiate mathematics.

PHYSICAL EDUCATION

GENERAL PHYSICAL EDUCATION

Grade: 9-12

Semester - 5 credits

Prerequisite: None

Students will participate in fitness and a variety of activities and sports. Students will develop and improve their aerobic capacity, abdominal strength and flexibility, upper body strength and flexibility, trunk extensor and flexibility, body composition, and overall flexibility. All students participating in PE are required to stretch, run, and exercise daily.

ATHLETIC CONDITIONING

Grade: 9-12

Semester - 5 credits

Prerequisite: Teacher recommendation

Students involved in the preseason program will participate in conditioning, skill development, and team activities with their respective coaches. Course can be repeated for credit.

WEIGHT TRAINING

Grade: 9-12

Semester - 5 credits

Prerequisite: None

This course is a challenging endeavor that prepares students to become lifelong healthy individuals. Body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength will be assessed throughout the semester via a personal portfolio. Students will also be assessed on their knowledge of: safety procedures, diet and nutrition, principles of training, basic exercise physiology, basic anatomy.

May be repeated for credit.

BAND- MARCHING

Grade: 9-12

Semester - 5 credits

Prerequisite: Audition

Marching Band will rehearse and perform at appropriate public events including football games, competitions, exhibition parades, and school rallies and assemblies. Students will study contemporary marching band literature appropriate to the events mentioned. This course meets the PE requirement and may be repeated for PE credit.

BAND- COLOR GUARD

Grade: 9-12

Semester – 5 credits

Prerequisite: Audition

This course may be concurrently scheduled with marching band. Students will learn about basic drill, modern dance, and flag and rifle handling as applied to traditional field performance. This class will perform at football games, assemblies, parades, and public competitions.

DRUMLINE

Grade: 9-12

Semester – 5 credits

Prerequisite: None

Drumline will rehearse during the school day as well as scheduled after school practices in order to prepare for concerts as an ensemble as well as in conjunction with the CHHS Concert Band and CHHS Marching Band. Drum Line will perform at appropriate public events including football games, competitions, exhibition parades, school rallies/assemblies, and concerts. Students will study contemporary and traditional band/percussion literature appropriate to the events mentioned. study contemporary and traditional band/percussion literature appropriate to the events mentioned.

JAZZ CHOIR

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: None

Meets UC/CSU "F" Requirement

This course is for the highly motivated singer. Demonstrated ability to maintain rhythm in a variety of tempos is recommended. Singers are provided with the opportunity to develop the highest possible level of musicianship through rehearsal and performance. The class integrates music and movement. Performances will be at school functions, community events, music festivals, and vocal competitions. Students are required to wear uniform. This course meets the PE requirement and can be repeated for PE credit.

YOGA (7245)

Grade: 9-12

Semester – 5 credits

Prerequisite: None

Yoga is a rigorous workout that will help students build endurance, burn fat, tone and strengthen muscles, and increase flexibility. Sun salutations, inversions, twists, backbends, and arm balances are regularly practiced. Be prepared to sweat and have fun!

This course may be repeated for credit.

REGIONAL OCCUPATIONAL PROGRAM (ROP)

ROP OFF SITE

Prerequisite: Grades 11-12 or Age 16 years and older

Students may enroll in a variety of ROP classes offered at various school districts, colleges and local business within the county, for example, Welding, Construction, Floral Design, Banking, Child Care, Restaurant Operations, and more. For further information contact our school site representative and/or your counselor.

ROP SPORTS MEDICINE

Prerequisite: Grades 11-12 or Age 16 years and older

Students have the opportunity to prepare for jobs such as fitness/exercise assistant, physical therapy aide, or athletic trainer assistant. Students will learn anatomy and physiology, body mechanics, vital signs, first aid, nutrition, exercise physiology, injury care and maintenance, patient interaction skills and use of equipment and techniques to aid patients in rehabilitation. Subject to an acceptable interview with a cooperating employee, students will train at a community location such as hospitals, clinics, sports/fitness facilities and convalescent care to practice and develop skills learned in the classroom.

ROP MEDICAL OCCUPATION

Prerequisite: Grades 11th or 12th or Age 16 years and older

This course is designed to provide students with an introduction to health careers and will provide them with information in order for students to develop a career plan. Emphasis is placed on skills necessary in order to enter the healthcare field and exploration of many different areas within healthcare.

ROP RETAIL/MARKETING

Prerequisite: Grades 11-12 or Age 16 years and older

In the retail business course students will develop skills in cashiering, merchandising, selling, personal development, and job search. The training program may be directed to meet students' individual needs and interests, depending upon community training site. Training sites include department stores, food and drug stores, specialty stores, and on-campus student stores.

ROP ALLIED HEALTH

Prerequisite: Grades 11-12 or Age 16 years and older

Designed to prepare students for entry – level employment in the hospital and/or community setting. Emphasis is placed on those skills required of health care worker in various departments of acute care hospital setting of specific health care facility.

ROP FIRST RESPONDER (EMR)

Prerequisite: Grades 11th or 12th or Age 16 years and older

Students will be trained to learn the roles and responsibilities of the First Responder which is the Pre-Hospital Care program. The students will be able to identify and evaluate the nature of the

emergency and take the appropriate action. Students will also be trained and certified in Basic CPR and First Aide.

ROP Introduction to Health Careers

Grade 10th - 12th

This course is designed to provide students with an introduction to health careers and will provide them with information in order for the student to develop a career plan. Emphasis is placed on the skills necessary in order to enter the health care field and exploration of many different areas within healthcare.

SCIENCE

BIOLOGY CP

Grade: 9-12

Yearlong Course: 5 credits per semester

Meets UC/CSU "D" or "G" requirement

In one semester students will learn about life science and earth science topics such as cell biology, genetics, ocean currents, climate, and weather. In the other semester students will learn about physical science and earth science topics such as motion and forces, conservation of energy and momentum, astronomy, conservation of matter, solutions, and organic chemistry. In both semesters students will conduct a variety of investigations and experiments.

BIOLOGY (HL) (non-weighted GPA)

Grade: 9-12

Yearlong Course: 5 credits per semester

Meets UC/CSU "D" or "G" requirement

Students will learn about life science and earth science topics such as cell biology, genetics, ocean currents, climate, and weather. They will take an in depth look at subjects such as motion and forces, conservation of energy and momentum, astronomy, conservation of matter, solutions, as well as organic chemistry. In both semesters students will conduct a variety of investigations and experiments.

MARINE SCIENCE CP

Grade: 9-12

Yearlong Course: 5 credits per semester

The course covers common animal and plant forms, ocean exploration, living organisms, life in the sea, energy of life, the nature and properties of water, marine ecosystem dynamics, and ocean health. This course maintains an emphasis on practical applications to daily life.

EARTH SCIENCE CP

Grade: 11-12

Yearlong Course: 5 credits per semester

This course is designed to integrate the scientific principles of related to the earth and its environment. Topics included are geology, astronomy, cosmology, ecology, meteorology, and oceanography. Scientific methodology and the metric system will be integrated throughout the course. This course meets the physical science and elective science credit for graduation.

CHEMISTRY CP/APPLIED CHEMISTRY

Grade: 9-12

Yearlong Course: 5 credits per semester

Meets UC/CSU "D" or "G" requirement

Chemistry is the study of matter. The course will cover the topics of the interactions of matter in its four phases, predicting chemical reactions, Stoichiometry, bonding, kinetics, and thermodynamics. The course takes a balanced approach in accomplishing this by combining chemical theories, concepts, and quantitative problems with applications and current practice of chemistry to develop interest and curiosity of students. Twenty-five percent of the course is devoted to a laboratory program. This portion of the course actively involves the student in determining the relationship between experimental evidence and scientific belief.

ANATOMY AND PHYSIOLOGY CP

Grade: 11-12

Yearlong Course: 5 credits per semester

Prerequisite: "C" or better in previous science (Chemistry or Biology) course or teacher recommendation

Meets UC/CSU "D" and/or "G" requirement

This intense college preparatory course provides a detail study of the structures and functions of the physiological processes for each of the systems of the human body. Students will be required to perform dissections of frogs, sharks, sheep brains, sheep eyes, beef hearts, and a fetal pig. This course will be of interest to students studying for careers in nursing, medical assistance, physical therapy, radiology, nuclear medicine, radiation therapy, forensic medicine, medical laboratory technology, radiology, denial hygiene, oncology (the study of cancer), diseases and their causes, parasitology, physical education, and mental health. This course is a must for students planning to enter medical school but is has been simplified for all interests. This course is articulated with RCC district. Student can earn college units upon completion with a C average.

PHYSICS CP

Grade: 11-12

Yearlong Course: 5 credits per semester

Meets UC/CSU "D" and/or "G" requirement

Students will study important topics in physics including kinematics, Newton's laws of motion,

gravitation, conservation of energy and momentum, wave properties, sound, light, electricity, and magnetism. Emphasis is placed on problem solving, experimentation, conceptual understanding, and preparing students for college physics. There is also an emphasis on using computers to collect, analyze, and present experimental data and results. Physics provides excellent preparation for students thinking of majoring in engineering or science in college. This course meets the physics prerequisite for the lower division calculus-based physics courses that many such majors require.

ADVANCED PLACEMENT PHYSICS 1

(Weighted GPA)

Grade: 11-12

Yearlong Course: 5 credits per semester

Prerequisite: Grade of "B" or better in Algebra II and Chemistry

The course includes a laboratory component intended for non-engineering majors.

Meets UC/CSU "D" and/or "G" requirement

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

ADVANCED PLACEMENT PHYSICS 2

(Weighted GPA)

Grade: 11-12

Yearlong Course: 5 credits per semester

Prerequisite: Grade of "B" or better in Algebra II

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

ADVANCED PLACEMENT BIOLOGY

Grade: 12

Year - 10 credits

Prerequisite: "B" or better in Biology and Chemistry

Meets UC/CSU "D" and "G" requirement

This course is designed specifically to prepare students for the Advanced Placement Biology exam offered by the College Entrance Examination Board. All students in this class are expected to take the exam. AP Biology takes high school biology topics to a higher level and introduces more advanced concepts. Example of topics include: molecular biology, metabolic pathways and coupled reactions, gametogenesis,

population and molecular genetics, viral structure, mechanisms of evolution, phylogeny, physiology, behavior, and bioethics. Summer assignments will be made before the fall semester, which include problems in chemistry and biology, as well as one expository essay around an article requiring research to complete the essay.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grade: 12

Year - 10 credits

Prerequisite: "B" or better in Biology and Chemistry

Meets UC/CSU "D" and "G" requirement

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AGRICULTURE AQUAPONICS

Grade: 12

Year - 10 credits

Prerequisite: minimum science: Biology

Meets UC/CSU "D" and "G" requirement

Aquaponics is a course designed to teach students how create soil-less organic farms by combining hydroponics with the raising of fish. Students will be instructed in the specific ecology of small crop plants as well as aquarium ecosystems and aquaculture. They will build an operate a closed aquaponics system on the school farm that utilizes game fish such as catfish and bluegill. In addition, the students will plan, design, create, and operate their own smaller aquaponic farm models, using goldfish.

AGRICULTURE PROJECTS

Grade: 12

Year - 10 credits

Prerequisite: "B" or better in Biology and Chemistry

Meets UC/CSU "D" and "G" requirement

The purpose of this course is to provide a practical laboratory in which students can apply classroom knowledge to real life work-related activities. Students must design and carry out a Supervised Agriculture Experience project. As part of their experience, students keep detailed records of their project/work activities in a California Agriculture Record Book.

SOCIAL SCIENCE

ADVANCED PLACEMENT HUMAN GEOGRAPHY (Weighted GPA)

Grade: 9

Yearlong Course: 5 credits per semester

Prerequisite: Student must be Scholar's Program and have teacher recommendation.

Meets UC/CSU "A" and/or "G" requirement

AP Human Geography is a year-long course designed to meet or exceed the experience of an introductory one semester college Human Geography course. The AP Human Geography course focuses on distribution, processes, and effects of human populations on the planet. The units of study in this course include culture, population, language, religion, ethnicity, economics, agriculture and urban geography. The purpose of the course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the World.

WORLD HISTORY (CP)

Grade: 10

Yearlong Course: 5 credits per semester

Meets UC/CSU "A" requirement

This course will cover major events beginning with Pre-history and ending with present day developments. The honors course is very broad, we cover the major history of the world to date and therefore you can expect challenges & differences from history you have learnt in the past. The major themes of this course will include the following: The first civilizations and the rise of empires; The contributions of these early cultures; The age of growing European dominance; The industrial revolution and the effects of Modernization on society; The moves toward Nationalism; The growing conflict's of the Twentieth Century; and The creation of a global civilization. The students will explore geography, population trends, and cultural beliefs about architectural design, art, religion, and music.

ADVANCED PLACEMENT EUROPEAN HISTORY (Weighted GPA)

Grade: 10

Yearlong Course: 5 credits per semester

Meets UC/CSU "A" requirement

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

UNITED STATES HISTORY (CP)

Grade: 11

Yearlong Course: 5 credits per semester

Prerequisite: None

Meets UC/CSU "A" or "G" requirement

Students study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on US democratic ideals, students build upon the 10th grade study of global industrialization, the impact of new technology and a corporate economy, and the social and cultural effects of each. Students will also trace the change in the ethnic composition of American society and the movement towards equal rights for minorities and women. Emphasis will be placed on the expanding role of the federal government.

ADVANCED PLACEMENT UNITED STATES HISTORY (Weighted GPA)

Grade: 11

Yearlong Course: 5 credits per semester

Meets UC/CSU "A" or "G" requirement

This course is designed specifically to prepare students for the Advanced Placement United States History exam offered by the College Entrance Examination Board. All students in this class are expected to take the exam. This is a challenging course that is designed to be the equivalent of a college freshman U.S. History class. This course is a two-semester survey of political, diplomatic, military, economic, social, cultural, and intellectual events of the United States from 1492 to the present. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents, and historiography. Students who take this course are expected to take the AP US History Exam.

AMERICAN GOVERNMENT

Grade: 12

Semester - 5 credits

Prerequisite: None

Meets UC/CSU "A" and/or "G" requirement

Students will pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and current state of legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments with particular attention paid to important historical documents such as the Federalist Papers and various Supreme Court Decisions.

ECONOMICS

Grade: 12

Semester - 5 credits

Meets UC/CSU "G" requirement

This grade twelve course covers fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, scarcity and resource allocation, principles of supply and demand analysis, monetary and fiscal policies, and international economics, comparative economic systems, measurement, and methods.

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS

Grade: 12

Year – 10 credits

Prerequisite: "A" in U.S. History CP; "C" or better in AP U.S. History

Meets UC/CSU "A" or "G" requirement

The Advanced Placement American Government class is designed for seniors interested in a college level U.S. government course. Students will examine the foundations of democracy, the U.S. Constitution, civil rights and civil liberties, the branches of the government, the political process, and the effect of the media on elections. Political philosophies are comparatively analyzed. This course is designed specifically to prepare students for the Advanced Placement American Government exam offered by the College Entrance Examination Board. All students in this class are expected to take the Advanced Placement Government exam.

ADVANCED PLACEMENT PSYCHOLOGY

Grade: 11-12

Year- 10 Credits

Meets UC/CSU "G" requirement

The Advanced Placement Program offers a course and exam in psychology to Students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

PSYCHOLOGY

Grade: 11-12

Yearlong Course: 5 credits per semester

Prerequisite: None

Meets UC/CSU "G" requirement

This college prep class is an introductory course in the field of psychology with an emphasis on developmental psychology and personal understanding. The course introduces students to understanding of personal traits and temperament, human development (prenatal to death), parenting skills and theories, theories of emotion and motivation, and an explanation of social psychology

ADVANCED PLACEMENT MACRO ECONOMICS/MICRO ECONOMICS

Grade: 12

Year- 10 Credits

Meets UC/CSU "G" requirement

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

VISUAL AND PERFORMING ARTS

CERAMICS I

Grade: 9-12

Semester - Yearlong Course 5 credits each semester

Prerequisite: None

Meets UC/CSU "F" and/or "G" requirement

This course will introduce students to 3-Dimension art projects made of clay, building techniques, basic clay decoration techniques, common clay construction sequences, the use of three studio machines including the —wheel, an overview of ceramic history, a brief introduction to firing, and approximately one hundred vocabulary words.

DRAWING AND PAINTING I

Grade: 9-12

Semester - 5 credits

Prerequisite: None

Meets UC/CSU "F" and/or "G" requirement

This course has four components: artistic perception, creative expression, historical and cultural context, and aesthetic valuing. Original works are created based on visual and tactile perception of student's surroundings. Students use the vocabulary and language of the visual arts in the essays and discussion. The creative expression component exposes students to a variety of visual arts media and technical processes. Students explore the role and themes of the visual arts in culture and history. Through aesthetic valuing, students derive meaning of artworks through analysis, interpretation, and judgment by discussion, essays, and research.

CONCERT CHOIR

Grade: 9-12

Semester - 5 credits

Prerequisite: None

Meets UC/CSU "F" requirement

Concert Choir students develop and refine their ability to read, ear train, and perform choral music. Immersed in all aspects of choral music, they interpret songs, sight-read, and ear-train accurately and expressively, and analyze music as to musical elements, expressive devices, compositional devices and techniques, and use of form. Focusing on vocal skills, they perform by themselves and in ensembles a more complex repertoire of music with technical accuracy and expression. Students study compositions, arrangements and improvised music which, require application of musical elements. Assessment is based on vocal critiques, written exams, and live performances. In addition they use electronic equipment as an additional assessment tool. Students perform a cappella as well as with accompaniment. They also study music and the historical aspect of music and composers developed in the United States and in various cultures and time periods. As students gain the ability to develop and apply specific criteria for judging and evaluating the quality and effectiveness of their performances, they are better able to apply criteria to improving their own work. They also gain insights into why and how people from different parts of the world create and respond to music. Further, they analyze the role and function of music in American culture: radio, television, advertising, and research music careers.

CHAMBER SINGERS CHOIR

Grade: 10-12

Yearlong Course: 5 credits per semester

Prerequisite: Audition/One year of satisfactory performance in choir/teacher approval.

Can Be Repeated for Credit Meets UC/CSU "F" and/or "G" requirement

This advanced level singing group requires demonstrated ability to maintain a variety of tempos and rhythms, sing in tune, and read music. This course is designed for students who enjoy singing and also wish to expand their vocal abilities by singing music from a variety of genres. Singers are provided with the opportunity to develop the highest possible level of musicianship through rehearsal and performance. Students enrolled in this class will perform at public events and are required to wear uniform. May be repeated for credit.

BAND-CONCERT

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: Audition

Can Be Repeated For Credit

Meets UC/CSU "F" and/or "G" requirement

Participants in the Concert Band will rehearse and perform at appropriate public events including competitions and festivals, concerts, school rallies and assemblies. The Band will study contemporary level II/III concert band literature appropriate to the events outlined. May be repeated for credit.

PHOTOGRAPHY II

Grade: 10-12

Yearlong Course: 5 credits per semester

Prerequisite: NONE

Meets UC/CSU "F" and "G" requirement

Students will demonstrate and expand their photographic skills using black and white photography and mixed media. Greater emphasis is placed on student's increased awareness of qualities and elements of photographic work. These principles are applied when photographing a variety of themes: nature; still life; portraiture; and the human condition. Students research, write and report on occupations, schools and Meets UC/CSU "F" requirement

CONCEPTS OF THEATER AND ACTING

Grade: 9-12

Yearlong Course: 5 credits per semester

Prerequisite: None

Meets UC/CSU "F" and/or "G" requirement

Students will be introduced to theatre as a reflection of society and a contributor to development of civilization. Participants will improve the quality, flexibility, and effectiveness of the speaking voice as it is used in a performance through beginning exercises and drills. This class includes theatre terminology, the history of theatrical performance, and creative writing.

ACTING AND DIRECTOR WORKSHOP

Grade: 10-12

Yearlong Course: 5 credits per semester

Prerequisite: Audition Course

Can Be Repeated For Credit

Meets UC/CSU "F" and/or "G" requirement

This course is a continuation of Introduction to Theatre. The class focuses on the development of the student's ability to express thought and emotion through effective use of voice and body. Students will begin learning the principles behind directing, auditions, lighting, sound, make-up, and set building. Each semester will culminate into a student theatrical performance.