

THOMAS DOWNEY HIGH SCHOOL

A Modesto City School



PROGRAMMING GUIDE & COURSE DESCRIPTION CATALOG 2024-2025

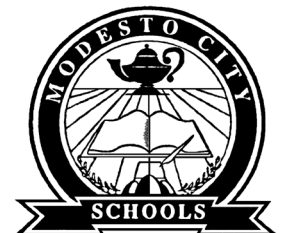




TABLE OF CONTENTS

MCS Website: mcs4kids.com	3
Administrative Team.....	3
Counseling Staff.....	3
Round-Up.....	3
Sports Physicals.....	4
P.E. Requirements.....	4
Health Center Information.....	4
Renaissance.....	4
Bell Schedule.....	5
Clubs & Athletics.....	5
Graduation Requirements.....	6
College Preparation	6
University of California & California State University Entrance A-G Requirements.....	7
NCAA Eligibility.....	7
Graduation & College Entrance Requirement Comparison Chart	8
College Planning Calendar	9
Sample 4-Year Academic Plan	10
Academic Planning Worksheet.....	10
Course Descriptions	
Agriculture.....	11,12
English.....	13-15
World Languages.....	16, 17
Health.....	17
Math.....	17-20
Physical Education.....	20, 21
Practical Arts.....	21-24
Science.....	24-26
Social Science.....	26, 27
Visual and Performing Arts.....	27-29
Visual and Performing Arts-Music...	29,30
Visual and Performing Arts-Theatre	30
Other Electives.....	30,31

mcs4kids.com

*Modesto City Schools does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics. For questions or complaints, contact **Equity Officer: Brad Goudeau**, Associate Superintendent, Educational Services, Modesto City Schools – 426 Locust Street, Modesto, CA 95351. Phone: 209-574-1598, Email: Goudeau.b@monet.k12ca.us and **Title IX Compliance Officer: Brad Goudeau**, Associate Superintendent, Educational Services, Modesto City Schools – 426 Locust Street, Modesto, CA 95351. Phone: 209-574-1598, Email: Goudeau.b@monet.k12ca.us*

ADMINISTRATIVE TEAM

David Sanchez, Principal

Marilen De La Cruz, Assistant Principal
Student Group: A-Gom

Jennifer Adolfson, Assistant Principal
Student Group: Gon-Pa

Patrick Rodden, Assistant Principal
Student Group: Pe-Z

Fayiz Sulieman, Student Support
Administrator

Steve Garrett, Athletic Director

Daniel Villegas, Healthy Start Coordinator

COUNSELING STAFF

Stacey Medina 492-2470
Academic Counselor: A–F

Leila Martinez 492-5532
Academic Counselor: G-L & G230

Tiffany Aguilar 492-6812
Academic Counselor: M–R & TOPS

Marysa Recinos 492-5213
Academic Counselor: S–Z & AVID

Sofia Zaragoza 492-4355
Academic Counselor: All EL Students

Renee Vega 492-5291
Academic Counselor: Special Programs

Michelle Luz 492-3279
College Counselor

Please see your student's schedule for their assigned counselor in the fall.
Or for more information please contact the Main Office at 574-1685.

ROUND-UP

A 9th Grade Orientation Day called Round-Up is planned for sometime around the beginning of August at Downey. You should receive a packet in the mail describing it. Administrators, counseling staff, and others will be on hand to provide information about student programs, district, and site procedures.

On that day, you will visit a series of stations with the forms you received in your packet. You may purchase your Student Body card, yearbook, PE clothes, etc. at the stations. At the final station, you will pick up your new class schedule and a map of the school. You should visit your classrooms and familiarize yourself with the course at that time. Downey High's student clubs and organizations will have information and materials available during Round-Up day. **DON'T MISS OUT!**

PHYSICAL EDUCATION DRESS REQUIREMENTS

1. All students are expected to provide neat and clean gym clothes at the beginning of each week.
2. All students are expected to wear gym clothes for all activity classes, unless other arrangements are specified.
3. Recommended dress for physical education classes will consist of the following items:
 - a. **Trunk-type gym shorts** (the school color is recommended)
 - b. **A standard white crew T-shirt with sleeves.**
 - c. **White athletic socks** (stripes are permissible).
 - d. **Tennis shoes with a lace or Velcro-type closing are necessary. Sandals, slip-ons, heels, or shoes with buckles are not allowed** (wide, flat rubber-soled tennis shoes are recommended).
 - e. **Sweat suits are recommended during cold weather** (standard solid color cotton blend is preferable).
 - f. **Leotards and tights may be used for dance and gymnastic classes.**
4. All physical education clothing must be permanently marked for identification (student's last name and first initial). The name should be written below the left shoulder on all T-shirts and sweatshirts. Leotards should be marked on the inside. The name should be written on the middle of the left thigh when using shorts, sweat pants, and tights.
5. Students will not be allowed to participate in a physical education class if they are not properly dressed.

HEALTH CENTER INFORMATION

Immunizations

Your child's immunizations must be up-to-date before he or she can be enrolled in school. If additional immunizations are needed, they may be obtained from your physician or from the Health Services Agency Immunization Department. The Immunization Department is located at 820 Scenic Drive. A fee of \$10.00 is charged for each immunization and appointments are not necessary - please call 558-4818 for more information and clinic hours. No one will be denied immunization due to inability to pay. If you don't know if your child's immunizations are up-to-date, please call the school Health Center 574-1688.

Medication

You are required to complete a special form that must be signed by you and your physician in order for your child to receive prescription or over-the-counter medication during school hours. This includes asthma inhalers and Epipens. Medications must be sent to school in the original prescription container. Medication **cannot** be brought to school and kept in lockers, purses or pockets. Also, medication must be checked in at the nurse's office. Students may carry asthma inhalers or Epipen on their person if their parent/guardian has completed the "School Inhaler Procedures" or "Epipen Procedures" form and the student has demonstrated to the school nurse the ability to properly use the inhaler or Epipen.

Health Problems

If your child has any health problems the school needs to be aware of, such as diabetes, heart problems, seizures, asthma, allergies requiring Epipen, ADHD, etc., please notify the school Health Center staff at 574-1688 to ensure your child is safe and successful in school.

Sports Physical

A physical examination is strongly recommended for each freshman prior to the beginning of the school year. Any student planning to participate in a sports program or become a cheerleader must have a physical. A physical examination may be obtained from your private physician or at the sports physical screening provided by Modesto City Schools. The P.E. Department will notify students of the date and location of the clinics on the Downey High website > Athletics. Also, watch for the date in the sports section of *The Modesto Bee*.

EMERGENCY CONTACTS:

Students will only be released from school to the parent, guardian or person(s) listed as an Emergency contact (with proper ID). Please keep information on your Emergency contacts current. If you work outside Modesto, please leave the name and number of a local person whom we may contact. Call 574-1685 to update or change all phone numbers and contacts.

RENAISSANCE

Our commitment to excellence under Renaissance has given recognition to thousands of individuals including students, staff, and community members. It will continue to touch thousands more in the future. The purpose of the Renaissance Program is to recognize and reward those students who are achieving academic excellence with tangible incentives and rewards. This fast growing program has brought honors and recognition for Thomas Downey High School on a national and state level and is highly regarded by the City of Modesto. Renaissance involves the merging of our business community with our educational system. Working together in a commitment to promoting academic excellence will benefit the entire community.

Students receive recognition for the following reasons:

Silver Card- Straight A's

Blue Card- A's & B's or a 3.5 GPA or higher

White Card- Increase GPA by 0.5 or better
from previous grading period

Gold Card- Perfect attendance for the grading period

Incentives given are tee shirts, pins, food coupons, discounts at local merchants, special guest speakers, talent shows, and a tremendously fun Spring awards day called "Day on the Green". Renaissance also honors and recognizes two Downey teachers each year as *Teachers of Excellence* where they are recognized at the Senior Scholarship Assembly and Graduation.



Renaissance

HIGH SCHOOL BELL SCHEDULE

REGULAR SCHEDULE

Period	From	To
0	7:26	8:24
1	8:30	9:28
2	9:34	10:32
3	10:38	11:36
4	11:42	12:40
5th Lunch	12:46	1:21
6	1:27	2:25
7	2:31	3:29

MINIMUM DAY/Early Release SCHEDULE

Period	From	To
0	7:38	8:24
1	8:30	9:16
2	9:22	10:08
3	10:14	11:00
4	11:06	11:52
5th Lunch	11:58	12:33
6	12:39	1:25
7	1:31	2:17

RALLY DAY SCHEDULE

Period	From	To
0	7:33	8:24
1	8:30	9:21
2	9:27	10:18
3	10:24	11:15
4	11:21	12:12
5th Lunch	12:18	12:53
6	12:59	1:50
7	1:56	2:47
Rally	2:53	3:29

TDHS CLUBS

The following list is subject to change:

Club

Anime Club
 Ag Mechanics Club
 AVID
 Band Club
 Blue Crew
 BSU
 Chess Club
 Color Guard Club
 CSF
 Dance Club
 Drama Club
 Environmental Club
 French Club
 FBLA-Future Business Leaders of America
 FFA-Future Farmers of America
 FHA/HERO / Culinary
 Hispanic Student Union
 Instrumentalists Club
 Interact Club
 Link Crew
 Mock Trial
 N.E.R.D. (gaming)
 Renaissance Club
 Science Olympiad
 Ski Club
 Visual Media
 Yearbook

Advisor, Room

TBA
 Michael Schilperoort Rm 103
 Yesenia Guzman – Rm 91
 Alexis True - Rm 20
 April Hunger - Rm 79
 Renee Knudson -Room 53
 Abby Solis — Room 97
TBA
 Kim Durham - Rm 75
 Ginger Sharp/PE
 Chris McPherson — Room 22
 TBD - Rm 98
 Jean-Jacques Geisen — Room 65
 Tera Coleman – Rm 81
 Mike Schilperoort – Rm 103
 Ernie Sanchez – Rm 30/31
 Jessica Ramos — Room 95
 Alexis True - Rm 20
 TBD — Room 55
 Emilie de Lorimier - SBO
 Johanna Elms – Rm 120
 Kendall Graham - Rm 54
 Pedro Teves — Rm 130
 Jonathan Burton — Rm 74
 Tanyessa Norton — 203B
 Tim Vesey - Rm 211
 Rene Guevara – Rm 202A / 211

Equal Access Student Groups

GSA (Gay Straight Alliance)

Advisor: Jonathan Burton-Rm. 74

Class Advisors

ASB (Associated Student Body)	Emilie de Lorimier - Rm 33 / Student Center
2024 - Seniors	Phillip Schmidt – Rm 113
2025 - Juniors	Jonathan Burton - Room 74
2026 - Sophomores	Haley Ewert / Brooke Plaa - Room 121
2027 - Freshmen	Jessica Ramos- Rm 95
ICC (Inter Club Council)	Emilie de Lorimier
Powder Puff	Eli Bynum - Room 67
Senior Trip	Emilie de Lorimier

***Programs, activities, and student clubs are available to all persons without regard to actual or perceived age, ancestry, color, disability, ethnicity, gender, gender identity, gender expression, immigration status, nationality, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.**

TDHS

Fall Sports

Cross Country	
Football	
Girls Flag Football	
Golf (Girls)	
Spirit Leading/Cheer	
Tennis (Girls)	
Volleyball (Girls)	
Water Polo	

Winter Sports

Basketball	
Soccer	
Wrestling	
Spirit Leading/Cheer	

Spring Sports

Baseball	
Golf (Boys)	
Softball (Girls)	
Swimming	
Tennis	
Track & Field	
Volleyball (Boys)	

COURSE REQUIREMENTS

A student shall complete the following course of study in order to receive a diploma of graduation from the comprehensive high school:

1. Pass a minimum of 230 units.
2. Pass required core courses:

ENGLISH Eight (8) Semesters 40 Units

Students who do not meet District standards in reading will be required to enroll in a remedial reading class until District standards are met.

MATHEMATICS Six (6) Semesters 30 Units

(Including the successful completion of Algebra or Secondary Math I)

SCIENCE

A Physical Science Two (2) Semesters 10 Units

A Biological Science Two (2) semesters 10 Units

OR

An Integrated Science Four (4) Semesters 20 Units

SOCIAL SCIENCE

World Geography/ Religions One (1) Semester 5 Units

US History Two (2) Semesters 10 Units

World History Two (2) Semesters 10 Units

US Government One (1) Semester 5 Units

Economics One (1) Semester 5 Units

VISUAL/PERFORMING ARTS Two (2) Semesters 10 Units

OR

FOREIGN LANGUAGE Eight (8) Quarters

(One course in Visual/Performing Arts or Foreign Language or American Sign Language)

PRACTICAL ARTS One (1) Semester 5 Units

PHYSICAL EDUCATION Four (4) Semesters 20 Units

(All 9th graders must take Physical Education unless exempted by Board Policy 6142.111.)

HEALTH One (1) Semester 5 Units

NOTE: A course is defined as one year in length unless specifically defined as one semester. No course can be used to satisfy more than one graduation requirement.

COLLEGE PREPARATION

College Preparation Program

Students planning to enroll in a college or university should make an appointment to see a college counselor to discuss programming to meet California State University and University of California entrance requirements (A-G).

Junior College Entrance Requirements

Graduation from high school, passing the California High School Proficiency Examination, or reaching the minimum age of 18 years are the only requirements for junior college admission. There are no subject or grade requirements. However, the better preparation a student has in high school, the better the chances for success at junior college.

CSU (California State University) Entrance Requirements

Students qualify for regular admission as a first-time freshman if they:

1. are a high school graduate,
2. have a qualifiable eligibility index (see following UC/CSU Eligibility Index), and have completed, with grades of C or better, each of the courses in the comprehensive pattern of *college preparatory subject requirements (see "Subject Requirement").

UNIVERSITY OF CALIFORNIA & CALIFORNIA STATE UNIVERSITY ENTRANCE REQUIREMENTS

The chart below shows the subject requirements for admission to the University of California and California State University systems. (referred to as “a-g”) All courses must be CP, Pre AP or AP level and be on the UC a-g course list. Students must earn “C” grades or better and make up deficiencies in summer school or during the regular school year.

a-g Subject Requirements	Years Required
a. HISTORY/SOCIAL SCIENCE	Two(2) years required, 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 (4) years of college-preparatory English that includes frequent and regular writing and reading of classic and modern literature.
c. MATHEMATICS	Three (3) years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two-and three-dimensional geometry.
d. LABORATORY SCIENCE	Two (2) years laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
e. LANGUAGE OTHER THAN ENGLISH	Two (2) years of the same language other than English. Three (3) Years recommended for UC.
f. VISUAL AND PERFORMING ARTS	One year including dance, drama/theatre, music or visual art.
g. COLLEGE PREPARATORY ELECTIVES	In addition to those courses required in “a-f” above one year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

NCAA ELIGIBILITY

Students planning to enroll in college as a freshman and want to participate in Division I or Division II athletics, must be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse ensures consistent interpretation of NCAA initial eligibility requirements for all prospective student athletes at all member institutions. Students should start this process no later than the spring of their junior year in high school. It is the student's responsibility to make sure the Clearinghouse has the following documents it needs to certify:

- A completed and signed student release form and fee
- An official transcript mailed directly from every high school attended.
- ACT or SAT scores (Student is responsible for requesting their test scores be sent directly to the Clearinghouse.)

Visit www.ncaa.org for more comprehensive review and explanation

NCAA Divisions I and II initial eligibility require 16 core courses. See list below.

► **Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for GPA improvement.

DIVISION I - 16 Core Courses

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II - 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

FINANCIAL AID AND SCHOLARSHIPS

A college education is more important than ever. However during recent years, education costs have steadily risen. The good news is...financial aid is available. The primary goal of financial aid is to make student access to education opportunities possible by removing financial barriers which would exclude financially needy, but otherwise eligible, students from specific schools and programs. Financial aid is available through private, public, state, and federal student aid programs. Students should also apply directly for any scholarships sponsored by individuals, organizations, and institutions for which they might qualify. For additional sources of scholarships and financial assistance see your college counselor.



	Thomas Downey High School Graduation Requirements	CA State Univ. Entrance Requirements (all classes must be CP level or higher; grade MUST be C or higher)	University of CA Entrance Requirements (all classes must be CP level or higher; grade MUST be C or higher)
English	4 Years	4 Years	4 Years
Math	3 Years	3 Years Secondary Math 1 Secondary Math 2 Secondary Math 3	3 Years (4 yrs. recommended) Secondary Math 1 Secondary Math 2 Secondary Math 3
Laboratory Science	2 Years 1 year life science 1 year physical science or 2 years integrated science	2 years 1 year life science (Bio or Anatomy) 1 year physical science (Chem or Senior Yr Physics)	2 Years (3 yrs. recommended)
Social Studies	3.5 years World Geo./Religions World History U.S. History Government/Economics	2 Years World History U.S. History Government 1sem	2 Years World History U.S. History Government 1sem
Foreign Language	1 Year In Career Tech (ROP) OR In a Foreign Language OR	2 Years in the same language	2 Years (3 yrs. recommended) in the same language
Visual Performing Art	In a Visual Performing Art	1 Year (visual or performing arts)	1 Year (visual or performing arts)
Practical Arts	1 semester	Not Required, Not Included in GPA	Not Required, Not Included in GPA
P.E.	2 Years	Not Required, Not Included in GPA	Not Required, Not Included in GPA
Health	1 Semester	Not Required, Not Included in GPA	Not Required, Not Included in GPA
Electives	65 Credits	1 Year College Prep (CP) electives in History, English, Math, Foreign Language, Science and Fine Arts	1 Year College Prep (CP) electives in History, English, Math, Foreign Language, Science and Fine Arts
Total Credits	230 Credits Seniors must meet all graduation requirements in order to earn a Downey Diploma	15 Full Year Courses (more for competitive campuses)	15 Full Year Courses (more for competitive campuses) NOTE: You must complete 11 of the 15 courses by end of junior year

SEE Thomas Downey High website, Student Information... TDHS College Website for more information.

COLLEGE PLANNING CALENDAR

	Freshman	Sophomore	Junior	Senior
August	<ul style="list-style-type: none"> * Develop course plans for this year & next three years. * Begin writing high school resume – keep track of all extra-curricular activities, academic awards, community involvement, etc.. 	<ul style="list-style-type: none"> * Review your high school course plans. * Ask your counselor about taking the PSAT. 	<ul style="list-style-type: none"> * Review your high school course plans. * Make plans to take PSAT. 	<ul style="list-style-type: none"> * Reduce your list to 5 to 10 colleges. * Request SAT I, ACT, SAT II registration forms.
September	<ul style="list-style-type: none"> * Begin your high school years by getting in the habit of doing your best in all courses. * Take the PSAT 	<ul style="list-style-type: none"> * Explore the resources available to you in your guidance office, school library, or career center. 	<ul style="list-style-type: none"> * Check for any college fairs in your area. * Take the PSAT 	<ul style="list-style-type: none"> * Work on your application essays. * Take the SAT I, II and ACT, if necessary. * Ask teachers to write recommendations.
October	<ul style="list-style-type: none"> * As you look ahead to college, spend time on identifying the following: <ul style="list-style-type: none"> –Goals and values –Academic interests and abilities –Activities and outside interests –Personality and relationships with others –Possible career interests 	<ul style="list-style-type: none"> * Continue to do your best in all your courses. 	<ul style="list-style-type: none"> * Begin to explore college possibilities. * Continue to do your best in all your courses. 	<ul style="list-style-type: none"> * Take the SAT I, II and ACT, if necessary. * Give your counselor the school report forms. * UC application due Nov. 30th. * File CSU application. * Scholarship application is due. * Begin applying for scholarships.
November			<ul style="list-style-type: none"> * PSAT scores reports will be returned. * Make plans to visit colleges during your school vacations. 	<ul style="list-style-type: none"> * Complete all your applications. * Take the SAT I, II and ACT, if necessary. * Pay attention to all deadlines. * Apply to community colleges.
December			<ul style="list-style-type: none"> * Start exploring financial aid possibilities. * Talk to your counselor about the possibility of taking SAT II tests. 	<ul style="list-style-type: none"> * Attend a financial aid workshop with your parents and submit your FAFSA. * Explore all possible scholarship opportunities. * Be sure to get your FAFSA/GPA Verification Form sent by March 2.
January	<ul style="list-style-type: none"> * Eventually, you will be required to take admission tests that measure skills in various areas. One of the things you can do now in an effort to be in the best position to succeed is to develop good reading habits throughout your high school years. Those students who do so will find they have higher scores. 	<ul style="list-style-type: none"> * Continue to evaluate your goals. * Talk to your counselor about the possibility of taking SAT II tests. * Consider taking AP exams next year. 	<ul style="list-style-type: none"> * Register for the SAT I, II and/or ACT tests, if appropriate. * Consider taking AP exams next year. 	<ul style="list-style-type: none"> * Respond to all requests from colleges for additional information. * If you have not done so already send in your FAFSA and GPA verification form.
February			<ul style="list-style-type: none"> * Take the SAT I either now or in May. 	<ul style="list-style-type: none"> * Consider taking AP exams. * Continue to do your best in all your courses * FAFSA due March 2nd.
March		<ul style="list-style-type: none"> * Register for the SAT II tests, if appropriate. 	<ul style="list-style-type: none"> * Fine-tune your list of college possibilities. * Begin writing to colleges and universities you are interested in about programs they offer and to request information on scholarships. 	<ul style="list-style-type: none"> * Admission decisions arrive * Financial aid awards should arrive soon. * Revisit any colleges, if necessary. * Apply to community colleges, if you have not already done so. * May 1, deadline to accept an admission from a UC campus.
April			<ul style="list-style-type: none"> * Take the SAT I, if you did not in March. * Take AP exams, if appropriate. * Plan your summer college visits. 	<ul style="list-style-type: none"> * Notify colleges of your plans * Take AP exams, if appropriate. * Be sure to accept your financial aid award.
May		<ul style="list-style-type: none"> * Take the SAT II tests, if recommended, in any subjects you will not see again. * Find a summer job, or take a summer enrichment course. 	<ul style="list-style-type: none"> * Take the SAT II tests, if recommended, in any subjects you will not see again. * Find a job to continue saving for college, or take a summer enrichment course. 	<p>GRADUATION!</p> <ul style="list-style-type: none"> * If attending a 4 year college or university in the fall, submit a final official transcript to the campus you will attend. * Find a job in an effort to meet your expected contribution to the cost of college.

SAMPLE FOUR-YEAR ACADEMIC PLAN

SUBJECT AREA	9TH GRADE	10TH GRADE	11TH GRADE	12 GRADE
ENGLISH (40)	English (10)	English (10)	English (10)	English (10)
MATHEMATICS (20) ALGEBRA or SECONDARY MATH I (10) *Credit will be granted for Algebra taken in 7th/8th grade with a C or better.	Math (10)	Math (10)	Math (10)	
SOCIAL SCIENCE (35)	World Geography / World Religions (5)	World History (10)	US History (10)	US Government (5) Economics (5)
SCIENCE (20)	Physical Science (10)	Biology (10)		
PHYSICAL EDUCATION (20)	PE (10)	PE (10)		
VISUAL & PERFORMING ART (10) *Foreign Language may also fulfill this requirement for graduation	Visual/Perf. Art Elective or Foreign Language (10)			
PRACTICAL ART (5)		Practical Art Elective (5)		
HEALTH (5)	Health (5)			
ELECTIVES (65)		Elective (5)	Elective (10) Elective (10) Elective (10)	Elective (10) Elective (10) Elective (10)
TOTAL CREDITS NEEDED FOR GRADUATION (230)	(60)	(60)	(60)	(60)

In order to receive a diploma of graduation from Downey High School students must:

1. Pass a minimum of 230 units.
2. Pass required core courses.
3. Meet the District Computer Literacy requirement.
4. Pass the California State High School Exit Exam.

ACADEMIC PLANNING WORKSHEET

SUBJECT AREA	9TH GRADE	10TH GRADE	11TH GRADE	12 GRADE
ENGLISH (40)				
MATHEMATICS (20) ALGEBRA or SECONDARY MATH I (10)				
SOCIAL SCIENCE (35)				
SCIENCE (20)				
PHYSICAL EDUCATION (20)				
VISUAL & PERFORMING ART(10)				
PRACTICAL ART (5)				
HEALTH (5)				
ELECTIVES (65)				
TOTAL CREDITS NEEDED FOR GRADUATION (230)				

COURSE DESCRIPTIONS

AGRICULTURE

ADVANCED FLORICULTURE

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0031701, CTE0031702

Grade Level: 11, 12

Duration: 1 year

Course Description: The advanced floral design class is designed to give the student advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education.

AG MECHANICS 1-2

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0010401, CTE 0010402

Grade Level: 9-10

Duration: 1 year

Course Description: Students will use a classroom and laboratory-type situation to cover the principles, and applications of topics. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Areas of instruction will include: safety, tools, measurement, drawing, woods, welding, concrete, metalwork/sheet metal, electricity, rope, and plumbing.

Recommended Prerequisites: None

AG MECHANICS 3-4

Meets UC and CSU Entrance Requirements: Yes "G"

Course #: CTE0021101, CTE0021102

Grade Level: 10, 11

Duration: 1 year

Course Description: Students will use a classroom and laboratory-type situation to cover the principles, care of, and maintenance of small gas and diesel engines. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Areas of instruction will include: use of equipment manuals, equipment maintenance, and types of engines, oxy-acetylene welding, arc welding, measurement, drawing, safety, and project construction.

Recommended Prerequisites: Ag Mechanics 1-2

AG MECHANICS 5-6

Meets UC and CSU Entrance Requirements: Yes "G"

Course #: CTE0021201, CTE0021202

Grade Level: 11, 12

Duration: 1 year

Course Description: Students will use a classroom and laboratory-type situation to cover the principles of surveying, power hydraulics, equipment maintenance, oxy-acetylene welding, arc welding, MIG and TIG welding. Project construction will emphasize project drawing, measurement, and cost analysis. Work habits and attitudes will be stressed with emphasis on careers in agriculture.

Recommended Prerequisites: Ag Mechanics 3-4

STRUCTURAL AG WELDING

Meets UC and CSU Entrance Requirements: Yes "G"

Course# CTE0030901, CTE0030902

Grade Level: 11, 12

Duration: 1 year

Course Description: Students will use a laboratory-type situation to cover the principles, and applications of MIG, TIG, and oxyacetylene welding of large equipment. Strong emphasis is put on the instruction and participation of project design, project construction, and cost of materials. Participation in FFA will reinforce skill development in these students.

Recommended Prerequisites: Ag Mechanics 1-2, 3-4

INDIVIDUAL STUDIES FOR AGRICULTURE

Meets UC and CSU Entrance Requirements: Yes "G"

Course #: CTE0020201, CTE0020202

Grade Level: 11, 12

Duration: 1 year

Course Description: Vocational Education in Agriculture is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a postsecondary level. This course is an individualized program of study for junior and senior students with definite career goals or interest. The course of study will reflect the student's areas of interest. Participation in FFA leadership activities will reinforce the learning process of these students.

Recommended Prerequisites: None

AGRISCIENCE

Course # CTE0010101, CTE0010102

Grade Level: 9

Duration: 1 Year

Meets UC and CSU Entrance Requirements: Yes "D"

Course Description: This course explores the physical and chemical nature of soil, as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project, each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in-depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Recommended Prerequisites: None

AGRICULTURE Continued . . .

BIOLOGY AND SUSTAINABLE AGRICULTURE

Meets UC and CSU Entrance Requirements: Yes "D"

Course # CTE0021701, CTE0021702

Grade Level: 10

Duration: 1 Year

Course Description: Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony that permit fulfilling the social, economic, and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have the water, materials, and resources to protect human health and our environment (adapted from <http://www.epa.gov/sustainability/basicinfo.htm>). Sustainable Agriculture is a one-year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, what is sustainable agriculture? Unit two: How does sustainable agriculture fit into our environment? Unit three: What molecular biology principles guide sustainable agriculture? Unit four: How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. Agriculture Education is a comprehensive program and requires students to participate in a Supervised Agriculture Experience Project component as well as FFA leadership activities and events. These activities are a graded component of this course. A student cannot receive an A grade without participation in FFA and SAE.

Recommended Prerequisites: Agriscience

AGRISCIENCE SYSTEMS MANAGEMENT

Meets UC and CSU Entrance Requirements: Yes "D"

Course # CTE0031301, CTE0031302

Grade Level: 11, 12

Duration: 1 Year

Course Description: This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an Agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Recommended Prerequisites: Successful completion of

Agriculture and Soil Chemistry & Sustainable Agriculture—A biological Approach to Industry Practices.

HISTORY AND ART OF FLORAL DESIGN II

Meets UC and CSU Entrance Requirements: Yes "F"

Course #: CTE000022301, CTE000022302

Grade Level: 10-11

Duration: 1 Year

Course Description: The History and Art of Floral Design II provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two- and three-dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

HISTORY AND ART OF FLORAL DESIGN III

Meets UC and CSU Entrance Requirements: Yes "F"

Course #: CTE0031601, CTE0031602

Grade Level: 11-12

Duration: 1 Year

Course Description: In History and Art of Floral Design III, the students will explore the floriculture industry on a more technical and advanced level. Students will expand upon their creative expression, aesthetic valuing, perceptions, and historical and cultural context. The art elements and principles of design will serve as a foundation for each unit covered.

ORNAMENTAL HORTICULTURE

Meets UC and CSU Entrance Requirements: Yes "G"

Course # AGR017111, AGR0171226302

Grade Level: 9-11

Duration: 1 Year

Course Description: Ornamental Horticulture will provide the student with the necessary entry-level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection, and care of plants. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

Recommended Prerequisites: None

ENGLISH

HONORS ENGLISH 1-2

Meets UC and CSU Entrance Requirements: Yes
Course # ENG10011, ENG10012

Grade Level: 9 Duration: 1 Year

Course Description: This pre-university course is designed for highly motivated students performing at or above grade level in language arts. The curriculum supports the California Common Core standards and is geared for students who plan to attend a four-year university immediately after high school graduation. This course requires students to read extensively from District-approved and advanced placement literature lists which include both classic and modern pieces, to meet or exceed content area standards in writing, to work independently, and to demonstrate higher-level critical thinking skills in their written and oral work. Throughout this course, students analyze various elements of literature and nonfiction through multiple lenses while engaging in assorted genres, such as investigative journalism, non-fiction articles, academic essays, speeches, videos, documentaries, historical documents, novels, drama, short stories, and poetry. Furthermore, students will continuously develop their writing skills in argument and literary analysis. The focus of the course is critical analysis in preparation for the international AP English Language and Literature Composition courses in the junior and senior years.

Recommended Prerequisites: Recommendation of 8th grade English teacher and completion of summer reading/writing assignments.

HONORS ENGLISH 3-4

Meets UC and CSU Entrance Requirements: Yes
Course #ENG10021, ENG10022 Grade Level: 10
Duration: 1 Year

Course Description: This pre-university course is designed for highly motivated students performing at or above grade level in language arts. The curriculum supports the California Common Core standards and is geared for students who plan to attend a four-year university immediately after high school graduation. This course requires students to read extensively from district-approved and Advanced Placement literature lists which include both classic and modern pieces, to meet or exceed content area standards in writing, to work independently, and to demonstrate higher-level critical thinking skills in their written and oral work. Throughout this course, students analyze various elements of literature and non-fiction through multiple lenses while engaging in assorted genres, such as investigative journalism, non-fiction articles, academic essays, speeches, videos, documentaries, historical documents, novels, drama, short stories, and poetry. Furthermore, students will continuously develop their writing skills in argument and literary analysis. The focus of the course is critical analysis in preparation for the international AP English Language and Literature Composition courses in the junior and senior years. Recommended Prerequisites: Honors English 1-2

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

Meets UC and CSU Entrance Requirements: Yes
Course # ENG11401, ENG11402

Grade Level 11th Duration : 1 year

Course Description: This is a college level course designed for highly motivated students performing above grade level in language arts as active, critical readers with sophisticated writing skills. The curriculum supports the California Language Arts Content standards and is geared for students who plan to attend a four-year college or university immediately after high school graduation. This course requires students to read extensively from district-approved and advanced placement literature lists, to meet or exceed content area standards in writing, to work independently, and to demonstrate higher-level critical thinking skills in their written and oral work. The focus of the course is critical rhetorical analysis in preparation for the international AP English Language and Composition exam.

Recommended Prerequisites: Pre-AP English 3-4 or CP English 3-4 with "C" or higher, teacher recommendation, and completion of summer reading/writing assignments.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Meets UC and CSU Entrance Requirements: Yes
Course #: ENG12201, ENG12202

Grade Level: 12 Duration: 1 Year

Course Description: This course is designed for highly motivated students performing above grade level in language arts. It is a college-level course that engages students in the "careful reading and critical analysis of imaginative literature." This class will explore mature, adult-level, thought-provoking works of high literary value which encompass a variety of genres, time periods, and language styles. All students are expected to "read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In short, students in an Advanced Placement English Literature course should read actively. The works taught require careful deliberative reading, and the approach to analyzing and interpreting them involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value." Quality writing is a must and "should be an integral part of an Advanced Placement English Literature and Composition course." Writing assignments will "focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Critical essays make up the bulk of student writing." The approaches to writing will vary, from notebook response to in-depth reaction papers. Most assignments will be relatively brief, but thorough. In essence, the goal of this course is "to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. To that end, writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language." Moreover, writing is a shared

ENGLISH continued...

experience as students work together to develop and revise their critical-thinking skills. Students in this class are expected to take the Advanced Placement examination. (Language borrowed from AP Course Description, English, May 1998-99. The College Board.) Recommended Prerequisites: AP English Language and Composition or CP English 5-6 with a "C" or higher, teacher recommendation, or a 3 or higher on the AP Language Test, completion of summer reading/writing assignments.

Summer Project: Read 2-4 novels and complete related assignments as directed by instructor.

EXPOSITORY READING AND WRITING COURSE

Meets UC and CSU Entrance Requirements: Yes
Course # ENG16501, ENG16502

Grade Level: 12 Duration: 1 Year

Course Description: The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course-the assignment template-presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assignments and holistic scoring guides conclude each unit.

COLLEGE PREPARATORY ENGLISH 1-2

Meets UC and CSU Entrance Requirements: Yes
Course #ENG10201, ENG10202

Grade Level: 9 Duration: 1 Year

Course Description: College Preparatory English 1-2 is a comprehensive, standards-based language arts program that complies with the recommendations of the University of California and the California State University system. This course requires students to read selections from the district-adopted digital program as well as district-approved extended reading lists that include both fiction and nonfiction texts in their entirety as outlined in the attached pacing guide, to meet or exceed content area standards in writing, and to demonstrate higher-level

critical thinking skills in their written and oral work.

COLLEGE PREPARATORY ENGLISH 3-4

Meets UC and CSU Entrance Requirements: Yes
Course # ENG10901, ENG10902

Grade Level: 10 Duration: 1 Year

Course Description: College Preparatory English 3-4 is a comprehensive, standards-based language arts program that complies with the recommendations of the University of California and the California State University system. This course requires students to read from the district-adopted digital program that includes both fiction and nonfiction selections as well as texts from district-approved extended reading lists in their entirety as outlined in the attached pacing guide, to meet or exceed content area standards in writing, and to demonstrate higher-level critical thinking skills in their written and oral work.

COLLEGE PREPARATORY ENGLISH 5-6

Meets UC and CSU Entrance Requirements: Yes
Course # ENG11601, ENG11602 Grade Level: 11th

Duration: 1 year

Course Description: College Preparatory English 5-6 is a comprehensive, standards-based language arts program that complies with the recommendations of the University of California and the California State University system. This course requires students to read from the district-adopted digital program as well as texts from the district-approved extended reading lists that include both fiction and nonfiction texts in their entirety as outlined in the attached pacing guide, to meet or exceed content area standards in writing, and to demonstrate higher-level critical thinking skills in their written and oral work.

COLLEGE PREPARATORY ENGLISH 7-8

Meets UC and CSU Entrance Requirements: Yes
Course # ENG12401, ENG12402 Grade Level: 12

Duration: One Year

Course Description: College Preparatory English 7-8 is a comprehensive, standards-based language arts program that complies with the recommendations of the University of California and the California State University system. This course requires students to read extensively from the district-approved digital program and from district-approved extended reading lists that include both fiction and nonfiction texts in their entirety as outlined in the attached pacing guide, to meet or exceed content area standards in writing, and to demonstrate higher-level critical thinking skills in their written and oral work.

ACADEMIC LANGUAGE DEVELOPMENT I

Meets UC and CSU Entrance Requirements: Yes "G"
Course # ENG88851, ENG88852

Grade Level: 9 Duration: 1 Year

Course Description: Academic Language Development I is a comprehensive, standard-based designated English Language Development program that complies with recommendations from the state adopted ELA/ELD Framework. This course supports ELs to develop

ENGLISH continued...

discourse practices, grammatical structures, and vocabulary necessary to participate in academic tasks across all content areas. There is a strong emphasis on oral language development, reading, and writing tasks to help students develop awareness on how English works in both spoken and written language. By using reading strategies, unit-related vocabulary, literary concepts and grammar development, students will acquire the basics of the English language and grammar. Additionally, students will obtain writing skills from simple to complex sentences to enhance their writing towards extended pieces, as they advance towards ongoing language development.

ACADEMIC LANGUAGE DEVELOPMENT II

Meets UC and CSU Entrance Requirements: Yes "G"

Course # ENG88861, ENG88862

Grade Level: 10

Duration: 1 Year

Course Description: Academic Language Development II is a comprehensive, standard-based designated English Language Development program that complies with recommendations from the state adopted ELA/ELD Framework. This course supports ELs to develop discourse practices, grammatical structures, and vocabulary necessary to participate in academic tasks across all content areas. There is a strong emphasis on oral language development, analytical reading, and writing tasks to help students develop awareness on how English works in both spoken and written language. By using a variety of comprehensive reading strategies, unit-related vocabulary, literary concepts and grade appropriate grammar and syntax development, students will acquire the basics of the English language and grammar. Additionally, students will obtain writing skills from simple to complex sentences to enhance their writing towards extended pieces, as they advance towards ongoing language development.

ACADEMIC LANGUAGE DEVELOPMENT III

Meets UC and CSU Entrance Requirements: Yes "G"

Course # ENG88871, ENG88872

Grade Level: 11

Duration: 1 Year

Course Description: Academic Language Development III is a comprehensive, standard-based designated English Language Development program that complies with recommendations from the state adopted ELA/ELD Framework. This course supports ELs to develop discourse practices, grammatical structures, and vocabulary necessary to participate in academic tasks across all content areas. There is a strong emphasis on oral language development, analytical reading, and

writing tasks to help students develop awareness on how English works in both spoken and written language. By using a variety of comprehensive reading strategies, unit-related vocabulary, literary concepts and grade appropriate grammar and syntax development, students will acquire the basics of the English language and grammar. Additionally, students will obtain writing skills from simple to complex sentences to enhance their writing towards extended pieces, as they advance towards ongoing language development.

ALD IV — STUDYSYNC DESIGNATED ELD

Meets UC and CSU Entrance Requirements: Yes "G"

Course # ENG88851, ENG88852

Grade Level: 12

Duration: 1 Year

Course Description: Academic Language Development IV is a comprehensive, standard-based designated English Language Development program that complies with recommendations from the state adopted ELA/ELD Framework. This course supports ELs to develop discourse practices, grammatical structures, and vocabulary necessary to participate in academic tasks across all content areas. The focus is on the language syntax of the content areas in ways that are aligned with what is happening in core instruction. There is a strong emphasis on oral language development, reading, and writing tasks to help students develop awareness on how English works in both spoken and written language.

ACADEMIC LANGUAGE DEVELOPMENT FUNDAMENTALS

Meets UC and CSU Entrance Requirements: Yes "G"

Course # ENG88851, ENG88852

Grade Level: 9-12

Duration: 1 Year

Course Description: Academic Language Development Fundamentals is a comprehensive, standard-based designated English Language Development program that complies with recommendations from the state adopted ELA/ELD Framework. This course supports ELs to develop discourse practices, grammatical structures, and vocabulary necessary to participate in academic tasks across all content areas. There is a strong emphasis on oral language development, analytical reading, and writing tasks to help students develop awareness on how English works in both spoken and written language. By using a variety of comprehensive reading strategies, unit-related vocabulary, literary concepts and grade appropriate grammar and syntax development, students will acquire the basics of the English language and grammar. Additionally, students will obtain writing skills from simple to complex sentences to enhance their writing towards extended pieces, as they advance towards ongoing language development.

WORLD LANGUAGES

FRENCH I

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20401, FOR20402

Grade Level: 9-12 Duration: 1 Year

Course Description: This course is an entry level French course. Students will acquire a basic understanding of culture and through communication-based instruction they will develop the ability to: greet and respond to greetings; introduce and respond to introductions; engage in conversations; express likes and dislikes; make requests; obtain information; understand some ideas and familiar details; begin to provide information. Students will develop an understanding and appreciation of the culture.

Recommended Prerequisites: None

FRENCH II

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20501, FOR20502 Grade Level: 9-12

Duration: 1 Year

Course Description: This course is designed for students who have successfully completed French I. Students will expand upon the knowledge gained in French I and will develop the ability to: make requests; express their needs; understand and express important ideas and some detail; describe and compare; use and understand expressions indicating emotion. Students will continue to gain understanding and appreciation of the culture.

Recommended Prerequisites: Successful completion of French I. (Teacher recommendation or a grade of C or better.)

FRENCH III

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20601, FOR20602

Grade Level 9 - 12 Duration: 1 year

Course Description: This course is designed for students who have successfully completed French II. Students will expand upon the knowledge gained in French II and will develop the ability to: clarify and ask for and comprehend clarification; express and understand opinions; narrate and understand narration in the present, past, and future; identify, state, and understand feelings and emotions. Students will increase their understanding and appreciation of the culture.

Recommended Prerequisites: Successful completion of French II. (Teacher recommendation or a grade of C or better.)

FRENCH IV

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20701, FOR0702

Grade Level 9 - 12 Duration: 1 year

Course Description: This course is designed for students who have successfully completed French III. Students will develop proficiency in the major communication skills and will acquire knowledge and appreciation of the culture of the target language.

Recommended Prerequisites: French III

SPANISH I

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20001, FOR20002

Grade Level: 9-12 Duration: 1 Year

Course Description: This course is an entry level Spanish course. Students will acquire a basic understanding of culture and through communication-based instruction they will develop the ability to: greet and respond to greetings; introduce and respond to introductions; engage in conversations; express likes and dislikes; make requests; obtain information; understand some ideas and familiar details; begin to provide information. Students will develop an understanding and appreciation of the culture.

Recommended Prerequisites: None

SPANISH II

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20101, FOR20102

Grade Level: 9-12 Duration: 1 Year

Course Description: This course is designed for students who have successfully completed Spanish Level I. Students will expand upon the knowledge gained in Spanish I and will develop the ability to: make requests; express their needs; understand and express important ideas and some detail; describe and compare; use and understand expressions indicating emotion. Students will continue to gain understanding and appreciation of the culture.

Recommended Prerequisites: Successful completion of Level I or Junior High A and B (Teacher recommendation or a grade of C or better.)

SPANISH III

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20201, FOR20202

Grade Level: 9-12 Duration: 1 Year

Course Description: This course is designed for students who have successfully completed Spanish II. Students will expand upon the knowledge gained in Spanish II and will develop the ability to: clarify and ask for and comprehend clarification; express and understand opinions; narrate and understand narration in the present, past, and future; identify, state, and understand feelings and emotions. Students will increase their understanding and appreciation of the culture.

Recommended Prerequisites: Successful completion of Spanish II. (Teacher recommendation or a grade of C or better.)

SPANISH IV

Meets UC and CSU Entrance Requirements: Yes
Course # FOR20301, FOR20302

Grade Level: 9-12 Duration: 1 Year

Course Description: This course is designed for students who have successfully completed Level III. Students will develop excellence in the major communication skills and will acquire knowledge and appreciation of the culture of the target language.

Recommended Prerequisites: Successful completion of Spanish III.

WORLD LANGUAGES continued...

SPANISH FOR SPANISH SPEAKERS 3

Meets UC and CSU Entrance Requirements: Yes "e"

Course # FOR24501, FOR24502

Grade Level: 9-12

Duration: 1 Year

Course Description: This is an entry level Spanish course for native speakers of Spanish. The course is the first in a series of three levels leading to the AP Spanish Language exam (Level 5). It addresses the language arts content standards of reading and literary response and analysis, writing, writing conventions, listening and speaking. It is designed to strengthen communicative ability in Spanish in the interpersonal, presentational and interpretative modes. Cross-cultural comparisons and cross-curricular connections are integrated throughout the course.

Recommended Prerequisites: Good communicative skills in oral Spanish; basic reading skills in English or Spanish.

SPANISH FOR SPANISH SPEAKERS 4

Meets UC and CSU Entrance Requirements: Yes "e"

Course # FOR24601, FOR24602

Grade Level: 9-12

Duration: 1 Year

Course Description: This course is the second in a series of three levels of Spanish for Spanish Speakers leading to the AP Spanish Language exam (Level 5). It addresses the language arts content standards of reading and literary response and analysis, writing, writing conventions, listening and speaking. It is designed to strengthen communicative ability in Spanish in the interpersonal, presentational and interpretative modes. Cross-cultural comparisons and cross-curricular connections are integrated throughout the course.

Recommended Prerequisites: Completion of Spanish for Spanish Speakers 3 or teacher recommendation.

AP SPANISH LANGUAGE SP FOR SP SPKS 5

Meets UC and CSU Entrance Requirements: Yes

Course # FOR24701, FOR24702

Grade Level: 11-12

Duration: 1 Year

Course Description: This course is equivalent to a fifth/sixth semester college course. It will prepare students to take the AP Spanish Language and Culture exam and will be the first in a two year curriculum for those students who continue on to AP Spanish Literature. It will provide a standard of Spanish literacy necessary for future university courses and career paths. The course addresses the language arts content standards of reading and literary response and analysis, writing, writing conventions, listening and speaking. It is designed to strengthen communicative ability in Spanish in the interpersonal, presentational, and interpretative modes

at the Intermediate to the Pre-advanced range of the CA World Language Standards. Cross cultural comparisons and cross-curricular connections are integrated throughout the course. Assignments involving the use of technology will foster students' competence in skills that are essential in today's work environment.

Recommended Prerequisites: Completion of Spanish for Spanish Speakers 4 or teacher recommendation.

AP SPANISH LITERATURE AND CULTURE (SPANISH FOR SPANISH SPEAKERS 6

Meets UC and CSU Entrance Requirements: Yes

Course # FOR24801, FOR24802

Grade Level: 11-12

Duration: 1 Year

Course Description: AP Spanish Literature and Culture is the second part of an intensive two-year course (initiated in Spanish for Spanish Speakers VI/AP Spanish Language) designed to prepare native Spanish speaking and other qualified students to take and pass the Advanced Placement Spanish Literature and Culture exam through the analysis and appreciation of Spanish Literature and the historical and cultural contexts in which the works were written. The curriculum incorporates many of the elements of a college-level Spanish composition and literature program and covers the authors and literary works included in the Advanced Placement Spanish Literature examination. It will also discuss historical and cultural factors that influenced these works. Students are expected to engage with the literature in a personal and analytical way, further develop critical thinking skills and increase their mastery of the language. In contrast to Spanish for Spanish Speakers VI/AP Spanish Language and Culture and in preparation for the AP Literature exam, this course will focus more strongly on literary analysis, writing analytical essays and will include review of the entire curriculum.

Recommended Prerequisites: Spanish for Spanish Speakers IV/AP Language teacher recommendation.

HEALTH

HEALTH

Meets UC and CSU Entrance Requirements: Yes "G"

Course # HEA60301/# HEA60302

Grade Level: 9

Duration: 1 Semester

Course Description: Health is a required course that includes instruction in alcohol, tobacco, and drug education, family life, AIDS, nutrition, first aid, disease, and mental and emotional health.

Recommended Prerequisites: None

MATHEMATICS

ADVANCED PLACEMENT CALCULUS (AB)

Meets UC and CSU Entrance Requirements: Yes "C"

Course # MAT35701, MAT35702

Grade Level: 11-12

Duration: 1 Year

Course Description: Advanced Placement Calculus is a full year of work in calculus and related topics which is comparable to a first semester course in a college or university. Most of the class is devoted to topics in differential and integral calculus. It is expected that students who take this course will seek college credit by taking the AP Calculus AB Test. Students should have thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, analytic geometry (rectangular and polar coordinates, equations, and graphs, lines, and conics). The typical student should have previously completed successfully Algebra, Geometry, Advanced Algebra, and Pre-Calculus.

Recommended Prerequisites: Pre-Calculus/Pre-AP Pre-Calculus with a "C" or higher. *Course work of transfer students will be evaluated for equivalency.

MATHEMATICS continued...

ADVANCED PLACEMENT CALCULUS (BC)

Meets UC and CSU Entrance Requirements: Yes "C"

Course # MAT39001, MAT39002

Grade Level: 12

Duration: 1 Year

Course Description: Advanced Placement Calculus course is a full year of work in calculus and related topics which is comparable to a second semester course in a college or university. It is expected that students who take this course will seek college credit by taking the AP Calculus BC test. Topics covered in the course will include: Functions, Graphs, and Limits, Derivatives, Integrals, and Polynomial Approximations and Series. Prerequisite: AP Calculus (AB) with a "C" or higher. *Course work of transfer students will be evaluated for equivalency.

ADVANCED PLACEMENT STATISTICS

Meets UC and CSU Entrance Requirements: Yes "C"

Course # MAT36001, MAT36002

Grade Level 11-12

Duration: 1 Year

Course Description: AP Statistics is a course that includes topics that prepare college bound students for mathematics in both liberal arts majors and mathematics/engineering majors. The course content includes descriptive statistics, probability, probability distributions, estimates and sample sizes, experimental designs, correlation and regression, and statistical inference. Recommended Prerequisites: Advanced Algebra with "C" or better. *Course work of transfer students will be evaluated for equivalency.

ALGEBRA 1

Course # MAT37301, MAT37302

Meets UC and CSU Entrance Requirements: Yes "C"

Grade Level: 9

Duration: 1 Year

Course Description: This course is built to follow the adopted California State Mathematics Framework. The main purpose of Algebra 1 is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instruction involve deepening and extending students' understanding of linear and exponential relationships by comparing and contrasting those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some of the overarching elements of the Algebra 1 course include the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

ALGEBRA 2

Course # MAT36401, MAT36402

Meets UC and CSU Entrance Requirements: Yes "C"

Grade Level: 11

Duration: 1 Year

Course Description: This course is built to follow the adopted California State Mathematics Framework. The Algebra 2 course extends students' understanding of functions and real numbers and increases the tools students have for modeling the real world. Students in Algebra 2 extend their notion of number to include

complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations and the Fundamental Theorem of Algebra. Students deepen their understanding of the concept of function and apply equation-solving and function concepts to many different types of functions. The system of polynomial functions, analogous to integers, is extended to the field of rational functions, which is analogous to rational numbers. Students explore the relationship between exponential functions and their inverses, the logarithmic functions. Trigonometric functions are extended to all real numbers, and their graphs and properties are studied. Finally, students' knowledge of statistics is extended to include understanding the normal distribution, and students are challenged to make inferences based on sampling, experiments, and observational studies.

FINANCIAL MATH

Course # MAT39311, MAT39312

Meets UC and CSU Entrance Requirements: No

Grade Level: 12

Duration: 1 Year

Course Description: Financial Math is a course designed to introduce students to the mathematics involved in daily life and a basic look into finances involved with running a small business. Personal finance units include bank accounts, credit, and investment. Business applications include accounting, marketing, inventory, and sales. Recommended Prerequisites: 12th Grade only

FINITE MATH: COLLEGE ENTRANCE MATH PREP

Meets UC and CSU Entrance Requirements: Yes "C"

Course # MAT39901, MAT39902

Grade Level: 12

Duration: 1 Year

Course Description: This course will focus on higher level math topics, such as matrices, linear programming, finance, set theory, probability, statistics, game theory, and logic.

Recommended Prerequisites: Advanced Algebra, teacher recommendation, conditionally exempt on EAP. *Course work of transfer students will be evaluated for equivalency.

GEOMETRY

Meets UC and CSU Entrance Requirements: Yes "C"

Course # MAT36801, MAT36802

Grade Level: 10-12

Duration: 1 Year

Course Description: This course is built to follow the adopted California State Mathematics Framework. The fundamental purpose of the Geometry course is to introduce students to formal geometric proofs and the study of plane figures, culminating in the study of right-triangle trigonometry and circles. Students begin to formally prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebra concepts with geometry concepts. Students explore probability concepts and use probability in real-world situations. The major mathematical ideas in the Geometry course include geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-

mathematical topics that are useful in our contemporary world such as Number Theory, Functions and Modeling, Finance, Geometry and Measurement, Probability and Statistics, and Logic. The course also incorporates Data Science where students are introduced to foundational concepts in Statistics and analyze data using multiple methods covering topics such as Functions, Looping and Iteration, Data Visualization, Data Analysis, and more. The general purpose is to better prepare college and career-bound students with the 21st century skills necessary to meet the mathematical thinking and problem-solving expectations of future math courses and workplace requirements. The course is ideal for students interested in both STEM and non-STEM majors such as business, social sciences, or the arts at the postsecondary level but who still would like to continue developing their mathematical skills while preparing for attendance at a CSU or UC. Course goals will focus on preparing the student with an adequate understanding of quantitative reasoning skills to enter Algebra 2 or AP Statistics.

PHYSICAL EDUCATION

ADVANCED KINESIOLOGY 3 DANCE

Meets UC and CSU Entrance Requirements: Yes "F"

Course # PE53091/PE53092

Grade Level: 9-12

Duration: 1 Quarter

Course Description: Students have the opportunity to learn through a comprehensive, sequentially planned Kinesiology program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime. Emphasis is placed on rhythms, dance, and a student's analysis of skills. Units of instruction include various genres of dance, fitness concepts and techniques, cardiorespiratory endurance training, and nutrition. Literacy skills will be used to analyze and critique. Students will be able to articulate when discussing and performing dance, understanding it from all perspectives and sides, thus enriching the students' experience and deepening their appreciation of the art form. Students read about, talk about, reflect on, and make connections and choices while creating and performing in dance. Students will learn the beginning and intermediate skills of dance while improving their technique, poise, self-confidence, and creative ability. Students will engage in activities directed toward the refinement and mastery of dance skills and vocabulary, artistic perception, creative expression, historical and cultural context, aesthetic valuing, and the application and performance of learned knowledge in composition and technical mastery.

Recommended Prerequisites: Intro to Kinesiology Dance 1, or appropriate skill level as determined by the instructor.

ADVANCED KINESIOLOGY 3 DANCE PRODUCTION

Meets UC and CSU Entrance Requirements: Yes "F"

Course # PE53071, PE53072

Grade Level: 9-12

Duration: 1 Quarter

Course Description: Students have the opportunity to

learn through a comprehensive, sequentially planned Kinesiology program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime. Emphasis is placed on rhythms, dance, and a student's analysis of skills. Units of instruction include various genres of dance, fitness concepts and techniques, cardiorespiratory endurance training, and nutrition. Literacy skills will be used to analyze and critique. Students will be able to articulate when discussing and performing dance, understanding it from all perspectives and sides, thus enriching the students' experience and deepening their appreciation of the art form. Students read about, write about, talk about, reflect on, and make connections and choices while creating and performing in dance. Students will learn intermediate/advanced skills of dance while perfecting their technique, poise, self confidence, and creative ability. Students will engage in activities directed toward the refinement and mastery of dance skills and vocabulary, artistic perception, creative expression, historical and cultural context, aesthetic valuing, and the application and performance of learned knowledge in composition and technical mastery.

Recommended Prerequisites: AUDITION ONLY and/or Introduction to Kinesiology Dance; Advanced Kinesiology 3 Dance; or appropriate skill level as determined by instructor through audition.

ADVANCED KINESIOLOGY 3 WEIGHT TRAINING

Meets UC and CSU Entrance Requirements: No

Course # PE53051, PE53052

Grade Level: 10-12

Duration: 1 Quarter

Course Description: Students have the opportunity to learn through a comprehensive, sequentially planned Kinesiology program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime. The purpose of the Advanced Kinesiology Course 3 Weight Training is to provide the student with a variety of activities and experiences. The class is designed to meet the needs of the student and allow the student to develop a sense of well-being, self-esteem, cooperation, and confidence throughout the school year. Through an ongoing process of articulated and sequential development of skills, talents, attitudes, and behaviors, students are enabled to become physically educated and fit in order to enjoy a variety of physical activities, and become committed to lifetime health and physical well-being. This course is designed to teach the student the basic skills and benefits of weight training. Students will understand the musculoskeletal system and the principles of biomechanics to become lifelong weight lifters. Students will gain knowledge of the proper safety equipment and procedures to be used in the weight room. Literacy skills will be used to analyze and critique. Students will read about, write about, talk about, reflect on, and make connections and choices while performing a variety of physical fitness activities.

Recommended Prerequisites: Instructor approval

PHYSICAL EDUCATION continued...

INTRO TO KINESIOLOGY 1

Meets UC and CSU Entrance Requirements: No

Course # PE53011, PE53012

Grade Level: 9

Duration: 1 Quarter

Course Description: Students will learn through a comprehensive, sequentially planned kinesiology program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime. Emphasis may include, but is not limited to, Cardiovascular fitness, Individual/Dual Activities, Rhythm/Dance, Combative, Outdoor Activities, Aerobics, and Team Activities. The purpose of the Introduction to Kinesiology class is to provide the student with a variety of activities and experiences. The class is designed to meet the needs of the student and allow the student to develop a sense of well-being, self-esteem, cooperation, and confidence throughout the school year. Through an ongoing process of articulated and sequential development of skills, talents, attitudes, and behaviors, students are enabled to become physically educated and fit in order to enjoy a variety of physical activities and become committed to a lifetime of health and physical well-being. Introduction to Kinesiology introduces the beginning skills to become competent in a variety of activities. This course also provides ample practice and improvement to pass the California State Physical Fitness Test. Literacy skills will be used to analyze and critique. Students will read about, write about, talk about, reflect on, and make connections and choices while performing a variety of physical fitness activities.

INTRO TO KINESIOLOGY 2

Meets UC and CSU Entrance Requirements: No

Course # PE53021, PE53022

Grade Level: 10-12

Duration: 1 Quarter

Course Description: Students will learn through a comprehensive, sequentially planned kinesiology program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime. Emphasis may include, but is not limited to, Cardiovascular fitness, Individual/Dual Activities, Rhythm/Dance, Combative, Outdoor Activities, Aerobics, and Team Activities. The purpose of the Introduction to Kinesiology 2 class is to provide the student with a variety of activities and experiences, going further than the exposure that was provided in Kinesiology 1. The class is designed to meet the needs of the student and allow the student to develop a sense of well-being, self-esteem, cooperation, and confidence throughout the school year. Through an ongoing process of articulated and sequential development of skills, talents, attitudes, and behaviors, students are enabled to become physically educated and fit in order to enjoy a variety of physical activities and become committed to a lifetime of health and physical well-being.

INTRODUCTION TO KINESIOLOGY DANCE

Meets UC and CSU Entrance Requirements: Yes "F"

Course # PE53001, PE53002

Grade Level: 9-12

Duration: 1 Quarter

Course Description: Students have the opportunity to learn through a comprehensive, sequentially planned Kinesiology program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime. Emphasis is placed on rhythms, dance, and a student's analysis of skills. Units of instruction include various genres of dance, fitness concepts and techniques, cardiorespiratory endurance training, and nutrition. Literacy skills will be used to analyze and critique. Students will be able to articulate when discussing and performing dance, understanding it from all perspectives and sides, thus enriching the students' experience and deepening their appreciation of the art form. Students read about, write about, talk about, reflect on, and make connections and choices while creating and performing in dance. Students will learn the beginning skills of dance while improving their technique, poise, self-confidence, and creative ability. Students will engage in activities directed toward the refinement and mastery of dance skills and vocabulary, artistic perception, creative expression, historical and cultural context, aesthetic valuing, and the application and performance of learned knowledge in composition and technical mastery.

Recommended Prerequisites: None

PRACTICAL ARTS

CONSTRUCTION TECHNOLOGY 1-2

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0220701, CTE0220701

Grade Level: 9, 10

Duration: 1 Year

Course Description: This course provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. This is especially important in the ninth grade because without a robust experience at this level many students enter high school unaware of what careers may be best for them. Within this and the following courses, students will work productively in small teams of two, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. In Construction Technology 1-2, students will cover such topics as blue print reading, estimation, surveying and site planning, wall framing, electrical, plumbing and more.

CONSTRUCTION TECHNOLOGY 3-4

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0220501, CTE0220502

Grade Level: 10, 11

Duration: 1 Year

Course Description: This course provides a student experience that develops career ready practices through

PRACTICAL ARTS continued...

career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. This is especially important in the ninth grade because without a robust experience at this level many students enter high school unaware of what careers may be best for them. Within this and the following courses, students will work productively in small teams of two, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. In Construction Technology 3-4 students will learn about roof framing, tile setting, drywall, HVAC, weatherization, concrete, and more.

Recommended Prerequisites: Construction Technology 1-2

CONSTRUCTION TECHNOLOGY 5-6

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0220901, CTE0220902

Grade Level: 11, 12

Duration: 1 Year

Course Description: This course is designed to reinforce knowledge and skills that were attained in the first two Construction Technology courses before moving on to the Capstone course. This course provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. This is especially important in the ninth grade because without a robust experience at this level many students enter high school unaware of what careers may be best for them. Within this and the following courses, students will work productively in small teams of two, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills.

Recommended Prerequisites: Construction Technology 3-4

CULINARY ARTS I

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0910102, CTE0910102

Grade Level: 9, 10

Duration: 1 Year

Course Description: This course gives students a hands-on education in nutrition, sanitation, safe food handling, and meal planning. In addition to preparing and planning meals, students will discover food preparation techniques, etiquette, and traditions from different cultures. Students will learn how to organize and structure work both individually and in teams, building their leadership skills. Finally, students will identify pre-professional associations and careers in the food and nutrition industries.

CULINARY ARTS II

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0920301, CTE0920302

Grade Level: 10, 11

Duration: 1 Year

Course Description: This course will give students in-depth, hands-on experiences in nutrition, health and wellness, sanitation, safe food handling, and meal planning. Students will apply advanced food preparation techniques and meal planning. Students will compare food preparation techniques, meal etiquette, and food traditions of different cultures. They will learn effective leadership skills and learn how to organize and structure work individually and in teams. In addition, students will also identify pre-professional associations and careers in the food and nutrition industries.

CULINARY ARTS III

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0220301, CTE0220302

Grade Level: 11, 12

Duration: 1 Year

Course Description: This course will give students in-depth, hands-on experiences in nutrition, health and wellness, sanitation, safe food handling, and meal planning. Students will apply advanced food preparation techniques and meal planning. Students will compare food preparation techniques, meal etiquette, and food traditions of different cultures. They will learn effective leadership skills and learn how to organize and structure work individually and in teams. In addition, students will also identify pre-professional associations and careers in the food and nutrition industries.

DESKTOP PUBLISHING & PHOTO JOURNALISM

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0120501, CTE0120502

Grade Level: 10-12

Duration: 1 Year

Course Description: This two-semester course combines the high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of visual and graphic arts, photography and computer technology. Students master the writing and editing of the most common forms of journalistic stories; learn and practice the basics of design and layout and it's role in the communication process; analyze, evaluate and create images based on a set of given values; develop and apply basic understanding of desktop publishing; learn communication, time management, and evaluation skills as individuals and with small teams; use state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self directed learning and give them confidence in their ability to see their creative ideas to completion through photography, writing, design and the culmination of these in creating newsletters, posters, programs, brochures, and yearbook production. This course prepares students for entry-level work in fields of desktop publishing, marketing, journalism, publication and design, editing, graphic design, photography, product development, or other areas that utilize desktop

PRACTICAL ARTS continued...

publishing.

Recommended Prerequisites: Earn a C or higher in previous English course. Permission of instructor AND complete one of the following courses:

Introduction to Graphic Design 1-2, DSLR Photography

EMPLOYMENT OPPORTUNITIES 1-2

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE1210201, CTE1210202

Grade Level: 9-10 Duration: 1 Year

Course Description: This course offers 21st Century Skills in managing life and opportunities for entry-level marketing students and all other students, who seek success in high school and beyond. This course is designed to help applied learning students acclimate into the professional real world and prepare them for relationships throughout their lives. Today's work and college environments are highly competitive and demand skilled individuals. Employment Opportunities 1-2 responds to these demands with hands-on learning and direction, as students develop realistic plans for their own careers and continued education. Employment Opportunities 1-2 offers student awareness of the connection between school work and the real world as they investigate: Personal Growth and Character, Responsible Citizenship, Communication Skills, Problem Solving Life Skills, Dealing with Constant Change, Managing Finances and Exploring Career Pathways.

EMPLOYMENT OPPORTUNITIES 3-4

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE1210201, CTE1210202

Grade Level: 9-10 Duration: 1 Year

Course Description: This course offers 21st Century Skills in managing life and opportunities for entry-level marketing students and all other students, who seek success in high school and beyond. This course is designed to help applied learning students acclimate into the professional real world and prepare them for relationships throughout their lives. Today's work and college environments are highly competitive and demand skilled individuals. Employment Opportunities 1-2 responds to these demands with hands-on learning and direction, as students develop realistic plans for their own careers and continued education. Employment Opportunities 1-2 offers student awareness of the connection between school work and the real world as they investigate: Personal Growth and Character, Responsible Citizenship, Communication Skills, Problem Solving Life Skills, Dealing with Constant Change, Managing Finances and Exploring Career Pathways.

EMPLOYMENT OPPORTUNITIES 5-6

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE1210201, CTE1210202

Grade Level: 9-10 Duration: 1 Year

Course Description: This course offers 21st Century Skills in managing life and opportunities for entry-level marketing students and all other students, who seek success in high school and beyond. This course is

designed to help applied learning students acclimate into the professional real world and prepare them for relationships throughout their lives. Today's work and college environments are highly competitive and demand skilled individuals. Employment Opportunities 1-2 responds to these demands with hands-on learning and direction, as students develop realistic plans for their own careers and continued education. Employment Opportunities 1-2 offers student awareness of the connection between school work and the real world as they investigate: Personal Growth and Character, Responsible Citizenship, Communication Skills, Problem Solving Life Skills, Dealing with Constant Change, Managing Finances and Exploring Career Pathways.

EDUCATION AND CHILD DEVELOPMENT 1-2

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0410301, CTE0410302 Grade Level: 9-11

Duration: 1 Year

Course Description: This course helps students understand children's physical, cognitive, emotional and social growth. It also provides instruction in the care and guidance of young children. Instruction includes prenatal development, inherited characteristics, health and safety, guidance and discipline, cultural diversity and child abuse and neglect. In addition to learning theoretical knowledge, students are able to apply this through practical demonstrations and assignments. This course provides a comprehensive foundation for any career that involves working with children.

Recommended Prerequisites: None

EDUCATION AND CHILD DEVELOPMENT 3-4

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0420101, CTE0420102

Grade Level: 10-12 Duration: 1 Year

Course Description: This course familiarizes students with theories of teaching and learning, readies students to assist with and then lead instructional activities, and prepares students for entry into university programs and careers in education-related fields. Students focus on teaching practice and the skills and abilities needed to become an effective classroom teacher. Public speaking, problem solving, analytical reading expository writing, critical thinking, and professional norms are embedded throughout the course. Students learn and apply educational concepts, practice instructional and management strategies, and plan and implement lessons. Students engage in exploratory activities prior to teaching in order to build awareness of different teaching methods and various types of learning styles. In-class activities underscore three challenging and complex criteria that must be considered as a teacher. Students apply their learning by teaching lessons at on-site part time preschool program.

Recommended Prerequisites: Education and Child Development 1-2

PRACTICAL ARTS continued...

INTERNSHIP in EDUCATION and CHILD DEVELOPMENT

Meets UC and CSU Entrance Requirements: Yes "G"

Course # CTE0530101 (S1), CTE0530102 (S2)

Grade Level: 11-12 Duration: Semester

Course Description: This is a program in which the study of child development is combined with work with children in educational setting on a regular basis. It gives students opportunities to develop competence with children and guidelines for understanding the forces that shape human development. Students learn to study their own attitudes toward children and are able to work competently in an educational environment, balancing work, school and family life. Students completing the course should be equipped with the skills and knowledge to be hired as aides in an educational a capacity.

Recommended Prerequisites: Education and Child Development 3-4

SCIENCE

ADVANCED PLACEMENT BIOLOGY

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI54601, SCI54602 Grade Level: 11-12

Duration: 1 year

Course Description: The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. A. P. Biology should include those topics regularly covered in a college biology course for majors. The two main goals of A. P. Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. A. P. Biology is a course intended for students who are able to do college-level work while still in high school. In order to get college credit, students must complete the course work and pass the College Board Examination. The College Board Examination is very rigorous. In order to best prepare students for the exam the course is intense and fast paced. College level work is expected of students and grading will reflect that expectation.

Recommended Prerequisites: CP Biology or Pre-AP Biology or CP Chemistry or Pre-AP Chemistry with "C" or higher and teacher recommendation. *Course work of transfer students will be evaluated for equivalency.

ADVANCED PLACEMENT PHYSICS

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI54801, SCI54802 Grade Level: 11-12

Duration: 1 year

Course Description: This is a college-level introductory physics course that prepares the student to take the Advanced Placement Physics examination. The topics covered include mechanics, kinetic theory, thermo dynamics, electricity and magnetism, and waves and optics.

Recommended Prerequisites: CP Biology or Pre-AP Biology or CP Chemistry or Pre-AP Chemistry and Pre-Calculus with "C" or better and teacher recommendation. *Course work of transfer students will be evaluated for equivalency.

BIOLOGY THE LIVING EARTH

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI53611, SCI53612

Grade Level: 10

Duration: 1 year

Course Description: Biology of the Living Earth is a lab-based course established on the Next Generation Science Standards (NGSS). In this CA-NGSS aligned course, students explore biological and earth science concepts that build comprehension using rigorous investigation. Using the direction of the California Science Framework's High School 3-course Model, Biology of the Living Earth teaches both life science and earth and space science performance expectations in an integrated manner. Integrating earth and space, helps deepen students' understanding of the interactions of biotic and abiotic factors on Earth. The course is divided into six units using the framework as a guide that are centered around essential questions. In each unit, students use the science and engineering practices, disciplinary core ideas, and cross cutting concepts to make sense of the anchor phenomena. This course uses evidence and reasoning to write scientific explanations of the phenomena. Students will also use engineering solutions to respond to real world problems. Evidence of performance expectations will be illustrated through claim evidence reasoning reports, investigation reports, simulations, reading of scientific articles, discussions, collaborative projects, and common assessments. Assessments are organized to measure proficiency of the Disciplinary Core Ideas using the Science and Engineering Practices.

CHEMISTRY IN THE EARTH SYSTEM

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI53311, SCI53312

Grade Level: 10-12

Duration: 1 year

Course Description: Chemistry in the Earth System is the study of matter and energy as it relates to the Earth. Through coursework and scientific inquiry based on the Science and Engineering Practices of CA-NGSS, students will learn how observations of patterns helped scientists organize and form models of basic building blocks (atoms) that make our world. From that understanding, students will then focus their studies and inquiry into the interaction of matter and energy (bond formation, chemical reactions, and formation of product). Continuing their studies and inquiries, students will focus on the interaction of gases, thermochemistry, reaction rates, equilibrium, solutions and acids and bases. Finishing their studies and inquiries with the application of chemistry in our environment through analyzing greenhouse gases, ocean acidification, or other applications of chemistry. Students need to have completed a biological science and Algebra 1 with a C or better and have taken or concurrent enrollment in Geometry or higher math course. This course is divided into eight units using the California NGSS Science Framework as a guide that centered around phenomenon and essential questions. In each unit, students use the Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts to make sense of the anchor phenomena. This course uses evidence and reasoning to write scientific explanations of the phenomena. Students will also use engineering solutions

SCIENCE continued...

to respond to real world problems. Evidence of performance expectations will be illustrated through claim evidence reasoning reports, investigation reports, simulations, reading of scientific articles, discussions, collaborative projects and common assessments. Assessments are organized to measure proficiency of the Disciplinary Core Ideas using the Science and Engineering Practices.

HONORS BIOLOGY THE LIVING EARTH

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI53631, SCI53632

Grade Level: 10-12

Duration: 1 year

Course Description: Biology of the Living Earth is a lab-based course established on the Next Generation Science Standards (NGSS). In this CA-NGSS aligned course, students explore biological and earth science concepts that build comprehension using rigorous investigation. Using the direction of the California Science Framework's High School 3-course Model, Biology of the Living Earth teaches both life science and earth and space science performance expectations in an integrated manner. Integrating earth and space helps deepen students' understanding of the interactions of biotic and abiotic factors on Earth. The course is divided into six units using the framework as a guide that are centered around essential questions. In each unit, students use the science and engineering practices, disciplinary core ideas, and cross cutting concepts to make sense of the anchor phenomena. This course uses evidence and reasoning to write scientific explanations of the phenomena. Students will also use engineering solutions to respond to real world problems. Evidence of performance expectations will be illustrated through claim evidence reasoning reports, investigation reports, simulations, reading of scientific articles, discussions, collaborative projects, and common assessments. Assessments are organized to measure proficiency of the Disciplinary Core Ideas using the Science and Engineering Practices.

HONORS CHEMISTRY IN THE EARTH SYSTEM

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI53331, SCI53332

Grade Level: 10-12

Duration: 1 year

Course Description: Chemistry in the Earth System is the study of matter and energy as it relates to the Earth. Through coursework and scientific inquiry based on the Science and Engineering Practices of CA-NGSS, students will learn how observations of patterns helped scientists organize and form models of basic building blocks (atoms) that make our world. From that understanding, students will then focus their studies and inquiry into the interaction of matter and energy (bond formation, chemical reactions, and formation of product). Continuing their studies and inquiries, students will focus on the interaction of gases, thermochemistry, reaction rates, equilibrium, solutions and acids and bases. Finishing their studies and inquiries with the application of chemistry in our environment through analyzing greenhouse gases, ocean acidification, or other

applications of chemistry. Students need to have completed a biological science and Algebra 1 with a B or better and have taken or concurrent enrollment in Honors Geometry or higher math course. This course is divided into eight units using the California NGSS Science Framework as a guide that centered around phenomenon and essential questions. In each unit, students use the Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts to make sense of the anchor phenomena. This course uses evidence and reasoning to write scientific explanations of the phenomena. Students will also use engineering solutions to respond to real world problems. Evidence of performance expectations will be illustrated through claim evidence reasoning reports, investigation reports, simulations, reading of scientific articles, discussions, collaborative projects and common assessments. Assessment are organized to measure proficiency of the Disciplinary Core Ideas using the Science and Engineering Practices.

HONORS PHYSICS IN THE UNIVERSE

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI52531, SCI52532

Grade Level: 9-12

Duration: 1 year

Course Description: Honors Physics in the Universe is a lab-based course established on the Next Generation Science Standards (NGSS). In this CA-NGSS aligned course, students explore physics concepts through the lens of Earth and Space phenomena that build comprehension using rigorous investigation. Using the direction of the California Science Framework's High School 3-course Model, Honors Physics in the Universe teaches both physical science and earth and space science performance expectations in an integrated manner. Integrating Earth science helps deepen students' understanding of the physical interactions on Earth. The course is divided into eight units using the framework as a guide that are centered around essential questions. In each unit, students use the science and engineering practices, disciplinary core ideas, and cross cutting concepts to make sense of the anchor phenomena. This course uses evidence and reasoning to write scientific explanations of the phenomena. Students will also use engineering solutions to respond to real world problems. Evidence of performance expectations will be illustrated through claim evidence, reasoning reports, investigation reports, simulations, reading of scientific articles, discussions, collaborative projects, and common assessments. Assessments are organized to measure proficiency of the Disciplinary Core Ideas using the Science and Engineering Practices. The course ends with a culminating project where students will demonstrate their understanding of the concepts addressed throughout the year.

HUMAN ANATOMY & PHYSIOLOGY

Meets UC and CSU Entrance Requirements: Yes "D"

Course # SCI55101, SCI55102

Grade Level: 11-12

Duration: 1 year

Course Description: This course is designed for the student who intends to pursue vocational preparation or a career at an entry level in the health career field. This

SCIENCE continued...

laboratory science course will cover human anatomy and physiology. Recommended Prerequisites: CP Biology with a “C” or higher and teacher recommendation.

INTRODUCTION TO PHYSICAL SCIENCE

Meets UC and CSU Entrance Requirements: Yes “D”

Course # SCI52521, SCI52522

Grade Level: 9-12

Duration: 1 year

Course Description: Introduction to Physical Science is a lab-based course established on the Next Generation Science Standards (NGSS). In this CA-NGSS aligned course, students examine earth and space science and physical science concepts that build comprehension using rigorous investigation. Using the direction of the California Science Framework’s High School 3-course Model, Introduction to Physical Science teaches both earth and space science and physical science performance expectations in an integrated manner. Integrating physical science with earth space science helps deepen students’ understanding of the interactions on and within Earth. The course is divided into six units using the framework as a guide that are centered around essential questions. In each unit, students use the science and engineering practices, disciplinary core ideas, and cross cutting concepts to make sense of the anchor phenomena. This course uses evidence and reasoning to write scientific explanations of the phenomena. Students will also use engineering solutions to respond to real world problems. Evidence of performance expectations will be illustrated through claim evidence reasoning reports, investigation reports, simulations, reading of scientific articles, discussions, collaborative projects, and common assessments. Assessments are organized to measure proficiency of the Disciplinary Core Ideas using the Science and Engineering Practices.

SOCIAL SCIENCE

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

Meets UC and CSU Entrance Requirements: Yes “A”

Course # SOC57901, SOC57902

Grade Level: 12

Duration: 1 Year

Course Description: Advanced Placement United States Government and Politics offers students an opportunity to participate in an analytical study of government and politics. The course is a study of state, district, and AP concepts and analysis of specific governmental issues and examples. While many approaches to the course are possible, through any approach students should become acquainted with the variety of theoretical perspectives, and explanations for various behaviors and outcomes. U. S. Government and Politics requires that students learn facts and concepts, and understand typical political processes. Students will be required to interpret and apply political relationships between people and institutions and among different institutions. In addition to studying government in grade twelve, students master fundamental economic concepts, compare economic systems, and study the principles of micro and macro

economics. Through the application of graphs, statistics and equations, students further their understanding of economic institutions. Advanced Placement classes require extra time on the student’s part for reading the materials, completion of a large number of short and long written assignments, and research. The Advanced Placement course does not include a specific unit on state and local government; however, many of the topics and concepts will be presented in a general study of the pattern of intergovernmental relationships. Recommended Prerequisites: AP U. S. History or CP U. S. History and teacher recommendation.

ADVANCED PLACEMENT UNITED STATES HISTORY

Meets UC and CSU Entrance Requirements: Yes “A”

Course # SOC57401, SOC57402

Grade Level: 11

Duration: 1 Year

Course Description: AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course with the ultimate goal of having each student pass the AP examination in May. It is expected that all students enrolled in this course take the AP exam. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time, demonstrating these skills through writing. AP U.S. History is organized according to seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

Recommended Prerequisites: AP European History or CP World History and teacher recommendation and concurrent enrollment in AP English 5-6 or CP English 5-6 or IB/HL English 5-6.

ADVANCED PLACEMENT EUROPEAN HISTORY

Meets UC and CSU Entrance Requirements: Yes

Course # SOC56901, SOC56902

Grade Level: 10

Duration: 1 Year

Course Description: This course is designed to be the equivalent of a two-semester introductory college or university European history course with the ultimate goal of having each student pass the AP examination in May. It is expected that all students enrolled in this course take the AP exam. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time, demonstrating these skills through writing. AP European History is organized according to six themes

SOCIAL SCIENCE continued...

that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

Recommended Prerequisites: Pre-AP English 1-2 or CP English 1-2, teacher recommendation, and concurrent enrollment in Pre-AP English 3-4, or CP English 3-4, or MHS IB Prep English 3-4.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Meets UC and CSU Entrance Requirements: Yes "a"

Course # SOC56611, SOC56612

Grade Level: 9-12

Duration: 1 year

Course Description: This advanced level course in Human Geography will introduce students to the "systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface." (CollegeBoard.com) The curriculum is based upon the National Geography Standards developed in 1994 with the following goals: Use and think about maps and spatial data. Understand and interpret the implication of associations among phenomena in places. Recognize and interpret at different scales the relationships among patterns and processes. Define regions and evaluate the rationalization process. Characterize and analyze changing interconnections among places.

COLLEGE PREPARATORY UNITED STATES GOVERNMENT AND ECONOMICS

Meets UC and CSU Entrance Requirements: Yes

Course # SOC58201, SOC58202

Grade Level: 12

Duration: 1 Year

Course Description: Students in grade twelve pursue a deeper understanding of the institution of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of legislative, executive and judiciary branches of the government. In addition to studying government in grade twelve, students master fundamental economic concepts, compare economic systems, and study the principles of micro and macro economics. Through the application of graphs, statistics and equations, students further their understanding of economic institutions.

COLLEGE PREPARATORY UNITED STATES HISTORY

Meets UC and CSU Entrance Requirements: Yes

Course # SOC57601, SOC57602

Grade Level: 11

Duration: 1 Year

Course Description: Students in grade eleven study the major turning points in American History during the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students study the development of the nation

culturally, economically, and politically. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the result of a defined set of political principles that are not always basic to citizens of other countries.

COLLEGE PREPARATORY WORLD HISTORY

Meets UC and CSU Entrance Requirements: Yes

Course # SOC57101, SOC57102 Grade Level: 10

Duration: 1 Year

Course Description: Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

WORLD GEOGRAPHY AND WORLD RELIGIONS

Course # SOC56701 or #SOC56702

Grade Level: 9

Duration: 1 Semester

Course Description: Students in the ninth grade will examine the five themes of geography and understand the impact that geography has had on human development and events. Students will also examine the geographic location, cultural characteristics, historical development, major beliefs and impact on world historic events of the six major world religions – Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism. This class is required for graduation.

Recommended Prerequisites: None

VISUAL AND PERFORMING ARTS

3D COMPUTER GRAPHICS AND ANIMATION 1-2

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0110101, CTE0110102

Grade Level: 9, 10

Duration: 1 year

Course Description: The world of 3D is rapidly expanding, and career opportunities exist in a wide range of fields – including architecture, games, product and industrial design, civil engineering, and film and television animation. In this course, students will pursue an in-depth study of fundamental concepts of 2D and 3D computer graphics. Students will learn to produce high quality images and animated sequences using 3D software, and to develop their own 3D content using the tools learned, techniques studied, and their own creativity. This course puts students into a 3D production environment where creative output must be accomplished within specific time frames, resources, and design constraints. Students will demonstrate and apply what they learn through a series of creative and engaging projects. Projects will integrate

VISUAL AND PERFORMING ARTS CONT...

math, science, and other core subjects with graphics and animation. Students will prepare for occupations such as 3D Animator, Engineer, Architect, 3D Modeler, 3D Lighting Specialist, Texture Artist, Game Level Designer, Special Effects Artist, and Video Post-Production Artist. Students will develop the skills and knowledge to be creative partners in industry while building capacity for employment in all areas of the creative workforce.

3D COMPUTER GRAPHICS AND ANIMATION 3-4

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0110101, CTE0110102

Grade Level: 10, 11

Duration: 1 year

Course Description: The world of 3D is rapidly expanding, and career opportunities exist in a wide range of fields – including architecture, games, product and industrial design, civil engineering, and film and television animation. In this course, students will expand and apply the foundational skills and techniques learned in the introduction course of 3D Graphics and Animation. Students will learn to produce professional/industry standard images and animated sequences using 3D software and utilize their technical and artistic knowledge to develop their own 3D animation short film. This course places students into a 3D production pipeline and will simulate a real-world studio production environment where creative output must be accomplished within specific time frames, resources, and design constraints. Students will demonstrate and apply what they learn through a yearlong creative project. The project will integrate Art, Math, Science, and other core subjects in addition to Graphics and Animation. Students will prepare for occupations such as 3D Animator, Engineer, Architect, 3D Modeler, 3D Lighting Specialist, Texture Artist, Game Level Designer, Special Effects Artist, and Video Post-Production Artist. Students will develop the skills and knowledge to be creative partners in industry while building capacity for employment in all areas of the creative workforce.

DSLR PHOTOGRAPHY 1-2

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0110401, CTE0110402

Grade Level: 9-10

Duration: 1 Year

Course Description: DSLR (Digital single-lens reflex) Photography gives the student the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in media related occupations and/or advanced post-secondary studies. It provides training in still picture acquisition, graphic editing and retouching, presentation graphics and systems (electronic & print), lighting design, special effects and titling, multimedia workflows, as well as studio based and field (location) photo production on both DSLR and Mirrorless cameras. Course content is structured through lecture-laboratory experiences as it relates to individual and group projects. The course will address what it means to critically evaluate your own photographs and those of others within an art context. Each student will complete a portfolio of his/her work.

GRAPHIC DESIGN II

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0120401, CTE0120402

Grade Level: 10, 11

Duration: 1 Year

Course Description: The Graphic Design course will explore the ever-changing trends in the global field of design and its application in print (two dimensional), product and environmental (three dimensional). Student will understand the impact of the arts and design throughout history and in various cultures. Students will learn methods and theory such as the principles of design to enhance their artistic vision and style. Through two and three-dimensional design projects students will develop problem solving skills, artistic perception, critical thinking, and self-reflection. Art critiques and presentations will provide opportunities for students to grow as graphic designers. It provides an introduction in computer-generated print and beginning experience in motion graphics. Professional software will continue to be explored through demonstration and studio practice. This course is designed to develop students' skills, techniques, and build upon complex ideation. Students will gain knowledge in creative expression, artistic perception and aesthetic valuing. Strong emphasis will be on further examining typography, design, and layout in producing quality print collateral. A portfolio of artwork is created that reflects refined craftsmanship, technical skill, and personal style. Graphic Design gives the student the foundations to develop their technical knowledge and requisite skills needed for successful entry-level employment in media related occupations and/or advanced post-secondary studies.

GRAPHIC COMMUNICATION LAB

Meets UC and CSU Entrance Requirements: Yes "F"

Course # ROP72901, ROP72902

Grade Level: 11, 12

Duration: 1 Year

Course Description: This course of study will focus on using industry standard software for mastering pre-press and electronic publishing. The students will learn to manipulate the technology and software to produce commercial quality layouts which could be used for traditional print production or publication on the world wide web. Students will utilize such software as Adobe Illustrator, Adobe PageMaker, Adobe Photoshop, along with ancillary tools and HTML editors to develop marketable skills in such areas as: single and multiple color printers, process color separations, catalog layout, and production packaging layout and design.

INTRO TO DIGITAL ART

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0120701, CTE0120702

Grade Level: 9 -10

Duration: 1 Year

Course Description: This is an introductory course to digital arts. Students will have the opportunity to explore four courses within various CTE Arts, Media, and Entertainment pathways. Students will have an introduction to concepts as well as hands-on experiences such as photography skills using Adobe Photoshop for photo enhancement, design elements using Adobe Illustrator to create vector graphics, video production using Adobe Premiere to edit stories and footage, and

VISUAL & PERFORMING ARTS cont...

animation principles using Autodesk's Maya software. Each unit will promote teamwork, communication, creative thinking, and decision-making abilities which are essential to any media profession. Students will use this intro course to begin their skills and knowledge of each program. They will continue their development in the concentrator and capstone Photography, Video Arts & Production, Graphic Design, and 3D Computer Graphics and Animation courses.

VIDEO ARTS AND PRODUCTION 1-2

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0120701, CTE0120702

Grade Level: 9 -11

Duration: 1 Year

Course Description: Video Arts and Production gives the student the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in media related occupations, and/or advanced post-secondary studies. It provides training in still and motion picture acquisition, non-linear editing, presentation graphics and systems (electronic and print), sound and lighting design, digital animation, special effects and titling, multimedia workflows, as well as studio based and field (location) video production. Course content is structured through lecture-laboratory experiences as it relates to individual and group projects. Each student will complete a portfolio of his/her work.

VIDEO AND MEDIA PRODUCTION

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0130801, CTE0130802

Grade Level: 11,12

Duration: 1 Year

Course Description: Video and Media Production gives the student the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in media related occupations and/or advanced post-secondary studies. It provides training in still and motion picture acquisition, non-linear editing, presentation graphics and systems (electronic & print), sound and lighting design, digital animation, special effects and titling, multimedia workflows, as well as studio based and field (location) video production. Course content is structured through lecture-laboratory experiences as it relates to individual and group projects. Each student will complete a portfolio of his/her work.

BAND 1-8 & BAND 1-8 PE MARCHING

Meets UC and CSU Entrance Requirements: Yes "F"

Course # MUS40300, MUS42801

Grade Level: 9-12

Duration: 1 Year

Eligible for Physical Education Credits: 2.5 units (1 QTR) per year

Course Description: Marching Band includes the development of marching and music techniques. Symphonic Band reviews fundamentals, performs outstanding musical selections of intermediate/advanced levels, and offers advanced technique on a chosen instrument. Certain co-curricular school activities will be required. Some of the activities include fall football games and competitions, winter and spring concerts and

festivals.

Recommended Prerequisites: Permission of instructor; student must meet academic/participation eligibility requirements first quarter.

VISUAL & PERFORMING ARTS-MUSIC

CHOIR 1-8

Meets UC and CSU Entrance Requirements: Yes "F"

Course # MUS41000

Grade Level: 9-12

Duration: 1 Year

Course Description: This course is a vocal music class for mixed voice production, music theory, music appreciation, and its practical application in rehearsal and performance of choral literature. From this basic vocal music course, various smaller ensembles are formed through audition.

Recommended Prerequisites: None.

COLOR GUARD 1-8 & PE COLOR GUARD 1-8

Meets UC and CSU Entrance Requirements: No

Course # MUS43100

Grade Level: 9-12

Duration: 1 Year

Course Description: This course is an auxiliary visual unit to the Marching Band. In the winter and spring, the class will perform and compete as a separate unit. Flags, rifles, and other visual props will be utilized. Dance performance will be a large part of the class. Certain co-curricular activities will be required.

Recommended Prerequisites: Meet academic/participation eligibility requirements during quarters in which Physical Education credit is earned.

GUITAR 1-6

Meets UC and CSU Entrance Requirements: Yes "F"

Course # MUS40011

Grade Level: 9-12

Duration: 1 Year

Course Description: This course is open to students who demonstrate an interest in learning to play the acoustical guitar for self-enjoyment and as an aide in accompanying themselves either in individual or group singing. The course will include basic chords used on the guitar, tuning the instrument, basic music theory as related to guitar, melodic playing, barre chords, and tablature.

Prerequisites: None

JAZZ BAND 1-8

Meets UC and CSU Entrance Requirements: Yes "F"

Course # MUS40500

Grade Level: 9-12

Duration: 1 Year

Course Description: This year-length course is open to all grade levels by audition only. It is designated to teach young musicians to play in varied jazz idioms. It places an emphasis on improvisation, as well as reading printed music. Recommended Prerequisites: Enrollment in Band 1-8 or permission of instructor and audition.

VISUAL & PERF ARTS-MUSIC continued...

ORCHESTRA 1-8

Meets UC and CSU Entrance Requirements: Yes "F"

Course # MUS40800

Grade Level 9-12

Duration : 1 year

Course Description: This course is orchestral (ensemble) training at an advanced level. The course includes drill on fundamentals, advanced orchestra literature, sight-reading, and rehearsal to improve general playing technique. Outstanding orchestra literature of advanced grade will be performed. The orchestra performs at concerts and festivals.

Recommended Prerequisites: Recommendation of instructor.

VISUAL & PERFORMING ARTS-THEATRE

PROFESSIONAL THEATRE 1-2

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0121401, CTE0121402

Grade Level: 9, 10

Duration: 1 Year

Course Description: Professional Theatre 1-2 is a concentrator course in the Professional Theatre pathway that will introduce basic acting skills, play analysis, scene study, monologues, and performance techniques. In addition to theatre acting, students will be exposed to how theatre came to be by learning theatre history. This course introduces the variety of careers in professional theater. Students will study a range of professional models from Broadway to regional to community theatre to identify established practices and basic competencies required to create professional theatre.

PROFESSIONAL THEATRE 3-4

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0121401, CTE0121402

Grade Level: 10, 11

Duration: 1 Year

Course Description: Theatre 3-4 is an actor's training course that introduces the student to the skills and knowledge necessary to pursue a professional acting career, as well as providing knowledge and practical experience for careers in the collaborative field of professional theater. Students will study a range of professional models from Broadway to regional theatre to identify established practices and basic competencies required to create professional theatre. Students will build on the foundational skills to create project-based live performances using the elements of acting, dance, and music. Representative topics include: career research; basic theatre skills, including movement, voice, and concentration; scene study skills; directorial techniques (blocking and rehearsal techniques); entry-level musical theater techniques in dancing and singing; production elements and professional practices; and professional audition techniques.

PROFESSIONAL THEATRE 5-6

Meets UC and CSU Entrance Requirements: Yes "F"

Course # CTE0131201, CTE0131202

Grade Level: 11, 12

Duration: 1 Year

Course Description: The course emphasizes skill development for the career strands in the Performing Arts, Theatre Sub-Pathway. Students will be exposed to practices and skills that they can rely on during an audition process, either for admission to a post-secondary training program or in an industry context. Students will learn how to curate, plan, produce, market, present, and reflect on a Capstone Showcase in which is the summative assessment for this two-course sequence. Under the advisement of industry professionals, students will explore ideas, themes, and concepts related to obtaining post-secondary admission or employment. Students in this course will develop observation, discussion, and writing skills relevant to interpretation and evaluation of acting, lesson planning and digital portfolio development. NOTE: This course is broken up into two long inquiries (units), one per semester.

OTHER ELECTIVES

AVID 9TH GRADE

Meets UC and CSU Entrance Requirements: Yes "G"

Course # ELE87321, ELE87322

Grade Level 9

Duration: 1 Year

Course Description: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, notetaking, and research techniques. Recommended Prerequisites: AVID 8; Co-Requisites: English 9H (Recommended); SMI or Higher (Required)

AVID 10TH GRADE

Meets UC and CSU Entrance Requirements: Yes "G"

Course # ELE87421, ELE87422

Grade Level 10

Duration: 1 Year

Course Description: This second sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing,

OTHER ELECTIVES cont..

communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

Recommended Prerequisites: AVID 9, Teacher recommendation; Co-Requisites: 1 AP/Honors course, SMII (Recommended)

AVID 11TH GRADE

Meets UC and CSU Entrance Requirements: Yes "G"
Course # ELE87921, ELE87922

Grade Level 11 Duration: 1 Year

Course Description: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

Recommended Prerequisites: AVID 10 or teacher recommendation (Required); SMIII, One AP/Honor Course (Recommended)

AVID 12TH GRADE

Meets UC and CSU Entrance Requirements: Yes "G"
Course # ELE87521, ELE87522

Grade Level: 12 Duration: 1 Year

Course Description: This fourth sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID

Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. In the 12th grade year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking questioning techniques.

Recommended Prerequisites: AVID 9 (Recommended) AVID10 and AVID 11 (required); One AP or dual enrollment course (Recommended)

AVID TUTOR

Course # ELE62501, ELE62502

Grade Level: 11-12 Duration: 1 Year

Course Description: This course is designed for students to assist AVID teachers at either the high school or junior high school in working with AVID students in tutorials. To become an AVID tutor, interested students must have good study skills, a 2.5 or higher GPA, and the desire to help others to be successful in a challenging environment.

Recommended Prerequisites: The student must be enrolled in Advanced Algebra or above and be in CP or AP English.

CAREER EXPLORATION PAL: PEER ASSISTED LEARNING PROGRAM

Course # ELE63701, ENE63702

Grade Level: 10-12 Duration: 1 semester

Course Description: This course is designed for students who have an interest in working with special education students to assist them in obtaining the highest quality of high school experience possible. Prior to working with assigned students, PALS will complete a one-day training on behavior management, medical awareness, interpretation of I.E.P. goals and objectives and record keeping. PALS will attend classes with their assigned students, help them find their way around campus, increase their socialization with regular education students, and/or participate in their community-based instruction programs. Students may repeat the course for a total of 20 units in combination with School Services. Prerequisites: Students must submit an application and be screened by a teacher or psychologist.

COSMETOLOGY *SENIORS ONLY**

Location: Local Cosmetology School.

Description: This course is designed to prepare individuals to qualify for and obtain initial license as a professional Cosmetologist. It includes all phases of the career during the required 1600 clock hours. High school

