



# 2025-2026

# HIGH SCHOOL COURSE GUIDE

*Ensure all students are college and career ready by providing rigorous, engaging, and innovative PK-12th grade teaching and learning experiences.*



## EDUCATION CENTER

4850 Pedley Road  
Jurupa Valley, CA 92509  
(951) 360-4100  
[www.jurupausd.org](http://www.jurupausd.org)

Dr. Trenton Hansen, Superintendent

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## HIGH SCHOOLS



### **Jurupa Valley High School**

10551 Bellegrave Avenue  
Jurupa Valley, CA 91752  
Phone: (951) 360-2600  
Nancy Reyna, Principal



### **Patriot High School**

4355 Camino Real  
Jurupa Valley, CA 92509  
Phone: (951) 361-6500  
Naomi Brush, Principal



### **Nueva Vista High School**

6836 34th Street  
Jurupa Valley, CA 92509  
Phone: (951) 360-2802  
James Wandrie, Principal



### **Rubidoux High School**

4250 Opal Street  
Jurupa Valley, CA 92509  
Phone: (951) 222-7700  
Kevin Corridan, Principal



# A Message from the Superintendent



Dear Students, Parents, and Guardians:

We are proud to present the Jurupa Unified School District High School Course Guide for the 2025-2026 school year. The High School Course Guide provides graduation requirements, college and career information, and standards-based course descriptions.

Jurupa Unified is committed to providing all students the highest-quality education possible so that they can succeed in school, in career, and in life. To meet that goal, we have adopted our JUSD Vision for the Future. This strategic guide includes five focus area goals that will help to ensure we are providing the best learning experience for all students. The focus areas are achievement and innovation, systems of support, community and employee relations, leadership and building human capital, and organizational stability and support.

The courses we offer at the high school level support achievement and innovation by offering alignment to state and local academic standards. All have been through a rigorous review by district educators.

We encourage you to take time to review the course descriptions in this guide so that course selections support your academic and career goals. We wish you a successful and rewarding high school experience!

Sincerely,

*Trenton Hansen*

Trenton Hansen, PhD  
Superintendent

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# Comparison of JUSD Graduation Requirements and CSU/UC Admissions Requirements

Class	JUSD Graduation Requirements	CSU Requirements	UC Requirements	NCAA Requirements
English	40 credits 4 years	4 years	4 years	4 years
World History	10 credits 1 year	2 years	2 years	2 years
US History	10 credits 1 year			
Government	5 credits 1 semester			
Economics	5 credits 1 semester			
Mathematics	30 credits ** 3 years **	3 years including: Math I, Math II, and Math III 4 years recommended		3 years: Math I or higher
Science	20 credits 2 years  (must take at least 1 physical and 1 life Sci)	2 years lab science  (Must take at least 1 physical and 1 life Sci)	2 years required 3 years recommended  Biology, Chemistry, Physics, Integrated, Earth	2 years (1 year lab)
Health, Healthy Living, or Health Science	5 credits 1 semester	--	--	
Physical Education	20 credits 2 years	--	--	
Visual/Performing Arts	10 credits 1 year	1 year (in same discipline)	1 year (in same discipline)	
Fine Arts/ Language other than English		2 years of the same language	2 years required 3 recommended	4 years Additional Core Courses (Eng., Math, Sci or Foreign Lang.)
Vocational Arts	5 credits 1 semester			
Elective	60 credits	Adv. Math, Language other than English, Lab Science, etc.	1 year required from History, English, World Lang., Adv. Math, etc.	1 year additional courses (Eng., Math, or Sci)



# Credits Required for Graduates



Core Credits	Elective Credits	Total Credits
160	60	220

Credits must be earned to advance to each class level:

Class	Credits Earned
Freshman	0-50
Sophomore	50-100
Junior	100-160
Senior	160-220

## Additional Information

- Maximum of 40 credits for Work Experience
- No maximum on credits from accredited colleges and universities (prior approval required)
- Maximum of 10 credits of Physical Education per semester
- Maximum of 20 credits for courses challenged (tests will be regulated and administered by the appropriate department).
- All 9th grade students are required to take physical education, marching band, or horsemanship.

# Admission Requirements for Further Education

Students should plan for the future early in their high school careers. They may need to gear their selection of courses to match the requirements of the post-secondary educational opportunity they plan to pursue. Some options are listed below. Private colleges vary in their admission requirements. Please consult the Admissions Office at any school not represented in the list below.

## Vocational and Trade Schools

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

## Community Colleges <https://www.cccco.edu/> or <https://home.cccapply.org/>

Any graduate of an accredited high school, any person 18 years of age or older, or any student who has passed the California High School Proficiency Examination is eligible. Any high school student, with special permission from both the high school and the college, may enroll for college credit. High school credit for college courses must be pre-approved by the high school counselor and a high school administrator.

## University of California /California State Universities "A-G" List

The University of California "a-g" list is the set of course requirements all students must complete to be eligible for acceptance into any University of California or California State University. This required set of courses is considered serious and rigorous enough academically to prepare students for admission to any college. However, students must still apply for entrance into universities and colleges along with other well-prepared students. Admission Offices look at courses taken, grades earned, and other considerations such as test scores, participation in extracurricular and volunteer activities, both at school and in the community.

A "unit" is defined by the University of California system as a one-year high school course. To be eligible for admission to the University of California, students must have taken a minimum of fifteen high school units, to be taken during grades 9-12. At least seven of those fifteen must be taken during the last two years of high school. Academic or college preparatory units include courses in English, mathematics, laboratory science, language other than English, history, social science, fine arts, performing arts, and CTE. All high school students planning to attend the University of California must apply during November of their senior year. Students applying to any CSU or UC campus needs to apply during the initial filing period of October 1 through November 30. UC applications open on August 1.

**UC/CSU "A-G" lists change annually. For the most current information, go to the website: [hs-articulation.ucop.edu](http://www.ucop.edu/agguide/a-g-requirements/).**

## College Admission Information

- UC Admissions information: [www.admission.universityofcalifornia.edu](http://www.admission.universityofcalifornia.edu)
- CSU Admissions Information: <https://www2.calstate.edu/>
- College Exploration: [www.californiacolleges.edu](http://www.californiacolleges.edu)

## Resources for College and Career Exploration

All secondary students in Jurupa Unified have a district account on [californiacolleges.edu](http://californiacolleges.edu) – the state of California's official college and career planning platform. Students can use this site to explore various careers, take interest profile assessments, explore colleges, and learn more about financial aid.

## College Admissions Exams

Most 4-year colleges and universities require freshman candidates to take either the SAT or ACT. To learn more about these exams, please visit:

- SAT: <https://collegereadiness.collegeboard.org/sat>
- ACT: [www.act.org/](http://www.act.org/)

Note: CSU and UC will not consider SAT or ACT scores for admission.

# A-G Requirements and Courses for College Entrance

## a. History (20 Credits/2 Years):

One year of world cultures, world history, or geography; one year of U.S. History or U.S. Government.

## b. English (40 Credits/4 Years):

Four years of English courses that require frequent and regular practice in writing expository prose compositions of some length.

## c. Mathematics (30 Credits/3 Years):

Math I, Math II, Math III (a 4th year is highly recommended).

## d. Laboratory Science (20 Credits/2 Years):

Minimum of two separate full-year courses such as biology, chemistry, earth science, physics, or any other approved lab science course (3 years recommended).

## e. Language Other Than English (20 Credits/ 2 Years same language):

Two separate full-year courses focusing on grammar, vocabulary, reading, composition, and the development of listening and speaking skills (3 years recommended).

## f. Visual/Performing Arts Requirement (10 Credits/1 Year):

Must be a year of course work in visual or performing arts (must be in the same discipline).

## g. College Preparatory Electives (10 Credits/ 1 year):

One additional year to be chosen from the following: English, history, advanced mathematics, laboratory science, language other than English, social science, performing arts, CTE, or fine arts. In general, elective courses should involve considerable reading and should aim to develop the student's analytical reasoning ability and skill with written and oral expression.

## NCAA Eligibility

Student athletes who want to be considered for athletic scholarships to a Division I or Division II school must meet minimum eligibility requirements. All athletes and their parents should visit the Eligibility Center website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) for full details on these requirements. On this same website, students and parents can review the list of approved courses for each high school.

## Core Classes

NCAA Division I and Division II schools require 16 core classes be completed in high school (see next page)





## Initial-Eligibility Standards

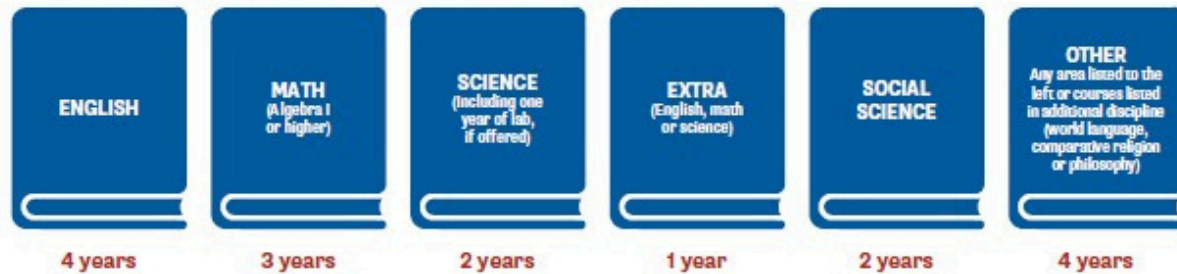
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). Plan to register before your freshman year of high school. For more information on registration, visit [on.ncaa.com/RegChecklist](http://on.ncaa.com/RegChecklist).

### Academic Requirements

**Division I and II** schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

#### Division I

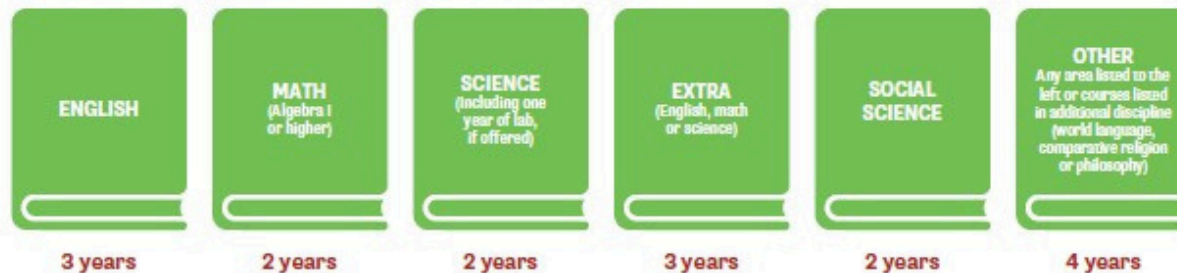
1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

#### Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

#### Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

[http://fs.ncaa.org/Docs/eligibility\\_center/Student\\_Resources/IE\\_Brochure.pdf](http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/IE_Brochure.pdf)

# Important Information

## Enrollment in Courses

Students must enroll in and attend six classes. Students who take classes at a local college or work experience still must take a minimum of four classes. Availability of courses is determined by student interest and teacher availability.

## Schedule Changes: Adding/Dropping Classes

- When an error has been made in their schedule, students may either add or drop a course following consultation with their counselor.
- Schedule changes to drop requested courses will not be made once the student has been scheduled, unless the student did not meet the prerequisites.
- Approved student-requested course changes will be handled prior to the third week of the semester.
- While students choose the courses they wish to take, teachers and period assignments are made randomly by computer. Schedule changes for period or teacher preferences will not be made.
- Students who want to drop a required subject may do so only with written approval from parent or guardian, counselor, and teacher, with final approval of Administration.
- Withdrawal deadline is the end of the third week of the semester.
- Students who stop attending a course without officially dropping the course will receive an "F" for the semester.

## Credit by Examination: Challenging Classes

- Students who believe they are knowledgeable about a course may challenge it by petitioning to take an examination following the conditions and procedures outlined below (credit by exam may be granted only for courses listed in the High School Course Guide).

A student may not receive credit by examination in courses which:

- Duplicate courses already taken
  - Are more elementary than courses in which credit has been previously earned
  - Student has failed during regular or summer school
  - Are honors or Advanced Placement courses
- Courses may be challenged only during the first week of the fall or spring semesters, unless later date is approved by the principal.
  - The student, in consultation with his/her Academic Counselor, must initiate a petition requesting permission to challenge a course.
  - Examinations will be constructed and administered by the department concerned.
  - A student is allowed only one opportunity to qualify for credit by exam in any given course.
  - A student who petitions for credit by exam will receive the grade that he/she earns on the exam. The result of such examinations will be entered on the student's permanent record in the same manner as for regular courses.
  - Further placement in advanced classes is dependent upon department guidelines.

## **Repeating a Course**

Students who wish to repeat any course to improve their grade may do so with teacher, parent, and counselor approval. Additional elective course credit will be granted for a repeated course. When evaluating high school transcripts, the University of California will replace the new grade for the original grade in the calculated GPA if the course is repeated by the summer following 11th grade (Quick Reference Guide to UC Admissions, August 2023). "CSU defines repeated courses as taking the exact same course with the exact same course title taken at the same school and/or same school district at a later time." (Cal State Freshman Guide 2023-2024) The grades of all courses, including repeated courses, will be averaged to determine a student's class ranking (University of California will not accept a repeat of a "C" grade). Some advanced courses in special areas may be repeated for credit. These courses are designated in this guide. Students who have received a "D" or "F" grade in "a-g" courses for mathematics and Spanish may validate those grades.

For more information on specific UC guidelines, including course validation, please visit the following website: <http://admission.universityofcalifornia.edu/counselors/q-and-a/repeating/index.html>

## **Alternatives to High School Course Work and/or Diploma**

- Students who are 18 years or older may transfer to the Adult Education Program. Please contact the Learning Center at 951-222-7739 for information.
- Students who are 16 years of age or older may request a transfer to Nueva Vista High School. Students must be recommended to, and accepted by, the screening committee to transfer. Please note: Graduation requirements at Nueva Vista are different from those at the comprehensive high schools.
- Any student who wants to transfer to Nueva Vista High School in order to make up credits should see his/her counselor.
- Students who are 18 years old may attend Riverside Community College.
- General Equivalency Diploma preparation is available through the Adult Education Program.
- Students who are 16 years old may earn the legal equivalent of a high school diploma by passing the California High School Proficiency Exam (CHSPE) which is given twice a year. A fee is charged for the exam. Please see a counselor for information and an application.
- Students in good academic standing may take classes at a local college (RCC or UCR). They must FIRST see their counselor to make special arrangements.

## **Career Center**

The Career Center offers information on careers and required courses to enter careers straight out of high school or after attendance in post-secondary education. The staff provides assistance in college searches, applications and financial aid.

## **Grade Point Averages and Class Ranking**

Students are encouraged to take an academically-rigorous educational path in order to prepare for powerful post-secondary options after high school graduation. Grade point averages for class standing are calculated on the grades for seven semesters. The last semester grades of the senior year are not available before graduation. University of California approved honors and advanced placement classes count an extra grade point for A (5 points), B (4 points), and C (3 points).



# Advanced Placement

## Summary of Courses

Achievement  
& Innovation



### Capstone:

- Advanced Placement Research
- Advanced Placement Seminar

### Fine Arts:

- Advanced Placement Art and Design
- Advanced Placement Art History

### Language Other Than English:

- Advanced Placement French Language and Culture
- Advanced Placement Spanish Language and Culture
- Advanced Placement Spanish Literature and Culture

### Language Arts:

- Advanced Placement English Language and Composition
- Advanced Placement English Literature and Composition

### Mathematics:

- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Computer Science A
- Advanced Placement Statistics

### Performing Arts:

- Advanced Placement Music Theory

### Science:

- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement Environmental Science
- Advanced Placement Physics I
- Advanced Placement Physics II

### Social Studies:

- Advanced Placement European History
- Advanced Placement Government and Politics: United States
- Advanced Placement Human Geography
- Advanced Placement Psychology
- Advanced Placement United States History
- Advanced Placement World History

Availability for AP courses is determined by student interest and staff availability. In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

# Capstone

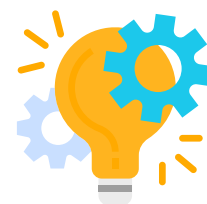
## **ADVANCED PLACEMENT RESEARCH**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: AP Seminar



AP Research class allows students to deeply explore an academic topic, problem or issue of their own interest culminating in a research paper and oral defense. AP Research course is designed to further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices and accessing analyzing and synthesizing information. Students learn and employ research and inquiry methods to develop, manage and conduct an in-depth investigation of an area of personal interest.

*Meets the Elective Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT SEMINAR**



Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. AP Seminar is a required course in the AP Capstone program.

*Meets the Elective Graduation Requirement*

*Meets the "b" UC/CSU a-g Requirement*

# Fine Arts

## **ADVANCED PLACEMENT ART AND DESIGN**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Completion of an advanced art course with a grade of "C" or higher and commitment to complete outside work to fulfill the portfolio requirement. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

AP Art and Design is a rigorous, college-level course that is designed for serious art students who are interested in pushing the boundaries of their knowledge and skill. Students develop the skills that artists and designers use, and create a portfolio of work that is assessed to produce their AP score. There are three portfolios to choose from, each geared toward a different focus; Drawing, 2-D Art and Design, and 3-D Art and Design.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT ART HISTORY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: A grade of "B" or higher in World History or teacher approval and commitment to prepare for and take AP Exam. AP contract on file.

This history of art survey class is designed to expose students to an understanding of works of art and the times in which they were created. Students will develop the ability to discuss and write about works of art. They will become acquainted with major forms of artistic expression in our time as well as from other times and cultures. This course will be taught in two semesters. The first semester will cover Antiquity to the Middle Ages. The second semester will cover 1400 to present. Students may obtain college credit with a passing score on the Advanced Placement examination in May. Course includes 1-2 field trips.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*



## **Language Other Than English**

### **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Completion of French II or French III with a grade of "C" or higher or a passing score on the language other than English placement test. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.



Students will be required to gain continuing fluency in the basic skills acquired in the first three levels of the French language. The course will present an integrated study of verb formations, vocabulary extension and idioms to enable the student to acquire a total spectrum of French. Students will learn to blend basic survival language patterns with more complex structures geared to more sophisticated language situations. French cultural values and patterns of behavior and language will form a significant part of the linguistic material. Diverse readings from Francophonic countries will help to liberate students from their single-culture limitations. Emphasis will be placed on historical and geographic backgrounds of a wide variety of French speaking areas leading to specific linguistic patterns. A study of French grammar will continue in more detail. The subjunctive mood, so much a part of the French language, will be studied in detail along with its juxtaposition to the indicative mood studied in levels I, II, and III.

*Meets Fine Arts / Language Other Than English Graduation Requirement*

*Meets the "e" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Completion of Spanish II, Spanish III, or Spanish Speakers III with a grade of "C" or higher, or a passing score on the language other than English placement test. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course.



*Meets Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Completion of AP Spanish Language and Culture with a grade of "C" or higher, or teacher's approval. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.

Students will study selected works from literatures of Spain and Spanish America. They will read and analyze literature orally and in writing in Spanish. Students will gain competency in understanding a lecture in Spanish and will participate actively in discussions on literary topics. They will read literary texts in all genres of Spanish and critically analyze the form and content of literary works including poetry. This course emphasizes those skills necessary to prepare for the Advanced Placement Spanish Literature Test.

*Meets the Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*



# Language Arts

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grade(s): 11

Credits: 10

Length: Year

Prerequisite: Grade of "C" or higher in Honors English 10 or a grade of "B" or higher in English 10. Student commitment to prepare for and take the Advanced Placement Exam. AP contract on file

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

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

## ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: Successful completion of AP English Language or a grade of "B" or higher in English 11. Commitment to prepare for and take the Advanced Placement exam. AP Contract on file.

In the Advanced Placement course in English Literature and Composition, students are involved in both the style and practice of writing and the study of literature. They will learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies through speaking, listening, and reading, but chiefly through the experience of their language: connotation, metaphor, irony, syntax, and tone. Writing assignments will focus on the critical analysis of literature and will include essays in exposition and argument, personal narrative and the writing of stories, poems or plays. Although much of the writing in the course will be about literature, spelling and writing about different subjects will further develop the students' sense of how style, subject, and audience are related. The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent, and persuasive way.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*



# Mathematics

## ADVANCED PLACEMENT CALCULUS AB

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Grade "B" or higher in Pre-Calculus or "C" or higher in Honors Pre-Calculus. Commitment to prepare for and take the Advanced Placement exam. AP Contract on file.

This course consists of work that is comparable to calculus courses in colleges and universities. Calculus is a group of mathematical concepts and techniques widely used in technical fields and increasingly in business and economics to solve problems. Most colleges and universities offer a sequence of several courses in calculus. They often utilize entering students' scores on the Advanced Placement Calculus Exam given in May to decide each student's starting point in that sequence of courses.

*Meets Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*



## ADVANCED PLACEMENT CALCULUS BC

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: AB Calculus with "C" or higher or Honors Pre-Calculus with a "B" or higher. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

This course covers the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Calculus BC is designed to qualify the student for placement and credit in a college course beyond that granted for Calculus AB.

*Meets Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

## ADVANCED PLACEMENT COMPUTER SCIENCE A



Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Successful completion of Math I with a "C" or higher.  
AP contract on file.

AP Computer Science A CSA teaches students Java and authentic Android app development. Students in this course develop their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers: every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. This course will align with all learning objectives in the College Board's AP Computer Science A framework, and includes the College Board's requirement of 20 hours of lab activity.

*Meets the Vocational Arts Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT STATISTICS**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Grade "C" or higher (recommended B) in Mathematics III, or grade "C" or higher (recommended B) in Data Science. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

This course will prepare students for the Advanced Placement (AP) Statistics Exam. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is the equivalent of a one semester, introductory, non-calculus based, college course in statistics.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

## **Performing Arts**

### **ADVANCED PLACEMENT MUSIC THEORY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Commitment to prepare for and take Advanced Placement exam. AP contract on file.



The development of aural skills is a primary objective of the Advanced Placement Music Theory course. Throughout the course, students will listen to musical works attentively and analytically, developing their musical memory and their ability to articulate responses to formal, stylistic, and aesthetic qualities of the works. Performance, using singing, keyboard, and students' primary performance media will also be a part of the learning process.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **Science**

### **ADVANCED PLACEMENT BIOLOGY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Biology and Chemistry and the completion of Math I with a grade of "B" or higher. Commitment to prepare for and take the Advanced Placement Exam. AP contract on file.



The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course. It is designed to be taken by students after successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

*Meets the Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT CHEMISTRY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Successful completion of Chemistry and Math I and concurrent enrollment or completion of Math II.  
Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

Advanced Placement Chemistry provides students with the opportunity to acquire the knowledge and skills necessary to take and to pass the AP Chemistry test administered in May. It is the equivalent of a general chemistry course usually taken during the first year of college. Students must have strong analytical and mathematical skills for success in this course. A primary goal of the course is for students to attain a depth of understanding of fundamental concepts and to be competent in dealing with general chemistry problems.



*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Recommended "B" or higher in Math I. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of natural work, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is an interdisciplinary science course combining geology, biology, environmental studies, environmental science, chemistry and geography.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT PHYSICS I**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Successful completion of Math II with a "B" or higher and have completed or are concurrently enrolled in Math III. AP Contract on File.

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion): work, energy, and power. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT PHYSICS II**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Successful completion of AP Physics 1 or equivalent and have completed or are concurrently enrolled in an advanced mathematics course (MIII or higher). AP contract on file.

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **Social Studies**

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Successful completion of English 9 with a "B" or higher or Honors English 9 with a "C" or higher, teacher recommendation or AP contract on file.

This course focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

*Meets the World History Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*

### **ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: Student commitment to prepare for and take the AP exam.

AP contract on file.

This course examines the organization and function of national, state, and local government in the United States. Emphasis is placed on the citizen's relationship to each level of government. Political philosophies are comparatively analyzed. This course will make demands upon the student equivalent to those made in a college level political science course. Students are expected to take the Advanced Placement Exam administered in May. Students develop the knowledge and skills identified in State standards for this course.

*Meets the Government and Economics Graduation Requirement (with completion of full year)  
Meets the "a" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: End of year grade of "B" or higher in most recent English course. AP contract on file.



AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

*Meets the Social Science Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT PSYCHOLOGY**

Grade(s): 11-12

Credits: 10

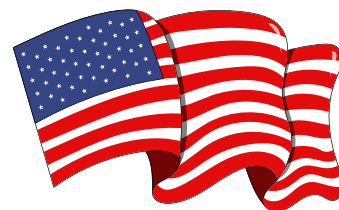
Length: Year

Prerequisite: Recommended "B" or higher in most recent English course. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The AP Psychology course stresses critical thinking, reading, and writing within the context of scientific methodology and questioning. Another goal of the course is to make sure that students understand how psychology applies to the real world.

*Elective credit only*

*Meets the "g" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT UNITED STATES HISTORY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Students with a "B" or higher in World History and English 10 or successful completion of AP World History. Student commitment to prepare for and take the Advanced Placement Exam. AP contract on file.

Advanced Placement United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will assess historical materials to determine their relevance to a given interpretative problem, their reliability and their importance and to weigh the evidence and interpretations presented in historical scholarship. This course will make demands upon the student equivalent to that of a full-year college level course. Students will be encouraged to take the Advanced Placement Exam for possible college credit.

*Meets the US History Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT WORLD HISTORY**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of English 9 with a "B" or higher, or Honors English 9 with a "C" or higher. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.

The purpose of the Advanced Placement World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 B. C. The era is global in focus following the intensifying international contacts among Asia, Europe, Saharan, and Sub-Saharan Africa. It examines the empires of China and Mesoamerica, the expansion of Islam, Mongol dominance, the period of new political units in Africa and Europe, cultural and social aspects, and trade.

*Meets the World History Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*


# Career and Technical Education

## Summary of Courses

Achievement  
& Innovation



- Advanced Horsemanship\*
- Advanced Retail Operations
- Agricultural Leadership
- Agriculture Chemistry
- Agriculture Earth and Space Science
- Agriculture Government and Economics
- Agriscience Biology
- Auto Collision Advanced RCOE
- Auto Collision Interim RCOE
- Auto I
- Auto II\*
- Biology and Agriscience
- Computer Graphics and Design\*
- Computer Integrated Manufacturing
- Concert Band and Professions
- Concert Choir and Professions
- Construction Technology I\*
- Construction Technology II
- Crime Scene Investigation\*
- Culinary Advanced RCOE
- Digital Photography 1\* for Careers
- Digital Photography 2\* for Careers
- Distribution and Logistics (ROP)
- Distribution Management (ROP)
- Engineering Design and Development
- Environmental Horticulture
- Floral Design
- Graphic Technology and Print Careers\*
- Horsemanship\*
- Information and Communication Technology (ICT) Media Broadcasting\*
- Information and Communication Technology (ICT) Media Production\*
- Innovation and Design\*
- Intermediate Culinary Arts RCOE
- Intermediate Marketing RCOE
- Introduction to Computer Science\*
- Introduction to Computer Support
- Introduction to Medical Professions
- IT Service Technician
- Law Enforcement Occupations\*
- Mixed Choir and Professions
- Principles of Innovation\*
- Public Safety / First Aid (ROP)\*
- Sports Medicine Advanced (ROP)
- Sports Medicine Lab (ROP)
- Student Volunteer
- Television Production\*
- Treble Choir and Professions\*
- Upper Voices Choir and Professions
- Veterinary Science\*
- Video Production\*
- Wind Ensemble and Professions
- Work Experience

 Articulated Courses with CA Community Colleges: Students who complete articulated courses with a "B" or higher can earn college units for the equivalent course.

In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

## **ADVANCED HORSEMANSHIP\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Horsemanship (Must take Horsemanship and Advanced Horsemanship to meet articulation)

This course is designed for students who have previously taken the Horsemanship course and are interested in gaining further equine knowledge and skills. Advanced Horsemanship will take a deeper look into equine anatomy and physiology, health and disease management, reproduction and breeding, evaluation and selection, behavior and training, the various riding disciplines, business aspects and career opportunities. Students will be involved in a hands-on activity for their Supervised Agriculture Experience project; it is recommended that this project be in the equine field. Participation in FFA leadership activities is an integral part of this course. FFA & SAE required.

*Meets Vocational Arts or Physical Education Graduation Requirement*

*May be repeated for credit*



## **ADVANCED RETAIL OPERATIONS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Retail Sales & Marketing (ROP)

This standards-aligned course explores professional sales concepts more deeply. Students learn to access and use marketing information to enhance sales activities and opportunities; and complete a strategic plan that includes establishing individual and company sales goals to guide activities of sales staff. The instructional program prepares students to perform marketing and management functions and tasks associated with operating a retail business in a variety of on-site, student enterprises, such as a student store. The course curriculum's component is designed for on-campus student enterprise, facilitating student skill development in a variety of retail management functions, including pricing strategies, marketing sales, promotional planning, inventory control, balancing registers, customer service techniques, handling complaints and other various management and scheduling operations.



*Meets Vocational Education Graduation Requirement*

*May be repeated for credit*

*Meets the "g" UC/CSU a-g Requirement*

## **AGRICULTURAL LEADERSHIP**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: Successful completion of CTE Agriculture pathway

This course is for students who have completed an Agriculture CTE pathway and want to expand their knowledge and experience in the agriculture industry while building leadership skills to support FFA activities.

*Meets Vocational Education Graduation Requirement*

## **AGRICULTURE CHEMISTRY**

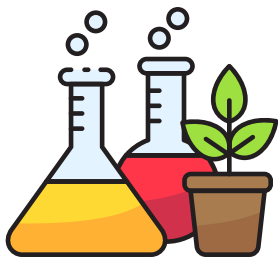
Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Math I with a minimum grade of "C". Concurrent enrollment in another college preparatory math class is required. Successful completion of a Biology course prior to enrollment in this course is recommended.

This is a laboratory science course designed for the college bound students with an interest in agriculture. Students will be involved in hands on laboratory study and receive an in-depth look at various concepts of chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, chemical bonding, chemical reactions, moles, gasses and gas level. Participation in FFA leadership activities is an integral part of this course. FFA & SAE required.



*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **AGRICULTURE EARTH AND SPACE SCIENCE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is an introduction to the field of Earth Science. Areas of study include models of the earth, the earth's chemistry and history, rocks and minerals, energy, plate tectonics and earthquakes, volcanoes, weathering and erosion, the ocean, weather, climate and atmosphere, and the solar system. Special focus in the class is an understanding of how the Earth, weather and the management of natural resources impacts the agriculture industry. Students are required to participate in leadership development and an SAE project. FFA & SAE required.

*Meets Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



## **AGRICULTURE GOVERNMENT AND ECONOMICS**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: Completion of one previous Agriculture course.

This course is designed to help students better understand how our government functions including political behavior in society, as well the Legislative, Judicial and Executive branches. It will also provide them with a fundamental knowledge of economics in the American free enterprise system and an understanding of economic systems, supply and demand, market structures, finance, and budgets. Participation in FFA leadership activities is an integral part of this course. FFA & SAE required.

*Must successfully complete full year to meet Economics & Government Graduation Requirements  
Meets the "g" UC/CSU a-g Requirement*



## **AGRISCIENCE BIOLOGY**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Concurrent enrollment in Math I or higher

Students will master an understanding of the nature of living things, their environment, and their relationships with man. The student will know unity, interaction, continuity, and diversity of life. The major concepts that will be covered are cell biology, genetics, stages of maturation, ecology, evolution, and physiology. Students will have access to up-to-date laboratory equipment, science equipment, and technology. The student will be involved in an agriculture project as a "hands – on" application of classroom knowledge. Participation in leadership development activities through FFA is an integral part of this course. FFA & SAE required.

*Meets Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



## **AUTO COLLISION ADVANCED RCOE**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Auto Collision Essentials

This is the third course in a series of three for Auto Collision Repair. This course provides detailed preparation in automotive refinishing and paint. The history of auto refinishing, fundamental skills, and refinishing techniques are covered. Designed for students who have prior knowledge of automotive refinishing techniques. Course includes advanced refinishing procedures, and materials including multicolored schemes, air brush, pinstripes, candy, and translucent finishes. Practical application will be performed in a work-like environment. Hands on experience using equipment found in the industry is included.

*Meets the Vocational Arts Graduation Requirement*



## **AUTO COLLISION INTERIM RCOE**

Grade(s): 9-12

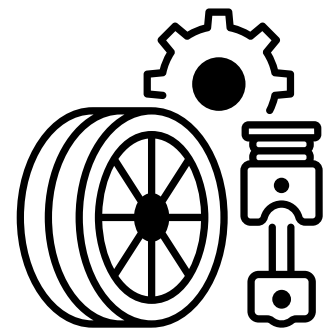
Credits: 10

Length: Year

Prerequisite: None

This course provides entry-level preparation in auto collision repair. The course will cover the history of auto collision, basic fundamental skills, and refinishing techniques. Practical application will be performed in a work-like environment. Hands-on entry-level experience using equipment found in the industry is included through the course activities.

*Meets the Vocational Arts Graduation Requirement*



## **AUTO I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is year one of a two-year pathway in Automotive Systems Diagnostics, Service and Repair. Students learn theoretical and hands-on skills on basic automotive repairs including engines, braking systems, tire replacement, alternative power systems, and heating and AC systems. Course includes career/college exploration, soft skills development and leadership development.

*Meets the Vocational Education Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*



## **AUTO II\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Auto I

Auto II is the second and final Auto technology course, instructing students in advanced automotive repair techniques. This course prepares students for a successful entry into a career or post-secondary studies in the automotive repair industry. It introduces students to the automotive and transportation sectors as well as the career pathway supported by CTE. The competencies developed address automotive repair technology, management and core skill development necessary for a career in the automotive industry.

*Meets the Vocational Education Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*



## **BIOLOGY AND AGRISCIENCE (Includes: Collaborative, Sheltered, BioAg-1)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Biology and Agriscience 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. Students also complete a supervised agriculture experience (SAE) project.

*Meets the Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **COMPUTER GRAPHICS AND DESIGN\***

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This one-year Concentrator Level Computer Graphics and Design course will focus on a correlated curriculum that has a balanced emphasis on the Visual Arts, Media, and Entertainment standards. Students will learn the basic language and elements of art techniques to create interactive products, design and draw mechanical objects and floor plans, design and build models in both 2-D and 3-D. The purpose is to enable students to understand and appreciate artistic expression and study the impact of multimedia on our society from social and economic viewpoints. Students will reflect, discuss, evaluate, and write with discrimination about the media and careers studied. Art history, graphic design, computer aided drawing and design and higher-level graphical concepts will be studied and applied. This course focuses on graphic design and computer aided design foundations including composition, layout, digital art, illustration, typography, photo manipulation, reading blueprints, and drafting.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **COMPUTER INTEGRATED MANUFACTURING**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: It is recommended that students are concurrently enrolled in grade level mathematics and science courses.

Computer Integrated Manufacturing (CIM) is the study of manufacturing planning, integration, and implementation of automation. This course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.

*Meets the Vocational Arts Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **CONCERT BAND AND PROFESSIONS**

Grade(s): 9-11

Credits: 10

Length: Year

Prerequisite: At least one year of musical experience, or interview/audition.



This is the concentrator level course in the Performing Arts CTE Pathway. Students develop their performance, technical and evaluative skills in instrumental music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts.

*Meets the Vocational Arts or Fine Arts Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **CONCERT CHOIR AND PROFESSIONS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None



This is the capstone level course in the Performing Arts CTE Pathway. Students with low register voices will refine their performance, technical and evaluative skills in vocal music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts. This course includes a variety of required performances both in and out the school day.

*Meets the Vocational Arts or Fine Arts Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **CONSTRUCTION TECHNOLOGY I\***

Grade(s): 9-12

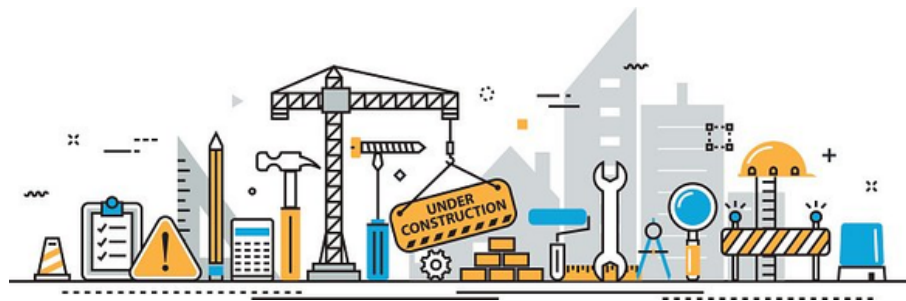
Credits: 10

Length: Year

Prerequisite: None

This course is designed to provide entry-level skills through classroom and hands-on experience in construction and construction-related occupations, including construction, remodeling, maintenance and repair of buildings and structures. Students will use an assortment of materials such as wood, stone, brick, glass, concrete, metal, and composition substances. Instructional activities include: cutting, fitting, fastening, and finishing various common construction materials; the safe use of a variety of hand and power tools; installation of plumbing and electrical fixtures; blueprint reading; the use of squaring and leveling tools; and safety and job readiness-training for entrance into construction and construction-related occupations.

*Meets the Vocational Arts Requirement  
Meets the "g" UC/CSU a-g Requirement*



## **CONSTRUCTION TECHNOLOGY II**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Construction Technology I

This course is based on the building trades' industry sector of the California Career Technical Education Model Standards. This course is designed to provide classroom and hands-on experience in the green building principles and practices in the residential construction. Students will explore all the aspects involved in designing and building energy efficient and environmentally friendly green homes.

*Meets the Vocational Arts Requirement*

## **CRIME SCENE INVESTIGATION\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Law Enforcement. It is recommended that students be concurrently enrolled or completed a science course.



Crime Scene Investigation is a Career Technical Education program designed for students to develop the knowledge and skills needed to make an educated decision on a career as a Crime Scene Investigator or Forensics expert along with the hiring and job requirements for different agencies. The course covers the crime scene investigation process along with a hands-on opportunity to learn the use of many of the tools a CSI will utilize at a crime scene. The students will be able to practice the skills they learn in the classroom. Subject matter will also include such items as personal attitude, appropriate work habits, and professional appearance. This course is broken into two semesters. Semester one will cover an introduction to careers in the CSI and forensics field, along with the history of forensics, case law, and the Bill of Rights. Semester two will cover different CSI types of investigations to include death investigations, traffic collisions, theft and burglary, arson, fingerprinting, tire and footprint casting, photography, and other types of forensic tools.

*Meets the Vocational Arts Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

## **CULINARY ADVANCED RCOE**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Culinology



This program prepares students with advanced skills that will enable them to seek employment in institutional, commercial or independently owned food establishments or other types of hospitality occupations. Instruction includes topics such as safety and sanitation; side work and customer orders; use of commercial equipment, buffet, grade manager, entrée and sauce use, and bakery production. Students will develop these skills in a campus-based restaurant or catering environment. Students must also adhere to dress requirements as required by local and State health sanitation and safety laws which comply with HACCP regulation for dress code standards.

*Meets the Vocational Arts Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

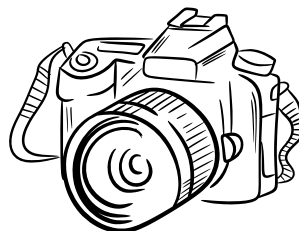
## **DIGITAL PHOTOGRAPHY 1\* FOR CAREERS**

Grade(s): 9-11

Credits: 10

Length: Year

Prerequisite: None



Digital Photography 1 will initiate and familiarize students with beginning concepts and practices of digital imaging. Key areas of camera proficiency will be shutter speed, aperture, and focal length. Programs utilized for post process editing of photographs will be Adobe Photoshop and Adobe Lightroom. This introductory course will give practice for foundational photo and work skills for various technical careers and college opportunities after high school. Students will be prepared for further photography advancement in high school, college, or a technical career outside of college.

*Meets Fine Arts or Vocational Education Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*



## **DIGITAL PHOTOGRAPHY 2\* FOR CAREERS**

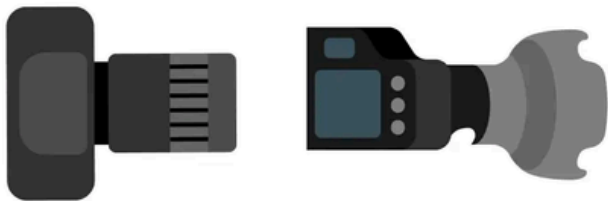
Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Digital Photography 1

Digital Photography 2 is the culminating photography course in the Design, Visual and Media Arts Pathway for commercial art. Students build on foundational skills developed in Digital Photography I using digital media as a primary means of communication and expression.



*Meets Fine Arts or Vocational Education Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **DISTRIBUTION AND LOGISTICS (ROP)**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None



This course has students explore the distribution or warehousing industry within retail, wholesale, manufacturing and public establishments. Students taking this course will learn shipping, proper lifting and loading, stocking, transportation systems, essential business forms, filing, packing, marking supplies, receiving operations, inventory control, warehouse technology, leadership skills and customer service.

*Meets the Vocational Arts Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

## **DISTRIBUTION MANAGEMENT (ROP)**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Distribution and Logistics Course



This course covers the functions, techniques and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking and cost management.

*Meets the Vocational Arts Graduation Requirement*

## **ENGINEERING DESIGN AND DEVELOPMENT**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: Computer Integrated Manufacturing. Recommended that student is concurrently enrolled in grade level mathematics and science courses.

Engineering Design and Development (EDD) is the capstone course in the high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process. EDD is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as a final capstone course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

*Meets the Vocational Arts Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

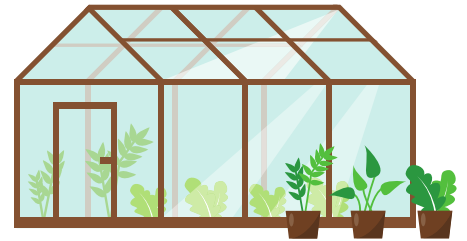
## **ENVIRONMENTAL HORTICULTURE**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Biology Agriscience



The Environmental Horticulture course provides students an opportunity to gain knowledge and experience on areas such as: identifying horticultural plants and crops; using soil and plant media; propagation; basic growing concepts; greenhouse management; and landscape maintenance. Students will gain hands-on nursery operations experience in which they can apply to the real world and open opportunities for career exploration. Students will be able to work in the garden and greenhouse. FFA & SAE required.

*Meets the Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **FLORAL DESIGN**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: None



This course is the culminating course of the ornamental horticulture pathway. In this course, students learn the design and artistic elements of floral design along with an understanding of the floral industry and its place as an agricultural enterprise in California. SAE and career exploration projects required along with leadership and soft skill development.

*Meets Vocational Arts or Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **GRAPHIC TECHNOLOGY AND PRINT CAREERS\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Computer Graphics and Design

This course is designed as a capstone course for the Arts, Media, and Entertainment Pathway. The course prepares students for entry level employment in the Graphics Technology/Printing Occupations industry and for further post-secondary education. An emphasis on iteration of graphics utilizing industry-relevant software, equipment, and technology. Instruction in operating and maintaining a variety of digital design, printing programs, and equipment is emphasized. Layout and design of materials and aspects of the business will also be covered.

*Meets the Vocational Arts Graduation Requirement  
Articulated to Riverside City College  
Meets the "f" UC/CSU a-g Requirement*



## **HORSEMANSHIP\***

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None (Must take Horsemanship and Advanced Horsemanship to meet articulation)

This course is designed for students who are interested in pursuing a career or hobby within the horse industry, whether that be training, showing, becoming a veterinarian, a farrier, or much more. Horsemanship will open new doors and possibilities for the animal-lover. Instruction will provide a survey of basic equine anatomy and physiology, conformation, soundness, grooming techniques, groundwork, tacking procedures, riding basics, exercise routines, feed/nutrition, health management, disease, various breeds, and facility design. Students will be involved in a hands-on activity for their Supervised Agriculture Experience project. Participation in FFA leadership activities is an integral part of this course. FFA & SAE required.



*Meets Vocational Arts or Physical Education Graduation Requirement  
May be repeated for credit*

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) MEDIA BROADCASTING\***

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Information and Communication Technology (ICT) Media Broadcasting is a concentrator course designed to acquaint students with digital video equipment, basic video production principles, ethics, basic editing, acceptable procedures and practices within the industry, managing media on a network, and video production opportunities.

*Meets the Vocational Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*



## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) MEDIA PRODUCTION\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: ICT Video Production

Information and Communication Technology (ICT) Media Production is a capstone course designed to prepare students for careers in the ICT industry sector by developing advanced skills in video and television production and management as well as the expanding field of media designed and distributed online. Students will also learn about principles of business management and networking demands within the industry sector.



*Meets the Vocational Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **INNOVATION AND DESIGN\***

Grade(s): 9-12

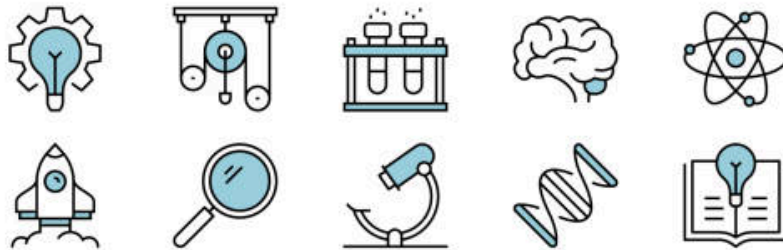
Credits: 10

Length: Year

Prerequisite: None

Innovation and Design is the first course in the nationally acclaimed preparation for an engineering program, Project Lead the Way. During this course, students are introduced to the engineering design process, applying math, science, art, and engineering standards to identify and design solutions to a variety of real problems. Students work individually and collaboratively in teams to develop and document design solutions using engineering notebooks and 3D modeling software. The essential elements of art and design are integrated into lessons and student Projects which allows them to receive Fine Art credit toward graduation in the state of California, UC system.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*



## **INTERMEDIATE CULINARY ARTS RCOE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course prepares students with entry-level skills that will enable them to seek employment in institutional, commercial or independently owned food establishments or other types of hospitality and tourism industry occupations. Instruction includes topics such as safety and sanitation; side work and customer orders; use of commercial equipment, and cash handling skills.

*Meets the Vocational Education Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

## **INTERMEDIATE MARKETING RCOE**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

This standards-aligned course covers the principles of retail selling. The course curriculum prepares students to master marketing foundations and apply these principles to the characteristics of various types of retail environments; and to perform marketing practices and tasks in a variety of retail merchandising operations. The course curriculum also provides for an extensive community classroom component following CC/CVE methodology and requirements, including an individualized training plan. Students must provide their own transportation to and from work site and attend a weekly class meeting. This is not a beginning course; it is designed to serve as a concentrator or capstone (or both) for the Marketing, Sales and Services Sector and the Professional Sales Pathway.

*Meets the Vocational Arts Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **INTRODUCTION TO COMPUTER SCIENCE\***

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Concurrent enrollment in Integrated Math I or higher

Designed to be the first computer science course for students who have never programmed before. Introduction to Computer Science (ICS) is an optimal starting point for those interested in gaming, building apps and careers in programming/ computer science. During the course, students work in teams to create apps for mobile devices using MIT App Inventor while applying concepts of event-driven programming, branching and iteration, variables, and abstraction; the building blocks of creating with code. Through engaging tasks, students explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling, simulation, and data analysis. Students use their understanding of programming in App Inventor to learn text-based programming in Python, which they will use to create games of chance and strategy.



*Meets the Vocational Arts Graduation Requirement*

*Articulated to Riverside City College*

*Meets the "g" UC/CSU a-g Requirement*

## **INTRODUCTION TO COMPUTER SUPPORT**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: None

This is the first course in a two-course pathway in the Information and Communication Technology industry. In this course students learn to maintain and repair an organization's hardware systems, such as Chromebooks, desktops, laptops, etc.; install new computer operating systems; troubleshoot any hardware issues and monitor the system for any problems while developing soft skills and the practice of providing excellent customer service in a helpdesk setting.



*Meets the Vocational Education Graduation Requirement*



## **INTRODUCTION TO MEDICAL PROFESSIONS**

Grade(s): 9-11

Credits: 10

Length: Year

Prerequisite: None



This course provides students with an overview of the medical profession. Students learn how to take and record vital signs, medical terminology, medical abbreviations, measurements used in health care along with anatomy and physiology. Students also explore health and safety procedures for health care workers, and the legal and ethical responsibilities of a medical professional.

*Meets the Vocational Arts Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **IT SERVICE TECHNICIAN**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Intro to Computer Science or Intro to Computer Support

The principle of this course is to explore and find an understanding of technology focusing on computers, software, hardware, technical literacy, digital citizenship, and the history of technology. Through this course, students will be learning an insight into the basics of computers, software for businesses or productivity, presentation, technical troubleshooting, and customer service. Students are learning work experience concepts that would introduce them to 21st century skills. These tasks align with a real world job experience to promote students developing professional skills.

*Meets the Vocational Education Graduation Requirement*

## **LAW ENFORCEMENT OCCUPATIONS\***



Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Law Enforcement Occupations will help prepare students for a career in the law enforcement field. The history, hiring requirements and job descriptions of local, state and federal law enforcement agencies is covered. Ethics and ethical conduct in law enforcement is discussed along with community relations and current issues surrounding the law enforcement field. Officer safety and law enforcement tactics are discussed along with life-long health and physical fitness.

*Meets the Vocational Education Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **MIXED CHOIR AND PROFESSIONS**

Grade(s): 9-11

Credits: 10

Length: Year

Prerequisite: None

This is the concentrator level course in the Performing Arts CTE Pathway. Students develop their performance, technical and evaluative skills in instrumental music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts.

*Meets the Vocational Arts or Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **PRINCIPLES OF INNOVATION\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Introduction to Innovation and Design



This year-long class is the second course in the four-course sequence for the Engineering Pathway. Through hands-on projects that engage and challenge, students explore a broad range of engineering topics including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Used in combination with a teaming approach, it challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. Students will have the opportunity to investigate engineering and high-tech careers as well as post-secondary education options.

*Meets the Vocational Arts Graduation Requirement*

*Meets the "d" UC/CSU a-g Requirement*

## **PUBLIC SAFETY/FIRST AID (ROP)\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Medical Professions

The emergency medical responder course will teach students to provide immediate care to an ill or injured person. The course will also train them in the pre-hospital setting to assist Emergency Medical Services (EMS) providers, Firefighters, EMTs, Paramedics, and Law Enforcement Officers. Instructional content area skills include the history of healthcare, anatomy and physiology, medical terminology, EMS overview, CPR and first aid skills, patient assessment, legal and ethical issues, triage, assisting in clinical settings, and emergency responsibilities. This course will prepare students for enrollment in a health course capstone. Students who successfully complete all components of the course will receive an Emergency Medical Responder certification card, which is valid for two years from the date of issuance. Students will be certified as Emergency Medical Responders.

*Meets the Vocational Arts Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **SPORTS MEDICINE ADVANCED (ROP)**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: None



This rigorous competency-based course will provide students with foundational concepts in anatomy and physiology and integrate hands-on training in the specialized fields of sports medicine, physical therapy and fitness instruction. Anatomy and physiology are utilized as the basic building blocks in understanding how the circle of care occurs within sports medicine. The human body has many intricate parts with coordinated functions that are maintained by a complex system of checks and balances. Understanding the structure and function of the human body allows individuals in sports medicine to utilize concepts that are mastered within the course to solve routine and non-routine problems. Students will be required to think critically, draw conclusions, investigate, and formulate a plan of action to determine a proper course of care and return the athlete safely to his or her activity.

*Meets the Vocational Arts Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **SPORTS MEDICINE LAB (ROP)**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Sports Medicine Advanced

Sports Medicine Lab is designed to help students develop their skills as a healthcare provider in the areas of athletic training, physical therapy, fitness instruction, medical and sports equipment salespersons, and other sports medicine occupations. Students will have the opportunity to practice and develop the skills they have learned in the classroom. Subject matter will also include such items as personal attitude, appropriate work habits, and professional appearance. The training program may be directed to meet the student's individual needs and interests.

*Meets the Vocational Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "g" UC/CSU a-g Requirement*



## **STUDENT VOLUNTEER**

Grade(s): 9-12 Open Entry/Open Exit Program; Progressive from 1 to 5 credits per semester

Prerequisites: Students must secure a volunteer site; seniors must be enrolled in a minimum of four other courses.

This is an opportunity for students to participate in community service activities and to earn school credit. Students will build an awareness of society and a connection between classroom and real-world issues. Students can provide service in the community on a voluntary basis to public, nonprofit agencies, civic, charitable and governmental organizations and school campus. Volunteer hours are also beneficial when applying to college and for scholarships. Students will earn one credit for every 18 hours of volunteer service. Students will be required to attend one meeting every week.

*Meets the Vocational Arts Graduation Requirement*

## **TELEVISION PRODUCTION\***

Grade(s): 10-12

Credits: 10

Length: Year

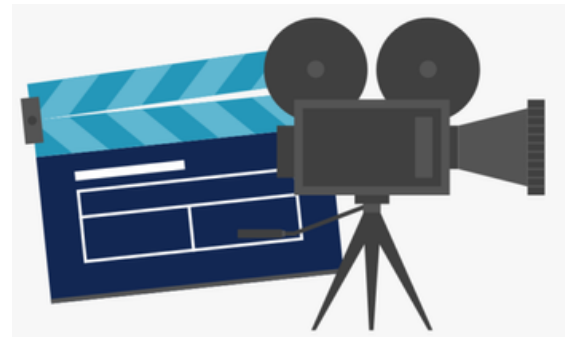
Prerequisite: Must also take Video Production for articulation

Television Production is a capstone level course designed to acquaint students with basic principles of television production, including operation of equipment, program development and live to tape (online) productions. Students will write, produce, direct and create a variety of projects, including interviews, entertainment and instructional programs. Students will be trained in ethics, acceptable procedures and practices within the industry, and television production opportunities.

*Meets the Vocational Arts or Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*



### **TREBLE CHOIR AND PROFESSIONS\***

Grade(s): 10-12

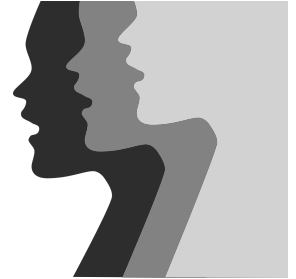
Credits: 10

Length: Year

Prerequisite: Women's Ensemble and Professions or with instructor's approval

This is the capstone level course in the Performing Arts CTE Pathway. Students with high register voices will refine their performance, technical and evaluative skills in vocal music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts. This course includes a variety of required performances both in and out the school day.

*Meets the Vocational Arts or Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*



### **UPPER VOICES CHOIR & PROFESSIONS**

Grade(s): 9-11

Credits: 10

Length: Year

Prerequisite: None

This is the concentrator level course in the Performing Arts CTE Pathway. Students with high register voices will develop their performance, technical and evaluative skills in vocal music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts.

*Meets the Vocational Arts or Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

### **VETERINARY SCIENCE\***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Concurrent enrollment in Math I



This course will provide a means of study in basic veterinary science/animal agriculture. It will include subject matter on animal domestication, breed history and characteristics, anatomy and physiology, nutrition, body systems, disease control and parasites. Participation in FFA leadership activities is an integral part of this course. FFA & SAE required.

*Meets Vocational Arts Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

### **VIDEO PRODUCTION\***

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Must also take Television Production for articulation

Video Production is a course designed to acquaint students with digital video equipment, basic video production principles, ethics, basic editing, acceptable procedures and practices within the industry, and video production opportunities. This course may be repeated for additional credit with instructor's approval. Students will learn artistic aspects of film and video.

*Meets the Fine Arts or Vocational Arts Graduation Requirement  
Articulated to Riverside City College  
Meets the "f" UC/CSU a-g Requirement*

## **WIND ENSEMBLE AND PROFESSIONS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Interview/audition, and/or completion of Concert Band and Professions

This is the capstone level course in the Performing Arts CTE Pathway for instrumental music. Students refine their performance, technical and evaluative skills in instrumental music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts. Students also demonstrate their skills in various performance modalities.

*Meets the Vocational Arts or Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **WORK EXPERIENCE**

Grade(s): 10-12: Open entry/open exit program; progressive from 1 to 10 credits per semester

Prerequisites: Students must be at least 16 years old and have a job; seniors must be enrolled in a minimum of four other courses.

This is an opportunity to earn credit while working at a job with the added attraction of being able to use related instruction for career awareness and job survival skills. Students must be enrolled in at least four other courses and attend a minimum of 4 periods on campus. A maximum of forty credits is allowed for Work Experience.

*Meets the Vocational Arts Graduation Requirement*

# Language Other Than English

## Summary of Courses

Achievement  
& Innovation



- Advanced Placement French Language and Culture
- Advanced Placement Spanish Language and Culture
- Advanced Placement Spanish Literature and Culture
- American Sign Language (ASL) I
- American Sign Language (ASL) II
- American Sign Language (ASL) III
- French I
- French II
- French III
- Spanish I
- Spanish II
- Spanish III
- Spanish I for Spanish Speakers
- Spanish II for Spanish Speakers
- Spanish III for Spanish Speakers
- Translation and Interpretation I



Students testing into Spanish II or higher, or Spanish I for Spanish Speakers or higher, and successfully pass both semesters with a "C-" or higher can earn up to 10 credits for Spanish I.

In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.



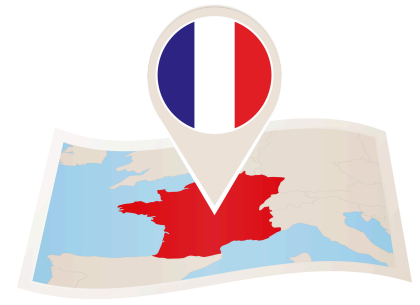
## **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Completion of French II or French III with a grade of "C" or higher or a passing score on the language other than English placement test. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.



Students will be required to gain continuing fluency in the basic skills acquired in the first three levels of the French language. The course will present an integrated study of verb formations, vocabulary extension and idioms to enable the student to acquire a total spectrum of French. Students will learn to blend basic survival language patterns with more complex structures geared to more sophisticated language situations. French cultural values and patterns of behavior and language will form a significant part of the linguistic material. Diverse readings from France will help to liberate students from their single-culture limitations. Emphasis will be placed on historical and geographic backgrounds of French areas leading to specific linguistic patterns. A study of French grammar will continue in more detail. The subjunctive mood, so much a part of the French language, will be studied in detail along with its juxtaposition to the indicative mood studied in levels I, II, and III.

*Meets Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

Grade(s): 9-10

Credits: 10

Length: Year

Prerequisite: Completion of Spanish II, Spanish III, or Spanish Speakers III with a grade of "C" or higher, or a passing score on the language other than English placement test. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.



This is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course.

*Meets Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Completion of AP Spanish Language and Culture with a grade of "C" or higher, or teacher's approval. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file

Students will study selected works from literatures of Spain and Spanish America. They will read and analyze literature orally and in writing in Spanish. Students will gain competency in understanding a lecture in Spanish and will participate actively in discussions on literary topics. They will read literary texts in all genres of Spanish and critically analyze the form and content of literary works including poetry. This course emphasizes those skills necessary to prepare for the Advanced Placement Spanish Literature Test.

*Meets the Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*

## **AMERICAN SIGN LANGUAGE I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course offers students the beginning foundation for American Sign Language skill acquisition to include: fingerspelling, numbers, basic signs, non-manual signs, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers.

This course has the dual purpose of laying a strong foundation for American Sign Language skill acquisition as well as developing a deep understanding for the Deaf community. Through interactive classroom participation in dialogues and conversing in ASL, students gain fluency in signing the alphabet, numbers, words, and syntactically correct sentences incorporating essential grammatical non-manual signals. Exposure to various learning opportunities promotes understanding and appreciation for the Deaf culture. This will be accomplished through: ASL guest speakers, DVDs, audiovisual deaf biographies, various readings and Deaf cultural events.

*Meets Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*



## **AMERICAN SIGN LANGUAGE II**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: ASL I

This course is designed to augment skills learned in the first year of American Sign Language (ASL). Students will work on increasing sign vocabulary, expressive, and receptive ASL skills, and speed. Students will learn additional vocabulary of 500 signs and will increase their knowledge of the grammatical structure of ASL. Information concerning deafness and Deaf culture will be further expanded.

*Meets Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*

### **AMERICAN SIGN LANGUAGE III**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: ASL II

American Sign Language (ASL) is a manual language that includes signing, facial expressions, sentence structure, and context clues to facilitate communication within the Deaf community. ASL 3 teaches vocabulary, ASL idioms, finger-spelling, the cultural aspects of being deaf and ASL linguistics including phonology, morphology, and syntax. Students learn communication, storytelling, and basic interpretation between ASL and English. Standards-based content and instruction are to be reinforced through the use of reading materials, collaboration-based instruction, various uses of visual media, and group interaction activities.

*Meets Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*

### **FRENCH I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to introduce students to the fundamentals of the French language, culture and civilization, and to help the students acquire basic vocabulary and grammar necessary for practical language situations.

*Meets Fine Arts / Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*

### **FRENCH II**

Grade(s): 10-12

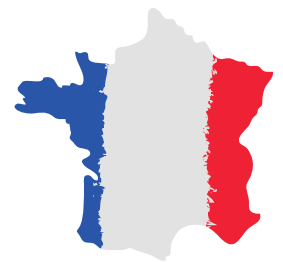
Credits: 10

Length: Year

Prerequisite: French I

This course reviews the basic skills covered in French I. French II presents a more comprehensive study of grammar and enriches vocabulary usage. Also introduced are regular, irregular, and reflexive verbs in the passé composé and immediate future verb tenses.

*Meets Fine Arts / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*



### **FRENCH III**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: French II

This course reinforces the basic skills acquired in French I and II through oral discussion, short written composition, and varied reading selections. A more varied vocabulary including idiomatic expressions is emphasized. In addition, the recent past, the future, the conditional, and the imperfect verb tenses are presented.

*Meets Fine Arts / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*



### **SPANISH I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course begins to develop the skills of understanding, reading, speaking, and writing Spanish. Students will acquire basic Spanish by participating in various language learning activities in meaningful contexts in the target language. Students gain proficiency in Spanish through comprehensible input, vocabulary development, telling stories, reading stories, and continual recycling of vocabulary and grammatical structures. Students will also gain understanding of contemporary culture in the Spanish speaking world.

*Meets Fine Arts / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*

### **SPANISH II**

Grade(s): 9-11

Credits: 10

Length: Year

Prerequisite: Completion of Spanish I with a "C" or higher or placement test

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

*Meets Fine Arts / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*

### **SPANISH III**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Spanish II with a "C" or higher or placement test

Students will continue the basic skills necessary to survive in a practical language situation. Increasing emphasis will be placed on reading, writing, and oral communication. This course presents an in-depth study of the phonetic system of the Spanish language. All material basic to Spanish II will be reviewed. Vocabulary and idiomatic expressions will be amplified to meet more sophisticated language situations. The history, geography, and literature of Spanish countries will be studied by means of text and selected readings.

*Meets Fine Art / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*

## **SPANISH I FOR SPANISH SPEAKERS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Spanish Placement Test



This course is designed for students who speak and understand Spanish. The course is presented by the instructor in Spanish only and all students enrolled in the course should be able to understand. This introductory Spanish course would focus on the following areas: reading, writing, oral, vocabulary, and culture. Students will be exposed to basic grammatical and new vocabulary concepts that will build up their writing and reading skills. Students will practice different exercises in the areas of reading and writing that will expand their knowledge of the language. After the completion of this course, students will be able to read and write at a basic level and will be ready for the next Spanish level.

*Meets Fine Arts / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*

## **SPANISH II FOR SPANISH SPEAKERS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Completion of Spanish I for Spanish Speakers with a "C" or higher or placement test

This course is designed for the student who is bilingual or whose primary language is Spanish. Class will be taught exclusively in Spanish. Students will develop and expand their knowledge of the language while emphasizing reading and writing. The Spanish speaker will learn the grammatical elements of Spanish through content. Focus will be on reading and writing more effectively. Critical thinking skills will be developed through literature. Writing skills will be emphasized in meaningful context. The development of Spanish skills will help produce bilingual and bicultural students who are better equipped to perform in today's society.

*Meets Fine Arts / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*

## **SPANISH III FOR SPANISH SPEAKERS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Completion of Spanish II for Spanish Speakers with a "C" or higher or placement test

This course is designed for the student who is bilingual and whose primary language is Spanish. Class will be taught exclusively in Spanish. Students will develop and expand their knowledge of the language while emphasizing reading and writing. The Spanish speaker will continue to learn the grammatical elements of Spanish through content. Intense focus will be on reading and writing effectively. Critical thinking skills will be emphasized through literature. Writing skills will be emphasized in meaningful context. The mastery of Spanish skills will produce bilingual and bicultural students who are better equipped to perform in today's diverse society.

*Meets Fine Arts / Language Other Than English Graduation Requirements  
Meets the "e" UC/CSU a-g Requirement*

## **TRANSLATION AND INTERPRETATION I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Completion of Spanish III with a "B" or higher.

This course is an introduction to the theory and practice of Translation and Interpretation, both from Spanish to English and English to Spanish. Students learn the fundamentals of translation in a variety of fields: legal, medical, literary, business, commercial, media, and in other domains. The course includes translation and interpretation techniques and supervised practice. This class is conducted in both Spanish and English, and the instructional materials and activities are bilingual as well.

*Meets the Vocational Arts Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*



# Honors

## Summary of Courses

Achievement  
& Innovation



### Language Arts:

- Honors English 9
- Honors English 10

### Mathematics:

- Honors Mathematics II
- Honors Mathematics III
- Honors Pre-Calculus

### Performing Arts:

- Chamber Singers Honors
- Honors Wind Ensemble and Professions
- Symphonic Winds Honors

### Science:

- Honors Biology
- Honors Chemistry
- Honors Physics

### Social Studies:

- Honors World Geography



Availability of Honors courses is determined by student interest and staff availability.

In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

# Language Arts

## HONORS ENGLISH 9

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: Grade of "B" or higher in ELA 8, or teacher recommendation. This course may require summer reading/writing.

This course offers a rigorous and accelerated introduction to high school English with an emphasis on literary analysis, critical thinking, and effective communication. Students will explore diverse texts, including classic and contemporary literature, to develop close reading and analytical writing skills. The course emphasizes the fundamentals of argumentation, narrative techniques, and evidence-based discussion. Expected outcomes include proficiency in academic writing, advanced vocabulary acquisition, and the ability to connect themes across multiple texts.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*



## HONORS ENGLISH 10

Grade(s): 10

Credits: 10

Length: Year

Prerequisite: Grade of "B" or higher in English 9, Grade of "C" or higher in Honors English 9, and/or teacher recommendation. This course may require summer reading/writing.

Honors English 10 is designed to refine and expand students' literary and analytical skills through an accelerated and challenging curriculum. This course focuses on complex texts from diverse cultural and historical contexts, emphasizing the development of sophisticated argumentation, rhetorical analysis, and research skills. The instructional focus includes the study of literary elements, genre analysis, and crafting nuanced, evidence-based essays. Expected outcomes include advanced analytical writing, mastery of research-based argumentation, and the ability to evaluate texts through multiple critical perspectives.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

# Mathematics

## **HONORS MATHEMATICS II**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: B or higher in Accelerated Math8/Math I or A in Math I both Semesters

An advanced mathematics course, this is part of a sequence of integrated mathematics courses that serves students who are advanced in mathematics and prepares them for Advanced Placement Calculus and Statistics. It will continue to build on the standards learned in Mathematics. The course will cover standards from the six conceptual categories (Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling) of the California State Standards. The Units of Study are designed to address the five Critical Areas of Focus: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

## **HONORS MATHEMATICS III**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Grade B or higher in Honors Mathematics II; Grade C in Honors Mathematics II and teacher recommendation; A in Math II both semesters.

Honors Mathematics III is the last course in the integrated pathway for students taking accelerated mathematics. It will continue to build up on the standards learned in Mathematics I/Accelerated 8 and Honors Mathematics II. The course will cover standards from the six conceptual categories (Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling) of the California State Standards. The Units of Study are designed to address the four Critical Areas of Focus: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

## **HONORS PRE-CALCULUS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: "B" or higher in Math II and Math III; B or higher in Honors Math III

This course concentrates on the circular trigonometric functions: their graphs, inverses, and fundamental identities. Vectors, logarithms, and trigonometric representation of complex numbers are covered. Also covered are sequences, probability and statistics, conics, polar coordinate equations and limits and derivatives. This course is a prerequisite for calculus and is designed for students who will take Calculus BC and others who plan to enter high-level technical careers.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

# Performing Arts

## CHAMBER SINGERS HONORS

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite:

- Students must audition into both the Chamber Singers Honors Class and the Conservatory of Music (required).
- Students must have demonstrated previous leadership and commitment to music and the arts (required).
- Private Lessons (Group lessons or approved instructor) (recommended)
- Participation in a choral ensemble for all four years (required)

Chamber Singers Honors is a select group of advanced vocalists who have auditioned into the ensemble and are also a part of the Conservatory of Music. Special emphasis is placed on solo and performance as well as regular Chamber Choir rehearsal and performance, where students will take a leadership role. Students accepted into this ensemble will be expected to expand their mastery of music theory, music history and analysis, and write a research paper. These students will also be expected to take private voice lessons, either with the music teacher or with a local private instructor approved by the music teacher, or in the group lesson setting at the school site.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit  
Meets the "f" UC/CSU a-g Requirement*

## HONORS WIND ENSEMBLE AND PROFESSIONS

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Interview/audition, and/or completion of Concert Band and Professions

This is the capstone level course in the Performing Arts CTE Pathway for instrumental music. Students refine their performance, technical and evaluative skills in instrumental music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts. Students also demonstrate their skills in various performance modalities. To earn the honors distinction for this course, students complete additional assignments and learning experiences beyond the classroom.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## SYMPHONIC WINDS HONORS

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval and/or audition



This course provides group instruction and practice on the various band instruments. The Symphonic Winds will perform at concerts and other similar activities. Attendance at all rehearsals and performances is required.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit with instructor's approval  
Meets the "f" UC/CSU a-g Requirement*

# Science

## HONORS BIOLOGY

Grade(s): 9-12

Credits: 10

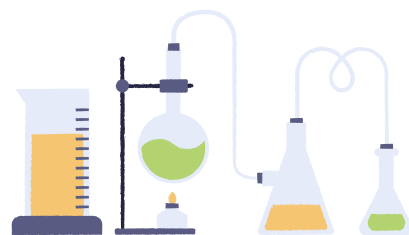
Length: Year

Prerequisite: 9th Grade: "C" or higher in Accelerated Math 8/Math I or "B" or higher Math 8 and Science 8; 10-12th

Grade: "C" or higher in Math I. Teacher recommendation.

Honors Biology is an expanded laboratory science course covering the NGSS which includes: Science and Engineering practices, DNA Structure and Function, Mitosis, Genetics, Hierarchy and Body systems, Ecology, Matter and Energy in Organisms and Ecosystems, Independent Relationships in Ecosystems, Natural Selection and Evolution, and Biodiversity and Human Impact. In addition to the basic topics mentioned, the course also covers advanced topics like philosophy of science, current concepts/theories, history of biology/philosophy, genetic engineering and related topics.

*Meets the Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



## HONORS CHEMISTRY

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Biology/Honors Biology with a grade of "B" or higher. Permission of instructor or previous science instructor and concurrent enrollment in Math II or higher recommended. This course is taken by honors students in lieu of Chemistry.

This is an advanced introductory chemistry course that covers the NGSS. The aim of the course is to enable students to develop a better understanding of their physical world and to prepare students for the rigors of a "like college" course. The central theme of the course is the basic principle that the properties of matter are a consequence of the structure of matter. The course takes a balanced approach in accomplishing this by combining chemical theories, concepts, and quantitative problems with applications and current practices of chemistry to develop interest and curiosity of students. Twenty-five percent of the course is devoted to a laboratory program. This portion of the course actively involves the student in determining the relationship between experimental evidence and scientific belief.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## HONORS PHYSICS

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Completion or concurrent enrollment in Math III or higher. Completion of Chemistry/Honors Chemistry.

The course explores the basic nature of our universe. This includes motion, forces, energy, matter, heat, sound, light, and atomic structure. Great emphasis is placed on developing students' problem-solving, laboratory, and engineering skills. Learning the proper study skills for introductory college science courses is an important goal of this course. Students learn science as a multi-disciplinary endeavor. The limitations of science are stressed, giving students the ability to evaluate new technologies.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

# Social Studies

## HONORS WORLD GEOGRAPHY

Grade(s): 9

Credits: 1.0

Length: Year

Prerequisite: Successful completion of US History and English in the 8th grade (C or higher)

Honors World Geography is a college-preparatory course (for 10th grade AP World History). The course is covered conceptually and explores topics such as Physical Geography, Human Geography, Change, Political Geography, Economics, and Globalization. This course will include lecture, note taking, independent practice, group projects, cooperative learning, student led projects, document-based question analysis, essay and short writing assignments.



*Meets the World History Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*



# Jurupa Online Learning Team (JOLT)

## Summary of Courses



- American Government – JOLT
- Art History – JOLT
- Biology – JOLT
- Business Law – JOLT
- Business Math - JOLT
- Career Management – JOLT
- Careers in Allied Health – JOLT
- Chemistry – JOLT
- Earth and Space Science – JOLT
- Economics – JOLT
- English 9 – JOLT
- English 10 – JOLT
- English 11 – JOLT
- English 12 – JOLT
- Expository Reading and Writing Curriculum – JOLT
- Food Safety and Sanitation – JOLT
- Forensics: Using Science to Solve a Mystery – JOLT
- Health – JOLT
- Introduction to Careers in the Health Sciences - JOLT
- Intro to Communications and Speech I - JOLT
- Intro to Communications and Speech II - JOLT
- Marketing and Sales for Tourism and Hospitality – JOLT
- Mathematics I – JOLT
- Mathematics II – JOLT
- Mathematics III - JOLT
- Nursing: Unlimited Possibilities and Unlimited Potential – JOLT
- Personal Finance – JOLT
- Physical Education – JOLT
- Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors – JOLT
- Planning Meetings and Special Events – JOLT
- Pre-Calculus – JOLT
- Pre-Math I – JOLT
- Public Health: Discovering the Big Picture in Health Care – JOLT
- Scientific Discovery and Development – JOLT
- Small Business Entrepreneurship – JOLT
- Spanish I – JOLT
- Spanish II – JOLT
- Sustainable Service Management for Hospitality and Tourism – JOLT
- Technology and Business – JOLT
- Therapeutics: The Art of Restoring and Maintaining Wellness – JOLT
- Transportation and Tours for the Traveler – JOLT
- United States History – JOLT
- World Geography – JOLT
- World History – JOLT

All classes listed as JOLT are completed online using an online computer software program. Students in these courses will need to have access to the internet and will need to ensure that they are comfortable learning in an online environment. Many of these classes may be taken for credit recovery and may not be A-G or NCAA eligible. Students will need to check with their specific school site to determine if the class is A-G or NCAA eligible.

In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

## **AMERICAN GOVERNMENT - JOLT**

Grade(s): 12

Credits: 5

Length: Semester

Prerequisite: None

This course in American Government is concerned with the organization and function of the national state and local government in the United States. Emphasis is placed upon the citizen's relationship to each level of government. World government philosophies are reviewed and comparatively analyzed. Service-learning hours can be a component of the class. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Social Science Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*



## **ART HISTORY - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Art History is designed to enable students to develop knowledge of the history and theory of art and the relationship between artist, artwork, and society. Students will research and critique periods, styles, and works of art from early civilizations through modern and contemporary art. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*



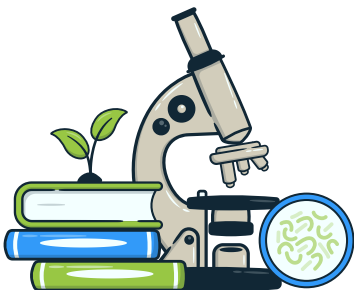
## **BIOLOGY - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: A grade of "C" or higher in Math I (or concurrent enrollment in Math I at JVHS & RHS)



Biology is an advanced laboratory science course covering the California State Science Standards which includes: characteristics of life; the chemical and structural basis of life; basic biochemistry; cellular composition; growth and reproduction; principles of genetics and heredity; theories of evolution; anatomy and physiology; and ecological relationships among all organisms. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Life Science Graduation Requirement*



### **BUSINESS LAW - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

The course will first discuss the role of law and its impact on business and explain various types of businesses and the legal consequences affecting the formation of particular businesses. Unit II will discuss legal considerations in transacting business, and emphasize the importance of contracts and torts in business law. Unit III will focus on ethics and business regulation by discussing the differences between civil and criminal law, and the state and federal regulation of business. Unit IV will cover the globalization of business and emphasize intellectual property rights and e-commerce considerations, and discuss the promotion of regional and international trade, highlighting various treaties and international organizations. In conclusion, Unit V will first discuss consumer, environmental and individual business protections (e.g., bankruptcy) to consider in business decisions and end by discussing alternative dispute resolution and resolving potential or existing disputes in business through negotiation, arbitration and mediation.

*Elective Credit*

### **BUSINESS MATH - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None



Business Math is an introduction to the many ways in which math can be used in everyday life. The course gives practical advice on how to handle situations that involve money and math principles. Business Math focuses on the basic skills and methods of arithmetic and provides students the opportunity to develop experience with algebraic techniques of evaluating variables and equations, including geometric formulas and interest equations. Students will also be introduced to topics in statistics.

*Meets the Mathematics Graduation Requirement*

*Meets the UC/CSU "g" Requirement*

### **CAREER MANAGEMENT - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

In this course, students will identify personal interests, aptitudes, and learning styles to determine personally satisfying careers. There will be a number of careers to choose from. Considering lifestyle goals, educational interests, values, and traits will assist in identifying specific careers from among those that matched interests, aptitudes, and learning styles. Once a specific career has been selected, in-depth research of that career will allow the student to prepare a plan to acquire qualifying skills in that field. Implementation of a career plan will include acquiring additional skills and knowledge through both continued education and personal growth. Once qualifications have been met, employment application documents and interviewing skills will be required to secure employment. Lifelong learning will increase career performance and personal satisfaction.

*Vocational Arts Credit*





### **ECONOMICS - JOLT**

Grade(s): 12  
Credits: 5  
Length: Semester  
Prerequisite: None

Economics introduces the students to the basic principles of economics and the fundamental operations of the American system of free enterprise. The students will learn about effective decision making, using microeconomic and macroeconomic theory in terms of supply and demand theory, the Federal Reserve System, energy and economics, as well as the comparison of other economic systems of the world.

*Meets the Economics Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

### **ENGLISH 9 - JOLT**

Grade(s): 9  
Credits: 10  
Length: Year  
Prerequisite: None

English 9 is required for all ninth-grade students. This course is designed to familiarize students with the four literary genres, ninth-grade District standards, literary terms, literary analysis, and various modes of written and oral communication from State standards. The course is designed to emphasize major human values and issues through literature and writing instruction, effective training in speaking and listening and direct vocabulary instruction. Students will be expected to identify, organize and produce written and oral presentations that demonstrate understanding of language structure. This course gives students a basis from which they can develop greater analytical and evaluative skills. The course integrates strategies to assist Limited-English proficient students.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*



### **ENGLISH 10 - JOLT**

Grade(s): 10  
Credits: 10  
Length: Year  
Prerequisite: None

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

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

## **ENGLISH 11 - JOLT**

Grade(s): 11

Credits: 10

Length: Year

Prerequisite: None

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



*Meets the English Graduation Requirement*

*Meets the "b" UC/CSU a-g Requirement*

## **ENGLISH 12 - JOLT**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to acquaint students with historical, economic, sociological, and religious content of British literature from the early Medieval period through early 20th century writings. The course integrates literature with writing skills such as literary analysis, reflective writing, report of information, and creative writing through various modes of written and oral communication. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the English Graduation Requirement*

*Meets the "b" UC/CSU a-g Requirement*



## **EXPOSITORY READING AND WRITING CURRICULUM (ERWC) - JOLT**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: None

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts.

*Meets the English Graduation Requirement*

*Meets the "b" UC/CSU a-g Requirement*



## **FOOD SAFETY AND SANITATION – JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This comprehensive course will cover the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests, and customers. The course will provide a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system. After successful completion of this course, students will be prepared to meet the requirements of state and national certification exams.

*Elective Credit*

## **FORENSICS: USING SCIENCE TO SOLVE A MYSTERY – JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None



This course focuses on concepts including chain of evidence, ethics, and record keeping. Related professions include: CSI, forensic pathologist, forensic anthropologist, forensic toxicologist, forensic odontologist, medical examiner, forensic nursing, animation, art and photography. A detailed look at DNA analysis and the ethics of DNA technology will also be addressed. There are many opportunities to explore the connection between scientific content, critical thinking, the acquisition of laboratory skills, and the use of computers for online research. Case studies will be introduced, as well as techniques used in each of these disciplines that will allow students to explore the career opportunities while revisiting key concepts (ethics, privacy, chain of evidence, etc.). The dichotomous key at the end of the course will allow for further exploration of additional nursing careers and will serve as a course career summary. Curriculum is delivered via Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

## **HEALTH – JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

High School Health is a health science elective course that introduces students to what good health is, why good health is important, and what students should do in order to achieve good health. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

## **INTRODUCTION TO CAREERS IN THE HEALTH SCIENCES - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course provides an overview of health careers and overriding principles central to all health professions. Units include (1) science and technology in human health, (2) Anatomy, physiology, and disease development; (3) privacy, ethics, and safety in health care, (4) Communication and teamwork in the health care environment (5) Health careers; creating a diverse workforce of lifelong learners. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

### **INTRO TO COMMUNICATIONS & SPEECH I - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This one-semester course is the first part of Intro to Communications and Speech. Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

*Meets the Elective Graduation Requirement*

### **INTRO TO COMMUNICATIONS & SPEECH II - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: Intro to Communications & Speech I

This one-semester course is the second part of Intro to Communications and Speech. Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and non-verbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

*Meets the Elective Graduation Requirement*

### **MARKETING AND SALES FOR TOURISM AND HOSPITALITY – JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students will be introduced to marketing theory and how the basic principles of marketing are applied in hospitality and tourism. The relationship between marketing and other functions such as advertising, sales techniques and public relations to maximize profits in a hospitality organization will be covered. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

### **MATHEMATICS I – JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Algebra I/Math I covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second-degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Mathematics Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

## **MATHEMATICS II – JOLT**

Grade(s): 9-12

Credits: 10

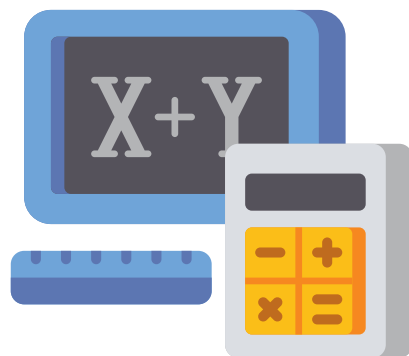
Length: Year

Prerequisite: Math I

This course reviews and extends all that is taught in Algebra I/Math I to a higher degree of sophistication. Topics covered include: solving systems of equations, graphing first- and second-degree relations, polynomials, logarithms, exponential functions, sequences, series, binomial expansion, permutations, and combinations. This course also includes an introduction to complex numbers. It works to integrate Algebraic and Geometric concepts to help students experience more depth in math.

*Meets the Math Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*



## **MATHEMATICS III – JOLT**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Mathematics II

Mathematics III is the last course in the integrated pathway for mathematics. It will continue to build upon the standards learned in Mathematics I and II. The course will cover standards from the six conceptual categories (Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling) of the California State Standards. For the Mathematics III course, instructional time should be designed to address the four Critical Areas of Focus: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

*Meets the Math Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

## **NURSING: UNLIMITED POSSIBILITIES AND UNLIMITED POTENTIAL – JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

The field of nursing includes a wide variety of career options and specialties. It is listed in the Bureau of Labor and Statistics as one of the top ten occupations with the largest job growth in the US. This section will focus on different types of nursing licenses (CAN, LVN, RN, BSN and FNP) and examples of several nursing careers from the traditional nurse to the family nurse practitioner, nurse midwife, nurse anesthetologist, and nursing informatics, and public health nurse. Key concepts will be integrated into each unit exploring these professions and case studies will allow students to apply critical thinking skills to problem solving. The dichotomous key at the end of the course will allow for further exploration of additional nursing careers and will serve as a career summary. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

### **PERSONAL FINANCE – JOLT**

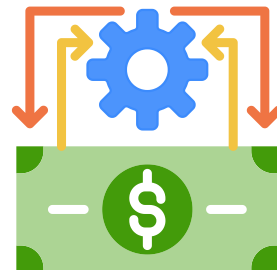
Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

Personal Financial Literacy is a semester-length elective designed to help high school students prepare for success in making financial decisions throughout their lives. Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.



Elective Credit

### **PHYSICAL EDUCATION - JOLT**

Grade(s): 10-12

Credits: 5

Length: Semester

Prerequisite: None

Students enrolled in the Physical Education program receive daily practice in achieving the physical skills and fitness necessary to perform well on the California Physical Fitness Test. Students will be periodically retested on California Physical Fitness Test elements throughout the semester. Passing scores on 5/6 elements would allow the student to withdraw from the PE II course at the completion of the semester and enroll in an elective PE course. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Physical Education Graduation Requirement*

### **PHYSICIANS, PHARMACISTS, DENTISTS, VETERINARIANS, AND OTHER DOCTORS – JOLT**



Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course will focus on professional degrees such as physician (allopathic (MD), osteopathic (DO), and naturopathic (ND), chiropractic (DC), pharmacist (PharmD), Dentist (DDS), Podiatrist (DPM), Veterinarian (DVM) and will also include PA, although this is currently not a doctoral degree in most states. Traditional and complementary/alternative medical careers are included in this course. This course will also introduce the topics of diversity and the move toward an emphasis on social and cultural skills in medicine, in addition to academic ability. As with previous courses, key concepts will be included throughout, skills will be highlighted, and a dichotomous key will be available at the end of the Unit for self-exploration of additional career options. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

### **PLANNING MEETINGS AND SPECIAL EVENTS – JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course offers an overview of the meetings and events industry, the wide range of responsibilities required of the people who manage meetings and special events and skills necessary to successfully direct meetings and special events. The student is introduced to key areas required for supporting a meeting or an event including concepts of design, research, planning, organization, logistics, marketing, promotion, and evaluation. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

## **PRE-CALCULUS - JOLT**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: A grade of "C" or higher in both Math II and Math III

This course concentrates on the circular trigonometric functions; their graphs, inverses, and fundamental identities. Vectors, logarithms, and trigonometric representation of complex numbers are covered. Also covered are sequences, probability and statistics, conics, polar coordinates and equations, and an introduction to limits. This course is a prerequisite for calculus.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

$$y - y_1 = m(x - x_1)$$



## **PRE-MATH I - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Pre-Math I is an introductory math course designed to prepare students for Math I. The course focuses on strengthening needed skills in problem solving, integers, equations, and graphing. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

*Elective Credit*



## **PUBLIC HEALTH: DISCOVERING THE BIG PICTURE IN HEALTH CARE - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course will introduce the discipline of public health and its many related occupations. The role of PH in protecting the public from hazards, promoting good health, determining risk factors for disease, and measuring the impact of programs and/or effectiveness of drugs, vaccines, and treatments will be included. In addition, issues of global health and the roles of the CDC and the WHO will also be discussed. Finally, future public health challenges in the 21st century will encourage students to recognize issues of public health interest and concern in their daily lives. A dichotomous key at the end of Unit 5 will give students the opportunity to determine which public health career suits them best. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

## **SCIENTIFIC DISCOVERY AND DEVELOPMENT – JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None



This course looks at both clinical and research and development careers associated with health science. Nationally, the workforce in clinical laboratory science is aging and the demand, already high, will increase over time. This is especially true since technology is changing so rapidly. Focus will cover such careers as Clinical Laboratory Scientists (CLS), Clinical Lab Technicians (CLT), Medical Technologists (MT), Med Lab Technicians (MLT), histotechnologists, and cytogenetics. In research and development, students will explore careers such as medical scientist, medical anthropology, economics, sociology, and psychology. “Hot topic(s)”, identified as on the cutting edge of science and perhaps controversial, will be discussed in detail, encouraging discussion and debate. Students will understand the complexities in R&D of the need to report exactly what is observed without bias and without imposing the preconceived notion of expected results. Following this logic, some serendipitous discoveries, in which major medical discoveries arose “by accident”, will be discussed. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

## **SMALL BUSINESS ENTREPRENEURSHIP - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to provide an overview on running a business from start to finish. It examines the skills needed to effectively organize, develop, create, and manage a small business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*



## **SPANISH I - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None



Spanish I is an entry level high school language other than English course that explores the Spanish language through communication, culture, connections, comparisons, and communities. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency. Students will also gain understanding of contemporary culture in the Spanish speaking world. Spanish I introduces students to the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

*Meets the Language Other Than English Graduation Requirement  
Meets the “e” UC/CSU a-g Requirement*



## **SPANISH II - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Completion of Spanish I or placement test

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities. This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

*Meets the Language Other Than English Graduation Requirement  
Meets the "e" UC/CSU a-g Requirement*



## **SUSTAINABLE SERVICE MANAGEMENT FOR HOSPITALITY AND TOURISM - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course will introduce the student to the management issues relating to service, quality assurance and sustainability in global tourism, and travel and hospitality. It includes an in-depth examination by the student of the concept of service and components of the most important functional areas of businesses providing tourism, travel, and hospitality. It introduces the student to the concept of quality as a basic function of the service sector management system and examines the sustainability of the service product. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*



## **TECHNOLOGY AND BUSINESS - JOLT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the work place or postsecondary education. Students will gain an understanding of emerging technologies, operating systems, and computer networks. In addition, they create a variety of business documents including complex word-processing documents, spreadsheets with charts and graphs, database files, and electronic presentations. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*

## THERAPEUTICS: THE ART OF RESTORING AND MAINTAINING WELLNESS – JOLT

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

Focus on careers that help restore and maintain mobility and physical and mental health, this course will cover such professions as Physical Therapists, Clinical psychologists, Occupational Therapists, Respiratory Therapists, athletic trainers, massage therapists, dietician and dietetic technicians, art therapists, neurotherapists, physical therapy assistants, vocational rehab counselors, surgical technologists, and social workers. Key concepts and specific skill sets will be introduced in the lessons, allowing students to apply what they have learned to health careers. A dichotomous key at the end will allow for further exploration of similar health careers. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*



## TRANSPORTATION AND TOURS FOR THE TRAVELER – JOLT

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course examines transportation and tour services for the traveler. This examination focuses on the relationship between operations and management within tourist transportation systems, the regulatory bodies impacting the tourist transportation systems, and transportation services for use by tourists. The course reviews international and domestic organizations responsible for marketing tour products and services, the types of tours and the operations responsible for tour design and operation and studies the specific marketing, development, and operation of package tours by those tour operators. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Elective Credit*



## UNITED STATES HISTORY - JOLT

Grade(s): 11

Credits: 10

Length: Year

Prerequisite: None

United States History examines the important events, ideas, people and movements of the United States in the 20th century. The course begins with two review units; the first covering the rise of democratic ideals and the ideological origins of the Founding Fathers and the American Revolution. The second review unit will emphasize the tests that shaped the new nation in the 19th century including industrialism. The main study of the 20th century will focus on the topics delineated in the History-Social Studies Framework for California Public Schools. These will include, but not be limited to, the role of the federal government and courts in shaping United States society, establishment of civil and human rights for all Americans, the role of business and the economy in domestic and foreign affairs, effects of technology on American life and culture, and the continuing role of the United States as a world power in the 20th century. The course will be taught using primary sources, literature, drama, art, and technology to enhance the use of the text. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Social Science Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*

## **WORLD GEOGRAPHY - JOLT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

World Geography introduces students to the basic principles of geography, land forms, weather, climate, water, natural resources, demographic make-ups, cultural geography, world languages and religions. Emphasis is placed upon major geographical regions of the seven continents including the Pacific World. Map skills will be emphasized and world regions will be comparatively analyzed. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Social Science Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **WORLD HISTORY - JOLT**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

This course examines major turning points in shaping the modern world, from the late 18th century to the present. The course starts with a review of the rise of democratic ideas. Students review the ethical principles of religions of the world and their profound influence on historical developments.

The course focuses on the industrial revolution, rise of imperialism and colonialism, World War I and its consequences, totalitarianism, World War II, and nationalism in the modern world. The students gain an appreciation of cultural diversity while becoming acquainted with the major issues and events which bear upon a worldwide community of increasingly interdependent nations. Curriculum is delivered via the Jurupa Online Learning Team (JOLT) computer-based instruction.

*Meets the Social Science Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*



# Language Arts

## Summary of Courses

Achievement  
& Innovation



### **Required Courses: One of the Following at Each Grade Level**

- Advanced Placement English Language and Composition
- Advanced Placement English Literature and Composition
- English 9 (Includes: 9-1, 9-4)
- English 9-Read 180
- English 10 (Includes: 10-1, 10-4)
- English 11 (Includes: 11-1, 11-4)
- English 12
- English Language Development (ELD) I
- English Language Development (ELD) II
- Expository Reading and Writing Course (ERWC) (Includes: ERWC-1, ERWC-4)
- Honors English 9
- Honors English 10
- Life Skills Language Arts

### **English Electives**

- Creative Writing
- ELD Support
- English 9 Support
- English Language Development (ELD) III
- Journalism
- Publications and Design I
- Publications and Design II
- Speech

In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

# Required Courses

## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

Grade(s): 11

Credits: 10

Length: Year

Prerequisite: Grade of "C" or higher in Honors English 10 or a grade of "B" or higher in English 10. Student commitment to prepare for and take the Advanced Placement Exam. AP contract on file

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

*Meets the English Graduation Requirement*

*Meets the "b" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

Grade(s): 12

Credits: 10

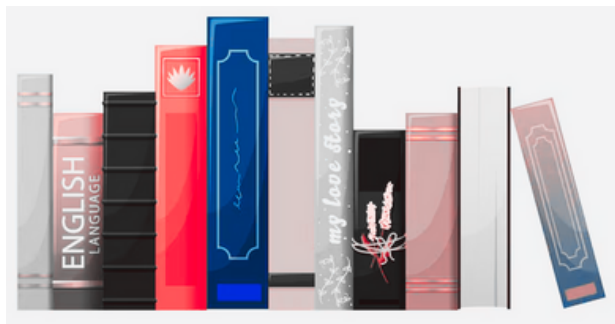
Length: Year

Prerequisite: Successful completion of AP English Language or a grade of "B" or higher in English 11. Commitment to prepare for and take the Advanced Placement exam. AP Contract on file.

In the Advanced Placement course in English Literature and Composition, students are involved in both the style and practice of writing and the study of literature. They will learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies through speaking, listening, and reading, but chiefly through the experience of their language: connotation, metaphor, irony, syntax, and tone. Writing assignments will focus on the critical analysis of literature and will include essays in exposition and argument, personal narrative and the writing of stories, poems or plays. Although much of the writing in the course will be about literature, spelling and writing about different subjects will further develop the students' sense of how style, subject, and audience are related. The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent, and persuasive way.

*Meets the English Graduation Requirement*

*Meets the "b" UC/CSU a-g Requirement*



### **ENGLISH 9 (Includes: 9-1, 9-4)**

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: None

This course is designed to familiarize students with the various literary genres, literary terms, literary analysis, and various modes of written and oral communication. The course is designed to emphasize major human values and issues through literature and writing instruction, effective training in speaking and listening and direct vocabulary instruction. Students will be expected to identify, organize and produce written and oral presentations that demonstrate understanding of language structure. This course gives students a basis from which they can develop greater analytical and evaluative skills. The course integrates ELD standards for Limited-English proficient students.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

### **ENGLISH 9-READ 180**

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: ELA screening tests are used to determine placement and/or teacher recommendation.

READ 180 is a reading intervention program that is highly structured and individualized. It directly addresses individual needs through instructional software, high-interest fiction and non-fiction texts, and direct instruction in reading and writing skills. Students work in small and large groups using cooperative learning strategies and interactive technology. The READ 180 program targets and addresses specific reading needs. Assessment at regular intervals on target skills help students and teachers track and analyze performance, and allow adjustments to instruction as required. The goal of READ 180 is to help students develop reading skills at grade level.

*10 credits English  
Meets the "b" UC/CSU a-g Requirement*

### **ENGLISH 10 (Includes: 10-1, 10-4)**

Grade(s): 10

Credits: 10

Length: Year

Prerequisite: None

This course integrates composition and world literature studies of various genres with an emphasis on major human values and issues, written communication, oral expression, and argument. Student writing is developed through response to literature including paraphrase, summary, modeling, and personal opinion. It will include paragraph patterns of factual detail, illustration, comparison and contrast, and other expository styles. World literature is used as the basis for developing logical and descriptive speaking and writing skills through discussion and reports. Grammar and vocabulary are taught through a literature-based core curriculum. This course integrates ELD standards for Limited-English proficient students.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*



## **ENGLISH 11 (Includes: 11-1, 11-4)**

Grade(s): 11

Credits: 10

Length: Year

Prerequisite: None

American Literature is designed to familiarize students with the literary heritage of American life by acquainting them with the historical, geographic, economic, sociological, and religious forces which have shaped U.S. History and thought as these concepts are reflected in the writings of representative authors. The course will further student skills in the use of literary terms, literary analysis, and various modes of written and oral communication. This course integrates ELD standards for Limited-English proficient students.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

## **ENGLISH 12**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to acquaint students with historical, economic, sociological, and religious content of British literature from the early Medieval period through early 20th century writings. The course integrates literature with writing skills such as literary analysis, reflective writing, report of information, and creative writing through various modes of written and oral communication. This course integrates ELD standards for Limited-English proficient students.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

## **ENGLISH LANGUAGE DEVELOPMENT I (ELD)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Limited-English Speaking/ELPAC Placement

This course is designed for students who have minimal or no comprehension of English. The content of this course focuses on topics the students are familiar with including self, school, home, family, neighborhood, clothing, and other concrete topics. In addition to written and oral practice, emphasis is placed on comprehensible input in English through activities which involve visual stimulation, verbal and non-verbal responses, and physical actions. This is a two-hour class.

*10 credits English, 10 credits Elective  
Meets the "b" UC/CSU a-g Requirement*



## **ENGLISH LANGUAGE DEVELOPMENT II (ELD)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: ELD I/ELPAC Placement

This course is designed for the high-beginning, low-intermediate ELD student who is able to communicate at a basic level about concrete and familiar ideas. This course is designed to help students begin developing academic language and learning skills while strengthening their critical thinking skills. At the same time, students will expand their study of the various grammar points and language functions appropriate at this level. This is a two-hour class.

*10 credits English, 10 credits Elective  
Meets the "b" UC/CSU a-g Requirement*



## **EXPOSITORY READING AND WRITING COURSE (ERWC) (Includes: ERWC-1, ERWC-4)**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: None

This class is developed for students who are working toward graduation and moving on to a 2-year to 4-year college institution. The Expository Reading and Writing Course is designed to prepare seniors for the literacy demands of college and the 21st century work force. Students in this rhetoric-based course will develop advanced proficiencies in expository, analytical, and argumentative reading and writing. They will learn how to read, comprehend, and respond to non-fiction and literary texts. This course will provide instruction in research methods and documentation methods. Students will gain increased awareness of the rhetorical strategies employed by authors and apply those strategies to their own writing. When exiting the course, students will be able to read independently and determine the author's argument, audience, and purpose, as well as examine the underlying social, political, and philosophical assumptions of the text.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

## **HONORS ENGLISH 9**

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: Grade of "B" or higher in ELA 8, or teacher recommendation. This course may require summer reading/writing.

This course offers a rigorous and accelerated introduction to high school English with an emphasis on literary analysis, critical thinking, and effective communication. Students will explore diverse texts, including classic and contemporary literature, to develop close reading and analytical writing skills. The course emphasizes the fundamentals of argumentation, narrative techniques, and evidence-based discussion. Expected outcomes include proficiency in academic writing, advanced vocabulary acquisition, and the ability to connect themes across multiple texts.

*Meets the English Graduation Requirement  
Meets the "b" UC/CSU a-g Requirement*

## **HONORS ENGLISH 10**

Grade(s): 10

Credits: 10

Length: Year

Prerequisite: Grade of "B" or higher in English 9, Grade of "C" or higher in Honors English 9, and/or teacher recommendation. This course may require summer reading/writing.

Honors English 10 is designed to refine and expand students' literary and analytical skills through an accelerated and challenging curriculum. This course focuses on complex texts from diverse cultural and historical contexts, emphasizing the development of sophisticated argumentation, rhetorical analysis, and research skills. The instructional focus includes the study of literary elements, genre analysis, and crafting nuanced, evidence-based essays. Expected outcomes include advanced analytical writing, mastery of research-based argumentation, and the ability to evaluate texts through multiple critical perspectives.

*Meets the English Graduation Requirement*

*Meets the "b" UC/CSU a-g Requirement*

## **LIFE SKILLS LANGUAGE ARTS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Functional Skills classes are a combination of academic skills and daily living skills necessary to participate as independently as possible in the community.

The Functional Skills program is a self-contained special education classroom for students with disabilities in grades seven through twelve. Functional Skills is a blend of functional academics and daily living skills.

The mission of the Functional Skills program is to help students become functioning members of their own communities to the fullest extent possible through a functional blend of academics and life skills.

The specific areas covered in the Functional Skills program in addition to functional academics are as follows:

- Managing personal finances
- Selecting and managing a household
- Caring for personal needs
- Safety awareness
- Growing, preparing, and consuming food both at home and in the community
- Safety awareness
- Exhibiting responsible citizenship
- Using recreational facilities and engaging in leisure time activities
- Personal and public transportation
- Using community resources
- Occupational skills
- Knowing and exploring occupational choices
- Selecting and planning occupational choices
- Exhibiting appropriate work habits and behavior
- Seeking, securing, and maintaining employment
- Obtaining specific occupational skills
- Transition planning
- Using appropriate social skills with friends, co-workers, and other citizens
- Communication
- Technology and the applications for daily life
- Social skills
- Character building
- Self-awareness development
- Self-confidence development
- Self-advocacy
- Socially responsible behavior
- Interpersonal skills development
- Achieving independence
- Problem solving skills
- Guardianship and future planning for adulthood

The Individualized Education Plan (IEP) designates the specific learning plan for each student during the school year in addition to the functional academics and is enhanced with additional life skills and necessary topics to assure that each student is as prepared as possible for life after high school.

# English Electives

## **CREATIVE WRITING**

Grade(s): 10-12

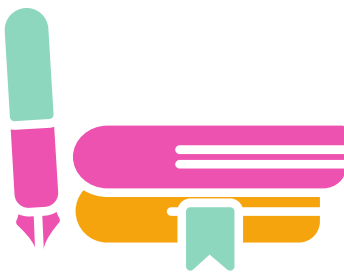
Credits: 5

Length: Semester

Prerequisite: B or higher in ELA 9, ELA 10, or ELA 11; or C or higher in Honors English 9 or 10 or AP English Language and Composition

Creative Writing focuses on the examination and creation of short fiction and poetry, culminating in a written or digital portfolio and submissions to literary magazines and other writing contests. Students will draft, revise, and polish original fiction and poetry through writing exercises, develop familiarity with literary devices, and gain a better understanding of what it takes to become a professional writer.

*Elective Credit Only*  
*Meets the "g" UC/CSU a-g Requirement*



## **ELD SUPPORT**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Students in this class enhance their academic reading and language skills through classroom principles and practices that are supported by research. As a result of collaborative efforts by students, struggling readers and language learners are provided with explicit and informed literacy and language instruction to help them meet their personal, academic, and professional goals. Students learn key language skills for the college and career workplaces.

*Elective Credit Only*

## **ENGLISH 9 SUPPORT**

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: Concurrent enrollment in English 9. Students who scored below basic on the ELA screening test at the end of 8th grade year, and/or teacher recommendation.

Students enrolled in the tutorial class receive daily practice in achieving the skills necessary to perform well on grade-level tests and additional practice and reinforcement in all grade-level standards.

*Elective Credit Only*

## **ENGLISH LANGUAGE DEVELOPMENT III (ELD)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: ELD II/ELPAC Placement

This course is designed for students identified as LEP. It is a communication-centered program to help develop independence and confidence in the use of English through experiences and practice in listening, speaking, reading, and writing skills. Paced vocabulary and introduction of grammatical and structural concepts provide a strong foundation of communication skills. These skills are experienced implicitly and taught in context to provide the students with a good grasp of the subject matter.

*Elective Credit Only  
Meets the "b" UC/CSU a-g Requirement*

## **JOURNALISM**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Approval of Journalism Advisor



This is a laboratory course in newspaper production which gives the student practical experience in all phases of newspaper production. Associate editors must be active participants in all phases of the newspaper production. Junior and senior editors will assume major responsibility for overseeing advertising, planning, and producing the newspaper.

*Elective Credit Only  
May be repeated for credit  
Meets the "g" UC/CSU a-g Requirement*

## **PUBLICATIONS AND DESIGN I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to provide practical, applicable experiences with the ultimate goal being the publication of the yearbook. Students will explore topics that include writing copy, captions and headlines, interviewing, communication skills, photography, designing layouts, independent thinking skills and problem solving, responsibility and time management through deadlines. Students enrolled in the course will be expected to assume the responsibilities and self-discipline necessary to contribute to the success of the organization. This course teaches applicable, real-world skills including: meeting deadlines, collaboration, advanced technological skills, communication, and responsibility.



*Meets Elective Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

## **PUBLICATIONS AND DESIGN II**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Publications and Design I

Publications and Design II will develop a student's perceptual and design skills using photography and Adobe programs to design and publish the school yearbook. Through the course students will learn the basics of InDesign, Photoshop, and photography. Students will then apply the principles of design to create the pages, images, and edit their work to create the final product. Students will also develop career related skill sets as they learn to maneuver Adobe programs, use cameras in a variety of settings, strive to meet deadlines, make informed judgments about image and presentation, and the impact of media choice.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "F" UC/CSU a-g Requirement*

## **SPEECH**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

This course is a comprehensive study of public speaking. It is designed to help students formulate their own ideas of the world and express these ideas in an organized manner by oral communication, to help students succeed in their present communication environment, as well as to help students explore their future in several areas of public communication.

*Elective Credit Only*

# Mathematics

## Summary of Courses

Achievement  
& Innovation



- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Computer Science A
- Advanced Placement Statistics
- Applied Geometry
- Business Math
- Data Science
- Honors Mathematics II
- Honors Mathematics III
- Honors Pre-Calculus
- Life Skills Mathematics
- Math Reasoning with Connections (MRWC)
- Mathematics I (Includes: MI-1, MI-4, DLI)
- Mathematics II (Includes: MII-1, MII-4, DLI)
- Mathematics III (Includes: MIII-1, MIII-4, DLI)
- Mathematics IA (Includes: Math IA-1, IA-4)
- Mathematics IB (Includes: Math IB-1, IB-4)
- Pre-Calculus



In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.



## **ADVANCED PLACEMENT CALCULUS AB**

Grade(s): 11-12

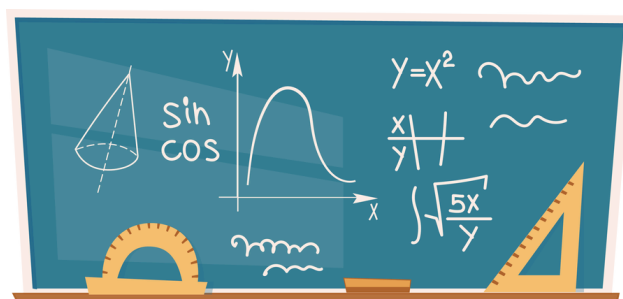
Credits: 10

Length: Year

Prerequisite: Grade "B" or higher in Pre-Calculus or "C" or higher in Honor Pre-Calculus. Commitment to prepare for and take the Advanced Placement exam. AP Contract on file.

This course consists of work that is comparable to calculus courses in colleges and universities. Calculus is a group of mathematical concepts and techniques widely used in technical fields and increasingly in business and economics to solve problems. Most colleges and universities offer a sequence of several courses in calculus. They often utilize entering students' scores on the Advanced Placement Calculus Exam given in May to decide each student's starting point in that sequence of courses.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT CALCULUS BC**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: AB Calculus with "C" or higher or Honors Pre-Calculus with a "B" or higher. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

This course covers the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Calculus BC is designed to qualify the student for placement and credit in a college course beyond that granted for Calculus AB.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT COMPUTER SCIENCE A**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Successful completion of Math I with a "C" or higher. AP contract on file.

AP Computer Science A CSA teaches students Java and authentic Android app development. Students in this course develop their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers: every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. This course will align with all learning objectives in the College Board's AP Computer Science A framework, and includes the College Board's requirement of 20 hours of lab activity.

*Meets the Vocational Arts Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT STATISTICS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Grade "C" or higher (recommended B) in Mathematics III, or grade "C" or higher (recommended B) in Data Science. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

This course will prepare students for the Advanced Placement (AP) Statistics Exam. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is the equivalent of a one semester, introductory, non-calculus based, college course in statistics.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*



## **APPLIED GEOMETRY**

Grade(s): 10-12 (only at Nueva Vista High School)

Credits: 10

Length: Year

Prerequisite: Completion or concurrent enrollment of Math I

This course is intended only to satisfy the 3rd year mathematics high school graduation requirement, and does not meet the A-G university requirements. Students taking Applied Geometry will study Geometry standards along with related Algebra standards. The course will use integrated algebra/geometry, project-based activities such as building bridges, calculating building heights, and building scaled objects, as the main emphasis to teach those skills.

*Meets the Mathematics Graduation Requirement*

## **BUSINESS MATH**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion or concurrent enrollment in Math I

This course is designed to represent the standards of learning that are essential and necessary for all students. The implementation of the ideas, concepts, knowledge, and skills will create the ability to solve mathematical problems, analyze and interpret data, and apply sound decision-making skills. This will enable students to implement the decision-making skills they must apply and use these skills in a hands-on manner to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, employees, employers, inventors, entrepreneurs, and members of a global workforce and society.

*Meets the Mathematics Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

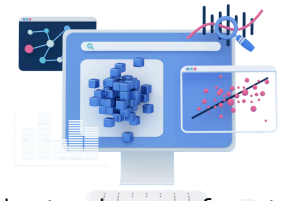
## **DATA SCIENCE**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: C or higher in Mathematics II



Data Science is the process of uncovering the stories hidden within data. The course will emphasize the use of statistics and computation as a means of telling stories with data. It involves formulating questions, and collecting, cleaning, wrangling, analyzing, and visualizing data (that is often huge and complex) to uncover patterns and trends and communicate them to others. Their interpretation relies on computation, simulation, and modeling to describe the uncertainty in each view. This kind of reasoning is exploratory and investigatory, sometimes framed as hypothesis evaluation and sometimes as hypothesis generation. Statistical programming language will be used to bring data science to life. The main goal of the data science course is to teach students to think critically about and with data. This new and innovative curriculum will emphasize the California State Standards (CA CCSSM) for High School Statistics and Probability and Modeling standards that involve the study of data science. Students apply the Standards for Mathematical Practice throughout the course.

*Meets the Mathematics Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

Note: Data Science does not validate Mathematics III for a-g purposes

## **HONORS MATHEMATICS II**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: B or higher in Accelerated Math 8/Math I; A in Math I both semesters

An advanced mathematics course, this is part of a sequence of integrated mathematics courses that serves students who are advanced in mathematics and prepares them for Advanced Placement Calculus and Statistics. It will continue to build on the standards learned in Mathematics. The course will cover standards from the six conceptual categories (Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling) of the California State Standards. The Units of Study are designed to address the five Critical Areas of Focus: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

*Meets the Mathematics Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

## **HONORS MATHEMATICS III**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Grade B or higher in Honors Mathematics II; Grade C in Honors Mathematics II and teacher recommendation; A in Math II both semesters.



Honors Mathematics III is the last course in the integrated pathway for students taking accelerated mathematics. It will continue to build up on the standards learned in Mathematics I/Accelerated 8 and Honors Mathematics II. The course will cover standards from the six conceptual categories (Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling) of the California State Standards. The curriculum is designed to address the four Critical Areas of Focus: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

*Meets the Mathematics Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

## **HONORS PRE-CALCULUS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: "B" or higher in Math II and Math III, "B" or higher in Honors Math III

This course concentrates on the circular trigonometric functions: their graphs, inverses, and fundamental identities. Vectors, logarithms, and trigonometric representation of complex numbers are covered. Also covered are sequences, probability and statistics, conics, polar coordinate equations and limits and derivatives. This course is a prerequisite for calculus and is designed for students who will take Calculus BC and others who plan to enter high-level technical careers.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

## **LIFE SKILLS MATHEMATICS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Functional Skills classes are a combination of academic skills and daily living skills necessary to participate as independently as possible in the community.

The Functional Skills program is a self-contained special education classroom for students with disabilities in grades seven through twelve. Functional Skills is a blend of functional academics and daily living skills.

The mission of the Functional Skills program is to help students become functioning members of their own communities to the fullest extent possible through a functional blend of academics and life skills.

The specific areas covered in the Functional Skills program in addition to functional academics are as follows:

- Managing personal finances
- Selecting and managing a household
- Caring for personal needs
- Safety awareness
- Growing, preparing, and consuming food both at home and in the community
- Safety awareness
- Exhibiting responsible citizenship
- Using recreational facilities and engaging in leisure time activities
- Personal and public transportation
- Using community resources
- Occupational skills
- Knowing and exploring occupational choices
- Selecting and planning occupational choices
- Exhibiting appropriate work habits and behavior
- Seeking, securing, and maintaining employment
- Obtaining specific occupational skills
- Transition planning Using appropriate social skills with friends, co-workers, and other citizens
- Communication
- Technology and the applications for daily life
- Social skills
- Character building
- Self-awareness development
- Self-confidence development
- Self-advocacy
- Socially responsible behavior
- Interpersonal skills development
- Achieving independence
- Problem solving skills
- Guardianship and future planning for adulthood

The Individualized Education Plan (IEP) designates the specific learning plan for each student during the school year in addition to the functional academics and is enhanced with additional life skills and necessary topics to assure that each student is as prepared as possible for life after high school.

## **MATH REASONING WITH CONNECTIONS (MRWC)**

Grade(s): 11-12

Credits: 10

Length: Year

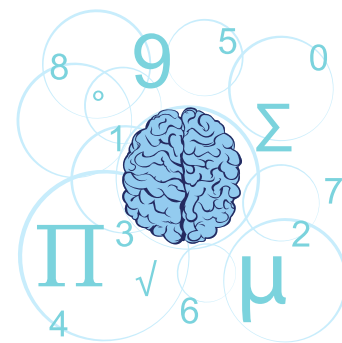
Prerequisite: "C" or higher in Math I, Math II, and Math III or

CAASPP Score of 2 or higher

The MRWC is designed as a 4th year mathematics course following Math I - III (or Alg I - II and Geometry) that will provide a bridge into multiple college and career options, including STEAM, CTE, and non-technical pathways. Students successfully completing MRWC will have acquired content skills and attitudes towards learning that will be expected in entry-level college mathematics. MRWC addresses the full scope of advanced mathematical topics in a way that is substantively different from the traditional curriculum. The distinctiveness of MRWC lies in its unique design and topic sequencing, and in the emphasis on instructional delivery that promotes exploratory and collaborative student engagement.

Based on the Common Core State Standards viewpoint that mathematics is a cohesive and connected body of work, the MRWC is structured to highlight overarching themes in mathematics that are intrinsic to and underlie many topics in the high school curriculum. The themes provide a mechanism for expanding existing content into new, advanced areas in a way that makes explicit the connectedness between old and new topics that might otherwise appear to students to be unrelated. They provide consistent threads that help students grasp why the 'rules' are the way they are as well as the constraints under which those 'rules' operate.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*



## **MATHEMATICS I (Includes MI-1, MI-4, and DLI)**

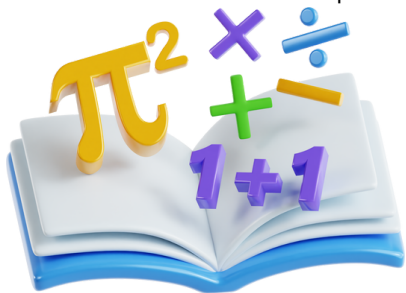
Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: "C" or higher in Math 8

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



*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

**MATHEMATICS II (Includes MII-1, MII-4, and DLI)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: "D" or higher in Mathematics I

Mathematics II will continue and build upon the standards learned in Math 8 and Mathematics I. The course will cover standards from the six conceptual categories (Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling) of the California State Standards. The curriculum is designed to address the five Critical Areas of Focus: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

*Meets the Mathematics Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

**MATHEMATICS III (Includes MIII-1, MIII-4, and DLI)**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Recommended Grade C or higher in Mathematics II

Mathematics III is the last course in the integrated pathway for mathematics. It will continue to build upon the standards learned in Mathematics I and II. The course will cover standards from the six conceptual categories (Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling) of the California State Standards. The curriculum is designed to address the four Critical Areas of Focus: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

*Meets the Mathematics Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

**MATHEMATICS IA (Includes IA-1, IA-4)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: End of course grade D or F in Math 8

As part of a two-year course, the fundamental purpose of Mathematics IA is to formalize and extend the mathematics that students learned in the middle grades. Enrollment in Mathematics IA should primarily target students in the 9th and 10th grade years identified as needing support in mathematics. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Mathematics IA course, instructional time should focus on three of the six critical areas: (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend.

*Meets the Mathematics Graduation Requirement*

*Meets the "c" UC/CSU a-g Requirement*

## **MATHEMATICS IB** (Includes IB-1, IB-4)

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: End of course grade D or higher in Mathematics IA

As part of a two-year course, the fundamental purpose of Mathematics IB is to formalize and extend the mathematics that students learned in the middle grades and to complete the Mathematics I concepts not covered previously in Mathematics IA. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Mathematics IB course, instructional time should focus on the six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*

## **PRE-CALCULUS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: A grade of "C" or higher in Math III

This course concentrates on the circular trigonometric functions; their graphs, inverses, and fundamental identities. Vectors, logarithms, and trigonometric representation of complex numbers are covered. Also covered are sequences, probability and statistics, conics, polar coordinates and equations, and an introduction to limits. This course is a prerequisite for calculus.

*Meets the Mathematics Graduation Requirement  
Meets the "c" UC/CSU a-g Requirement*





# Non-Departmental

## Summary of Courses

Achievement  
& Innovation



- Academic Mentor
- Academic Success
- Academic Support
- Advanced Placement Research
- Associated Student Body (ASB)/Government
- AVID (Grades 9-11)
- AVID 9 Health
- AVID Senior Seminar
- AVID Student Tutors
- Freshman Seminar and Health
- Healthy Living
- High School Advisory
- Peer Leadership
- Personal and Social Responsibility
- Power Up!
- Service Learning
- Social Psychology
- Transition Partnership Program (TPP)



In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

### **ACADEMIC MENTOR**

Grade(s): 11-12

Credits: 5

Length: Semester

Prerequisite: Semester 2 grade of B or higher in Math I, English 9 and English 10

This course is designed to place students who have demonstrated proficiency in introductory level courses to assist struggling students under the direction and supervision of their teacher. Students gain experience in tutoring both individual students and small groups.

*Elective credit only*

### **ACADEMIC SUCCESS**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None



This course provides academic support and assistance to students in a variety of subjects. The course also focuses on the pillars of social-emotional learning and the key learning skills and techniques from Conley's Four Keys for College and Career Readiness.

*Meets the Elective Graduation Requirement*

### **ACADEMIC SUPPORT**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: Special education student at risk of failing.

This course provides targeted intervention support and instruction that focuses on the standards and writing skills. Students are provided differentiated instruction and tutoring support to meet their specific needs.

*Elective credit only  
May be repeated for credit*

### **ADVANCED PLACEMENT RESEARCH**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: AP Seminar

AP Research class allows students to deeply explore an academic topic, problem or issue of their own interest culminating in a research paper and oral defense. AP Research course is designed to further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices and accessing analyzing and synthesizing information. Students learn and employ research and inquiry methods to develop, manage and conduct an in-depth investigation of an area of personal interest.

*Meets the Elective Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*

## ASSOCIATED STUDENT BODY (ASB)/GOVERNMENT

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Election/appointment to office

This course is designed to facilitate the leadership, planning and execution of student activities on campus. Students will practice parliamentary procedure in an effort to conduct business efficiently and effectively. The class will be divided between classroom activities, meetings and the work of preparing for actual school activities.

*Elective credit only  
May be repeated for credit  
Meets the "g" UC/CSU a-g Requirement*



## AVID (Advancement Via Individual Determination) AVID 9, AVID 10, AVID 11

Grade(s): 9-11

Credits: 10

Length: Year

Prerequisite: Based on recommendations and interview

AVID is a four-year elective program designed to prepare students for college success. The students who benefit most from AVID are first-generation college-bound students with high potential who have been underachieving. AVID offers training in college level academic skills, tutorials conducted by college students, motivational skills, and academic survival skills. Students interested in this program must go through an application and interview process. Contact your Guidance Coordinator, an AVID teacher, or the school for more information.

*Elective credit only  
Meets the "g" UC/CSU a-g Requirement*

## AVID 9 HEALTH

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: Must be accepted into the AVID program.



AVID 9 Health is a one-year class designed to prepare AVID freshmen for college success and individual health and wellness. AVID 9 Health offers training in college level academic skills and tutorials led by college students. It also teaches motivational and academic survival skills. AVID 9 Health will allow students an opportunity to develop and maintain optimum health through knowledge, attitude, and practice. Students will practice decision making and refusal skills related to the Health content areas.

*Elective Credit Only  
Satisfies Health Graduation Requirement with Passing of Both Semesters*

## **AVID SENIOR SEMINAR**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: Prior AVID participation and/or teacher approval. Parents and students must attend an orientation meeting.

AVID is an educational program dedicated to helping students in the academic “mid-range” who are often underachieving, disadvantaged, and under-represented, or first-generation college students to become educated and responsible participants and leaders in our democratic society. AVID comes from the Latin root avidus, meaning eager for knowledge.

*Elective credit only  
Meets the “g” UC/CSU a-g Requirement*

## **AVID STUDENT TUTORS**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Recommendation of AVID Coordinator; two years of AVID experience at high school level; successful completion of an Advanced Placement class; good academic standing (accumulative GPA of 2.5 or higher); requirement to be trained by certified RIMS AVID Region 10 trainer; ability to communicate in Spanish is desirable.

AVID Student Tutors will serve as tutors for other AVID students in the program. During the course of their participation in this capacity, AVID Student Tutors will be required to complete AVID Certification training provided through the RIMS AVID Region 10 Trainer of Tutors. This training will enable the Student Tutors to assist the AVID Coordinator and teachers in working with students to develop their academic skills to levels appropriate to gain admission to a four-year college. Upon high school graduation, AVID Student Tutors who have completed the certification process will be eligible to find employment as an AVID Tutor as they attend a college or university. AVID Student Tutors will focus their assistance on students in the core academic classes, especially math and Language Arts. AVID Student Tutors will work with students under the direction of the AVID Coordinator, individually and in small groups.

*Elective credit only  
May be repeated for credit*

## **FRESHMAN SEMINAR AND HEALTH**

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: None

Freshman Seminar and Health is a year-long course designed to prepare freshmen for success in high school by exploring how students can effectively engage in their learning, develop academic survival skills, develop self awareness and self management skills, build relationships and resolve conflicts, and prepare for college and the workforce. Students also develop an understanding of personal health and wellness aligned with the 6 domains of health education.

*Meets the Health Graduation Requirement with completion of both semesters  
Meets the “g” UC/CSU a-g Requirement*



## **HEALTHY LIVING**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None



This is a semester course focusing on individual wellness. It is designed to help students develop and maintain optimum health through knowledge, attitudes, and practices. Students will practice decision making and refusal skills to take conscious control of their own health. Content areas include: personal, family, community, and environmental health, medicines, drugs, alcohol, and tobacco, diseases, HIV, AIDS, and STD's, safety, conflict resolution, and first aid. This course is aligned to the California State Health requirement.

*Meets the Health Graduation Requirement*

## **HIGH SCHOOL ADVISORY**

Grade(s): 9-12

Credits: Non-credit course

Length: Semester/Year

Prerequisite: None

This course is designed to create an environment where every student on campus participates in a small interactive group that provides an opportunity for students and staff to establish a relationship over a four-year span in order to better meet the needs of all students. The course will be academically based and will support the development of each student's identified needs. Students will engage in various activities that will further develop their academic skills in order to be successful in school and their social, emotional and moral growth in order to become better citizens and life-long learners. This course will be at least 20 minutes in length but not to exceed 25 minutes daily.

*Elective Credit Only (at NVHS 2.5 credits/semester)  
Will Be Repeated on a Yearly Basis*

## **PEER LEADERSHIP**

Grade(s): 10-12

Credits: 5/10

Length: Semester/Year

Prerequisite: Teacher approval



This course provides skills and training necessary to interact with other students as a peer-support model. Communication, decision making, self-awareness and counseling skills are taught, demonstrated and reinforced. Skill development is the clarification of issues including exploration of family and relationships, school-related issues, stress, peer pressure and chemical dependency. Counseling skills are reinforced through role playing, small group interaction and other teaching strategies common to counselor education. Second semester provides trainees with the opportunity to serve as peer helpers under the supervision of the adult counselor and teacher. Training focuses on issue exploration and more complex counseling skills including self-disclosure, accurate empathy, confrontation, group facilitation and crisis intervention. Handling situations dealing with especially sensitive issues is a particular focus.

*Elective credit only  
May be repeated for up to 30 credits*

## **PERSONAL AND SOCIAL RESPONSIBILITY**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This course develops a student's sense of responsibility so they can make thoughtful and effective decisions while acting in ways that maintain dignity and respect for themselves and others. Students learn how to follow through on commitments, relate in ways that promote cooperation and decrease conflict, deal productively with anger, and cope with "real world" life choices.

*Elective credit only*



## **POWER UP!**

Grade(s): 9

Credits: 5

Length: Semester

Prerequisite: None

This course will provide students with a four-tier framework that includes academic skills, career planning, service learning, and personal reflection that will instill a positive and responsible vision of their future and the choices they make. Primary emphasis on basic organizational skills that empower students for success in high school and beyond secondary focus on comprehension and application of psychological principles to interpersonal relationships, personal growth, and career choices will be explored. Curriculum will include project-based learning, the creation of a ten-year educational/career plan, cross-curricular connections, and a parental component to help teachers and students form a support system.

*Meets Vocational Arts Requirement  
May be repeated once for credit*

## **SERVICE LEARNING**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

Service Learning offers a unique opportunity for students to get involved with their school and local/global communities. Service Learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform. Students will research, promote and complete one personal service learning project and one collaborative service learning project (for their local or global community) each semester.



*Elective credit only*

## **SOCIAL PSYCHOLOGY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Agreement for field placement

This course is designed to provide a basic knowledge of psychology and counseling. The course is based on a survey of the principles of psychology, with special reference to human behavior, social-emotional development, motivation, learning, and the shaping of behavior by both internal and environmental factors. While touching on all five domains included in the APA National Standards for High School psychology curriculum, the course focuses on three of these domains: bi-psychological domain, developmental domain, and cognitive domain. Additionally, students will evaluate and apply psychological domain knowledge to improve the quality of individual and community life while serving in a supervised peer mentoring role.



*Meets Vocational Arts Graduation Requirement*

*May be repeated for up to 20 credits*

*Meets the "g" UC/CSU a-g Requirement*

## **TRANSITION PARTNERSHIP PROGRAM (TPP)**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: None

The Transition Partnership Program (TPP), in collaboration with the Department of Rehabilitation and the Riverside County Office of Education, is designed to help students as they move out of Special Education and into a career. More than 350 students from participating school districts join the program each year. TPP provides a two-semester course that includes decision-making skills, interest assessment, career exploration and job preparation.

*Meets Vocational Arts Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*



# Performing Arts

## Summary of Courses

Achievement  
& Innovation



### Music

- A Cappella Choir
- Advanced Placement Music Theory
- Beginning Band
- Chamber Singers
- Chamber Singers Honors
- Color Guard
- Concert Band
- Concert Choir
- Honors Wind Ensemble and Professions
- Introduction to Guitar
- Jazz Ensemble
- Madrigals
- Marching Band
- Men's Ensemble
- Mixed Choir
- Orchestra I
- Percussion Ensemble
- Symphonic Winds Band
- Symphonic Winds Honors
- Treble Choir
- Women's Ensemble

### Theater

- Play Writing
- Stagecraft
- Theatre I
- Theatre II
- 

### Other

- Ballet Folklorico

In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.



# Music



## A CAPPELLA CHOIR

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval or at least one semester ensemble experience.

The course is an advanced experience in Mixed Ensemble. The students will learn music in rehearsals and perform at major school concerts. The students will also acquire the musical experience that should result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. Students will be required to participate in all performances as scheduled by the director.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*

## ADVANCED PLACEMENT MUSIC THEORY

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Commitment to prepare for and take Advanced Placement exam. AP contract on file.

The development of aural skills is a primary objective of the Advanced Placement Music Theory course. Throughout the course, students will listen to musical works attentively and analytically, developing their musical memory and their ability to articulate responses to formal, stylistic, and aesthetic qualities of the works. Performance, using singing, keyboard, and students' primary performance media will also be a part of the learning process.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## BEGINNING BAND

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Desire to play an instrument and/or beginning ability.

This course is for students who play, or would like to play, any woodwind or brass instrument. This course provides group instruction and practice on the various band instruments. The Beginning Band may perform at concerts and other similar activities. Attendance at all non-voluntary rehearsals and performances is required.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*



## **CHAMBER SINGERS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval and vocal audition.

This course is the most advanced experience in mixed ensemble singing. Students will acquire the musical experience that will result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. The student will learn music and perform at all major school concerts. This ensemble will also represent the high school in and around Riverside at festivals and competitions. Chamber singers will perform for clubs, groups, and organizations. This choir will go on tour in the spring and participate in at least four festivals in which they are adjudicated. Students are expected to participate in all performances as scheduled by the director.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*



## **CHAMBER SINGERS HONORS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite:

- Students must audition into both the Chamber Singers Honors Class and the Conservatory of Music (required).
- Students must have demonstrated previous leadership and commitment to music and the arts (required).
- Private Lessons (Group lessons or approved instructor) (recommended)
- Participation in a choral ensemble for all four years (required)

Chamber Singers Honors is a select group of advanced vocalists who have auditioned into the ensemble and are also a part of the Conservatory of Music. Special emphasis is placed on solo and performance as well as regular Chamber Choir rehearsal and performance, where students will take a leadership role. Students accepted into this ensemble will be expected to expand their mastery of music theory, music history and analysis, and write a research paper. These students will also be expected to take private voice lessons, either with the music teacher or with a local private instructor approved by the music teacher, or in the group lesson setting at the school site.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*

## **COLOR GUARD**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course enhances the performing talents of students in the field of fine arts. Students who join will have the opportunity to perform at all home football games, concerts, field tournaments, band reviews, and parades during the first semester. Second semester is devoted to competitions through Winter Guard International and WGASC. Attendance at all rehearsals and performances is required.

*Meets the Fine Arts or Physical Education Graduation Requirement*

*May be repeated for credit*

## **CONCERT BAND**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course is for students who play, or would like to learn to play, any woodwind or brass instrument. This course provides group instruction and practice on the various band instruments. The Concert Band will perform at concerts and other similar activities. Attendance at all rehearsals and performances is required.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*

## **CONCERT CHOIR**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval and/or vocal audition

This course is an advanced experience in mixed ensemble singing. The students will learn music and perform at all major school concerts. This ensemble will also represent the high school in and around Riverside at festivals and competitions. The students will also acquire the musical experience that should result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. As performance is a valid part of any singing ensemble, so it is with the high school Concert Choir. Students will be required to participate in all performances as scheduled by the director.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*

## **HONORS WIND ENSEMBLE AND PROFESSIONS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Interview/audition, and/or completion of Concert Band and Professions

This is the capstone level course in the Performing Arts CTE Pathway for instrumental music. Students refine their performance, technical and evaluative skills in instrumental music while also learning about various career options in this industry and developing their career-ready skills for the Performing Arts. Students also demonstrate their skills in various performance modalities. To earn the honors distinction for this course, students complete additional assignments and learning experiences beyond the classroom.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **INTRODUCTION TO GUITAR**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

This class will teach the fundamentals of both music reading and guitar playing.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*



## **JAZZ ENSEMBLE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Students will be admitted to class by audition. Students should be proficient on 12 major scales, sight-reading ability, and basic improvisation skills.

Jazz Ensemble is a performance-oriented class. Students will play a variety of musical styles within the jazz genre. Styles may include but are not limited to big band, ragtime, swing, bebop, fusion, Latin jazz, cool jazz, and world music. Students will learn to play in the jazz style as well as to improvise over a chord progression. The course will also cover the history and evolution of jazz as well as important historical figures associated with jazz.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit*



## **MADRIGALS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval by vocal audition

This course is the most advanced experience in mixed ensemble. The students will learn music and perform at all major school concerts. This ensemble will also represent the high school in and around Riverside at festivals, competitions, clubs, groups, and organizations. The students will also acquire the musical experience that should result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. As performance is a valid part of any singing ensemble, so it is with the Madrigal Singers. Students will be required to participate in all performances as scheduled by the director.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit  
Meets the "f" UC/CSU a-g Requirement*



## **MARCHING BAND**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course will provide a seventh-period for group instruction and practice on the various band instruments, marching, and color guard work. The marching band members will perform at football games, parades, band reviews, field shows, drum shows, color guard shows, concerts and other similar activities. Attendance at all rehearsals and performances is required.

*Meets the Fine Arts or Physical Education Graduation Requirement  
May be repeated for credit  
Meets the "f" UC/CSU a-g Requirement*

## **MEN'S ENSEMBLE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is a beginning experience in tenor/bass ensemble singing. The students will learn music and perform at all major school concerts. This ensemble may participate in choral festivals as well as learning fundamental musicianship skills. The students will also acquire the musical experience that should result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. Students are expected to participate in all performances as scheduled by the director.

*Meets Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*



## **MIXED CHOIR**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is a beginning experience in singing. The students will learn music in rehearsals and perform at major school concerts. The students will also acquire the musical experience that should result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. Students will be required to participate in all performances as scheduled by the director.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit  
Meets the "f" UC/CSU a-g Requirement*

## **ORCHESTRA I**

Grade(s): 9-12

Credits: 5/10

Length: Semester/Year

Prerequisite: None

This course is for students with beginner to intermediate experience on classical string instruments, such as violin, viola, cello, or double bass. Students will learn music theory and history as it relates to orchestral strings, as well as prepare full ensemble, chamber, and solo repertoire. Students will be required to participate in all performances and rehearsals as scheduled by the director.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement  
May be repeated for credit*



## **PERCUSSION ENSEMBLE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval and/or audition

This course provides group instruction and practice on various percussion instruments and marching. The Percussion Ensemble will perform as part of the Marching Band at all home football games, parades, concerts, and other similar activities. Attendance at rehearsals and performances is required.

*Meets the Fine Arts or Physical Education Graduation Requirement  
May be repeated for credit  
Meets the "f" UC/CSU a-g Requirement*

## **SYMPHONIC WINDS BAND**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval and/or audition

This course provides group instruction and practice on the various band instruments. The Symphonic Winds will perform at concerts and other similar activities. Attendance at all rehearsals and performances is required.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit with instructor's approval  
Meets the "f" UC/CSU a-g Requirement*



## **SYMPHONIC WINDS HONORS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisites:

1. Students must audition into both the Symphonic Winds Honors Class and the Conservatory of Music (required).
2. Students must be proficient on one or more instruments (required).
3. Students must have demonstrated previous leadership and commitment to music and the arts (required).
4. Private lessons (group lessons or approved instructor) (recommended).
5. Participation in Marching Band for all four years (required).

Symphonic Winds Honors is a select group of advanced instrumental musicians who have auditioned into the ensemble and are also part of the Conservatory of Music. Special emphasis is placed on solo and chamber performance as well as regular Symphonic and Marching Band rehearsal and performance, where students will take a leadership role. Students accepted into this ensemble will be expected to expand their mastery of music theory, music history and analysis, and write a research paper. These students will also be expected to take private lessons on their instrument, either with the music teacher or with a local private instructor approved by the music teacher, or in the group lesson setting at the school site.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit with instructor's approval  
Meets the "f" UC/CSU a-g Requirement*



## **TREBLE CHOIR**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval and/or vocal audition

This course is an advanced experience in treble ensemble singing. The students will acquire the musical experience that will result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. The students will learn music in rehearsals and will perform at all major school concerts. Treble Choir will also perform in and around Riverside for groups, clubs, and organizations. A portion of their literature will include choreographed movement as well as standard repertoire. The choir will participate in at least two festivals in which they are adjudicated. Students are expected to participate in all performances as scheduled by the director.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*

## **WOMEN'S ENSEMBLE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is a beginning experience in treble ensemble singing. The students will learn music and perform at all major school concerts. This ensemble may participate in choral festivals as well as learning fundamental musicianship skills. The students will also acquire the musical experience that should result in a positive attitude toward music, a better understanding of music, and a greater skill in experiencing music. Students are expected to participate in all performances as scheduled by the director.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*

# Theatre



## **PLAY WRITING**

Grade(s): 10-12

Credits: 5

Length: Semester

Prerequisite: Grade of "C" or higher in Theatre I or recommendation of Theatre or English instructor.

This course is an introduction to the basic techniques of structure and dialogue in playwriting. Written exercises must be submitted and discussed to identify dramatic events. Scenes will be read and acted by the author and his/her classmates. Curriculum includes discussion of major playwrights in history from ancient Greece to modern times, idea/plot development, character analysis and elements of theatre and theatre design. Students will initiate the development of a one-act play or the first act of a three-act play.

*Meets one-half of Fine Arts Graduation Requirement*

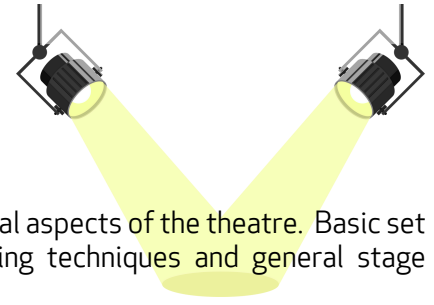
## **STAGECRAFT**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Theatre I or Theatre II with a "C" or higher or instructor's approval



Stagecraft is a theatre arts course designed to introduce the student to the technical aspects of the theatre. Basic set and lighting terminology, practical construction tasks, prop construction, painting techniques and general stage maintenance are topics covered in this class.

*Meets Fine Arts Graduation Requirement*

## **THEATRE I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to provide the beginning theatre student with an introduction to the art of acting. The lectures and exercises given are intended primarily as a means to make him/her aware of, and to improve his/her control over, bodily movement, vocal instrument, imagination, concentration, and observation. Included in the course is the development of a basic knowledge of acting theory, criticism, play analysis, theatre practices, terminology and several aspects of technical theatre. A brief overview of the history of the theatre will also be explored.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*



## **THEATRE II**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: A grade of "C" or higher in Theatre I and auditions

This course is designed to provide the intermediate theatre students with an extension of the introduction to the art of acting explored in Theatre I. The lectures and exercises given are intended primarily as a means to make him/her aware of, and to improve his/her control over, bodily movement, vocal instrument, imagination, concentration, and observation. Included in the course is the review and extension of a basic knowledge of acting theory, criticism, play analysis, theatre practices and terminology.

*Meets the Fine Arts Graduation Requirement  
May be repeated for credit  
Meets the "f" UC/CSU a-g Requirement*

# Other

## **BALLET FOLKLORICO**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to expose students to the history and culture of the Mexican people, through its music and dance. This course will introduce students to the basic skills necessary to learn Mexican folklórico dance. This course will also allow the students to learn basic performing skills. It also provides instruction in the aesthetic, cultural, and historical dimensions of Mexican folklórico dance tradition. Each year a specific repertoire of dances from various regions of greater Mexico will be taught in preparation for public performances both on and off campus. Ballet Folklórico is designed for work at a beginning level to build upon and refine technique, styles, and overall knowledge regarding the production, art and heritage of folklórico dance. There will be a strong emphasis on a student directed lecture demonstrations, performances, and touring. College and career opportunities will also be explored.

*Meets Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

*May be repeated for credit*



# Physical Education

## Summary of Courses

Achievement  
& Innovation



### **Basic Physical Education**

- Aerobics
- Basketball
- Field Sports
- Modified Physical Education
- Physical Education I
- Physical Education II
- Soccer
- Tennis
- Weight Training
- Soccer, Advanced
- Softball, Advanced
- Swimming, Advanced
- Tennis, Advanced
- Track, Advanced
- Volleyball, Advanced
- Water Polo, Advanced

### **Advanced Physical Education**

- Advanced Strength and Conditioning
- Baseball, Advanced
- Basketball, Men's Advanced
- Basketball, Women's Advanced
- Dance Technique I
- Dance Technique II
- Football, Advanced
- Football, Weights Advanced
- Pep Squad

### **Alternative PE Credit Courses**

- Agriculture Advanced Horsemanship
- Color Guard
- Horsemanship\*
- Marching Band
- Percussion Ensemble
- Walking for Health

In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

Students in grades 10-12 must continue to take PE until they have passed the California Physical Fitness Test.

# Basic Physical Education

## **AEROBICS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Physical Education I and enrollment in grades 10-12

This is a unique fitness program that combines the benefits of a good cardiovascular workout with the appeal of dancing to music. In addition to cardiovascular conditioning, the course is designed to build strength, firm and tone muscles, develop flexibility, and release tension.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

## **BASKETBALL**



Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Physical Education I and/or enrollment in grades 10-12

This physical education class provides the underpinnings for further achievement in basketball. Skills developed include shooting, stance, rebounding, passing, and ball handling.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

## **FIELD SPORTS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Physical Education I and/or enrollment in grades 10-12

This course is designed to teach students the fundamental skills of the games of soccer, football, softball, and basketball. This course will increase students' competitive skills and their ability to function cooperatively with other students.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

## **MODIFIED PHYSICAL EDUCATION**

Grade(s): 9-12

Credits: 5/10

Length: Semester/Year

Prerequisite: IEP or 504 placement or doctor's written prescription detailing the condition and the specific limitations and/or capabilities. (Course designed for students on IEP/504 Plan)

Adaptive physical education is designed for students who have a medical condition that prevents them from enrolling and participating in a regular physical education class.

*Meets the Physical Education Graduation Requirement*

## **PHYSICAL EDUCATION I**

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: Enrollment in 9th grade

This class provides beginning-level conditioning skills in the areas of swimming, field sports, and court sports. The sports may vary according to facility and equipment availability. In addition to conditioning skills such as running and calisthenics, basic game skills, strategies, and rules will be emphasized. Students are required to wear the physical education uniform for this class, which consists of any combination of navy blue, gray or white tee-shirts, shorts or sweats, plus tennis shoes. Only school logo or plain clothes may be worn. Students may bring their own clothes from home or purchase the school's physical education clothing.

*Meets the Physical Education Graduation Requirement*

## **PHYSICAL EDUCATION II**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Physical Education I



Physical Education II includes a wide variety of physical activities designed to develop the skills and knowledge essential to the pursuit of lifetime fitness. The instructional program implements the California Physical Education Framework and team-teaching strategies that may be used to enhance the learning environment. The units of study in Physical Education II are individual/dual/team sports, fitness, aquatics and self-defense. Each unit emphasizes analysis of movement skills as well as the relationship between physical education and personal/social development.

*Meets the Physical Education Graduation Requirement*

## **SOCCER**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Physical Education I and/or enrollment in grades 10-12

This course is designed to teach students the fundamental skills of the game of soccer and to increase students' competitive skills and their ability to function effectively on teams.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

## **TENNIS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Physical Education I and/or enrollment in grades 10-12



This course provides a basic understanding of tennis. Students learn the forehand, backhand, serve, and scoring, as well as care of equipment. Lobs and volleys are introduced.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

## **WEIGHT TRAINING**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Physical Education I or II and/or enrollment in grades 10-12

This course is an intermediate physical education class designed to develop total body strength from novice level through advanced. Further, it touches the areas of basic muscular anatomy, type of workouts, and body movement.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

# Advanced Physical Education

## **ADVANCED STRENGTH AND CONDITIONING**

Grade(s): 9-12

Credits: 5/10

Length: Semester/Year

Prerequisite: None

Advanced Strength and Conditioning is an Advanced Athletic course providing Strength Training and Conditioning to the Varsity sport athletes. Athletes will learn advanced lifting, programming, spotting, nutritional, and active lifelong fitness strategies. A rotating schedule will allow Head Coaches to focus on sport specific techniques with smaller group settings. Increases in Strength and Conditioning improve both athletic performance and individual health, while simultaneously increasing injury prevention.

*Meets the Physical Education Graduation Requirement*

## **BASEBALL, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval



Advanced Baseball is designed for students wishing to refine their baseball skills. Topics covered include: batting, bunting, throwing, fielding, and sliding. This class is for athletes who plan to be on the high school baseball team in the spring.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

## **BASKETBALL, MEN'S ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course emphasizes individual development in basketball skills, techniques, and rules. Emphasis is also upon proper strength training, agility, conditioning, and flexibility. It is primarily for freshmen basketball players and certain junior varsity players. Second semester is for younger candidates who have made the high school basketball teams.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*



## **BASKETBALL, WOMEN'S ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course emphasizes individual development in basketball skills, techniques, and rules. Emphasis is also upon proper strength training, agility, conditioning, and flexibility. This course is for student athletes who plan to compete on the high school basketball team in the winter.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*



## **DANCE TECHNIQUE I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This year long course is designed to introduce students to beginning level concepts in jazz, ballet and modern dance technique. Students will explore these dance forms and improvisational movements while observing, analyzing and critiquing their own works and those of others to monitor growth in dance skills and performances. The student will develop a lifetime appreciation for the art of dance as well as become more physically fit, increase muscle memory, gain strength, improve stamina and increase flexibility. Training will include assisting students in developing the technical skills of dance and relationship between their persona and body. Students will gain hands-on experience by concurrent dance instruction and/or formal and informal performances in front of an audience.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*



## **DANCE TECHNIQUE II**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: PE Dance Technique with a C or better OR one year of dance technique equivalent within the last two years with teacher approval.

This year long course is designed to introduce students to intermediate level concepts in jazz, ballet and modern dance technique. Students will explore ballet, modern and jazz dance forms and improvisational movements at the intermediate level. Students will observe, analyze and critique their own works and those of others to monitor growth in intermediate dance skills and performances. Students will also examine the role of dance in history and culture. The student will develop a lifetime appreciation for the art of dance as well as become more physically fit, increase muscle memory, gain strength, improve stamina and increase flexibility. Training will include assisting students in developing the technical skills of dance and relationship between their persona and body. Students will gain hands-on experience by concurrent dance instruction and/or formal and informal performances in front of an audience.

*Meets the Physical Education/Fine Arts Graduation Requirement*

### **FOOTBALL, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval



This course emphasizes individual development in football skills, techniques, and rules. Intense emphasis is also placed upon strength development, agility, flexibility, and conditioning. It is primarily for varsity football players first semester. Second semester is for returning players and selected freshmen and junior varsity (those who show the maturity level and strength level for this more intense class) candidates.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

### **FOOTBALL, WEIGHTS ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course emphasizes individual development in football skills, techniques, and rules. Emphasis is also upon strength training, agility, conditioning, and flexibility. It is primarily for freshmen football players and certain junior varsity players. Second semester is for younger candidates for the high school football teams.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

### **PEP SQUAD**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course provides the opportunity for students to increase their knowledge of pep squad skills. Students gain knowledge of fitness, health, safety, and the social skills required to work as a member of a team. Students learn routines for each squad. Students practice the concepts of teamwork, trust, and discipline required for the success of any routine or performance.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

### **SOCCER, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This class is designed to teach the fundamentals of soccer. Emphasis will be on offensive and defensive strategy and tactical understanding of the game by using combination drills and small side games.

*Meets the Physical Education Graduation Requirement  
May be repeated for Credit*

### **SOFTBALL, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

Softball skills will be developed for the student interested in competitive softball. Emphasis is on team play, game strategies, and skill development. This course is designed for athletes who plan to be on the high school softball team in the spring.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

### **SWIMMING, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval



This class is designed to cover competitive swimming, fundamentals of self-rescue, and develop excellent aquatic skills. This course is designed for athletes who plan to be on the high school swim team in the spring.

*Meets the Physical Education Graduation Requirement  
May be repeated for Credit*

### **TENNIS, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This is a course to develop skills, strategies, and techniques of tennis to enable a student to try out for tennis at the competitive level. Special emphasis will be placed on the fundamentals of serving, ground strokes, and net play. This course is designed for athletes who plan to be on the high school tennis team.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

### **TRACK, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course emphasizes individual development with the various skills/events included in the area of track and field competition. This course is designed for athletes who plan to be on the high school track team in the spring.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

### **VOLLEYBALL, ADVANCED**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

Volleyball skills will be developed for the student interested in competitive volleyball. Emphasis is on team play, game strategies, and skill development. This course is for athletes who plan to be on the high school volleyball team in the fall.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*

### **WATER POLO, ADVANCED**

Grade(s): 9-12

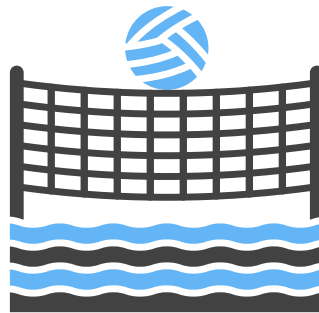
Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course is designed for students thoroughly familiar with the game of water polo and with previously developed skills in the game. This class provides the foundation for further achievement in water polo and swimming. Topics covered include proper stroke technique, game strategy, and conditioning.

*Meets the Physical Education Graduation Requirement  
May be repeated for credit*



## **Alternative PE Credit Courses**

### **AGRICULTURE ADVANCED HORSEMANSHIP**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Ag Bio and Horsemanship or Veterinary Science

This course is designed for students who have previously taken the Horsemanship course and are interested in gaining further equine knowledge and skills. Advanced Horsemanship will take a deeper look into equine anatomy and physiology, health and disease management, reproduction and breeding, evaluation and selection, behavior and training, the various riding disciplines, business aspects and career opportunities. Students will be involved in a hands-on activity for their Supervised Agriculture Experience project; it is recommended that this project be in the equine field. Participation in FFA leadership activities is an integral part of this course. FFA & SAE required.

*Meets Vocational Arts or Physical Education Graduation Requirement  
May be repeated for credit*

## **COLOR GUARD**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course enhances the performing talents of students in the field of fine arts. Students who join will have the opportunity to perform at all home football games, concerts, field tournaments, band reviews, and parades during the first semester. Second semester is devoted to competitions through Winter Guard International and WGASC. Attendance at all rehearsals and performances is required.

*Meets the Fine Arts or Physical Education Graduation Requirement  
May be repeated for credit*



## **HORSEMANSHIP\***

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed for students who are interested in pursuing a career or hobby within the horse industry, whether that be training, showing, becoming a veterinarian, a farrier, or much more. Horsemanship will open new doors and possibilities for the animal-lover. Instruction will provide a survey of basic equine anatomy and physiology, conformation, soundness, grooming techniques, groundwork, tacking procedures, riding basics, exercise routines, feed/nutrition, health management, disease, various breeds, and facility design. Students will be involved in a hands-on activity for their Supervised Agriculture Experience project. Participation in FFA leadership activities is an integral part of this course.

*Meets Vocational Arts or Physical Education Graduation Requirement  
May be repeated for credit*

## **MARCHING BAND**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval

This course will provide a seventh-period for group instruction and practice on the various band instruments, marching, and color guard work. The marching band members will perform at football games, parades, band reviews, field shows, drum shows, color guard shows, concerts and other similar activities. Attendance at all rehearsals and performances is required.

*May be repeated for credit  
Meets the Fine Arts or Physical Education Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **PERCUSSION ENSEMBLE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Instructor's approval and/or audition

This course provides group instruction and practice on various percussion instruments and marching. The Percussion Ensemble will perform as part of the Marching Band at all home football games, parades, concerts, and other similar activities. Attendance at rehearsals and performances is required.

*Meets the Fine Arts or Physical Education Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*

## **WALKING FOR HEALTH**

Grade(s): 10-12

Credits: 5

Length: Semester

Prerequisite: Instructor and/or Coordinator approval

This class is designed to be molded to specific needs of students who may have special needs or need to improve their basic fitness level. Most activities will be building blocks to create a general fitness level that will be appropriate for most students in the class. This class is ideal to prepare students to participate in a more rigorous Physical Education class. The low impact, low cardio demand will allow students to build their cardio and fitness level to succeed in a more demanding Physical Education class.

This course can also be used as a class to mainstream a possible adapted Physical Education student needing low impact fitness training. Activities may include, but not be limited to, walking the track, walking around the athletic fields, climbing stadium stairs, working out in the fitness room and participating in other aerobic activities.

*Meets the Physical Education Graduation Requirement*

*May be repeated for credit*

# Science

## Summary of Courses

Achievement  
& Innovation



- Advanced Integrated Agriscience
- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement Environmental Science
- Advanced Placement Physics I
- Advanced Placement Physics II
- Agriculture Earth and Space Science (Includes: AESS-1, AESS-4)
- Agriscience Biology (Includes: AB-1, AB-4)
- Biology (Includes: Bio-1, Bio-4, and DLI)
- Biology and Agriscience
- Chemistry (Includes: Chem-1, Chem-4, and DLI)
- Earth and Space Science (Includes: ESS-1, ESS-4, and DLI)
- Honors Biology
- Honors Chemistry
- Honors Physics
- Life Skills Science
- Physics



In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.



## **ADVANCED INTEGRATED AGRISCIENCE**

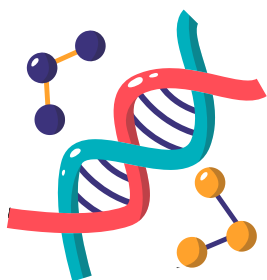
Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: None

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.



*Meets the Vocational Arts or Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT BIOLOGY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Biology and Chemistry and the completion of Math I with a grade of "B" or higher. Commitment to prepare for and take the Advanced Placement Exam. AP contract on file.

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course. It is designed to be taken by students after successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

*Meets the Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT CHEMISTRY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Successful completion of Chemistry and Math I and concurrent enrollment or completion of Math II. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

Advanced Placement Chemistry provides students with the opportunity to acquire the knowledge and skills necessary to take and to pass the AP Chemistry test administered in May. It is the equivalent of a general chemistry course usually taken during the first year of college. Students must have strong analytical and mathematical skills for success in this course. A primary goal of the course is for students to attain a depth of understanding of fundamental concepts and to be competent in dealing with general chemistry problems.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Recommended "B" or higher in Math I. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of natural work, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is an interdisciplinary science course combining geology, biology, environmental studies, environmental science, chemistry and geography.

*Meets the Physical Science Graduation Requirement*

*Meets the "d" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT PHYSICS I**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Successful completion of Math II with a "B" or higher and have completed or are concurrently enrolled in Math III. AP Contract on file.

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion): work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

*Meets the Physical Science Graduation Requirement*

*Meets the "d" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT PHYSICS II**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Successful completion of AP Physics 1 or equivalent and have completed or are concurrently enrolled in an advanced mathematics course (MIII or higher). AP contract on file.

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

*Meets the Physical Science Graduation Requirement*

*Meets the "d" UC/CSU a-g Requirement*

## **AGRICULTURE EARTH AND SPACE SCIENCE (Includes: AESS-1, AESS-4)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is an introduction to the field of Earth Science. Areas of study include models of the earth, the earth's chemistry and history, rocks and minerals, energy, plate tectonics and earthquakes, volcanoes, weathering and erosion, the ocean, weather, climate and atmosphere, and the solar system. Special focus in the class is an understanding of how the Earth, weather and the management of natural resources impacts the agriculture industry. Students are required to participate in leadership development and an SAE project.



*Meets Physical Science Graduation Requirement*

*Meets the "d" UC/CSU a-g Requirement*

## **AGRISCIENCE BIOLOGY (Includes: AB-1, AB-4)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Concurrent enrollment in Math I or higher.

Students will master an understanding of the nature of living things, their environment, and their relationships with man. The student will know unity, interaction, continuity, and diversity of life. The major concepts that will be covered are cell biology, genetics, stages of maturation, ecology, evolution, and physiology. Students will have access to up-to-date laboratory equipment, science equipment, and technology. The student will be involved in an agriculture project as a "hands – on" application of classroom knowledge. Participation in leadership development activities through FFA is an integral part of this course. FFA & SAE required.

*Meets Life Science Graduation Requirement*

*Meets the "d" UC/CSU a-g Requirement*

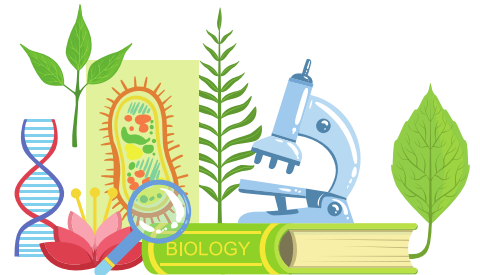
## **BIOLOGY (Includes: Bio-1, Bio-4, and DLI)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: Concurrent enrollment in Math I or higher



Biology is an advanced laboratory science course covering Next Generation Science Standards which include: Science and Engineering practices, DNA Structure and Function, Mitosis, Genetics, Hierarchy and Body systems, Ecology, Matter and Energy in Organisms and Ecosystems, Independent Relationships in Ecosystems, Natural Selection and Evolution, and Biodiversity and Human Impact.

*Meets the Life Science Graduation Requirement*

*Meets the "d" UC/CSU a-g Requirement*

## **BIOLOGY AND AGRISCIENCE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Biology and Agriscience 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. Students also complete a supervised agriculture experience (SAE) project.

*Meets the Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **CHEMISTRY (Includes: Chem-1, Chem-4, and DLI)**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Math I with a minimum letter grade of a "C" or higher. Concurrent enrollment in a college preparatory math class (Math II recommended). Completion of Biology course prior to enrollment into this course is recommended.

The aim of the course is to enable students to develop a better understanding of their physical world. The central theme of the course is the basic principle that the properties of matter are a consequence of the structure of matter. The course takes a balanced approach in accomplishing this by combining chemical theories, concepts, and quantitative problems with applications and current practice of chemistry to develop interest and curiosity of students. A percentage of the course is devoted to a laboratory program. This portion of the course actively involves the student in determining the relationship between experimental evidence and scientific belief.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **EARTH AND SPACE SCIENCE (Includes: ESS-1, ESS-4, and DLI)**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course serves as the foundational course for the Earth and Space Sciences and Engineering Design in the Next Generation Science Standards. Students will learn the societal importance of geological studies, basic matter and chemical principles, natural resources, energy, geologic history, plate tectonics, the effects of weathering and erosion, oceanography, climate and weather, and astronomy.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



## **HONORS BIOLOGY**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: 9th Grade: "C" or higher in Accelerated Math 8/Mathematics I or "B" or higher Math 8 and Science 8; 10-12th Grade: "C" or higher in Math I. Teacher recommendation.

Honors Biology is an expanded laboratory science course covering the NGSS which includes: Science and Engineering practices, DNA Structure and Function, Mitosis, Genetics, Hierarchy and Body systems, Ecology, Matter and Energy in Organisms and Ecosystems, Independent Relationships in Ecosystems, Natural Selection and Evolution, and Biodiversity and Human Impact. In addition to the basic topics mentioned, the course also covers advanced topics like philosophy of science, current concepts/theories, history of biology/philosophy, genetic engineering and related topics.

*Meets the Life Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **HONORS CHEMISTRY**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of Biology/Honors Biology with a grade of "B" or higher. Permission of instructor or previous science instructor and concurrent enrollment in Math II or higher is recommended. This course is taken by honors students in lieu of Chemistry.

This is an advanced introductory chemistry course that covers NGSS. The aim of the course is to enable students to develop a better understanding of their physical world and to prepare students for the rigors of a "like college" course. The central theme of the course is the basic principle that the properties of matter are a consequence of the structure of matter. The course takes a balanced approach in accomplishing this by combining chemical theories, concepts, and quantitative problems with applications and current practices of chemistry to develop interest and curiosity of students. Twenty-five percent of the course is devoted to a laboratory program. This portion of the course actively involves the student in determining the relationship between experimental evidence and scientific belief.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **HONORS PHYSICS**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Completion or concurrent enrollment in Math III or higher. Completion of Chemistry/Honors Chemistry

Honors Physics explores the basic nature of our universe. This includes motion, forces, energy, matter, heat, sound, light, and atomic structure. Great emphasis is placed on developing students' problem-solving, laboratory, and engineering skills. Learning the proper study skills for introductory college science courses is an important goal of this course. Students learn science as a multi-disciplinary endeavor. The limitations of science are stressed, giving students the ability to evaluate new technologies.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*

## **LIFE SKILLS SCIENCE**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Functional Skills classes are a combination of academic skills and daily living skills necessary to participate as independently as possible in the community.

The Functional Skills program is a self-contained special education classroom for students with disabilities in grades seven through twelve. Functional Skills is a blend of functional academics and daily living skills.

The mission of the Functional Skills program is to help students become functioning members of their own communities to the fullest extent possible through a functional blend of academics and life skills.

The specific areas covered in the Functional Skills program in addition to functional academics are as follows:

- Managing personal finances
- Selecting and managing a household
- Caring for personal needs
- Safety awareness
- Growing, preparing, and consuming food both at home and in the community
- Safety awareness
- Exhibiting responsible citizenship
- Using recreational facilities and engaging in leisure time activities
- Personal and public transportation
- Using community resources
- Occupational skills
- Knowing and exploring occupational choices
- Selecting and planning occupational choices
- Exhibiting appropriate work habits and behavior
- Seeking, securing, and maintaining employment
- Obtaining specific occupational skills
- Transition planning
- Using appropriate social skills with friends, co-workers, and other citizens
- Communication
- Technology and the applications for daily life
- Social skills
- Character building
- Self-awareness development
- Self-confidence development
- Self-advocacy
- Socially responsible behavior
- Interpersonal skills development
- Achieving independence
- Problem solving skills
- Guardianship and future planning for adulthood

The Individualized Education Plan (IEP) designates the specific learning plan for each student during the school year in addition to the functional academics and is enhanced with additional life skills and necessary topics to assure that each student is as prepared as possible for life after high school.

*Course may be repeated*

## **PHYSICS**

Grade(s): 10-12

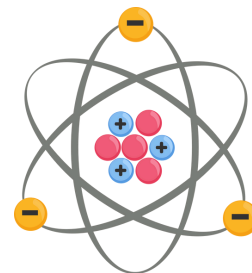
Credits: 10

Length: Year

Prerequisite: Concurrent enrollment in Math III or higher is recommended.

The aim of this course is to develop in students the ability to recognize and know physical laws. For those students entering college at a later time, acquaintance with physics provides them with the building blocks for intensive studies of other science courses they will experience. The central theme of this course, the interrelationship between matter and energy, applies to all science. The course takes a balanced approach to understanding this theme of combining physical laws, theories, and concepts with applications and current practices.

*Meets the Physical Science Graduation Requirement  
Meets the "d" UC/CSU a-g Requirement*



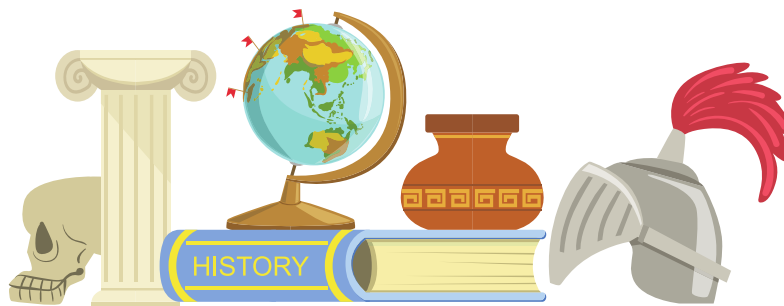
# Social Science

## Summary of Courses

Achievement  
& Innovation



- Advanced Placement European History
- Advanced Placement Government and Politics: United States
- Advanced Placement Human Geography
- Advanced Placement Psychology
- Advanced Placement United States History
- Advanced Placement World History
- American Civil Rights Movement
- American Government (Includes: AG-1, AG-4, and DLI)
- Economics (Includes: Econ-1, Econ-4, and DLI)
- Ethnic Studies Foundations
- Ethnic Studies Seminar
- Honors World Geography
- Introduction to Philosophy
- Life Skills Social Studies
- Mexican American/Chicano Studies
- Positive Psychology
- Psychology
- Sociology
- United States History (Includes: USH-1, USH-4, and DLI)
- World Geography
- World History (Includes: WH-1, WH-4, and DLI)



In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.



## **ADVANCED PLACEMENT EUROPEAN HISTORY**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Successful completion of English 9 with a "B" or higher or Honors English 9 with a "C" or higher, teacher recommendation, and AP contract on file.

This course focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

*Meets the World History Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES**

Grade(s): 12

Credits: 10

Length: Year

Prerequisite: Student commitment to prepare for and take the AP exam.

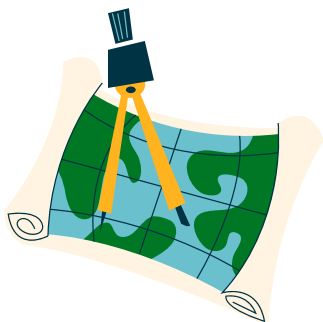
AP contract on file.



This course examines the organization and function of national, state, and local government in the United States. Emphasis is placed on the citizen's relationship to each level of government. Political philosophies are comparatively analyzed. This course will make demands upon the student equivalent to those made in a college level political science course. Students are expected to take the Advanced Placement Exam administered in May. Students develop the knowledge and skills identified in State standards for this course.

*Meets the Government and Economics Graduation Requirements (with completion of full year)*

*Meets the "a" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: End of year grade of "B" or higher in most recent English course. AP contract on file.

AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

*Meets the World History Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT PSYCHOLOGY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Recommended "B" or higher in most recent English course. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The AP Psychology course stresses critical thinking, reading, and writing within the context of scientific methodology and questioning. Another goal of the course is to make sure that students understand how psychology applies to the real world.

*Elective credit only  
Meets the "g" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Students with a "B" or higher in World History and English 10. Successful completion of AP World History and student commitment to prepare for and take the Advanced Placement Exam. AP contract on file.

Advanced Placement United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will assess historical materials to determine their relevance to a given interpretative problem, their reliability and their importance and to weigh the evidence and interpretations presented in historical scholarship. This course will make demands upon the student equivalent to that of a full-year college level course. Students will be encouraged to take the Advanced Placement Exam for possible college credit.

*Meets the US History Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT WORLD HISTORY**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Completion of English 9 with a "B" or higher or Honors English 9 with a "C" or higher. Student commitment to prepare for and take the Advanced Placement exam. AP contract on file.

The purpose of the Advanced Placement World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 B. C. The era is global in focus following the intensifying international contacts among Asia, Europe, Saharan, and Sub-Saharan Africa. It examines the empires of China and Mesoamerica, the expansion of Islam, Mongol dominance, the period of new political units in Africa and Europe, cultural and social aspects, and trade.

*Meets the World History Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*

## AMERICAN CIVIL RIGHTS MOVEMENT: THE STRUGGLE FOR EQUALITY

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

The Civil Rights Movement is one of the most significant and exciting sources of social change in the United States during the 20th Century. This course examines and evaluates the 100-year struggle for social, political, and economic equality from the time of slavery and post-Civil War Reconstruction through the 1960s fight for the end of racial segregation and equal rights and opportunities for all African Americans, other minority cultures and women.

*Meets the Social Science Graduation Requirement*



## AMERICAN GOVERNMENT (Includes: AG-1, AG-4, and DLI)

Grade(s): 12

Credits: 5

Length: Semester

Prerequisite: None

This course in American Government is concerned with the organization and function of the national state and local government in the United States. Emphasis is placed upon the citizen's relationship to each level of government. World government philosophies are reviewed and comparatively analyzed. Service-learning hours can be a component of the class.

*Meets the Social Science Graduation Requirement  
Meets the "a" UC/CSU a-g Requirement*

## ECONOMICS (Includes: Econ-1, Econ-4, and DLI)

Grade(s): 12

Credits: 5

Length: Semester

Prerequisite: None

Economics introduces the students to the basic principles of economics and the fundamental operations of the American system of free enterprise. The students will learn about effective decision making, using microeconomic and macroeconomic theory in terms of supply and demand, the Federal Reserve System, energy and economics, as well as the comparison of other economic systems of the world.

*Meets the Social Science Graduation Requirement  
Meets the "g" UC/CSU a-g Requirement*



## **ETHNIC STUDIES FOUNDATIONS**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None

Ethnic Studies Foundations will emphasize essential ethnic studies concepts, such as race, class, identity, gender, and sexuality. Students will first gain an understanding of “ethnic studies” by studying the history of ethnic studies as well as a brief history of historically marginalized groups in the United States. Within each unit, students will sharpen their critical thinking skills as they analyze different literature, media, and art pieces that connect to the core ethnic studies concepts and to their identity. This one semester course will culminate with a presentation that answers the class’ essential questions: “How does ethnic studies apply to me today? How will ethnic studies shape my educational path?”

Ethnic Studies Foundations is an interdisciplinary field of study that encompasses elements of many subject areas including elements of history, literature, economics, sociology, anthropology, and political science. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion. The course will also focus on an in-depth comparative study of the history, politics, culture, contributions, challenges and status of racial, ethnic and other marginalized groups in the United States today.

*Meets the Elective Graduation Requirement*

*Meets the “g” UC/CSU a-g Requirement*

*Meets the Ethnic Studies Graduation Requirement (class of 2030)*

## **ETHNIC STUDIES SEMINAR**

Grade(s): 10-12

Credits: 5

Length: Semester

Prerequisite: None

This course provides an introduction to the interdisciplinary field of ethnic studies, examining the experiences, histories, and contributions of various ethnic and racial groups in America. Through an exploration of personal and ethnic identity, local ethnic diversity, the achievements of all Americans, and opportunities for activism, students will develop a critical understanding of the complexities of race and ethnicity in our contemporary society.

*Meets the Elective Graduation Requirement*

*Meets the “g” UC/CSU a-g Requirement*

*Meets the Ethnic Studies Graduation Requirement (class of 2030)*

## **HONORS WORLD GEOGRAPHY**

Grade(s): 9

Credits: 10

Length: Year

Prerequisite: Successful completion of US History and English in the 8th grade (C or higher)



Honors World Geography is a college-preparatory course (for 10th grade AP World History). The course is covered conceptually and explores topics such as Physical Geography, Human Geography, Change, Political Geography, Economics, and Globalization. This course will include lecture, note taking, independent practice, group projects, cooperative learning, student led projects, document-based question analysis, essay and short writing assignments.

*Meets the World History Graduation Requirement*

*Meets the “a” UC/CSU a-g Requirement*

## **INTRODUCTION TO PHILOSOPHY**

Grade(s): 10-12

Credits: 5

Length: Semester

Prerequisite: 10th grade: C or higher in Honors English 9; 11th & 12th Grade – C or higher in previous year's English class

Philosophy is a course designed to introduce students to the basic, fundamental issues and questions which have perplexed philosophers and thinkers over the centuries. Through the use of a combination of direct instruction, Socratic discussion and dialogue as well as readings of great philosophers, students will be exposed to and wrestle with the ideas of Plato, Descartes, Aquinas, Kant, Locke, and many others. Major issues to be addressed include philosophy of knowledge, philosophy of religion, philosophy of science, determinism, and ethics.

*Elective Credit Only  
Meets the "g" UC/CSU a-g Requirement*

## **LIFE SKILLS SOCIAL STUDIES**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Functional Skills classes are a combination of academic skills and daily living skills necessary to participate as independently as possible in the community.

The Functional Skills program is a self-contained special education classroom for students with disabilities in grades seven through twelve. Functional Skills is a blend of functional academics and daily living skills.

The mission of the Functional Skills program is to help students become functioning members of their own communities to the fullest extent possible through a functional blend of academics and life skills.

The specific areas covered in the Functional Skills program in addition to functional academics are as follows:

- Managing personal finances
- Selecting and managing a household
- Caring for personal needs
- Safety awareness
- Growing, preparing, and consuming food both at home and in the community
- Safety awareness
- Exhibiting responsible citizenship
- Using recreational facilities and engaging in leisure time activities
- Personal and public transportation
- Using community resources
- Occupational skills
- Knowing and exploring occupational choices
- Selecting and planning occupational choices
- Exhibiting appropriate work habits and behavior
- Seeking, securing, and maintaining employment
- Obtaining specific occupational skills
- Transition planning
- Using appropriate social skills with friends, co-workers, and other citizens
- Communication
- Technology and the applications for daily life
- Social skills
- Character building
- Self-awareness development
- Self-confidence development
- Self-advocacy
- Socially responsible behavior
- Interpersonal skills development
- Achieving independence
- Problem solving skills
- Guardianship and future planning for adulthood

The Individualized Education Plan (IEP) designates the specific learning plan for each student during the school year in addition to the functional academics and is enhanced with additional life skills and necessary topics to assure that each student is as prepared as possible for life after high school.

## MEXICAN AMERICAN/CHICANO STUDIES

Grade(s): 9-12

Credits: 5 (10 credits for Dual Immersion)

Length: Semester (Year for Dual Immersion)

Prerequisite: None

This course will focus on the history and cultures of Mexican-American and Chicano people both within and outside the United States. It is intended for students of all backgrounds and cultures. Students will examine the paths that led to the formation of the Chicano culture by analyzing ancient civilizations and studying the creation of a new civilization that came about from the European conquest. Students will develop an awareness of how the American society is, and has been, pluralistic and multicultural. Students will ultimately develop an appreciation and greater understanding for the richness and diversity of our society.

*Elective Credits*

*Meets the "g" UC/CSU a-g Requirement*

*Meets the Ethnic Studies Graduation Requirement (class of 2030)*

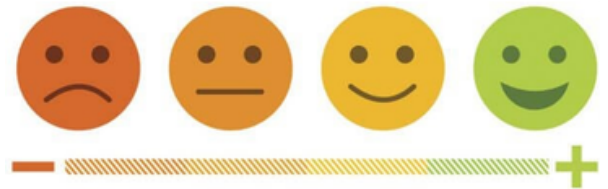
## POSITIVE PSYCHOLOGY

Grade(s): 10-12

Credits: 5

Length: Semester

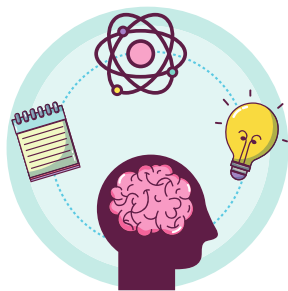
Prerequisite: None



The Positive Psychology course is a sub-discipline of psychology dedicated to exploring the positive traits, relationships, and experiences of humans that cultivate resilience, positivity, compassion, fulfillment, well-being, and happiness. Students will explore research findings in positive psychology and complete inventories to measure levels of happiness, resilience, grit, and other positive character traits. Students will learn and implement evidence-based practices that cultivate positive emotions and increase the ability to cope with stress and adverse life experiences. This course will include several experiential activities. In addition to readings, writings, and discussions to connect Positive Psychology to students' lives in a personally relevant manner.

*Meets the Elective Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*



## PSYCHOLOGY

Grade(s): 10-12

Credits: 5

Length: Semester

Prerequisite: None

This course introduces students to basic principles of psychology. Areas of study include: approaches to psychology, behavior, perception and motivation, principles of learning and intelligence, human development, personality, disorders and treatment, attitudes and beliefs.

*Elective Credits*

*Meets the "g" UC/CSU a-g Requirement*

## **SOCIOLOGY**

Grade(s): 10-12

Credits: 5

Length: Semester

Prerequisite: None

This is an introductory course designed to present the student with an overview of the process of scientific observation and an analysis of social behavior. Inquiry will be made into the social life of people and the resulting social products of group life. Emphasis will be placed upon the study of culture as a system of norms, the development of the personality, the processes of socialization, social order and control, the structure and future of the family, class and ethnic relations, human ecology and social change.

*Elective Credits*

*Meets the "g" UC/CSU a-g Requirement*



## **UNITED STATES HISTORY** (Includes: USH-1, USH-4, and DLI)

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

United States History examines the important events, ideas, people and movements of the United States in the 20th century. The course begins with two review units; the first covering the rise of democratic ideals and the ideological origins of the Founding Fathers and the American Revolution. The second review unit will emphasize the tests that shaped the new nation in the 19th century including industrialism.

The main study of the 20th century will focus on the topics delineated in the History-Social Studies Framework for California Public Schools. These will include, but not be limited to, the role of the federal government and courts in shaping United States society, establishment of civil and human rights for all Americans, the role of business and the economy in domestic and foreign affairs, effects of technology on American life and culture, and the continuing role of the United States as a world power in the 20th century. The course will be taught using primary sources, literature, drama, art, and technology to enhance the use of the text.

*Meets the US History Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*

## **WORLD GEOGRAPHY**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: None



World Geography introduces students to the basic principles of geography, land forms, weather, climate, water, natural resources, demographic make-ups, cultural geography, world languages and religions. Emphasis is placed upon major geographical regions of the seven continents including the Pacific World. Map skills will be emphasized and world regions will be comparatively analyzed.

*Meets the World History Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*



**WORLD HISTORY (Includes: WH-1, WH-4, and DLI)**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

This course examines major turning points in shaping the modern world, from the late 18th century to the present. The course starts with a review of the rise of democratic ideas. Students review the ethical principles of religions of the world and their profound influence on historical developments. The course focuses on the industrial revolution, rise of imperialism and colonialism, World War I and its consequences, totalitarianism, World War II, and nationalism in the modern world. The students gain an appreciation of cultural diversity while becoming acquainted with the major issues and events which bear upon a worldwide community of increasingly interdependent nations.

*Meets the World History Graduation Requirement*

*Meets the "a" UC/CSU a-g Requirement*

# Visual Arts

## Summary of Courses

Achievement  
& Innovation



- Advanced Ceramics
- Advanced Drawing and Painting
- Advanced Placement Art and Design
- Advanced Placement Art History
- Animation
- Art Fundamentals
- Ceramics
- Crafts and Design
- Digital Photography 1
- Digital Photography 2
- Film Studies
- Floral Design
- Publications Design I
- Publications Design II
- Television Production
- Video Production



In all classes, instruction is modified for English Learners and students with a 504/IEP Plan using appropriate strategies to make content comprehensible in order to provide equal access to the core curriculum.

### *Articulated Courses with Riverside Community College*

Students who complete articulated courses with a "C" or higher (some courses do require "B" or higher) can earn college units for the equivalent course. Students must take 12 units at Riverside Community College (RCC) and then the course will be on their transcript at RCC. If a course is needed as a prerequisite for an advanced class at RCC, students who pass the articulated course in high school with a "B/C" or higher will have met the prerequisite and can take the advanced class upon entry to Riverside Community College.

## **ADVANCED CERAMICS**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Ceramics with a grade of "C" or higher or instructor's approval.



Advanced Ceramics is a class which further develops the basic techniques learned in Beginning Ceramics with a greater emphasis on sculpture, hand-building, or throwing on the wheel, while emphasizing individuality and creativity. Conceptual art will be emphasized for more advanced projects, including size combined with content.

*Meets the Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*



## **ADVANCED DRAWING AND PAINTING**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: A grade of "C" or higher in Art Fundamentals or instructor's approval.

This course is designed for the serious art student who wants to further develop drawing and painting skills. Emphasis will be on the development of visual and tactile perceptions.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **ADVANCED PLACEMENT ART AND DESIGN**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: Completion of an advanced art course with a grade of "C" or higher and commitment to complete outside work to fulfill the portfolio requirement. Commitment to prepare for and take the Advanced Placement exam. AP contract on file.

AP Drawing is a rigorous, college-level course that is designed for serious art students who are interested in pushing the boundaries of their knowledge and skill. Students develop the skills that artists and designers use, and create a portfolio of work that is assessed to produce their AP score. There are three portfolios to choose from, each geared toward a different focus; Drawing, 2-D art and design, and 3-D art and design.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*



## **ADVANCED PLACEMENT ART HISTORY**

Grade(s): 11-12

Credits: 10

Length: Year

Prerequisite: A grade of "B" or higher in World History or teacher approval and commitment to prepare for and take AP Exam. AP contract on file.

This History of Art survey class is designed to expose students to an understanding of works of art and the times in which they were created. Students will develop the ability to discuss and write about works of art. They will become acquainted with major forms of artistic expression in our time as well as from other times and cultures. This course will be taught in two semesters. The first semester will cover Antiquity to the Middle Ages. The second semester will cover 1400 to present. Students may obtain college credit with a passing score on the Advanced Placement examination in May. Course includes 1-2 field trips.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **ANIMATION**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to teach students the basics of drawing for traditional animation. Drawing of basic shapes, character development, model sheets, turnarounds, introduction to the mechanics of motion, basic perspective and animation pencil test camera techniques will be an integral part of the course. The elements of art, principles of design and twelve principles of animation will be introduced and emphasized. Students will study the historical trends in animation and filmmaking and its impact on different cultures. The general format of classroom instruction will be a combination of lecture, demonstration, guided practice, hands-on investigations, video presentations and classroom discussions. Students must be self-motivated to succeed.

*Meets the Fine Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **ART FUNDAMENTALS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Art Fundamentals is the foundation course that introduces students to the California standards of art education. Students will work with various media and learn about the use of art elements and principles.

*Meets the Fine Arts Graduation Requirement*

*Students must take both semesters to Meet the "f" UC/CSU a-g Requirement*



## **CERAMICS**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None



Ceramics is a class designed to develop the student's knowledge and skill in working with clay. This course will introduce hand construction, wheel throwing, sculpture, glazing, and basic firing techniques. Creativity and craftsmanship will be stressed.

*Meets the Fine Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **CRAFTS AND DESIGN**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to develop student interest and understanding of many popular craft forms derived from cultures from around the world. It will introduce techniques, tools, and processes using the Elements and Principles of Design in the production of art that is both aesthetically pleasing and functional. A focus will be on learning about folk and craft arts from different time periods and cultures using a variety of media, including paper, fiber, metal, paint, and other materials. The course is aligned with the California Visual Arts Standards. Students will use creative problem-solving, and individual and group critiques with opportunities to describe, analyze, interpret, and judge their works of art.

*Meets the Visual Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **DIGITAL PHOTOGRAPHY 1**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

Digital Photography 1 will initiate and familiarize students with beginning concepts and practices of digital imaging. Key areas of camera proficiency will be shutter speed, aperture, and focal length. Programs utilized for post process editing of photographs will be Adobe Photoshop Mix and Adobe Lightroom. This introductory course will give practice for foundational photo and work skills for various technical careers and college opportunities after high school. Students will be prepared for further photography advancement in high school, college, or a technical career outside of college.

*Meets Fine Arts or Vocational Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **DIGITAL PHOTOGRAPHY 2**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: Digital Photography 1 with a grade of B or higher

Digital Photography 2 is the culminating photography course in the Design, Visual and Media Arts Pathway for commercial art. Students build on foundational skills developed in Digital Photography I using digital media as a primary means of communication and expression.

*Meets Fine Arts or Vocational Arts Graduation Requirement  
Meets the "f" UC/CSU a-g Requirement*

## **FILM STUDIES**

Grade(s): 9-12

Credits: 5

Length: Semester

Prerequisite: Successful completion of English 10



Film Appreciation will introduce students to the cinema, its history and development, through the study of classic and contemporary films. This course provides a general examination of the motion picture as a communicative art. Emphasis will be placed on exposing the class to a wide variety of styles and genres, as well as formulating and justifying criticisms of the works. Screenings for this course include a broad range of films and film excerpts representing different time periods, cultures, and cinematic traditions. We will critically explore thought-provoking films and the creative approaches behind them, actively engaging with each work and developing an informed perspective through facilitated discussion, readings, class projects and activities.

*Meets the Fine Arts Graduation Requirement*

## **FLORAL DESIGN**

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

This course is the culminating course of the ornamental horticulture pathway. In this course, students learn the design and artistic elements of floral design along with an understanding of the floral industry and its place as an agricultural enterprise in California. SAE and career exploration projects required along with leadership and soft skill development.



*Meets Fine Arts or Vocational Arts Graduation Requirement*

*Meets the "f" UC/CSU a-g Requirement*

## **PUBLICATIONS AND DESIGN I**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

This course is designed to provide practical, applicable experiences with the ultimate goal being the publication of the yearbook. Students will explore topics that include writing copy, captions and headlines, interviewing, communication skills, photography, designing layouts, independent thinking skills and problem solving, responsibility and time management through deadlines. Students enrolled in the course will be expected to assume the responsibilities and self-discipline necessary to contribute to the success of the organization. This course teaches applicable, real-world skills including: meeting deadlines, collaboration, advanced technological skills, communication, and responsibility.

*Meets Elective Graduation Requirement*

*Meets the "g" UC/CSU a-g Requirement*

## **PUBLICATIONS AND DESIGN II**

Grade(s): 10-12

Credits: 5/10

Length: Semester/Year

Prerequisite: Publications and Design I

Publications and Design II will develop a student's perceptual and design skills using photography and Adobe programs to design and publish the school yearbook. Through the course students will learn the basics of InDesign, Photoshop, and photography. Students will then apply the principles of design to create the pages, images, and edit their work to create the final product. Students will also develop career related skill sets as they learn to maneuver Adobe programs, use cameras in a variety of settings, strive to meet deadlines, make informed judgments about image and presentation, and the impact of media choice.

*Meets the Elective Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*



## **TELEVISION PRODUCTION \***

Grade(s): 10-12

Credits: 10

Length: Year

Prerequisite: None

Television Production is a capstone level course designed to acquaint students with basic principles of television production, including operation of equipment, program development and live to tape (online) productions. Students will write, produce, direct and create a variety of projects, including interviews, entertainment and instructional programs. Students will be trained in ethics, acceptable procedures and practices within the industry, and television production opportunities.

*Meets the Vocational Arts or Fine Arts Graduation Requirement*

*May be repeated for credit*

*Meets the "f" UC/CSU a-g Requirement*



## **VIDEO PRODUCTION**

Grade(s): 9-12

Credits: 10

Length: Year

Prerequisite: None

Video Production is a course designed to acquaint students with digital video equipment, basic video production principles, ethics, basic editing, acceptable procedures and practices within the industry, and video production opportunities. This course may be repeated for additional credit with instructor's approval. This course may be taken two periods per semester with instructor's permission. Students will learn artistic aspects of film and video.

*Meets the Fine Arts or Vocational Arts Graduation Requirement*

*Articulated to RCC Introduction to Video Production TEL 67*

*Meets the "f" UC/CSU a-g Requirement*



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