

Big Bear High School

Course Handbook

2019/2020



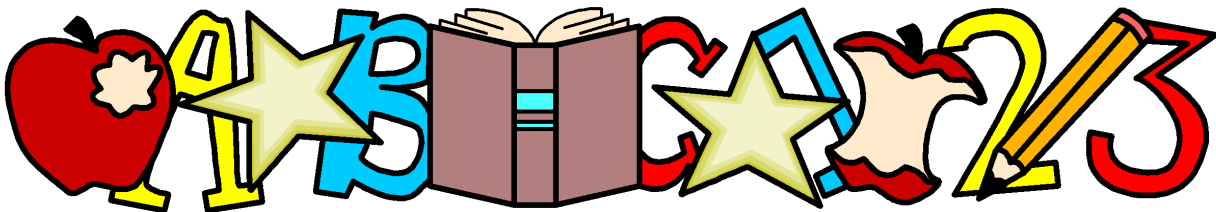
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Principal's Message

Dear Student;

High school is a time of great excitement. The class workload and extracurricular activities will increase and make demands on your time. You will be expected to attend school regularly, complete all assignments, and behave appropriately. Your years with us will be filled with many new learning opportunities.

We offer a complete academic program with the flexibility to meet your individual needs. Students entering the job market after high school will find that only the most qualified graduates are hired. Recent trends indicate that employers will demand even higher levels of competence in the core academic skills. A carefully planned high school program will be essential to future success in the world of work.

It is our desire to have you choose to attend a college, university, branch of the military, or trade school. Regardless of your choice, you will discover the competition for jobs has increased and so has competition for entrance into college. The best opportunity for acceptance by the school of your choice is the successful completion of a strong, well-planned academic program in high school.

The information provided in this course catalog will help you and your parent(s) plan your high school program. Please contact the school counseling office if you need assistance.

The Big Bear High School staff is looking forward to providing an exceptional learning experience to every student attending Big Bear High School.

Sincerely,

Tina Fulmer
Principal

Belief Statement

We believe in obtaining the highest levels of academic, social and emotional growth for all students by:

- Ensuring that OUR HOUSE is a welcoming place, providing a nurturing learning environment that ensures physical and emotional safety.
- Respecting each other's gifts and diversity in an effort to strive for unity in our school and community.
- Enhancing self-esteem and self-respect through achievement.
- Creating an environment where teamwork and collaboration thrive.
- Challenging and preparing our students to be the best they can be.
- Creating a supportive partnership between our parents and school community where we share responsibility for student's academic and emotional growth that will last not just in school, but throughout life.
- Developing a district culture in which trust, kindness, honesty and open communication are valued and practiced daily.

Vision Statement

Big Bear High School will be a safe learning environment in which education takes place for the value of learning and where students and teachers work together toward common goals. At Big Bear High School, the unique talents and abilities of each individual are honored and respected.

Big Bear High School Student Outcomes

Upon graduation BBHS students will be able to ...

1. Read with comprehension, write with clarity, speak with confidence, and listen actively in all subject areas. Work collaboratively, cooperatively, and independently.
2. Demonstrate critical thinking through problem solving, analysis, and perseverance. Use a combination of research, logic, data, creativity, and mathematical reasoning to arrive at solutions.
3. Achieve workplace knowledge, skills, expectations and ethics that promote career success and lifelong learning. Use technology efficiently, intelligently, and ethically to enhance education.
4. Appreciate and participate in the arts through experiences and self-expression.
5. Exhibit good citizenship and show personal responsibility. Respect the rights, abilities, and diversity of others while working towards building a better community at school and beyond.

Big Bear High School Valedictorian Policy

The Valedictorian is the premier academic honor Big Bear High School can bestow upon a student. To be eligible for this honor, the student must meet the following requirements:

- 4 years of English: This must include 3 years of Honors English and 1 year of AP.
- 3 years of social studies: This must include 1 year of each of the following: Honors World History, AP U.S. History, and Honors Government/Economics.
- 4 years of math: This must include 2 years of AP math classes.
- 4 years of science: This must include one year each of the following: Biology, Chemistry, Physics, and AP Biology or AP Physics
- 4 years of the same World Language
- 1 year of a Visual and Performing Art (VAPA)
- 2 years of Physical Education
- 1 semester of Freshman Studies B (Health)

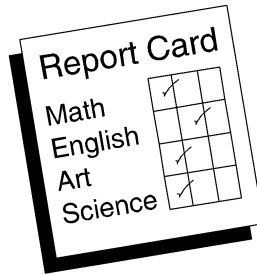
The Valedictorian GPA shall be calculated using only the un-weighted grades earned in the aforementioned courses taken at Big Bear High School within the school day.

Any student who has an expulsion or a stayed expulsion on their record will not be eligible for valedictorian honors.

Advisory Committee

Variations from this policy will be considered by the Advisory Committee.

Note: Transfer students must have earned 115 credits at Big Bear High School and 55 of these credits must be earned in their senior year. These transcripts will be reviewed by the Advisory Committee to determine eligibility for the honor of Valedictorian.



**Bear Valley Unified School District
Big Bear High School
Graduation Requirements**

In order to graduate from Big Bear High School, a student must earn a total of 220 semester credits. Within those 220 credits, the following courses are required:

English	English	4 years	40 credits
Social Science	World History	1 year	10 credits
	U.S. History	1 year	10 credits
	Principles of Government and Economics	1 year	10 credits
Mathematics	Mathematics	3 years	30 credits
Science	Life Science	1 year	10 credits
	Physical Science	2 years	20 credits
Physical Education	P.E./Conditioning	2 years	20 credits
Fine Arts or World Language	1 year of the same World Language or 1 year of Fine or Performing Arts	1 year	10 credits
Life Skills	Freshman Studies (Health)	1 semester	5 credits
Electives			55 credits



Minimum Requirement for High School Graduation and College Entrance

Required for High School Diploma

Each student must complete 220 units of designated course work to be eligible for a diploma from Big Bear High School.

Community Colleges (San Bernardino Valley, etc.)

High school diploma or equivalent, or 18 years of age are the only requirements for entrance into a community college.

Four Year Colleges/Universities

High School diploma with a minimum of the following College Prep courses:

English	4 years
Advanced Math	3 years
U.S. History	1 year
World History	1 year
World Language	2 years
Lab Science	2 years
Fine Arts	1 year
College Prep Elective	1 year

SAT or ACT is required by most four year colleges/universities. Two SAT subject tests may be required by some private colleges. Check with your intended college to be sure.

Note: These are minimum requirements. The UC system recommends 3 years of lab science, 4 years of advanced math, and 3 years of world language.



Other Important Information

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

College Assessment Tests- California community colleges require that you take assessment tests in reading, English, and math for placement. Each college has its own tests and you must contact them for test dates.

PSAT- This is a practice test for the SAT Test. For 10th and 11th grades, this test is the best way to assess your potential for the SAT Reasoning Test. You will receive your scores, test booklet, and the correct answers generally in December. This test serves the same purpose for 11th grade; however, it can also qualify a Junior for the National Merit Scholarship Program.

SAT Test and ACT Test- One of these two tests are required by most state and private colleges and universities. The SAT Test is the most widely accepted, although some out-of-state colleges do require the ACT. The SAT Test is offered in Big Bear in October, November, December, March, May, and June. You may take one of the tests at any time during high school-

SAT Subject Tests- The SAT Subject Tests might be required by some private schools. You must take these as well as the SAT Test or the ACT. The SAT Subject Tests are used both for entrance and placement. Ideally you should take these no later than October of your senior year. They are offered on the same dates.

Advanced Placement Tests- Students enrolled in A.P. classes may receive college credits for passing the National A.P. tests administered in May. Students enrolled in the A.P. courses are required to take the test in order to earn the additional point in the GPA which appears on the transcript. A.P. Biology, A.P. Physics, A.P. Calculus, A.P. Statistics, A.P. English, A.P. U.S. History, and A.P. Spanish tests are offered.

Tech Prep Agreements- Some technical preparation classes at Big Bear High School have Tech Prep Consortium agreements with various community colleges. Under these agreements, students may receive community college credit for some approved technical preparation courses.

College Prep Calendar

A college prep student has passed all proficiency tests and is taking the curriculum recommended by the UC and Cal State systems (A-G requirements). A student must earn a “C” in college prep courses in order for them to be accepted by colleges and universities. Below is a calendar detailing what a college prep student should be doing throughout high school to prepare for college.

- Aug/Sept:** **All grades**-Check your schedule to be sure you have all the classes you need. **Grade 11**- meet with your counselor to update your four-year plan. **Grade 11**-Visit as many college and university campuses as you can. **Grade 12**-Finalize your application choices for college. Visit any campuses you have not seen. Register for the October SAT Test (not in Big Bear) if you need one more chance to improve your scores. **Grades 10, 11, & 12**-Register for the November SAT Reasoning Test. **Grade 12**-Apply for the November SAT Subject Tests if you plan to attend any school that requires it.
- October:** **Grades 9 & 10**-meet with your counselor to update your four-year plan. **Grades 10 & 11**-Plan to take the PSAT. Register in the ASB Office (the cost is approximately \$15.00) as soon as you hear it announced in the bulletin. **Grade 12**-See your counselor for specific college applications and needs. Listen to the daily bulletin for specific dates and times. **Grade 12**-Listen to the daily bulletin for specific dates and times for CSU and UC application workshops. **Grades 10, 11, & 12**-Register for the November or December SAT Test. **Grade 12**-Apply to take the December SAT Subject Tests.
- November:** **Grade 12**-Fill out and turn in your applications for state financial aid. File your application for UC and Cal State Colleges and Universities. This needs to be done this month. **Grades 10 & 11**-Sophomores and juniors and their parents need to attend college planning meetings to discuss college plans. **Grades 10, 11, & 12**-Take the November SAT Test or SAT Subject Tests.
- December:** **Grade 12**-Pick up any scholarship materials advertised in the bulletin or on the Counseling Office bulletin board. **Grade 12**-Take the SAT Test if not done earlier in the school year or last school year. **Grades 11 & 12**-Attend the financial aid workshop given at school. Work on completing federal financial aid forms.
- February:** **Grade 11**-Female class leaders and good students should apply to the American Legion Girls State program. This is a leadership camp that provides excellent training in government and is favorably looked upon by colleges and universities.
- March:** **Grade 12**-You should start receiving news of acceptance to colleges. Applications for federal financial aid due (Cal Grant).
- April:** **Grades 10 & 11**-Apply for the June SAT Test in Big Bear.
- May** **Grade 12**-Send in “intent to register” deposits to the university you plan to attend.
- June:** **All grades**-Take the SAT Reasoning Test. **Grade 11**-Take the SAT Subject Tests, if necessary.
- Summer:** While traveling, visit college and university campuses. If your trip occurs during summer school, you may call the admissions office for a tour. This is crucial for juniors. Continue to read and think in order to improve skills for the SAT tests.

Honors and Advanced Placement Courses

As Big Bear High School believes that students should be challenged at their highest levels, a number of honors and AP courses are made available.

Honors English is offered for 9th through 11th grades. **Advanced Placement English** is available for seniors. Students in these classes are expected to have excellent writing skills and the ability and motivation to explore the English curriculum in greater depth than students enrolled in the regular program.

In our Social Science Department, **Honors World History** will be offered to 10th grade students. **Advanced Placement U.S. History** is available to junior students. **Honors Government and Economics** is in place for seniors. Students in these classes should excel in the social sciences and history and should have good skills in English.

Math Department offers two Advanced Placement courses in **Calculus and Statistics**. **Advanced Placement Calculus** is the most rigorous course in the math department. Entry into AP Calculus follows successful completion of **Trigonometry and Pre-calculus**.

As seniors, the science students may take **Advanced Placement Biology** or **Advanced Placement Physics** if the depth and the quality of their previous science courses have qualified them. Although only three years of science are required for graduation, serious college bound science students should consider four years of science.

Spanish and **American Sign Language (ASL)** are offered from levels I through III and ASL and AP Spanish as a fourth year. Students in **AP Spanish** are taught to an adequate level of fluency in order to complete the Advanced Placement Exam in early May.

To learn more about these courses and their prerequisites, please read their descriptions in the last section of this handbook. In order to earn an extra grade point for an AP class (i.e., earn 5.0 for an A instead of 4.0), students must take the AP exam.

GATE

Big Bear High School offers a challenging academic/enrichment program for our gifted and talented students, including advanced placement and honors courses, visual and performing arts courses, athletics, and after school enrichment programs such as specialized field trips and the AP biology trip to Catalina.



Special Education

Students who have qualified for special education may be placed in the classes with Specialized Academic Instruction (SAI), the Special Day Class Program (SDC), dependent on the specifications outlined in the student's Individualized Education Plan (IEP).

Many students in SAI are mainstreamed for most classes but receive support from the program teacher or aide within the mainstreamed classroom. SAI students may also take specified SAI classes with the resource teacher. SDC students spend the majority of their day in the special day classroom but may be mainstreamed for some classes such as PE or appropriate electives. The SDC class contains a vocational educational component as well as academic curriculum design.

We believe that both the SAI and SDC programs offer support and encouragement for the special education student, while maintaining appropriately high expectations for them.

The Big Bear High School campus houses a class that serves moderate to severely handicapped students. This class is called S.W.I.F.T. This is an acronym for Students Working Independently For Tomorrow. It is a self-contained program with integration for social activities.

New students to the District who have qualified for special education in other districts should begin the process of enrolling by calling the Special Education secretary at 909.585.2521 EXT. 6231. If students feel they may benefit from special education services, they should speak to their counselor.

After School Classes

Independent Study (7th Period) Online

Grade levels 9-12

Upon approval by the counselor and student's parents, a student may enroll in an after school Independent Study course. Seventh period classes are available to students who may need to make up a course or who do not have room within the regular school day at BBHS to fulfill a required class. These courses will be equivalent to their corollary offered within the school day.

Vantage Program

Vantage

Grade levels 10-12

This program is designed for credit recovery at Big Bear High School. Students work at a pace set by the teacher, which will enable them to recover credits and meet the rigor of the state standards. Students may request the program after their first year of attendance at Big Bear High School. Some exceptions are made for freshman.

Athletic Program

Big Bear High School, which competes in the Cross Valley League, offers a complete range of interscholastic sports for both males and females. The “**Bears**” athletic programs are among the finest in California with **C.I.F. Championships** in softball (1988), football (1992, 2006, and 2017), and baseball (1993) and boys’ cross country (2005 and 2006) and (2007-2008).

LEAGUE CHAMPIONSHIPS

<u>Football</u>	<u>24</u>
<u>Volleyball</u>	<u>19</u>
<u>Wrestling</u>	<u>10</u>
<u>Softball</u>	<u>18</u>
<u>Baseball</u>	<u>9</u>
<u>Boys’ Basketball</u>	<u>10</u>
<u>Girls’ Basketball</u>	<u>3</u>
<u>Boys’ Cross Country</u>	<u>12</u>
<u>Girls’ Cross Country</u>	<u>6</u>
<u>Boys’ Golf</u>	<u>9</u>
<u>Girls’ Golf</u>	<u>11</u>
<u>Girls’ Soccer</u>	<u>4</u>
<u>Girls’ Track</u>	<u>4</u>

In addition, there have been 113 individual all CIF athletic award winners and 10 athletes who have been CIF players of the year.

Several Big Bear High School athletes have gone on to compete in intercollegiate sports at various universities. While most play at NCAA, Division III schools, others have participated at both the Division II and Division I levels.

Students are required to maintain a 2.0 G.P.A. in both citizenship and academics in order to be eligible for competition. Emphasis is on the complete person with the total package of the **student-athlete** being our focus.

English

Structured English Immersion (#1034)

Grade levels 9-12

Students who are at the beginning levels of English language proficiency are placed in Structured English Immersion. These classrooms are taught for the most part in English. The students receive English Language Development (ELD) and academic content through Specially Designed Academic Instruction in English (SDAIE). These students may also receive primary language support from the teacher and/or bilingual instructional assistant. Primary language materials may be used. These classrooms are available at all schools and are a part of the regular education classroom. The students stay in Structured English Immersion until they have acquired reasonable fluency in English and will move into English Language Mainstream.

English Language Mainstream (#1035)

Grade levels 9-12

Students who have acquired reasonable fluency in English are placed in English Language Mainstream. These classrooms are taught in English. The students receive appropriate English Language Development (ELD) and grade level academic content through Specially Designed Academic Instruction in English (SDAIE). Some primary language support is available from the teacher and/or bilingual instructional assistant. These classrooms are available at all schools and are a part of the regular education classroom. The students stay in English Language Mainstream until they are reclassified fluent.

English I (#1051): (UC B of A-G)

Grade level 9

This introductory college prep course focuses on an introduction to literature and study in the skill areas of writing, speaking and listening, research, reading comprehension, literary analysis and critical thinking.

English II (#1061): (UC B of A-G)

Grade level 10

This college prep course focuses on continued study in world literature and study in the skill areas of language arts and writing, speaking and listening, research, reading comprehension, literary analysis and critical thinking.

English III (#1071): (UC B of A-G)

Grade level 11

This college prep course focuses on study in American Literature and study in the skill areas of language arts and writing, speaking and listening, research, reading comprehension, literary analysis and critical thinking.

English IV (#1091): (UC B of A-G)

Grade level 12

This college prep course focuses on study in British literature and study in the skill areas of language arts and writing, speaking and listening, research, reading comprehension, literary analysis and critical thinking.

Multicultural Literature (#1161): (UC B of A-G)

Grade level 12

This college prep course focuses primarily on the literature of Native Americans, Afro-Americans, Asian Americans, and Hispanics. Study in the skill areas of language arts, writing, speaking and listening, research, higher reading comprehension, literary analysis and critical thinking will also be components of the course.

Honors English I (#1101): (UC B of A-G)

Grade level 9-Honors

Recommendation: Teacher recommendation, a high academic grade in English/Language Arts courses, and writing sample/portfolio. This accelerated introductory college prep course focuses on the study of

the introduction of literature and the study of skill areas in language arts and writing, speaking and listening, research, reading comprehension, literary analysis and critical thinking.

English (continued)

Honors English II (#1111): (UC B of A-G)

Grade level 10-Honors

Recommendation: Teacher recommendation, a high academic grade in ninth grade level English, and writing sample/portfolio. This accelerated college prep course focuses on the study of British literature and study in the skill areas of language arts and writing, speaking and listening, research, reading comprehension, literary analysis and critical thinking.

Honors English III (#1121): (UC B of A-G)

Grade level 11-Honors

Recommendation: Teacher recommendation, a high academic grade in tenth grade level English, and writing sample/portfolio. This accelerated college prep course focuses on American Literature and study in the skill areas of language arts and writing, speaking and listening, research, reading comprehension, literary analysis and critical thinking.

AP English (#1131): (UC B of A-G)

Grade Level

12

Recommendation: A passing score on the placement test. This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Social Science

Honors World History (#1568): (UC A of A-G)

Grade level 10

Recommendation: A grade of "A" or "B" in English or consent of instructor and teacher recommendation. Connects past learning and the rise of democratic ideas to the cultural and historical developments up to the present day. This course will provide a brief review of events from the Industrial Revolution at the beginning of the twentieth century, covering material to the opening events of World War II and its impact on the enmities and alliances in the world today and a secondary focus on methods used by totalitarian states to suppress freedoms and human rights, especially since World War II. This course is designed to prepare students for the in-depth study and acquisition of a solid historical foundation needed to perform well in future AP or honors courses in social science.

World History (#1551): (UC A of A-G)

Grade level 10

This course connects past learning, the rise of democratic ideas, and cultural and historical development from the Period of Enlightenment to the present. The first semester will examine the progress of human and historical development and cover periods from the Period of Enlightenment to the end of World War I. The second semester will focus on the methods used by totalitarian states to suppress freedom and human rights, the impact World War II has had on the world of today, and subsequent conflicts impacting society. The objective is to increase student understanding of the historic as well as the contemporary contexts in which problems arise.

Social Science (continued)

U.S. History (#1571): (UC A of A-G)

Grade level 11

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's belongings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a role model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries.

AP U.S. History (#1611): (UC A of A-G)

Grade level 11

Recommendation: A G.P.A. of 3.25 and a "B" or higher in social science and English courses in ninth and tenth grade, and teacher recommendation from both departments. This course is designed to provide a college-level experience and preparation for the AP Exam in May. The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work; exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

Honors Government and Economics (#1613): (UC A of A-G)

Grade level 12

Recommendation: A grade of "A" or "B" in English II and U.S. History, consent of the teacher, and recommendations from both departments. This course covers the same basic concepts of Principles of Government and Economics but employs more of Socratic teaching method. The depth of study will be greater with a focus on analytical thinking skills and essay work. Topics covered include, but are not limited to federalism, contemporary governmental issues on local and national levels, economic concepts and systems on an international level, macro and microeconomics, human rights issues, ethics in business and government, and current problems faced by society in both government and economic arenas.

Principles of Government and Economics (#1605): (UC A of A-G)

Grade level 12

This course is designed to build on students' past knowledge to pursue a deeper understanding of the institutions of American Government, federalism, state and local governments and contemporary issues, while infusing a knowledge of the fundamental concepts of economics, comparative governmental and economic systems, macro and microeconomics, and international issues that affect governmental policy and which should be factors influencing voters.

World Language

American Sign Language I (#4096): (UC E of A-G)
12

Grade levels 9-

This course will teach basic signs, grammar, finger spelling, and the cultural aspects of deafness. Students will learn basic communication, as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role-playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis.

American Sign Language II (#4097): (UC E of A-G)

Grade levels 9-12

This course will teach signs, grammar, finger spelling, and the cultural aspects of deafness. Students will learn communication, as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role-playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis.

American Sign Language III (#4098): (UC E of A-G)

Grade levels 9-12

After mastering Sign Language I and II, students will add to their vocabulary to increase proficiency in their conversational skills as well as their interpretive skills through discussion of different literary works. Students will learn the language through lessons represented in context through meaningful and experimental activities. Major course components are immersion in cultural awareness and cross-cultural adjustment skills. Students will be introduced to deaf culture, the history of American Sign Language, and the education of deaf people.

American Sign Language IV (#4099): (UC E of A-G)

Grade levels 9-12

ASL IV is a continuation of ASL III. The class will continue to focus on vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication and cultural knowledge at an advanced level. At the conclusion of this course, students will be able to communicate fluently with native ASL signers. Material covered in class will provide linguistic principles of American Sign Language at the advanced level and grammatical structures for complex sentences. ASL expressive presentations are performed in small groups and on an individual basis. An increased focus is on the improvement of a student's ability to express him/herself using ASL. Interpreting and ethics of interpreting will be introduced.

Spanish I (#4001): (UC E of A-G)

Grade levels 9-12

A one year beginning course in Spanish which is designed to help students begin to attain proficiency in the skills of listening, speaking, reading, and writing. The Spanish language is presented within the context of the contemporary Spanish-speaking world and its culture. The focus is on communication. Recommendation: A grade of "C" or better in English in the preceding academic year, or recommendation from current English teacher.

Spanish II (#4011): (UC E of A-G)

Grade levels 10-12

A one-year intermediate course in which there is a systematic review of material presented in Spanish I with continued focus on communicative proficiency and the development of language skills in a cultural context. Recommendation: Completion of Spanish I with a minimum grade of "C."

World Language (continued)

Spanish II Heritage Speakers (#4035): (UC E of A-G)

Grade levels 9-12

This course is designed for students who already speak, read and write fairly well in Spanish but still need help with vocabulary, spelling (including diacritical marks) and writing for specific purposes. Throughout the course, students will be exposed to the various Hispanic cultures around the world and short stories, poetry and selections from novels by great Hispanic writers, past and present. Students will read about Hispanics from around the world who have gained fame for their achievements and the connection that exists between the Hispanic community and the world around it. Particular attention will be given throughout the course to spelling, accent marks and expanding students' vocabulary beyond their particular region of origin. As Spanish is a language spoken on several continents, students will learn to speak and write in standard Spanish

Spanish III (#4021): (UC E of A-G)

Grade levels 11-12

A one-year intermediate course in which students are introduced to Spanish and Latin American history, art and literature. Oral and written reports are required. Advanced grammar concepts are emphasized, and students will continue to increase their vocabulary and proficiency in oral communication. Recommendation: Completion of Spanish II with a minimum grade of "C."

AP Spanish (#4091): (UC E of A-G)

Grade level 12

Conducted almost exclusively in Spanish, this course provides advanced training for those students who have chosen to develop their proficiency in Spanish. This course offers an advanced comprehension, composition, grammar and conversation. The content follows the advanced placement course description for Spanish Language and Culture published by the College Entrance Examination Board and prepares students for the AP exam in May. Recommendation: Completion of Spanish III with a minimum grade of a "C."

Math

Computer Based Accounting (#2145)

Grade levels 12

Students will learn fundamental financial principles including personal finance, logistical planning, and macro-budgeting. Students will learn research techniques, analyze cost-benefit options, prepare ledgers, develop business proposals, and present findings in both individual and group formats. Students will explore both personal micro-budgeting as well as macro-budgeting at the business/corporate levels. Finance concepts will be explained and organized around fixed and flexible expenses/incomes, building credit, and exploring cost-benefit options. Group collaborative skills, written proposals, and presentation skills will be explored in order to develop career-applicable attributes.

Math I (#2091): (UC C of A-G)

Grade levels 9-12

This is an integrated math course, combining standards previously covered in Algebra I, Geometry, and stats. Math I is a full year course. Concepts covered in this course include algebra, systems of equations and inequalities, arithmetic and geometric sequences, linear and exponential functions, congruence, constructions, and proofs, parallel and perpendicular lines, transformations, congruent triangles and a data analysis section. **Prerequisite:** Successful completion of grade 8 Math.

Math (continued)

Math I A/B/C (#????)

Grade level 9-10

This is an integrated math course covering the three semesters of Math I over the course of one and a half years. Concepts covered in this class include algebra, linear functions, parallel and perpendicular lines, systems of equations and inequalities, arithmetic and geometric sequences, exponential functions, congruence, constructions and proofs. Students who take Math I A/B/C are on track to take Math II A/B/C or may take Math II beginning the year following Math I C

Math II (#2101): (UC C of A-G)

Grade levels 9-12

This is an integrated course combining standards previously covered in Algebra I, Geometry, Algebra II and Stats. Math II is a full year course. Topics covered include polynomial equations and factoring, quadratic functions and equations, structures of expressions, study of geometric figures, similarity and right triangle trigonometry, circles, conics and probability. **Prerequisite:** Successful completion of Math I or Math I A/B/C

Math II A/B/C (#????)

Grade Level 10-11

This is an integrated course covering the three semesters of Math II combining standards previously covered in Algebra I, Geometry, and Stats. Math II A/B/C is a three-semester course. Topics covered include polynomial equations and factoring, quadratic functions and equations, structures of expressions, study of geometric figures, similarity and right triangle

Math I Support (#9636)

Grade levels 9-10

Math I Support is a companion course for students enrolled in the traditional Math I course. The class is designed to pre-teach and reteach the upcoming lesson of the day as well as review previous standards. Students may receive help on homework, prepare for assessments and receive one-on-one instruction in a smaller class setting. This class is for students who could benefit from extra help during the course of the school day. Students will receive an extra elective credit. **Prerequisite:** Recommendation from current math teacher and concurrent enrollment in Math I.

Math II Support (#9637)

Grade levels 9-11

Math II Support is a companion course for students enrolled in the traditional Math II course. The class is designed to pre-teach and reteach the upcoming lesson of the day as well as review previous standards. Students may receive help on homework, prepare for assessments and receive one-on-one instruction in a smaller class setting. This class is for students who could benefit from extra help during the course of the school day. Students will receive an extra elective credit. **Prerequisite:** Recommendation from Math I teacher and concurrent enrollment in Math II.

Math III (#2108): (UC C of A-G)

Grade levels 10-12

This is an integrated math course combining standards previously covered in Algebra II, Geometry, stats and Trigonometry. Math III is a full year course. Topics covered include geometric modeling; sequences and series; trig ratios, functions and identities; polynomial functions, rational exponents and radical functions; radical, exponential and logarithmic functions; rational functions; and some data analysis and statistics. **Prerequisite:** Successful completion of Math II.

ALEKS Math I (#2136): (UC C of A-G)

Grade level 9

ALEKS is a computer-based instructional math program in the classroom setting. Integrated Mathematics I focuses on algebra, linear and exponential functions, sequences, systems of equations, descriptive statistics, and introductory geometry. This is a full year course. Prerequisite: This course is designed for credit recovery for students who have been unsuccessful in direct instruction of Math I.

Math (continued)

ALEKS Math II (#2137): (UC C of A-G) Grade levels 9-12

ALEKS is a computer-based instructional math program in the classroom setting. Integrated Mathematics II focuses on quadratic functions, probability, advanced geometry, and introductory trigonometry. Prerequisite: This course is designed for credit recovery for students who have been unsuccessful in direct instruction of Math II

ALEKS Math III (#2138): (UC C of A-G) Grade levels 10-12

ALEKS is a computer-based instructional math program in the classroom setting. Integrated Mathematics III focuses on extending algebra and functions (including radicals, rational expressions, polynomial functions, logarithmic functions, sequences and series), trigonometry, and probability and statistics. Prerequisite: This course is designed for credit recovery for students who have been unsuccessful in direct instruction of Math III

Trigonometry/Pre-Calculus (#2121): (UC C of A-G) Grade levels 10-12

Topics include a review of linear relations and functions, polynomial equations, matrices, and trigonometric functions and their applications, sequences and series, polar coordinates, complex numbers, and exponential and logarithmic functions and their applications, functions and graphs, rational functions, and analytic geometry. **Prerequisite:** A grade of A or B in Math II or a passing grade for Math III. A passing grade is required in the first semester in order to continue this course for the second semester.

AP Statistics (#2134): (UC C of A-G) Grade levels 11-12

The AP course in Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The AP Calculus test is taken by students in May. **Prerequisite:** A passing grade in Math III or Trigonometry/Pre-Calculus.

AP Calculus AB (#2131): (UC C of A-G) Grade level 11-12

Topics include limits, the analysis of graphs of relations, the derivative and its applications, and the integral and its application. The AP Calculus test is taken by students in May. **Prerequisite:** A passing grade in Pre-Calculus or Math III.

Science

Earth Science (#3537): (UC G of A-G) Grade levels 9-12

This course is an interdisciplinary college prep course that uses basic biology, chemistry, physics, and mathematics to study the planet earth. Students learn about geology, astronomy, meteorology, and oceanography by participating in laboratory activities and class projects that are simulations of real-world problems, such as climate change. Earth Science provides college-bound and non-college-bound students with the understanding and background to make sound environmental decisions.

Life Science (#3024) Grade levels 9-12

This course studies basic life forms. Students recognize the interdependence of living organisms and the importance of maintaining a balance in nature. Students develop awareness of growing technological advances and possible career choices. Life Science parallels the Next Generation Science Standards (NGSS) for Biology. Topics include genetics, cell biology, DNA, body systems, cell chemistry, ecology, and evolution. Involving students in the inquiry approach enhances understanding. Laboratory activities are used whenever possible. This course is NOT CSU/UC certified.

Science (continued)

Physical Science (#3531)

Grade levels 10-12

This course studies the characteristics and utilization of matter and energy, the composition and uses of common materials, forces and motion. Students develop awareness of growing technological advances and possible career choices. Physical Science covers basic Chemistry and Physics. Topics include atomic and molecular structure, chemical bonds, acids and bases, heat and thermodynamics, waves, electric and magnetic phenomena. Involving students in the inquiry approach enhances understanding. Laboratory activities are used whenever possible. This course is NOT CSU/UC certified.

Biology (#3031): (UC D of A-G)

Grade levels 9-12

This course is a study of the origins, structures, functions, reproduction, growth, development, interactions and behaviors of living things. Topics include science processes, genetics, biochemistry, cell biology and physiology, ecology, evolution and human body systems. The major biological concepts explored include the classification of organisms, cell structure and function, the change and diversification of organisms, ecosystems and their interactions, and the influence of humankind on ecosystems. Concepts are reinforced with a strong emphasis on laboratory experiences and the integration of all sciences. Applications of concepts to society, individuals, and technology are included. Biology is a lab-based college prep course that focuses on the major concepts of life science, methods of science, and inquiry-based learning. **Prerequisite:** Concurrent enrollment in Math I or higher.

AP Biology (#3041): (UC D of A-G)

Grade level 12

This course sets the conceptual framework and builds the knowledge and analytical skills to develop student understanding of the rapidly changing science of biology. The four areas emphasized are molecular and cellular biology; genetics and evolution; organismal and population biology and laboratory work. AP Biology is for second year Biology students and parallels the content studied in college level introductory biology. This course incorporates the College Board redesign focusing on the 4 Big Ideas (Evolution, Mechanisms of Homeostasis, Information Exchange, & System and Interactions) and Science Practices as well as a minimum of 10 required student designed inquiry laboratory experiments. It is expected that students will access some content outside of the classroom through external sources of information and apply content in the classroom on a regular basis. Students will be required to take the advanced placement exam at the end of the course, which may earn college/university credit. This course is for the self-motivated students with strong reading and writing skills. Coursework includes a required summer assignment. **Prerequisite:** Completion of Biology and chemistry with a grade of B or better and concurrent enrollment in Physics.

Chemistry (#3541): (UC D of A-G)

Grade levels 11-12

This course studies fundamental chemical concepts, such as atomic theory, the mole, energy relationships, chemical bonding, equilibrium, periodicity, solutions, and acids and bases. Topics include matter, its properties and the changes it can undergo, atomic structure and theory, properties of gases, solids and liquids, chemical bonding, and principles of chemical reactions. Applications of concepts to society, individuals, and technology are also included. Unifying principles are developed through experiments and observations in the laboratory. This course uses an inquiry approach, which includes discussion, lecture, laboratory experiments, and demonstrations. **Prerequisite:** Completion of Math I with a C or better; and completion of Biology with a C or better.

Science (continued)

Physics (#3571): (UC D of A-G)

Grade levels 10-12

In this course of fundamental physics concepts, topics such as motion, forces, energy, wave theory, light, electricity, and magnetism are studied. In depth exploration of measurement, calculation, graphing in kinematics and dynamics, propagation and conservation of energy and momentum, gravitation and orbital mechanics, heat and thermodynamics, waves, optics, electromagnetic phenomena, and relativity and quantum physics are investigated. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included. This course is recommended for all students planning to attend college. Basic physical concepts and their applications to everyday activities (toys, sports, and light) are emphasized through a variety of lab activities and problems. Skills taught in class include problem solving strategies, lab techniques, technical writing (lab reports), and graphical analysis of data. Physical concepts basic to all fields of science and critical thinking skills that can be utilized in any college major are introduced. **Prerequisite:** Completion of Math II with a C or better.

AP Physics (#3591): (UC D of A-G)

Grade level 12

AP Physics ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. AP Physics is the first part of a sequence, which in college is sometimes a very intensive one-year course but often, extends over one and one-half to two years, with a laboratory component. Students are required to take the AP Exam at the end of the course to earn college/university credit. **Prerequisite:** Completion of biology, chemistry and physics with a grade of B or better; and concurrent enrollment in Calculus.

Physical Education

Physical Education (#2500)

Grade levels 9-10

Team and individual activities are introduced for 9th graders and are reviewed again for 10th graders. Students will be taught the basic skills in each and learn rules and nomenclature of each. Fall unit includes field sports (soccer, ultimate frisbee and flag football) and racquet sports (tennis). Winter unit includes volleyball, basketball, weight training, and racquet sports (badminton and pickle ball). Spring unit includes mush ball (a form of softball), hockey, lacrosse and orienteering. All classes will include running and conditioning units as well as upper body and core work outs.

Conditioning (#2521)

Grade levels 9-10

Class attendance is by permission of athletic coaches. Students will work out in a weight training and conditioning program designed for the sport(s) they participate in.

Special Education

General Math (#2084)

Grade levels 9-12

This class is geared towards preparing students for Concepts of Algebra. Students will work to successfully complete the essential standards as stipulated by the California State Board of Education. The Content Standards will be used in the classroom. Teachers will use multiple resources and methods to accommodate each student at their individual learning level.

Real World Freshman Studies (#1587)

Grade levels 9-12

This course is a basic level introductory course where students achieve the skills and information on being successful in high school and real-world situations. Some of the topics are study skills, test taking skills, where to go for information, career planning, college planning, and interpersonal skills. Other topics include a study of contemporary challenges faced by members of today's society such as: health issues including drug and alcohol abuse, the spread of AIDS (California high school health requirement), and social issues such as values, choices, and decision-making strategies.

Real World English (#1001)

Grade levels 9-12

This is a course that will focus on reading comprehension and writing skills related to student's career pathway. Students will do research reports on vocational schools or training centers they can attend after graduation. They will work on writing skills, while writing resumes, letters of introduction and filling out job applications. All book reports will be on subjects related to their future careers.

Real World Social Science (#1501)

Grade levels 10-12

Students in this class will learn principles of government and economics, such as being a good citizen, branches of government, local, state and federal laws, government amendments and all about elections. The World History component for course credit consists of learning about early civilizations, great world leaders, world wars and revolutions, and the world today.

Real World Earth Science (#3010)

Grade levels 9-12

This course will be a basic level course in earth science designed to teach the students applications of earth science to real life situations. It meets the basic high school graduation requirement for earth science. Topics that will be covered will include the study of Earth, the Moon, the solar system, stars, galaxies, chemistry, minerals, rocks, atmosphere, weather, climate, water, forces, and Earth's history.

Real World Life Science (#3029)

Grade levels 9-12

This course is designed as an introductory biology course. It does not require completion of algebra and it meets the basic high school graduation requirement for life science. It includes cellular and molecular biology, genetics, evolution, human systems, and ecology. The course includes a large amount of vocabulary. Skill development in the sciences is encouraged.

Real World Physical Science (#3030)

Grade levels 9-12

This course will be a basic level course in physics designed to teach students applications of physics to real life and especially work situations. Topics that will be covered will include simple machines, chemical reactions, force, motion, energy and work, heat, waves, sound, light and electricity.

Real World Math (#2011)

Grade levels 9-12

This is a course that will use projects as a way to have math become practical with real life applications. Measurements will be taught by doing perimeter, areas and volumes using a garden project with raised beds. Money skills will be taught by creating a working budget for the project. We will work on time concepts by doing a task analysis for doing all work projects related to the garden and landscaping projects.

Special Education (*continued*)

Directed Studies (#8060)

Grade levels 9-12

This class is designed as an academic support class and a skill-building course. There will be time allotted daily for activities related to individual self-management skill development as well as time for academic support and work completion. Daily activities will be tailored to fit the individual needs of each student's IEP and academic areas of need.

Work Experience 1 (#8161)

Grade levels 9-12

This course connects students to Workability and Transition Partnership Programs. These programs provide entry level paid work opportunities and volunteer work opportunities. This is a work-based course that introduces students, with an IEP or a 504 Plan who are interested in obtaining employment, to the requirements, skills, and interests needed to enter the work force. The students will have access to personnel from SELPA and the Department of Rehabilitation. Students will produce workforce correspondence such as Resume's, Introduction letters, References, and documentation needed for applications. Work portfolios, interviews, paid work experience, California ID, work ethics, master application, etc. are gathered, created, prepared, and updated to make the student ready for employment now and in the future. Students will work on their own career pathways to determine their own future.

S.W.I.F.T. (#1002, 1502, 2012, 2503, 3002, 8172)

Grade levels 7-12+

This academy is designed as an academic, social, emotional and behavioral support class and a skills-building program for the successful transition of students toward independence. Students work on functional academics, social skills and life-skills essential to being self-sufficient adults through evidence-based practices. There will be time allotted daily for activities related to individual self-management skill development as well as time for academic support and work completion. Daily activities will be tailored to fit the individual needs of each student's IEP and areas of need. The goal for each of our students is integration and inclusion with the general population with positive interactions.

Visual and Performing Arts

Concert Choir (#7001): (UC F of A-G Fine Art)

Grade levels 9-12

This class is designed for the intermediate to advanced singer. Students will perfect singing techniques, music reading, and receive a general background of music history through the performance of a variety of choral music. Attendance and participation is required at all rehearsals and performances and is a part of the grade earned for the class. This is a year-long course.

Beginning Drama (#6041): (UC F of A-G Fine Art)

Grade levels 9-12

The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theater as a collaborative art. The content includes, but is not be limited to the following: acting and characterization, movement and vocal production, pantomime and improvisation, theater terminology, script analysis, theater history and influences, technical theater and design, playwriting, theater production, theater games, audience etiquette, roles and careers in theater arts, relationships between theater arts and other subject areas.

2-Dimensional Design (#6133): (UC F of A-G Fine Art)

Grade levels 9-12

Drawing and painting skills are stressed. Many projects in two-dimensional media are used to develop basic skills. This course includes examination of Art History, attention to basic design elements and principles, and the place of design in everyday life.

Visual and Performing Arts (continued)

2-Dimensional Design Advanced (#6143): (UC F of A-G Fine Art)

Grade levels 10-12

2-D Art 2 is an advanced level class which further investigates the Elements of Art and Principles of Design. It focuses on developing the drawing and painting skills accrued in beginning 2-D Art. It also allows for a more thorough study of not only different media but also artistic styles and historical and cultural movements in art. Furthermore, students in 2-D Art 2 class will enhance their visual literacy and conceptual thinking, developing their ability to critique works of art. This course will prepare students to enter into careers in the (visual) fine arts and commercial arts and is aligned with the California Visual Arts Standards.

Sculpture/Pottery/3D Design (#6031): (UC F of A-G Fine Art)

Grade levels 9-12

Students will plan and construct in three-dimensional media. Students will use a variety of sculptural materials to make aesthetic decisions, drawing as a sculptural tool, unusual firing techniques and glazing materials, non-clay sculpture, fired and non-fired decorating, throwing, writing critiques and reflections, and public display of their projects. This course includes the examination of historical examples and career possibilities.

3-Dimensional Design Advanced (#6033): (UC F of A-G Fine Art)

Grade levels 10-12

3-D Art 2 is an in-depth study of the skills learned in 3-D Art 1. This course exposes students to new ceramic techniques and offers them a chance to experiment with new media. Furthermore, this class explores the Elements of Art and the Principles of Design in increasingly sophisticated ways when applied to a variety of forms and sculptures. Students work in a variety of media with advanced techniques to create in-depth, original works of art. Students will also enhance their visual literacy and conceptual thinking, developing their ability to critique works of art. This course is aligned with the California Visual Arts Standards.

Motion Picture Arts (#6053): (UC F of A-G Fine Art)

Grade levels 10-12

Students will be introduced to the different types of movie productions. A variety of lighting, editing, recording, and audio devices will be used to produce a video filmable script. Video cameras, their uses, functions, and types will be explained. A storyboard and script for each production is part of the class format.

TV/Video Digital Media Productions (#6068 ROP): (UC F of A-G Fine Art)

Grade levels 10-12

This course provides students with the educational background and practical experience necessary for entry-level positions in a variety of positions in television production, television broadcasting, film production and video production. The course includes the use and purpose of common equipment found in the field. Instruction and practical equipment experience will cover single and multiple camera production, video production, imaging, sound and scripting. The instruction and skill development will also provide students with a solid foundation for continued post-secondary training.

Advanced TV/Video Productions (#6078): (UC F of A-G Fine Art)

Grade levels 10-12

This course covers history and development of cinema, documentaries and other film technology. Students will learn about film, production, imaging, visual effects, camera operations and editing. Pre-requisite: Must take TV/Video Production first.

Annual/Yearbook (#9021): (UC F of A-G Fine Art)

Grade levels 10-12

Through electronic image manipulation students produce the school yearbook. Production includes typesetting, copy writing, page layouts, and electronic photography. This hands-on class simulates a real-life experience in the publishing industry. Repeatable. One-year class. **Prerequisite:** Teacher permission. San Bernardino Valley College credit through the 2+2 Agreement.

Human and Social Services (Required for Graduation)

Freshman Studies A (#1577)

Grade level 9

Freshman Studies introduces skills and information on being successful in high school. Some of the topics are study skills, test taking skills, where to go for information, career planning, college planning, and interpersonal skills.

Freshman Studies B (#1576)

Grade level 9

This is the second semester of Freshman Studies. This course involves a study of contemporary challenges faced by members of today's society: health issues such as drug and alcohol abuse and the spread of AIDS (California high school health requirement), and social issues such as values, choices, and decision-making strategies.

Non-Departmental Electives

Mentor (#9043)**Based on Parent Permission**

Grade levels 11-12

This course is designed to prepare students for career options in education. Student will gain the ability to work with students in specific content areas such as mathematics, English Language Arts, Science, ELD, and Social Studies. Students will learn techniques and strategies to determine students' level of mastery of specific concepts in their subject area and determine where the student needs additional assistance and/or instruction to attain mastery of those concepts. Student will learn how to work in concert with the classroom teacher to support and improve the achievement of all students in that class.

ASB Student Government (#9002)

Grade levels 9-12

Recommendation: Election or appointment to school government or teacher approval. Student government is a class designed for students. The class provides a time during which the council will meet and conduct its business. During the class, students will be taught rules and procedures relating to the effective operation and organization of student government and the basic concepts of a democratic government. Students will be expected to put in time after school working on projects sponsored by the Associated Student Body, such as dances, fund raisers, homecoming, community service, etc.

Career Pathways (#8160)

Grade levels 10-12

This course includes studying the skills in the work place of your choice using the Internet, and text which offer a look at specific career skills, the work place today and entrepreneurship. Text book work will center around discovering the choices which can result in your finding your role in the work force of a modern society.

Study Skills (#9039)

Grade levels 9-12

This is a one-semester course for students who may need extra help with their academic subjects. Students will develop key study habits of learning. They will also receive individual support for specific work in selected course of their regular schedule. The purpose of Study Skills is to provide curriculum support and develop good work habits.

On Your Own (#5131)

Grade level 12

This is a one-semester course for 12th grade students. Students will develop key life skills, metacognitive skills, and habits of learning in support of interpersonal skill development, personal growth, post-secondary planning and academic achievement. The purpose of On Your Own is to provide support to students as the transition from high school to college and career.

Non-Departmental Electives (continued)

AVID (#9526)

Grade levels 9-12

The AVID Elective is the core of AVID Secondary. It targets students in the academic middle–B, C, and even D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.

Principles Of Engineering - Project Lead The Way (#9050): (UC G of A-G)

Grade levels 11-12

Principles of Engineering is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem based (APPRB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Regional Occupational Program (ROP) Electives

ROP Automotive Service – Beginning (#5033)

Grade Levels 11-12

This course is designed to meet introductory industry standards in the automotive field. The course includes practical experiences and instruction in vehicle service, diagnosis and repair of engines, drive trains, suspension, steering and brake systems. Upon successful completion of the course students should be able to obtain entry-level employment and/or continue their training at a postsecondary educational institution. Language arts and math are reinforced throughout the course.

ROP Automotive Fundamentals-Beginning (#5021)

Grade Levels 11-12

This course provides training for students specializing in engine tune-up and repair. Instruction includes theory and hands-on experiences focusing on understanding, diagnosing and repairing engines and related electrical and fuel/emission systems to improve performance. Experiences will be provided using hand tools, power tools, testing and troubleshooting equipment, as well as service manuals. Safety will be taught throughout the course. Students that achieve competency in this course will obtain entry-level skills necessary for employment as an automotive service person. These skills will provide students with a solid foundation for continued training in this field.

ROP Electives (continued)

ROP Automotive Maintenance-Advanced (#5031)

Grade levels 11-12

This course provides instruction and training for students interested in automotive service and maintenance. Instruction will include understanding, diagnosing and repairing engines and related electrical and fuel/emission systems to improve performance. Experiences will be provided using hand tools, power tools, testing and troubleshooting equipment, as well as service manuals. Safety will be taught throughout the course. Students that achieve competency in this course will obtain entry-level skills necessary for employment as an automotive service person. These skills will provide students with a solid foundation for continued training in this field. Language arts and math are reinforced throughout the course. **Prerequisite:** Completion of Automotive Service-Beginning.

ROP Personal Fitness Trainer (#9540)

Grade levels 10-12

This class is designed to prepare students with entry-level employment skills in the areas of fitness and exercise, physical therapy, and athletic training. Instruction will include basic anatomy and physiology, vital signs, first aid, CPR, and nutrition for fitness and sports. Specific topics such as training room management, theory, and application of exercise (isometric, isotonic, isokinetic), injury prevention, and rehabilitative exercises are also taught.

ROP Med Core I (#9080)

Grade levels 10-12

Students are introduced to diverse occupations in the medical/health field and to standards required of workers in the field. Medical Core I includes instruction in the ethical and legal responsibilities of the health care worker, safety, medical terminology, human anatomy and physiology, body systems and mechanics, standards precautions and health and fitness. Also included is health care delivery in therapeutic, diagnostic, and supportive areas. Students gain practical hands-on experience in Vital Signs, Emergency Medical, First Aid and CPR.

ROP Med Core II (?????)

Grade levels 10-12

This course presents the full scope of Athletic Aide duties. Students acquire fundamental practical concepts of training room development; risk management; administrative and legal issues; and prevention of athletic injuries. Further knowledge and skills related to body conditioning, nutrition, use of protective equipment, and awareness of environmental issues are incorporated. On-the-field and off-the-field assessment prevention and treatment of acute and non-acute injuries following standard precautions build student's experience during practical application.

ROP Sports Medicine I - Beginning (#5257)

Grade levels 10-12

Sports Medicine focuses on human anatomy and physiology and explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of how anatomical structure fits function to provide an integrated view of the human body. Through classroom lecture and discussions text readings, laboratory exercises, examinations, student research and deliberation of health and sports fitness issues, students envision and appreciate the inner workings of the human body. This is a rigorous course requiring two years of previous science classes and is recommended for those students pursuing a college major in the biological sciences and a career in healthcare. This has a substantial laboratory component, including inquiry-based labs, observational labs, and sports medicine related case studies.

ROP Electives (continued)

ROP Sports Medicine I - Advanced (#5279)

Grade levels 11-12

As a student in this course, you will receive an overview of health careers and foundational preparation for careers in physical therapy, exercise science, athletic training, sports medicine, and other careers relating to the medical or paramedical field. You will learn everything from medical terminology, human anatomy and physiology, emergency medical procedures, soft tissue and bone injuries, sports nutrition, physical fitness, and the causes, symptoms, and management of common athletic injuries. You will acquire practical, hands-on experience in the prevention, assessment, treatment, taping, wrapping, and rehabilitation of common sports injuries. You will gain knowledge of the legal and ethical responsibilities relating to sports medicine and athletic training and debate issues relating to sport psychology, and performance enhancement philosophies. The curriculum for this course includes very important 21st century skills, such as effective communication, critical thinking, creativity, and collaboration that have been identified as foundational to success at school and at work.

Prerequisite: Must complete Sports Medicine I-Beginning.

ROP Cyber Security I (#6063): (UC G of A-G)

Grade levels 10-12

Cyber Security prepares students for a career in network administration, and technical support with a focus on cybersecurity. The course includes a series of technical subjects that provide hands-on knowledge and skills in computer hardware, operating systems, networking, and security concepts.

ROP Cyber Security II (#6064): (UC G of A-G)

Grade levels 10-12

Cyber Security 2 prepares students for post-secondary success in the cybersecurity field. In this course students engage with studies of the history and implications of network communications; the network protocols which make the internet possible; how networks provide access to services and communicate with one another, methods used to increase scalability, reliability, and security in the modern network, and the Internet of Things (IOT). Students targeting a cybersecurity career aligned with the Department of Defense (DoD) or Government related service can take this course to prepare for the CompTIA Network+ and CompTIA Security+ Certifications, to meet DoD 8140 cyber security workforce requirements.

Prerequisite: Must complete Cyber Security I.

ROP Work Experience Education (#8163)

Grade levels 11-12

This competency-based course introduces students to retail, food, and human service occupations stressing an understanding of the relationship between academic skills and job skills. Included throughout the course are foundational career preparation skills which include communication, problem solving, interpersonal skills, work attitude, technology, leadership, and teamwork. This course promotes the development of “non-cognitive” skills (soft skills) that play an important part in college and career success. Non-cognitive factors featured include motivation, time management, perseverance, and self-regulation. Student will complete a minimum of 30 hours of classroom instruction and a minimum of 120 hours using job specific training at the supervised paid employment worksite partner. These components will enhance and reinforce competencies acquired through classroom theory and laboratory practice. The operational plan of the program combines an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experiences. Students’ success in this program depends on the quality of classroom instruction, effective collaboration between employers and the coordinators, and the degree of involvement by the students and their parents or legal

guardians. Students will develop ready-to-work attitudes/interview skills; financial literacy; knowledge of workplace safety and rights as workers; business operations; how to read an earnings statement and know what payroll deductions to expect; career decision making; making a career goal plan and much more. Prerequisite: Students must be employed before entering the program.

INDEPENDENT STUDY PROGRAM

The Board of Trustees authorized Independent Study as an optional alternative instructional strategy by which students in grades K-adult may reach curriculum objectives and fulfill graduation requirements. Independent Study shall offer a means of individualizing the educational plan for students whose needs may be best met through study outside of the regular classroom setting.

Independent Study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. The Superintendent or Designee understands and is prepared to meet the district's requirements for independent study. Independent Study may be offered only to students who can achieve in this program as well or better than they would in the regular classroom.

English

English I (#1042): (UC B of A-G) Grade Level 9

This introductory college prep course focuses on literature and study in the skill areas of language arts, writing, speaking and listening, research and study, higher reading comprehension, and literary analysis and critical thinking.

English II (#1055): (UC B of A-G) Grade Level 10

This college prep course focuses on continued study in world literature and study in the skill areas of language arts and writing, speaking and listening, research and study, higher reading comprehension, and literary analysis and critical thinking.

English III (#1075): (UC B of A-G) Grade Level 11

This college prep course focuses on study in American literature and study in the skill areas of language arts and writing, speaking and listening, research and study, higher reading comprehension, and literary analysis and critical thinking.

English IV (#1057): (UC B of A-G) Grade Level 12

This college prep course focuses on study in British literature and study in the skill areas of language arts and writing, speaking and listening, research and study, higher reading comprehension, and literary analysis and critical thinking.

Math

Math (#2096) Grade levels 11-12

This consumer math course prepares students for the math skills they will need to support themselves, pay taxes, and manage their money. Topics include earning money, household budgets, car purchase and maintenance, comparison shopping, investing, borrowing, taxes and preparing for careers.

General Math (#2108) Grade levels 9-12

This course reinforces the foundation math skills required to succeed in algebra and geometry. Students

will be assessed on fractions, measurement, decimals, percent's and basic geometry to identify basic math skill weaknesses, so that individualized assignments can be tailored accordingly.

INDEPENDENT STUDY PROGRAM (continued)

Mathematics of Personal Finance (#2198) Grade levels 9-12

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Integrated Math (#2100) Grade levels 9-12

This course is a bridge between Algebra I and Geometry, and focuses on Algebra I skills and introduction to topics in Geometry.

Algebra I (#2911) Grade levels 9-12

This is a one-year course. Topics include operations with integers and solving linear equations and linear inequalities. Other topics include factoring polynomials, operations with algebraic functions, graphing linear systems, and an introduction to the quadratic formula. **Prerequisite:** Recommendation of eighth grade teacher for incoming freshmen is required.

Algebra II (#2193): (UC C of A-G) Grade levels 9-12

Topics include equations and inequalities, linear, quadratic, polynomial and rational functions, systems of equations, matrices, exponential and logarithmic functions, conic sections, sequences and series, complex numbers, and probability and statistics. Time permitting, trigonometric functions and graphing will be included. **Prerequisite:** Passing grade in Algebra I.

Fundamentals of Math (#9661) Grade levels 9-12

This course is designed to help students master the key elements of the math standards. These elements include number sense, algebra and functions, measurement, geometry, statistics, data analysis and probability, mathematical reasoning and Algebra I.

Mathematics I (#2192): (UC C of A-G) Grade levels 9-11

The focus is on algebra, linear and exponential functions, sequences, systems of equations, descriptive statistics and introductory geometry.

Mathematics II (#2199): (UC C of A-G) Grade levels 10-12

The focus is on quadratic functions, probability, advanced geometry and introductory trigonometry.

Geometry I (#2194): (UC C of A-G) Grade levels 9-12

Formal proofs are introduced in this course. Other topics include work with parallel and perpendicular lines, congruent and similar triangles, polygons, circles, constructions, right triangles and trigonometry, quadrilaterals, transformations, measuring length and area, and surface area and volume.

Prerequisite: Passing grade in Algebra I or Algebra II.

Conceptual Trig/Pre-Cal (#2123): (UC C of A-G) Grade levels 11-12

Trigonometry is a one semester course. Topics include a review of linear relations and functions, polynomial equations, matrices, and trigonometric functions and their applications. **Pre-requisite:**

Passing grade in Algebra II and geometry as well as Trigonometry. Pre-Calculus is to be taken after having passed the course in Trigonometry. Topics include sequences and series, polar coordinates, complex numbers, and exponential and logarithmic functions and their applications, functions and graphs, rational functions, and analytic geometry. Students are expected to solve math problems related to the text assignments and are expected to spend a minimum of one hour per day for five days a week with daily reading and problem solving of text material.

INDEPENDENT STUDY PROGRAM (*continued*)

Accounting (#2156)

Grade levels 9-12

In this course students will learn basic transactions and financial statements, journal entries, adjusting entries, closing process and financial statements and merchandising accounting.

Fine Art

Art (#6002)

Grade levels 9-12

The IS Art courses encompasses an Introduction to Art, Appreciation of the Visual Arts, and Understanding of Art, and an Exploration of Art. Each course requires that the student completes the development of an art vocabulary, understanding basic concepts in the world of art, thinking critically by analyzing, and comparing and contrasting works of art. In addition to the study of art the student will have the opportunity to work on art projects each week within the scope of the art lesson.

Physical Science

Earth Science (#3536)

Grade levels 9-12

This course is an interdisciplinary college prep course that uses basic biology, chemistry, physics, and mathematics to study the planet earth. Students learn about geology, astronomy, meteorology, and oceanography by participating in laboratory activities and class projects that are simulations of real-world problems. This course provided college-bound and non-college-bound students with the background to make sound environmental decisions.

Physical Science (#3535)

Grade levels 10-12

Recommendation: Pass the basic math proficiency test. This is a basic level course in physics. Students will learn the scientific method and the metric system while working one-to-one with the instructor discussing the areas of measurement, force, simple machines, laws of motion and gravity, and the properties of matter and energy. Homework is assigned on a weekly basis consistent with regular IS classes. A student is expected to spend a minimum of one hour per day for five days a week with daily reading of text material and work packets. There are no labs, but on-line assignments may be used to support the weekly assignments. This course is in basic physical sciences and should not be taken as a college prep class.

Conceptual Chemistry (#3543)

Grade levels 10-12

Recommendation: Students who have completed Algebra I with a grade of “C” or better or be a sophomore, junior, or senior and be enrolled in geometry and have completed one year of life science with a grade of “C” or better. This course is designed to fulfill a year of the physical science component for a basic two-year graduation requirement. It is a basic level course in chemistry utilizing the basic strategies with one-on-one discussion with the instructor and lessons related to everyday chemistry. Students are expected to solve math problems related to the text assignments and are expected to spend a minimum of one hour per day for five days a week with daily reading of text material. There are no labs, but on-line assignments used to support the weekly assignments.

INDEPENDENT STUDY PROGRAM (continued)

Biological Science

Life Science (#3098)

Grade levels 9-12

This course is designed as an introductory biology course. It does not require completion of algebra and it meets the basic high school graduation requirement for life science. It includes cellular and molecular biology, genetics, evolution, human systems, and ecology. The course includes a large amount of vocabulary. Skills developed in the sciences are encouraged. Homework is assigned on a weekly basis consistent with regular IS classes. A student is expected to spend a minimum of one hour per day for five days a week with daily reading of text material and work packets. There are no labs, but on-line assignments may be used to support the weekly assignments. This course is in basic life sciences and should not be taken as a college prep class.

Conceptual Physics (#3573)

Grade levels 10-12

Recommendations: Students who have completed Algebra I with a grade of “C” or better or be a sophomore, junior or senior. This course is designed to fulfill the first year of the physical science component for a basic two-year graduation requirement. It is a basic level course in physics utilizing the basic strategies with one-on-one discussion with the instructor and lessons related to everyday physics. Parts of chemistry, earth science, and space science are integrated throughout the course as the concepts are introduced and reinforced. Homework is assigned on a weekly basis consistent with regular IS classes. A student is expected to spend a minimum of one hour per day for five days a week with the daily reading of text material. There are no labs, but online assignments may be used to support the weekly assignments. Topics covered include mechanics, properties of matter, heat energy, sound and light, electricity, magnetism, and nuclear physics. This course is basic physics and should not be taken as a college prep class.

Social Science

Principles of Govt/Econ (#1618): (UC A of A-G)

Grade level 12

This course is designed to build on students’ past knowledge to pursue a deeper understanding of the institutions of American Government, federalism, state and local governments and contemporary issues, while infusing a knowledge of the fundamental concepts of economics, comparative governmental and economic systems, macro and microeconomics, and international issues that affect governmental policy and which should be factors influencing voters.

World History (#1560): (UC A of A-G)

Grade level 10

This course connects past learning, the rise of democratic ideas, and cultural and historical development from the Industrial Revolution to the present. The first semester will examine the progress of human and historical development and cover periods from the Industrial Revolution to the end of World War I. The second semester will focus on the methods used by totalitarian states to suppress freedom and human rights, the impact World War II has had on the world of today, and subsequent conflicts impacting society. The objective is to increase student understanding of the historic as well as the contemporary contexts in which problems arise.

U.S. History (#1598): (UC A of A-G)

Grade level 11

This course begins with a brief review of United States history from exploration to 1900, and connects past learning to the rise of industry, emphasis of the significance of United States history on the rest of the world, as well as the relevance of history upon daily lives, and furthering and understanding and appreciation of how ideas and events of the past shape the institutions and debates of contemporary America.

INDEPENDENT STUDY PROGRAM (continued)

Physical Education

Physical Education (#2506)

Grade levels 9-10

Ninth and tenth grade requirements: The study and survey of team and individual activities designed to encourage the individual student non-participating in a regular school P.E. program to maintain a healthy and active life style. The student will have the opportunity to learn the rules and nomenclature of different sports such as track, soccer, cricket, softball and baseball, as well as handball, volleyball, self-defense, aerobics, weight training, social dance, badminton, golf and CPR and first aid.

Human and Social Services (Required for Graduation)

Freshman Studies B (#1525)

Grade level 9

Freshman Studies introduces skills and information on being successful in high school. Some of the topics are study skills, test taking skills, where to go for what, career planning, college planning, and interpersonal skills. The course involves a study of contemporary challenges faced by members of today's society: health issues such as drug and alcohol abuse and the spread of AIDS, and social issues such as values, choices, and decision-making strategies.

Elective Credits

Anthropology (#9655)

Grade levels 10-12

This course will provide students with an overview of anthropology as a study and as a career. It will cover human evolution, modern humans, cultural variations, and the applications of anthropology. It will provide understanding and applications for both cultural and physical anthropology and how they relate to environmental and social adaptations. Topics covered will also include culture, communication and language, economic systems, political systems, arts and religions.

Beginning Auto (#5045)

Grade Levels 9-12

This course is designed to meet introductory industry standards in the automotive field. The course includes practical experiences and instruction in vehicle service, diagnosis and repair of engines, drive trains, suspension, steering and brake systems. Upon successful completion of the course students should be able to obtain entry-level employment and/or continue their training at a postsecondary educational institution. Language arts and math are reinforced throughout the course.

Child Development (#9654)

Grade levels 9-12

This course is designed to help young people acquire knowledge and skills essential to the care and guidance of children. Students will learn the physical, social, emotional, and intellectual growth and development of children from birth through adolescence.

Criminal Justice (#9658)

Grade levels 9-12

In this course student's focus on understanding how the criminal justice operates in the United States.

Topics will include the three major components (police, the courts, and the penal system) and how they have developed in balance with the protection of individual liberties. The course concludes with readings on how terrorism has impacted our criminal justice system.

INDEPENDENT STUDY PROGRAM (*continued*)

Nutrition (#9343)

Grade levels 9-12

Students will learn healthy decision making, lifestyle choices, goal setting, quality of life, and self-esteem as it relates to nutrition and exercise.

English Composition & Creative Writing (#9667)

Grade levels 9-12

Investigate ways of organizing your thinking and your writing skills. Learn appropriate approaches for a number of different kinds of writing. Two types of organizational tools will be used for prose writing: the topic sentence and the thesis statements.

Current Events (#9005)

Grade levels 9-12

Students will be required to watch, listen to, or read current news each day. Students will analyze the news stories and determine how the events relate to their lives. They will also discuss orally or in writing how events affect people locally, nationally, globally, and historically.

Exploring Computers (#9668)

Grade levels 9-12

This program will provide students with the skills and knowledge necessary for employment in a business office. Upon successful completion of this course, students will be able to identify components and functions of the computer, use basic computer terminology, demonstrate word processing, spreadsheet skills, use presentation software, desktop publishing, and demonstrate a variety of internet usage techniques. Microsoft Office is the software being used in this program. Language arts and math are reinforced throughout the course. Emphasis will also be placed on people skills, grooming and employment skills.

English Literature (#9666)

Grade levels 9-12

This course provides students with an additional opportunity beyond the required English classes to explore various literary genres. A guided reading program is individualized to best meet the interests and needs of each student.

Food for Today (#5073)

Grade levels 9-12

This course will give students a comprehensive overview of foods, nutrition, and food preparation. It covers the basic food groups, food supply, shopping for food, and buying for the kitchen. It also covers food handling and kitchen safety. The course includes information about careers in food and nutrition.

On Your Own (#5133)

Grade level 12

Students learn many varied skills that they will need to live on their own after high school, including how to maintain checking and saving accounts, fill out tax forms, rent an apartment (tenant's rights), buy a car, obtain car insurance, and apply for a job. Career choices, dating and marriage, and current information on STDs and birth control are also covered.

Mythology (#9660)

Grade levels 9-12

This course offers students the opportunity to appreciate the common themes found in myths from the classical Mediterranean sources as well as from North American, Asian, African, and northern European societies.

INDEPENDENT STUDY PROGRAM (continued)

Human Relations (#9669)

Grade levels 9-12

This course will explore the themes of how to see ways all peoples and societies are alike and ways they are different throughout the ages of history. This course will explore how the economic systems, belief systems, art and ideas, geography and environment, government and citizenship, migration and diffusion, science and technology, as well as society form and develop human relationships as we know it in today's context. Topics covered will include: Commonality and Diversity, Conflict and Cooperation, Continuity and Change, Individualism and Interdependence, as well as Interaction with Different Environments.

Concepts of Algebra (#2118)

Grade levels 9-12

This course focuses on the basic concepts of algebra in a step-by-step approach and meets the standards set by the State of California. The emphasis is placed on including instruction using a variety of modalities. The focus is on real-life situations that require thinking and analysis to help students connect math instruction with the real world.

Freshman Studies A (#1583)

Grade levels 9-12

Freshman Studies introduces skills and information on being successful in high school. Some of the topics are study skills, test taking skills, where to go for what, career planning, college planning, and interpersonal skills.

Oceanography (#9659)

Grade levels 9-12

Discover Oceanography as a science of motion – of waves through water, of water through water, of tectonic plates across the face of the earth. This course will help you visualize some of the key oceanographic processes and the central role the oceans play in the cast global system of which you are a part.

Psychology (#9656)

Grade levels 9-12

This course will take the study of psychology by connecting both the social sciences, such as the history or economics and the natural sciences, such as biology and chemistry. As a social science, psychology explores the influences of society on individual behavior and group relationships. As a natural science, psychology looks for the biological explanations for human behavior. Psychology uses the scientific method as a problem-solving tool and teaches the student to think critically.

Sociology (#9657)

Grade levels 9-12

Students will use the scientific method to understand how social structures influence beliefs, behaviors and social interactions. As social scientists, students will think critically and be objective when applying sociological principles to everyday events, issues and problems. Topics include cultural and social structures, inequalities, institutions and change.

Career Pathways (#8142)

Grade levels 9-12

Study the skills in the work place of your choice using the Internet, and text which offer a look at specific career skills, the work place today and entrepreneurship. Text book work will center around

your discovering the choices which can result in your finding your role in the work force of a modern society.

2-Dimensional Art (#6010)

Grade levels 9-12

Drawing and painting skills are stressed. Many projects in two-dimensional media are used to develop basic skills. This course includes examination of art history, attention to basic design elements and principles, and the place of design in everyday life.

INDEPENDENT STUDY PROGRAM (continued)

World Geography (#9634)

Grade levels 9-12

This course will include instruction in geography around the five themes of geography: the world in spatial terms, human systems, environment and society, interaction of the planet and animal life for ecosystems, movement, and regions. The first semester will include the first nine geography state framework standards and the second semester will complete the remaining 9 framework standards. Geography skills provide the tools and methods for us to understand the relationships between people, places and environments.

Drama (#6043)

Grade levels 9-12

The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theater as a collaborative art. The content to include, but not be limited to, the following: acting and characterization, movement and vocal production, pantomime and improvisation, theater terminology, script analysis, theater history and influences, technical theater and design, playwriting, theater production, theater games, audience etiquette, roles and careers in theater arts, relationships between theater arts and other subject areas.

Music Appreciation (#7003)

Grade levels 9-12

This is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format. The first semester covers primitive musical forms, classical music, and American Jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

Exploring Music (#9645)

Grade levels 9-12

Using an instrument of their choice, student shall develop a weekly lesson describing the elements of that lesson and demonstrate the lesson using the instrument in class each week. Student will listen to at least one song each week and write a brief background sketch of the performance and/or artist or composer.

Social Studies (#1513)

Grade levels 9-12

The IS Social Studies offers the student the opportunity to enhance his/her further understanding of U.S. History, U.S. Government, World History, Sociology, Anthropology, or Geography. In addition to regular vocabulary development, the student will compare, contrast and interrelate the cause and effect of human interaction within the scope of the course subject chosen by the student.

Fundamentals of English (#9662)

Grade levels 9-12

This course is designed as a resource class for students to study the specific California ELA standards. The class offers instruction in basic grammar, sentence structure and paragraph structure needed to communicate their thoughts in writing.

Math I Support (#9663)

Grade levels 9-12

This course provides time for assessment of basic skills and offers the student an opportunity to bring

their work from other classes and obtain assistance in a quiet environment and one-on-one support as needed. The class provides the student an opportunity to receive instruction using available materials from previous California High School Exit Exam tests.