

2009-2010 Guide to Personal Planning

This guide is designed to help you develop a comprehensive four-year course plan. Your four-year plan should provide an overall picture of the courses at your high school that will be best suited for your educational needs and career goals, as well as for meeting graduation requirements. Be aware that you may make changes in the plan at any point when you change your goals or find that your next course would be too easy/difficult for you due to some unexpected reasons.

All students must enroll in a minimum of six classes each semester. Seven classes each semester are made available.

Plan your schedule very carefully; choosing classes that will help you meet your personal, graduation, and career goals. Be honest with yourself. You will not do yourself any favors by enrolling in an Honors or AP courses when you cannot do the work well enough to earn a good grade. ***Make sure you check the guidelines for all your courses as you design your plan.***

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High School Graduation Requirements

History/Social Sciences World Geography, World History I & II, US History, American Government and Economics	35 Credits
English	40 Credits
Mathematics Minimum requirement-must complete Algebra 1 or equivalent	20 Credits
Science 10 credits of Life Science 10 credits of Physical Science	20 Credits
World Languages/Visual & Performing Arts/Voc/Career Tech & Applied Art 10 credits in TWO of the above THREE areas	20 Credits
Physical Education All 9th graders must participate in P.E. for 10 credits Remaining 10 credits can be obtained in 10-12th grades	20 Credits
Health	5 Credits
Additional credits	80 Credits
TOTAL CREDITS FOR GRADUATION	240 Credits

High School and College Admission Requirements

Subject Requirements (A-G)	High School Graduation Requirements	Cal State University	University of California
Social Studies (A)	(35 credits) World Geography World History I/ II US History 1/2 Gov't/Econ	2 years: 1 yr. World History 1 yr. US History or 1 yr. World History 1 sem. Gov't 1 sem US History	2 years: 1 yr. World History 1 yr. US History or 1 yr. World History 1 sem. Gov't 1 sem US History
English (B)	4 yrs. (40 credits)	4 yrs. CP (40 credits)	4 yrs. CP (40 credits)
Math (C)	2 yrs (20 credits)	Algebra 1 Geometry Algebra 2	Algebra 1 Geometry Algebra 2 4th year recommended
Science (D)	2 yrs (20 credits) 1 yr. Physical and 1yr. Life Science	2 years of lab science (e.g., Biology, Chemistry, Physics, Int. Phy. Science)	2 years of lab science - 3rd year recommended (e.g., Biology, Chemistry, Physics, Anatomy, etc.)
World Language (E)	(20 Credits) required from any two fields	2 yrs of the same language	2 yrs of the same language 3rd year recommended
Visual/Perf. Arts (F)	See World Lang.	1 yr.	1 yr.
Voc. Appl. Arts	See World Lang.	None	None
Health	1 sem (5 credits)	None	None
Physical Education	2 yrs (20 credits)	None	None
Electives (G)	(80 Credits)	1 year (2 semesters) of additional college prep courses	1 year (2 semesters) of additional college prep courses
Total Credits	240 Credits Grade D- or better	Grade of C or higher in all college prep courses	Grade of C or higher in all college prep courses
Test Requirements	Pass the California High School Exit Exam (CAHSEE)	SAT Reasoning Test or ACT Assessment	ACT Assessment plus Writing or SAT Reasoning Test and two SAT Subject Tests in two different areas (some majors require SAT subject tests in specific subjects). <i>* Beginning with the class of 2012, the UC's will no longer require the SAT Subject Tests.</i>

Create Your Personal Four Year Plan

Grade	Required Courses	Student Courses	Grade		Credit		Career Information and Plans
			1st Sem	2nd Sem	1st Sem	2nd Sem	
9 60 cr	English						Career Goal/Major: Supporting Activities: (9-12) Co-Curricular Activities:
	Math						
	Science or Elective						
	Physical Education						
	Geography/Health						
	Language or Elective						
	Elective						
Summer Plan:							Total Credits to Date: ____ of 60
10 120 cr	English						Career Goal/Major: CAHSEE Scores: ELA ____ Math ____ Co-Curricular Activities:
	Math						
	World History I/II						
	Physical or Life Science						
	Physical Education						
	Language or Elective						
	Elective						
Summer Plan:							Total Credits to Date: ____ of 120
11 180 cr	English						Career Goal/Major: PSAT ____/____ SAT I ____/____/____ SAT Subject ____/____/____ ACT ____/____ Co-Curricular Activities:
	U.S. History 1/2						
	Physical or Life Science						
	Math or Elective						
	Language or Elective						
	Elective						
	Elective						
Summer Plan:							Total Credits to Date: ____ of 180
12 240 cr	English						Career Goal/Major: Colleges applied to: Co-Curricular Activities: Community Service:
	Amer. Govt./Economics						
	Physical or Life Science or Elective						
	Math or Elective						
	Physical Education or Elective						
	Language or Elective						
	Elective						
Post High School Goal: CAREER / JUNIOR COLLEGE / 4 YR COLLEGE							Total Credits to Date: ____ of 240

SOCIAL STUDIES

World Geography and Culture

This required semester-long 9th grade course constructs a foundation for 10th, 11th, and 12th grade social science curricula through the study of culture in a geographical context. Physical geography is organized in terms of location, place, environment, movement, and region. Cultural studies focus on understanding concepts that describe political, economic, belief, and social systems along with learning about present day ways of life around the world and their historical backgrounds. In addition, students will incorporate map work, globes, graphs, the internet, library resources and class discussions.

Meets UC and CSU “a” requirement

Advanced World Geography and Culture

This challenging and accelerated semester-long 9th grade course constructs a foundation for 10th, 11th, and 12th grade social science curricula through the study of culture in a geographical context. Physical geography is organized in terms of location, place, environment, movement, and region. Cultural studies focus on understanding the basic concepts that describe political, economic, social systems and belief systems, along with learning about present day ways of life around the world and their historical backgrounds—including the study of ancient history and religions. Using the “five-circle culture model,” students will compare and contrast diverse major cultures that arose in the world due to specific geographical forces, and also seek to discover the common elements found in all cultures, thereby developing a multi-cultural perspective. Skill development focuses on critical thinking, researching, reading, writing, speaking, and vocabulary enrichment (Cultural Literacy). Study skill development centers upon the use of the student interactive notebook thereby utilizing the “Cornell notes” format for more effective organization and retention. In addition, numerous oral discussions and active participation will be encouraged through the use of “Socratic seminars,” current event updates and a class mock trial simulation.

Prerequisite: Passing score on qualifying examination.

Meets UC and CSU “a” requirement

World History I & II

This 10th grade course presents a narrative of world history from the roots of democracy through the present. The course traces the development of civilizations throughout the world. Themes include political change, economic development, the growth of science and technology, the effect of contact between cultures, and creativity in the arts. Skill emphasis will include reading, analysis, speaking, note-taking, writing and research.

Meets UC and CSU “a” requirement.

AP European History

This course is a full year introductory college course that covers European history from 1450 to the present. Students will gain an understanding of geography and the chronology of the major events and trends of that time period. Instruction will include the principle themes in modern European history, an ability to analyze historical evidence, and an ability to express historical understanding in writing. The course covers the cultural, political, and socio-economic history of Europe in preparation for the AP exam. For sophomores, this class will replace World History I/II. For upper classmen, this class will be counted as a Social Studies elective.

Prerequisite: “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

Meets UC and CSU “a” requirement

AP U.S. History

All students interested in this course should sign-up for U.S. History. Following the screening test, counselors will place students into U.S. History AP. This class is a challenging two-semester 11th grade course that is meant to be the equivalent of a freshman college course. The content is comprised of a complete survey of American history from the age of exploration to the present using multiple perspectives. Emphasis will be placed on critical and evaluative thinking skills, essay writing, and interpretation of original historical documents.

Prerequisite: “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

Meets UC and CSU “a” requirement

SDAIE U.S. History

Grades 9-12. This class is designed to cover the same curriculum as other U.S. History classes, but it utilizes techniques specially designed to help English Language Learners. This course will rotate every other year with SDAIE World History 2/3.

The time periods covered in the first semester is pre-colonial era to the turn of the Century. We will examine the major historical events in that period, i.e. the forming of the colonies, Revolutionary War, the writing of the Constitution, the Civil War, Immigration, etc. We will follow the 11th grade standards and benchmarks of the state of California as the basis of the key events and themes studies. A goal of this class is to see how one period of time has influenced and shaped succeeding eras. The time period covered in the second semester is 1900 to the present day. We will examine the major historical events in that period, i.e. the two World Wars, the Great Depression, the Cold War, the Civil Rights Movement, Vietnam War, and Watergate. A goal of this class is to see how one period of time has influenced and shaped succeeding eras. The junior year requires all students to complete a research paper on the 20th century, which will be conducted in the second semester.

Meets UC and CSU "a" requirement

American Government

This course meets UC & CSU "a" or "g" requirement.

Seniors will examine the major principles of the American political system. Particular attention will be paid to the political decision making process employed by Federal, State and local government. Students will also analyze the major institutions of the American political system, such as the Constitution, Presidency, Congress, Supreme Court, political parties, voting, elections, civil liberties and the media. Special emphasis will be placed on helping the student understand his/her role within the American political system.

This course meets UC & CSU "a" or "g" requirement.

AP American Government

This Senior course will examine the nature of the American political system and will be concerned with the development of American political culture over the past two hundred years. The principal processes and institutions through which the political systems function will be studied in detail. Specific areas of study will include: 1) the context of American politics, 2) the political process, 3) major institutions of the national government, 4) civil liberties and civil rights, 5) the nature of American democracy. Students may take the AP Exam at the end of the course.

Prerequisite: "B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

This course meets the UC & CSU "a" or "g" requirement and receives a weighted grade.

Economics

This Senior course examines the principles of the American economic system. It includes a study of comparative economic systems, economic policy-making and decision-making, and of economic issues on a personal, national and international level. This course includes principles of micro and macroeconomics.

Meets UC and CSU "g" elective requirement

AP Economics

This Senior course will examine the basic topics that all students of macroeconomics and microeconomics must know in order to take the AP exams in both areas. In macroeconomics the following topics will be covered: national income accounting; measures of economic activity; theories of aggregate demand, including consumption, investment, and the demand for money. Conversely, in microeconomics, the topics will include: the market system, including product markets and resource markets; government activity and the effects on market mechanisms; types of firms and their market functions; and international economics and the world economy (although the main focus of the course is macroeconomics, fundamental microeconomics will receive considerable emphasis as well). This course will be especially valuable for students considering business, law, or government majors in college. Successful completion of this course will prepare students for the Advanced Placement examination in both macroeconomics and microeconomics. It is expected that all students enrolled in A/P Economics will register for the AP exam.

Prerequisite: "B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and Algebra II, or successful completion of qualifying assessment.

Meets UC and CSU "g" elective requirement (weighted grade)

Psychology

This Senior course focuses on personal growth and provides students a basic introduction to the field of psychology. Students learn to apply basic psychology concepts to themselves so they have a better understanding of who they are and how they can relate better to those around them.

U.C. Certified 'g' Requirement and C.S.U. Certified

AP Psychology

This Senior class will challenge the student to study psychology at the college level. You will learn about the latest research findings regarding the brain, the mind, and behavior. Unites studied will include research methods, consciousness, sensation and perception, neuroanatomy, motivation and emotion, learning theory, mental illness, personality theory, development, etc. This course is designed for the accelerated student seeking college credit through the advanced placement test. It is expected that all students will take the AP exam in May.

Prerequisites: "B" or better in Psychology, or 3.0 overall GPA, or meeting criteria on placement assessment

Meets UC and CSU "g" elective requirement (Weighted grade)

Honors Modern East Asian History

Grades 11-12. As the world becomes smaller, knowledge of non-western history becomes all the more important. This course analyzes the modern transformation of East Asia. Topics include: the conflict of Sino centrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia.

Prerequisite: Completion of World History 2 or 3 with a grade of B or better

Meets UC and CSU "g" elective requirement

History of World War 2

Grades 11-12. Semester class. This elective course will be an intensive study of the major events, leaders, and themes of the most significant war in modern history. Topics will include: the role of the new military technology, social effects on civilians, and the impact of the war on the post-war Europe and Asia, and the development of the Cold War. This course will allow students a chance to develop analytical skills by examining primary documents from the era and through the completion of a research project based on those primary documents.

An emphasis will be on interpretation of key events from various international perspectives. In addition to understanding why events happened during the war, students will have to understand the root causes and effects of the war. Oral discussion/participation will also be a key component to this class.

Prerequisite: Completion of World History 2 or 3 with a grade of B or better

Meets UC and CSU "g" elective requirement

ENGLISH

English 9

English 9 is an introductory course that lays a foundation of skills that students will need throughout high school. It is a literature-based course with an emphasis on critical reading and composition skills. These skills include: literary analysis and close reading, writing expository essays, creative writing, timed writing, grammar and usage, vocabulary, discussion group skills, and dramatic interpretation. Students are exposed to a variety of classical and contemporary genres: novels, short stories, plays, poetry and non-fiction.

Meets UC/CSU "b" requirement.

English 9 Advanced

Advanced English 9 exposes students to a wide range of classic and contemporary literature. Students read a variety of literary types, including essays, short stories, poetry, non-fiction, plays, and novels. Students write a variety of assignments relating to the literature, concentrating on analysis and critical thinking. Students have many opportunities to develop formal and informal speaking skills. Assignments differ from regular English 9 coursework in quantity and depth of analysis, and in the level of expectations. Students are expected to enter the course with a high level of reading comprehension and writing skill. Material will be covered quickly, requiring that students must be able to read and comprehend independently and manage their time appropriately. Long-term individual and group projects require that students set realistic short and long-term priorities.

Prerequisite: qualifying assessment

Meets UC/CSU "b" requirement.

English 9 SDAIE

This class is designed for English Language Learners. The *Specially Designed Academic Instruction in English* course parallels the content core curriculum for English 9 and is aligned to the California State Language Arts Standards. Students read and study the core literature and learn to write structured paragraphs and essays while also utilizing supplementary support materials to enhance comprehension and learning in reading and writing. This course is offered on a rotating basis with SDAIE English 10 so that students can refine their reading, writing, speaking, and analysis in English.

Meets UC/CSU “b” requirement.

English 10

English 10 is a college preparatory language arts course which expands and strengthens the skills developed in English 9. This world literature based course emphasizes critical reading, composition and speaking skills. Students will study short stories, poetry, drama, non-fiction and novels. The course also includes extensive writing instruction in a variety of forms, grammar instruction, root word instruction, and vocabulary development.

Meets UC/CSU “b” requirement.

English 10 Advanced

English 10, Advanced is a rigorous course due to the increased expectations regarding volume of reading, maturity of insight, sophistication of language use, and standards of evaluations. This course exposes students to world and multicultural literature through discussion and critical analysis of various genres, including non-fiction, myth, legend, epic, poetry, short story, and the novel. Course work focuses on the development of analytical thinking skills, with an emphasis placed on critical writing in response to literature. The course also includes grammar instruction, root word instruction, and vocabulary development with words taken from the literature as well as from lists designed for SAT preparation.

Prerequisite: B- in prior advance, honors or AP English course, or meet criteria on placement assessment.

Meets UC/CSU “b” requirement.

English 10 SDAIE

This class is designed for English Language Learners. The *Specially Designed Academic Instruction in English* course parallels the content core curriculum for English 10 and is aligned to the California State Language Arts Standards. Students read and study the core literature and learn to write structured paragraphs and essays while also utilizing supplementary support materials to enhance comprehension and learning in reading and writing. This course is offered on a rotating basis with SDAIE English 9 so that students can refine their reading, writing, speaking, and analysis in English.

Meets UC/CSU “b” requirement.

English 11

English 11 is a college preparatory language arts course in which students will study traditional and contemporary works drawn from American literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development.

Meets UC/CSU “b” requirement.

English 11 Honors

Honors English 11 is a chronological study of American Literature, history, philosophy, and culture. Students will be challenged by the high level reading, writing, and speaking that is required as they develop their ability to analyze, think deeply, and express themselves clearly. Students are expected to have mastered reading and writing skills presented in Advanced English 10 prior to entering this course. Material will be covered quickly, requiring that students must be able to read and comprehend independently, and manage their time appropriately. Long-term individual and group projects will require that students set realistic short and long-term priorities, without overextending themselves.

Prerequisite: : B- in prior advance, honors or AP English course, or meet criteria on placement assessment.

Meets UC/CSU “b” requirement.

English 12

English 12 is a year-long course designed to prepare seniors for the rigor and depth of college-level reading and writing requirements. English 12 course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. Students write for a variety of purposes in preparation for college, including application essays, placement assessments, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review and vocabulary development. The course provides extensive and challenging reading of many literary genres, including non-fiction, poetry, fiction, and drama, ranging from classical through contemporary literature. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues.

Meets UC/CSU "b" requirement.

English Literature AP

AP English Literature is a rigorous, college level course focusing on the study of significant literary works. Students analyze literature, poetry, and essays in terms of concepts and the role of these concepts in the development of the World. The reading list is extensive and written work emphasizes a mature level of insight, the development of careful and thorough analysis, and sophisticated language use. Participation in class discussion is essential. This is an Advanced Placement course that prepares students to take the AP Literature and Composition exam in May.

Prerequisite: : B- in prior advance, honors or AP English course, or meet criteria on placement assessment.

Meets UC/CSU "b" requirement.

British Literature

This Senior survey course of British literature, studied in a historical context, includes the reading and discussion of English authors and novels. Literature-based creative and critical writing is taught. The course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. The challenging content is designed to prepare students for college level reading, thinking, literary analysis, and writing.

Meets UC/CSU "b" requirement.

Composition

Composition is a nonfiction-based Senior course designed to prepare students for the rigors of college-level analytical writing and critical reading. Instruction includes writing college admissions essays and scholarship essays as well as college-level essay writing types. Students review grammar and syntax as well as the use of varied sentence types. Critical thinking skills, based on advanced logic and organization, are developed through writing expository prose and literary analysis. The class emphasizes process writing (through drafting, responding to feedback, and revising) and response to short non-fiction pieces, film clips, documentaries, and news articles.

Meets UC/CSU "b" requirement.

Novel

Seniors read classic and contemporary novels and study the writing, stylistic, thematic, and artistic elements of the novel as a form of literature. Close reading and essay response to the literature are major components of this course. Course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Novels are often grouped into thematic units of study. The course includes both whole class study and independent reading of novels.

Meets UC/CSU "b" requirement.

Shakespeare

11-12 grade students study the plays and poetry of Shakespeare, and his influence on literature through time. Students respond to the literature in discussion, essay writing, and group and individual projects. Close reading and analysis of the literature is designed to prepare students for college level reading, thinking, literary analysis, and writing. Students will be required to meet daily reading requirements, write, and participate regularly in class. Course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing.

Meets UC/CSU "b" requirement.

English ELD

This course is for students who have been identified as English Learners based on the California English Language Development Test (CELDT) who score at the Beginning or Early Intermediate level. It is designed to develop skills in listening, speaking, reading, and writing for everyday and academic purposes. Instruction focuses on communicative and academic skills based on the California ELD Standards.

Meets UC/CSU “b” requirement.

English ELD Advanced

Meets C.S.U. and U.C. “b” requirement for one year only. This class is for Advanced English Language Learners. Students continue to refine skills in reading, writing, speaking, listening, and grammar. Grammar instruction emphasizes the “editing process” for personal habitual error patterns each student makes in the English language. Note-taking skills, vocabulary, and literary analysis are emphasized. Students write analytical papers of between three and six paragraphs in length, depending on personal skills level. Subject matter includes the analysis and comprehension of poetry, short stories, novels, film, art, and cultural awareness topics. Students write memoir and personal response papers and a cultural studies project. The class is conducted in a “seminar” style; hence class discussions and oral participation are emphasized. Field trips occur throughout the year in order to help students develop cultural and aesthetic awareness.

Meets UC/CSU “b” requirement.

MATH

Algebra 1

The course content includes working with properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expression and equations, and radicals and connections to Geometry. (NOTE: Calculators are NOT allowed)

Prerequisite: B or better in Transitions to Algebra or proficient on STAR test in General Math.

Meets UC and CSU “c” requirement

Standards Algebra

Grades 11 and 12. This course is designed to satisfy the State of California and San Ramon Valley Unified School District graduation requirement of passing a yearlong course covering the California Algebra 1 standards. This standards based course is NOT a replacement for Algebra 1 and does not satisfy the prerequisites for High School Geometry.

This course is **not** U.C. and C.S.U. certified.

Geometry

The objective of this course is to help the student understand plane and space relationships. Topics covered are: basic spatial concepts, deductive proofs, parallelism, perpendicularity, congruence, quadrilaterals, ratio and proportion, similar polygons, the Pythagorean Theorem, right triangle trigonometry, circles, coordinate geometry, regular polygons, areas, volumes, compass and straight edge constructions, and optional subjects as time allows.

Prerequisite: B or better in Algebra 1 (both semesters) or proficient on STAR test in Algebra 1.

Meets UC and CSU “c” requirement

Algebra 2

Algebra 2 is a college prep course which emphasizes review of Algebra I, the Real and Complex Number Systems, solving equations and inequalities, and functions including linear, quadratic, exponential, logarithmic, and rational. Sequences and series, determinants, conic sections, the Binomial Theorem, permutations, combinations, and probability will also be covered.

Prerequisite: C or better in Geometry (both semesters).

Meets U.C. and C.S.U. “c” requirement.

Advanced Algebra 2

Advanced Algebra 2 is a rigorous college prep course, designed to prepare the students for Pre-Calculus w/ Trig. It covers the real and complex number systems, solving equations and inequalities, and functions including linear, quadratic, trigonometric, exponential, and rational. Logarithmic sequences and series, the Binomial Theorem, determinants, permutations, combinations, and probability will also be covered. This advanced course spends less time on the initial review chapters, and investigates later chapters in greater depth.

Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and final exam score.

This course meets the UC & CSU "c" requirement but **does not** receive a weighted grade.

Pre-Calculus With Trigonometry

Graphical calculator required (TI-84 recommended; TI-89 is not allowed on many exams). This is a course in functions, development of the trigonometric functions through the use of the concept of circular functions, graphical characteristics of the trigonometric functions-including translations, amplitude, change of period, domain, range, and sums and differences of functions, inverse trigonometric functions-notations and graphs, trigonometric identities, including addition and double-angle and half-angle formulas, use of degree and radian measures, solution of trigonometric equations, polar coordinates and vectors; solution of problems related to force and navigation, matrices and determinants, higher degree equations, logarithmic functions, rational functions, summation notation, mathematical induction, the conic sections (parabola, ellipse, hyperbola), translations and rotations of the axes and curve sketching.

Prerequisite: C or better in Algebra 2 (both semesters). Recommended: B in Algebra 2.

Meets U.C. and C.S.U. "c" requirement.

Honors Pre-Calculus With Trigonometry

All students interested in this course should sign up for the regular Pre-calculus with Trigonometry course listed above. A screening process, which includes prior mathematics course and final exam grades, and a placement test, will determine the list of qualified students who will be then placed into Honors Pre-calculus with Trigonometry. This course spends much less time on initial review and investigates the content of in greater depth and rigor, and pace. The chapter on Limits is also covered in the Honors course. A graphical calculator is required (the TI84+ is recommended, the TI-89 is not allowed on many exams).

Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and final exam score.

This course meets the UC & CSU "c" requirement

AP Calculus AB

(TI-84 recommended; TI-89 is NOT allowed on many exams). All students interested in this course should sign up for Calculus. Following the screening process, counselors will place qualified students into Calculus AB AP. This course includes the following topics: functions and graphs, limits, derivative, continuity and sequences; differentiation of algebraic functions; and applications of differential calculus; Rolles and Mean Value Theorems, graphing, applied minima-maxima, concavity, differentials, related rates, anti-derivatives, the theory and applications of integral calculus, methods of integration, differentiation and integration of transcendental functions. Problems requiring the use of graphical calculators will be included in the curriculum. Graphical calculator problems will also be on the AP Exam. Time is spent in preparing for the AP Exam in Calculus. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal.

Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and final exam score.

Meets U.C. and C.S.U. "c" requirement.

AP Calculus BC

Graphical calculator required (TI-84 is recommended; TI-89 is NOT allowed on many exams).

This course will include a brief review of the topics covered in AP Calculus AB. Additional topics will include: parametric, polar, and vectors functions, including their derivatives and applications; numerical solutions to differential equations using Euler's method; L'Hopital's Rule; applications of integrals including arc length and surface area; all methods of integration; improper integrals; solution of logistic differential equations; sequences and series and tests for convergence and divergence; Maclaurin and Taylor Series. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal.

Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and final exam score.

Meets U.C. and C.S.U. "c" requirement.

High School Math

This course is designed for 10th graders who need to prepare for the California High School Exit Exam (CAHSEE). This course is also suitable for students who have taken Transition to Algebra.

Math Lab

This is a computer based assisted elective course intended to build student confidence and develop basic skills necessary to be successful in the math curriculum. It is meant to be taken concurrently with the Transition to Algebra or Algebra 1 class. The topics will be individualized to meet student needs. The class will only be offered during A period and will meet on alternating block days. This is not a college preparatory class.

Statistics AP

This course prepares the student for basic (non-calculus) college statistics. College statistics is necessary for many non-science majors. The topics covered are those required for the Advanced Placement Statistics Exam. Among the topics covered is exploratory analysis of data (observing patterns and departures from patterns while making use of graphical and numerical techniques), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability theory and simulation), and statistical inference (making inferences with the z-test, t-test, chi-square procedure, and regression analysis). A graphical calculator is required (TI-83 or TI-84 is recommended.)

Prerequisite: B or better in Algebra 2 (both semesters).

Meets UC and CSU “c” requirement

SCIENCE

Life Science

(10-12) Life Science parallels the state standards for Biology and prepares students for the 10th grade NCLB exam. Topics include genetics, cell biology, DNA, body systems, cell chemistry, ecology, and evolution. This course meets the high school life science graduation requirement. Students who pass this course with a “C” or higher and have passed Algebra-1 may take Biology the following year. *This course does not meet any UC/CSU requirement.*

Marine Biology

Grades 10-12. The theme of the marine ecosystem will drive the curriculum involving the coverage of classic biological concepts. Many laboratory activities will be inquiry-based and involve live sea life. Students will also do biotechnology protocols and perform numerous laboratory activities using probe ware interfaced into computers located at each lab station.

This course requires the student to have self-discipline and good study habits. It is recommended for the student who is planning to attend a four-year college or university. The course meets the state and district content standards for biology/life science.

Prerequisite: Biology with a grade C or better. Must have completed Geometry. Meets UC and CSU “d” requirement

Biology

(9-12) Biology is a lab-based college prep course that focuses on the major concepts of life science, methods of science, and inquiry-based learning. Topics include science process, genetics, biochemistry, cell biology and physiology, ecology, evolution, and human body systems.

This course meets the UC/CSU Lab Science “d” requirement.

Prerequisite: Completion of Algebra 1. Concurrent enrollment in Geometry.

AP Biology

(11-12) AP Biology is for second year Biology students and parallels the content studied in college level introductory biology. Lecture, text, and laboratory experiments will be at the college level, including the 12 required College Board Laboratory Exercises. Students will be encouraged to take the advanced placement exam at the end of the course to earn college/university credit. This course is for the self-motivated student. *Coursework includes a required summer assignment that is due the in the first week of class.*

This course meets the UC/CSU Lab Science “d” requirement and earns a weighted grade.

Prerequisite: Completion of Biology with an A. Completion of Chemistry with a B or better.

Biotechnology (ROP)

(11-12) This course instructs students in the laboratory techniques and basic scientific concepts in the field of bioscience. Lab topics include DNA, Electrophoresis, bacteriological techniques, culturing strains of bacteria, manipulating DNA to achieve transformation of colonies. Instruction covers microscopic techniques such as oil-emersion and staining various types of tissue. Student conduct individual and team research projects using effective technical writing skills to express the results of their work. Sound laboratory procedures and safety is stressed.

Prerequisite: Biology, Chemistry (recommended)

Meets UC and CSU “d” Laboratory Science requirement

Honors Anatomy & Physiology

(10-12) Honors Anatomy & Physiology consists of a faster pace and more in-depth study of the topics covered in regular Anatomy & Physiology. Each major organ system (biochemistry and histology) will be studied in depth through a variety of activities, with a heavy emphasis on gross anatomy dissection and laboratory experiments. This course is recommended for students interested in a science or health-related field such as medicine, nursing, physical therapy, exercise physiology, kinesiology, sports medicine, and veterinary science. *As an honors level course this class earns a weighted grade.*

This course meets the UC/CSU Lab Science “d” requirement.

Prerequisite: Completion of Biology with a B. No English grade lower than a B. Completion of Chemistry with a B (C or better for Honors Chemistry).

AP Environmental Science

(11-12) AP Environmental Science includes a strong laboratory and field investigation component. Experiences both in the laboratory and in the field provide students with opportunities to test concepts and principles that are introduced in the classroom. In this class, students gain a broad awareness of environmental science and technological career opportunities. Job shadowing and internships are encouraged. An emphasis is placed on students using critical thinking and analytical skills to make a positive impact on the environment. Students who take the AP Environmental Science Exam in May have the opportunity to earn Advanced Placement (AP) credit for college. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

This course meets the UC/CSU Lab Science “d” requirement and earns a weighted grade.

Prerequisite: Completion of Biology with a B or better. Completion of Chemistry with an A (B or better for Honors Chemistry). Completion of Algebra 2 with a B or better.

Forensic Science, Analytical [Analytical Forensic Science] (ROP)

(11-12) This class will emphasize understanding the underlying scientific theories of forensic science. The class will build upon the student’s prior knowledge of biology and chemistry, using analytical chemistry techniques to analyze and identify trace evidence, including DNA. This course prepares students to further their science education at the university level.

Meets UC and CSU “g” Elective requirement

Prerequisite: Biology, Chemistry and Algebra

Integrated Physical Science

(9-12) Integrated Physical Science covers basic Chemistry, Physics, Earth and Biological Sciences beyond the 8th grade standards. Topics include: atomic and molecular structure, chemical bonds, acids and bases, heat and thermodynamics, waves, electric and magnetic phenomena, dynamic earth processes, biogeochemical cycles, California geology, ecology, and evolution. Integrated Physical Science fulfills the high school physical science graduation requirement. This course is strongly recommended for ALL freshmen that have not met the requirements to enter Biology or Accelerated Biology.

This course meets the UC “g” elective requirement and the CSU “d” requirements. It does not meet the UC “d” lab science requirement.

Chemistry

(10-12) Chemistry deals with matter, its properties, and the changes that it undergoes. Topics include: atomic structure and theory, properties of gas, solids, and liquids, chemical bonding, and principles of chemical reactions. This course uses an inquiry approach which includes discussion, lecture, laboratory experiments, and demonstrations.

This course meets the UC/CSU Lab Science “d” requirement.

Prerequisite: Completion of Geometry with a C or better. Concurrent enrollment in Algebra 2.

AP Chemistry

(11-12) AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college/university year. Emphasis is given to the theoretical aspects of chemistry, chemical calculations, and laboratory exercises. Topics include: structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and thermodynamics. Students are encouraged to take the advanced placement exam at the end of the course and earn college/university credit.

This course meets the UC/CSU Lab Science “d” requirement and earns a weighted grade.

Prerequisite: Completion of Chemistry with an A. Completion of Honors Chemistry with a B or better. Completion of Algebra 2 with a B or better.

Physics

(10-12) If you have ever wondered about how things worked (your CD player, pager, cell phone, ice skating, tennis, or rainbows to name a few), then this is the course for you. 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. Topics include motion, forces, energy, wave theory, light, electricity, and magnetism.

This course meets the UC/CSU Lab Science “d” requirement.

Prerequisite: Completion of Geometry with a C or better. Concurrent enrollment in Algebra 2.

Honors Physics

(11-12) Honors Physics consists of a more in-depth study of the topics covered in regular Physics and some additional topics. The problems, concepts, and exams are more rigorous and academically challenging than in the regular Physics. The course is recommended for students planning to take Physics in college. It is intended for students planning to major in Physical Science, Engineering, or Math. *As an honors level course this class earns a weighted grade.*

This course meets the UC/CSU Lab Science “d” requirement.

Prerequisite: Completion of Algebra 2 with a B or better. Concurrent enrollment in Pre-Calculus.

AP Physics (B)

(11-12) AP Physics (B) is intended for students with an interest in engineering, science or the medical field. The five general areas that are covered Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics and atomic and nuclear physics, are required by the College Board. Basic concepts of calculus may be introduced in connection with physical concepts, such as acceleration and work. Students are encouraged to take the AP Exam at the end of the course to earn college/university credit.

This course meets the UC/CSU Lab Science “d” requirement and earns a weighted grade.

Prerequisite: Completion of Physics with an A. Completion of Honors Physics with a B or Better. Completion of Pre-Calculus with a B or better.

WORLD LANGUAGE

Chinese Mandarin I

This is a beginning Mandarin Chinese course intended for students with no prior knowledge of any Chinese speaking or writing ability. This course will focus on the Chinese Zhuyinfuhau/Hanyupinyin (phonetic) system: tones, rules of phonetic spelling, and pronunciation drill; and Chinese characters: creation and evolution, stroke order, structure, and the writing system. Reading and writing skills are introduced. Students will learn the basic sentence patterns, and develop the Chinese language skills in listening, speaking, reading, and writing.

Meets UC and CSU “e” requirement

Chinese Mandarin II

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people. For students who have not taken Chinese 1, please contact the counseling office for a readiness assessment to be admitted to this class.

Prerequisite: C or better in Chinese I or by teacher approval

Meets UC and CSU “e” requirement

Chinese Mandarin III

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people. For students who have not taken Chinese 2, please contact the instructor to schedule a readiness assessment to be admitted to this class.

Prerequisite: C or better in Chinese II

Meets UC and CSU “e” requirement

French I

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the French-speaking world.

Meets UC and CSU “e” requirement.

French II

A continuation of the course of study of the French language and of the associated cultures started in French I. French II is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

Prerequisite: C or better in French I and teacher recommendation. Students may also be given a placement exam to insure that they have the background to succeed at this level.

Meets UC and CSU “e” requirement

French III

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the French language becomes imperative and there are more advanced cultural readings.

Prerequisites: French II with at least a “C” and recommendation of the French II teacher

Meets UC and CSU “e” requirement.

French IV Honors

Emphasis of this class is French for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of French authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in French. Enthusiasm for French is a must.

Prerequisites: Grade B or better in French III and/or teacher recommendation

Meets UC and CSU “e” requirement

AP French Language

This is an intensive course designed to prepare students for the AP French test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year’s end, the students will be able to understand the spoken language, be able to read and understand literary excerpts, and be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

Prerequisites: A in French 3 and teachers recommendation or B in French Honors and/or teachers recommendation.

Meets UC and CSU “e” requirement

AP French Literature

This course will cover selected works from the literature of French-speaking countries. Students are expected to read and analyze literature orally and in writing in French. The language proficiency reached by the end of the AP course is generally equivalent to that of college students who have completed various semesters of French in composition, conversation and grammar.

Students should be able to: 1) understand a lecture in French and to participate actively in discussions on literary topics in French; 2) do a close reading of literary texts of all genres in French; 3) analyze critically the form and content of literary works orally and in writing using appropriate terminology.

The class will also provide information and guidance specifically geared toward taking the AP French Literature Exam.

Prerequisites: B in AP French Language and teacher recommendation.

Meets UC and CSU “e” requirement

German I

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the German-speaking world.

Meets UC and CSU “e” requirement.

German II

A continuation of the course of study of the German language and of the associated cultures started in German I. German II is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

Prerequisite: C or better in German I and teacher recommendation. Students may also be given a placement exam to insure that they have the background to succeed at this level.

Meets UC and CSU “e” requirement

Spanish I

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the Spanish-speaking world.

Meets UC and CSU “e” requirement.

Spanish II (9-12) - Year

A continuation of the course of study of the Spanish language and of the associated cultures started in Spanish 1. Spanish 2 is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

Prerequisite: C or better in Spanish 1 and teacher recommendation. Students may also be given a placement exam to insure that they have the background to succeed at this level.

Meets UC and CSU “e” requirement

Spanish III

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the Spanish language becomes imperative and there are more advanced cultural readings.

Prerequisites: Spanish II with at least a “C” and recommendation of the Spanish 2 teacher

Meets UC and CSU “e” requirement

Spanish IV Honors

Emphasis of this class is Spanish for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of Spanish and Latin American authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in Spanish. Enthusiasm for Spanish is a must.

Prerequisite: Grade B or better in Spanish III

Meets UC and CSU “e” requirement

AP Spanish Language

This is an intensive course designed to prepare students for the AP Spanish test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year’s end, the students will be able to understand the spoken language, be able to read and understand literary excerpts, and be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

Prerequisite: B or better in Spanish IV Honors and teacher recommendation.

Meets UC and CSU “e” requirement

AP Spanish Literature

This course will cover selected works from the literature of Spain and Spanish America. Students are expected to read and analyze literature orally and in writing in Spanish. The language proficiency reached by the end of the AP course is generally equivalent to that of college students who have completed various semesters of Spanish in composition, conversation and grammar.

Students should be able to : 1) understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish; 2) do a close reading of literary texts of all genres in Spanish; 3) analyze critically the form and content of literary works orally and in writing using appropriate terminology.

The class will also provide information and guidance specifically geared toward taking the AP Spanish Literature Exam.

Prerequisite: B or better in Spanish IV Honors and teacher recommendation.

Meets UC and CSU “e” requirement

VISUAL AND PERFORMING ARTS

Architectural Design (ROP)

(11-12) This course allows the students to express themselves visually and showcases their creativity. Instruction in the following areas: elements of design, architectural history, sketching and computer design. Students are guided through a series of projects using computer aided design (CAD) software. This competency-based course prepares students for entry-level positions or further training in architectural design. Integrated into the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

Prerequisites: Basic Art and Design I, Algebra I, Geometry and/or approval of the instructor.

Meets UC and CSU “g” elective requirement

Art 1 (Semester)

This is an introductory skills-based, visual art course that introduces students to a variety of media. Students will also learn about art history and develop aesthetic valuing skills through writing. Class assignments are based on the California Visual Art Standards and introduce students to the Elements of Art and the Principles of Design. This class prepares students for the next level of art classes. Lab donation requested for materials.

Meets U.C and C.S.U. “f” requirement.

Art 2 (Semester)

Students apply artistic processes and skills, using a wide variety of media, to communicate meaning and intent to works of art based on the Elements of Art and the Principles of Design. Students further develop skills learned in Art 1 to create more individualized works of art moving from proficient to advanced levels. The study of Art History and culture are included in the curriculum. Assignments are based on the California Visual Arts Standards.

Prerequisite: Completion of Art 1 with C or better.

Meets U.C and C.S.U. “f” requirement.

Art 3

Grades 10-12. This advanced year long class emphasizes developing artwork of portfolio quality. Students learn to apply design elements in increasingly sophisticated ways. Strong emphasis upon creativity and craftsmanship. Wide range of mediums available including pastel pencils, acrylic, scratchboard, collage and calligraphic pens. Printmaking will be introduced. Sketchbook work and two research papers required.

Prerequisite: Art 1 and 2 with “C” or better, or permission of instructor

Meets UC and CSU “f” requirement

Studio Art AP

Students work at an advanced skill level to produce an individual portfolio of two-dimensional and/or three-dimensional work. This rigorous class requires that students be self-motivated as they prepare to submit a portfolio for the College Board Advanced Placement Exam in the Spring. All work must follow class specifications to assure variety and meet the demands of the portfolio contents with multiple measures for quality production. Students must be able to demonstrate mastery in various media and artistic concepts while producing two categories of work to meet the Concentration and Breadth requirements of the AP portfolio. All assignments are based on the CA Visual Art Standards. Summer work is expected.

Prerequisite:

Meets U.C and C.S.U. “f” requirement.

3D Art 1 (Semester)

This art class is an introduction to basic design elements and principles with three dimensional design applications. Students work in a variety of media and with varied techniques to create original works of art. There is a strong emphasis on creativity and craftsmanship. This course is aligned with the California Visual Art Standards.

Meets U.C and C.S.U. “f” requirement.

3D Art 2

This advanced three-dimensional art 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. This course is aligned with the California Visual Art Standards.

Prerequisite: 3D Art 1 with C or better.

Meets U.C and C.S.U. “f” requirement.

3D Art 3

Grades 10-12. This is an advanced three-dimensional art class which allows students to create larger sculptures using advanced materials and methods.

Prerequisite: 3D Art 1 and 2

Meets UC & CSU “f” requirement

Ceramics (1/2 Yearlong)

Grades 10-12. This course explores a variety of techniques in clay construction, wheel throwing, glazing and surface decoration. Students apply the Elements of Art and the Principles of Design using the medium of clay. This course is aligned with the California Visual Art Standards.

Meets U.C and C.S.U. “f” requirement.

Photography Beginning (Semester)

Grades 11-12. This is an introductory class in which students will learn to shoot, process and print their own black and white photographs. The course curriculum is aligned to the California Visual Art Standards and addresses the Elements of Art and the Principles of Design with specific applications to photography. Access to a 35 mm camera, auto or manual, is preferable.

Meets U.C and C.S.U. “f” requirement.

Digital Photo

Grades 11-12. This digital photography class will explore the many facets of digital imagery. Students are expected to produce and preserve images that paint a picture, tell a story, or record an event. Students will be exposed to a wide variety of technical editing strategies and techniques through the use of Adobe Photoshop. This digital photography program will deepen the understanding of composition and image design; focusing on color, theory, and practical applications.

Meets UC & CSU “f” requirement.

Digital Arts/Designs for the Web (ROP)

Grades 11-12. This is a college preparatory course designed to enable students to achieve an understanding and appreciation of artistic expression and be able to use that expression to enhance communication. Student will create original digital arts projects using contemporary media techniques. Outside research is part of the curriculum.

Meets UC and CSU “f” Visual and Performing requirement

Video Production [Art of] (ROP)

Students will acquire the visual arts skills to create quality video productions. Emphasis is on the uses of communication and organizational skills. Students learn the basic skills to produce their own videos while exploring aspects of pre-production, script writing, camera work, lighting and sound.

Meets UC and CSU “f” Visual and Performing Arts requirement

Prerequisite: Basic computer skills, fine arts, photography, drama or journalism are recommended

Video Broadcasting ROP

Grades 11-12. This is an advanced video production class in which students build upon previously acquired skills and work together to create a news and entertainment magazine for TV, which can be broadcast through the school network, through a local community channel, or uploaded to the Internet. The class structure mimics the workplace environment of a broadcasting studio by creating job titles in which students specialize to produce the show.

Students fulfill all roles of a broadcasting studio, including production manager, lead story editor, audio engineer, special effects and graphic designer, acquisition manager, tape logger, promotion and commercial developer, producer, writer, correspondent, camera operator, and editor. By meeting together as a group to produce a product, the students learn what it’s like to produce a TV show in a working broadcast environment.

This competency-based course prepares students for entry-level positions in the broadcasting industry, as well as preparing them for advanced communication studies at the postsecondary level. Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge.

Theatre Arts 1

This course is an exploration in voice, diction, and movement. You will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

Meets U.C and C.S.U. “f” requirement.

Theatre Arts 2

Students with a commitment to excellence in theatre will continue more advanced studies of acting techniques, advanced improvisation, and theatre history. Students will create short productions for a final exam performance that reflects the skills and techniques learned.

Prerequisite: Completion of Theatre Arts 1 with a grade of C or better.

Meets U.C and C.S.U. "f" requirement.

Theatre Arts 3

To qualify for theatre Arts 3, a student must have basic and/or technical skills and a willingness to make a commitment to excellence in theatre. This class includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles in acting. Students will create a production for a final exam performance that reflects the skills and techniques learned during the year.

Prerequisite: Theatre Arts 1-2 and permission of instructor (audition requirement).

Meets U.C and C.S.U. "f" requirement.

Play Production (ROP)

This course offers the advanced theatre student the opportunity to gain additional experience in dramatic arts through acting, technical theatre and exploration of theatre within an historical and cultural context. Students participate in all aspects of producing a play, including scene design and construction, costume design, sound and lighting design, make-up, properties acquisition and publicity. Students work as an ensemble to produce and perform in school productions and participate in local theatre competitions.

Meets UC and CSU "f" Visual and Performing Arts requirement

Prerequisite: Theatre Arts

Concert Band

Grades 9-12. The focus of this class is to develop instrumental techniques, using a wide spectrum of wind band literature. The class will include elements of music theory, historical and cultural context, and connections to other disciplines. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

Prerequisite: Open to all students with previous music experience on a woodwind, brass or percussion instrument or students developing a second instrument.

Meets UC and CSU "f" requirement

Orchestra

Grades 9-12. The focus of the class is to develop string and instrumental ensemble techniques. A variety of orchestra literature will be covered. Previous string experience is encouraged. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

Prerequisite: All String players are welcome. Wind and Percussion instruments by audition/consent of instructor.

Meets UC and CSU "f" requirement

Symphonic Band

Grades 10-12. The focus of this class is a continuation of intermediate/advanced instrumental techniques using a wide spectrum of intermediate/advanced wind band literature. This class will include a more in depth study of musical elements, historical and cultural context, and connections to other disciplines. 9th graders are welcome to audition. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

Prerequisite: Audition/consent of instructor

Meets UC and CSU "f" requirement

Wind Ensemble

Grades 10-12. The focus of this class is a continuation of advanced instrumental techniques using a wide spectrum of advanced wind ensemble literature. This class will include an advanced study of musical elements, historical and cultural context, and connections to other disciplines. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

Prerequisite: Audition/consent of instructor

Meets UC and CSU "f" requirement

Jazz Band

Grades 9-12. This is considered an intermediate jazz course. Students must have prior experience on a traditional jazz instrument: saxophone, trumpet, trombone, piano, bass, electric guitar or drum set. The class will include elements of jazz theory, historical and cultural context, and connections to other disciplines. Introduction and enhancement of improvisation skills and techniques will be covered. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

Prerequisite: Successful completion of audition process

Meets UC and CSU "f" requirement

Jazz Ensemble

Grades 10-12. This is considered an advanced jazz course. The class will include advanced elements of jazz theory, historical and cultural context, and connections to other disciplines. Advanced improvisation skills and techniques will be utilized. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

Prerequisite: Successful completion of audition process

Meets UC and CSU "f" requirement

Marching and Auxiliary Program

Grades 9-12. The focus of the class is to develop instrumental techniques, using a wide spectrum of marching band literature. The class will include elements of movement and performance skills. This group will represent the school at school, community and regional events. Participation in regularly scheduled co-curricular performances is mandatory.

Prerequisite: All musicians welcome. Auxiliary by audition.

Meets UC and CSU "f" requirement

Mixed Chorus

Grades 9-12. Do you want to learn how to sing? This entry-level choir is open to all students wishing to learn the fundamentals of good singing technique and basic musicianship. No previous singing experience is necessary and no audition is required, however students must accurately match pitch. Participation in regularly scheduled co-curricular performances is mandatory. A performance outfit may be required.

Meets UC and CSU "f" requirement

Concert Choir

Grades 10-12. This class is an intermediate vocal music course. Students will expand their mastery of music fundamentals, vocal technique, and historical/cultural perspectives of choral music. Students are exposed to a wide variety of music ranging from classical to contemporary. Participation in regularly scheduled co-curricular performances is mandatory. This class may take performance related tours. A formal performance outfit may be required.

Prerequisite: Audition or consent of the instructor

Meets UC and CSU "f" requirement

Chamber Singers

Grades 10-12. This group is an advanced ensemble of dedicated and committed students. Members are expected to understand and master music theory, sight-reading, and sing complex music in a variety of genres and performance styles. This group performs extensively throughout the year and a formal performance outfit is required.

Prerequisite: Audition or consent of the instructor

Meets UC and CSU "f" requirement

Treble Choir

Grades 10-12. Members of this intermediate level class continue their vocal development, appreciation of music and music reading skills. This group sings more complex music than that of the beginning level choirs. Participation in regularly scheduled co-curricular performances is mandatory. A performance uniform is required.

Audition or consent of the instructor

Meets UC and CSU "f" requirement

Music Today 1

Grades 9-12. Music Today....and Yesterday is a two-part class designed to help students better comprehend our heritage, culture, and the music creating process, through a historically-oriented study of Western Art, Music, Jazz, and Popular Contemporary music. Activities include analyzing musical compositions, studying music through recorded media, and researching various artists, often in group presentations. Music Today 1 will focus primarily on learning to read and comprehend printed music, understanding the music making process and the Baroque, Classical, Romantic, and Contemporary music periods.

Meets UC and CSU "f" requirement

Music Today 2

Grades 9-12. This semester class will focus primarily on American art forms including Jazz, Musical Theater, and Rock. Students will still work on some of the concepts learned in Music Today 1.

Prerequisite: "C" or better in Music Today 1

Meets UC and CSU "f" requirement

Music Theory AP (ROP)

Grades 11-12. This class is designed to give students the opportunity to enrich their knowledge of music theory and history, in addition to learning to apply computer technology to the music making process. Class projects involve computer notation, composition, ear training, music theory and field trips to local studios and seminars. Students are encouraged to write their own musical compositions for performance by school ensembles. Students will be prepared to take the AP exam.

Meets UC and CSU "f" Visual and Performing Arts requirement

Prerequisite: Ability to read music

VOCATIONAL/OTHER ELECTIVES

Computer 1

Grades 9-12. Semester class. College bound students need a working knowledge of computer software in order to be successful throughout college and into the work place. Additionally, all college bound students need a strong keyboarding skill (speed and accuracy). Take this course to develop both your keyboarding skill and your command for integrating technology in your life. Throughout this course you will learn to master the #1 Word Processing software; MS Word. Skills in creating, editing and formatting reports for college, resume writing, desktop publishing are all skills included in this course. This course is a must for all college bound students.

Computer 2

Grades 9-12. Semester class. Students will learn to integrate software applications of word processing, desktop publishing, databases, and spreadsheets, and do beginning programming. Students will also learn the Internet. This course is recommended for all students.

Prerequisite: Recommend Computer 1 and experience using computers at the introductory level.

Meets UC and CSU "g" requirement

Computer Applications (ROP)

Grades 11-12. This competency-based course provides comprehensive instruction in word processing and other office skills, preparing students for entry level positions in a business office. Learning options include Windows file management and the standard Microsoft Office programs. Also include are internet skills. There is a review of general office procedures, business communication and job search preparation

Culinary Arts 1 & 2

Grades 9-12. These semester classes are designed to help students build skills in beginning and advanced food preparation. Both classes include activities associated with food preparation, which aid students to understand a good diet and create interesting and creative food. Students will gain increased knowledge of food techniques, kitchen sanitation, equipment, career information, and consumer information.

Gourmet Foods

Grades 10-12. This is a semester class for the more advanced food student. A serious but fun approach including: field trips to cooking academies and processing plants, guest chefs, Cordon Bleu French cuisine, exotic foreign flavors, American heritage, and soul food. Provides skills in technical knowledge necessary for those considering a career in the increasingly important field of food technology.

Prerequisite: Successful completion of Culinary Arts 1 & 2

Fashion and Interior Design

Grades 9-12. The semester long class will help you develop and discover your creative ability while learning about the fashion and interior design industries. Students will learn about fashion design, merchandising, clothing construction, interior design, furnishings, architecture, and decor.

Fashion Merchandising (ROP)

Grades 11-12. This course is designed for students with a career goal in the field of fashion merchandising, marketing or management. Instruction in the concept areas of advertising, communications, display/visual merchandising, management, marketing, operations and product technology will provide students with a foundation in all aspects of the fashion industry. Individual research projects and portfolios will be designed and exhibited.

Life Skills

Grades 10-12. This semester course is designed for students who want to learn more about life beyond high school and what it takes to succeed when living “on your own”. You will learn about goals, budgeting, Credit Cards College, careers, housing, health, nutrition, parenting and relationships.

Careers in Teaching (ROP)

Grades 11-12. This entry level course is designed to provide students with knowledge of career opportunities in the field of teaching and other school site educational professions. Active class participation is enhanced by field work at school sites under the guidance of a mentor teacher. All students are required to observe and/or participate in a variety of settings and classrooms at the primary/elementary, middle/junior high and secondary levels. The course helps prepare students for entry into college or university teacher training programs.

Child Development 1

Grades 10-12. We will explore the social, emotional, and physical development of children from conception to the toddler years. Focus will be placed on prenatal care, month-by-month prenatal development, baby safety, care and feeding of infants, the psychological developments of children from birth to the toddler years, and discipline issues. During the class each student will take a “Baby Think it Over” simulator to care for. This experience is designed to simulate what it would be like to be a teen parent. The final is an observation and lesson-planning activity with a toddler playgroup.

Child Development 2

Grades 10-12. We will explore the social, emotional, and physical development of children from the preschool years to late adolescence. Focus will be placed on parenting skills, discipline, child safety, child abuse and neglect, puberty, and the teen years. During the class, students will teach a lesson to elementary age children and demonstrate their knowledge of a specific subject area. The final will include a group presentation of the knowledge they have gained from the class. You do not need to take Child Development 1 to be in this class. There is no “Baby Think It Over” during this class.

Fire Science (ROP)

Grades 11-12. This course prepares students for entry-level positions in the fire fighting industry. Instruction includes fire science, use of firefighting equipment, methods of rescue, emergency procedures and fire department organization. Students will have the opportunity to participate in a practice interview for firefighters by taking a written test, physical ability test and oral exam

Marketing and Merchandising (ROP)

Grades 11-12. This course prepares students for entry-level positions in the retail marketing and merchandising industry. It combines instruction with paid or unpaid internship training in local businesses. Instruction includes sales techniques, customer relations, cashiering, inventory control, an overview of the retail industry and marketing economics. Special emphasis is placed on customer service skills.

Work Experience

Grades 11-12. Work Experience is a semester elective class, which combines paid employment experience with classroom instruction. Students attend class ONLY one hour each week (Mondays 8:30-9:20 or Tuesdays 7:30-8:20) and must work a minimum of 10 hours a week. This is the perfect course for college bound students working to earn money for college or any student needing extra units to graduate. The classroom curriculum includes work habits, attitudes, self-confidence, job-related skills and the creation of a personal portfolio in order to locate, secure, and retain employment. Students earn variable credit for this course up to 10 credits based on hours worked. Work Experience students are allowed to be unscheduled during 5th or 6th period in order to work. Student must secure their own job prior to the first day of class.

Journalism

Grades 9-12. Through the exploration and analysis of all types of journalistic writing, students will become aware of the purposes and responsibilities of the professional journalist. They will learn about the vast scope and influence of the mass media and develop basic news writing skills. This course does require that the student write on a variety of topics and journalistic styles. This course is highly recommended as a prerequisite for those students hoping to join the Newspaper class.

Meets UC and CSU “g” elective requirement

Newspaper (ROP)

Grades 11-12. This year-long course will produce the student newspaper. There will be an emphasis on basic skills of journalism including reporting, writing, editing and layout. Some after school time is required.

Prerequisite: Teacher permission and interview or completed Journalism

Meets the UC and CSU “g” elective requirement

Yearbook

Students write and produce California High School’s yearbook on In Design. This is a class for hard working students interested in working as a team to capture the Cal High school. Students will be trained on all aspects of the yearbook; interviewing, reporting, writing, editing, taking digital photos, creating pages on the computer, and selling senior personals. Interested students must apply in the spring. No previous experience required.

Prerequisite: Teacher permission and review

Building Basic Robots

Grades 9-12. This semester course provides a hands-on experience to build and test robots. It will introduce basic robotic applications using computers and Lego kits. The VEXKIT will also be introduced. Catch the robotics revolution!

Prerequisite: Completion of Algebra 1

Robotics Engineering Technology (ROP)

This course explores the interaction of science and technology. Students will apply the scientific method and build on physics and mathematical concepts. Using the engineering design team concept as a model, students work in small groups to research, design, program and construct robotic devices used in competition.

Meets UC and CSU “g” Elective requirement

Prerequisites: Algebra, Geometry. Recommended: Computer programming, architectural design or physics

Pre-Engineering and Design

Grades 9-12. Students in this year-long class will investigate the various aspects of the engineering field with special emphasis in design and understanding of physical science principles. Fundamentals of engineering theory will be emphasized through the types of materials used in engineering and their applications as well as concepts in science and mathematics as it relates to engineering design. Students will use the tools and technologies of the engineering trade to design and conduct meaningful science and engineering investigations. Investigations and projects will be rooted in real, local environmental areas of concern, and promote exploration between science and society. Students will be applying concepts they learned in Algebra 1 and Geometry. Analytical skills are a must. California physics standards will be reinforced.

Prerequisites: Completed Algebra 1 and either concurrent in Geometry or Algebra 2.

Meets UC and CSU “g” elective

Engineering [Principles of] (ROP)

Grades 11-12. This course explores the interaction of science and technology. Students are introduced to different types of engineering (mechanical, civil, electrical, computer and chemical) as well as the underlying mathematics and scientific concepts associated with these disciplines. Students work in small groups to research, design and construct engineering projects.

Meets UC and CSU “g” Elective requirement

Prerequisite: Algebra II, Chemistry. Physics recommended

Sports Medicine (ROP)

This course explores human anatomy and physiology and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity. Students taking this class may be eligible for an after-school sports medicine practicum with the school’s athletic teams.

Meets UC and CSU “g” Elective requirement

Prerequisite: Biology

Sports Medicine [Advanced] (ROP)

This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts learned in Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries. Internship opportunities are available at after-school athletic events and working with other health care professionals.

Prerequisite: Biology, Sports Medicine

Speech and Debate

Grades 9-12. The first semester focuses on development of positive and effective speaking, research and speech structuring skills. We begin the semester with some relatively easy speech assignments and progress to a more informational and persuasive speech by the end of the semester. Student development is fluid as the curriculum lends itself to promote growth with each assignment as the difficulty increases. Along with the speech portion, there is an informal debate aspect which is run through a webpage where students post responses to a set debate prompt each week. Students get a feel for debate in a more relaxed environment so that they can begin to develop necessary skills for the second semester. At the end of the first semester students will have all the necessary speaking skills to be able to debate effectively. The second semester focuses on all the important/relevant forms of debate. This semester requires a great deal more work, but many students will find it quite rewarding. By the end of the year, speech and debate skills will have blossomed and students will be effective speakers and debaters (and hopefully a great addition to the Speech and Debate team).

Meets UC and CSU “g” elective requirement

Mock Trial

Grades 9-12. Mock Trial is a project-based course. Students learn the basics of a criminal case and then focus on one particular case to reenact. Students act as attorneys, witnesses, and supporters. They create and practice direct examinations, cross-examinations, opening and closing statements, and objections. After-school time is required to compete in the Contra Costa County Mock Trial Competition in February, but most other work is done in class.

Prerequisite: Teacher interview and approval

Reading Strategies 180

Grade 9. Reading strategies with an emphasis on non-fiction literature. Strategies include: critical and deductive reasoning practice through the use of context clues, previewing techniques, comparison and contrast, cause and effect relationships, etc. Vocabulary development skills include root word comprehension and phonics and the use of the SCHOLASTIC READ 180 interactive reading skills program.

Prerequisite: Enrollment determined by score on annual assessment testing and/or teacher recommendation.

Leadership: Student Government

Grades 9-12. This is a semester class for Class Members/Sound Techs and a year course for Appointed Committee and Elected Officers. The Leadership/Student Council class is the governing body and activities center for California High School. It is made up of two classes as described below:

(3rd period) ASB Officers are elected into the class. A number of other positions including committee chairs are open to students through an application process. Positions for the upcoming school year are filled during the spring of the previous school year with the exception of incoming freshmen. Students are responsible for the activities, spirit, clubs, and budget of the student body.

(4th period) This leadership class is made up of all the class officers and members. It is lead by Leadership Officers that are selected through an application/interview process. This class oversees the individual class budgets, activities, and events including, but not limited to dances, talent show, lip sync, and ball/prom.

All leadership students must have a willingness to serve the student body as well as set a positive example to fellow students and the community.

Prerequisite: Election or appointment (See Constitution) in conjunction with 2.0 GPA and Contract

Youth Educators

Grades 11-12. Youth Educators is a class, which is part of a countywide program, called the Youth Educator program. This is a drug, alcohol and tobacco prevention program in which high school juniors and seniors teach eight grade classes at Iron Horse Middle School and some of the Health classes at our school. The content that is taught involves teaching skills to eight graders that will help them choose alternatives to drug, alcohol and tobacco use. High school Youth Educators also model that it is possible to be drug, alcohol and tobacco free in high school. Youth Educators will go through fall semester training in this class to prepare them to teach their own classes at participating schools in the spring semester. The training involves learning communication skills, teaching skills, community-building skills, stress management, relationship skills and relevant information regarding drug, alcohol and tobacco abuse.

Prerequisite: Teacher interview and approval.

AVID-Advancement Via Individual Determination

Grades 9-12. AVID is a year-long program that helps prepare students in the middle with potential for success in rigorous secondary curriculum for four-year college eligibility. It is an academic elective program based on writing as a tool of learning, inquiry method, and collaborative grouping. The three main components of the program are academic instruction, tutorial support, and motivational activities. **AVID Senior Seminar for seniors does meet the UC and CSU “g” elective requirement.**

Prerequisite: Teacher and counselor recommendation

PE 9

A required course for all 9th graders. An orientation and introduction to high school physical education. Activities will align with the State Standards and Framework, level 1 in the fall and level 2 in the spring. Level 1 Standards include aquatics, rhythms/dance, individual and dual activities, and fitness. Level 2 Standards include combative, gymnastic/tumbling, team activities and fitness. This course will include the State Fitness Gram in the spring.

Students scoring below the State standards on 2 or more of the Fitness Gram tests will be required to enroll in a Physical Education Course in 10th grade

Basketball Conditioning

(10 – 12) Required: teacher approval. This is a highly structured disciplined program designed to improve skills specific to ball handling, shooting, offense and defense in basketball. This class will include conditioning specific to preparing students for an advanced level of competition.

Prerequisite: Teacher approval.

Body Boot Camp

(10 – 12) Fall/Spring. Combines weight lifting and aerobic exercise. This course will give students the opportunity to develop cardio respiratory efficiency, muscular strength and endurance and flexibility through a variety of activities. This course is designed to help students shape their bodies through exercise, to be physically fit and lead a healthy lifestyle.

Cardio Fitness

(10 – 12) Fall/Spring. Combination of aerobic activities including warm-up techniques, high and low impact aerobics, step training, flexibility exercises, hand-held weights resistance training and specific muscle group work designed for both men and women. May include cardio walking off campus.

Dance 1

9-12 Fall This is an introductory course for the **BEGINNING** level student. Course includes training in basic dance techniques and a variety of dancing styles. Freshmen may take this course for Fine Arts Credit only. Student must complete a full year to meet the Fine Arts requirement for graduation.

Dance 2

9-12 Fall For **INTERMEDIATE** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshman may take this course for Fine Arts Credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit. Student must complete a full year to meet the Fine Arts requirement.

Prerequisite: Entrance by audition only. See instructor.

Meets U.C. and C.S.U. "F" requirement.

Dance 3

9-12 Fall. For **INTERMEDIATE II** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts Credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit. Student must complete a full year to meet the Fine Arts requirement.

Prerequisite: Entrance by audition only. See instructor

Meets U.C. and C.S.U. "F" requirement.

Dance 4

9-12 Fall For **ADVANCED INTERMEDIATE** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshman may take this course for Fine Arts Credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit. Student must complete a full year to meet the Fine Arts requirement.

Prerequisite: Entrance by audition only. See instructor.

Meets U.C. and C.S.U. "F" requirement.

Dance 5

11-12 Fall For **ADVANCED** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts Credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit. Student must complete a full year to meet the Fine Arts requirement.

Prerequisite: Entrance by audition only. See instructor.

Meets U.C. and C.S.U. "F" requirement.

Football Conditioning

(10 – 12) Open to students interested in advanced training for competition in football. Students intending to participate in this sport will be encouraged to take this class.

Prerequisite: Athletic Dept. approval.

Net Sports

(10 – 12) Fall/Spring This course will provide students with the opportunity to learn skills and techniques in a variety of net games. Emphasis will be placed on team, partner and individual strategy and may include badminton, tennis, volleyball and pickle ball.

Sports Conditioning

(10 – 12) This course is designed for competitive athletes and will be offered the last period of the day. It will include sport specific workout programs for male and female athletes.

Prerequisite: Athletic Dept. approval and a B in last P.E. class

Team Sports

(10 – 12) Fall/Spring Students will be given the opportunity to learn the skills and techniques of a variety of team sports through participation. Sports may include flag football, indoor/outdoor soccer, basketball, volleyball, softball, hockey and ultimate Frisbee. Emphasis will be placed on sportsmanship and team strategy.

Weights

(10 – 12) Fall/Spring This course will provide instruction for students with little or no experience, as well as opportunities for intermediate-advanced level students to develop individualized lifting programs. Students will receive instruction in lifting techniques, spotting, and breathing techniques. The curriculum may include Olympic lifting techniques, plyometrics, and a variety of movement activities.

Yoga

(10 – 12) Fall/Spring Presents selected exercises from yoga techniques, which allow the student to increase his/her efficiency, and quality of living through improved breathing patterns, habits of relaxation, and posture that contribute to the development of strength, flexibility, balance and coordination. The program may include power walking.

SPECIAL EDUCATION

Students who are eligible for special education, and have a current Individualized Education Plan (IEP), may receive special education services in a variety of ways: in a general education class with support from a special education teacher, in a tutorial or academic success class taught by a special education teacher, individually or in a small group in a special education classroom with a special education teacher for a part of a school day, or in a Special Day Class (SDC) with core academics taught by a special education teacher. Scheduling for any of these options is based on the services outlined in a student's IEP and coordinated by the student's special education case manager in conjunction with the counseling office

REGIONAL OCCUPATIONAL PROGRAM (ROP)

WHAT IS ROP?

The ROP, administered cooperatively by the San Ramon Valley Unified School District and the Contra Costa County Office of Education, provides school-to-career preparation classes **for juniors, seniors, and students who are 16 years old or older.** Classes are designed to help students learn about career choices, develop job skills, and gain skills useful in college. Most classes can be taken for one or two periods, and some include internships. Students earn elective credits, and some classes offer transferable college credits. Certificates of proficiency are awarded upon successful completion of performance objectives. Students are also eligible to take ROP classes located off-campus.

WHY IS ROP DIFFERENT?

The emphasis of ROP courses is on career development. Students can use skills acquired in class to prepare for a career after high school, gain experience towards future college majors, and receive skills that lead to jobs before, during and after college. Instruction is individualized, and training is 'hands-on' using state-of-the-art equipment. *All classes incorporate employment readiness training, which is an integral part of career planning.*

HOW TO REGISTER:

*To register for classes on your campus, see your counselor. To register for off-campus classes see your counselor **and** call the ROP office at 942-3436. Complete course schedules are located in the counseling office and career center.*

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

NCAA Division I Freshman - Eligibility Standards

All students must register with the NCAA - Eligibility Clearinghouse. Students must register at end of junior year and submit a final transcript upon graduation.

Obtain guidelines at www.ncaa.org.

Obtain forms at www.ncaaclearinghouse.net and to register on-line.

Division I

16 Core Courses: 4 years of English
 3 years of mathematics (Algebra 1 or higher)
 2 years of natural/physical science (1 year of lab if offered by high school)
 1 year additional English, mathematics or natural/physical science
 2 years Social Science
 4 years of additional courses (from any area above or World Languages, non doctrinal religion/philosophy, computer science).

Division II

14 Core Courses: 3 years of English
 2 years of mathematics (Algebra 1 or higher)
 2 years of natural/physical science (1 year of lab if offered by high school)
 2 years of additional English, mathematics or natural/physical Science
 2 years of Social Science
 3 years of additional courses (from any area above or World Languages, non doctrinal religion/philosophy, computer science).

ADVANCED PLACEMENT PROGRAM/EXAMS

The Advanced Placement (AP) Program is a program of college level courses and exams for secondary school students. Over 90 percent of the colleges that most AP candidates attend give credit and/or Advanced Placement to students whose AP Examination grades are considered acceptable.

In the San Ramon Valley Unified School District we have courses in English, Math, Science, Social Studies, Art, World Languages, Music and Computer Science that meet the criteria of college level work established by committees of college professors. The AP exams that are given each May contain both multiple choice questions and free response questions that require essay writing, problem solving, etc. Each examination booklet is typically graded by four professors and teachers.

Every examination receives an overall grade on a five point scale: 5 (extremely well qualified) to 1 (no recommendation). An AP Grade Report is sent in early July to each student's home address, school and, if the student requested, to his or her college. Students must earn a score of at least 3 to be eligible to receive college credit.

For a list of colleges and universities that do not require entrance tests check www.fairtest.org.

COLLEGE INFORMATION

Community College

Admission requires high school graduation or being 18 with the ability to profit from community college instruction. At the community college students can complete the first two years of college and transfer as juniors to universities and colleges in California and elsewhere providing they have successfully completed the appropriate course work. Students can also receive vocational and business training which will enable them to enter an occupation. Assessment testing (Math and English) should be taken in the spring of the senior year.

California State Universities

There are 23 campuses of the California State Universities. Admission is based on the student's college preparatory grade point average and his/her score on the ACT or SAT. The state college GPA is based on work completed in the 10th and 11th grades excluding physical education, aiding, non-college prep courses, and military science.

Applications and test dates are available in the Career Center or online. Information is also available on SAT preparation classes, SAT workshops and study guides. The California State universities also require an English Placement and a Math Placement test (EAP). Students in the SRVUSD usually take the "EAP exam" through their

STAR testing and Spring Write in their Junior year. If students do not pass this exam, they must retake the exam or meet other requirements to be exempt from retest. In addition, after an application is submitted, you will be notified as to time and place of tests.

To be eligible for admission, students with a given grade point average must present the corresponding ACT composite or SAT total score. In general, the lower the GPA the higher the test score required and conversely, the higher the GPA the lower the test scores required. Students with a 3.00 or higher GPA are eligible with any score on the entrance examination. For further questions go to this website: www.csumentor.edu.

University of California

The University of California has 9 campuses. The UC in San Francisco is primarily a graduate program in the health professions.

To be eligible for admission to the University of California as a freshman you must meet the Subject Scholarship and Examination Requirements. Applications also review the student's SAT/SAT Subject/ACT scores, extracurricular activities and responses to two essays.

If you have any questions or need assistance in determining your eligibility, please contact your school counselor or the Office of Relations with Schools or admissions on the nearest UC campus. Final determination is made by the Campus Admissions Office. For further questions go to this website: www.universityofcalifornia.edu.

Private Colleges and Universities

Admission requirements vary greatly with each school ranging from the very demanding to the less stringent admission standards. Private schools often take into consideration factors other than the grade point average and test scores. Such factors as special talents and aptitudes, religious affiliation, and high school activities may play a part in the admissions policies at some schools.

Subject a-g Requirements

To satisfy this requirement, students must have successfully completed a specific sequence of high school courses often called the "a-g subjects."

To be accepted by the University, they must appear on a list certified by your high school as "Courses to Meet Requirements for Admission to the University of California." The grades earned in the "a-g" subjects taken in the 10th and 11th grades are the only grades the University will use to calculate the grade point average for admission. If students take more courses than the minimum required in an "a-g" subject, the University will use only the highest grades earned.

A student is required to complete 15 "a-g" subjects as described above. At least seven of the required units must be taken in the last two years of high school. The UC's will only give credit to eight semesters of AP or Honors courses.

Examination Requirements

All freshman applicants must submit test scores, as described below.

1. One aptitude test, either SAT Reasoning Test or ACT/with writing. The composite score will be reported to the UC's. The CSU's will take the highest Reading and highest Math scores for the SAT and the highest composite score for the ACT (Writing not required).

2. Two SAT Subject Tests chosen from 2 different subject areas for UC's and most private universities.

** Beginning with the class of 2012, the UC's are no longer requiring the SAT Subject Tests.*

Admission by Examination Alone

If you do not meet the scholarship and subject requirements for admission and have completed less than 12 transferable college units since graduation, you can qualify for admission as a freshman by examination alone. To qualify by examination alone you must score at least 1200 on the SAT. Your total score on the three achievement tests must be 1650 or higher, with no score less than 500 in an individual Achievement Test. High school graduation or a Certificate of Proficiency is required for students who qualify for admission by examination.

TESTING INFORMATION

American College Test (ACT) [**www.actstudent.org**](http://www.actstudent.org)

The American College Test is designed to measure classroom achievement in four broad content areas, as well as the ability to reason, and the application of problem solving skills. The test takes approximately three hours and covers English usage, Mathematics, Social Studies and Natural Science. The score is based on the number of correct answers given with no penalty for wrong guesses. Scores for English, Mathematics, Reading, Science reasoning and a composite score are returned to the high school for distribution to the students. This test is accepted by most colleges and universities nationwide.

Testing Time (Overall): Approximately 3 hours.

Test Purpose: Designed to measure classroom achievement in four broad content areas as well as the ability to reason and the application of problem solving skills (see test content section below).

Test Content:

English Usage - Punctuation, Basic Grammar and Usage, Sentence Structure, Rhetorical Skills, Strategy, organization and style.

Mathematics - Pre Algebra, Elementary Algebra, Intermediate Algebra and coordinate Geometry, Plane Geometry, Trigonometry.

Reading Test - Four Types, Prose Fiction, Humanities, Social Studies, Natural Sciences.

Science Reasoning Test - Data Representation, Research Summaries, Conflicting Viewpoints.

Scores Reported:

English - Usage/Mechanics, Rhetorical Skills

Mathematics - Pre-Algebra, Alg/Coord Geometry, Plane Geometry Trig.,

Reading - Soc Studies/Science, Arts, Literature

Science Reasoning - Composite (Average)

Note: There is a new writing component.

Method of Scoring: Scores based on number of right answers - no penalty for guessing.

Location of Regional Offices Serving California: Sacramento - 916-361-0656 Website: www.act.org

SAT Reasoning Test [**www.collegeboard.com**](http://www.collegeboard.com)

The SAT is designed to measure academic aptitude areas. The test contains questions on critical reading, written English and Mathematics. Scoring reflects incorrect guesses. Both verbal and mathematical scores are reported back to the student. This test is accepted by most colleges and universities nationwide. The Cal State System will not count the writing sub-score in their application analysis. The UC system will give equal weight to the SAT and the two SAT subject tests chosen. The Math II will be the only math test accepted by the UC's.

Testing Time (overall): Approximately 3 hrs and 45 minutes.

Test Purpose: Designed to measure academic aptitude in terms of verbal and numerical reasoning and ability to recognize standard written English.

Test Content: Critical Reading - Sentence Completion, Reading Comprehension in Social, Political, Scientific, Artistic, Philosophical and Literary Areas. Writing - Multiple Choice questions, student written essay, punctuation, grammar, sentence structure, diction and style.

Mathematics - Arithmetic & Algebra, Geometry, Logic, Operations etc. (The use of a calculator is permitted on the mathematics sections of the SAT reasoning.)

Scores Reported: Verbal, Mathematical, Reading, Vocabulary, Test of Standard Written English, Student Background Information.

How Scores are disseminated: Scores sent directly to students to colleges and universities listed by the students, with a copy to the high school.

Method of Scoring: Score corrected for guessing.

Location of Regional Offices Serving California: Berkeley 510-654-1200 Website: www.collegeboard.com

SAT Subject Tests

The University of California and some private colleges require various combinations of SAT Subject Tests and some allow students to choose their own. Check the requirements of the private colleges you are interested in before deciding which tests to take. * *Beginning with the class of 2012, the UC's are no longer requiring the SAT Subject Tests.*

The tests fall into five general subject areas:

2 subject tests are required in 2 different subject areas:

English - Literature

History and Social Studies - US History, World History.

Math II - Mathematics II (Calculator),

Sciences - Biology, Chemistry, Physics

World Languages - Chinese with Listening, French, French with Listening, German, German with Listening, Modern Hebrew, Italian, Japanese with Listening, Latin, Spanish, and Spanish with Listening.

Korean with Listening.

All subject Tests take one hour of testing time, and all consist entirely of multiple-choice questions.

The use of a calculator is prohibited on all Subject tests except Mathematics II.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

STATE REQUIREMENT

- The purpose of the CAHSEE is (1) to improve student achievement in high school; and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards adopted by the State Board of Education (SBE). All students must pass the CAHSEE to be eligible for a diploma.

STUDENT PARTICIPATION

- All tenth-grade students are required to take the CAHSEE once in grade 10. Students may be given up to five additional opportunities to retake the examination. Only the part(s) not passed must be taken again.

TEST CONTENT

- The English-language arts part of the CAHSEE addresses state academic content standards through grade 10. The examination consists of the multiple-choice questions and a writing task. The reading and decoding portion covers vocabulary, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions. The examination has one written response either to a literature or an informational passage or to writing prompt.
- The Mathematics part of the CAHSEE addresses state academic content standards. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra 1. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percents. The math examination consists of all multiple-choice questions.

HOW CAN MY CHILD PREPARE FOR THE CAHSEE?

- Stay apprised of your child's progress and work quality.
- Review your child's most recent results of the STAR California Standards Test (CST) in English-language arts and mathematics. These results are a clear indicator of how he/she may continue to perform on standards-based tests. Receiving proficient or advanced levels indicates student is meeting or exceeding standards.
- Stay in contact with your child's teacher(s) and counselor if any assistance is needed.
- Students with low Star scores will be required to attend Intervention classes to prepare for the exam.

INFORMATION ABOUT STUDENTS WITH SPECIAL NEEDS

- Students who are English learners are required to take the CAHSEE in grade ten with all other tenth grade students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English. During this time, they are still required to take the CAHSEE. All students must pass the CAHSEE in English to receive their high school diploma.
- Students with disabilities need to pass the CAHSEE to receive their high school diploma. These students must be permitted to take the test with any accommodation or modification specified for the CAHSEE, for standardized testing, or for use during classroom instruction and assessments in their Individualized Education Program (IEP) or Section 504 Plan.
- If a student takes one or both parts of the CAHSEE with an accommodation and earns a score of 350 or higher, then the student has passed that part of the exam. As long as all other graduation requirements have been met, the student is eligible to receive a high school diploma.
- If a student takes one or both parts of the CAHSEE with a modification and has received the equivalent of a passing score, the student has not passed that part of the exam, but is eligible to request a waiver of the requirement to successfully pass that part of the exam. Because the use of a modification changes what the test is measuring, the score report will be marked “not valid” for the applicable part of the exam. If the waiver is granted, and all other graduation requirements have been met, then the student is eligible to receive a high school diploma.
- Students who take one or both parts of the CAHSEE with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the student’s parent or guardian, a school principal must submit to the local school governing board a request for a waiver of the requirement to pass the part(s) of the CAHSEE on which a modification was used and the equivalent of a passing score was earned. *Education Code Section 60851c* explains the waiver process in detail.