

JURUPA HILLS



**2023-2024
COURSE DESCRIPTION BOOK**

**AN INTERNATIONAL BACCALAUREATE WORLD
SCHOOL!**

FONTANA UNIFIED SCHOOL DISTRICT

Jurupa Hills High School
10700 Oleander Ave
Fontana, California 92337

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TABLE OF CONTENTS

Welcome	4
Graduation Requirements	5
Valedictorians, Salutatorian, & Junior Honor Attendants Selection Process	6
Academic Achievement-Quality Weighting	7
University of California Admission Requirements	8
JHHS UC/CSU "A-G" Admission Requirements Link	9
California State University Freshman Admission Requirements	10
JHHS UC/CSU "A-G" Admission Requirements Link	11
Community College/Private Admission Requirements	12
NCAA Initial Eligibility	13
NAIA Initial Eligibility	15
IB Learner Profile	16
Course Descriptions	17
Career and Technical Education (CTE)	18
Electives	25
English Language Learner	29
English	32
International Baccalaureate (IB)	
• Why IB?... Advantages... Candidates vs Associate vs Diploma	36
• Diploma Program (Everything you need to know)	37
• Flow Chart	39
• IB Course Descriptions	41
• Middle Years Program (Everything you need to know)	47
• MYP Course Descriptions	47
Mathematics	52
Physical Education	57
Science	59
Social Science (Studies)	63
Specialized Academic Instruction	66
Visual and Performing Arts	70
World Languages	78



WELCOME TO JURUPA HILLS HIGH SCHOOL

We are very glad that you are joining us at Jurupa Hills High School. We are excited about the possibilities before us and all that your time in high school will come to mean to you. The course descriptions that follow, as well as the college enrollment information, and general career information are presented to you and your family for guidance. Because the course descriptions are brief, parent/guardians and students are encouraged to seek additional information about specific subjects by consulting a counselor. The same is true for the materials in this directory dealing with graduation requirements and college entrance requirements.

Long-range planning is an important part of student success. It is more likely that students will gain the most from their classes and enjoy them too if they see a connection between those classes and their future goals. We would like students and their families to be involved from the beginning in identifying their educational objectives, and career goals and in pursuing those objectives and goals systematically. The entire staff of Jurupa Hills High School is committed to providing you with the experiences and skills necessary to be successful in your chosen career. Now let's get to work!

INTRODUCTION

This course description directory has been developed to give students and their parent/guardians the opportunity to view our curricular offerings. Long-range planning is expected for all grade levels. As students enter high school, they and their parents/guardian will be asked to identify and review educational objectives with their counselor and plan a four-year program, which will properly prepare students for those objectives. Students will meet with their assigned counselor each year to review their four-year plan and make appropriate revisions.

NON-DISCRIMINATION POLICY

The Fontana Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, race, ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29194 TitleIX@fusd.net ;Title IX Coordinator: Caroline Labonté, Director, Certificated Human Resources, at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29045 TitleIX@fusd.net; and 504 Coordinator: Laurie Martin, Director, Online Learning and Alternative Programs, at 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extension 29077 504Coordinator@fusd.net.

PLEASE NOTE

We hope you find this book informative. At the time of publication, the information contained in this book was accurate. However, for us to provide the best education possible, courses are frequently added, revised, or dropped. If you have any questions about the content of this book, please contact the Guidance Office

Graduation Requirements and Conditions

The **FUSD Board of Education** members encourage students to participate in all the academic, vocational, and extra-curricular areas that the school has to offer. Jurupa Hills High School recommends that each student plan a course of study with their counselor that best fits their post-secondary plans.

Graduation is based upon successful completion of 230 semester credits in grades 9-12. Five credits are earned for each semester class that is passed. **Students must meet the 230 semester credits as outlined to attain a diploma upon graduation.** As part of the 230-credit requirement, certain required subjects must be completed. **The California Education Code**, the **California Administrative Code**, and the policy decisions of the **FUSD Board of Education**, specify these requirements.

Subject	FUSD Subject Matter Requirements	Semester Credits Required for Graduation
English	Eight Semesters (1 year in each grade level)	40
Math	Six Semesters (IM1 & IM2 required)	30 (JHills)
Science	Two Semesters (1 year Physical, 1 year Biological)	30 (JHills) 20 (FUSD)
Social Studies	Six Semesters (World History, US History, Government/Economics)	30
Visual & Performing Arts or World Language or CTE	Two Semesters	10
Physical Education	Four Semesters (1 year in grades 9 & 10)	20
Electives	The balance of graduation requirements is to be completed in elective subjects.	70 (JHills) 80 FUSD
Total		230

All students are required to take six classes each semester, with the exception of seniors. Seniors who are on track may take five classes each semester with the approval of their counselor and Administration. Poor attendance, disciplinary problems, and credit shortages are used as criteria which will weigh heavily on the consideration of requests for shortened school day schedules.

Academic courses in the areas of Math, English, Science, and Social Sciences may be repeated one time for elective credit only. **Mandatory remedial classes** in Math and Language Arts will be required based on standardized test scores.

Students will be permitted to earn a **maximum of 45 credits per semester**. Any requested exception for additional credits must have administrative approval. **A maximum of 3 C.T.E classes (15 credits) per semester are allowed.**

Retained 12th grade students needing additional credits for graduation may be referred to the Coordinator of Child Welfare and Attendance to consider a possible alternative education and school setting.

If a student has not met credit requirements by graduation day, he/she **will not be permitted to participate in the graduation ceremony and other graduation-related activities**. The administration reserves the right to withhold from any qualified 12th grade student the privilege of participating in the graduation ceremony and other 12th grade activities. The reasons for denying participation will include, but not be limited to, such things as exhibited and documented attendance and disciplinary problems.

PROCESS FOR SELECTION OF VALEDICTORIAN, SALUTATORIAN, AND JUNIOR HONOR ATTENDANTS

Local Honors Weighted GPA: A factor of "weight" as follows:

- UC Course Management Portal Approved Honors and Advanced Placement Weighted Courses: "A"= 5 points, "B" = 4, "C" = 3
- Fontana USD Local Academic Achievement List courses: "A" = 4.5 points, "B" = 3.5, "C" =2.5
- Excellent student behavior and discipline record. School administration has the right to remove a student from receiving the recognition and participating in the school activities, if the administrator determines that the student's behavior is unacceptable.

Academic Medals:

- Gold medal - 3.8 weighted GPA or above
- Silver medal 3.5 - 3.79 weighted GPA
- All academic courses a student is enrolled in counts towards the weighted GP A
- Any D's, F's, N's, or U's disqualifies a candidate.
- Student assistant and summer school courses do not count
- Students receiving Pass or Fail mark instead of a letter grade can have opportunity to access such awards, the passing mark will have a point value of 3.5.

Valedictorian and Salutatorian:

- **Candidates must meet the following criteria:**
 - The student may not have any Ds, Fs, or NCs.
 - The student must attend three years in Fontana USD and final two years at the graduating site.
 - No more than one PE course per semester.
 - Site administrators will review candidate applications during the fourth quarter/term of senior year to determine final selection of Valedictorian and Salutatorian.
- **Valedictorian**
The student(s) with the highest Local Honors Weighted GPA for the highest grades in 48 semester courses from UC Course Management Portal Approved Courses and the Fontana USD Local Academic Achievement List courses.
- **Salutatorian**
The student(s) with the second highest Local Honors Weighted GPA for the highest grades in 48 semester courses from UC Course Management Portal Approved Courses and the Fontana USD Local Academic Achievement List courses.
- **Junior Honor Attendants:**
Junior Honor Attendants are selected from the Local Honors Weighted GPA of 3.8 or higher of five semesters, with no Ds or Fs and no more than one PE course per semester. The site administrator will review candidate applications during the third quarter/term of the Junior year to determine final selection of the Junior Honor Attendants.

Being an office assistant or having less than a full schedule may affect CSF and/or medal qualification.

ACADEMIC ACHIEVEMENT - QUALITY WEIGHTING

The quality weighting system is used by all FUSD Comprehensive High Schools to recognize students for outstanding academic achievement. The system is the only list to be used in selection of Valedictorian, Salutatorian and Honor Attendants. Quality weighting is not related to grade point average.

QUALITY WEIGHTED POINTS ARE DESIGNATED AS FOLLOWS:

(All courses not listed are rated A=4, B=3, C=2.)

Subject	Courses	Grades/Points		
ENGLISH	P Fr Eng Hon – 13011/43011	4.5	3.5	2.5
	P So Eng Hon – 13021/43021	4.5	3.5	2.5
	P Jr Eng Hon – 13031/43031	4.5	3.5	2.5
	P Eng Lang & C AP – 13033/43033	5	4	3
	P Eng Lit & C AP – 13043/43043	5	4	3
	IB English SL – 12283/42283	5	4	3
	IB English HL 1 – 13233-43233	5	4	3
MATH	IB English HL 2 – 13243/43243	5	4	3
	IM 1 Hon – 17030 H/47030H	4.5	3.5	2.5
	IM 2 Hon – 17050/47050	4.5	3.5	2.5
	IM 3 Hon – 17090/47090	4.5	3.5	2.5
	P Trig/Pr Cal Hon – 17061/47061	5	4	3
	P Statistics AP – 17063-47063	5	4	3
	Calculus AB AP – 17073/47073	5	4	3
	Calculus BC AP – 17074/47074	5	4	3
	IB Math Analysis/Approach -17260 /47260	5	4	3
	IB Math App and Interp 17261/47261	5	4	3
	IB Analysis and Approaches HL 2 -17264/47264	5	4	3
SCIENCE	P Bio AP – 14023/44023	5	4	3
	P Envir Sci AP – 14073/44073	5	4	3
	P Chem AP – 14123/44123	5	4	3
	P Physics B AP – 14153/44153	5	4	3
	IB Physics SL	5	4	3
	IB Physics HL1	5	4	3
	IB Physics HL2	5	4	3
	P Phys C Mech AP – 14154/44154	5	4	3
	IB Biology SL – 14221/44221	5	4	3
	IB Biology HL 1 – 14233/44233	5	4	3
	IB Biology HL 2 – 14243/44243	5	4	3
	IB Chemistry SL – 14251/44251	5	4	3
	IB Environmental – 14074/44074	5	4	3
	Chemistry Honors – 14122/44122	4.5	3.5	2.5
	Geology Honors – 14145/44145	4.5	3.5	2.5
SOCIAL STUDIES	P Eur His AP – 15013/45013	5	4	3
	World History AP – 15023/45023	5	4	3
	P US Hist AP – 15033-45033	5	4	3
	P Gov & Pol US AP – 15043/45043	5	4	3
	P Econ Micro AP – 15053/45053	5	4	3
	Psych AP – 15063-45063	5	4	3
	IB History SL – 15253/45253	5	4	3
	IB History of Americas HL 1 – 15243/45243	5	4	3
WORLD LANGUAGE	IB History of Americas HL 2 – 15233/45233	5	4	3
	P French Lang AP – 12043/42043	5	4	3
	P Spanish Lang AP – 12243/42243	5	4	3
	Spanish Lit AP – 12253/42253	5	4	3
	IB Chinese SL – 12335/42335	5	4	3
	IB Spanish SL – 12283/42283	5	4	3
	IB Spanish AB Initio – 12284/42284	5	4	3
VISUAL AND PERFORMING ARTS	IB Spanish HL 1- 12285/42285	5	4	3
	IB Spanish HL 2 – 12287/42287	5	4	3
	P Art His AP – 11083/41083	5	4	3
	Music Theory AP – 11139/41139	5	4	3
	IB Music SL – 11142/41142	5	4	3
	IB Theatre SL – 11211/41211	5	4	3
	IB Theatre HL 1 – 11223/41223	5	4	3
	IB Theatre HL 2 – 11233/41233	5	4	3
	IB Visual Arts – 11241/41241	5	4	3
	IB Visual Arts HL 1 – 11242/41242	5	4	3
	IB Visual Arts HL 2 – 11243/41243	5	4	3
INTERDISCIPLINARY	Studio Art AP – 12874/42874	5	4	3
	Acad Decat – 16906/49606	4.5	3.5	2.5
	IB Tok 1 – 15201/45201	5	4	3
	IB Tok 2 – 15202-45202	5	4	3
	AVID 3/TOK – 16931/46931	5	4	3
	AVID 4/TOK – 16942/46942	5	4	3

University of California



For the most current information, please click on the following link:

[University of California](#)

Click on the bullets next to the UC's to visit their websites



UNIVERSITY OF CALIFORNIA FRESHMAN ADMISSIONS REQUIREMENTS

Revised 1/19/23

For the most current admission requirements, please click on the following link:

[Freshman requirements | UC Admissions \(universityofcalifornia.edu\)](#)

To meet minimum admission requirements, you must complete 15 yearlong high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school.

Keep in mind that taking approved high school (A-G) courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on various acceptable exams. For more information on the subject requirements, and/or how else you can meet these requirements, please click on the following link:

[Subject requirement \(A-G\) | UC Admissions \(universityofcalifornia.edu\)](#)

[JHHS's UC/CSU A-G Course List \(ucop.edu\) \(01/19/23\)](#)

Subject Requirement

a. History/Social Science (2 years)	e. Language other than English (2 years)
b. English (4 years)	f. Visual/Performing Arts (1 year)
c. Mathematics (3 years)	g. College Prep. Elective (1 year) to be chosen from the subjects listed here or another course approved by the UC
d. Laboratory Science (2 years from two disciplines-Biology, Chemistry, Physics)	

Grade Point Average: To determine your eligibility, the University calculates your GPA in the "a-g" subjects by assigning point values to the grades you earn, totaling the points and dividing the total by the number of "a-g" courses. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point, F=0 points. (Pluses and minuses are not calculated in the grade point average.) Approved honors-level and Advanced Placement courses taken in grades 10 & 11. Points are assigned as follows: A=5 points, B=4 points, C=3 points. No more than two yearlong UC-approved honors level courses taken in the 10th grade may be given extra points. A grade of D in an honors or advanced placement course does not earn extra points. Only the grades you earn in "a-g" subjects in the 10th and 11th grades - including summer sessions - are used to calculate your preliminary GPA. Courses you took in ninth grade can be used to meet the Subject Requirement if you earned a grade of C or better, but they will not be used to calculate your GPA.

D and F Grades: If you have earned a D or F in an "a-g" course, you must repeat the course with a grade of C or better in order to apply it toward your Subject requirement. The original D or F grade will not be included in the GPA calculation, and the new grade will be used. If you repeat a course in which you initially earned a grade of C, the second grade will not be used.

UC Exam Requirement

UC will not consider SAT or ACT test scores when making admissions decisions or awarding scholarships. If you choose to submit test scores as part of your application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after you enroll.

CALIFORNIA STATE UNIVERSITY



For the most current information, please click on the following link:

[Cal State Apply | CSU](#)

Click on the bullets next to the CSU's to visit their websites



CALIFORNIA STATE UNIVERSITY

FRESHMAN ADMISSION REQUIREMENTS

For the most current admission requirements, please click on the following link:

[Freshman: Admission Requirements | CSU \(calstate.edu\)](#)

First-time freshmen must meet the following 3 eligibility requirements:

1. Be a high school graduate or equivalent.
2. Complete the 15-unit comprehensive "a-g" pattern of college preparatory course.
3. Earn a qualifying "a-g" grade point average (GPA) as described below:
 - California residents and graduates of California high schools will be eligible for admission by earning a 2.50 or greater "a-g" GPA.

SUBJECT REQUIREMENTS

[JHHS's UC/CSU A-G Course List \(ucop.edu\) \(01/19/23\)](#)

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course you use to meet any subject requirement.

a. History	2 years	World and US History
b. English	4 years	College Prep English composition and literature
c. Mathematics	3 years	IM1, IM2, or higher math course (4 years RECOMMENDED)
d. Laboratory Science	2 years	1 biological science and 1 physical science
e. World Language	2 years	In the same language (subject to waiver for applicants demonstrating equivalent competence)
f. Visual & Performing Arts	1 year	art, dance, drama/theater, music, or visual art
g. Electives	1 year	Selected from English, Advanced Mathematics, Social Science, History, Laboratory Science, Modern Language, Visual and Performing Arts, and Agriculture.

Grades in A-G Classes:

The grades you earn in high school are the most important factor in CSU admission decisions. Your high school grade point average is calculated using your grades in all your college prep "a-g" classes completed after the 9th grade.

CSU Exam Requirement

The California State University (CSU) no longer uses ACT or SAT examinations in determining admission eligibility for all CSU campuses. If accepted to a CSU campus, ACT or SAT test scores can be used as one of the measures to place students in the proper mathematics and written communication courses.

COMMUNITY COLLEGE

Admission requirements for local colleges:

1. Residence requirement: Must be a legal California resident.

2. Educational requirement: Any high school graduate, or an adult 18 years of age or older who shows evidence of being capable of profiting from college instruction, may be admitted to a community college.

3. Admission procedures: Full-time (12 or more units) and part-time students (less than 12 units)

- (1) Complete and submit an application for admission through <https://www.cccapply.org/colleges>.
- (2) Have a transcript of records sent to the college office of admissions from the records office (Necessary to clear prerequisites).
- (3) Complete college's specific matriculation process (I.e. Orientation, Assessment, Educational Plan, etc).
- (4) Complete FAFSA at: <https://studentaid.gov/h/apply-for-aid/fafsa>.
- (5) Register for classes at respective college (If you require assistance reach out to a college counselor for assistance).
- (6) Pay for your courses, and student fees on time to avoid being dropped.
- (7) Attend the first day of class.

4. Programs offered by the Community College:

- A. Vocational courses: to prepare the students for jobs in business, trades and industry immediately after two years of community college training.
- B. Pre-Professional courses: to fulfill the first two years of college work for students planning to transfer to a four-year college or university.
- C. Opportunity to make up deficiencies in high school work in order to be admitted to a four-year college or university.

5. Exclusive College-Credit Programs for Jurupa Hills High School Students:

- A. Chaffey College High School Partnership Courses (HSP): Tuition-free courses offered by Chaffey College to help students receive both High School and College credit. Generally, these courses are offered on-line and there is no cost for any materials or fees. **
- B. Chaffey College Dual Enrollment Courses: FUSD students can take almost any class at Chaffey without having to pay for tuition. These courses are taken at the student's discretion and only require the student to pay for books, and very limited student fees (20-30\$). **

**The maximum number of college units (whether HSP or Dual Enrollment) a high school student can take is 11 units for Fall and Spring or a maximum of 6 units for the Summer Session.

PRIVATE COLLEGES

Because of the differences in admission requirements among private schools and out-of-state universities, it is recommended that a student study the catalogue for each school. College catalogues from all areas of the United States are available in the Career Center or may be obtained by writing to the director of admissions of any college. Please note that the admission requirements for the University of California almost always meet or exceed the requirement of other universities.

NCAA INITIAL-ELIGIBILITY STANDARDS FOR DIVISION I & II

REQUIRED CORE-COURSE AREAS

		Division I 16 Core Courses Uses Sliding Scale
ENGLISH	Eight semesters in grades 9, 10, 11, and 12	4 YEARS
MATH	Algebra or higher	3 YEARS
NATURAL OR PHYSICAL SCIENCE	Including at least one laboratory course if offered at the high school	2 YEARS
ADDITIONAL COURSE	In English, mathematics or natural or Physical Science	1 YEAR
SOCIAL SCIENCE	History, Social Studies, Economics, Geography, Psychology, Sociology, Government, Political Science, or Anthropology	2 YEARS
ADDITIONAL ACADEMIC COURSES	English, Mathematics, Natural or Physical Science, Social Science, Foreign Language, Philosophy, Comparative Religion	4 YEARS

For more information about the NCAA, please visit:

www.jhills.org

(Click on the "Counseling" tab and then the "NCAA" quick link)

Or

<http://www.ncaa.org/student-athletes/future/test-scores>

Jurupa Hills High School NCAA Approved Core Courses

Legal Disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The lists of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be used. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses.

<u>ENGLISH</u>	<u>MATHEMATICS</u>	<u>NATURAL/PHYSICAL SCIENCES</u>
ERWC-Expository Reading and Writing	Adv Algebra w/Fin Apps	Astronomy
Fr Eng Shelt	Alg 1 Shlt	Biology Sheltered LAB
Freshmen English CP	Algebra 1	Biology AP LAB

Freshmen English Honors	Algebra 1 Grade 9	Biology CP	LAB
IB English HL 1	Algebra II	Biology Honors	
IB English HL 2	Calculus AB AP	Chemistry AP	LAB
IB English SL	Calculus BC AP	Chemistry CP	LAB
Junior English Shelt	Geometry Sheltered	Chemistry Honors	
Junior English CP	IB Math Analysis/Approach	Earth Science CP	
P Eng. Lang & Comp AP	IB Math Analysis/Approach HL2	Earth Science Sheltered	
P Eng Lit & C AP	IB Math App and Interp	Forensic Biology	LAB
P Junior English Honors	IB Math App and Interp HL 2	Geology	LAB
P Senior English Honors	Int Math 1	Geology Honors	LAB
Senior English CP	Int Math 1 Hon	Geology Sheltered	
Senior English Lit AP	Int Math 1 Sh	IB Biology HL 1	
Sophomore English Shelt	Int Math 1-9 th Gr	IB Biology HL 2	
Sophomore English CP	Int Math 2	IB Biology SL	
Sophomore English Honors	Int Math 2 Hon	IB Chemistry	
Sr Eng Shelt	Int Math 2 Sh	IB Env Systems and Societies	
	Int Math 3	IB Physics SL	
<u>ADDITIONAL COURSES</u>	Int Math 3 Hon	IB Physics HL 1	
Chinese 1	Math Reasoning with Connections	IB Physics HL 2	
Chinese 2	P Statistics AP	IB Marine Science	
Chinese 3	P Trig/Pre-Cal	Living by Chemistry	
IB Chinese SL	Plane and Solid Geometry	Mar Sci/Aqu Eco	LAB
IB Spanish HL 1	Pre-Calculus/Trigonometry Honors	Marine Science	
IB Spanish HL 2	Statistics and Probability	P Envir Sci AP	LAB
IB Spanish SL		Physics AP	LAB
Spanish 1		Physics CP	LAB
Spanish 2			
Spanish 2 Native Speakers			
Spanish 3			
Spanish 3 Native Speakers			
Spanish Language AP			
Spanish Literature AP			
<u>SOCIAL SCIENCES</u>			
American Government AP	IB History of Americas HL 1	United States History AP	
American Government CP	IB History of Americas HL 2	United States History CP	
Economics CP	IB Theory of Knowledge	United States Sheltered	
Economics Micro AP	IB Psychology	World History Sheltered	
Econ Shelter	P Euro His AP	Womens Studies	
Ethnic Studies	P World History CP	World Geog/Culture Honors	
Gov Shelt	Psychology	World History AP	
Human Geography AP	Psychology AP	World History Honors	
IB History of Americas	Sociology		



(Information from www.naia.org)

PlayNAIA.org helps future student-athletes discover and connect with NAIA schools, coaches and athletic scholarships. PlayNAIA is also the official clearinghouse for NAIA eligibility. Every student-athlete must register with the NAIA Eligibility Center to play sports at an NAIA college or university. Click on the following link to access the NAIA Eligibility Center:

<https://play.mynaia.org/high-schools/>

Click here to download the [NAIA GUIDE for the COLLEGE BOUND STUDENT ATHLETE](#) for more information.





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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COURSE DESCRIPTIONS

As you look over the following course descriptions, be advised that these course offerings may change before the opening of the new school year. Therefore, the registration worksheets students fill out in the spring or summer are the most accurate list of what classes might be offered.

Each class description includes:

Grade Level:

Grade level of those students who may take the class

Duration:

Whether the course is one semester or a full year

College credit note:

Whether the University of California approves the class. Please note that if a class meets one of the University of California "A-G" requirements, it is also approved for the California State University and Community College systems.

Prerequisite:

Are requirements that must be met before the class is taken. The notation, "Department approval," requires that: students' registration worksheets must be signed by the department chair, or designee, for the related department.



Career and Technical Education

may qualify for Fine Arts Credits too

ALL students MUST complete the CTE Course Sequence once ENROLLED

Course Offerings:

Advance Digital Photography #	NCCER Core (held on Citrus HS Campus)
Advanced Professional Actor #	NCCER Industrial Maintenance Electrical and Instrumentation
Advanced Sports Medicine	Tech ((held on Citrus HS Campus))
Advanced Technical Theater in Production	Professional Actor #
CTE Ballet Folklorico #	Social Media and Communication in Business
CTE Drama 1 #	Advanced Social Media and Communication in Business
CTE Drama 2 #	Stagecraft Design #
Dance 1 #	Sports Medicine 1
Dance 2 #	Sports Medicine 2
Dance 3 #	Technical Theater #
Digital Audio Recording I #	Television Broadcasting 1 #
Digital Audio Recording II #	Television Broadcasting 2 #
Digital Photography #	Television Broadcasting 3
Digital Recording Studio #	

Advanced Digital Photography

1209

10, 11, 12

One Year

Prerequisite: Digital Photography

Meets the University of California "F" requirement

This is an intermediate course in photography. Traditional skills in the technical aspects of photography will be reviewed and the usage of Adobe Photoshop and Lightroom will be expanded. Students will explore technical, artistic, and commercial aspects of photography, including advertising and fashion, photojournalism and documentary, portraiture, sports, photomontage, and mixed media. The course will include on and off camera flash techniques, studio strobe usage, advanced digital camera operations, and further the experience with supported software. Class time will enable students to work on independent and cooperative explorations. Assignments are designed to help explore options for technical control as well as visual experimentation. Technical concepts are demonstrated and practiced. The class will also explore numerous experimental and alternative photographic methods in shooting, processing, and printing. Students will produce their own website to display their work and prepare a portfolio of work to post and exhibit.

Advanced Professional Actor

6611

12

One Year

This Course meets after school only

Prerequisite: Students must have successfully completed Drama 1 and either finished or currently enrolled in Drama 2 or IB Theatre. Students must be in 12th grade. Students will be added to the class after completion of the Professional Actor course.

Meets the University of California "F" requirement

This two-semester course provides a guided workshop/rehearsal process in which students can practice and polish their professional theatre audition and performance skills. It requires students to be self-disciplined and able to set and reach individual goals to make the best use of available resources. Students are required to give individual and ensemble performances on a regular basis, and are expected to do homework outside of class, including research, report writing, and practice. This course includes the study of the theatre form, history, and styles, as well as major figures in theatre. This course has a large emphasis on musical theatre, its history, and techniques required to be successful in the industry. Instruction comes from a combination of performance disciplines, including theatre, music, and dance.

**Advanced Social Media and Communication
in Business**

6117

10, 11, 12

One Year

Prerequisite: Social Media and Communication in Business

This is the capstone course for the CTE Business Management Pathway. The goal of this course is to take the concepts and knowledge learning in the concentrator course and expand the Business Management and Marketing through the use of free Social Media tools to reach not only existing but new customers in a global economy.

Advanced Technical Theater in Production

6612

10, 11, 12

One Year

This Course meets after school only

Prerequisite: Must have taken Stagecraft Design and/or Technical Theater

Meets the University of California "F" requirement

This course is designed to provide students with an opportunity to further their knowledge and develop stagecraft techniques introduced in Technical Theater with an emphasis on producing theatre. This includes, but is not limited to, constructing sets, hanging and focusing lighting instruments, light board operation, sound cue production and operation, prop and costume gathering and storage, and house management for school and outside theatre productions. Students will practice and develop skills in each design area including script analysis, research, design, and implementation through their participation in theatrical productions. Students will apply knowledge of proper stage design practices in creating and producing a variety of theatrical productions. Students will develop problem solving, critical thinking, and leadership skills through participation in a variety of collaborative design, construction and managerial positions. Students will create and maintain a professional portfolio which includes sketches, annotated research, pictures, and written reflections of completed design projects. Finally, throughout the year, students will be exposed to Technical Theater achievements via live presentations and recorded works. After the viewing of these productions, students will achieve an understanding of how to be a drama critic as they analyze the design choices made in the show they experienced. Due to the nature of the production process, and as outlined in the California Department of Education State Standards, this class may often require students to participate in extra rehearsals and performances beyond the school day.

CTE Ballet Folklorico 1

9, 10, 11

One Year

Meets the University of California "F" requirement

CTE-AME Intermediate Ballet Folklorico is a concentrator CTE dance skills course in the Performing Arts Pathway of the Arts, Media, and Entertainment Sector which develops further understanding and appreciation for the folk-dance traditions of Mexico. Students will be able to perceive and respond, demonstrate movement skills, process sensory information, and describe movement, using the vocabulary and elements of dance as outlined in the content standards. Increased variety of the traditional music of Mexico will be introduced, including the Chotis, Cumbia, Huapango, Jarabe, Joropo, Polka, Ranchera, Son Jaliscience, and Vals from the 15th century to the 21st century. In addition, the influence of music from the various countries that played a role in the history of Mexico will be discussed, including the Caribbean Islands, South American countries, the southern states of the United States, and European countries such as Germany and France. Students will apply the learned dance techniques, and demonstrate mastery of the content standards, by dancing in performance settings.

CTE Drama 1

6605

9, 10, 11

One Year

Meets the University of California "F" requirement

This is an introductory course to the various aspects of drama. Students will experience activities in the areas of concentration, pantomime, and improvisation; fundamentals of acting and use of body; theater history and related literature; structure of plays and play production. All performance activities are in-class.

CTE Drama 2

6606

10, 11, 12

One Year

Prerequisite: grade of C or better in Drama I and teacher approval

Meets the University of California "F" requirement

A continuation of Drama I, emphasis is on preparing and performing skits and dramatic scenes. This course advances the theoretical and practical lessons of Drama I and explores improvisation, directing, play writing, dramatic criticism, set construction, costuming, and make-up and production/management techniques. Students will create written and pictorial portfolios. This course may be repeated for credit.

Dance 1

1130

9, 10, 11

One Year

Meets the University of California "F" requirement

Dance 1 is a comprehensive course that extensively covers the disciplines of ballet, modern, jazz, interpretive, and hip-hop. It includes alignment and strengthening techniques for these disciplines. All students who are enrolled in Dance 1 are required dress out daily and participate. They will also be assigned written assessments and research related to dance.

Dance 2

1132

10, 11, 12

One Year

Prerequisite: Successful audition is required.

Meets the University of California "F" requirement

This year long course is designed to introduce students to advanced level concepts in jazz, ballet, and modern dance techniques. Students will explore these dance forms and improvisational movements while observing, analyzing, and critiquing their own works and those of others to monitor growth in dance skills and performances. Students will also examine the role of dance in historical and contemporary culture and observe dance using an aesthetic perspective. Training will include assisting students in developing the technical skills of dance and relationship between their person and body. Student will gain hands-on experience by concurrent dance instruction and/or formal and informal performances in front of an audience.

Dance 3

1135

11, 12

One Year

Prerequisite: Successful audition is required.

A course for advanced level dancers, which continues to develop technical and performance skills in ballet, jazz, and modern dance. In addition, this course advances the knowledge of dance history and choreography skills. Jazz shoes and ballet slippers are required for this course. Students are required to participate in the Winter and Spring Dance Concert as a final exam for first and second semester. This course may be repeated for credit.

Digital Audio Recording I

1067

9, 10, 11

One Year

Meets the University of California "F" requirement

Digital Audio Recording I is an introduction to basic MIDI (Musical Instrument Digital Interface) concepts and techniques. Topics include keyboard programming, sound modules, sequencing, and electronic music production. Student will also gain a working knowledge of the equipment, including computer equipment performances per year to help prepare for their recording experience. Students gain experience in mixing down and burning CD music projects by working with analog and digital mixing technology.

Digital Audio Recording II

1068

10, 11, 12

One Year

Prerequisite: grade of C or better in Digital Audio Recording I

Meets the University of California "F" requirement

In Digital Audio Recording II, students continue to build on topics learned in Digital Audio Recording I. Students will learn the process of recording from live performance to CD. Students wanting to train as recording engineers receive hands-on training in the studio. Student will also gain a working knowledge of the equipment, including

computer equipment performances per year to help prepare for their recording experience. Students wanting to train as studio musicians learn important aspects of becoming a studio musician and will be required to do many live performances per year to help prepare for their recording experience. Students gain experience in recording, mixing down, and burning CD music projects by working with analog and digital mixing technology.

Digital Photography

1210

9, 10, 11

One Year

Meets the University of California "F" requirement

Digital Photography is a yearlong introduction to the digital SLR camera and the image editing software Adobe Photoshop and Lightroom. This course covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, exposure, light, and color. Focus is on developing artistic and technical skills to enhance visual literacy and applications based on professional practice. Project-based assignments integrate history and current events. Students will be expected to demonstrate an ability to use the tools competently in the production of their artwork and portfolios. Students will create their own blog site for their assignments and photography as a platform to share their work with the teacher and other students.

Digital Recording Studio

0166

11, 12

One Year

This Course meets after school only

Prerequisite: Digital Audio Recording II

Meets the University of California "F" requirement

The Recording Engineering curriculum will include the basic music theory introduction and review, transcribing existing composition, programming sampled sounds, multi-track recording, using MIDI, arrangement, composing, ear training. Students will use theory, sequencing, and notation software. Student will also gain a working knowledge of the equipment, including computer equipment performances per year to help prepare for their recording experience. Students wanting to train as studio musicians learn important aspects of becoming a studio musician and will be required to do many live performances per year to help prepare for their recording experience. Students gain experience in recording, mixing down, and burning CD music projects by working with analog and digital mixing technology.

NCCER Core

4552

11, 12

One Year

Class is held at Citrus High School

Meets the University of California "G" requirement

This course is designed to provide classroom and hands-on experience in construction and construction-related occupations. The NCCER Core Curriculum is a foundation and prerequisite to all other Level 1 craft curriculum. Modules cover topics such as basic safety, communication skills and introduction to construction drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in any craft area he or she chooses. Upon successful completion of this course students will receive the OSHA 10 Hour Construction Industry Certification and NCCER Core Curriculum Certification.

NCCER Industrial Maintenance Electrical and Instrumentation TECH (IME&I)

4551

11, 12

One Year

Class is held at Citrus High School

Prerequisite: NCCER Core

Meets the University of California "G" requirement

Industrial Maintenance Electrical and Instrumentation Technicians (IME&I) are needed in every industry that uses machinery, from automotive assembly plants to computer manufacturers. Not only do they repair and maintain electrical instruments and equipment, they also install and dismantle them. This course is the next step from the NCCER core curriculum and the Residential and Commercial Construction Pathway. Students who successfully complete this course will learn skills necessary to begin a career as an Industrial Maintenance Electrician and Instrumentation Technician and gain an IME&I Level One Certification.

Professional Actor

6610

11, 12

One Year

Prerequisite: Grade of C or better in Drama I and successful audition

Meets the University of California "F" requirement

This course concentrates on refining acting skills. Emphasis will be on interpretation and technique, analysis of character and motivation, application of master dramatist's theories to their work, direction and stage aesthetics. Professional Actor requires students to study techniques and plays in depth from specific acting theorists and techniques and present scenes and plays using those specific theories and techniques. Through this course, students will: Understand the role that drama has played in society, community dialogue, personal healing, and bringing public attention to historical events and social ills. This is a one-year course. Students will participate in acting monologue examinations and techniques analyzed within the course.

Sports Medicine 1

0082

9, 10, 11

Meets the University of California "G" requirement

This year long course provides students with the educational background and practical experience to prepare students with entry-level employment skills and for 1st year college programs that directly pertain and relate to Kinesiology/ Pre-med/Athletic Training/Exercise science/ Nursing/Biomechanics/ and other health sciences. The course includes the use and purpose of common equipment found in the field, as well as the use of common terminology. Instruction and practical experience will cover understanding of correct biomechanics, athletic training procedures, use of NMES, use of heat and ice modalities, various rehabilitation protocols.

The instruction and skill development will also provide students with a solid foundation for continued post-secondary training.

Sports Medicine 2

0072

10, 11, 12

Prerequisite: Sports Medicine 1 with a C or better and instructor approval

Meets the University of California "G" requirement

This year long course provides students with the educational background and practical experience to prepare students with entry-level employment skills and for 1st year college programs that directly pertain and relate to Kinesiology/ Pre-med/Athletic Training/Exercise science/ Nursing/Biomechanics/ and other health sciences. Students will build on the skills learned in Sports Medicine I and gain more in-depth experience by working hands on and directly with injured athletes under the Athletic Trainers supervision. Students will assist and aid the school's sports teams and observe correct procedures perform by the Athletic Trainer in the field.

Advanced Sports Medicine

6160

10, 11, 12

Prerequisite: The completion of Sports Medicine II with a B or better is a prerequisite of this course. Students need to be able to demonstrate advanced knowledge and skills to enter Advanced Sports Medicine, since there are assignments and tasks that require the skills learned in Sports Med I and II

Meets the University of California "G" requirement

Students must apply for acceptance into this advanced yearlong program. This advanced course allows students who have completed Sports Med I and II an opportunity to apply the foundational concepts in anatomy and physiology and integrate hands-on training in the specialized fields of sports medicine, physical therapy, and fitness instruction. Students will be required to think critically, draw conclusions, investigate, and formulate a plan of action to determine a proper course of care and return the athlete safely to his or her activity. With teacher permission and approval students will also be permitted to attend school sanctioned sporting events and assist with on field care as needed.

Social Media and Communication in Business

6116

9, 10, 11

One Year

Meets the University of California "G" requirement

This course is designed to provide students an analytical perspective on how contemporary and dynamic organizations operate. It also serves as an extension to explore current social media trends and the emerging

business practices responding to those trends. Students will research the ways social media influences successful business practices. This course will allow students to use higher level thinking to interpret business trends and analytics of social media platforms, and to apply this to the creation of effective business and marketing plans. Students will investigate the history of the Internet and the explosion of social media through inquiry-based research. They will learn the processes of building a positive digital footprint, digital communication norms through various digital platforms and social networking sites, and practice strategies for personal and professional interests. This course is designed to provide students with familiarity with principles and practices of contemporary businesses and how business works within the U.S. economic system.

Stagecraft Design

0165

9, 10, 11

One Year

Meets the University of California "F" requirement

This course provides instruction and training for students interested in stage design. Students that achieve competency in this course will develop skills in stagecraft design and will be prepared for entry-level employment. Entry-level positions include set decorator, set designer and assistant art director. Instruction and hands-on experience include set architecture, design elements, stage management, lighting design, costume design and make-up application.

Technical Theater 1A, 1B

1127

10, 11, 12

One Semester

Prerequisite: Successful completion Stagecraft Design

Meets the University of California "F" requirement

This course provides instruction and training for students interested in stagecraft construction and technology. Students that achieve competency in this course will obtain entry-level skills in stagecraft construction will be prepared for entry-level employment for positions such as a stagehand, light technician, sound technician and set decorator. Instruction and practical experience include stage construction and sound and lighting technology, stage architecture and stage design elements.

Television Production I

6062

9, 10, 11

One Year

Meets the University of California "F" requirement

This year long course provides students with the educational background and practical experience necessary for entry-level positions in a variety of positions in broadcast television, film, and video production. The course includes the use and purpose of common equipment found in the field, as well as the use of common terminology. Instruction and practical experience will cover broadcast news writing, single and multiple camera field productions, audio operation and lighting manipulation, with a constant focus on non-linear editing. The students will complete music videos, public service announcements, commercials, and story packages. The instruction and skill development will also provide students with a solid foundation for continued post-secondary training.

Television Production II

6063

10, 11, 12

One Year

Prerequisite: Television Production I with a C or better and instructor approval.

Meets the University of California "F" requirement

Students will build on the field production skills learned in *Television Production I* and gain more in-depth experience by writing, shooting and editing more complex projects, such as feature packages, mini-documentaries, advanced TV commercials, montages, and training videos. Students will also produce important projects for our school and community. TV II students will begin to experience Studio Productions under the supervision of the teacher and TV III Students; in the studio, they will serve as anchors, camera operators, teleprompter operators, audio engineers and stage managers. All students will be expected to carry out semi-advanced to advanced editing assignments on Adobe Premiere Pro. Cinematic excellence is encouraged through sophisticated camera techniques, appropriate lighting, and audio, in the studio and on the field.

One Year

Prerequisite: The completion of *TV Production II* is a prerequisite of this course. Students need intermediate production skills to enter TV III, since there are projects and assessments that require the skills learned in TV I and TV II

Meets the University of California "G" requirement

Students must apply for acceptance into this advanced yearlong program. This advanced course allows students who have completed TV II an opportunity to continue previous study and focus on collaboration, delegation, and supervision. With the teacher's guidance, Students will ensure that their team's field productions are completed appropriately. All students must produce, direct, edit and supervise video projects for the school and/or community. During Studio Productions, they will serve as producers, directors and assistant directors, as well as carry out any of the roles listed in TV II. They will ensure that all TV II students are executing their duties with professionalism in the studio and on the field. Advanced technology is emphasized with the use of advanced equipment utilized in the film industry. Video/Film Festival entry and portfolio development are also components of these courses to provide students with the pre-requisites for entrance to film school or immediate work in the film industry.

**Electives**

**Course may be taken for repeated credit with instructor/Counselor approval*

Course Offerings:

AVID 1, 2
 AVID 3, 4
 College and Career Literacy *
 IB Core Seminar I
 IB Core Seminar II
 Media Literacy and Society
 Peer Tutor

Principals of Leadership (Link Crew) *
 School and Community Leadership*
 Senior Seminar
 Student Assistant **(OFFICE ONLY)**
 Student Executive Leadership (ASB) *
 Work Experience
 Work-Base Learning

AVID 1

6910

9

Four Year Program

Prerequisite: Students must have a goal of attending a 4-year college upon graduation, have a 2.0 GPA or better and have satisfactory citizenship. Student must be interviewed by the AVID team prior to enrollment in the AVID program. Must have parent approval. To continue onto the next AVID course student must have a GPA of 2.5 or higher, be on track for A-G and a C or better in AVID.

Meets the University of California "G" requirement

Designed for students who may need extra support in successfully navigating through a rigorous curriculum, leading to college acceptance at a four-year college or university. Students will focus on study skills and college awareness. A specially trained AVID teacher (tutors from local colleges) will staff the course. Exemplary high school peer tutors who will work with students individually and in small groups.

AVID 2

6920

10

Four Year Program

Prerequisite: Continuing AVID student from 9th grade that has a 2.5 GPA or higher, on track to be A-G, and earned a C or better in AVID 1. Any new students to the AVID program need to be A-G, a GPA of 2.5 or higher, and must be interviewed by the AVID Team. To continue onto the next AVID course, you must have a GPA of 2.5 or higher and be on track to be A-G. and a C or better in AVID.

Meets the University of California "G" requirement

Designed for students who may need extra support in successfully navigating through a rigorous curriculum, leading to college acceptance at a four-year college or university. Students will focus on study skills and college awareness. A specially trained AVID teacher (tutors from local colleges) will staff the course. Exemplary high school peer tutors who will work with students individually and in small groups.

AVID 3, 4

6930, 6940

11, 12

Four Year Program

Prerequisite: Students must have the goal of attending a 4-year college upon graduation, have a 2.5 GPA or better and have satisfactory citizenship. Must have parent approval.

Meets the University of California "G" requirement

The AVID Senior Seminar is a two-year interdisciplinary course for AVID Juniors and Seniors. The course is designed for those students who elect to take a course that prepares them for rigor required for college work. Students will engage in higher levels of WICR strategies than experienced in prior years, which will prepare them for their final Senior projects.

College and Career Literacy (CCL)

5045

9, 10, 11, 12

One Year

CCL is typically a one-year supplemental intervention and does not replace the core English curriculum.

Counselors automatically enroll students into this course. This is an ELECTIVE course.

Meets the University of California "G" requirement

CCL is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. The class directly addresses individual needs through adaptive instruction software, high-interest fiction, and nonfiction, utilizing direct instruction and/or whole and small group instruction in to improve reading and writing skills. Students will also do independent reading along with independent computer practice.

IB Core Seminar 1 **5201** **11**
One Year

Prerequisite: Completion of the first semester of International Baccalaureate classes and enrollment in the IBDP
Meets the University of California "G" requirement

Diploma Core Seminar IB is an interdisciplinary class to facilitate learning and completion of the core components of the International Baccalaureate Diploma, as well as support student success in other academic subjects. The three core components are the Extended Essay which emphasizes academic research, CAS (Creativity, Action, and Service) which emphasizes experiential learning, and Theory of Knowledge, which emphasizes critical analysis of the process of knowing.

IB Core Seminar II **5202** **12**
One Year

Prerequisite: Completion of the IB TOK 1.
Meets the University of California "G" as

Diploma Core Seminar IB 2 is an interdisciplinary class to facilitate learning and completion of the core components of the International Baccalaureate Diploma, as well as support student success in other academic subjects. This is year 2 of the two-year Core Seminar program. The three core components are the Extended Essay which emphasizes academic research, CAS (Creativity, Action, and Service) which emphasizes experiential learning, and Theory of Knowledge, which emphasizes critical analysis of the process of knowing.

Media Literacy and Society **0175** **9, 10, 11, 12**
One Year

Meets the University of California "G" requirement

The course explores how students interact with media and introduces them to the application of critical thinking skills to analyze the avalanche of old and new media that populate their lives. Students are introduced to the core concepts of media literacy and are taught digital video production skills, Web 2.0 and research literacy, and produce media-rich projects that are related to socially important current events. Students also develop critical writing skills by writing research papers on the media-rich projects they produce. Students engage in a range of hands-on activities to learn media analysis, visual literacy, sound editing, story development, the production process, and video editing. The Library setting is primarily a lab format where students work with the instructor and their classmates to develop 21st century skills.

Peer Tutors **6970** **12**
One Year

Prerequisite: Parent Permission, 2.5 GPA

Peer Tutors work directly with small groups or individual students in academic classes (student must have earned an A or B in the course in which they are tutoring). Their purpose is to help students improve in academic subjects. Understand that his/her participation in the Peer Tutors Program may affect "a-g" standing as this is not an "a-g" eligible course. Both parent and student must consent with the understanding that this is not an academic course or an academic elective.

Principals of Leadership (Link Crew) **6391** **11, 12**
One Year

Prerequisite: Link Application and Interview
Meets the University of California "G" requirement

Principals of Leadership is a two-semester course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will

participate in research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities in order to further develop these key skills in tandem with mentorship and counseling of fellow students. Students will learn vital theoretical lessons in the areas of interpersonal communications, diversity and inclusion, marketing, advertising, and pedagogy. Findings from these experiences will lead students to become empathic and responsible citizens who can apply their knowledge to larger-scale future projects as their ages, resources, and scopes increase. Students will be taught best practices in business development involving budgeting, marketing, target audience research, reporting, and pitching ideas for their leadership projects; subsequently, students will implement these concepts as they craft and execute their events, projects, and presentations. This class will require students to synthesize information obtained in core classes as well as work both individually and collaboratively.

Senior Seminar **6650** **12**
One Year
Meets the University of California "G" requirement

ALL Seniors MUST take this course. The Senior Seminar course is intentionally designed to prepare, in an academic context, students for entrance into four-year colleges, with an emphasis on critical thinking, analytical writing, literacy skills, college skills, and test taking, note taking, and research.

The purpose of this course is to provide students with a foundation in college structures and financial literacy. The program involves substantial critical reading, writing, and discussion through Socratic Seminars. Students enrolled in Senior Seminar are required to complete weekly writings, as well as across content analytical discourses. In addition, students are required to make oral presentations to the class on topics related to college entrances, contemporary issues, and social justice concerns. Senior Seminar students are expected to participate in and develop into moderators in Socratic Seminar discussions. Throughout the course, there will also be opportunities for seniors to moderate discussions about college and financial literacy. Doing so will allow students within the school to be aware of college structures, as well as a keen awareness of what it takes to apply to college.

School and Community Leadership **6976** **10, 11, 12**
One Year
Prerequisite: Eligibility shall be determined by semester grades, completion of an application, interview, and advisor approval.

The Pride Leadership class is a yearlong course which focuses on empowering students, educators, parents, businesses, and the community to work together to encourage and celebrate the achievements of students and educators. The time has come when academic excellence, continuous improvement, and citizenship must be recognized and promoted for all students. Students will study various leadership, character, and organizational skills to enhance their efforts to carry out the message that it is "cool to be in school" and that education provides the key to a young person's future.

Student Assistant (OFFICE ONLY) **6990** **12**
One Semester
Prerequisite: must have a 2.50 GPA, **Office approval**, passing grades in all classes, good attendance, and no or very minor discipline on record. Parent permission required.

Students help their assigned office staff in clerical tasks that supports the instructional program, i.e. copying, filing, run errands on campus and helping to handle the logistics of the office. An important feature of this work is that students gain practical administrative experience, under the supervision of an office staff member.

Please note a student is limited to earning a maximum of 10 credits, two semesters, as a student assistant
Student Executive Leadership (ASB) **1392** **9, 10, 11, 12**
One Year

Prerequisite: For elected and appointed A.S.B. officers and class officers. Students must maintain all eligibility requirements.

Meets the University of California "G" requirement

Student Executive Leadership class has two goals. One, increase the positive school culture through academic and social events. Two, help students enrolled in the class become effective leaders. This includes master of

the following core leadership skills: communication, planning/organization/forward thinking, problem solving, constructive feedback/evaluation, and writing: critically, reflectively, persuasively, creativity, professionalism, confidence/public, speaking, persistence, empathy, service.

Work Experience	1116	9, 10, 11, 12
One Year		
Meets the University of California "G" requirement		

This course is an elective course that will teach students the skills necessary to prepare to enter the workforce through a series of units. This course will help students gain skills necessary to gain employment, maintain employment, and explore college and training options for entry into their selected career choice.

Work-Base Learning	6819	9, 10, 11, 12
One Year		
Meets the University of California "G" requirement		

This course is an elective course that will prepare students for real work experience. This course will help them gain the necessary skills that leads to personal and professional growth as they enter the workforce applying the knowledge, they have gained through a series of units completed in the classroom.

English Language Learner

**Course may be taken for repeated credit with instructor/Counselor approval*

FUSD ELL Policy

Students for whom English is not their first language are enrolled in one English Language Learner class and sheltered academic core classes depending on the strength of their English language skills. Placement is based on standardized language assessments and is reviewed annually.

The Fontana Unified School District has adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language assistance as Fluent English Proficient students. English Learners are reclassified as Fluent English Proficient (R-FEP) when they have acquired the English skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English Language and participation equal to that of average native speakers in the school's regular instructional program. The reclassification criteria validate each student's readiness to exit from specialized English Learner programs by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

1. English Language proficiency including reading, writing, speaking, and listening.
2. Academic achievement in reading.

FUSD Reclassification Criteria

- 1) Assessment of English language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language proficiency:

Current ELPAC

- Overall- Level 4

- 2) Teacher Evaluation, including, but not limited to, a review of the student's curriculum mastery.
- 3) Parent Opinion and Consultation
- 4) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Grade	NWEA MAP Test ELA Reading RIT Score
9	221
10	223
11	225
12	225

And

Grade	SBAC Overall
11	2537

Note:

- To ensure that students are successfully reclassified, multiple measures will be considered and examined throughout the reclassification process.
- Annually, the reclassification criteria will be evaluated and revised as necessary to include the most current state and district measures of linguistic and academic performance.

English Language Learners Course Descriptions

Courses Offerings:

ELD 1	ELD 3 Gr 9
ELD 2 Gr 9	ELD 3 Gr 10
ELD 2 Gr 10	ELD 3 Gr 11
ELD 2 Gr 11	ELD 3 Gr 12
ELD 2 GR 12	ALD 1

ELD 1
One-year course

3316

9, 10, 11, 12

In this course English Learners move from the use of gestures, words, or short phrases to responding to questions on social and academic topics with phrases and short sentences. Students' conversations progress from using basic social conventions to having face-to-face verbal interactions others. Supported by graphics or pictures, students' progress from reading very brief grade-appropriate texts to reading texts with simple sentences and mostly familiar vocabulary. Students at this level produce learned words, phrases, and gestures supported by visuals to communicate basic information and express ideas. Students express ideas using information and short responses within structured text. They transition from producing learned words and phrases for communicating basic information to using basic statements and asking questions in direct informational exchanges on familiar and routine subjects within structured contexts. Production increases from using memorized words or phrases to increased comprehensibility when using simple or learned phrases. Frequent errors in pronunciation, grammar, and writing conventions sometimes impede meaning (California English Language Development Standards, p.23).

ELD 2 Gr 9	1019	9
ELD 2 Gr 10	1023	10
ELD 2 Gr 11	2100	11
ELD 2 Gr 12	1005	12

One-year course

Prerequisite: ELD 1

Note: Students are homogeneously scheduled by ELD level and grade level.

In this course English Learners move from the use of phrases and short sentences to express personal needs and academic ideas and opinions to responding in complete sentences. Students *initiate* simple conversations with peers on a variety of social and academic topics. Students learn how to read grade appropriate text with simple sentences independently as the use of visuals to support them is gradually removed. They also move into more unfamiliar complex texts supported by visuals and graphics as they move away from concrete representations and familiar material. Students enter this level producing basic statements on familiar topics with learned vocabulary within structured contexts. They progress toward sustained, extended conversations incorporating expanded vocabulary on a wide range of topics, still within a highly structured framework. Student production increases from learned phrases and simple sentences to comprehensible expanded sentences, though frequent errors in pronunciation and grammar may sometimes limit comprehensibility (California English Language Development Standards, p.23).

ELD 3 Gr 9	1018	9
ELD 3 Gr 10	1024	10
ELD 3 Gr 11	1001	11
ELD 3 Gr 12	1006	12

One-year course

Prerequisite: ELD 2

In this course English Learners move from the use of short sentences to express ideas and opinions to extended discourse and writing which displays more complex treatment of ideas and opinions. Conversations expand from simple topics to collaborative content area discourse. Students move from reading grade appropriate texts with simple sentences to increasingly complex grade level texts, honing their comprehension skills, becoming less reliant on context clues and prior knowledge. The shift from narrative to informational text is scaffolded by pictures, graphics, and context clues.

Students express and write ideas in highly structured interactions on a variety of topics, gradually becoming more spontaneous with their conversations and writing- experimenting with vocabulary and syntactical structures with support and guidance from the teacher. Errors in grammar and conventions may be present and may sometimes impede meaning but as the year progresses, they usually do not (California English Language Development Standards, p.23-24).

In this course students attain English language proficiency in reading, writing, listening, and speaking at levels which approximate that of native English speakers. They use extended discourse with increasing amounts of elaboration until they are able to *fully participate* in collaborative content area conversations at grade level. Increasingly complex technical texts at grade level are read; students comprehend concrete and abstract ideas in a variety of communication settings. Students learn to purposely tailor oral and written language to specific purposes and audiences, including those intended to meet social needs and rigorous academic demands. Minor errors in grammar or pronunciation are infrequent and negligible, they do not impede meaning. This allows the student to be comprehensible when using expanded grade-level discourse (California English Language Development Standards, p.23-24).



English

**Course may be taken for repeated credit with instructor/Counselor approval*

Course Offerings:

College and Career Literacy*
Contemporary Literature
Freshman English CP
MYP Freshman English Honors
Expository Reading and Writing (ERWC)
IB Language and Literature HL 1

IB Language and Literature HL 2
IB Language and Literacy SL
Junior English CP
Senior English CP
Sophomore English CP
MYP Sophomore English Honors

College and Career Literacy (CCL)

5045

9, 10, 11, 12

One Year

CCL is typically a one-year supplemental intervention and does not replace the core English curriculum.

Counselors automatically enroll students into this course. This is an ELECTIVE course.

Meets the University of California "G" requirement

This course uses Read 180 is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. The class directly addresses individual needs through adaptive instruction software, high-interest fiction, nonfiction, and direct instruction and/or whole and small group instruction in to improve reading and writing skills. Students will also do independent reading along with independent practice on the computer. **(Elective Credit Only)**

Contemporary Literature

3060

12

One Year

Meets the University of California "B" requirement

Pre-requisite: grade of C or better in Junior English.

This English course is open to seniors only. This course focuses on multicultural literature and the further development of writing skills. The class can be taken in lieu of senior English class if pre-requisite has been met.

Expository Reading and Writing Course (ERWC)

3045

12

One Year

Meets the University of California "B" requirement

The goal of Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through 12 substantive inquiry-orientated instructional modules, student in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course – the assignment template – presents a process for students to read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. They will read closely to examine the relationships between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to read unfamiliar texts on their own, without elaborative preparation, and write about them coherently.

Freshman English CP

3010

9, 10, 11, 12

One Year

Meets the University of California "B" requirement

The focus of this course is the study of English composition, grammar conventions and literature. Students will build upon their prior knowledge and learn more advanced techniques how to write clear and concise essays focusing on the California Assessment Strands of the State Standards.

Design Component: This course includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

IB Language and Literature HL I

3233

11

First year of a two-year course

Prerequisites: A grade of "C" or better in MYP Sophomore English Honors or IB Coordinator approval

Meets the University of California "B" requirement

This Language A: Language and Literature course is the first of a two-year program and should be taken with IB Language and Literature HL II. It aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

As part of the IB program, students will be required to complete assessments designed by the IB program. These assessments include timed writings and oral analysis of literature.

IB Language and Literature HL II

3243

12

Second year of a two-year course

Prerequisites: IB English HL I

Meets the University of California "B" requirement

This Language A: Language and Literature course is the second of a two-year program and should be taken with IB Language and Literature HL I. It aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

As part of the IB program, students will be required to complete assessments designed by the IB program. These assessments include timed writings and oral analysis of literature.

IB Language and Literature SL

3235

12

Prerequisites: 11th Grade English with a C or better with a desire to challenge themselves with an advanced academic's course.

Meets the University of California "B" requirement

This Language A: Language and Literature course is an accelerated one-year version of the IB Language and Literature HL course. It aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

As part of the IB program, students will be required to complete assessments designed by the IB program. These assessments include timed writings and oral analysis of literature.

Junior English CP	3030	11, 12
One Year		
Meets the University of California “B” requirement		

The focus of this course is the study of English composition, grammar conventions and literature. Students will build upon their prior knowledge and learn more advanced techniques in writing clear and concise essays focusing on the California Assessment Strands of the State Standards. It will help prepare the student for the work world and college level work.

MYP English 9 Honors	3262	9, 10, 11, 12
One Year		
Meets the University of California “B” requirement		

The course has been developed in conjunction with the course requirements set by the International Baccalaureate Organization. English 9 Honors (MYP) is an intensive class that emphasizes a rigorous analysis of literature, advanced composition assignments, and projects, and a demonstration of critical thinking. The course provides an introductory study of archetypes, mythology, the hero's journey, utopian ideals, how to evaluate and conduct proper research, as well as the elements of literature and the elements of style as explored through a variety of novels, drama, poetry and short stories. The students will begin to develop their ability to analyze literature through analytical writing as well as oral presentations. As part of the International Baccalaureate Middle Years Program, curriculum will be organized around key concepts, related concepts, and global contexts. Major curricular elements include determination of theme, interpretation of literary elements, and proficient communication through well-structured, expository writing. This process will continue in English 10 Honors MYP in order to ultimately prepare them for the Diploma Program. Framing the curriculum are unit guiding questions, the IB Learner Profile, and the “Areas of Interaction.”

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP English 10 Honors	3267	10, 11, 12
One Year		
Meets the University of California “B” requirement		

Having demonstrated high levels of skill and motivation, students in MYP English 10 Honors go beyond the basic requirements of English 10. While not the only pathway, this course is recommended as preparation for future IB English classes. Students will produce more numerous and more complex writing assignments including narrative, but with an emphasis on analysis of literature and developing arguments. Vocabulary development and grammar reinforcement occur throughout all units. Students demonstrate their increasing skill in all aspects of the course by completing comprehensive exams at the end of each unit.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Senior English CP	3040	12
One Year		
Meets the University of California “B” requirement		

The focus of this course is the study of English composition, grammar conventions and literature. Students will build upon their prior knowledge and learn more advanced techniques in writing clear and concise essays focusing on the California Assessment Strands of the State Standards. It will help prepare the student for the work world and college level work.

Sophomore English CP	3020	10, 11, 12
One Year		

Meets the University of California “B” requirement

A second-year English course which continues the study of English composition, grammar conventions and literature. Students will learn how to write clear and concise essays focusing on the California Assessment Strands of the State Standards.



International Baccalaureate (IB)

The International Baccalaureate (IB) program is an internationally recognized school curriculum that aims to foster open-minded and well-rounded students (www.crimsoneducation.org).

IB is regarded as the most rigorous curriculum at JHHS and a rigorous curriculum is one of the things colleges look for on a transcript. For students applying to private schools' counselors are asked if a student has taken the most demanding curriculum available and counselors will only answer "Yes" if the student is in IB.

- **IB Advantages**

- Internationally recognized academic program
- Promotes academic preparedness and creates well-rounded students
- Promotes global and cultural awareness
- Raises standards of the whole school
- Intellectual rigor and high academic standards
- Cohesive and diverse curriculum
- College recognition

- **IB Students are more likely to be accepted into college, including selective colleges.**

- The average acceptance rate of IB students into university/college is 22% higher than the average acceptance rate of the total population. The acceptance rate of IB students into Ivy League institutions and other selective colleges is 3%-50% higher compared to the total population acceptance rate.

At Jurupa Hills High School we offer three different IB Pathways for our students:

JHHS Certificate Candidates:

- Take Up to 3 IB courses and test in all 3 by the end of your senior year.

JHHS Associate Diploma:

- Take 4 IB course and test in all 4 by the end of senior year and complete CAS.

JHHS IB Diploma:

- Take 6 IB course (3 HL/3 SL) and take all 6 exams by the end of senior year, complete CAS, TOK, Extended Essay

Which is for me?

JH IB Certificate:

- Students with one or two areas of academic passion that would like to challenge themselves.

JH Associate Diploma:

- JHHS Students love school but have sports, music, or another activity they love just as much.

JH IB Diploma:

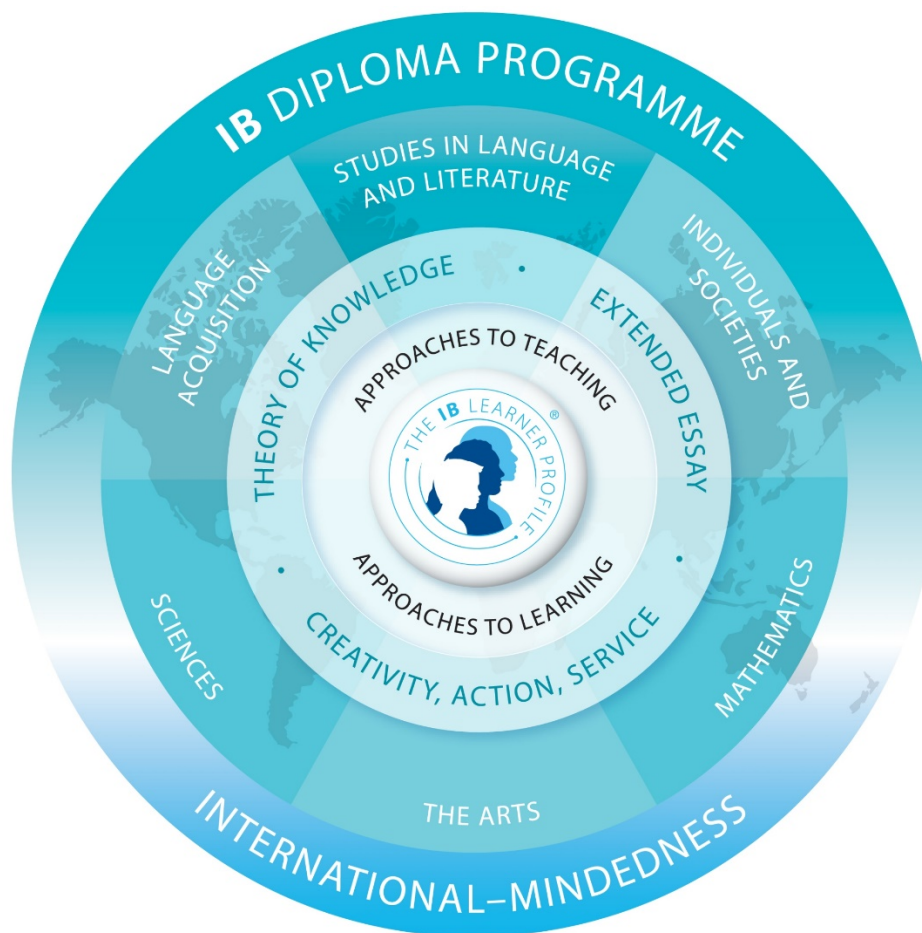
- Diploma students are dedicated and highly organized young people whose primary focus is academics.

International Baccalaureate (IB) Diploma Program (DP)

The IB Diploma Program is offered to juniors and seniors who wish to pursue an advanced comprehensive educational program to prepare for college

Advantages of the Full-Diploma

1. Coordinated Education
 - Courses all have inquiry-based focus
 - Hands-on investigations
 - Choice in major projects
 - Common topics taught in many classes
 - Coordination of due dates
2. Sense of community
 - Among students
 - With teachers
3. Second high school diploma that is recognized worldwide.
4. Courses with an International focus
5. Many US colleges award course credit and other privileges to IB Diploma holders

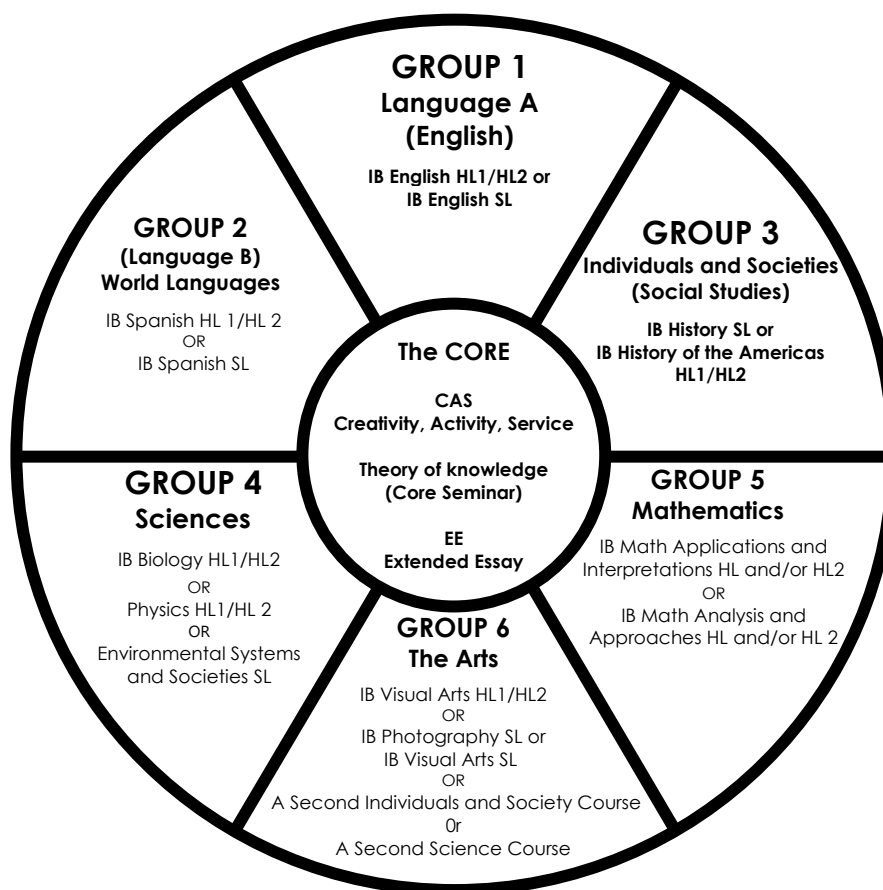


Requirements to earn the Full Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

1. Complete the following course requirements (See IB Wheel below):
 - At minimum Three Higher-level classes (two-year courses), no more than four.

- Three Standard-level classes (one-year courses mostly, a few two-year courses) as a minimum
 - These six classes must cover the six areas of English, Social Science, World language, Science, Math and an elective (art, music, visual arts, psychology, computer science or a second foreign language or science)



2. *IB Core Seminar class (CS 1=11th grade/ CS 2 =12th grade)
3. *Write an Extended Essay

* Bonus Points						
The following matrix shows the number of bonus point that can be earned for scores on the TOK paper and Extended Essay.		Theory of Knowledge				
		A	B	C	D	E/N
Extended Essay	A	3	3	2	2	Failing Condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E/N	Failing Condition				

- 4000-word investigation on a topic of student's choice with guidance
 - CAS requirements have been met.
4. Take IB Exams in all six courses and earn an average grade of 4 out of 7 points on each (See Chart below).
 5. **The candidate's total points are 24 or more.
 6. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
 7. There is no grade E awarded for theory of knowledge and/or the extended essay.
 8. There is no grade 1 awarded in a subject/level.

9. There are no more than two grade 2s awarded (HL or SL).
10. There are no more than three grade 3s or below awarded (HL or SL).
11. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
12. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
13. The candidate has not received a penalty for academic misconduct from the Final Award Committee

** Diploma Points	
Higher Level (HL)	A minimum of 12 points on HL tests is required to qualify for the IB Diploma.
Standard Level (SL)	A minimum of 9 points on SL tests is required to qualify for the IB Diploma.
Total Points	A minimum of 24 points is required to qualify for the IB Diploma.



IB Diploma Class Flow Chart

CSU/UC A-G Requirements	IB Group	9 th grade	10 th grade	11 th grade	12 th grade
A) Social Science	Individuals & Societies	MYP World History Honors	MYP World History Honors	IB HOTA HL2	IB HOTA HL1 IB Psychology (Group 6 Only)

B) English	Language A	MYP English 9 Honors	MYP English 10 Honors	IB English HL1	IB English HL 2
C) Mathematics	Mathematics	MYP IM 1 or 2 Honors	MYP IM 2 or 3 Honors	IB Math Applications and Interpretations Or IB Math Analysis and Approaches HL1	IB Math Applications and Interpretations HL 2 Or IB Math Analysis and Approaches HL2
D) Lab Science	Experimental Science	MYP Biology Honors	MYP Chemistry Honors	IB Biology HL1 Or IB Physics HL1 Or IB Chem SL Or IB Marine SL	IB Biology HL1 Or IB Physics HL1 Or IB Chem SL Or IB Marine SL
E) World Languages	Language B	Spanish I, II, or III (Placement based on student's fluency)	Spanish I, II, or III (Placement based on student's fluency)	IB Spanish HL 1 Or IB Spanish SL	IB Spanish HL 2 Or IB Spanish SL
F) Visual Performing Arts	Arts (1 year) Diploma Candidates can take an additional IB math or science course instead of an art course	Music, Art, or Drama	Music, Art, or Drama	IB Photography SL Or IB Visual Arts SL Or IB Visual Arts HL1	IB Theatre HL2 Or IB Visual Arts SL Or IB Visual Arts HL2
G) Elective	Electives from another subject area, see your counselor for more information				
Additional FUSD Requirements: See your counselor for more information.	Additional IB Requirements: <ul style="list-style-type: none">Extended essayCAS – 150 hrsTheory of Knowledge<ul style="list-style-type: none">CS 1 in 11th GradeCS 2 in 12th Grade				

IB DP Course Descriptions

Language A (ENGLISH)

IB Language and Literature HL I

3233

11

First year of a two-year course

Prerequisites: A grade of "C" or better in MYP Sophomore English Honors or IB Coordinator approval

Meets the University of California "B" requirement

This Language A: Language and Literature course is the first of a two-year program and should be taken with IB Language and Literature HL II. It aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres, and media.

As part of the IB program, students will be required to complete assessments designed by the IB program. These assessments include timed writings and oral analysis of literature.

IB Language and Literature HL II
Second year of a two-year course

3243

12

Prerequisites: IB English HL I

Meets the University of California “B” requirement

This Language A: Language and Literature course is the second of a two-year program and should be taken with IB Language and Literature HL I. It aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

As part of the IB program, students will be required to complete assessments designed by the IB program. These assessments include timed writings and oral analysis of literature.

IB Language and Literature SL

3235

12

Prerequisites: 11th Grade English with a C or better with a desire to challenge themselves with an advanced academic's course.

Meets the University of California “B” requirement

This Language A: Language and Literature course is an accelerated one-year version of the IB Language and Literature HL course. It aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres, and media.

As part of the IB program, students will be required to complete assessments designed by the IB program. These assessments include timed writings and oral analysis of literature.

ELECTIVE

Core Seminar 1
One Year

5201

11

Prerequisite: Completion of the first semester of International Baccalaureate classes and enrollment in the IBDP

Meets the University of California “G” requirement

Diploma Core Seminar IB is an interdisciplinary class to facilitate learning and completion of the core components of the International Baccalaureate Diploma, as well as support student success in other academic subjects. The three core components are the Extended Essay which emphasizes academic research, CAS (Creativity, Action, and Service) which emphasizes experiential learning, and Theory of Knowledge, which emphasizes critical analysis of the process of knowing.

Core Seminar II

5202

12

One Year

Prerequisite: Completion of the IB TOK 1.

Meets the University of California “G” as

Diploma Core Seminar IB 2 is an interdisciplinary class to facilitate learning and completion of the core components of the International Baccalaureate Diploma, as well as support student success in other academic subjects. This is year 2 of the two-year Core Seminar program. The three core components are the Extended Essay which emphasizes academic research, CAS (Creativity, Action, and Service) which emphasizes experiential learning, and Theory of Knowledge, which emphasizes critical analysis of the process of knowing.

MATHEMATICS

IB Analysis and Approaches

7260

11, 12

One Year

Prerequisite: “C” or better in Analysis and Approaches SL or MYP IM 3 Honors

Meets the University of California “C” requirement

This is the first course of the two-year Analysis and Approaches – IB Math program. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

IB Analysis and Approaches HL 2

7264

12

One Year

One Year

Prerequisite: “C” or better in Analysis and Approaches

Meets the University of California “C” requirement

This is the second course of the two-year Analysis and Approaches – IB Math program. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

IB Applications and Interpretation

7261

11, 12

One Year

Prerequisite: “C” or higher in Integrated Math 2

Meets the University of California “C” requirement

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

LAB SCIENCE (SCIENCE)

IB Biology HL1/HL2

4233/4243

11, 12

Two Years

Prerequisite: It is strongly recommended that students have completed CP or MYP Honors Biology, Chemistry, and Integrated Math 1 with C or better due to the rigor of the coursework.

Meets the University of California "D" requirement

This course is a two-year course that covers a wide range of topics in biology: Cells, Genetics, Ecology and Evolution, Human Physiology, and Biochemistry with a specific focus on neurobiology and behavior, Microbes and biotechnology, and Evolution.

The primary focus and purpose of this course is to help prepare the student to be successful in the world and to have a better understanding of the human experience as it pertains to the world of science. Students should be able to connect the importance of scientific advancements to their effects on a global scale. The course will introduce students to a range of resources as well as points of view on controversial topics from different cultures and societies. Additionally, the course is designed to allow students to develop an ability to analyze, evaluate, and synthesize scientific information through experiments, scientific simulations and modeling.

To prepare students for the assessments, the course will consist of written and oral exams, presentations, experimental designs and reports, as well as the Group Four project as outlined in the requirements for the IB programme. Additionally, students will need to demonstrate personal skills of cooperation, perseverance, and responsibility appropriate for effective scientific investigation and problem solving. They will also demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

IB Physics HL1/HL2

4245/4246

11, 12

Two Years

Prerequisite: Prerequisite: It is strongly recommended that students have completed IM1 H, IM 2 H and IM3 H with C or better due to the rigor of the coursework.

Meets the University of California "D" requirement

This course is a two-year course. These courses cover the same topics as IB Physics SL but in greater depth, they do a more in-depth study of each topic. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

INDIVIDUALS AND SOCIETY (SOCIAL SCIENCE)

IB History of the Americas HL 1

5233

12

Two Years

Prerequisite: AP/MYP Honors classes in Social Sciences and English Language Arts, with teacher approval and IB program acceptance.

Meets the University of California "A" requirement

The higher level IB History of the Americas Year 2 course is the second year of study designed for students to gain a greater appreciation and understanding of the present through critical reflection of the past. In the second year, students will focus on 20th Century World Topics: Authoritarian States and Cause and effect of 20th Century Wars, as well as the prescribed subject 3: Move to Global War: Two case studies on Japanese, German, & Italian expansion in the years 1931-1941. This year will build upon the students' knowledge of the Americas, giving a more in depth understanding of what they have already learned in year one. During the

second year, students will complete an Internal Assessment: a historical investigation paper. Assessments will occur during the second year of the History of the Americas course.

IB History of the Americas HL 2

5243

11

Two Years

Prerequisite: AP/MYP Honors classes in Social Sciences and English Language Arts, with teacher approval and IB program acceptance.

Meets the University of California “A” requirement

The higher level IB History of the Americas Year 1 is a program of study designed for students to gain a greater appreciation and understanding of the present through critical reflection of the past. In the first year, students will focus on the regional topic of the History of the Americas. Students will comparatively analyze the political, social, cultural, and economic history as it impacted North America (including Canada) and Latin America (both Central and South America). During the second year, students will complete an Internal Assessment: a historical investigation paper. Assessments will occur during the second year of the History of the Americas course.

IB History SL

5253

12

One Year

Prerequisite: 10th grade world history or 11th grade U.S. History with a C or better and a desire to challenge themselves with advanced academics in the social sciences

Meets the University of California “A” requirement

This course will provide students with the opportunity to challenge themselves in advanced historical academics. The content of the course will focus on major conflicts, political structures, economic turmoil, and international diplomacy in the 20th Century. Students will develop and strengthen historical critical thinking skills and broaden their knowledge of historical concepts, research methodology, argumentative writing, and reading comprehension. The SL history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary and secondary sources.

There are six key concepts that have particular prominence throughout the SL history course: change, continuity, causation, consequence, significance and multiple perspectives.

IB Psychology SL/HL1

12

One Year (SL or 2-Year Course HL1/HL2)

Course fulfills the Group 6 course requirements for the International Baccalaureate Diploma Program (DP)

Meets the University of California “G” requirement

This course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students will learn the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

SL students are required to test at the end of the year and HL 1 are required to test after year 2.

ARTS (VAPA)

IB Music SL

1142

11

One Year

Prerequisite: Completion of two years of high school music ensemble experience and/or Director approval.

This course will focus on the breadth and variety of music in our world. Through in-depth analysis of representative works, the study of genres and styles found around the world, and concentrated effort in solo performance, group performance, or composition, students will gain an educated insight into music and enhance their personal skills as musicians. Concurrent enrollment in one of the Bands or Orchestras at Jurupa Hills High School is required unless students have director approval.

IB Photography SL

11, 12

One Year

Meets the University of California "F" requirement

This course encourages students to challenge their own creative and cultural expectations and boundaries, through of medium of photography and art. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers and photographers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education, as well as for those students who are seeking lifelong enrichment through visual arts.

IB Theatre HL 2

1233

12

Second Year of a two-year program

Prerequisite: Continuation of IB Theatre HL 1

Meets the University of California "F" requirement

IB Visual Arts

1241

11, 12

One Year

Prerequisite: Successful completion of Art 1 A/B. Preferred completion of Art 2A/B, but not necessary with instructor's approval.

Meets the University of California "F" requirement

Studio Art (60%) – External Assessment / Investigative Workbook (40%) – Internal Assessment

The IB Visual Arts SLA one-year course is designed to explore and experience the process and production of visual art, with the emphasis on studio work. The content of the course includes the development of a body of art, based on the research contained in the student's Investigation Workbook. Students are guided to individually create a group of art pieces that exemplify careful planning, art historical references, global awareness, international appreciation, and imaginative originality.

Finished artwork will demonstrate excellence in content, technique, craftsmanship, and innovation. The Investigation Workbook will be a comprehensive record of the intellectual path taken to complete the body of work, including writing, drawing, and carefully documented research. Students are required to submit a portion of the Investigation Workbook for internal assessment and to produce a final exhibit of their work in the spring for external assessment. These personal, hands-on experiences with the visual arts will afford the student a greater understanding of the rich history of art and mankind, including the cultural similarities and differences that have emerged throughout time.

During the first semester the understanding of the elements and principles of art and vocabulary terms will be explored. Students will be taught basic drawing and painting techniques and will be introduced to a variety of other art mediums that they may choose to explore (i.e., photo, graphic design, ceramics). In addition, students will be given an on-going overview of the impact of art history on the process of the working artist. Assessments will be categorized according to the standards outlined in the IB Markbands. The Investigation Workbook will be used extensively during this introduction to the arts. Establishing this general foundation of knowledge about the arts and providing Workbook practice will aid students in continuing their explorations in the visual arts with curiosity and confidence. It should be noted that students who enter the program with prior visual art experience will also participate in this introduction, using the time to review knowledge, hone their skills and further develop their art theory and art historical understanding.

In addition to the annual internal and external assessments, as established by the IB Diploma Programme Guide, instructor assessment of the individual studio work and workbook process will be ongoing throughout the

year. On-going assessments by the instructor will determine progress and accomplishment of established IB criteria in the following areas: Investigative Workbook planning and research (with instructor comments on Post-its in the workbook), studio work (with staggered deadlines), self-evaluation, group critiques, and art museum and/or gallery visits (with written reports). Students will be required to meet all assignment deadlines as outlined by the instructor. Theory of Knowledge (TOK) and Creativity, Action, and Service (CAS) are integral parts of the program and will be supported in the Visual Arts curriculum in a variety of ways. TOK topics have been designed to challenge the thinking, communicating, and writing skills of the students. The Visual Arts program will help form a solid development of at least five of the eight outcomes for CAS: self-evaluation, finding one's strengths, exploring new challenges, showing perseverance (through problem-solving), and the ethical implications of non-verbal communication.

IB Visual Art HL 1

1241

11, 12

Two Years

Prerequisite: Art 1 preferred, but not required

Meets the University of California "F" requirement

The two-year course is designed to explore and experience the process and production of visual art, with the emphasis on studio work. The content of the course includes the development of a body of art, based on the research contained in the student's Investigation Workbook. Students are guided to individually create a group of art pieces that exemplify careful planning, art historical references, global awareness, international appreciation, and imaginative originality. Students will take the IB HL Visual Art Exam at the end of year 2.

IB Visual Art HL 2

1243

11, 12

Two Years

Prerequisite: Continuation of IB Visual Art HL 1

Meets the University of California "F" requirement

This is the 2nd year of the IB Visual Arts course. This course continues to explore and experience the process and production of visual art, with the emphasis on studio work. The content of the course includes the development of a body of art, based on the research contained in the student's Investigation Workbook. Students are guided to individually create a group of art pieces that exemplify careful planning, art historical references, global awareness, international appreciation, and imaginative originality. IB Visual Arts HL 2 allows for more time for students to work on projects and investigation

International Baccalaureate (IB) Middle Years Program (MYP)

The IB MYP program takes a holistic approach to students and their learning while making global connections, as opposed to focusing on each subject in isolation. The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical, and reflective thinkers

The IB Middle Years Program is offered to freshmen and sophomores who wish to pursue the IB Diploma Program in their junior and senior year of high school.

Below is a typical MYP freshmen or sophomore's schedule:

MYP 9th Grade	MYP 10th Grade
MYP English 9 Honors	MYP English 10 Honors
IM1 or IM 2 Honors	IM 2 or IM 3 Honors

MYP World History Honors	World History Honors (beginning 2024 AP US History)
MYP PE 1	MYP PE 2
Art, Spanish 1, 2, or 3	Art, Spanish 1, 2, or 3
MYP Biology Honors	MYP Chemistry Honors

IB MYP Course Descriptions

Course Offerings:

English

MYP English 9 Honors
MYP English 10 Honors

Mathematics

Integrated Math 1 Honors
Integrated Math 2 Honors
Integrated Math 3 Honors

Other Courses

MYP PE 1
MYP PE 2
Art 1A & Art 1B

Science

MYP Biology Honors
MYP Chemistry Honors

Social Science

MYP World History Honors
US History AP (2024-2025)

World Language

Spanish 1
Spanish 2

Art 1A, 1B

1010 & 1020

9, 10, 11, 12

Two Semesters

Meets the University of California “F” requirement

This is an introductory course that will explore the elements of art (line, shape, form, value, color, texture and space), and introduces the principles of design (variety, emphasis, balance, rhythm, movement, unity, proportion/scale). Areas of study include drawing, painting, collage, and other techniques. Projects will be 2-D and 3-D with an emphasis on mastering technical skills using a variety of mediums (pencil, charcoal, colored pencil, pen and ink, paint, etc.). Students will be exposed to various artists and styles to broaden their perspective in art and how it relates to their own lives. Students will be introduced to art terms by using vocabulary, reading and slide identification. Students are given a full range of information to recognize the use of visual communication in our culture and to be able to successfully communicate their own ideas visually. The instructional program is based on the National Standards and the California Framework for the Visual Arts.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP English 10 Honors

3011

9, 10, 11, 12

One Year

Meets the University of California “B” requirement

The course has been developed in conjunction with the course requirements set by the International Baccalaureate Organization. English 9 Honors (MYP) is an intensive class that emphasizes a rigorous analysis of literature, advanced composition assignments, and projects, and a demonstration of critical thinking. The course provides an introductory study of archetypes, mythology, the hero's journey, utopian ideals, how to evaluate and conduct proper research, as well as the elements of literature and the elements of style as explored through a variety of novels, drama, poetry and short stories. The students will begin to develop their ability to analyze literature through analytical writing as well as oral presentations. As part of the International Baccalaureate Middle Years Program, curriculum will be organized around key concepts, related concepts, and global contexts. Major curricular elements include determination of theme, interpretation of literary elements, and proficient communication through well-structured, expository writing. This process will continue in English 10 Honors MYP in order to ultimately prepare them for the Diploma Program. Framing the curriculum are unit guiding questions, the IB Learner Profile, and the “Areas of Interaction.”

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP English 10 Honors

3021

10, 11, 12

One Year

Meets the University of California "B" requirement

Having demonstrated high levels of skill and motivation, students in MYP English 10 Honors go beyond the basic requirements of English 10. While not the only pathway, this course is recommended as preparation for future IB English classes. Students will produce more numerous and more complex writing assignments including narrative, but with an emphasis on analysis of literature and developing arguments. Vocabulary development and grammar reinforcement occur throughout all units. Students demonstrate their increasing skill in all aspects of the course by completing comprehensive exams at the end of each unit.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Integrated Math 1 Honors

7030H

9

One Year

Prerequisite: "B" or better in Math 8 or "C" or better in Advanced Math 8

Meets the University of California "C" requirement

Integrated MYP IM 1 Honors is a challenging course designed for students who excel in and are passionate about math. Students in this course easily grasp higher level concepts and embrace rigorous curriculum. Students will extend understanding of numerical manipulation to algebraic manipulation; synthesize understanding of function; deepen and extend understanding of linear relationships; apply linear models to data that exhibit a linear trend; establish criteria for congruence based on rigid motions; and apply the Pythagorean Theorem to the coordinate plane; represent and model with vectors and perform operations on vectors; perform operations on matrices and use matrices in applications. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develops their conceptual understanding, procedural skill, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities. Students successful in this course will be enrolled in MYP Integrated Math 2 Honor's the following year.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Integrated Math 2 Honors

7050H

9,10

One Year

Prerequisite: "C" or better in MYP Integrated Math 1 Honors

Meets the University of California "C" requirement

For the high school Integrated Mathematics II course, instructional time, 1 school year, should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. The MYP Honor's class will have an expectation to take each area deeper and develop a student's abstract thinking.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Integrated Math 3 Honors

7090H

10, 11, 12

One Year

Prerequisite: "C" or better in MYP Integrated Math 2 Honors

Meets the University of California "C" requirement

Integrated 3 is the third course of a three-course integrated math sequence. For the Integrated 3 course, instructional time will focus on the following critical areas: (1) extend the laws of exponents to rational exponents; (2) apply methods from probability and statistics to draw inferences and conclusions from data; (3) expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; (4) expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and (5) consolidate functions and geometry to create models and solve contextual problems. The MYP Honor's class will have an expectation to take each area deeper and develop a student's abstract thinking. The MYP Integrated 3 Honor's class, along with subsequent MYP Honor's classes, is part of a program such that students can go directly into other IB Math courses.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP Biology Honors

4026

9, 10

One Year

Meets the University of California "D" requirement

MYP Biology Honors is an accelerated high school laboratory biology course. This one-year course is designed to adequately prepare students to successfully undertake freshman science courses at the university level. It is highly recommended for college-bound students considering a science or science-related major in college. This course will give students a more conceptual and in-depth understanding of biological concepts and emphasize critical thinking as well as advanced reading, writing, and problem-solving than presented in CP Biology.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP Chemistry Honors

4122

10

One Year

Pre-requisite: Completion of MYP Biology Honors and MYP Integrated Math 1 Honors with a C grade or better.

Meets the University of California "D" requirement

MYP Chemistry Honors is an accelerated high school laboratory chemistry course. This One Year course is designed to adequately prepare students to successfully undertake freshman science courses at the university level. It is highly recommended for college-bound students considering a science or science-related major in college. This course will give students a more conceptual and in-depth understanding of chemistry concepts and emphasize critical thinking as well as advanced reading, writing, and problem-solving than presented in CP Chemistry.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP World History Honors

5021

9, 10

One Year

Prerequisite:

Meets the University of California "A" requirement

MYP World History Honors a one-year college preparatory, activity-oriented class taught as part of the International Baccalaureate Middle Years Program. This course follows the California State Content Standards for History/Social Science. Students trace the rise of democratic ideas and the historical roots of current world issues as they pertain to international relations. The course encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social,

economic, and cultural factors that affect individuals, societies, and environments. Students build timelines, world maps, journals, and essays as they research people and events.

Activities include oral presentation, collaborative research, and historical interpretation, reading literature from and about the period being studied, document analysis, and writing academic papers. Extensive writing is required throughout the course and students will complete a major research project.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

AP US History

5030

10

One Year

Meets the University of California "A" requirement

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design

MYP PE 1

0022

9

One Year

Satisfies PE graduation requirement

MYP Physical Education follow the state Physical Model Content Standards and Framework for California. The MYP structures sustain inquiry in physical and health education by developing conceptual understanding in global contexts. Teachers and students develop a statement of inquiry and use inquiry questions to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary approaches to learning skills and show proficiency in the California Physical Education Standards. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities **** Spring of the 9th grade year, all students will take the California Fitness-gram Test.**

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP PE 2

0024

10, 11, 12

One Year

Prerequisite: MYP PE 1

Satisfies PE graduation requirement

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody

and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Spanish 1

2210

9, 10, 11, 12

One Year

Meets the University of California "E" requirement

Spanish 1 emphasizes communication in Spanish and is the main activity of classroom learning. The student will develop the receptive skills of listening and reading, and to a lesser degree, the productive skills of speaking and writing. Students will be evaluated on their ability to function in the language in everyday topics and situations specified for the course. An appreciation of cultural differences is the goal of this course.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Spanish 2

2220

9, 10, 11, 12

One Year

Prerequisite: C or better in Spanish 1 or the successful completion of the Competency Exam for Spanish 1

Meets the University of California "E" requirement

Spanish 2 again emphasizes communication in Spanish and is the main activity of classroom learning. The skills of listening and reading include stories with familiar vocabulary and structures. In controlled situations, student can speak and answer in sophisticated ways, expressing needs, preferences, and wants and opinions. Student will also learn how to interact with appropriate cultural behavior in most social situations.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Mathematics

Course Offerings:

Advance Algebra w/Financial Applications
IB Applications and Interpretation SL/HL1
IB Analysis and Approaches SL/HL1
IB Analysis and Approaches HL 2
Integrated Math 1 Intervention
Integrated Math 1 – 9th Grade

Integrated Math 1
Integrated Math 2
Intro to College Math
MYP Integrated Math 1 Honors
MYP Integrated Math 2 Honors
MYP Integrated Math 3 Honors
MRWC

Advanced Algebra w/ Financial Applications

7125

10, 11, 12

One Year

Prerequisite: Integrated Math 2

Meets the University of California "C" requirement

Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in

everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

IB Applications and Interpretation SL/HL1 **7261** **11, 12**
One Year
Prerequisite: "C" or higher in Integrated Math 3
Meets the University of California "C" requirement

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

IB Analysis and Approaches SL/HL1 **7260** **11, 12**
One Year
Prerequisite: "C" or higher in either IB Applications and Interpretations SL or IM 3 Honors
Meets the University of California "C" requirement

This is the first course of the two-year Analysis and Approaches – IB Math program. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

IB Analysis and Approaches HL 2 **7264** **12**
One Year
One Year
Prerequisite: "C" or higher in IB Analysis and Approaches HL 1
Meets the University of California "C" requirement

This is the second course of the two-year Analysis and Approaches – IB Math program. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Integrated Math 1 Intervention **7111** **9**
One Year
Prerequisite: Integrated Math 1 Intervention is typically a one-year supplemental intervention and does not replace the core Math curriculum. Counselors automatically enroll students into this course. **This is an ELECTIVE course.**

This course is designed to front load the essential topics from Integrated Math 1 (IM1) along with supplementing prerequisite skills. These essential topics include: Quantitative Reasoning, Algebraic Models, Functions and Models, Patterns and Sequences, Linear Functions, Forms of Linear Functions, Linear Equations and Inequalities, One-Variable Data Distributions, Modeling with Linear Systems, Geometric Sequences and Exponential Functions, and Exponential Equations and Modeling.

Integrated Math 1 – 9th Grade **7028** **9**
One Year
Prerequisite: *This class is designated for 9th graders only.*
Meets the University of California "C" requirement

The fundamental purpose of Integrated Math 1 is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply

throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math 1

7030

10, 11, 12

One Year

Prerequisite: None

Meets the University of California “C” requirement

The fundamental purpose of Integrated Math 1 is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math 2

7050

9, 10, 11, 12

One Year

Prerequisite: Integrated Math 1 or Algebra 1

Meets the University of California “C” requirement

Students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students' reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Integrated Math 3

7040

9, 10, 11, 12

One Year

Prerequisite: “C” or better in Integrated Math 2

Meets the University of California “C” requirement

It is in Integrated Math 3 that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math 1 Honors

7030H

9

One Year

Prerequisite: None

Meets the University of California “C” requirement

Integrated Math 1 Honors is a challenging course designed for students who excel in and are passionate about math. Students in this course easily grasp higher level concepts and embrace rigorous curriculum. Students will

extend understanding of numerical manipulation to algebraic manipulation; synthesize understanding of function; deepen and extend understanding of linear relationships; apply linear models to data that exhibit a linear trend; establish criteria for congruence based on rigid motions; and apply the Pythagorean Theorem to the coordinate plane; represent and model with vectors and perform operations on vectors; perform operations on matrices and use matrices in applications. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develops their conceptual understanding, procedural skill, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities. Students successful in this course will be enrolled in Integrated Math 2 Honors the following year.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Integrated Math 2 Honors

7050H

9,10

One Year

Prerequisite: "A" in Integrated Math 1 or "C" or better in Integrated Math 1 Honors

Meets the University of California "C" requirement

For the high school Integrated Mathematics II course, instructional time, 1 school year, should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. The Honors class will have an expectation to take each area deeper and develop a student's abstract thinking.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Integrated Math 3 Honors

7090H

10, 11, 12

One Year

Prerequisite: "A" in Integrated Math 2 or "C" or better in Integrated Math 2 Honors

Meets the University of California "C" requirement

Integrated 3 is the third course of a three-course integrated math sequence. For the Integrated 3 course, instructional time will focus on the following critical areas: (1) extend the laws of exponents to rational exponents; (2) apply methods from probability and statistics to draw inferences and conclusions from data; (3) expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; (4) expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and (5) consolidate functions and geometry to create models and solve contextual problems. The Honors class will have an expectation to take each area deeper and develop a student's abstract thinking. The Integrated 3 Honors class, along with subsequent Honors classes, is part of a program such that students can go directly into AP Calculus.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Intro to College Algebra

7520

12

One Year

Prerequisite: Integrated Math 2 or Advanced Algebra w/ Financial Applications – Seniors only

Meets the University of California "C" requirement

This class will be a combination of two classes from the current Chaffey College course catalogue (Math 410 and 425). These two classes serve as the pre-requisite classes to enter Math 25, which is the UC transferable first year college Math. The class descriptions are:

Math 410 - Fundamental algebraic operations of addition, subtraction, multiplication, and division. Special products and factoring, rational expressions and their operations, solution, and application of linear and rational equations, graphing of linear equations in two variables, introduction to functions and linear systems of two equations, determining the equation of a line.

Math 425 - Reviews and extends concepts from Elementary Algebra. Content includes polynomial, radical, absolute value, exponential and logarithmic expressions, equations, and functions; linear and non-linear systems of equations and inequalities; quadratic equations; graphing of nonlinear functions; complex numbers; nonlinear single-variable inequalities; conic sections; sequences; series; and the Binomial Theorem.

This class meets all requirements as assessed by the EAP Math and Chaffey College Entrance Assessment. The yearlong sequence serves as a review of all high school algebra curriculums, including pre-algebra, algebra, and algebra 2. Successful completion of this class results in students being deemed ready for college math, avoiding remediation classes.

MRWC

7500

12

One Year

Prerequisite: "C" or higher in IM3

Meets the University of California "C" requirement

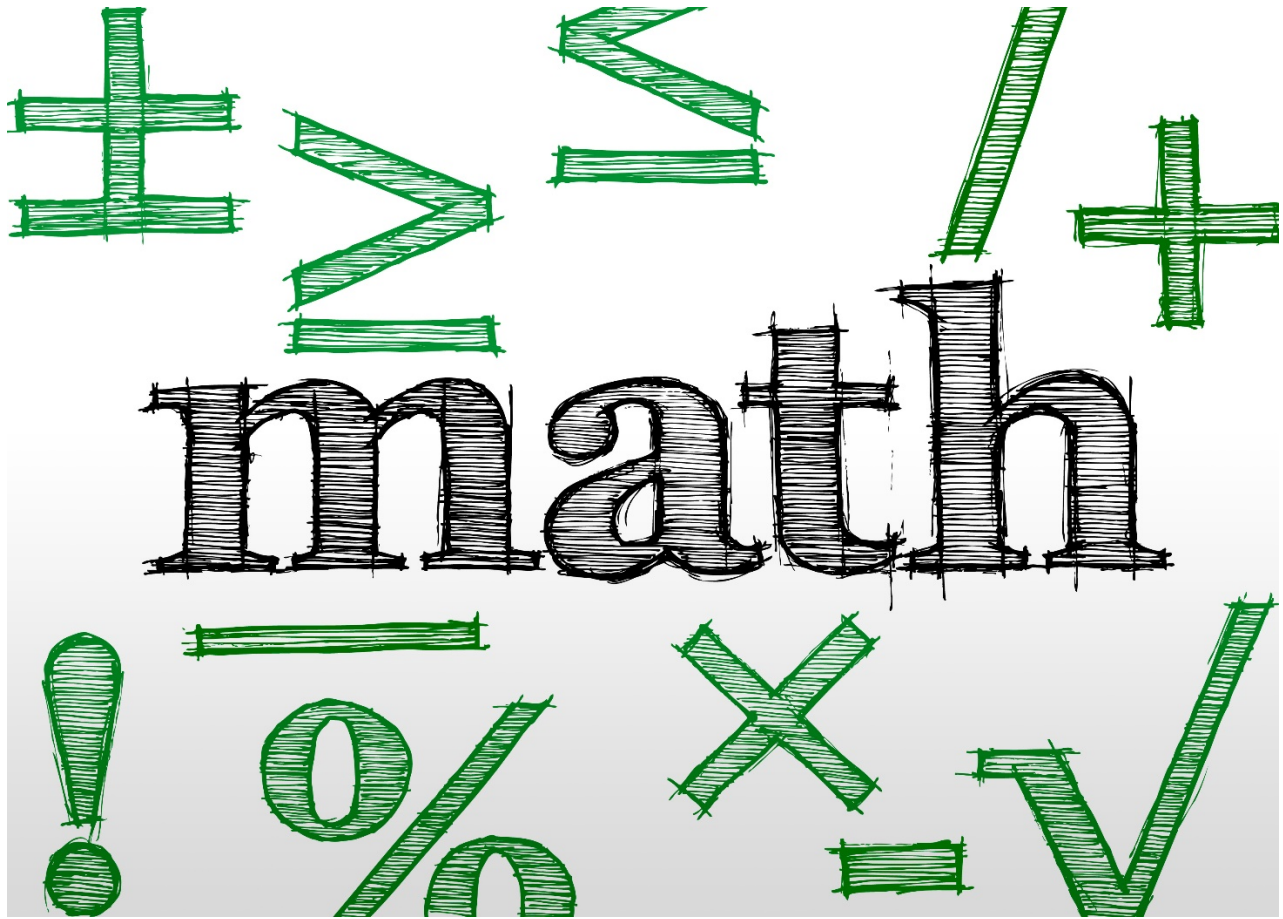
The MRWC is designed as a 4th year mathematics course following Math I - III (or Alg I – II and Geometry) that will provide a bridge into multiple college and career options, including STEAM, CTE, and nontechnical pathways. Students successfully completing MRWC will have acquired content skills and attitudes towards learning that will be expected in entry-level college mathematics.

MRWC addresses the full scope of advanced mathematical topics in a way that is substantively different from the traditional curriculum. The distinctiveness of MRWC lies in its unique design and topic sequencing, and in the emphasis on instructional delivery that promotes exploratory and collaborative student engagement.

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

1. Reasoning with Numbers
2. Reasoning with Functions
3. Reasoning with Equivalences
4. Reasoning with Distance

MRWC seamlessly interweaves the CCSS Mathematical Practices throughout the curriculum and develops key Habits of Mind and a mathematical disposition required for attaining high-level content knowledge. A distinctive aspect of MRWC is a consistent emphasis on discussion and analysis of alternative representations and multiple perspectives for approaching and understanding content. It is designed to encourage strategic and flexible mathematical thinking as well as to enable students to become self-reflective learners.



Physical Education

****Course may be taken for repeated credit with instructor/Counselor approval***

Limitation: Only one PE class is allowed per semester

Course Offerings:

Adaptive PE *
Athletic PE *
MYP PE 1
MYP PE 2*

PE 2- Weightlifting*
Weightlifting 1
Yoga*

Adaptive PE

8110

9, 10, 11, 12

One Semester

Prerequisite: Doctor's medical request and District approval

Satisfies PE graduation requirement

For students medically excused from regular physical education for a period of more than six weeks. Students take part in modified physical activities, according to their individual needs. Course may be repeated for credit.

ATHLETIC PE

Course Offerings

Baseball	8300	Spring	9, 10, 11, 12
Basketball	8305(8310)	Winter	9, 10, 11, 12
Cross Country	8315	Fall	9, 10, 11, 12
Football	8320	Fall	9, 10, 11, 12
Pep Squad	8290	All Year	9, 10, 11, 12
Soccer	8200(8205)	Winter	9, 10, 11, 12
Softball	8210	Spring	9, 10, 11, 12
Tennis	8245(8240)	Fall-Spring	9, 10, 11, 12
Track	8250	Spring	9, 10, 11, 12
Volleyball	8260	Fall	9, 10, 11, 12

Prerequisite: To be eligible for participation in sports activities taking place beyond the regular school day, a student must be passing in at least four classes and earn a C average the semester prior to the sports activity. **THE APPROVAL OF THE COACH, FOR A PARTICULAR SPORTS ACTIVITY, IS REQUIRED BEFORE A STUDENT IS PLACED IN AN ATHLETIC PE CLASS.**

MYP PE 1

9

One Year

Satisfies PE graduation requirement

MYP Physical Education follow the state Physical Model Content Standards and Framework for California. The MYP structures sustain inquiry in physical and health education by developing conceptual understanding in global contexts. Teachers and students develop a statement of inquiry and use inquiry questions to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary approaches to learning skills and show proficiency in the California Physical Education Standards. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities **** SPRING OF THE 9TH GRADE YEAR, ALL STUDENTS WILL TAKE THE CALIFORNIA FITNESS-GRAM TEST.**

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP PE 2

10, 11, 12

One Year

Prerequisite: MYP PE 1

Satisfies PE graduation requirement

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

PE 2 Weightlifting

8111

11, 12

One Semester

Prerequisite: Weightlifting 1

Satisfies PE graduation requirement

This course will allow students to learn proper weight-lifting techniques through hands-on experience, participation, and guidance for the purpose of developing muscular strength, endurance, and flexibility.

Weightlifting 1

8109

10, 11, 12

One Semester

Prerequisite: PE 1

Satisfies PE graduation requirement

This course will allow students to learn proper weight-lifting techniques through hands-on experience, participation, and guidance for the purpose of developing muscular strength, endurance, and flexibility.

Yoga

11, 12

One Semester

Prerequisite: PE 1

Satisfies PE graduation requirement

This course is designed for students to develop skills and gain knowledge in human movement through the physical practice of yoga. This is an active class where students practice yoga while gaining a deep understanding of its influence on the physical body and overall health. Students will examine specific areas of anatomy, kinesiology, biomechanics, and psychomotor behavior in a variety of contexts. Students will become familiar with the healthy choices related to nutrition, physical activity, and well-being. Students learn about beneficial lifestyle choices and yoga techniques to assist in managing a variety of physical, mental, and emotional conditions. Students will develop a personal health plan, which they monitor and adjust to meet their own personal needs.

Science

Course Offerings:

Astronomy
Biology CP
Chemistry CP
Forensic Biology
Earth Science

IB Biology HL 1
IB Biology HL 2
IB Chemistry SL
IB Marine Science
IB Physics HL 1

IB Physics HL 2
MYP Biology Honors
MYP Chemistry Honors
Living by Chemistry
Physiology
Physics

Astronomy

4110

12

One Year

Prerequisite: Completion of Integrated Math 1 and any previous science course or teacher approval.

Meets the University of California "G" requirement

This laboratory science course is designed for students who expect to attend college. Basic atomic theory: balancing, rates, oxidation-reduction, acid-base reactions, nomenclature, stoichiometry, is covered using the scientific method. This class is primarily laboratory based with strong emphasis on the application of IM 1.

Biology CP

4020

9, 10, 11, 12

One Year

Meets the University of California "D" requirement

This laboratory science course provides students with a college preparatory framework from which they will understand the characteristics and processes associated with biological systems; and enhance their skills in laboratory analysis, problem solving, and critical thinking with respect to ethical and environmental concerns in biology.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Chemistry CP

4120

10, 11, 12

One Year

Prerequisite: Completion of Biology and Integrated Math 1 with a B grade or better.

Meets the University of California "D" requirement

Course designed for those students who expect to attend college. All of the fundamental theories of chemistry are taught. Laboratory work is used to reinforce course concepts, including, Structure of Atoms, Chemical Reactions, Gas Laws, Acids and Bases, Stoichiometry, and the Periodic Table.

Earth Science

4100

9, 10, 11, 12

One Year

Meets the University of California "D" requirement

The course is based on the Next Generation Science Standards for California Public Schools. Earth Science is designed to teach students to apply the laws, theories, and principles of earth science to everyday phenomena. Earth Science consists of a group of sciences that deal with the Earth and its neighbors in space, including geology, oceanography, meteorology, and astronomy.

Forensic Biology

4021

12

One Year

Prerequisite: Completion of Biology CP course.

Meets the University of California "G" requirement

This course will be an overview of the techniques used to collect and analyze evidence from a crime scene. Topics include toxicology, serology (blood analysis), microscopy (tissue, hair, and fiber analysis), DNA analysis, human dental and skeletal remain analysis, forensic anthropology, entomology, botany, fingerprint analysis, and crime scene analysis.

IB Biology HL1/HL2

4233/4243

11, 12

Two Years

Prerequisite: It is strongly recommended that students have completed CP or MYP Biology Honors, Chemistry, and Integrated Math 1 with C or better due to the rigor of the coursework.

Meets the University of California "D" requirement

This course is a two-year course that covers a wide range of topics in biology: Cells, Genetics, Ecology and Evolution, Human Physiology, and Biochemistry with a specific focus on neurobiology and behavior, Microbes and biotechnology, and Evolution.

The primary focus and purpose of this course is to help prepare the student to be successful in the world and to have a better understanding of the human experience as it pertains to the world of science. Students should be able to connect the importance of scientific advancements to their effects on a global scale. The course will introduce students to a range of resources as well as points of view on controversial topics from different cultures and societies. Additionally, the course is designed to allow students to develop an ability to analyze, evaluate, and synthesize scientific information through experiments, scientific simulations and modeling.

To prepare students for the assessments, the course will consist of written and oral exams, presentations, experimental designs and reports, as well as the Group Four project as outlined in the requirements for the IB programme. Additionally, students will need to demonstrate personal skills of cooperation, perseverance, and responsibility appropriate for effective scientific investigation and problem solving. They will also demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

IB Chemistry SL

4251

11, 12

One Year

Prerequisite: Letter grade of B or better in Biology, letter grade of B or better in Chemistry, letter grade of B or better in IM 2. This course will cover topics which includes chemistry, Statistics; therefore, students enrolled in this course will need to have proficient understanding of chemistry and statistics.

Meets the University of California "D" requirement

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

The Diploma Program chemistry course includes the essential principles of the subject. The primary focus and purpose of this course is to help prepare the student to be successful in the world and to have a better understanding of the human experience as it pertains to the world of science. Students should be able to connect the importance of scientific advancements to their effects on a global scale. The course will introduce students to a range of resources as well as points of view on controversial topics from different cultures and societies. Additionally, the course is designed to allow students to develop an ability to analyze, evaluate, and synthesize scientific information through experiments, scientific simulations, and modeling. This course is a "Standard Level" (SL) course and is recommended and geared for students who are not interested in going into a science-related field in college.

IB Marine Science SL

11, 12

One Year

Prerequisite Completion of CP Biology and a Physical Science Course

Meets the University of California "D" requirement

This course is derived from two distinct scientific disciplines: oceanography and marine biology. Oceanography is the study of the physical properties that make up the ocean. This course will cover a deep understanding of five topics: origin and structure of oceans; dynamics of Earth's crust; patterns of water movement; properties of ocean water; ocean life. A sixth topic is selected from three options: marine ecosystems; atmosphere, ocean, and climate; geology of ocean basins.

Students are required to complete a total of 40 hours of laboratory and field work. In addition, students demonstrate their knowledge and analytical skills through writing, discussion, formulating scientific research questions, and producing formal lab reports. The course is designed to address the practices of science and engineering as identified in the Next Generation Science Standards and or IB Understandings of the Diploma Program and Ocean Literacy standards.

IB Physics HL1/HL2

4245/4246

11, 12

Two Years

Prerequisite: Prerequisite: It is strongly recommended that students have completed IM1 H, IM 2 H and IM3 H with C or better due to the rigor of the coursework.

This course is a two-year course. These courses cover the same topics as IB Physics SL but in greater depth, they do a more in-depth study of each topic. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results, and evaluate and communicate their findings.

Living by Chemistry**4120****10, 11, 12****One Year****Prerequisite:** Successful completion of CP Biology

Living by Chemistry deals with the structure and composition of matter in addition to emphasizing laboratory experiences to strengthen problem-solving skills and teach basic lab techniques. The student is introduced to chemistry through the study of matter and energy and continues with elements and compounds and different types of reactions. Other topics covered include molecular formulas, molar relationships, bonding, the geometry of molecules, types, and properties of solutions. The course provides a broad exposure to chemistry for college-bound students who don't want to pursue a scientific course of study. It will be less mathematically oriented than the regular Chemistry course.

MYP Biology Honors**4026****9, 10****One Year****Meets the University of California "D" requirement**

MYP Biology Honors is an accelerated high school laboratory biology course. This one-year course is designed to adequately prepare students to successfully undertake freshman science courses at the university level. It is highly recommended for college-bound students considering a science or science-related major in college. This course will give students a more conceptual and in-depth understanding of biological concepts and emphasize critical thinking as well as advanced reading, writing, and problem-solving than presented in CP Biology.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

MYP Chemistry Honors**4122****10****One Year****Pre-requisite:** Completion of MYP Biology Honors and MYP Integrated Math 1 Honors with a C grade or better.**Meets the University of California "D" requirement**

MYP Chemistry Honors is an accelerated high school laboratory chemistry course. This One Year course is designed to adequately prepare students to successfully undertake freshman science courses at the university level. It is highly recommended for college-bound students considering a science or science-related major in college. This course will give students a more conceptual and in-depth understanding of chemistry concepts and emphasize critical thinking as well as advanced reading, writing, and problem-solving than presented in CP Chemistry.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Physics**4150****11, 12****One Year****Prerequisite:** C grade or better in IM 2 and concurrent enrollment in IM3 or Pre-Calculus/Trig, and a C grade or better in Biology and Chemistry.**Meets the University of California "D" requirement**

Physics is the most basic of all the laboratory sciences. It is about the nature of basic things such as motion of objects, forces that affect their motion, energy that create the forces, matter, heat, sound, light, and the insides of atoms. Students can gain a greater awareness of nature in general and other sciences if they have some understanding of physics.

Physiology**4040****12****One Year****Prerequisite:** C grade or better in Biology.**Meets the University of California "D" requirement**

This class is a comprehensive study of the anatomy and functions of the human body. The course involves considerable laboratory dissection as well as basic clinical tests of body fluids, and frank discussions of normal and abnormal functioning of body systems and is required for most health-related Pathway Certificates.



Social Science (Studies)

Course Offerings:

Government CP
Economics CP
Ethnic Studies
MYP World History Honors

IB History of the Americas HL 1 & 2
IB History SL
IB Psychology
Psychology CP

U.S. History CP
Women Studies
World History CP

American Government CP

5040

12

One Semester

Meets the University of California "A" requirement

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. In addition, students compare different systems of government in the world today, drawing on American History and other societies. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. (This is a University of California & California State University acceptable course).

Economics CP

5050

12

One Semester

Meets the University of California "G" requirement

Students will deepen their understanding of economic theories and practices in the United States and the world. They will learn to make reasoned decisions concerning economic issues as citizens, workers, consumers, and business owners and managers.

Ethnic Studies

5090

11, 12

One Semester

Prerequisite: Students must have 2.0 GPA or teacher permission.

Meets the University of California "G" requirement

This course will provide students with a survey of ethnic studies and its intersectionality with Identity, History, and Social Movements. Topics may be controversial or of sensitive nature but will be covered with the utmost respect and dignity of all various backgrounds & opinions. Students will also utilize their own experiences & identities to further develop their own opinions. In addition, students will examine the intersectionality of various populations with History along with other facets of daily society and their impact on their own communities & daily life.

IB History of the Americas HL 1

5233

12

Two Years

Prerequisite: AP/MYP Honors classes in Social Sciences and English Language Arts, with teacher approval and IB program acceptance.

Meets the University of California "A" requirement

The higher level IB History of the Americas Year 2 course is the second year of study designed for students to gain a greater appreciation and understanding of the present through critical reflection of the past. In the second year, students will focus on 20th Century World Topics: Authoritarian States and Cause and effect of 20th Century Wars, as well as the prescribed subject 3: Move to Global War: Two case studies on Japanese, German, & Italian expansion in the years 1931-1941. This year will build upon the students' knowledge of the Americas, giving a more in depth understanding of what they have already learned in year one. During the second year, students will complete an Internal Assessment: a historical investigation paper. Assessments will occur during the second year of the History of the Americas course.

IB History of the Americas HL 2

5243

11

Two Years

Prerequisite: AP/MYP Honors classes in Social Sciences and English Language Arts, with teacher approval and IB program acceptance.

Meets the University of California "A" requirement

The higher level IB History of the Americas Year 1 is a program of study designed for students to gain a greater appreciation and understanding of the present through critical reflection of the past. In the first year, students will focus on the regional topic of the History of the Americas. Students will comparatively analyze the political, social, cultural, and economic history as it impacted North America (including Canada) and Latin America (both Central and South America). During the second year, students will complete an Internal Assessment: a historical investigation paper. Assessments will occur during the second year of the History of the Americas course.

IB Psychology SL/HL1

12

One Year (SL or 2-Year Course HL1/HL2)

Prerequisite:

Meets the University of California "A" requirement

This course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students will learn the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

SL students are required to test at the end of the year and HL 1 are required to test after year 2.

Course fulfills the G elective requirement and will Fulfill the Group 6 course requirements for the International Baccalaureate Diploma Program (DP)

MYP World History Honors

5047

9, 10, 11, 12

One Year

Prerequisite:

Meets the University of California "A" requirement

MYP World History Honors a one-year college preparatory, activity-oriented class taught as part of the International Baccalaureate Middle Years Program. This course follows the California State Content Standards for History/Social Science. Students trace the rise of democratic ideas and the historical roots of current world issues as they pertain to international relations. The course encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies, and environments. Students build timelines, world maps, journals, and essays as they research people and events.

Activities include oral presentation, collaborative research, and historical interpretation, reading literature from and about the period being studied, document analysis, and writing academic papers. Extensive writing is required throughout the course and students will complete a major research project.

This course also includes 10 hours of implementation of the MYP design cycle as a way to structure inquiry and analysis of problems, to develop of feasible solutions, to create authentic solutions, and to test and evaluate the student's solution for the design problem through digital or productive design.

Psychology

5060

11, 12

One Semester

Prerequisite: Students must have 2.0 GPA or teacher permission.

Meets the University of California "G" requirement

Provides students with an overview of the field of Psychology. Students will be exposed to a systematic approach to understanding human behavior, to the technical vocabulary of this field of study and to abstract thought. All students can gain insights into their own behavior.

U.S. History CP

5030

10, 11, 12

One Year

Meets the University of California "A" requirement

Students in grade eleven study the major turning points in American History in the twentieth century. This course follows the state of California History/Social Science Framework and California History/Social Science content standards for public schools. Course work in this class is designed to increase students' knowledge of United States history and is geared to enhance analytical, written, and oral communication skills through application of Common Core Standards. Participation in discussions, debates, simulations, reading, projects presentations, writing activities, and research will help students understand the role history has played in shaping the United States today.

World History CP

5020

10, 11, 12

One Year

Meets the University of California "A" requirement

Students examine major turning points in the shaping of the modern world from the Ancient Greeks into the modern era. The year begins with the development of western civilization and its adjustment over time due to interaction with other world entities. The interaction of various world cultures and civilization highlight the historical trends and major shifts throughout world history. The course incorporates current world events to provide effects of historical causes throughout the world.



Specialized Academic Instruction

**Course may be taken for repeated credit with instructor/Counselor approval*

Course Offerings:

English

English 09 Applied
English 10 Applied
English 11 Applied
English 12 Applied
English FS

Mathematics

Advanced Algebra with Financial
Applications- Applied
Integrated Math 1 Applied
Integrated Math 2 Applied
Integrated Math C Applied
Math FS

Science

Biology Applied
Earth Science Applied
Science FS

Social Studies

Economics Applied
Government Applied
U. S. History Applied
Social Studies FS
World History Applied

Elective

Critical Skills Applied
Study Skills

Inclusion

SDC students enrolled in English and Math classes are supported by a SAI (Specialized Academic Instruction) Teacher and an Academic Core Subject Teacher. Students enrolled into these courses receive the same curriculum as do the mainstream students enrolled in the same class. Both teachers work together to plan and deliver lessons. Students are supported through modified and/or differentiated instruction. Students still demonstrating a need for additional support in attaining the standards will be pulled out in either small groups and/or one-on-one setting, returning to the large group setting to receive lessons.

RSP student's enrollment into the full inclusion classroom will be determined from the amount of time they are required to be enrolled into a SAI class per their Individual Education Plans (I.E.P.).

Students in Science and Social Studies will receive support either through a Para-Professional working alongside a core Academic Core Subject Teacher and/or a SAI Teacher paired with an Academic Core Subject Teacher.

Electives

Critical Skills Applied One Year	0410	9, 10, 11, 12
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This course is designed to build critical survival skills and improve social development. Students will participate in a variety of social and academic activities with an emphasis on real world applications.

Study Skills One Year	0235	9, 10, 11, 12
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This is a class designed to help SAI students prepare for transitioning from high school to life after graduation, to work on meeting IEP goals, and to assist with homework and/or classwork completion. Activities will include working on IEP goals, working on Individual Transition Plan (ITP) goals and services, one-on-one tutoring, small group tutoring, daily checks on student progress, and weekly parent contact. Issues related to student health and well-being will be explored. Student's rights and responsibilities will be examined. Students will learn effective communication and how to advocate for themselves.

English

English 9 Applied One Year	0315	09
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An English course, which follows the District's 9th grade, core curricula, with accommodations and modifications for individual needs.

English 10 Applied One Year	0320	10
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An English course, which follows the District's 10th grade, core curricula, with accommodations and modifications for individual needs.

English 11 Applied One Year	0330	11
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An English course which follows the District's 11th grade, with accommodations and modifications for individual needs.

English 12 Applied One Year	0335	12
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An English course which follows the District's 12th grade, with accommodations and modifications for individual needs.

English FS One Year	3619	9, 10, 11, 12
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An English course which follows the District's curriculum, with accommodations and modifications for individual needs.

Mathematics

Advanced Financial Algebra w/ Financial Applications-Applied One Year	7127	11, 12
Prerequisite: completion of IM1A and IM1B or IM 1		

This course will take place in a specialized academic setting and will use mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, probability, and statistics and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

Integrated Math 1 Applied One Year	7070	9, 10, 11, 12
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This course follows the district's core curriculum Integrated Math 1 with modifications for individual disabilities and emphasis on real life problem solving.

Integrated Math 2 Applied One Year	7072	9, 10, 11, 12
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This course follows the district's core curriculum Integrated Math 2 with modifications for individual disabilities and emphasis on real life problem solving.

Integrated Math C Applied One Year	7046	9, 10, 11, 12
Prerequisite: completion of IM1A and IM1B or IM 1		

This course follows the district's core curriculum for Integrated Math 2 with modifications for individuals' disabilities and emphasis on real life problem solving.

Math FS One Year	7607	9, 10, 11, 12
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A Math course which follows the District's curriculum, with accommodations and modifications for individual needs.

Science

Biology Applied One Year	0375	9, 10, 11, 12
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This is a one-year (2 semesters) course exploring concepts of life science as outlined in the district approved course with modifications for disabled students. This course will introduce basic concepts of biology using a hands-on laboratory approach.

Earth Science Applied One Year	4103	9, 10, 11, 12
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This course of study pulls concepts from the district approved core courses for Earth Science and adjusts them to meet the needs of learning-disabled students.

Science FS	9014	9, 10, 11, 12
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One Year

A Science course which follows the District's curriculum, with accommodations and modifications for individual needs.

Social Studies

American Government Applied One Year	0350	12
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This course will focus on the area of government and economics as it applies to responsible citizens and the world of work.

Economics Applied One Year	0340	12
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In a one-semester course in economics, students should deepen their understanding of the economic problems and institutions of the nation and world in which they live. They should learn to make reasoned decisions on economic issues.

U.S. History Applied One Year	0365	11
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This course will focus on the study of major turning points in the twentieth century.

World History and Culture Applied One Year	0370	10
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This course will explore causes and factors influencing major world events from World War I to present time.

Social Studies FS One Year	9021	9, 10, 11, 12
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A Social Studies course which follows the District's curriculum, with accommodations and modifications for individual needs.



Visual and Performing Arts (VAPA)

**Course may be taken for repeated credit with instructor/Counselor approval*

Course qualifies for CTE credit

Course Offerings:

Advance Digital Photography #
 Advance Professional Actor #
 Advance Technical Theater
 Art 1A, 1B
 Art 2A, 2B
 Art 3
 Beginning Band
 Ceramics 1A, 1B
 CTE Ballet Folklorico #
 CTE Drama 1A, 1B #
 CTE Drama 2A, 2B #
 Chamber Singers *
 Color Guard (Auxiliary Band) *

Concert Band*
 Dance 1 #
 Dance 2 #
 Dance 3 #
 Digital Photography #
 Concert Choir *
 Guitar 1A, 1B
 Guitar 2A, 2B *
 IB Theatre HL 2
 IB Visual Art
 IB Visual Art HL 1
 IB Visual Art HL 2

IB Photography SL
 Marching Band *
 Mariachi Ensemble
 Painting
 Piano 1
 Piano 2A, 2B*
 Piano 3
 Professional Actor #
 Stagecraft Design #
 Technical Theater #
 Orchestra *
 Yearbook Production *

Advance Digital Photography
 One Year

1209

10, 11, 12

Prerequisite: Digital Photography

Meets the University of California "F" requirement

This is an intermediate course in photography. Traditional skills in the technical aspects of photography will be reviewed and the usage of supportive software will be expanded. Students will explore technical, artistic, and commercial aspects of photography, including advertising and fashion, photojournalism and documentary, portraiture, action and sports, photomontage, and mixed media. The course will include on and off camera flash techniques, studio strobe usage, advanced digital camera operations, and further expand the Photoshop experience. Class time will enable students to work on independent and cooperative explorations. Assignments are designed to help explore options for technical control as well as visual experimentation. Technical concepts are demonstrated and practiced. The class will also explore numerous experimental and alternative photographic methods in shooting, processing, and printing. Students will produce their own website to display their work and prepare a portfolio of work to exhibit.

Advance Professional Actor

6611

12

One Year

This Course meets after school only

Prerequisite: Students must have successfully completed Drama 1 and either finished or currently enrolled in Drama 2 or IB Theatre. Students must be in 12th grade. Students will be added to the class after completion of the Professional Actor course.

This two-semester course provides a guided workshop/rehearsal process in which students can practice and polish their professional theatre audition and performance skills. It requires students to be self-disciplined and able to set and reach individual goals to make the best use of available resources. Students are required to give individual and ensemble performances on a regular basis, and are expected to do homework outside of class, including research, report writing, and practice. This course includes the study of the theatre form, history, and styles, as well as major figures in theatre. This course has a large emphasis on musical theatre, its history, and techniques required to be successful in the industry. Instruction comes from a combination of performance disciplines, including theatre, music, and dance.

Advanced Technical Theater in Production

6612

11, 12

One Year

This Course meets after school only

Prerequisite: Must have taken Stagecraft Design and Technical Theater

This course is designed to provide students with an opportunity to further their knowledge and develop stagecraft techniques introduced in Technical Theater with an emphasis on producing theatre. This includes, but is not limited to, constructing sets, hanging, and focusing lighting instruments, light board operation, sound cue production and operation, prop and costume gathering and storage, and house management for school and outside theatre productions. Students will practice and develop skills in each design area including script analysis, research, design, and implementation through their participation in theatrical productions. Students will apply knowledge of proper stage design practices in creating and producing a variety of theatrical productions. Students will develop problem solving, critical thinking, and leadership skills through participation in a variety of collaborative design, construction, and managerial positions. Students will create and maintain a professional portfolio which includes sketches, annotated research, pictures, and written reflections of completed design projects. Finally, throughout the year, students will be exposed to Technical Theater achievements via live presentations and recorded works. After the viewing of these productions, students will achieve an understanding of how to be a drama critic as they analyze the design choices made in the show they experienced. Due to the nature of the production process, and as outlined in the California Department of Education State Standards, this class may often require students to participate in extra rehearsals and performances beyond the school day.

Art 1A, 1B

1010 & 1020

9, 10, 11, 12

Two Semesters

Meets the University of California "F" requirement

This is an introductory course that will explore the elements of art (line, shape, form, value, color, texture and space), and introduces the principles of design (variety, emphasis, balance, rhythm, movement, unity, proportion/scale). Areas of study include drawing, painting, collage, and other techniques. Projects will be 2-D and 3-D with an emphasis on mastering technical skills using a variety of mediums (pencil, charcoal, colored

pencil, pen and ink, paint, etc.). Students will be exposed to various artists and styles to broaden their perspective in art and how it relates to their own lives. Students will be introduced to art terms by using vocabulary, reading and slide identification. Students are given a full range of information to recognize the use of visual communication in our culture and to be able to successfully communicate their own ideas visually. The instructional program is based on the National Standards and the California Framework for the Visual Arts.

Art 2A, 2B

1030 & 1040

10, 11, 12

Two Semesters

Prerequisite: grade of C or better in Art 1A & 1B and Department Chair or Teacher approval.

Meets the University of California "F" requirement

This course will emphasize development of skills in drawing, painting, and designing for the self-motivated and advanced student. Quality techniques and development of individual style will be stressed.

Intermediate Art builds on the fundamental skills learned in Art 1A & 1B including 2 dimensional and form. A greater emphasis will be placed on painting in watercolors and acrylics. Exploration of different artistic media will continue, including pen, ink, and pastels.

ART 3A, 3B

1050 & 1060

11, 12

Two Semesters

Pre-requisite: grade of C or better in Art 2A & 2B and Department Chair or Teacher approval.

Art 3 is an advanced Visual Arts course that teaches drawing and painting. Students will work on increasing proficiency skills, and the appreciation of the development of art. The creative decision-making process increases with each successive course. Students who complete successive semesters of visual art are equipped to enter a college art program and pursue a career in Fine Arts. Students will be responsible for portfolio development. This course may be repeated for credit.

Beginning Band

1140

9, 10, 11, 12

One Year

This course is open to all wind, brass, and percussion players who wish to learn an instrument for the first time and/or wish to focus on improving their ensemble playing in a band setting. Development of basic musicianship and playing skills will be emphasized through performance in this band. Members are required to attend sectionals, extra rehearsals, concerts, and festivals. Outside personal practice and learning of parts is required. This is a two-semester course and may be repeated for credit.

Ceramics 1A,1B

1090 & 1095

10, 11, 12

One Year

Prerequisite: Art 1

Meets the University of California "F" requirement

Students will be introduced to the use of clay as an art form through hand building and wheel throwing techniques. Projects include a variety of glazing, texturing, assembling, and carving styles. Projects made in class that are taken home will be charged a \$10 fee. (This course meets both California State University & University of California A-G Fine Arts requirement, but both semesters must be taken to fulfill).

Chamber Singers

1169

10, 11, 12

One Year

Prerequisite: Audition and Director approval.

Meets the University of California "F" requirement

A highly selective ensemble of 20 to 24 students which will learn and perform great choral literature from the Renaissance to the twentieth century in styles ranging from madrigal, choral song, pop, Broadway, and some jazz. Students will learn music and perform in foreign languages such as French, German, Italian, Latin, Spanish,

etc. Because of the exactness of this music, students will be admitted strictly by **AUDITION ONLY**. This course may be repeated for credit.

Color Guard (Auxiliary Band)

1156

9, 10, 11, 12

One Year

Prerequisite: Audition and Director approval.

This course is for students interested in the craft of marching and dance using rifles, sabers, or tall flags. Emphasis will be placed on choreography and marching skills associated with field shows and parades throughout the fall, and choreography and skills for compositions in the spring. Performance occur outside of the regular school day in the evening, on weekends, and some holidays. Color Guard may be taken in lieu of PE, as it satisfies the PE graduation requirement. Members are required to attend sectionals, extra rehearsals, and performances. Outside personal practice and learning of choreography is required. This is a two-semester course and may be repeated for credit.

Concert Band

1148

9, 10, 11, 12

One Semester

Prerequisite: Audition and Director approval.

Meets the University of California "F" requirement

This class is designed to provide the performer with an ensemble experience that explores music and literature of the eighteenth, nineteenth and twentieth centuries. Reed, brass and percussion instruments will be included along with the basic string players. Students must have a basic knowledge and ability in their chosen instrument. This is a one semester course and may be repeated for credit.

Concert Choir

1166

9, 10, 11, 12

One Year

Meets the University of California "F" requirement

This is a selected choir for experienced singers. Students will learn and perform some of the great choral literature for mixed chorus from the Renaissance to the twentieth century. Members are chosen by teacher recommendations. New students should have recommendations from their previous chorus teacher. This chorus performs all over Southern California. This course may be repeated for credit.

CTE Ballet Folklorico 1

9, 10, 11

One Year

Meets the University of California "F" requirement

CTE-AME Intermediate Ballet Folklorico is a concentrator CTE dance skills course in the Performing Arts Pathway of the Arts, Media, and Entertainment Sector which develops further understanding and appreciation for the folk-dance traditions of Mexico. Students will be able to perceive and respond, demonstrate movement skills, process sensory information, and describe movement, using the vocabulary and elements of dance as outlined in the content standards. Increased variety of the traditional music of Mexico will be introduced, including the Chotis, Cumbia, Huapango, Jarabe, Joropo, Polka, Ranchera, Son Jaliscience, and Vals from the 15th century to the 21st century. In addition, the influence of music from the various countries that played a role in the history of Mexico will be discussed, including the Caribbean Islands, South American countries, the southern states of the United States, and European countries such as Germany and France. Students will apply the learned dance techniques, and demonstrate mastery of the content standards, by dancing in performance settings.

CTE Drama 1

6605

9, 10, 11, 12

One Year

Meets the University of California "F" requirement

This is an introductory course to the various aspects of drama. Students will experience activities in the areas of concentration, pantomime, and improvisation; fundamentals of acting and use of body; theater history and related literature; structure of plays and play production. All performance activities are in-class.

CTE Drama 2**6606****10, 11, 12****One Year****Prerequisite:** grade of C or better in Drama I and teacher approval**Meets the University of California "F" requirement**

A continuation of Drama I, emphasis is on preparing and performing skits and dramatic scenes. This course advances the theoretical and practical lessons of Drama I and explores improvisation, directing, play writing, dramatic criticism, set construction, costuming, and make-up and production/management techniques. Students will create written and pictorial portfolios. This course may be repeated for credit.

Digital Photography**1210****9, 10, 11****One Year****Meets the University of California "F" requirement**

Digital Photography is a yearlong introduction to the digital SLR camera and the image editing software Adobe Photoshop and Lightroom. This course covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, exposure, light, and color. Focus is on developing artistic and technical skills to enhance visual literacy and applications based on professional practice. Project-based assignments integrate history and current events. Students will be expected to demonstrate an ability to use the tools competently in the production of their artwork and portfolios. Students will create their own blog site for their assignments and photography as a platform to share their work with the teacher and other students.

Guitar 1A, 1B**1185 & 1186****9, 10, 11, 12****One Semester****Meets the University of California "F" requirement**

This beginning guitar course emphasizes note reading and melody playing. Chords will be introduced. The course is designed for students who have little or no prior musical training or instruction.

Guitar 2A, 2B**1187 & 1188****10, 11, 12****One Semester****Prerequisite:** Grade of C or higher in Guitar 1A, 1B or permission of instructor.

This intermediate course explores advanced reading and the guitar as a solo/ensemble instrument. Performance opportunities will be included.

IB Photography SL**11, 12****One Year****Meets the University of California "F" requirement**

This course encourages students to challenge their own creative and cultural expectations and boundaries, through of medium of photography and art. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers and photographers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education, as well as for those students who are seeking lifelong enrichment through visual arts.

IB Visual Arts**1241****11, 12****One Year****Prerequisite:** Successful completion of Art 1A/B. Preferred completion of Art 2A/B, but not necessary with instructor's approval.**Meets the University of California "F" requirement**

Studio Art (60%) – External Assessment / Investigative Workbook (40%) – Internal Assessment

The IB Visual Arts SLA one-year course is designed to explore and experience the process and production of visual art, with the emphasis on studio work. The content of the course includes the development of a body of art, based on the research contained in the student's Investigation Workbook. Students are guided to individually create a group of art pieces that exemplify careful planning, art historical references, global awareness, international appreciation, and imaginative originality.

Finished artwork will demonstrate excellence in content, technique, craftsmanship, and innovation. The Investigation Workbook will be a comprehensive record of the intellectual path taken to complete the body of work, including writing, drawing, and carefully documented research. Students are required to submit a portion of the Investigation Workbook for internal assessment and to produce a final exhibit of their work in the spring for external assessment. These personal, hands-on experiences with the visual arts will afford the student a greater understanding of the rich history of art and mankind, including the cultural similarities and differences that have emerged throughout time.

During the first semester the understanding of the elements and principles of art and vocabulary terms will be explored. Students will be taught basic drawing and painting techniques and will be introduced to a variety of other art mediums that they may choose to explore (i.e., photo, graphic design, ceramics). In addition, students will be given an on-going overview of the impact of art history on the process of the working artist. Assessments will be categorized according to the standards outlined in the IB Markbands. The Investigation Workbook will be used extensively during this introduction to the arts. Establishing this general foundation of knowledge about the arts and providing Workbook practice will aid students in continuing their explorations in the visual arts with curiosity and confidence. It should be noted that students who enter the program with prior visual art experience will also participate in this introduction, using the time to review knowledge, hone their skills and further develop their art theory and art historical understanding.

In addition to the annual internal and external assessments, as established by the IB Diploma Program Guide, instructor assessment of the individual studio work and workbook process will be ongoing throughout the year. On-going assessments by the instructor will determine progress and accomplishment of established IB criteria in the following areas: Investigative Workbook planning and research (with instructor comments on Post-its in the workbook), studio work (with staggered deadlines), self-evaluation, group critiques, and art museum and/or gallery visits (with written reports). Students will be required to meet all assignment deadlines as outlined by the instructor. Theory of Knowledge (TOK) and Creativity, Action, and Service (CAS) are integral parts of the program and will be supported in the Visual Arts curriculum in a variety of ways. TOK topics have been designed to challenge the thinking, communicating, and writing skills of the students. The Visual Arts program will help form a solid development of at least five of the eight outcomes for CAS: self-evaluation, finding one's strengths, exploring new challenges, showing perseverance (through problem-solving), and the ethical implications of non-verbal communication.

IB Visual Art HL 1

1241

11, 12

Two Years

Prerequisite: Art 1 preferred, but not required

Meets the University of California "F" requirement

The two-year course is designed to explore and experience the process and production of visual art, with the emphasis on studio work. The content of the course includes the development of a body of art, based on the research contained in the student's Investigation Workbook. Students are guided to individually create a group of art pieces that exemplify careful planning, art historical references, global awareness, international appreciation, and imaginative originality. Students will take the IB HL Visual Art Exam at the end of year 2.

IB Visual Art HL 2

1243

11, 12

Two Years

Prerequisite: Continuation of IB Visual Art HL 1

This is the 2nd year of the IB Visual Arts course. This course continues to explore and experience the process and production of visual art, with the emphasis on studio work. The content of the course includes the development of a body of art, based on the research contained in the student's Investigation Workbook. Students are guided to individually create a group of art pieces that exemplify careful planning, art historical references, global

awareness, international appreciation, and imaginative originality. IB Visual Arts HL 2 allows for more time for students to work on projects and investigation

Jazz Ensemble

1158

9, 10, 11, 12

One Year

Prerequisite: Audition and Director approval

This course is open to selected musicians who will study and perform many types of jazz, rock, and popular literature. Training will be given in technical and improvisational skills. An emphasis will be given to performance and members are required to attend sectionals, extra rehearsals, concerts, and festivals. Outside personal practice and learning of parts is required. Instrumentation is limited and auditions will be used to determine membership. Concurrent enrollment in another Band is required. This is a two-semester course and may be repeated for credit.

Marching Band

1157

9, 10, 11, 12

One Semester

Prerequisite: Director approval required.

Meets the University of California "F" requirement

A performing musical group, which participates in related football activities, sports, rallies, high school and district programs, parades and music festivals. Periodic extra-curricular rehearsals may be necessary. Students will be enrolled in Concert Band for the spring semester. This course may be repeated for credit.

Fall semester, satisfies the semester PE graduation requirement.

Mariachi Ensemble

1178

9, 10, 11, 12

One Year

Prerequisite: Interest in learning the history of mariachi music, and learning to play the music as well

This class is designed to teach the Beginner / Intermediate Level of Mariachi Music. Students have the opportunity to learn violin, vihuela, guitar, guitarron, trumpet or voice. Students will learn to sing and understand the fundamentals of music through, scales, key signatures, terms, theory, and basic rhythms in mariachi music.

Orchestra

1155

9, 10, 11, 12

One Year

Prerequisite: Director approval required

Meets the University of California "F" requirement

This One Year course provides the performer with an ensemble experience that explores the music of the Baroque, Classical, and Romantic periods, as well as contemporary pieces. This class is for string players on the violin, viola, cello, and bass. Students must have a basic knowledge of and ability in their chosen instruments or approval of instructor. Members are required to attend sectionals, extra rehearsals, concerts, and festivals. Outside personal practice and learning of parts is required. This course may be repeated for credit.

Piano 1

1152

9, 10, 11, 12

Two Semesters

Meets the University of California "F" requirement

This is an introductory course to the piano. Students will use electronic keyboards to learn the proper techniques of piano playing. Students will also learn to read music and create compositions. Members are required to attend concerts.

Piano 2A, 2B

1195

10, 11, 12

One Year

Prerequisite: A grade of B or higher in Piano 1A, 1B or approval of instructor.

Meets the University of California "F" requirement

This is an intermediate course for the piano. Students will learn more advanced note reading a work on compositions of greater difficulty. Student will also study music theory, as it pertains to the piano. Members are required to attend concerts. This course may be repeated for credit.

Piano 3 1197 11, 12
One Year
Prerequisite: Piano 1 and Piano 2
Meets the University of California "F" requirement

Piano 3 is designed to help those students who have completed the 1st 2 years of Piano 1 and Piano 2, who wish to continue progressing in their study. Piano 3 can set up a student who may wish to study music in a music major or non-major capacity at a community college. Emphasis will be placed on piano technique, fluency, strength, and in playing standard piano works of upper intermediate level. Much time will be spent in individual practice, augmented with course study in harmony, composition, music history, performance practices, ensemble playing (duets, large groups). It is expected that Piano 3 students can read music comfortably and have a basic knowledge of Major and Minor chords and scales, basic harmonization, more complex rhythmic patterns and time signatures, and have begun to play simpler classical pieces.

Professional Actor 6610 11, 12
One Year
Prerequisite: Grade of C or better in Drama I and successful audition
Meets the University of California "F" requirement

This course concentrates on refining acting skills. Emphasis will be on interpretation and technique, analysis of character and motivation, application of master dramatists' theories to their work, direction and stage aesthetics. Professional Actor requires students to study techniques and plays in depth from specific acting theorists and techniques and present scenes and plays using those specific theories and techniques. Through this course, students will: Understand the role that drama has played in society, community dialogue, personal healing, and bringing public attention to historical events and social ills. This is a One Year course. Students will participate in acting monologue examinations and techniques analyzed within the course.

Stagecraft Design 0165 9, 10, 11, 12
One Year
Meets the University of California "F" requirement

This course provides instruction and training for students interested in stage design. Students that achieve competency in this course will develop skills in stagecraft design and will be prepared for entry-level employment. Entry-level positions include set decorator, set designer and assistant art director. Instruction and hands-on experience include set architecture, design elements, stage management, lighting design, costume design and make-up application.

Technical Theater 1A, 1B 1127 10, 11, 12
One Year
Prerequisite: Successful completion Stagecraft Design
Meets the University of California "F" requirement

This course provides instruction and training for students interested in stagecraft construction and technology. Students that achieve competency in this course will obtain entry-level skills in stagecraft construction will be prepared for entry-level employment for positions such as a stagehand, light technician, sound technician and set decorator. Instruction and practical experience include stage construction and sound and lighting technology, stage architecture and stage design elements.

Yearbook 1180 10, 11, 12
One Year
Prerequisite: C or better in English and teacher recommendation
Meets the University of California "G" requirement

Enables students to learn the skills involved in producing a yearbook. Skills such as planning page layouts, writing copy, creating headlines and captions, cropping picture, using the computer and selling advertising, will be developed through this course. Such skills can help prepare students for work in any publishing field. After-school and some Saturday time may be required. This course may be repeated for credit



World Languages

Course Offerings:

No Spanish Experience	At-Home Spanish Experience	IB Program	American Sign Language
Spanish 1	Spanish 2 for Native Speakers	IB Spanish SL	ASL 1
Spanish 2	Spanish 3 for Native Speakers	IB Spanish HL 1	ASL 2
Spanish 3		IB Spanish HL 2	

ASL 1
One Year
Meets the University of California “E” requirement

1395

9,10,11,12

The study of American Sign Language (ASL) offers students the chance to communicate in and understand another language while familiarizing themselves with the community and culture of the Deaf. This course develops the ability to communicate accurately and effectively in expressive and receptive signing within a range of real-life situations. Students are exposed to a variety of learning situations to increase their understanding of American Sign Language and Deaf culture. The course helps students to develop their ASL skills while growing an appreciation of Deaf culture and language.

ASL 2
One Year
Prerequisite: C or better in ASL 1
Meets the University of California “E” requirement

1397

10,11,12

American Sign Language 2 is an intermediary course to American Sign Language as it is used within the deaf culture. Instruction includes new vocabulary, construction of complex sentences, as well as a deeper look into

Deaf history and the culture of Deaf people. The emphasis is on the receptive and productive skills of American Sign Language and the awareness of Deaf culture.

IB Spanish HL 1 **2285** **11**

Two year's

Prerequisite: It is strongly recommended that students complete Spanish 3N due to the rigor of the coursework.

Meets the University of California "E" requirement

IB Spanish Higher Level 1 involves the study of numerous Spanish literary works. Extensive composition, conversation and discussion require students to demonstrate their sensitivity to the language and structure of writing as well as their own power and precision in organizing and expressing thoughts in Spanish. Students must maintain a portfolio of written work and produce oral presentation. Both oral and written assessments are required.

IB Spanish HL 2 **2287** **12**

Two year's

Prerequisite: Completion of IB Spanish HL 1

Meets the University of California "E" requirement

IB Spanish Higher Level 2 is designed to provide students with extensive experience and training in the study, interpretation, and analysis of literary works with an emphasis on literary features and their effects. To ensure student success students must maintain a portfolio of written work and produce oral presentations and a summer assignment is also required. Student's taking this course are required to take the IB Spanish Higher-Level exam.

IB Spanish SL **2283** **11, 12**

One Year

Prerequisite: It is strongly recommended that students have completed Spanish 3R or 3N due to the rigor of the coursework.

Meets the University of California "E" requirement

IB Spanish Standard Level is focused on developing students' language proficiency and cultural awareness. In this course, students will improve listening, speaking, reading and writing skills in Spanish while discussing authentic literature and film, as well as current events. Cultural perspectives on topics will also be addressed, offering students the opportunity to cultivate a deeper understanding and compassion for people of all ethnicities. Correct use of grammar and syntax will be acquired contextually in situations which range from useful everyday language to that which is analytical and abstract. Students taking this course are required to take the IB Spanish Standard Level exam.

Spanish 1 **2210** **9, 10, 11, 12**

One Year

Meets the University of California "E" requirement

Spanish 1 emphasizes communication in Spanish and is the main activity of classroom learning. The student will develop the receptive skills of listening and reading, and to a lesser degree, the productive skills of speaking and writing. Students will be evaluated on their ability to function in the language in everyday topics and situations specified for the course. An appreciation of cultural differences is the goal of this course.

Spanish 2 **2220** **9, 10, 11, 12**

One Year

Prerequisite: C or better in Spanish 1 or the successful completion of the Competency Exam for Spanish 1

Meets the University of California "E" requirement

Spanish 2 again emphasizes communication in Spanish and is the main activity of classroom learning. The skills of listening and reading include stories with familiar vocabulary and structures. In controlled situations, student

can speak and answer in sophisticated ways, expressing needs, preferences, and wants and opinions. Student will also learn how to interact with appropriate cultural behavior in most social situations.

Spanish 2 Native Speakers

2272

9, 10, 11, 12

One Year

Prerequisite: Teacher Evaluation

Meets the University of California "E" requirement

Spanish 2 Native Speakers is designed for native Spanish speakers who already speak Spanish fluently, and previously have had little formal training in Spanish. Students will learn techniques and theories associated with the improvement of their oral and written skills in the Spanish language, with emphasis on the development of formal grammar and writing skills.

Spanish 3

2230

9, 10, 11, 12

One Year

Prerequisite: C or better in Spanish 2 or the successful completion of the Competency Exam for Spanish 2

Meets the University of California "E" requirement

Spanish 3 provides for increased mastery of all Spanish language skills, including listening and reading exercises. Broader topics beyond everyday situations will expand the students' vocabulary and cultural awareness. Literature, music, geography, art, and history will be discussed and critiqued by students in the Spanish language. This is a prerequisite course for the IB Spanish HL 1 or IB Spanish SL.

Spanish 3 Native Speakers

2280

9, 10, 11, 12

One Year

Prerequisite: C or better in Spanish 2 Native Speakers

Meets the University of California "E" requirement

Spanish 3 Native Speakers is designed for those who already speak Spanish but need to improve reading and writing skills, with a major emphasis on literature. This is a prerequisite course for the IB Spanish HL 1 or IB Spanish SL.

