



COURSE DESCRIPTION HANDBOOK 2015-2016

(Up-dated handbook will be available soon)

**CHULA VISTA HIGH SCHOOL
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MISSION STATEMENT

The mission of **Chula Vista High School**, an **academic and artistic community** that **celebrates** its **traditions, spirit, and diverse culture**, is to ensure **all students realize** their **highest aspirations** through a **system of learning** distinguished by:

- **Academic rigor** across the curriculum fostering lifelong intellectual curiosity
- A **climate of respect, fairness, equality, and security** promoting individual confidence and responsibility
- A **culture of collaboration** between school, family, and community
- A **proactive** network of **student support**
- Exciting, **unprecedented opportunities** for **student involvement**
- **Creative** and artistic **expression**
- State of the Art **Technology**

THE CALIFORNIA STATE UNIVERSITY (CSU) & UNIVERSITY OF CALIFORNIA (UC) A-G ADMISSION REQUIREMENTS

THE FOLLOWING COURSES **MUST BE** COMPLETED WITH A GRADE OF “C” OR BETTER:

A.	History/Social Science:	2 years required
B.	English:	4 years required
C.	Mathematics:	3 years required, including IM III; 4 years recommended
D.	Laboratory Science:	2 years required, 3 years recommended
E.	Foreign Language:	2 years required, 3 years recommended
F.	Visual or Performing Arts:	1 year required
G.	College Preparatory Electives:	1 year required

SINCE COMPETITION TO THE UNIVERSITY OF CALIFORNIA IS INTENSE, STUDENTS INTERESTED IN THE UC SYSTEM SHOULD PLAN TO TAKE THE **RECOMMENDED** COURSE WORK AND EARN A MINIMUM GRADE OF “B.”

SWEETWATER UNION HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

Course	Grd	Semester Credits	Years
World Geography Acc/AP/AVID/Workshop/SS	9	2	1
World History Acc/AP	10	2	1
US History HN/AP	11	2	1
US Government/Economics or AP US Gov't	12	2*	1
English	9-12	8	4
Math (including Integrated Math Course III)	9-12	6***	3
Biology	9	2	1
Chemistry/Physics	10-12	2	1
Foreign Language	any year	4	2
Visual Performing Arts	any year	2	1
Physical Education	9-10	4**	2
Health	9-12	1	.5
Electives	any year	7	3.5

- ❖ Must pass 44 total required credits
- ❖ Complete 30 hours of community service
- ❖ Pass state mandated exit exam (CAHSEE both sections English and Math)
- ❖ *Meets “G” requirement for college admission
- ❖ **Physical performance test must be passed by 10th grade or PE is taken until test is passed
- ❖ ***Including a passing grade in Algebra 1&2 or Extended Algebra 1B & 2B
- ❖ Seniors who have passed the CAHSEE and earned 36 credits by the fall of their senior year may apply with their counselor for a 5 period day.

CREDIT RECOVERY OPTIONS: SUMMER SCHOOL/ADULT SCHOOL/APEX

This is a credit recovery opportunity if you received a D or F in an academic course, see your counselor to discuss SUMMER SCHOOL or ADULT SCHOOL options. Don't forget: 1) If you failed an academic class, you need to repeat that class for graduation 2) If you received a D and you are interested in attending a four-year university, you need to repeat that class. D's are not accepted for admission at most four-year universities. Adult school you can start anytime, see counselor for the paper Juniors becoming seniors may attend regular summer school ONLY if they are taking at least one (1) science class. Otherwise they will be attending Adult School. Those classes will be taught right on the SUMMER SCHOOL campus.

APEX- only for Juniors and Seniors. About Apex Learning: Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. Our digital curriculum provides an active learning experience that engages all students in rigorous coursework to prepare them for college and work. The standards-based digital curriculum — in math, science, English, social studies, world languages, electives, and Advanced Placement — is widely used for credit recovery, remediation, intervention, acceleration, and exam preparation. Not approved through NCAA.

SDSU COMPACT FOR SUCCESS

A Guaranteed Admissions program between San Diego State University and the Sweetwater Union High School District.

Student Academic BENCHMARKS FOR THE COMPACT FOR SUCCESS:

- Continuous enrollment in SUHSD in grades 9-12
- Complete all CSU A-G course requirements with a "C" grade or better
- Attain a 3.0 GPA in A-G classes
- Have taken the SAT Reasoning or ACT college entrance exams no later than November of the senior year
- Pass the ELM (Entry Level Math) placement test or its equivalent
- Pass the EPT (English Placement Test) or its equivalent

The **Compact for Success** is about increasing our students' choices not their chances.

COMMUNITY SERVICE

All students must complete at least 30 hours of volunteer work in order to graduate. Social studies teachers at each grade level are responsible for monitoring and verifying the hours. Students must obtain pre-approval and return the "Verification of Community Service" to their social studies teacher. Forms are available on the school website and in the Counseling Center. Acceptable activities include after-school tutoring, working at blood drives, performing graffiti removal, working on school beautification programs, volunteering at recreation centers and libraries, and participating in beach clean-ups. Any activity in which the student is paid is not acceptable.

AVID

Advancement Via Individual Determination—AVID, is an academic elective period providing a support system with emphasis in raising student's literacy skills, social skills and provides systemic mentoring support to enable students to pursue and complete a rigorous college preparatory curriculum (a-g). Through AVID, students learn research based strategies that seek to raise students' academic preparedness and habits: organization, critical thinking, writing, reading and presentation skills. The goal is to reach admission to a 4-year college through tutorial support and daily practice of academic habits. Candidates are motivated students who have strong potential but are achieving "C" grades and seek to achieve stronger grades.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

Beginning with the 2005-06 school year, all California public school students are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. This graduation requirement is mandated by state law. All students, including English learners and students with disabilities, must first take the CAHSEE in the tenth grade. Students do not need to pass both parts of the CAHSEE at the same administration in order to pass the CAHSEE. Students who do not pass the exam in grade ten will have additional opportunities in grades eleven and twelve to retake the part(s) not passed. For the latest information regarding the CAHSEE, please visit the California Department of Education's CAHSEE Web site at <http://www.cde.ca.gov/ta/tg/hs>.

What the CAHSEE Covers

The exam is divided into two parts: (1) English-language arts (reading and writing) and (2) mathematics. All questions are aligned to California academic content standards adopted by the State Board of Education. Academic content standards describe what students should know and be able to do at each grade level from kindergarten through grade twelve.

Testing Dates

The CAHSEE will be administered at the school site during regular school hours. As required by state law, students in grade ten must take the CAHSEE in March. Students will receive additional instruction, if needed, to ensure success on this exam. Grade eleven students who have not passed one or both parts of the CAHSEE will have two opportunities to take the CAHSEE in their junior year and three chances their senior year.

COLLEGE ENTRANCE EXAMS

All college-bound students intending to enroll in a four-year university must take one or more of the college entrance exams: American College Test (ACT) or Scholastic Aptitude Tests (SAT). These exams measure the critical thinking skills and educational progress in core subject areas needed for academic success in college. The best method of preparing for these exams is to take the most rigorous course of study available in high school.

CSU's: SAT Reasoning or ACT college entrance exams required.

Refer to www.csumentor.edu for updated information and specific requirements.

UCs: SAT Reasoning or ACT with Writing Exam required and SAT Subject highly recommended. Refer to www.universityofcalifornia.edu for updated information and specific requirements.

PRIVATE & OUT-OF-STATE COLLEGES: Refer to each individual college to learn their specific requirements. Useful websites include www.collegeboard.com and www.princetonreview.com.

SAT Reasoning & Subject website: www.collegeboard.com

ACT website: www.act.org

Students are strongly encouraged to begin their college testing in the spring of their junior year. They may re-test through December of their senior year of high school for most colleges. If a student receives free or reduced lunch he/she is eligible for a fee waiver. Fee waivers are on first come first serve basis, students must see their counselor to obtain a fee waiver. SDSU however accepts scores no later than November of the senior year.



ABOUT THE SCPA PROGRAM: SCHOOL OF CREATIVE & PERFORMING ARTS

The award-winning SCPA is a “school within a school” dedicated to the study of the visual and performing arts. Students who possess a special interest or talent in the arts study with professional educators and artists to receive in-depth training and experience in all areas of the arts. SCPA students choose an area of study as a major and a second interest as a minor.

There are classes for each major offering unparalleled opportunity usually available only at private, high-tuition institutions for the aspiring musician, dramatist, dancer, or artist. Students need not be skilled artists or performers, nor is previous instruction required; all that is needed to enter the award winning SCPA is the desire to learn, and the determination to perfect the skills and techniques to express their art. Students who reside outside the CVHS attendance boundaries can attend with an intra-district transfer. Students and parents sign a contract and students must maintain a 2.0 GPA in scholarship and citizenship each six-week grading period. Warning letters are sent and students may be dropped if students do not meet the GPA requirement, behave inappropriately or do not attend school regularly.

-Ballet Folklorico	-Band	-Drama	-Guitar
-Mariachi	-Music Engineering	-Orchestra	-Piano
-Stage Tech	-Theater Dance	-Visual Art	-Vocal Music

The SCPA Music Dept. has received recognition from the GRAMMY Foundation four consecutive times. No other school in San Diego County has achieved that! Only 100 schools among the 18,000 public high schools are recipients of this annual award!

- The SCPA has received three CALIFORNIA GOLDEN BELL awards over the past 26 years! The SCPA has been designated a San Diego County BEST PRACTICE IN EDUCATION!
- SCPA received the top commendation from the most recent WASC visiting committee.
- SCPA received high marks from the most recent CCR visiting committee.
- The Chula Vista High School band, orchestra, and choirs regularly perform at Disneyland.
- The band travels to San Francisco each Spring.
- Our guitar and orchestra programs have doubled in size in the past 12 months!
- Our Visual Arts Department visits art museums on the East Coast every other year.
- The Main Attraction is regarded as one of the top show choirs in Southern California and was recognized as winner of the 2007-08 Grand Championship Show Choir competition.
- Our choirs and Mariachi Chula Vista have traveled both nationally and internationally.
- Silhouettes have received numerous awards and travel each Spring.
- Mariachi Chula Vista has performed in many festivals throughout the Southwest as well as Guadalajara, Mexico, and were featured on the front page of the New York Times Spring 2005.

SCPA Director: Deborah Nevin

SCPA Secretary: Belinda Elizondo

SCPA Office Phone: (619) 476-3377

SCPA Fax: (619) 427-5824

Office Hours: 7:30am – 2:30pm

Chula Vista High School Academic Literacy Plan



Spartan Achievement Mindset

Hard work is the path towards achievement.
You can learn anything you set your mind to learn.
Mistakes are learning opportunities for growth and mastery.

Perseverance

When things get challenging, never give up!
Academic struggles can be painful, look at challenges
as opportunities for growth and learning.

Metacognition

Be aware of what you know, and how you know it.
Listen to what others know, and how it can help you
build on your own knowledge and understanding

Study Skills

Managing Time
Pre-Reading Note
Taking Annotating
Reviewing and Revising
Planning for Writing
Self-Assessing

Academic Skills

Critical Reading Critical
Writing Describing
Summarizing Applying
Analyzing Synthesizing
Evaluating and Persuading

Communication Skills

Problem Solving
Presenting
Collaborative Team Work:

- Listening
- Speaking
- Working together

Critically Discussing

Do the Right Thing!

GRADE LEVEL CLASSIFICATION

Students are expected to make regular progress in their classes, pass all courses, and earn a high school diploma in four years. In order to remain on track for graduation, all students are required to earn the credits indicated:

To be a sophomore	minimum of 10 semester credits
To be a junior	minimum of 22 semester credits
To be a senior	minimum of 32 semester credits

GRADE POINT AVERAGE & WEIGHTED CLASSES

Grade point averages for each unit of credit are determined using a four point scale for standard courses: an “A” in scholarship earns 4 points; a “B” earns 3 points; a “C” earns 2 points; a “D” earns 1 point; and an “F” earns zero points. A five point scale is used for Advanced Placement and courses designated by the University of California as honors: an “A” earns 5 points; a “B” earns 4 points; a “C” earns 3 points; a “D” earns one point; and an “F” earns zero points. Individual colleges may determine grade point calculations differently; the UCs and CSUs limit the number of courses that can be weighted. Southwestern College courses taught at Olympian also receive weighted credit.

HONORS DIPLOMA REQUIREMENT

Students have the opportunity to earn a special Honors Diploma when they graduate. The Honors Diploma was created to provide an additional incentive for students to challenge themselves with rigorous courses and to reward those students who perform well in challenging classes. To qualify for an Honors Diploma, students must complete seventeen semester credits in grades 9 to 12 of accelerated, honors, or Advanced Placement courses with a grade of “A” or “B” by the seventh semester of high school. At least two of the seventeen credits must be coursework completed by the first semester of the senior year. In addition, the student must earn an least a cumulative 3.0 overall weighted grade point average in scholarship and a cumulative 3.0 or higher citizenship grade point average. All requirements must be met by the end of the seventh semester of high school.

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL

Students are also encouraged to take advantage of our close proximity to Southwestern Community College. Students fifteen years and older have the opportunity to apply for concurrent enrollment at Southwestern and earn college credit while in high school. Your counselor can provide you the concurrent application. It is the students and parents responsibility to follow through with the community college.

In addition, Southwestern College offers certain college courses on Chula Vista’s campus through the College Bound program. Students have the advantage of having their college fees waived and free textbooks as well as the ability to earn both college and high school credit. Grades of C or better receive an extra grade point. Enrollment is limited to juniors and seniors only.

ON-LINE COURSE WORK

On-line courses provide an opportunity for students to expand their educational options, provide flexibility within a student's schedule, and allow students additional opportunities for advancement/recovery of coursework. Pursuant to Board Policy 6439 and Board Regulation No. 6439.1, the district shall grant credit for on-line courses only when the course curriculum has been evaluated by the Office of Curriculum and Instruction as having met the district's and state's content standards. All course providers must be WASC accredited institutions. Pursuing an on-line course is an option, not a mandate for students; coursework is to be done independently from the school.

Prior to enrollment and commencement of an on-line course, parents/students shall verify that the course is on the Sweetwater Union High School District approved list. If the course is not on the approved list, parents/students shall submit to the district's curriculum office for review the course syllabus and name and address of the institution providing the course and await approval.

On-line coursework is recommended for students who demonstrate maturity and self-initiative; possess time management skills, are independent learners and possess a GPA of 2.5 or higher. **Instruction is self-guided--primarily involving reading and test taking activities.**

To ensure that a student's schedule and course programming is on-track to meet graduation requirements and "a-g" requirements, prior approval must be obtained before enrolling in an on-line course (see attached On-Line Coursework Authorization Request form). The process is initiated by the parent/student submitting the attached request to the school counselor. **Students shall be limited to taking one on-line course per semester, and must complete the course within the semester.**

The student shall be responsible for the following:

1. **Paying all fees and tuition associated with course.**
2. Adhering to the college's or university's regulations and timelines of enrollment, coursework and assessments.
3. Ensuring student's computer equipment is compatible with course requirements.
4. Providing an official copy of the transcript to the school counselor for inclusion in the student's academic history file.

COUNSELING SERVICES

When students enter Chula Vista High School they are assigned a counselor according to an alphabetical distribution. In most cases, the student will continue with that counselor until graduation from high school.

All counselors see their students on a regular basis in order to assess academic progress. As the educational advisor, the counselor helps students plan their program of studies and advises them whenever adjustments in the program are necessary. Students are encouraged to discuss personal and/or school problems with their counselors. They will respect the students' confidences and assist them in reaching a solution to their problem. Students may come to the Counseling Center before or after school, or at lunch; problems of a pressing nature will be handled on a case by case basis.

Counselors also help students in formulating and solidifying a career choice. Information is provided about colleges and occupations so those students may prepare themselves intelligently to meet the requirements of their future goals, both educationally and vocationally. College scholarship information is also made available to students.

Parents are welcome to visit the Counseling Center at any time, but it is best to schedule an appointment with the appropriate counselor by telephone. Counselors will meet with students and contact parents when attendance, and/or academic problems in any way jeopardize a student's opportunity to be successful in school. Parents are encouraged to call or email their child's counselor with questions or to discuss concerns; **we welcome parental involvement so that we can work together as a team to help every student achieve success.**

CALIFORNIA SCHOLARSHIP FEDERATION

The California Scholarship Federation is a statewide organization honoring outstanding high school students. CSF members who qualify and register for four semesters of membership based on semester grades from 10th through 12th grade are potentially eligible for CSF Life Membership. These students are honored at graduation and receive special recognition.

To be eligible for CSF, a student must earn ten CSF points on the semester report card. CSF points are granted based on the following scale:

- A = 3 points
- B = 1 point
- C = 0 points

One additional grade point shall be granted for a grade of "A" or "B" in an accelerated, honors, or AP class, up to a maximum of two such points per semester. Any "D" or "F" grade on the semester report card (even in citizenship) automatically disqualifies the student from membership for that semester.

The ten CSF points must be earned according to a specific list of courses. In general, the bulk of the points need to come from academic classes. PE and student aide classes do not count towards CSF membership.

- a. The first four points must be from CSF List I courses
- b. The first seven points must be from CSF Lists I and/or II
- c. The remaining points may come from CSF Lists I, II, or III
- d. No more than five courses can be used to qualify.

CSF membership is neither automatic nor retroactive. CSF is not a passive organization. A student must take an active part by applying for membership with the application period which generally begins three weeks after semester grades are issued, and lasts for ten days. One objective of CSF is to teach responsibility, especially in meeting deadlines. Therefore, membership may not be awarded if a student fails to apply by the deadline date.

CSF dues are used to help pay for the state charter dues, certificates and graduation stoles. Applications and CSF course lists are available in Mr. McDonald's room. Since eligibility for membership in CSF begins with the completion of the first semester of 10th grade, 9th graders are not eligible for membership but they may attend CSF meeting.

ADVANCED PLACEMENT (AP)

ADVANCED PLACEMENT (AP), a program sponsored by the College Board, is a demanding and dynamic educational experience built on a firm foundation: the belief that students who are capable of completing college-level work in high school should have the opportunity to do so. Chula Vista High offers a variety of AP courses. Students taking the AP classes are encouraged to take the AP Exams in May. Students who successfully pass the exams may earn college credit.

Chula Vista High School Accelerated/Honors & AP Placement Guidelines:

Chula Vista High School's policy is considered "open access" with conditions and expectations. Students can choose to challenge themselves by taking courses in our Accelerated, Honors and Advanced Placement (AP) courses. In addition, parents can also request that their students take these courses.

Counselors employ a variety of criteria when considering placements:
Grade Point Average, Grades, Final Exam Results, PSAT Scores, Gate Classification, Teacher Recommendations and student interest.

CLASS CHANGE POLICY

In most cases student schedules will be limited to 6 classes with the exception of SCPA and AVID students who may have 7 classes. Students may repeat a course in summer school and/or adult school. **Credits are earned for a full 18 week semester; therefore every student must continue with his/her schedule unless the student, parent, teacher, counselor and administrator agree that a program change is warranted. In those rare cases, the following guidelines are in effect.**

0-3 weeks: Before the first 10 days of the semester, students transferring will receive a transfer grade. A student changing to a different course subject after two weeks must complete all assignments missed to the teacher's satisfaction.

4-7 weeks: Changes may only be made from one level to another within the same subject area.

After 7 weeks: Students transferring from one subject to a different subject will receive a semester grade of "F" recorded on their permanent record. No scholarship grade or credit will be recorded for the new class.

Exceptions may be granted by the principal on an individual basis should extenuating circumstances warrant it.

COURSE DESCRIPTIONS

Students select courses based on their grade level, academic performance/grades, standardized test scores, graduation requirements, post-secondary goals, college preparatory requirements, interests and talents. Choices should be made carefully as students are scheduled for the entire year. (All classes are year-long unless otherwise noted. Please also note the grade level and course prerequisites.)

COLLEGE PREPARATORY COURSES

The majority of Chula Vista High School's course offerings have been certified by the University of California (UC) as meeting "a-g" course requirements for freshman admission to the UCs and California State Universities (CSUs), provided students complete the course with a "C" grade or better. These courses are noted in the following course descriptions as "A-G" requirements.

"A"- SOCIAL SCIENCE

WORLD GEOGRAPHY ACCELERATED (Grade 9) A-G

This course is an in-depth study of geography and the culture of lawfulness. Students will gain insight into the economic, social, political, and environmental issues affecting their daily lives. At the same time they are studying these issues, the students will develop their skills in the use of computer resources and technology in an advanced pace.

WORLD GEOGRAPHY BILINGUAL (Grade 9) A-G

This course is an in-depth study of geography and the culture of lawfulness. Students will gain insight into the economic, social, political, and environmental issues affecting their daily lives. At the same time they are studying these issues, the students will develop their skills in the use of computer resources and technology.

WORLD GEOGRAPHY FUNDAMENTAL (Grade 9)

This special education course is an in-depth study of geography and the culture of lawfulness. Students

CONT- WORLD GEOGRAPHY FUNDAMENTAL (Grade 9)

will gain insight into the economic, social, political, and environmental issues affecting their daily lives. At the same time they are studying these issues, the students will develop their skills in the use of computer resources and technology

ADVANCED PLACEMENT HUMAN GEOGRAPHY (Grade 9) A-G

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

WORLD HISTORY & CULTURES/BILINGUAL (Grade 10) A-G

This course explores the topic of world history, culture and geography. The emphasis is on the twentieth century with an in-depth review of three historical themes that have impacted the twentieth

CONT- WORLD HISTORY & CULTURES/BILINGUAL (Grade 10) A-G

century. Students will study the chronology of events, the impact of those events on the present, and gain a perspective of the interrelatedness of the contemporary world.

WORLD HISTORY & CULTURES ACCELERATED (Grade 10) A-G

This course explores the topic of world history, culture and geography in an advanced pace.

WORLD HISTORY & CULTURES FUNDAMENTALS (Grade 10)

This special education course explores the topic of world history, culture and geography. The emphasis is on the twentieth century with an in-depth review of three historical themes that have impacted the twentieth century. Students will study the chronology of events, the impact of those events on the present, and gain a perspective of the interrelatedness of the contemporary world.

ADVANCED PLACEMENT WORLD HISTORY (Grade 10) A-G

This Advanced Placement course is a broad overview of the development of civilizations from 600 B.C. to the present and focuses on the past 1400 years of global experience. Students will have an understanding of major developments and make comparisons across cultures that relate to six major themes. These themes will provide ways to make comparisons over time within and between civilizations.

UNITED STATES HISTORY/BILINGUAL (Grade 11) A-G

This is a review course of American history, government, culture and society from the country significance of people and events in terms of their implications to present-day America.

UNITED STATES HISTORY HONORS (Grade 11) A-G

An eleventh grade advanced survey course in United States History. The first semester reviews the American Revolution, creation of the Constitutional form of government and then addresses the Industrial Revolution up to the Great Depression of the 1930's. The second semester covers major topics starting with the Second World War and continues to the present era.

ADVANCED PLACEMENT UNITED STATES HISTORY 1-2 (Grade 11) A-G

United States History as an Advanced Placement course is designed for the student who meets advanced reading level and academic skill development commensurate with college freshman performance. The course will survey the political,

CONT-ADVANCED PLACEMENT UNITED STATES HISTORY 1-2 (Grade 11) A-G

economic and social history of the American people from the colonial period to the post-Nixon era.

UNITED STATES HISTORY FUNDAMENTALS (Grade 11)

This special education course is a review course of American history, government, culture and society from the country significance of people and events in terms of their implications to present-day America.

“B”- ENGLISH LANGUAGE ARTS

ENGLISH 9 ACCELERATED (Grade 9) A-G

Emphasis is placed on vocabulary development, composition skills and research techniques. Critical thinking skills, time management and career development are also covered. Students complete six independent book reports (classics, non-fiction and drama), one major speech and at least one major research paper.

READ 180 FUNDAMENTALS W/SUPPORT (Grade 9-10)

This special education course is designed to develop skills in written and verbal communication. Emphasis is on writing paragraphs, business letters and short stories. Literature selections introduce basic literary terms and stress reading comprehension, context clues and vocabulary development. Techniques for library research papers are introduced.

ENGLISH 10 (Grade 10) A-G

This course is designed to continue development in communication, writing and literature. Students receive instruction in the skills and techniques of individual and group listening, studying, critical thinking, speaking, reading, writing and interpreting world literature. Emphasis in writing includes opportunities for students to write paragraphs, essays and longer compositions, including research and special projects.

ENGLISH 10 ACCELERATED (Grade 10) A-G

This course places heavy emphasis upon writing and public speaking. It also teaches the various aspects of critical thinking skills. Research techniques culminate in the development of a comprehensive term paper.

ENGLISH 11 (Grade 11) A-G

This course is designed to help students develop and reinforce skills in listening, speaking, studying, critical thinking, reading and writing. It includes the survey of

CONT-ENGLISH 11
(Grade 11) A-G

American Literature and offers students an opportunity to extend their knowledge of literary terms and techniques. Emphasis is placed on developing and reinforcing written composition skills.

ENGLISH 11 HONORS
(Grade 11) A-G

This is an extensive writing course that prepares 11th grade students to pass the Early Assessment Program (EAP) writing examination and to prepare for four year college course work and connect to AP English Language. This course continues to reinforce college writing skills and will help to prepare students to pass the CSU English Placement Test (EPT).

ENGLISH 11 FUNDAMENTALS
(Grade 11)

This special education course is designed to help students develop and reinforce skills in listening, speaking, studying, critical thinking, reading and writing. It includes the survey of American Literature and offers students an opportunity to extend their knowledge of literary terms and techniques. Emphasis is placed on developing and reinforcing written composition skills.

ADVANCED PLACEMENT ENGLISH LANGUAGE
(Grade 11-12) A-G

An intensive course of study designed to develop students as readers, writers and analytical thinkers. Students will analyze writing styles and techniques from various historical periods and disciplines.

ENGLISH 12
(Grade 12) A-G

Representative British authors comprise some of the material for both class and independent reading of novels, short stories, plays, non-fiction and poetry. A Shakespearean play is studied. Students review grammar, punctuation and usage, as well as practice advanced writing techniques. Critical analysis of the literary works will often form the basis for written assignments. Research techniques are emphasized one semester and utilized in an independent paper and project.

ENGLISH 12 FUNDAMENTALS
(Grade 12)

This special education course involves reading of novels, short stories, plays, non-fiction and poetry. A Shakespearean play is studied. Students review grammar, punctuation and usage, as well as practice writing techniques. Critical analysis of the literary works will often form the basis for written assignments. Research techniques are emphasized one semester and utilized in an paper and project.

ENGLISH 12 HONORS
(Grade 12) A-G

This course is an extensive writing course that prepares students to pass the CSU English Placement Test (EPT) and prepare for four-year college course work.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (GRADE 12) A-G

Concentrated preparation for the Advanced Placement exam in May is the focus of this high-level college preparatory course. Students with strong critical thinking and composition skills should consider this opportunity to earn college credit with the exam. It is a challenging and often rewarding course for serious students.

ELD 7-8
(Grade 9-12) A-G

This one-hour course develops oral language skills through total physical response, and individual and group practice. Emphasis is given to vocabulary development and grammatical structures used in everyday conversation. Students will be enrolled in their grade level English class along with ELD 7-8. *Prerequisite: Students are tested and placed in appropriate level or instructor's recommendation.*

“C” - MATHEMATICS

ALGEBRA FUNDAMENTALS 1-3

This special education course is the foundation for high school Algebra. Students develop the symbolic reasoning skills used in math and science for problem solving. Completing the three year sequence satisfies the Algebra graduation requirement.

INTEGRATED MATH I

A-G

The purpose of this course is to formalize and extend the math that students learned in middle school, including number and quantity, algebra, functions, geometry, and statistics and probability. The focus is to learn numerical manipulation to algebraic manipulation, synthesize understanding of function, deepen understanding of linear relationships, apply linear models to data, establish criteria for congruence based on rigid motions, and apply the Pythagorean Theorem to coordinate planes.

INTEGRATED MATH I COMPUTING & ROBOTICS

A-G

The course guides students through topics in Integrated Mathematics 1 in Common Core State Standards for Mathematics while simultaneously teaching students programming and computational thinking. Students use programming in C/C++

CONT- INTEGRATED MATH I COMPUTING & ROBOTICS A-G

interpreter Ch to reinforce and extend their knowledge of mathematical concepts by analyzing real life situations, identifying given information, formulating steps that a computer program could calculate to find a solution, analyzing the results for accuracy, and revising/modifying the programming solutions as necessary. Topics covered include solving one-variable equations with multiple steps, solving and plotting absolute value equations and inequalities, linear equations, systems of linear equations and inequalities, polynomial functions, exponential and radical functions, evaluating, multiplying, and factoring polynomial functions, probability, statistical data analysis and visualization, arithmetic and geometric sequences, and geometric transformations, including translations, rotations, reflections and dilations. Robotics activities allow students to reenact physically derived mathematical problems through robotics technologies to visualize situations, associate linear and exponential graphs with physical phenomenon, predict and identify key features of the graphs with robotic systems, and solve robotics problems through mathematical modeling and programming.

INTEGRATED MATH II

A-G

The focus of this course is on quadratic expressions, equation, and functions. Students learn to extend the laws of exponents to rational exponents, compare characteristics of quadratic function, create and solve equations and inequalities involving linear, exponential, and quadratic expressions, work with probability, and establish criteria for similarity of triangles based on proportional reasoning.

INTEGRATED MATH COURSE III

A-G

Students will integrate and apply the concepts they have learned in earlier courses. The major focus is to apply methods from probability and statistics to draw inferences from data, expand understanding of functions to include polynomial, rational, and radical functions, expand right triangle trigonometry, and consolidate functions and geometry to create models and solve problems.

COMPACTED INTEGRATED MATH COURSE III W/PRE-CALCULUS A-G

This is an accelerated Math Course III class which includes concepts covered in math analysis. Students who successfully complete this course will receive 4 high school credits and will be placed in calculus the following year.

FINITE MATH

(Grade 11-12) A-G

This course is designed for students who have completed the a-g math requirements and should continue with college prep math. This course will focus on high level math topics such as logic, set theory and probability and statistics while reinforcing college math skills that are tested on the CSU Entry Level Math Exam (ELM). *Prerequisite: C or better in Integrated Math III.*

PRE-CALCULUS

(Grades 11-12) A-G

This course provides an in-depth review of algebraic, geometric and trigonometric concepts and functions as a preparation for calculus and/or other advanced courses; matrices, vectors, limits and probability. *Prerequisite: C or better in Integrated Math III.*

ADVANCED PLACEMENT STATISTICS

(Grades 11-12) A-G

This is an Advanced Placement class concerning statistical theories and application: single variable stats (mean, mode), multiple variable stats (scatter plots) and probability and inferential statistics. *Prerequisite: A or B in Integrated Math III; C or better in Pre-Calculus.*

ADVANCED PLACEMENT CALCULUS AB

(Grades 11-12) A-G

Students study derivative, integrals and their applications with the focus on the mathematics of change and motion. Concepts learned in this course are basic to the further study of all higher mathematics.

ADVANCED PLACEMENT CALCULUS BC

(Grades 11-12) A-G

This is a continuation of Calculus AB 1-2 after the successful completion of that course or teacher recommendation.

“D” - SCIENCE

BIOLOGY/BILINGUAL

A-G

This course is traditionally the first college preparatory science course students take in high school. Approximately 40% of class time is devoted to laboratory work. The focus of this course is on molecular, cellular, and body system interactions.

BIOLOGY MEDICINE & HEALTH

A-G

Biology is a one-year, college preparatory science course. Through the years, biology has changed from an observational to an experimental science, with the focus now being on molecular, cellular, genetic, ecological and body system interactions. A variety of

CONT-BIOLOGY MEDICINE & HEALTH

A-G

written assignments and projects will be given. Problem solving, reading, note taking and scientific vocabulary will be emphasized. Laboratory work is a vital component in the biology experience with an emphasis on basic biological principles and microscope techniques. This change reflects the job market, where thousands of new jobs are being created in biotechnology, pharmaceuticals, bioinformatics, proteomics, and related molecular biology fields.

BIOLOGY ACCELERATED

A-G

This science course meets the college entrance requirements for a laboratory science. Topics include cellular biology, genetics, development evolution, systems, behavior, classification, ecology and the diversity of life. The course is an intensive approach to the science research report, career exploration and special reading assignments.

ADVANCED PLACEMENT BIOLOGY

A-G

This course is the equivalent of a college introductory biology course usually taken during the first year of college. Students must have completed a course in biology prior to enrolling in this course. Areas to be covered include molecules and cells, genetics and evolution, and organisms and populations. ***It is strongly recommended that students successfully complete the first year course in high school Biology.***

CHEMISTRY/BILINGUAL

A-G

Chemistry studies matter and changes in energy that cause changes in matter. Vocabulary is specific and the ability to understand and manipulate algebraic equations is an essential component of this course.

CHEMISTRY HONORS

A-G

Students will become acquainted with the skills and concepts necessary to gain an understanding of the chemical aspects of technology, society, and the world at large. There is an emphasis on the basic knowledge of problem solving skills. Topics include, but are not limited to, atomic theory, chemical equations, organic and inorganic chemistry, chemical equilibrium relationships, and simple nuclear reactions.

ADVANCED PLACEMENT CHEMISTRY

A-G

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of fundamentals and a

CONT-ADVANCED PLACEMENT CHEMISTRY

A-G

reasonable competence in dealing with chemical problems. ***It is strongly recommended that students successfully complete the first year course in high school chemistry.***

PHYSICS

A-G

Approximately 40% of class time is devoted to laboratory work. This course studies the forces that hold the universe together including the laws of motion, conservation of energy, thermodynamics, the electromagnetic spectrum, electricity and magnetism.

PHYSICS HONORS

A-G

The course includes the following main areas of instruction: mechanics, wave motion, sound, light, electricity, and magnetism. A major emphasis is placed on "doing" physics, rather than reading or hearing about physics. Therefore a variety of hands-on activities and laboratory experiments are used to investigate real world phenomena.

ADVANCED PLACEMENT PHYSICS 1

A-G

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers the principles of Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

ADVANCE PLACEMENT PHYSICS 2

A-G

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

ADVANCE PLACEMENT ENVIROMENTAL

A-G

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them.

LIFE SCIENCE FUNDAMENTALS

This special education course is offered for students who wish to satisfy the district requirements in the Life Sciences. The course will consist of 60% biology standards and 40% chemistry standards. Students are expected to master the same state standards as

CONT- LIFE SCIENCE FUNDAMENTALS

in biology and chemistry but with less detail and provided more support.

PHYSICAL EARTH SCIENCE FUNDAMENTAL

This special education course is for students who wish to satisfy the district requirements in the Physical Sciences. The course will consist of 60% earth science standards and 40% physics standards. Students are expected to master the same state standards as in physics and earth science but with less detail and provided more support

“E” - FOREIGN LANGUAGE

FRENCH 1-2 OR SPANISH 1-2

A-G

This course is designed to develop the student's skills in listening, reading, and writing in a language other than English. Emphasis is placed on listening and speaking skills. The student also acquires an awareness of the cultures of French or Spanish speaking nations.

FRENCH 3-4 OR SPANISH 3-4

A-G

This course is designed to develop and increase the student speaking, reading and writing. Emphasis continues to be placed on listening, comprehension and speaking skills with increased instruction in reading and writing. Students will also increase their awareness of the cultures of French or Spanish speaking nations. *Prerequisite: French 1-2 or Spanish 1-2.*

FRENCH 5-6 OR SPANISH 5-6

A-G

This course is designed to develop and increase the student the spoken language and speaking, with greater emphasis on reading and writing. Also, students expand their knowledge, understanding and appreciation of the cultures of French or Spanish speaking nations. *Prerequisite: French 1-4 or Spanish 1-4.*

FRENCH 7-8 OR SPANISH 7-8

A-G

This course is designed to polish and refine the student comprehend and speak the foreign language with a greater emphasis on the reading and writing aspects. Students expand their awareness of the culture of the French or Spanish speaking nations. *Prerequisite: French 1-6 or Spanish 1-6.*

SPANISH FOR SPANISH SPEAKERS SPANISH 1-2S, SPANISH 3-4S, SPANISH 5-6S A-G

Spanish for Spanish Speakers is designed for the student who has an oral facility in the language and who seeks to develop or improve his/her reading and writing skills. *Students are tested to determine appropriate placement.*

ADVANCED PLACEMENT SPANISH LANGUAGE A-G

Concentrated preparation for the Advanced Placement exam in May is the focus of this high-level college preparatory course. Students should be fluent speakers with well-developed skills in reading, writing and translation. It is a challenging and rewarding course for serious students. *Students are tested to determine appropriate placement or completion of Spanish 1-8, Spanish Speakers 1-6 or French 1-8.*

ADVANCED PLACEMENT SPANISH LITERATURE A-G

In this course students will use their oral and writing Spanish skills to read and analyze Hispanic literature. The student will be provided with content comparable to a college level introductory course in Hispanic literature, therefore, competence in listening, comprehension, speaking, reading and writing are prerequisites. Concentrated preparation for the Advanced Placement exam in May is the focus. *Prerequisite: AP Spanish Language or instructor's approval.*

“F” - FINE ARTS

ART

BEGINNING ART

A-G

This is a basic introductory course in drawing, design, color theory and painting. The emphasis is on basic skills and comprehension of art fundamentals, materials and the creative process.

ADVANCED ART

A-G

A one-hour class that provides for the continuing application of the principles learned in Beginning Art 1-2 through more challenging assignments. The course stresses insights into historical, social and cultural implications of art. *Prerequisite: Instructor's approval*

COMPUTER ART

A-G

Students will learn to use the computer to create artistic designs. Using paper and pencil, basic art principles are taught and transferred to the computer screen.

3-D Design

A-G

Life is infused with art. The study of ceramics and sculpture are two elements of life and art. The 3D Design course allows students to explore and express their potential through the understanding and creation of three-dimensional art. *Prerequisite: Must pass one year of high school level art.*

DESIGN STUDIO 1/2

A-G

This SCPA course is designed to develop the student creative and imaginative expression. It is devoted to structured assignments which direct the student drawing, painting, sculpture, graphic techniques, color and design theory and includes a basic understanding of art history. Students are required to draw in a sketchbook outside of class time. *Prerequisite: Instructor's approval*

DESIGN STUDIO 3/4

(Grades 10-12) A-G

This is an advanced two-hour course with emphasis on still-life and figure drawing. *Prerequisite: Instructor's approval*

DESIGN STUDIO 5/6

(Grades 10-12) A-G

This is an advanced two-hour course with emphasis on observational drawing, use of a wide variety of art materials and techniques, and covers modern through post-modern art history. *Prerequisite: Instructor's approval.*

DESIGN STUDIO 7/8

(Grades 10-12) A-G

This is an advanced two-hour course with emphasis on continuing development of creative expression and technique. *Prerequisite: Instructor's approval.*

ADVANCED PLACEMENT ART STUDIO

(Grades 10-12) A-G

This is an advanced two-hour college-level course. Emphasis is placed on creating a professional portfolio of at least 24 art pieces which meet the requirements of the Advanced Placement credit. *Prerequisite: Instructor's approval.*

ADVANCED PLACEMENT ART HISTORY

(Grades 11-12) A-G

The AP Art History course should engage students at the same level as an introductory college art history survey. The course involves critical thinking and should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. Students will examine and critically analyze major forms of artistic expression from the past and present from a variety of cultures.

DANCE

BALLET FOLKLORICO BEGINNING/ADVANCED

A-G

This class is designed as a performing group. Through daily instruction and drills, students are taught all the basic skills (footwork and body movements), learning complete folkloric dance routines to perform in public.

THEATRE DANCE 1-2, 3-4, 5-6, 7-8, 9-10

A-G

Theater Dance is a sequential course that becomes more demanding and difficult as the student passes through the course levels. All classes include ballet, jazz, tap and theater dance and meet five days a week for two periods each day (one fine art and one elective credit). Performances in dance concerts are required and students should be prepared to attend some afternoon and evening rehearsals as well as evening performances. Uniform dress and proper shoes required. *Placement in dance levels is determined by audition/teacher approval.*

THEATRE DANCE 11-12 (Grades 10-12)

A-G

This is the CVHS competition dance team. This auditioned group performs at school and community events in addition to traveling to regional competitions and workshops. *Placement in dance levels is determined by audition/teacher approval.*

DRAMA

DRAMA BEGINNING

A-G

This course covers the basic skills of dramatic language and action. Emphasis is placed on group cooperation and on the development of poise and self-confidence. The student studies basic terminology, pantomime, improvisation, theater games, oral interpretation, stage movement, and voice and diction in preparation for the performance of scenes and monologues. Using the skills learned in Drama 1, students will cover performance of theater exercises, monologues, scenes and/or one act plays. They will be introduced to the fundamentals of direction, plot and character analysis and voice production.

DRAMA INTERMEDIATE

A-G

Progressive courses for each year build on skills and experiences in role-playing and character analysis, improvisation, stage techniques and performance. *Prerequisite: Instructor's approval.*

THEATER PRODUCTION

A-G

This course incorporates professional facets of play production, acting and technical work. Emphasis is on producing scenes, acts and full length plays for public performance. *Prerequisite: Audition and instructor's approval.*

MUSIC

BAND CADET

A-G

The Cadet Band is designed for students in their first year in instrumental music at the high school level, ranging from incoming freshman and sophomore musicians to new students with little or no musical experience. In this class, students begin their training in large performing ensembles with the Cadet Band. These students work on developing their musical attributes and increase their playing endurance to further pursue their high school career in instrumental music.

BAND CONCERT

A-G

This is a musical performance group requiring technical accuracy and skill. *Prerequisite: Audition and instructor's approval.*

COLOR GUARD

This is a performance class for the uniform group members including Flags and Letterettes. Students develop dance movements and equipment handling skills. *Prerequisite: Audition and instructor's approval*

PERCUSSION ENSEMBLE

A-G

This course provides students with some musical instrument experience the opportunity to participate in an ensemble experience. Areas of instruction include the following as they relate to percussion. Students will receive instruction on introductory music analysis, intermediate music fundamentals, simple improvisation, simple music composition and arranging, and introduction to and performance of music from around the world. *Prerequisite: Beginning band or instructor approval.*

GUITAR BEGINNING/INTERMEDIATE

A-G

Students will receive instruction in instrument care, elementary music fundamentals and simple performance. Students must provide their own guitar. Performance of progressively advanced literature is required at each level. *Prerequisite: Student must have own guitar.*

GUITAR ADVANCED

A-G

Students will receive instruction in instrument care, elementary music fundamentals and advanced performance. Students must provide their own guitar. Performance of progressively advanced literature is required at each level. *Prerequisite: Student must have own guitar.*

INSTRUMENT ENSEMBLE

A-G

This course is an ensemble of guitars playing 2, 3 and 4 part literature covering a wide variety of musical styles. Students must be advanced and must be able to read music. *Prerequisite: Instructor's approval.*

MARIACHI BEGINNING

A-G

Students learn the basics of one of the instruments of the mariachi (violin, guitar, vihuela or guitarron) from the beginning stages. All students will also learn the fundamentals of singing. *Prerequisite: Desire to learn mariachi music and ability to hear pitches.*

MARIACHI INTERMEDIATE

A-G

This class is designed for students who have completed at least one year of mariachi music (or the equivalent) on one of the mariachi instruments. The curriculum is focused on learning complete songs chosen from the classics of the mariachi repertoire: rancheras, boleros, sones, corridos, polkas, and haupangos. Students must be prepared to sing. *Prerequisite: Audition and instructor's approval.*

MARIACHI ADVANCED

A-G

This class is designed for students who have completed two years of mariachi music (or the equivalent) on one of the mariachi instruments. The curriculum is focused on learning complete songs chosen from the classics of the mariachi repertoire: rancheras, boleros, sones, corridos, polkas, and haupangos. Students must be prepared to sing. *Prerequisite: Audition and instructor's approval.*

MARIACHI ENSEMBLE

A-G

This class is the school's performing mariachi group. Students must demonstrate proficiency on one of the mariachi instruments and be able to sing. The class is devoted to building the group's repertoire of mariachi "standards". Students must be prepared to perform regularly outside of class time and must be willing to travel. *Prerequisite: Audition and instructor's approval.*

STRING ORCHESTRA BEGINNING

A-G

This course includes instruction on violin, viola, cello and bass. Students learn posture, note-reading and beginning performance skills. *Prerequisite: Desire to learn orchestra.*

STRING ORCHESTRA INTERMEDIATE /STRING ORCHESTRA ADVANCED A-G

Instruction on string instruments with emphasis on techniques and performance skills leading to advanced level ensembles in both orchestra and chamber realms. *Prerequisite: Instructor's approval.*

PIANO BEGINNING

A-G

This is a one-semester course focusing on a basic knowledge of the instrumental keyboard and musical notation. It includes study of the basic elements of music theory and the performance of simple two-hand literature. Semester/Year

PIANO ADVANCED

A-G

Progressive levels of advanced piano keyboard instruction are introduced. Performance of progressively advanced literature is required at each level. *Prerequisite: Instructor's approval.*

MUSIC THEORY

(Grades 9-12) A-G (1 semester)

This course is designed to help students understand the structure and design of music. The content includes fundamentals of musical notation, written harmony, ear training and an examination of tonal relationships for major, minor and modal keys. This course is an SCPA requirement for instrumental music majors.

ADVANCED PLACEMENT MUSIC THEORY

(Grades 10-12) A-G

This is an advanced course required of all music majors in the SCPA. It builds upon the activities of Music Theory 1 by emphasizing compositional techniques, analysis and ear training. Students are encouraged to take the Advanced Placement Music Theory exam in May. This course is an SCPA requirement for certain music majors. *Prerequisite: Music Theory.*

VOCAL

CHOIR MIXED

A-G

Choir is a performance-oriented course designed for students who enjoy participating in group singing. Musicianship is enhanced through rehearsal, analysis, composition and improvisation and, and public performance of advanced choral literature involving a regular or gospel style.

CHOIR TREBLE ADVANCED

A-G

The Silhouettes is an all-female vocal performing group. This ensemble focuses on music that exemplifies the history of women's vocal music ranging from classical to jazz. This ensemble performs approximately 35 times per year at community events, festivals and concerts.

Prerequisite: Audition and instructor's approval.

SHOW CHOIR

A-G

This two-hour course requires solo musicianship and a dance demonstration. This performing "show group" normally represents the SCPA with more than 50 performances at service clubs, banquets, conventions, concerts and other schools. Special dress is required. Repertoire: Popular, vocal jazz, musical theater. *Prerequisite: Audition required.*

THEATER TECHNOLOGY

MUSIC ENGINEERING

(Grades 10-12) A-G

This course is designed to give students experience with today's digital world. Emphasis is placed on the recording studio and how technology plays an ever-expanding role. Music will be manipulated in the digital realm, but there will also be experience in live sound production.

G-COLLEGE ELECTIVE

AVID SENIOR SEMINAR

(Grade 12) A-G

A college preparatory elective course for students who have mid-high range test scores but average grades in their classes. AVID students should be motivated to go to a four-year college. They receive tutoring from college students in their required courses and will be enrolled in A-G subject sequence required by four-year institutions.

EARTH SCIENCE

A-G

In Earth science, students will experience astronomy, geology, oceanography, meteorology and environmental science. Students will learn skills in this class that will equip them with an understanding for a world filled with natural disasters, changing climate, and new discoveries

ECONOMICS/BILINGUAL

(Grade 12) A-G

Fundamental economic concepts, comparative economic systems, micro/macroeconomics, and international economic principles are studied. Emphasis is on the understanding of basic principles and providing students with the analytical tools to

**CONT-ECONOMICS/BILINGUAL
(Grade 12) A-G**

make reasoned decisions on economic issues.
Semester

**ECONOMICS FUNDAMENTALS
(Grade 12)**

This special education course reviews fundamental economic concepts, comparative economic systems, micro/macroeconomics, and international economic principles are studied. Emphasis is on the understanding of basic principles and providing students with the analytical tools to make reasoned decisions on economic issues. Semester

**UNITED STATES GOVERNMENT/BILINGUAL
(Grade 12) A-G**

This course covers the basic philosophy, structure, function, of state and national governments. Emphasis is placed upon the American political process and the role of the citizen as a participant. Semester

**UNITED STATES GOVERNMENT
FUNDAMENTALS
(Grade 12)**

This special education course covers the basic philosophy, structure, function, of state and national governments. Emphasis is placed upon the American political process and the role of the citizen as a participant. Semester

**ADVANCED PLACEMENT US GOVERNMENT
(Grade 12) A-G**

This course examines the American political system including the institutions of the American government judicial branches. This course also includes a study of state and local government in preparation for the Advanced Placement exam

**MEXICAN AMERICAN STUDIES
A-G (1 semester)**

The Mexican American Studies course seeks to enhance understanding of the Mexican and Mexican American experience, as well as the broader Latino experience.

COMPREHENSIVE HEALTH

COMPREHENSIVE HEALTH

This course includes units dealing with careers, emotional development, dating, family life problems, substance use and abuse, reproductive systems, sexually transmitted diseases and youth and the law. Semester

COMPREHENSIVE HEALTH FUNDAMENTALS

This special education course includes units dealing with careers, emotional development, dating, family life problems, substance use and abuse, reproductive systems, sexually transmitted diseases and youth and the law. Semester

PHYSICAL EDUCATION

**ADAPTED PE
(Grades 9-12)**

A sub-discipline of physical education provided to students with disabilities. It is an individualized program created for students who require a specially designed program for more than 30 days. For people with disabilities, this course provides a safe, personally satisfying, and successful experiences related to physical activity rather than a sedentary alternative program.

PHYSICAL EDUCATION COURSE I (9TH) AND II (10TH)

A variety of physical activities are used to help students improve their physical condition and gain recreational skills. The development of attitudes and behaviors that are appropriate to the maintenance of physical fitness and cardiovascular conditioning are stressed.

PE FITNESS FOR LIFE (Grades 10 if student has not passed Calif. Physical Fitness Test)

A variety of physical activities are used to help students improve their physical condition and gain recreational skills in order to pass the physical fitness gram. The development of attitudes and behaviors that are appropriate to the maintenance of physical fitness and cardiovascular conditioning are stressed. Student will continue to take this course throughout high school until he/she passes the physical fitness gram.

FITNESS AND CONDITIONING (Grade 11 if student has not passed Calif. Physical Fitness Test)

This course is designed to improve overall fitness while emphasizing muscular strength, cardiovascular endurance and flexibility through various forms of exercise.

**PE INVASION GAMES
(Grades 11-12)**

This PE class is reserved for students who are participating on CVHS athletic teams. The focus is on conditioning and general fitness.

INTERDISCIPLINARY COURSES

ASSOCIATED STUDENT BODY (ASB)

All officers, commissioners and co-commissioners meet daily to plan school activities and to complete ASB projects.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) (Grades 9-10)

A college preparatory elective course for students who have mid-high range test scores but average grades in their classes. AVID students should be motivated to go to a four-year college. They receive tutoring from college students in their required courses and will be enrolled in A-G subject sequence required by four-year institutions.

AVID JUNIOR SEMINAR (Grade 11)

A college preparatory elective course for students who have mid-high range test scores but average grades in their classes. AVID students should be motivated to go to a four-year college. They receive tutoring from college students in their required courses and will be enrolled in A-G subject sequence required by four-year institutions.

CAHSEE ENGLISH AND MATH (Grades 10-12)

This class will assist students to pass the California High Exit Exam.

CRIMINAL LAW (1 semester)

This course focuses on specific legal problems faced by young citizens: Drug abuse, family law, school law, crime and violence, juvenile court jurisdiction and procedures, death and dying, and corrections. Semester

ENGLISH LANGUAGE DEVELOPMENT (ELD) ELD 1-2, ELD 3-4, ELD 5-6

This two-hour course develops oral language skills through total physical response, and individual and group practice. Emphasis is given to vocabulary development and grammatical structures used in everyday conversation. *Prerequisite: Students are tested and placed in appropriate level.*

JOURNALISM YEARBOOK (Grades 10-12)

The yearbook class is a course that prepares students to construct the annual, which is the culmination and permanent record of the year. In this course, the students will develop skills in layout design, writing copy, caption writing, and photo cropping. In addition the students will learn to meet

CONT- JOURNALISM YEARBOOK (Grades 10-12)

deadlines, to sell advertisements, explore public relations and learn to use their time efficiently. *Prerequisite: Teacher recommendation.*

LITERACY WORKSHOP

Support course to be taken in conjunction with English grade level coursework. Different criteria will be reviewed for appropriate placement.

MATH WORKSHOP

In addition to Integrated Math Course I, students may enroll or be placed in this course to support their learning in Integrated Math Course I.

MATH 12 CAHSEE (Grade 12)

This math course is for students who have not passed the CAHSEE and/or need to complete a fourth year of mathematics to meet the diploma requirements.

NEWSPAPER SENIOR (Grades 11-12)

This course is designed to provide hands-on experience in the writing and production of the school newspaper. Students are also encouraged to participate in writing and preparing manuscripts for professional publishing consideration. *Prerequisite: Teacher recommendation.*

SOUTHWESTERN COLLEGE COURSE

Southwestern College "college bound" courses are taught to CVHS students by Southwestern College instructors on our campus at CVHS. There is no cost to the student for tuition or books. Students earn both high school credit and college credit.

PSYCHOLOGY- SOUTHWESTERN COLLEGE (Grades 11-12)

This course introduces the student to the study of behavior with a focus on the history and the development of basic theories and concepts contained in the discipline. Attention is given to the experimental techniques used in gathering and recording behavioral data. Students will receive college credit and a high school elective credit. *Prerequisite: 2.5 GPA and Southwestern College Forms. One semester course*

STUDENT AIDE – OFFICE OR TEACHER (Grade 12)

Students work cooperatively with clerical staff members to plan, organize, and complete assigned duties and tasks related to an assigned workstation. *Prerequisite 2.75 GPA minimum required.*
Semester/Year

STUDY SKILLS CONCEPTS (Grades 9-12)

This special education study skills class will prepare students with the necessary skills and knowledge to be successful academically and socially in all classroom settings. The curriculum will allow the students to apply learned strategies and to integrate into daily practice. Students will be asked to demonstrate organizational skills in relation to life-long learning habits.

TECHNICAL THEATER BEGINNING

This class is a “hands on” introduction to the support arts of the theater. Students will learn concepts of design in the areas of lighting, sound, sets and costumes in addition to stage and house management.

TECHNICAL THEATER INTERMEDIATE/ADVANCED (Grades 10-12)

This class is geared toward the student seeking advanced preparation for professional employment in areas of technical theater. *Prerequisite: Stage Technology 1*

TRANSITION I/II

This special education transition course will expand on special education students’ previous understanding of the essential elements of navigating the work-world. Students will study, read, role-play, and examine documents pertinent to personal growth and specific to employment.

CAREER & TECHNICAL EDUCATION

ROP BUSINESS & FINANCIAL MARKETS A-G (G)

This course deals with a great breadth and depth of financial topics, and focuses on the study of financial markets and institutions, including in particular the study of money, banking, and financial planning. Recent developments in both theory and practice have made this a highly dynamic field. For example, traditional conceptions of money must now be broadened to include electronic forms of money. Major topics include: Economic Fundamentals (imbedded throughout the course), Financial Planning, Bank Operations, Business Law, Literacy Skills, and Internship Preparation and

CONT- ROP BUSINESS & FINANCIAL MARKETS A-G (G)

Readiness. The rigor and relevance of this course recognized by the San Diego Community College District, which offers students 3 units of credit for earning an “A” or a “B” in the course. Business and Financial Markets I students will be concurrently enrolled in U.S History, AOF Junior English, and computer Applications. The overall goal of this course is to develop each student’s critical thinking, reading, and writing skills.

ROP BUSINESS COMPT. FUNDAMENTALS

The Internet and Computing Core course consist of three modules: Computing Fundamentals, Living Online, and Key Application. In the first module students will explore the various computers available today, their components and peripherals. Students will learn how to maintain computer equipment, protect hardware from theft or damage, and solve common hardware problems. Students will also examine how software and hardware work together to perform computing tasks and how software is developed and upgraded. The second module helps students identify network fundamentals and the benefits and risks of network computing, identify various types of electronic communication and collaboration. This includes an understanding of the “the rules of the road” for online communication and common problems associated with electronic communication. Students will also learn about the Internet, the World Wide Web and websites and how to use a Web browsing application. The third module helps students perform functions common to the Microsoft Office applications, Word, Excel and PowerPoint. Students will also learn to format text and documents, and the ability to use word-processing tools to automate processes such as document review, security and collaboration. Students will learn how to build and use a spreadsheet efficiently, how to sort and manipulate data using formulas and functions, create simple but effective charts, and draw conclusions based on tabular data and charts. In addition, students will learn how to design, manage and modify presentations and identify different ways presentations are distributed. In conclusion, Business Computer Fundamentals Course will prepare students for the Business Technology course.

ROP BUSINESS TECHNOLOGY

Along with learning correct business practices, this course will prepare students for the Microsoft Office Specialist Certification (MOS) Core Exam in the areas of Microsoft Word, Excel, Outlook and Power Point and the tests are administered throughout the academic school year. Students that successfully complete this course may receive nationally recognized Microsoft Office Specialist Core and/or Expert Certificates in Microsoft Word, Microsoft Excel, Microsoft Power Point and Microsoft Outlook.
Semester

ROP COMPUTER MULTIMEDIA

A-G (G)

Multimedia is a lab-based course that will provide an overview of and experience in multimedia technology. Text, images, graphics, animation, sounds, and video are all components of multimedia technology. We see their increased integration into our daily lives. Semester

ROP TECHNICAL THEATER

A-G (F)

Students in this course will create the sets, lights, costumes, and sound for school productions, including sketches, ground plans, renderings, color charts/swatches and models. Students will work as crew chiefs and supervise Tech I students during construction and production. Students will investigate the history of theater architecture and stage design. Problem-solving and working well under pressure will be stressed.

ROP TELEVISION, FILM & DIGITAL

MEDIA A-G (F)

This course provides entry level training in the TV, Film & Digital Media. Instruction covers the following areas of Computer Multimedia Applications, Media Production, Pre-Production and Post-Production, Distribution and Formats and Digital Audio Production. Students will use computers, video cameras, tripods, microphones, lights, and industry software: Final Cut Express.

INTRODUCTION TO ENGINEERING

DESIGN A-G (G)

This course provides students exposure to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Employment possibilities include Civil Engineering, Industrial Engineering, and Architecture. Instruction covers the following areas: Design process, introduction to technical sketching and drawing, measurement and statistics, design exercises, dimensions and tolerances, advance modeling skills, reverse engineering, visual analysis, functional and structural analysis, product improvement by design, engineering ethics and design teams.

PRINCIPLES OF ENGINEERING A-G (G)

Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech career. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning.

SPORTS MEDICINE 1

This course provides entry-level, upgrade and/or preparation for advanced training for physical therapy assistant, sports fitness assistant & sports injury assistant. Instruction covers the following areas: career opportunities, communication skills, ethical & legal responsibilities, safety & health maintenance, injury training, nutrition, basic anatomy & physiology, vital signs, patient care & management, physical therapy exercises and modalities, & sports medicine procedures. Students use equipment, which includes hydrocolator machines, ultrasound, E stim, application of pads, weight and fitness training equipment, and proper use of equipment located in hospital and outpatient facilities. Anatomy & physiology of the human body in relation to physical fitness & sports related trauma will be included. The class covers the major body systems and how they interact with each other through body mechanics, sports injuries & treatment. Multiple laboratory activities, research projects, and practicum experiences are included. Students will apply their skills gained from the class through working as assistant trainers during school sporting events. The student's responsibilities may include: first aid, evaluation of injuries, taping of injuries, monitoring rehabilitation, and assisting as a first responder on the field

SPORTS MEDICINE 2

This course provides advanced training in Sports Medicine. Employment possibilities include Physical Therapy Assistant, Physical Therapist, Athletic Trainer and Physical Therapy Aide. Instruction covers the following areas: Orthopedic injury evaluation, athletic injury rehabilitation, strength and conditioning, personal training. Students use equipment which includes: Treatment tables, ultrasound, electrical stimulation, hydro collator, total gym, shuttle, exercise bike and treadmill.

SPORTS MEDICINE 3

This course provides Advanced training in Sports Medicine. Instruction covers the following areas: Exercise Physiology and on the job training. Students use equipment which includes: Heart rate monitors, VO2 gas analyzer, Cycle Ergometer, Spirometers, Pulse Oximetry, Bioelectrical Impedance, 12-Lead Electrocardiogram, Lactate Meter, and Skin Fold Calipers. Approximately 180 hours are needed to complete this course.

Chula Vista High School Career Pathways 2015-2016: Career and Technical Education (CTE) & Project Lead the Way (PLTW)

Arts, Media & Entertainment	Arts, Media & Entertainment	Arts, Media & Entertainment	Business & Finance	Health Sciences & Medical Technology	PLTW Engineering
Design, Visual and Media Arts	Performing Arts	Production and Managerial Arts	Business Management	Patient Care	Engineering
<p><u>(Introduction)</u></p> <ul style="list-style-type: none"> • Computer Art (I)# • ROP Multimedia Production (I)* <p><u>(Concentration)</u></p> <ul style="list-style-type: none"> • Design Studio 1-8(C)# • Three-D Design (C)# • ROP Television film & Digital Media (C) # 	<p><u>(Introduction)</u></p> <ul style="list-style-type: none"> • Theater Dance ½ (I)# • Drama Beg (I)# <p><u>(Concentration)</u></p> <ul style="list-style-type: none"> • Theater Dance 3-12(C)# • Drama Inter (C)# 	<p><u>(Introduction)</u></p> <ul style="list-style-type: none"> • Theater Prod (I)# • Tech Theater Beg (I) <p><u>(Concentration)</u></p> <ul style="list-style-type: none"> • Music Engineering (C) # • ROP Tech Theater (C)# • Tech Theater Inter(C) • Tech Theater Adv (C) 	<p><u>(Introduction)</u></p> <ul style="list-style-type: none"> • ROP Computer Fundamentals (I) • Marketing (C)* <p><u>(Concentration)</u></p> <ul style="list-style-type: none"> • ROP Business Technology (C) • ROP Business & Financial Marketing 	<p><u>(Introduction)</u></p> <ul style="list-style-type: none"> • Sport Medicine 1 <p><u>(Concentration)</u></p> <ul style="list-style-type: none"> • Sports Medicine 2 • Sports Medicine 3 	<p><u>(Introduction)</u></p> <ul style="list-style-type: none"> • Introduction to Engineering Design * • Principles of Engineering (I)* <p><u>(Concentration)</u></p> <ul style="list-style-type: none"> • Digital Electronics (C)* (School year 16/17)

Classes with an (*) are Category G on the UC A-G approved List
Classes with an (#) are Category F on the UC A-G approved List

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