

HOME OF THE



BRAVES

LOMPOC HIGH SCHOOL

2021-2022

COURSE GUIDE

Lompoc High School

515 West College Avenue

Lompoc, CA 93436

(805) 742-3000

Fax: (805) 742-3004

Administration

Telephone: (805) 742-3000

Open 7:30 a.m. - 4:00 p.m.

Administrators:

Celeste Pico, Principal

Eva Luna, Assistant Principal

Edward Arrigoni, Assistant Principal

Molly Shattuck, Dean

Attendance:

Brittany Sorum

Samantha Donovan

School/Community Liaison: Reyna Arroyo

Outreach Consultant: Manuela Venegas

Nurse: Kathie Gracyk

Discipline: Tina Quinlan

(805) 742-3010

(805) 742-2964

(805) 742-2967

(805) 742-3091

(805) 742-3084

(805) 742-2981

(805) 742-2958

Counseling:

Alyssa Berroteran, Secretary

Counselors:

Maggie Fernandez

Laná Huyck

Kira Gonzalez

Cathie Riordon

Jackie Torres

Telephone: 742-3020

Telephone: 742-2970

Open 7:30 a.m. – 4:00 p.m.

Students:

All English Learners, Z

A – C

D – K

L - Q

R – Y

Registrar:

Lee Ann Meeker

Telephone: 742-2969

Open 7:30 a.m. – 4:00 p.m.

Activities:

Activities Director: Kendall Lopez

Telephone: 742-3076

Open 11:30 a.m. – 3:30 p.m.

742-3075

Athletics:

Athletic Director: Claudia Terrones

Telephone: 742-3074

Open 7:30 a.m. – 4:00 p.m.

742-3073

Library:

Librarian Technician: Lezlee Hurtado

Textbooks: Yvette (Eileen) Lopez

Telephone: 742-3077

Open 7:30 a.m. – 4:30 p.m.

742-3016

742-3078

Career Center

Career Center Technician: Karla Lora

Work Education: Donny Cross

Telephone: 742-3017

Open 8:15 am – 3:15pm

742-3017

742-3021

Lompoc High School Services

The Course Description Guide is an important part of a student's high school and post high school planning. The information in this guide will assist the student in planning a successful path to his/her diploma and opportunities beyond high school. Before choosing classes, a student and his/her parents should read the information carefully.

COUNSELOR ASSIGNMENT and SCHEDULING APPOINTMENTS

Each student is assigned to a counselor who will assist with personal, social and career planning. Counselors are available for appointments before school, during the student lunch period and after school. An appointment can be made with the counseling secretary and students are always welcome to drop into the Counseling Office during their free periods or during lunch.

COURSE SELECTION PROCESS

Registration for the following years classes begin with the students meeting with their counselor and completing the pre registration form. It is important that they make well thought out choices and return the signed course request form promptly. The classes students choose will determine what and how many sections of the classes will be offered.

Students are not guaranteed:

- * Order of their classes,
- * Choice of specific teachers, or
- * Elective classes.

While elective classes cannot be guaranteed, students can expect access to the core curriculum. Seniors and Juniors on track to graduate may request a "1-6" or "2-7" period schedule.

Intervention classes: Students who are not performing at grade level may receive intervention classes in Math and/or English. Placement is determined by standardized test scores and current grades that are based on curriculum embedded assessments and multiple measures.

Schedule Changes: Requests to change schedules, because of a capstone change of plan, will be accommodated within the first week of the semester and only if space is available. There are no schedule changes after the first week.

The careful consideration of class choices is very important since the master schedule will be built based on the elective choices students make. Once the semester begins, students will be expected to maintain their schedule through the end of the year, regardless of their grade. A student has the responsibility for checking the courses which will best meet his/her educational needs and meet the graduation requirements of Lompoc Unified School District.

Class Drop Request: Withdrawals after the first grading period of the term will automatically result in a semester "F" grade regardless of progress. Students who withdraw must have administrative permission.

Incomplete Grades: A mark of "Incomplete" will become an "F" if the work is not made up within ten school days after the end of each six-week grading period, and the end of the first semester. Parents may ask for an extension from the Principal/Curriculum Director. (Policy 6152)

Credits:

Successfully completing (A, B, C, or D grade) a single period semester class will earn a student five credits. Ten credits can be earned for a double period class each semester. A student taking seven classes, earns passing grades in all seven, will earn 35 credits for the semester. (7 classes x 5 credits = 35). A maximum of 45 credits per semester is allowable from all sources without prior counselor approval. Not all transferred courses will be accepted for full credit. Students will need to meet with their counselor regarding credit for repeated classes.

Withdrawal from School:

Please telephone the Counseling Office, if you move during the summer. Bring a note to the Counseling Office (Registrar), two days before leaving, if you withdraw during the school year.

School Day:

All students must attend school for the duration of a regular school day. A regular school day is defined as seven periods each day for grades 9 and 10 and at **least** six periods for 11th & 12th grades. Any student not on track for graduation may be enrolled in seven class periods.

Students enrolling in Work Education should check with their counselors regarding the minimum school day.

Attendance Requirement:

The LUSD attendance policy is addressed in the Parent/Student Handbook. It is important that the student understands that regular class attendance is expected and important. Absences and tardiness can affect a student's grade and sometimes result in a student failing a class. Daily contact with the teacher through class activities and assignments can insure a student's success in all classes.

Independent Study:

Independent study is not recommended for students with poor attendance and who are not passing their courses. Students must have a "C" or better in their core subjects. This is a short term option. See attendance for more information.

Counseling Services:

All students have access to support services. The following services are offered to Lompoc High School students by the Counseling Department:

Freshmen:

* will be given the opportunity to attend the Brave Camp student orientation program prior to the start of school. Counselors will meet with Freshmen in small groups in the spring for course selection

Sophomores:

* will have conferences to review college and career options. Discussion can also include post high school plan and pre-registration for next year's classes.

Juniors:

* will have conferences to review college and career options. Student will receive graduation status reports and copies of their transcripts. At risk students will be notified.

Seniors:

- * will receive a six semester credit check, will discuss post high school plans and will be provided a counseling activities calendar with periodic updates throughout the year.
- * may receive an “at-risk” letter after the 12-week grading period and/or at the end of the first semester. At-risk seniors may need to make up classes and consider the possibility of graduating at an alternate education placement. Seniors who are not eligible for graduation will be notified.
- * will have computers available in the Counseling Office which they can use to work on their college and scholarship applications. Counselors will be available to answer any questions.
- * Students at risk of not graduating will receive one on one counseling to determine a success path.

Counselor Workshops:

During the school year, counselors will offer informational workshops on various topics: financial aid, scholarships, college admission testing and college applications.

Progress Reports:

In addition to the 6-week and 12-week report cards, parents and students can monitor their grades, homework, and attendance by requesting a Progress Report from the Counseling Office on the first and/or third Friday of the month. Many teachers post their grades on Q (LUSD Student Management System).

Transcripts:

Official transcripts can be obtained by contacting the Registrar in the Counseling Office and completing a TRANSCRIPT REQUEST. Please allow three days for your request to be completed. A small fee will be charged for copies.

Homework Help:

Teachers are the first resource for students to receive additional help in their subjects. Teachers may be available outside of class time (i.e. before school, during lunch and after school) upon request. Additional places available for students to study are the Library and the Career Center.

Credits required for promotion:

The following are required credits for promotion to the next grade level:

Grade 10	50	credits
Grade 11	100	credits
Grade 12	160	credits

Early Graduation:

Students can graduate in 3 or 3 ½ years. Student’s electing to graduate in less than four years must file a “Statement of Intent to Graduate”, one year prior to the graduation date or the request may not be approved. Students must also have a post-high school plan.

Graduating with Honors - The “Legion of Academic Merit”

The “Legion of Academic Merit” will be awarded to graduating seniors who have, at the conclusion of the seventh semester, a GPA greater than 4.0. “Honored Scholars” will be awarded to graduating seniors who have, at the conclusion of the seventh semester, a GPA of 4.0.

California Scholarship Federation (CSF)

CSF is an academic honors society that encourages students to achieve academic excellence. To warrant eligibility for semester membership, a student must earn a minimum of 10 CSF points. Of these 10 points, 7 points must be earned in courses from Lists I and II, while the remaining 3 points may be earned in courses from lists I, II, or III. Of the 7 points required from List I/II courses, at least 4 points must be earned from List I courses alone. CSF Life Membership is earned by completing CSF membership in at least 4 of the last 5 or 6 semesters with one of those semester memberships being earned with senior grades.

LUSD Graduation

Students must complete 230 high school credits as well as pass required classes to receive a high school diploma and participate in the “Graduation Ceremony.”

Students who are deficient in high school credits will **not** receive a diploma/certificate and will **not** participate in the “Graduation Ceremony.”

Alternative High School Completion

California High School Proficiency Examination (CHSPE): Students who are 16, are enrolled in the 2nd semester of 10th grade, or have completed the 10th grade, may take the CHSPE for a fee. Students who pass this test of basic skills can qualify for the legal equivalent of a diploma. The CHSPE certificate and parent consent can excuse the student from continued high school attendance. The certificate is recognized as the legal equivalent of a high school diploma, but it does not fulfill the LUSD graduation requirements.

California community colleges will honor the CHSPE. For those students interested in entering the military service, check with your recruiter.

Foreign Exchange Students: Exchange students must demonstrate English Proficiency and be approved by the Superintendent’s Office to receive a “Certificate of Attendance.”

Students planning foreign exchange participation must consult with their counselor at least two full semesters prior to the exchange time. Participation in an exchange program may result in credit loss and the delay of graduation.

College Qualifying Requirement(s)

Because colleges and universities can differ significantly in what each requires for admission, counselors recommend that a college bound student pursue the most rigorous and challenging curriculum possible while still maintaining the highest grade point average possible and preparing for the college admissions examinations PSAT, SAT, and ACT.

Counselors suggest that the student first make themselves eligible by taking the suggested pattern of courses suggested by the University of California. The student should strive to become selectable by exceeding the minimum college admission requirements.

The counselors recommend that a college bound student consider all of the college prep classes offered at Lompoc High School and be involved in extracurricular activities and community service.

TEST DATES (COLLEGE ENTRANCE EXAMS)

The following test dates are based on a test-date-formula that gives a “best estimate” of test dates. Not all exact dates were available in time for this printing. You should check in the counseling office early September to confirm the exact test dates. You can also check the websites for test dates, registration process and any other information. If you are in need of a fee waiver for the tests listed below, please see your counselor.

Scholastic Aptitude Test (SAT) www.collegeboard.com Registration deadlines are generally one month before the test date. All Fees are approx.; SAT with Essay \$57.00 (fees vary)/SAT Subject Test \$20.00 per subject (fees vary). All college bound students should take the SAT **WITH** essay. Registration Fee: \$26.00 / Late Fee: \$28.00 (fees vary).

Test	Approx. Test Dates
SAT & Subject Tests	August
SAT & Subject Tests	October
SAT & Subject Tests	November
SAT & Subject Tests	December
SAT only	March
SAT & Subject Test	May
SAT & Subject Test	June

American College Test (ACT) www.act.org Registration deadlines are generally one month before the test date. All Fees are approx.: Test Fee \$ 39.50 (without writing/fees vary); \$ 56.50 (with writing/fees vary) / Late Fee \$20.00 Test months for ACT are as follows: September, October, December, February, April, June.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) This test is offered one time during the school year, generally during the month of October. Approx. cost is \$15.00, sign up in the counseling office.

Advanced Placement (AP) Examinations: These tests are normally held during the month of May. Students will sign up in the counseling office. Students on free/reduced lunch may qualify for a fee waiver.

Lompoc High School
University of California and California State University Requirements
(a)-(g) Approved List

(a) History/Social Science- two years - required	Ag Government Policy, American Government / Civics, Am Govt/Civics Honors, US History, AP European History, World History, HIST 107 & HIST 108
(b) English Four years - required	English 9, English 9 Honors, English 10, English 10 Honors, English 11, AP English 11: Language & Comp, English 12, AP English 12: Literature & Comp
(c) Math Three years – required Four years - recommended	Math 1, Math 2, Math 3, Pre-Calculus, Pre-Calc Honors, AP Statistics, AP Calculus A/B, AP Calculus B/C, Math 1A, Math 1B, Statistics, Senior Math C
(d) Lab Science Three years – required (1 year of life science, 1 year of physical science and 1 additional year of either life or physical science.)	<p>Ag Biology of the Living Earth, Anatomy, Biology of the Living Earth, Honors Biology of the Living Earth, AP Biology, *Marine Science, * Marine Science Honors, *AP Environmental Science, AP Chemistry, Chemistry in the Earth System, Honors Chemistry in the Earth System, Physics of the Universe, Honors Physics of the Universe, Intro to Vet Science, Agriculture Chemistry, AP Computer Science, , Ag Chemistry in the Earth System, Computer Science Principles</p> <p>Courses marked with * counts as ½ Life and ½ Physical Courses marked BOLD counts towards Life Science</p>
(e) International Language Two years of same language required. 3 years recommended	French 1, French 2, French 3, French 4, Spanish 1, Spanish 2 Spanish 3, AP Spanish 4, AP Spanish 5, Spanish Heritage 1
(f) Visual and Performing Arts One year – required (Must be in the same VPA area, i.e. art or drama.)	Advanced Musical Theatre, Advanced Dance Choreography, Art Discovery/Color & Design, Art Discovery/Drawing 1, Symphonic Winds Ensemble, Concert Band, Show Choir, Dance Performance , Dance Performance A, AP Studio Art: 2-D Design, Technical Theatre, Digital Photography, Drawing 2, Art Quest, Floriculture / Floral Design, Advanced Floriculture, Musical Theatre, AP Art History, AP Studio Art: Drawing, Music Quest, Yearbook
(g) College Prep Electives One year - required	Agricultural Economics, Economics, Economics Honors, Psychology 1, Psychology 2, Engineering 2, Sociology 1, Sociology 2, Speech, Computer Science Discoveries, Ag. Food Science, Career & College Readiness, AVID 9, 10, 11, 12, Auto Technology, Auto Systems, Automotive Intro, Journalism, Accounting & Finance I, Engineering I Adv. Veterinary Science, Criminal Justice, Life: Living on your own, Adv. Ag. Food Science, Senior Math G, Intermediate Patient Care, Ag. Mechanics, Adv. Ag. Mechanics

PERSONAL FOUR YEAR PLAN

On this page, you have the opportunity to create your own four plan. Keep two long term goals in mind: 1) Earning your diploma and 2) Qualifying yourself for opportunities after you graduate from high school. Review your plan with your parent(s)/guardian(s) and your counselor.

Career Objective (What would you like to do after graduating?)

9 th Grade	
Semester 1	Semester 2

10 th Grade	
Semester 1	Semester 2

Career Technical Education Course

G – College Prep Elective 1 year

11 th Grade	
Semester 1	Semester 2

12 th Grade	
Semester 1	Semester 2

LUSD High School Graduation Requirements



Social Science **3 courses (30 credits)**

- World History
- US History
- American Government/Economics

English **4 courses (40 credits)**

Mathematics **3 courses (30 credits)**

- Three different levels including Math 1

Science **3 courses (30 credits)**

- 1 year Physical Science
- 1 year Life Science
- 1 additional year Physical or Life Science

Language other than English **1 course (10 credits)**

Or

Visual & Performing Arts

Or

Career Technical Education

Physical Education **2 courses (20 credits)**

EARN 230 CREDITS

ALL STUDENTS MUST COMPLETE MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS.

The final responsibility for meeting graduation requirements rests with the student and his/her parent(s)/ guardian(s)

*All subject area requirements must be met prior to additional electives being taken. Students preparing to be eligible for university admissions, please see following page.

4-Year “A-G” College Admissions Requirements

Prepares students to be eligible for University Admissions

Courses listed below must be met with a “C” or better for a UC/CSU eligibility



A- Social Science	3 courses
<ul style="list-style-type: none">• World History• US History• American Government/Economics	
B- English	4 courses
C-Mathematics	3 courses
<ul style="list-style-type: none">• Math 1, Math 2, Math 3, Statistics or Pre-Calculus	
D- Science	3 courses
<ul style="list-style-type: none">• 1 year Physical Science• 1 year Life Science• 1 additional year Physical or Life Science	
E- Language other than English	2 courses
F- Visual & Performing Arts	1 course
G- College Prep Elective	1 course
Physical Education	2 courses

EARN 230 CREDITS

Career Technical Education (CTE)
Pathway Course Sequence
Lompoc High School

<u>District Codes:</u>	<u>Ag Mechanics Pathway:</u>	<u>Grade Level:</u>
5007/5008	* <i>Ag Mechanics</i>	9-11
5031/5032	* Advanced Ag Mechanics	10-12
<u>Animal Science Pathway:</u>		
5013/5014	* <i>Ag Biology of the Living Earth</i>	9
5015/5016	* <i>Introduction to Vet Science or AG 152</i>	10-12
2099/2100	* Advanced Vet Science	11-12
<u>Ornamental Horticulture Pathway:</u>		
5021/5022	* <i>Floriculture/Floral Design</i>	9-12
5037/5038	* Advanced Floral Design	10-12
<u>Sustainable Agriculture Pathway:</u>		
5511/5512	* <i>Ag Food Science</i>	9-12
7109/7110	* Advanced Food Science	10-12
<u>Engineering Design Pathway:</u>		
6005/6006	Drafting 1	9-12
6011/6012	* <i>Engineering 1 or Design</i>	10-12
MT113/7068	* Solid Works/CAD	11-12
<u>Business & Financial Services Pathway:</u>		
3591/3592	* <i>Business Technology</i>	9-12
7043/7044	* Accounting & Finance	10-12
<u>Patient Care Pathway:</u>		
4525/4526	Introduction to Medical Careers	9-12
2037/2074	* <i>Intermediate Patient Care</i>	10-12
7090/7091	Advanced Patient Care	11-12
<u>Professional Theater Pathway:</u>		
3549/3550-CTE	*Musical Theater	9-12
3607/3608-CTE	<i>Musical Theater 2</i>	10-12
3551/3552	* Advanced Musical Theater	11-12

(*a-g courses, Capstones in Bold)

**Career Technical Education (CTE)
Pathway Course Sequence
(Page 2)**

Software and Systems Development Pathway:

6569/6570	<i>*Exploring Computer Science</i>	9-12
7085/7586	*Web and Social Media Programming Design	11-12

Stage Technology Pathway:

3549/3550-CTE	*Musical Theatre	9-12
5517/5518	* <i>Technical Theater</i>	10-12
3609/3610-CTE	Advanced Technical Theater (new course)	11-12

Systems Diagnostics, Service, and Repair Pathway:

6003/6004	*Automotive Introduction	9-12
4527/4528	<i>Automotive Service Quest</i>	10-12
7101/7102	*Automotive Undercare Systems (Double Period): Offered every other year (2019-2020)	11-12
7103/7104	*Automotive Technology (Double Period): Offered every other year (2020-2021)	11-12

Public Safety Pathway:

7019/7020	*Criminal Justice (Double Period)	11-12
-----------	-----------------------------------	-------

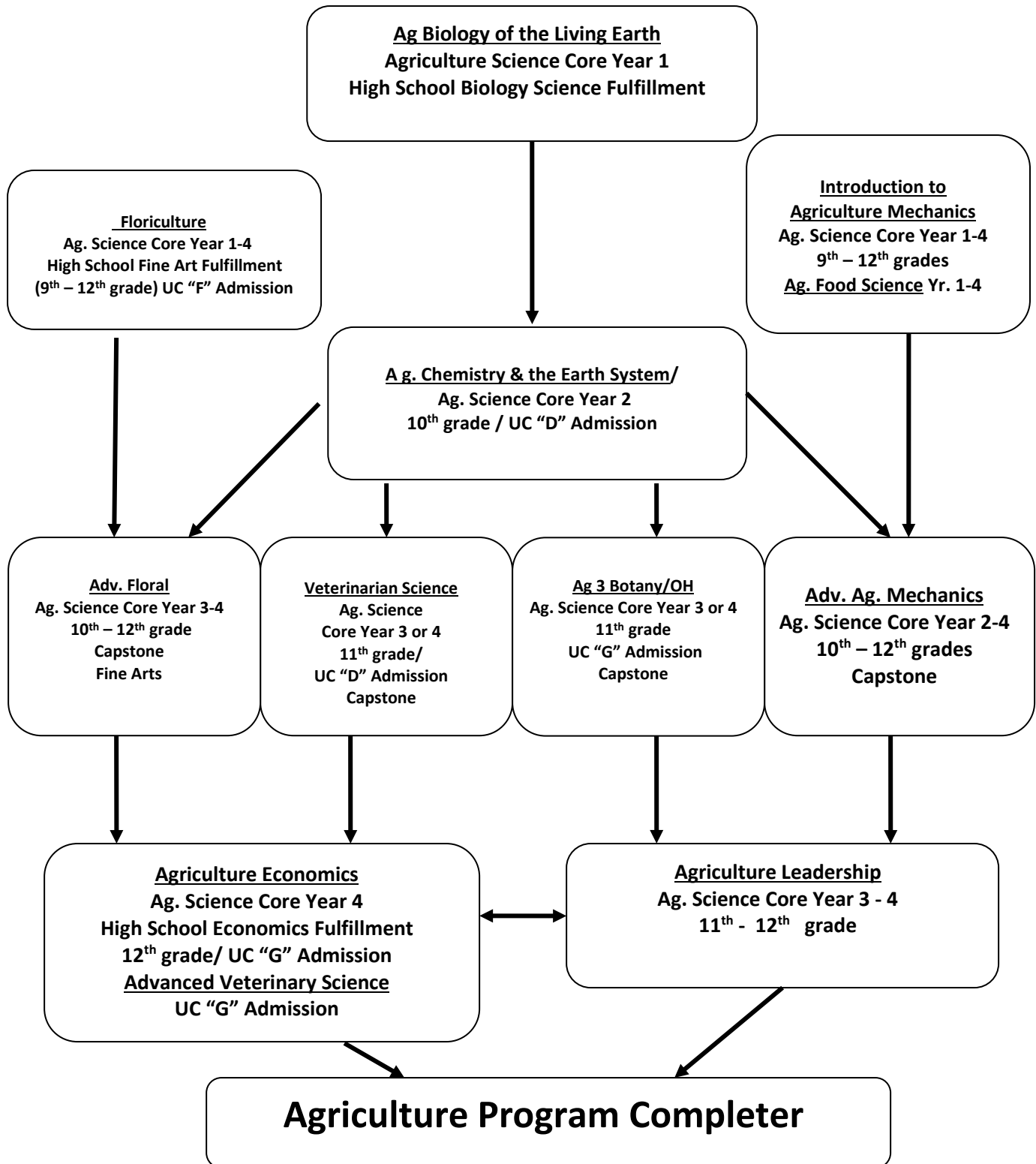
(*a-g Courses, Capstones in Bold)

Reminders to students:

- Students will learn college, career, and technical skills, knowledge, and experience that students can use at work during and after high school, as well as work during college.
- Students are eligible for an internship, job shadowing, and college & industry field trips related to the industry while in the industry pathway.
- Students may become a part of a Career Tech Student Organization and compete.
- Students are eligible for an industry skills certificate in their pathway if they take the **courses in sequence** and **complete the pathway**. Use this to add to their resume.
- A lot of CTE courses are A-G*
LHS will receive an increase in the Dashboard for College & Career portion if a pathway is completed with a **'C' or better** (average the two semesters) **in the capstone class** and the courses are taken in sequence. The student will be considered a CTE completer.

Due to circumstances beyond our control some classes may be added or deleted after this printing.

Agriculture Core Current Sequence of Courses



AGRICULTURE

Note: Courses marked “P” meet UC and CSU entrance requirements. {a}, {b}, {g} indicate which of the UC a-g requirements may be met by each course

AGRICULTURE LEADERSHIP AND ORAL COMMUNICATION

Course Code: 5005/5006

Length: Year

Credits: 10 CR (May be repeated for credit)

Grades: 10 - 12

Prerequisites: Ag Biology

Homework: FFA Leadership Activities, Community Service, Public Speaking, Career Plan and Portfolio, S.O.E.P. project

Leadership, communication skills, and work ethics are major contributing factors in today’s agriculture industries as well as society. This course is designed to instruct and train students to meet the necessary leadership and communication skills needed for a career in Agriculture. Students will receive instruction and meaningful experiences in personal development, career awareness and planning, time management, community service, public speaking, conflict management, and current agriculture issues. Students will participate in the planning, management, and presentation of FFA Activities and Community Service Projects as well as compete in public speaking/judging team/parliamentary procedure competitions. Students will also be required to develop an individual career plan and personal portfolio.

AG CHEMISTRY IN THE EARTH SYSTEM - P {d}

AGRICULTURE SCIENCE CTE PATHWAY

Course Code: 2113/2114

Length: Year

Credits: 10 CR

Grades: 10 - 12

Prerequisites: Ag Biology, Math 2

Homework: 1-2 hours per week

CAREER TECH ED (CONCENTRATOR)

Agriculture Chemistry is a one year, laboratory science course, designed for the college bound students with career interest in Agriculture, science and technology. Using Agriculture as a learning vessel, the course emphasizes the principles, central concept and interrelationships of the topics taught in Chemistry. It will be taught in collaboration with and use the same pacing guide of content, laboratory investigation and assessment as the current Chemistry course. The course is centered on an extensive laboratory component in order to connect the essential ideas of chemistry with agricultural applications while incorporating skills in reading and mathematics. Students will also participate in leadership development through the FFA and SAE activities as part of the curricular content of the course.

Agriculture chemistry was developed as a core course that is to sync to regular chemistry and will be taught in parallel to the regular chemistry course offering the same content but with an emphasis on current agriculture application. This course will be within the agriculture department but will offer an alternative course selection for those students focusing on Agriculture in the high school setting.

AGRICULTURE BIOLOGY OF THE LIVING EARTH - P {d}1st year of the Basic

Agriculture Career Pathway

ANIMAL SCIENCE CTE PATHWAY

CAREER TECH ED (INTRODUCTORY)

Course Code: 5013/5014

Length: Year

Credits: 10 CR

Grades: 9 - 12

Prerequisites: Ag Bio

This course is an introduction to the living world. Students will learn the basic knowledge of modern biology through laboratory experiences related to the agricultural field. Emphasis on cellular structure, the fundamental life processes of plants and animals, genetics and heredity, ecosystems, matter processes and cycles, anatomy and physiology, and evolution will be viewed in this course. FFA leadership and the supervised agricultural experience (SAE) project are integrated in this course. This course fulfills the LUSD capstone.

AG. SCIENCE 3 / PLANT - BOTANY SCIENCE-P {g}3rd year of Agriculture Career Pathway

AGRICULTURE SCIENCE CTE PATHWAY

CAREER TECH ED (CAPSTONE)

Course Code: 5018/5019

Length: Year

Credits: 10 CR

Grades: 11 - 12

Prerequisites: Ag Biology

Homework: Maintain an S.O.E.P. at least 4 months. Average project time will be 7 hours per week. F.F.A. Discussion and leadership activities are included in each course description.

Concepts in ornamental plants, plant and equipment identification, soils and fertilizers, plant propagation, nursery and greenhouse production, floral design, home gardening, mechanics and power tools.

INTRODUCTION TO VETERINARY SCIENCE -P {d} CAREER TECH ED (CONCENTRATOR)

ANIMAL SCIENCE CTE PATHWAY

Course Code: 5015/5016

Length: Year

Credits: 10 CR

Grades: 10 - 12

Prerequisites: Agricultural Biology

Homework: Maintain an S.O.E.P. at least 4 months. Average project time will be 7 hours per week. F.F.A. Discussion and leadership activities are included in each course description.

The Veterinary science course is designed to provide students with an opportunity to investigate different aspects of the animal health and care occupations, or to continue in post-secondary education in the animal science field. This content of this course will include: job search skills, comparative anatomy and physiology, animal reproduction, animal inheritance and selection principles, basic pet grooming skills, animal restraint, nutrition and housing, medical terminology, animal welfare concerns, production practices for large and small animals, production of small animals, how animal products and buy products are processed and marketed, species and breed identification, and disease control/management. This course will also combine fundamentals of academics to include communications, career planning and management, technology, problem solving and critical thinking, health and safety practices, ethics as well as legal responsibilities, leadership development and teamwork through active participation in FFA, personal responsibility and flexibility as it applies to specific job skills.

ADVANCED VETERINARY SCIENCE -P {g}**CAREER TECH ED (CAPSTONE)****ANIMAL SCIENCE CTE PATHWAY**

Course Code: 2099/2100

Length: Year

Credits: 10 CR

Grades: 11 – 12

Prerequisites: Introduction to Veterinary Science

The Advanced Veterinary Science course is designed to be an academically challenging elective science course that examines anatomy, physiology, biochemistry and medical terminology while applying scientific knowledge and research to the study of the animal body. Students will build on knowledge gained in the introductory to Veterinary Science course and focus on the physiological biological and structural details of the body, including a rigorous study of the body systems. Students will apply scientific methodologies (inquiry, developing hypotheses, gathering factual information, evaluating data and drawing conclusions) to the practiced employed veterinary professional. Veterinary terminology will be integrated, as students understand each of the nine body systems. Students will perform advanced research of various physiological and pathological disorders. A variety of resources will be accessed (internet, medical journals, books and medical professionals) for the purpose of creating written and oral presentations that demonstrate students' knowledge and application of scientific principles.

AGRICULTURE ECONOMICS - P {g} 4th year of Agriculture Career Pathway.

Course Code:2532

Length: Semester

Credits: 5 CR

Grades: 12

This course is designed for the student interested in understanding the operation and institutions of economic systems as applied to our nation's largest industry -- agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy. Instruction is also given in leadership, citizenship, and career education.

AGRICULTURAL AMERICAN GOVERNMENT- P {a} or {g}

Course Code:2539

Length: Semester

Credit: 5 CR

Grade: 12

Prerequisites: U. S. History

In this course, students will pursue a deeper understanding of the institutions of American Government. They will do an in-depth study of the system of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments and their relationship to agriculture and agribusiness. This course will create civic literacy as students prepare to vote, participate in community activities and assume the responsibility of citizenship.

FLORICULTURE / FLORAL DESIGN - P {f}
ORNAMENTAL HORTICULTURE CTE PATHWAY

CAREER TECH ED (CONCENTRATOR)

Course Code: 5021/5022

Length: Year

Credits: 10 CR

Grades: 9 - 12 (9th grade ok with Ag. Biology)

Homework: F.F.A. Discussion and leadership activities are included in each course description.

Students will learn and understand the theory, techniques and skills currently practiced in the floral design industry. Student will also learn and develop skills needed for the construction of basic floral projects. Other aspects of the Floricultural industry discussed in this class will include cut flower processing, industry sales practices, career opportunities and preparation, merchandising and packaging of floral projects.

ADVANCED FLORAL DESIGN - P {f}
ORNAMENTAL HORTICULTURE CTE PATHWAY

CAREER TECH ED (CAPSTONE)

Course Code: 5037/5038

Length: Year

Credits: 10 CR

Grades: 10 – 12

Prerequisites: Floriculture/Floral Design

Homework: Maintain a S.A.E. at least 4 months. Average project time will be 7 hours per week.
F.F.A. Discussion and leadership activities are included in each course description.

Students will learn to identify 50 potted plants, 50 cut flowers and 50 commonly used tools. Students will build off of previous knowledge of floral design to construct arrangements for both personal use and to use for pre-sale items for the Lompoc H.S. Advanced Floral Design Shop. Students will put to extensive use the principles of design to judge and give oral reasons and flower classes and construct corsages. Students will learn every aspect of the California Department of Education Curriculum for the Career Technical Events in floral design.

AGRICULTURAL FOOD SCIENCE -P {g}
SUSTAINABLE AGRICULTURE CTE PATHWAY

CAREER TECH ED (CONCENTRATOR)

Course Code: 5511/5512

Length: Year

Credits: 10 CR

Grades: 9 – 12

Agriculture Food Science a “farm-to-fork” course is designed to teach students science through food. Topics include; the food industry, crop growth and maintenance, crop production standards and their link to human nutrition, meat and meat processing, agriculture and technological advances. Through laboratory experimentation, class discussions and hands-on activities, students will apply scientific principles as they pertain to agriculture food science. The class is designed to help students learn the relationships between agriculture, food, science and nutrition. Basic laws of Chemistry, Biology, Microbiology, and Physics are applied to the production, processing, preservation and packaging of food. Problem-solving and experimentation will provide application opportunities for sciences as well as educate students in order that they may become informed consumers of food products. Whenever possible, food products used in experimentation in class will be locally grown and harvested in order to deepen the appreciation of food production and use. Throughout the course, students will be graded on their participation in intra-curricular FFA activities as well as the development and maintenance of a Supervised Agricultural Experience (SAE).

ADVANCED AGRICULTURAL FOOD SCIENCE -P {g}**CAREER TECH ED (CAPSTONE)***SUSTAINABLE AGRICULTURE CTE PATHWAY*

Course Code: 7109/7110

Length: Year

Credits: 10 CR

Grades: 10 - 12

This course is designed as the capstone course as part of a sequence in the Agriculture and Natural Resources sector Agriscience pathway. Students will utilize their skills in designing, cultivating, growing, and harvesting crops from the urban garden plots that they have been established to cultivate and prepare meals and seasonal menus that incorporate items from the garden and farm that represent healthy and nutritious food choices aligned to the “whole system” farming in modern cuisine. Students will deepen their understanding of the essential requirements in growing and tending their urban plots and farm in order to produce variety and maximize crop yield. Students will explore the history of agriculture in California and research the concept of “Passive Agriculture” utilized by indigenous Californians and the disconnect that exists between post-modern urban society and nature. Students will research and illustrate contemporary industrialized agriculture and its effect on farming techniques including livestock locally, nationally, and globally and explain the emerging, innovative, and controversial trends in agriculture production and harvesting. Students will research and explore the unequal access of fresh food choices in economically disadvantaged communities and discuss the legacy of urban farming and the victory garden movement. Students will design gardens for their neighborhoods that support the community as a whole in planning and preparing meals that are from farm to table in support of healthy eating and nutrition to address the health challenges facing the community.

AGRICULTURE MECHANICS**CAREER TECH ED (CONCENTRATOR)***AGRICULTURE MECHANICS CTE PATHWAY*

Course Code: 5007/5008

Length: Year

Credits: 10 CR

Grades: 9-12

Prerequisites: Instructor permission, Students are required to furnish safety glasses.

Homework: F.F.A. Discussion and leadership activities are included in each course description.

This class is designed to develop basic shop skills and craftsmanship for the beginning shop student. In the course, students will cover the topics of safety, metal working, woodworking, electricity, plumbing, project design, measurement, FFA, SAE's, California Ag and careers. Students will be required to construct small projects to demonstrate competence in these areas. This class is a prerequisite to the Ag Mechanics pathway. By receiving instruction in these areas, students will be able to find an area in which to specialize. All students will become members of the FFA, and will keep record books. Students will be charged for the materials used in the projects they take home. This amount will vary depending on the project.

INTRODUCTION TO ANIMAL SCIENCE (Allen Hancock Concurrent Enrollment Course)

Course Code: AG152

Length: Semester

Credits: 5 (LHS) 3 (AHC)

A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required.

INTRO TO ENVIRONMENTAL HORTICULTURE (Allen Hancock Concurrent Enrollment Course)

Course Code: AG 156

Length: Semester

Credits: 5 (LHS) 3 (AHC)

General course in environmental horticulture with emphasis on nursery operations, landscaping, turf management and floral industries including: basic botany, cultural practices, propagation, structures and layout, pest management, planting, container gardening and houseplants, floral design, plant identification, turf grass installation and care and survey of career opportunities. Laboratory required.

ADVANCED AGRICULTURE MECHANICS
AGRICULTURE MECHANICS CTE PATHWAY

Course Code: 5031/5032

Length: Year

Credits: 10 CR

Grades: 10-12

Prerequisites: Ag. Mechanics or Instructor Permission

CAREER TECH ED (CAPSTONE)

Advanced Ag Mechanics is a one year course designed to train students for entry level opportunities in Ag Engineering and construction. This course will develop skills in the areas of project design, site preparation, landscape and construction skills, safety practices, basic welding knowledge and skills, and working as part of a team. By receiving instruction in these areas of construction, students will be prepared for employment or post-secondary education in the Ag Construction field. All students will be members of the FFA, and all will keep record books.

APPLIED EXPERIENCE, SCHOOL SERVICE, LEARNING CENTER AND MISCELLANEOUS

School Service Courses: Students will become familiar with routines and general practices in the assigned area, and will gain personal satisfaction and growth from contributing to the efficient operation of that area, serving others, and having regular responsibilities.

School Service/Tutor Courses: Students may not enroll in more than one school service course per semester. Students may earn a maximum of 15 credits in any combination of school service/tutor courses. Students who score a 0, 1 or a 2 on the CST will **NOT be allowed** a work permit. They also may not be allowed to serve as an office or classroom assistant.

CLASSROOM SERVICE

Course Code: 6507/6508

Length: Semester

Credits: 5 CR (repeatable for credit, 10 CR max.)

Grades: 11 - 12

Prerequisites: Experience in subject, satisfactory school attendance and/or teacher approval.

Typing skills preferred

Students are given the opportunity to work in the various school departments and/or classrooms on campus in order to observe and perform general clerical routines. A limited number of openings are available in this course. On-the-job performance is the primary grading determinant. Classroom Service students will be required to wear clothing appropriate for the position.

LIBRARY SERVICE

Course Code: 6511/6512

Length: Semester

Credit: 5 CR (repeatable for credit, 10 CR max.)

Grades: 11 - 12

Prerequisites: "B" grade in English and Librarian approval

Homework: Occasional

Students will participate in all aspects of library work. Experiences include shelving books, checking materials in and out, assisting students photocopying, record keeping, covering and repairing books, and related clerical tasks. Students will receive instruction in the organization and use of libraries and in appropriate workplace behavior.

OFFICE SERVICE (Attendance, Counseling, Textbook)

Course Code: 6541/6542 or 6545/6546 or 6547/6548

Length: Semester

Credits: 5 CR (repeatable for credit, 10 CR max.)

Grades: 11 - 12

Prerequisites: "B" grade in English, interview w/ office supervisor required

Students will observe and perform general office routines, including alphabetizing, filing, using copy equipment, giving information, delivering messages and materials, logging student arrivals and departures, tallying/recording information, and receiving and issuing materials. Supervisor approval will be based on evidence of such factors as regular and punctual attendance, good work habits, initiative, reliability, neat appearance, and courtesy. **Openings are available in activities, athletics, attendance, counseling, health, textbook offices, and the career center.**

YEAR BOOK - P {f}

Course Code: 6031/6032

Length: Year

Credits: 10 CR (repeatable up to 40 credits)

Grade: 9-12th

Yearbook is a 2-semester course that requires students to use critical thinking, reading, writing, artistic creativity, including design, photography, and communication skills to produce La Purisima, the school's yearbook. Students will demonstrate an understanding, both written and verbal, of the principles of design using their knowledge from class lectures and the textbook. Students will learn the principles of design including the following: balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, and pattern/repetition through direct instruction, note-taking, analysis of existing yearbooks, and reading. Students will master writing and editing journalistic reports and narratives, read and analyze literature through expository writing, learn how to build and create editorial layouts, analyze journalistic photography, portrait photography, and sports photography, and learn to communicate, manage, and evaluate within in small teams. Students will use Adobe InDesign, Photoshop, online professional design, and photo editing software. Students will demonstrate knowledge and put into practice journalism ethics and communications law. Students will learn to communicate and manage projects in a self-directed learning environment. This course will serve several purposes on campus, primarily as an arts credit course. Students will be able to demonstrate their mastery of technical skills including photography, editorial layout design, typography, infographics utilizing the Elements of Art and Principles of Design. Secondly, this course will serve as a production class using state of the art and industry software and equipment to create a portfolio of writings, designs, and photography that will be published in the school's annual. Students will document events, people, and the community of the school by researching, conducting interviews, and utilize various types of digital story telling. Students will learn journalism skills by reading and analyzing non-fictional texts, increase listening and speaking skills, conduct accurate and trustworthy research, demonstrate their understanding and mastery of a professional publication. Students will learn video editing techniques for videos, which are embedded in the yearbook.

JOURNALISM I

Course Code: 1063/1064

Length: Year

Credits: 10 CR

Grades: 9 - 12

Homework: Varied

Journalism I is an introduction to the basic skills of newspaper production, with an emphasis on journalistic writing, and newspaper design. Students will learn the basic types of newspaper writing: news stories, sports, interviews, feature, meeting, editorial and review; headlines, newspaper style, page layout, typography, advertising, photography, and paste up. Students will participate in the production of the Lompoc High School newspaper, the Smoke Signal. Students will also read journalistic writing samples. Writing experiences will be in the areas of descriptive, evaluative, and informational styles of writing.

LIFE MANAGEMENT (Independent study only)

Course Code: 5501/5502

Length: Year

Credits: 10 CR

Grades: 9 - 12

Homework: Varied

Get your life together! Learn critical skills and knowledge about food and nutrition, communication skills, relationships, selection and maintenance of clothes, interior design, child growth and development, and managing personal finances. Through “real life lessons” you will be prepared to take charge of your life and learn about careers related to several of California’s key industries. Life Management is planned as a yearlong course of study; however, the semesters do not have to be taken sequentially and a student may enter at the spring semester.

LIFE: LIVING ON YOUR OWN - P {g}

Course Code: 6571/6572

Length: Year

Credits: 10 CR

Grades: 12 ONLY

Prerequisites: Math II

Students will analyze the challenges facing them as they anticipate living on their own in the near future. Students will research and evaluate post-high school education and training, job and career development, finances and budgeting, independent living including housing decisions, personal health, foods and nutrition, preparing for marriage, child rearing and facing life challenges as an adult. Guest speakers will be invited throughout the course and partnerships with local health and wellness agencies will be developed. Upon leaving the course, students will exercise responsible decision making in their individual pursuit of college, career, and life.

VOCATIONAL SKILLS

Course Code: 7617/7616

Length: Semester

Credits: 5 CR (may be repeated for credit in accordance with I.E.P.)

Grades: 9 - 12

Homework: Individually assigned

Information and activities relating to jobs that are available, qualifications needed, kinds of tasks, how to look for a job, preparing a resume, completing the application forms, interview, getting a social security card. Job related skills such as vocabulary development, filing, handling money, personal assessment and work habits development.

CARE AND PREVENTION OF ATHLETIC INJURIES

Course Code: 6505/6506

Length: Year

Credits: 10 CR

Grades: 10 - 12

Prerequisites: Combined 2.0 GPA, Science 1, Instructor Permission

The course is designed to introduce students to basic information, procedures and techniques regarding the treatment and prevention of athletic injuries. It includes preventative bandaging and strapping methods, injury rehabilitation and conditioning programs. Injury mechanisms and evaluation will be learned. All occupational specialties as they relate to sports medicine will be explored.

AVID 9 - {g}

Course Code: 6559/6560

Length: Year

Credits: 10

Grades: 9

Prerequisites: Grade of "A" or "B" in last AVID course taken OR approved application

Advancement Via Individual Determination (AVID) is offered as an elective course that prepares students for entrance into four-year colleges. Students meet five days a week. They receive instruction in college entry skills two days per week, work in tutorial groups two days a week and participate in motivational activities and academic survival skills one day per week. The activities all focus on writing, inquiry, collaboration, and reading to support their growth academically.

AVID 10 - {g}

Course Code: 6561/6565

Length: Year

Credits: 10

Grades: 10

Prerequisites: Grade of "A" or "B" in last AVID course taken OR approved application

Advancement Via Individual Determination (AVID) is offered as an elective course that prepares students for entrance into four-year colleges. Students meet five days a week. They receive instruction in college entry skills two days per week, work in tutorial groups two days a week and participate in motivational activities and academic survival skills one day per week. The activities all focus on writing, inquiry, collaboration, and reading to support their growth academically. During the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of the actions and behaviors.

AVID 11 - {g}

Course Code:6563/6564

Length: Year

Credits: 10

Grades: 11

Prerequisites: Grade "A" or "B" in last AVID course taken OR approved application.

Applicants for junior or senior seminar must have completed at least one year of AVID prior to enrollment. Advancement Via Individual Determination (AVID) is offered as an elective course that prepares students for entrance into four-year colleges. Students meet five days a week. They receive instruction in college entry skills two days per week, work in tutorial groups two days a week and participate in motivational activities and academic survival skills one day per week. The activities all focus on writing, inquiry, collaboration, and reading to support their growth academically. In addition, the AVID Junior Seminar student receives intensive college placement test preparation and information on colleges, engages in philosophical chairs / Socratic seminars, continues the CSU mentor, and becomes familiar with financial aid and scholarships.

AVID 12 - {g}

Course Code: 6565/6566

Length: Year

Credits: 10

Grades: 12

Prerequisites: Grade of "A" or "B" in last AVID course taken OR approved application. Applicants for either the junior or senior seminar must have completed at least one year of AVID prior to enrollment.

Advancement Via Individual Determination (AVID) is offered as an elective course that prepares students for entrance into four-year colleges. Students meet five days a week. They receive instruction in college entry skills two days per week, work in tutorial groups two days a week and participate in motivational activities and academic survival skills one day per week. The activities all focus on writing, inquiry, collaboration, and reading to support their growth academically. Throughout the school year, the AVID teacher serves as conduit to colleges and universities as well as to academic departments on campus. This individual assists AVID students in applying for college, researching financial aid and housing, registering for entrance and placement exams, and in preparing for external examinations in the spring.

AVID Tutor

Course Code: 6567/6568

Length: Year

Credits: 10

Grades: 11 - 12

Prerequisites: Grade of "A" or "B" in AVID 10 course taken OR highly recommended if not an AVID student, teacher recommendations, a minimum 3.5 GPA, familiarity with AP course structure and requirements.

The AVID tutor takes an active part in developing the academic and personal strength of AVID students. The AVID tutor becomes thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading). Training will provide on stage of the AVID tutorial and the inquiry learning process. The AVID tutor assists AVID students in developing personal pride in the AVID College Readiness System. The AVID tutor serves as a role model / mentor by providing academic support, encouraging AVID students' enrollment in a four-year college by assisting in completing the successful completion of college eligibility requirements. An AVID tutor is not an expert but an active learner who is positive and professional, punctual, organized, appropriately dressed, collaborative and responsible.

STUDENT TUTOR PROGRAM

Course Code:6513/6514

Length: Year, double period (may be repeated for credit)

Credits: 10CR/semester

Grades: 11 - 12

Prerequisites: Work Education Coordinator Recommendation

Students are assigned as paid tutors to elementary schools in the LUSD. Tutors will work with elementary children on an individual or small-group basis helping students with reading, arithmetic, spelling, and other classroom subjects. Student tutors may lead some instructional activities and games under the supervision of the teacher. These teaching assistant positions are a great opportunity to explore working with children or to explore teaching as a career while earning an income. Students are required to attend weekly meetings related to elementary education.

WORK EXPERIENCE EDUCATION

Course Code:6516/6516 or Double Period 6517/6518

Length: Semester/Year Single or double periods

Credits: 5 CR/period/semester (Repeatable for credit; 40 CR max.)

Grades: 11 – 12

Prerequisites: At least 16. Students must have a "3" or better on the CST to enroll or approval from an administrator

Homework: Assignments will be given in the weekly campus sessions

Work Experience Education is open to juniors and seniors and is an on-the-job training program designed for both the college-bound student and the student who plans to enter the world of work after high school graduation or after community college. Students are required to provide their own transportation to work and often use their current employment position as the approved work site. Students will be required to complete assignments related to the world of work as well as job related paperwork such as weekly time cards, permits and work agreements. Class meetings are held once a week during lunch time.

CRIMINAL JUSTICE

CAREER TECH ED (CAPSTONE)

Course Code: 7019/7020

Length: 1 year/ two periods

Credits: 20 CR (10 CR/Semester DP) 20 CR required for Capstone

Grades: 11-12, or 16 years of age

Prerequisite: English Composition and communication skills with a high interest in law enforcement as a career.

Homework: Varies

Students will train in a variety of occupations that exist in the law enforcement/criminal justice career field. Classroom instruction will be coupled with on the job training in a variety of job shadow positions in the local Police Department, Probation Department, Municipal Court and other criminal justice agencies. This course fulfills the LUSD capstone requirement for graduation.

DRIVERS EDUCATION

Course Code: 4071/4072

Length: 1 Semester

Credit: 5

Grades: 9-12

In this course, students are introduced to the fundamentals of driving. Topics covered include the licensing process, "rules of the road" such as speed limits, signs, signals, right-of-way, sharing the road, and the hazards of driving distracted, drowsy, or under the influence of alcohol or drugs. Students also learn about freeway driving, natural laws, accident avoidance, parking techniques, vehicle maintenance and technology, and travel safety. Additionally, students study most up-to-date *California Driver Handbook*, which prepares them to take written examinations of the DMV. Upon completion of this course with a grade of D or better, students will earn a Certificate of Completion (commonly known as a "Pink Slip"), a legal document which must be submitted to the DMV when students apply for their Instruction Permit.

BUSINESS AND TECHNOLOGY

Note: Courses marked “P” meet UC/CSU entrance requirements. “{a}, {b}, - {g}” indicate which of the UC a-g requirements may be met by each course. The following electives fit into both the suggested subject patterns for required courses and for community college and/or technical preparation. UC/CSU bound students might be more restricted in following these suggested sequences (without taking 7 classes per semester.) NOTE: All job training within the business department classes use up-to-date software and hardware.

CAREER TECHNICAL EDUCATION PATHWAYS

WEB AND SOCIAL MEDIA PROGRAMMING AND DESIGN

9th - 12th Exploring Computer Science
10th - 12th Web Design and App Design

FINANCIAL SERVICES

9th – 12th Business Technology
11th – 12th Accounting & Finance

ACCOUNTING AND FINANCE 1 – {g} FINANCIAL SERVICES CTE PATHWAY

Course Code: 7043/7044

Length: Year, single period

Credits: 10 CR

Grade: 11-12

Prerequisites: Math 1 and computer skills required, prior business classes recommended.

Homework: Varies

CAREER TECH ED (CAPSTONE)

Lompoc High School Business Accounting curriculum is designed to provide students with the knowledge and skills necessary for a solid understanding of accounting principles. When you consider today’s entrepreneurial economic climate, this course is extremely useful for anyone who plans on working in business, starting their own business, or who simply wants a good understanding of basic accounting principles. Today’s students also need computer skills needs to manage the books of a company or manage their finances in their daily lives. This course introduces accounting for business and personal use and serves as a good foundation for business opportunities, employment, and post-secondary studies in all areas of business. Topics covered include business structures, the accounting cycle, and the fundamentals of bookkeeping. Lompoc High School students are also going to learn to use accounting software to input, track, and post transactions of a business.

AP COMPUTER SCIENCE PRINCIPLES – P {g}
SOFTWARE & SYSTEMS DEVELOPMENT CTE PATHWAY

CAREER TECH ED (CAPSTONE)

Course Code: 3589/3590

Length: Year, single period

Credits: CR (5CR/semester)

Grade: 10-12

Prerequisites: B or better in Math 1, or teacher approval

This is a project-based course preparing students for the AP CSP exam. The course covers the 7 Big Ideas and 6 Computational Thinking Practices. The visual programming language, MIT App Inventor for Android is used to provide a rigorous, programming-based introduction to computer science through a project-based curriculum. Students learn computer science by building socially useful mobile apps, associated closely with their interests and grounded in their schools, their homes, and their communities. Students complete two collaborative programming projects and an individual research and writing project.

BUSINESS QUEST

Course Code: 4517/4518

Length: Semester

Credits: 5 CR; May be repeated for credit

Grades: 10 - 12

Prerequisites: Department chairperson approval

Homework: 5 - 7 hours per week

Business Quest is offered to students who desire continued and advanced study in one or more of the related fields in business or complete work related to the school's web page or the department's co-curricular Future Business Leaders of America (FBLA) program or Computers-4-kids program. Emphasis is placed on individual study. Scheduling and approval for credit needs to be prearranged. Students must be able to work without immediate and constant supervision.

BUSINESS TECHNOLOGY
FINANCIAL SERVICES CTE PATHWAY

CAREER TECH ED (CONCENTRATOR)

**AHC ARTICULATED*

Course Code: 3591/3592

Length: Year, single period

Credits: 10 CR (5CR/semester)

Grade: 9-12

In Business Technology students gain knowledge and skills in large economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students reflect on their business interests and how they can apply them to a future career. Students will learn to utilize computer applications to communicate, calculate, and present information. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance

COMPUTER SCIENCE PRINCIPLES- {d}**CAREER TECH ED**

Course Code: 3593/3594

Length: Year

Credits: 10

Grade: 10 - 12

The Computer Science Principles course aims to broaden participation in computer science and computing by introducing students to the main concepts of computer science, having them engage in computational thinking practices and learning how computing influences the world. The main goal of the CS Principles course is to provide students a foundation in computer science concepts and practices so that students learn to reason using computational and critical thinking.

COMPUTER SCIENCE DISCOVERIES {g}**CAREER TECH ED**

Course Code:

Length: Year

Credits: 10

Grade: 9-12

Computer Science Discoveries will build student's awareness, skills, and confidence in computer functionality and how they are used to create digital projects and solve problems. This course will also empower students by giving voice to their thoughts and feelings through computer skills, and the creating of their media. The main focus will be for students to explore, innovate, and understand the impact of technology.

ENGLISH

Note: Courses marked “P” meet UC/CSU entrance requirements. “{a}, {b}, – {g}” indicate which of the UC a-g requirements may be met by each course.

ADVANCED PLACEMENT ENGLISH 11 - LANGUAGE AND COMPOSITION - P {b}

Course Code: 1201/1202

Length: Year

Credit: 10 CR

Grade: 11

Homework: 5+ hrs. per week

This course is a rigorous, college level, introductory course in understanding and composing argumentative and expository writing. The emphasis is on non-fiction, although students do read novels and other fiction. It is strongly suggested that students have demonstrated an unusually strong interest and skill in reading and writing. Therefore, students should be reading at grade level or above and demonstrate writing competency. Enrollment in this course is open to students willing to accept the challenge; however, any student not maintaining a grade higher than a “C” at the first grading period or 1st semester, will be recommended for transfer to English 11. Students who fail the course will make up English credit in English 11 during their senior year. Students who fail the course due to extenuating circumstances do have the option to petition to repeat AP English 11 during their senior year instead of English 11. Students who pass the exam in May are eligible to receive course credit and/or exemption from college English placement tests at identified universities and community colleges.

ADVANCED PLACEMENT ENGLISH 12 LITERATURE & COMPOSITION - P {b}

Course Code: 1023/1024

Length: Year

Credit: 10 CR

Grade: 12

Homework: 5+ hrs per week

Advanced Placement English 12 is a rigorous, college level, introductory course. Students should be reading at grade level or above and demonstrate writing competency. AP English 12 examines literary styles and concepts far beyond the traditional high school emphasis through the study of various literary genres. Any student not maintaining a grade higher than a “C” at the first grading period or 1st semester, will be recommended for transfer to English 12. Furthermore, the course greatly enhances literary analysis, writing, critical thinking, and research. This intensive study prepares the student for the Advanced Placement English Literature and Composition exam. Students who pass the exam may receive college course credit and/or exemption from college English placement tests at identified universities and community colleges.

SPEECH - P {g}

Course Code: 1151/1152

Length: Year

Credit: 10 CR (Elective credit only)

Grade: 12

This course provides an extension to the fundamentals of public speaking and debating; special attention is given to the development of poise and self confidence in front of an audience. It will prepare students for both college and career. Speech is a requirement for 12th grade Space, Technology and Robotic Systems Academy students but is open to all 12th grade students.

ENGLISH 9 - P {b}

Course Code: 1001/1002

Length: Year

Credit: 10 CR

Grade: 9

Homework: 2 hrs per week

English 9 focuses on a survey of world literature. Students develop college preparatory skills outlined in the California English-Language Arts Common Core State Standards and Framework. These include abilities in reading literature and informational text; writing; speaking and listening; and language.

ENGLISH 10 - P {b}

Course Code: 1007/1008

Length: Year

Credit: 10 CR

Grade: 10

Prerequisites: English 9

Homework: 2 hrs per week

English 10 is a college-preparatory skills course outlined in the California English-Language Arts Common Core State Standards and Framework. Students study a selection of world literature to develop 10th grade abilities in reading literature and informational text; writing, speaking and listening, and language.

ENGLISH 9 – H {b}

Course Code: 1005/1006

Length: Year

Credit: 10 CR

Grade: 9

Homework: 4+ hrs. per week

English 9-H is an accelerated course designed for students who demonstrate an unusually strong interest and skill in reading and writing. Therefore, students should be reading at grade level or above and demonstrate writing competency. Students should have earned an “A” or “B” in the previous year’s English class or have teacher’s written approval. The course emphasizes essay writing that will demand clear, cogent, and compelling essays on a wide variety of literary works. Students will be expected to read, write, and think about a broad spectrum of issues and ideas arising from course content. Partially meets UC subject entrance requirement (b). A grade of a “C” or higher must be earned Semester 1 to continue in course. This course **MAY NOT be repeated or taken out of grade level.**

ENGLISH 10 – H {b}

Course Code: 1011/1012

Length: Year

Credit: 10

Grade: 10

Homework: 4+ hrs. per week

English 10-H is an accelerated course designed for students who demonstrate an unusually strong interest and skill in reading and writing. Therefore, students should be reading at grade level or above and demonstrate writing competency. Students enrolling in this course should have earned an “A” or “B” in their previous English class or have written teachers approval. The course demands clear, cogent, and compelling essays on a wide variety of literary works. Students will read, write, and think about a broad spectrum of issues and ideas arising from course content. Partially meets UC subject entrance requirement (b). A grade of “C” or higher must be earned Semester 1 to continue in course. This course **MAY NOT be repeated or taken out of grade level.**

ENGLISH 11 - P {b}

Course Code: 1013/1014

Length: Year

Credit: 10 CR

Grade: 11

Prerequisites: English 10

Homework: 2 ½ hrs. per week

English 11 focuses on American Literature. Students develop college-preparatory skills outlined in the California English-Language Arts Common Core State Standards and Framework. These include abilities in reading literature and informational text, writing, speaking and listening, and language.

ENGLISH 12 - P {b}

Course Code: 1019/1020

Length: Year

Credits: 10 CR

Grades: 12

Prerequisites: English 11

Homework: 2 ½ hrs. per week

English 12 focuses on British and American Literature. Special features include a personal statement for college applications and scholarships and a senior project which includes a research paper and a presentation. Students develop college-preparatory skills outlined in the California English-Language Arts Common Core State Standards and Framework. These include abilities in reading literature and informational text, writing, speaking and listening, and language.

READING IMPROVEMENT 1, 2, or 3 (Elective credit only)

Course Code: 1-1069/1070 2-1075/1076 3-1077/1078

Credits: 10 CR

Grades: 9 - 12

Homework: Minimal

Eligibility Criteria: Standardized test scores, reading assessments, placement tests and English grades.

Reading Improvement is an intervention course designed to support students who are reading significantly below grade level. The class is distinct from the core English classes and uses a curriculum specially designed for high school students with reading deficits. Three levels of Reading Improvement are offered into which students are grouped according to their reading levels. Standardized test scores, reading assessments, placement tests, and English grades determine placement.

ENGLISH LANGUAGE DEVELOPMENT - (Designed for English Language Learners)

EL DEVELOPMENT - EMERGING

Course Code: 1101/1102

Length: Year, double period

Credits: 20 CR

Grades: 9 – 12 (based on language proficiency not grade-level)

Eligibility Criteria: Designed for non to limited English speaking students.

Homework: 20 – 30 minutes per day

This two-period class is designed for the recently arrived, non-English speaking or non-proficient secondary student who has not previously attended school or whose education has been interrupted. The class provides an introduction to an intensive practice in English and the development of basic literacy skills. The course content is designed for newcomers and students with a 1 or 1 performance level on the ELPAC. This corresponds to the “Emerging” proficiency level as described in the 2012 ELD standards.

EL DEVELOPMENT - EXPANDING

Course Code: 1103/1104

Length: Year, double period

Credits: 20 CR

Grades: 9 – 12 (based on language proficiency not grade-level)

Eligibility Criteria: Students should score a 2-3 on ELPAC
Teacher/Counselor Recommendation

Homework: 20 – 30 minutes per day

This two-period class is designed for secondary students who have successfully achieved a 2-3 on the ELPAC. This corresponds to the “Expanding” proficiency level as well as the lower range of the “Bridging” proficiency level as described in the 2012 ELD standards. The class provides intermediate practice in English and the development of emerging literacy skills.

EL DEVELOPMENT - BRIDGING

Course Code: 1105/1106

Length: Year, single period (with concurrent general education English class)

Credits: 10 CR

Grades: 9 – 12 (based on language proficiency not grade-level)

Eligibility Criteria: Students should score 3 on the ELPAC
Teacher/Counselor Recommendation

Students must be concurrently enrolled in a general education English class.

Homework: 20 – 30 minutes per day

This class is designed for secondary students who have successfully achieved a high 3 on the ELPAC. This corresponds to the “Bridging” proficiency level as described in the 2012 ELD standards. The class provides intermediate practice in English and the continued development of literacy skills. The class will also focus on front-loading key concepts and writing skills that students will encounter in general education English classes

EL DEVELOPMENT: ADVANCED 9

Course Code: 1123/1124

Length: Year, single period (with concurrent grade-level English class)

Credits: 10 CR

Grades: 9

Eligibility Criteria: Designed for long-term English Learners (LTELs) who have a high 3 or 4 on the ELPAC. Students must be concurrently enrolled in a general education English class.

Homework: 20 – 30 minutes per day

This class is designed for a ninth grade student identified as a Long-term English Learner (LTEL). Students develop college-preparatory skills as outlined in the California English Language Arts Common Core State Standards and Framework. These include reading literature and informational text, writing, speaking and listening, and language. This class also addresses the California English Language Development Standards and Framework. This class supports students' success in the concurrently required general education English grade-level class.

EL DEVELOPMENT: ADVANCED 10

Course Code: 1125/1126

Length: Year, single period (with concurrent grade-level English class)

Credits: 10 CR

Grades: 10

Eligibility Criteria: Designed for long-term English Learners (LTELs) who have a high 3 or 4 on the ELPAC. Students must be concurrently enrolled in a general education English class.

Homework: 20 – 30 minutes per day

This class is designed for a tenth grade student identified as a Long-term English Learner (LTEL). Students develop college-preparatory skills as outlined in the California English Language Arts Common Core State Standards and Framework. These include reading literature and informational text, writing, speaking and listening, and language. This class also addresses the California English Language Development Standards and Framework. This class supports students' success in the concurrently required general education English grade-level class.

EL DEVELOPMENT: ADVANCED 11

Course Code: 1115/1116

Length: Year, single period (with concurrent grade-level English class)

Credits: 10 CR

Grades: 11

Eligibility Criteria: Designed for long-term English Learners (LTELs) who have a high 3 or 4 on the ELPAC. Students must be concurrently enrolled in a general education English class.

Homework: 20 – 30 minutes per day

This class is designed for an eleventh grade student identified as a Long-term English Learner (LTEL). Students develop college-preparatory skills as outlined in the California English Language Arts Common Core State Standards and Framework. These include reading literature and informational text, writing, speaking and listening, and language. This class also addresses the California English Language Development Standards and Framework. This class supports students' success in the concurrently required general education English grade-level class.

EL DEVELOPMENT: ADVANCED 12

Course Code:

Length: Year, single period (with concurrent grade-level English class)

Credits: 10 CR

Grades: 12

Eligibility Criteria: Designed for long-term English Learners (LTELs) who have a high 3 or 4 on the ELPAC. Students must be concurrently enrolled in a general education English class.

Homework: 20 – 30 minutes per day

This class is designed for a twelfth grade student identified as a Long-term English Learner (LTEL). Students develop college-preparatory skills as outlined in the California English Language Arts Common Core State Standards and Framework. These include reading literature and informational text, writing, speaking and listening, and language. This class also addresses the California English Language Development Standards and Framework. This class supports students' success in the concurrently required general education English grade-level class.

LANGUAGE OTHER THAN ENGLISH

Note: Courses marked "P" meet UC/CSU entrance requirements. "{a}, {b},- {g}" indicate which of the UC a-g requirements may be met by each course. Grad Reqt: 10 CR in a visual/performing art or a foreign language.

FRENCH I – P {e}

Course Code: 3013/3014

Length: Year

Credits: 10 CR

Grades: 9 - 12

Prerequisites: None

Homework: 40-45 min/day

French I will be taught by the audio-lingual method. The instructor will attempt to develop an elementary working knowledge of written and spoken French with emphasis on speaking the language. The students will be introduced to the grammatical aspects of the French language as well as to French culture.

FRENCH II – P {e}

Course Code: 3015/3016

Length: Year

Credits: 10 CR

Grades: 9 - 12

Prerequisites: 'C' in French I

Homework: 40-45 min/day

French II will follow the same general pattern as the first year course of French. Emphasis will be placed on the student's ability to speak in French, as well as upon the desire to improve writing and reading abilities. A more advanced level in the mechanics of French grammar will be attained by the student, while study of the cultures of French-speaking countries and their people will be continued.

FRENCH III - P {e} or {g}

Course Code: 3017/3018

Length: Year

Credits: 10 CR

Grades: 10 - 12

Prerequisites: 'C'-French II, Teacher recommendation

Homework: 40-45 min/day

At this third level, the major emphasis of the course is on reading and writing, although listening and speaking receive systematic attention. The most important feature of French III, however, is the emphasis it places on the real use of language as distinguished from drill. Reading of cultural and literary material will be stressed. Free composition will be introduced.

FRENCH IV - P {e or g}

Course Code: 3023/3024

Length: Year

Credits: 10 CR

Grades: 11 – 12

Prerequisites: "B" grade in French III, Teacher recommendation

Homework: 40 - 45 min per day

Provides an opportunity to put into practice the skills acquired in previous years of study of the language. Meaningful readings, often short stories, will be presented to increase the student's working vocabulary, as well as familiarity with grammatical structures within the language. Listening comprehension will be emphasized through audio exercises such as movies, news and podcast. Students will have the opportunity to take the Advanced Placement Examination in May. Fee waiver may be available

SPANISH I - P {e}

Course Code: 3003/3004

Length: Year

Credits: 10 CR

Grades: 9 – 12

Homework: 30-35 min per day

Spanish I will be taught by the audio-lingual method of dialogues and patterns. We also incorporate Sheltering of Spanish and Total Physical Response (T.P.R.) to enhance listening and speaking technology resources. The instructor will assist in the development of an elementary working knowledge of written and spoken Spanish with emphasis on oral and aural comprehension. The student will also be introduced to basic grammar as well as to Spanish and Latin-American culture.

SPANISH II - P {e}

Course Code: 3005/3006

Length: Year

Credits: 10 CR

Grades: 9 – 12

Prerequisites: "C" in Spanish I for Sem. 1 & Sem. 2

Homework: 35-40 min per day

Spanish II will follow the same general pattern as the first-year course of Spanish. Emphasis will be placed on the student's speaking ability, as well as upon the desire to improve writing and reading skills. We also incorporate Sheltering of Spanish and Total Physical Response (T.P.R.) to enhance listening and speaking technology resources. A more advanced level in the mechanics of Spanish grammar will be attained by the student, while study of the cultures of Spanish-speaking countries and their people will be continued.

SPANISH III - P {e or g}

Course Code: 3007/3008

Length: Year

Credits: 10 CR

Grades: 10 – 12

Prerequisites: 'C' in Spanish II for Sem. 1 & Sem. 2 or Teacher recommendation

Homework: 35-45 min per day

Spanish III will continue the use of the audio-lingual method as in Spanish I and Spanish II. We also incorporate Sheltering of Spanish and Total Physical Response (T.P.R.) to enhance listening and speaking technology resources. Grammatical structures and patterns will be studied in greater depth. Reading of cultural and literary material will be stressed. Free composition will be introduced.

AP SPANISH IV - P {e or g}

Course Code: 3009/3010

Length: Year

Credits: 10 CR

Grades: 11 – 12

Prerequisites: "B" grade in Spanish III, Teacher recommendation

Homework: 35 - 45 min per day

Provides an opportunity to put into practice the skills acquired in previous years of study of the language. Emphasis will be given in listening comprehension via audio exercises such as movies, news and podcasts as well as in reading and writing comprehension. Meaningful readings, often short stories, will be presented to increase the student's working vocabulary, as well as familiarity with grammatical structures within the language. Listening comprehension will be emphasized through audio exercises such as movies, news and podcast. Students will have the opportunity to take the Advanced Placement Examination in May. Fee waiver may be available.

AP SPANISH LITERATURE - P {partially meets UC subject entrance requirement e}

Course Code: 3011/3012

Length: Year

Credits: 10 CR

Grades: 11 – 12

Prerequisites: Grade of "B" or better in AP Spanish IV or teacher recommendation

This course follows a syllabus approved by the College Board administrators of the AP language exams. Students read, discuss and analyze the works of major authors chosen by the AP Board. Focus is on understanding, listening to lectures and writing formal essays about themes in literature. This course prepares students for the Advanced Placement Exam in Literature in order to qualify for college credit Spanish/French Literature.

SPANISH HERITAGE 1 - {e}

Course Code: 3041/3042

Length: Year

Credits: 10 CR

Grades: 9 – 10

Prerequisites: Understand spoken Spanish and can speak it at a conversational level. Must have taken Spanish for Heritage Speakers in Middle School or be evaluated by Heritage class teacher.

The course will emphasize project-based learning/verbal presentations on notable Latin American/Spanish individuals that have contributed to the improvement of society, thus contributing to the development of pride in the students' heritage and their native language. This course will be conducted in Spanish.

SPANISH HERITAGE 2

Course Code: 3043/3044

Length: Year

Credits: 10 CR

Grades: 9 – 10

Prerequisites: Understand spoken Spanish and can speak it at a conversational level. Must have taken Spanish for Heritage Speakers in Middle School or be evaluated by Heritage class teacher.

This course is designed to further develop and improve students' skills in speaking, listening, reading and writing. They will continue to expand their language acquisition through reading literature selections from Spain and Latin America. Their thematic vocabulary will be enhanced through in-depth analysis of regional literature of selected readings from distinguished authors representing diverse time periods in the history of Latin American and Spain. Often times, movies or songs will be presented to enhance and improve a thematic learning objective. As with the first course, students will continue to develop a sense of pride in their heritage and native language. This course will be conducted in Spanish.

INDUSTRIAL TECHNOLOGY

Note: Courses marked “P” meet UC/CSU entrance requirements. “{a}, {b}, - {g}” indicate which of the UC a-g requirements may be met by each course

AUTOMOTIVE INTRODUCTION - {g} **CAREER TECH ED (INTRODUCTORY)** *SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR CTE PATHWAY*

Course Code: 6003/6004

Length: Year
Credits: 10 CR
Grades: 9-12
Homework: Varies

This is a lecture based course in which the student will learn the fundamentals of all automotive systems. A notebook will be required. In addition, students are introduced to the principles of diesel and small internal combustion engines. Many demonstrations will be presented through the use of models and other visual materials.

AUTOMOTIVE QUEST **CAREER TECH ED (CONCENTRATOR)** *SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR CTE PATHWAY*

Course Code: 4527/4528

Length: Year, Single Period
Credits: 10 CR
Grades: 10 - 12
Homework: Varies

This is an intermediate level automotive course that will begin to prepare students for a career in the automotive industry. Students will learn automotive system basics and entry level diagnostic techniques. Topics covered in Automotive Quest will be electrical systems, brake systems, air conditioning systems and transmissions.

AUTOMOTIVE UNDERCAR SYSTEMS {g} **CAREER TECH ED (CAPSTONE)** *SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR CTE PATHWAY*

Course Code: 7101/7102

Length: 1 year, double period
Credits: 20 CR (10 CR/semester); 20 CR required for Capstone
Grades: 11-12, or 16 years of age
Prerequisites: Auto Introduction or Automotive Quest with a grade “B” or better.
Homework: Varies

**AHC ARTICULATED*

The Automotive Undercar Systems course is an occupational education program designed to provide instruction for students interested in preparing for a job or career in the automotive industry. The Automotive Undercar Systems course is aligned with NATEF Automotive Maintenance and Light Repair Standards. Content covered will be: Automotive Careers, Safety, Automatic Transmissions, Manual Drivetrains and Axles, Brakes and Suspension and Steering. Automotive Undercar Systems is articulated with Allan Hancock College. Students will receive college credit with a grade of B or better. Students will have the opportunity to take and pass Automotive Service Excellence (ASE) Tests.

AUTOMOTIVE TECHNOLOGY–{g}**CAREER TECH ED (CAPSTONE)****SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR CTE PATHWAY**

Course Code: 7103/7104

Length: 1 year, double period

**AHC ARTICULATED*

Credits: 20 CR (10 CR/semester); 20 CR required for Capstone

Grades: 11-12

Prerequisites: Auto Introduction or Automotive Quest with a grade “B” or better.

Homework: Varies

The Automotive Technology course is an occupational education program designed to provide instruction for students interested in preparing for a job or career in the automotive industry. The Automotive Technology course fulfills the LUSD Capstone requirement and is aligned with NATEF Automotive Maintenance and Light Repair Standards. Content covered will be: Automotive Careers, Safety, Engine Repair, Engine Performance, Electrical Systems and Air Conditioning. Automotive Technology is articulated with Allan Hancock College (AHC). Students will receive college credit with a grade of B or better. Students will have the opportunity to take and pass Automotive Service Excellence (ASE) Tests.

DRAFTING I**CAREER TECH ED (INTRODUCTORY)****ENGINEERING DESIGN CTE PATHWAY**

Course Code: 6005/6006

Length: Year

Credits: 10 CR

Grades: 9 – 12

Homework: Varies

Drafting I is recommended for all students interested in engineering or construction careers. Students learn to read and produce drawings of several types, including sketching, hand mechanical, blueprints, 2D and 3D computer models for preparation of 3D printed parts. Drafting is a fundamental class for graphic communication and a prerequisite for further CADD (Computer Aided Design and Drafting) studies.

COMPUTER AIDED DRAFTING/ MANUFACTURING I –**CAREER TECH ED (CAPSTONE)**

Course Code: 7067/6078 or Double Period 7069/7070

Length: 1 Year, double period 2 Years, Single Period

**AHC ARTICULATED*

Credits: 20 CR (10 CR/Semester DP) (5 CR/Semester SP) 20 CR required for Capstone

Grades: 11-12

Prerequisites: One year of Drafting or Instructor Approval

Homework: Varies

This–career tech education course provides instruction and practical application for students preparing for careers in drafting or Enrollees in the program will also be using 2D and 3D Computer Aided Drafting (CAD) design the creation of working drawings. Students will produce prototypes using 3D printers, laser cutters, and metal and wood mills. Instruction covers: surface developments, drafting, industrial design, tool path development, and engineering drafting. Computer Aided Drafting /Manufacturing articulates with Allan Hancock College (AHC). Students may earn Industry certification in Solidworks.

ENGINEERING I: DESIGN- P {g}
ENGINEERING DESIGN CTE PATHWAY

CAREER TECH ED (CONCENTRATOR)
**AHC ARTICULATED*

Course Code: 6011/6012

Length: Year

Credits: 10 CR

Grades: 10 - 12

Prerequisites: Drafting I or 3-D Design. Concurrent enrollment in English 10, Math, and Science is recommended or instructor approval

Homework: Varies

Engineering I: Design is a two semester course that articulates with Allan Hancock College. The class will introduce students to methods of solving problems. In the process of developing solutions, students will examine needs, define problems, research possible solutions, and build models to test and evaluate their results. Students will be actively engaged in research and communication techniques. Students will be using CADD and SolidWorks 3D modeling to produce laser cut and 3D printed prototypes.

ENGINEERING II: ELECTRONICS AND ROBOTICS {g}

Course Code: 6013/6014

Length: Year

Credits: 10 CR

Grades: 10 - 12

Prerequisites: Engineering I (or Instructor Approval) Concurrent enrollment in English 11, Math, and Science

Homework: 2 hrs. per week

Engineering II: Electronics and Robotics is a two semester elective course for the STaRS Academy. The course will include study of linear circuits, electrical components such as diodes and transistors, integrated components (timers, counters and displays) and programmable microcontrollers. All circuits will be analyzed via computer simulation and an actual construction in the electronics lab. Applications of electronics to robotics will be integrated throughout the course, and the course will end with a more complete study of robotics in which students will build, program, and control several robots of their own design.

SolidWorks 1

**AHC ARTICULATED*

Course Code: MT113

Length: Year

Credits: 5 per semester

Grades: 10 - 12

Homework: Varies

An introduction to three-dimensional computer aided design(CAD/CAM) where students will learn to design complex objects using SolidWorks. At the end of the course, students will be prepared for the Certified SolidWorks Associate (CSWA) assessment. It is recommended that students be capable of using a personal computer and managing computer files.

TOOLS AND MEASUREMENT (Allan Hancock Concurrent Enrollment Course)

Course Code: MT300

Length: Year

Credits: 10 (LHS) 3 (AHC)

Grades: 11-12

An Introduction to the mathematics used in the Industrial Technology programs. Students will learn to solve problems using fractions, decimals, percentage, ratios and basic geometric shapes. Students will learn about the Cartesian coordinate system and how to use a variety of basic and precision measuring tools from rulers and tape measures to calipers and micrometers.

MATHEMATICS

Note: Courses marked "P" meet UC and CSU entrance requirements. "{a}, {b}, {g}" indicate which of the UC a-g requirements may be met by each course. 30 units required for graduation.

Selection 1: COLLEGE PREP

9th Grade: Math 1
10th Grade: Math 2
11th Grade: Math 3
12th Grade: Pre-Calculus Stats, AP
(g)
Stats, EAP Math (c)

Selection 2: COLLEGE PREP

9th Grade: Math 1A w/Math Improvement lab support
10th Grade: Math1B
11th Grade: Math 2
12th Grade: Math 3, Stats, AP Stats, EAP Math (c) or

Selection 3: COLLEGE PREP (ACCELERATED/ADVANCED PLACEMENT):

9th Grade: Math 2
10th Grade: Math 3
11th Grade: Pre-Calculus
12th Grade: AP Calculus

MATH IMPROVEMENT LAB 1, 2, 3

Course Code: 1-1663/1664 2-1665/1666 3-1667/1668
Length: Year, 10 CR / semester (Elective credit)
Grades: 9 - 10

This course, for elective credit only, is designed for the student who needs additional instruction and support in mathematics for Math 1A or Math 1. Students are selected for this program based on test scores, grades, and 8th grade teacher recommendation. The lab provides guided practice for student success and differentiated technology-based interventions.

MATH 1A - P {c}

Course Code: 1505/1506
Length: Year
Credit: 10 CR
Grade: 9
Homework: 30 min. per day

Math 1A is an integrated mathematics course designed to help the struggling Math 1 student acquire the basic skills of Math 1. Care is taken to support students with structured activities and lessons targeting the essential standards of Math 1. The course covers the first half of the curriculum of Math 1. This course will include algebraic basics, solving equations, graphing, and an introduction to systems of linear equations. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships in part by comparing them to exponential relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply to Pythagorean Theorem to the coordinate plane. Students will be selected for this course based on CAASPP data (Level 1), STAR Math scores, teacher recommendation and course grades (D or F) in 7th and 8th grade. The intent is for the student to have an additional period of math support, Math 1 Lab, to diagnostically assess and improve the students' overall understanding of Math 1 standards.

Math1B - P {c}

Course Code: 1511/1512

Length: Year

Credit: 10 CR

Grade: 10

Prerequisites: C in Math 1A or Department Approval

Homework: 30 min. per day

Math 1B is an integrated mathematics course designed to help the struggling Math 1 student acquire the basic skills of Math 1. Care is taken to support students with structured activities and lessons targeting the essential standards of Math 1. The course covers the second half of the curriculum of Math 1. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships in part by comparing them to exponential relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

MATH 1 - P {c}

Course Code: 1517/1518

Length: Year

Credits: 10 CR

Grade: 9 - 12

Prerequisites: At least a 'C' in 8th grade math course

Homework: 30 min per day

Integrated Math 1 is a grade 9 level math course that integrates high school conceptual categories of Number and Quantity, Algebra, Function, Geometry a, Statistics and Probability into a two semester course. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships in part by comparing them to exponential relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

MATH 2 - P {c}

Course Code: 1525/1526

Length: Year

Credits: 10 CR

Grades: 9 - 12

Prerequisites: ('B' for 9th graders only) otherwise 'C' for both semesters of Math 1, or Instructor Approval

Homework: 45 min per day

The focus of the Math 2 course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics 1. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability. For the Mathematics 2 course, instructional time focuses 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.

MATH 3 – P {c}

Course Code: 1533/1534

Length: Year

Credits: 10 CR

Grade: 10-12

Prerequisites: 'C' for both semesters of Math 2, or Department Approval

Homework: 45 min per day

In the Math 3 course, students integrate, extend and apply the mathematics they have learned from prior courses. This course covers the advanced standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, Statistics, and Probability. Instructional time focuses on four critical areas: apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include logarithmic, polynomial, rational, radical, and trigonometric functions and their inverses; expand right triangle trigonometry to include general triangles; and consolidate functions and geometry to create models and solve contextual problems.

SENIOR MATH C

QUANTITATIVE REASONING WITH ADVANCED MATHEMATICAL TOPICS {c}

Course Code: 1669/1670

Length: Year

Credits: 10 CR

Grades: 12

Prerequisites: Math 3, "C" or better in Math 3 or Department Approval

Homework: 15 min per day

The Quantitative Reasoning with Advanced Mathematical Topics (QRAT)

Is designed to strengthen mathematical foundations and to prepare students to be successful in college level math. It is offered exclusively during the senior year of high school. The purpose of this course is to provide a rigorous college preparatory mathematics experience so that students enter college level math without remediation. Most classes are in collaborative group settings, solving real world problems, with hands on materials. QRAT incorporates team building and problem solving. Students deepen their knowledge of linear, quadratic, exponential, logarithmic, absolute value and piecewise functions. In addition, students apply their knowledge of functions to financial math.

SENIOR MATH G

TRANSITION TO QUANTITATIVE REASONING - {g}

Course Code: waiting for board approval

Length: Year

Credits: 10 CR

Grades: 12

Prerequisites: "C" or better in Math 2

Homework: 15 min per day

The **Transition to Quantitative Reasoning (TQR)** Course was developed to better prepare college and career-bound high school seniors with the 21st Century skills necessary to meet the mathematical thinking and problem-solving expectations of higher education courses and workplace requirements. Through a collective impact model, Region 3 approaches student learning through (Cont'd) intersegmental partnership agreements that include Sacramento State University, the local community colleges, county offices of education, and feeder high school districts. The success of the EQR stems from the fact that it is not only a living curriculum and pedagogy that is designed to meet the immediate needs of high school seniors, but it also embodies the structural flexibility to be informed by the vibrant intersegmental professional learning communities. Essentially, the partnership structure affords each educational segment the opportunity to collaboratively define the challenges around preparation in mathematics while providing the foundation to forge better-aligned instructional practices across schools, colleges, and universities for the success of our students

PRE-CALCULUS - P {c}

Course Code: 1537/1538

Length: Year

Credits: 10 CR

Grades: 11 – 12

Prerequisites: "B-" in Math 3 and teacher recommendation

Homework: 1 hr. per day

The primary goal of Pre-Calculus is to prepare students for calculus through the review of polynomial, rational, exponential, and logarithmic functions during the first semester. During the second semester students learn to utilize more advanced applications of trigonometry, polar and parametric functions; and are introduced to new concepts such as limits and vectors as they advance towards Calculus. This is a rigorous course through providing complex instruction, homework, and assessments to further strengthen the students abilities in a variety of mathematical concepts. It is highly recommended that students have a ruler, protractor, compass, graph paper, and graphing calculator or (graphing application on a personal device i.e desmos) of their own.

PRE-CALCULUS H - P {c}

Course Code: 1539/1540

Length: Year

Credits: 10 CR

Grades: 11 - 12

Prerequisites: "B+" in Math 3 and teacher recommendation

Homework: 1 hr. per day

The primary goal of Pre-Calculus Honors is to prepare students for calculus through the review of polynomial, rational, exponential, and logarithmic functions during the first semester. During the second semester students learn to utilize more advanced applications of trigonometry, polar and parametric functions; and are introduced to new concepts such as limits and vectors as they advance towards Calculus. The Honors course is more rigorous than Pre-Calculus through providing more complex instruction, homework, and assessments to further strengthen the students abilities in a variety of mathematical concepts. It is highly recommended that students have a ruler, protractor, compass, graph paper, and graphing calculator or (graphing application on a personal device i.e desmos) of their own.

CALCULUS A/B AP - P {c}

Course Code:1541/1542

Length: Year

Credits: 10 CR

Grade: 12

Prerequisites: 'B' in Pre-Calculus or Teacher Recommendation

Homework: 1 hr. per day

This course is only for the exceptional student who has mastered pre-calculus math offerings. It will consist of basic differentiation and integration of functions of a single variable. Students completing high school calculus should plan to take the Advanced Placement Exam in order to qualify for college credit in calculus. Students will take the Advanced Placement Examination in May. Students need graphing calculators.

CALCULUS B/C AP - P {c}

Course Code: 1651/1652

Length: Year

Credits: 10 CR

Grade: 12

Prerequisites: Completion of Calculus A/B with 'C+' or better in both semesters. AND a 'B' or better in Pre-Calculus. Instructor AND Departmental approval for students who have completed Pre-Calculus Honors with an 'A' or better both semesters MAY be considered for enrollment.

Homework: 4-6 hours per week

The objective of this course is to provide students with the equivalent of the first year of college mathematics. Students may choose to take the Calculus BC Advanced Placement Exam, with the goal of earning advanced placement in college and/or college credit. In addition to all topics covered in AP Calculus AB, this course explores simply differential equations, area and conic sections in polar coordinates, parametric and vector functions, application of integrals including lengths or curves, polynomial approximations, and series and sequences.

STATISTICS - P {c}

Course Code: 1543/1544

Length: Year

Credits: 10CR

Grade: 11-12

Prerequisites: Math 2, Math 3 or consent of instructor

Statistics is a two semester introductory course designed to expose students to the major concepts of collecting, organizing, and drawing conclusions from data. Students will study topics of statistics including: Data Production (analyzing the validity of quantitative and qualitative data), Organizing data (observing patterns and departure from patterns of both categorical and quantitative data), probability (anticipating patterns in advance), and inference (using models and probability to guide decisions). To accomplish this, they will learn how to apply statistics in solving real-world problems. The major student outcomes include formulating questions that can be addressed with data, understanding the different means by which data is collected, summarizing data through graphs and numerical summaries, selecting appropriate inference techniques (rooted in probability) to analyze data, and making conclusions from data and knowing the scope of inference.

STATISTICS AP - P {c}

Course Code: 1631/1632

Length: Year

Credits: 10CR

Grade: 11-12

Prerequisites: "B" in Math 3

Statistics is a two semester introductory course designed to expose students to the major concepts of collecting, organizing, and drawing conclusions from data. Students will study topics of statistics including: Data Production (analyzing the validity of quantitative and qualitative data), Organizing data (observing patterns and departure from patterns of both categorical and quantitative data), probability (anticipating patterns in advance), and inference (using models and probability to guide decisions). To accomplish this, they will learn how to apply statistics in solving real-world problems. The major student outcomes include formulating questions that can be addressed with data, understanding the different means by which data is collected, summarizing data through graphs and numerical summaries, selecting appropriate inference techniques (rooted in probability) to analyze data, and making conclusions from data and knowing the scope of inference. Statistics AP is a college level class for students who have been successful in Math 3. It covers the topics need for the American College Board AP Statistics exam. Students passing this test may receive college credit.

PHYSICAL EDUCATION CALIFORNIA REQUIREMENTS

PHYSICAL EDUCATION 1

Course Code: 4001/4002

Length: Semester

Credits: 5 CR, must be repeated for credit

Grades: 9 - 12

Physical Education Uniforms are required at Lompoc High School. Students will be offered a variety of sports combinations at the start of each semester. Swimming will be taught by each instructor emphasizing advanced strokes and recreational activities. Combinations will be made from offerings such as: basketball, softball, lacrosse, flag football, swimming, golf, soccer, speedway, floor hockey, volleyball, tennis, weight training/conditioning. All classes may include distance running 3 days per week. Boys and girls will have equal access to the entire curriculum.

PHYSICAL EDUCATION 2

Course Code: 4009/4010

Length: Semester

Credits: 5 CR, must be repeated for credit

Grades: 10-12

Physical Education Uniforms are required at Lompoc High School. Students will be offered a variety of sports combinations at the start of each semester. Swimming will be taught by each instructor emphasizing advanced strokes and recreational activities. Combinations will be made from offerings such as: basketball, softball, lacrosse, flag football, swimming, golf, soccer, speedway, floor hockey, volleyball, tennis, weight training/conditioning. All classes may include distance running 3 days per week. Boys and girls will have equal access to the entire curriculum.

CHEERLEADING

Course Code: 4037/4038

Length: Year, may be repeated for credit

Credit: 10 CR Elective Credit Only

Grades: 9 - 12

Prerequisites: 2.0 GPA and audition

Homework: Students will be required to meet practice and performance schedules

Cheerleading involves student participation in many aspects of physical movement and involvement in the school and athletic communities. This course requires many additional hours of practice and performance before and/or after the regular school day and on the weekends. Parents and students should be aware of the time and financial commitment that cheerleading requires.

BEGINNING DANCE

Course Code: 4011/4012

Length: Year (may be repeated for credit)

Credits: 10 CR

Grades: 9 - 12

Homework: Rehearsals/Practice

Beginning dance includes the development of basic dance skills, kinesthetic sensitivity, and elements of space, time, and energy. The course also incorporates beginning improvisational, choreographic, and performance techniques.

DANCE 1

Course Code: 4011/4012

Length: Year (may be repeated for credit)

Credits: 10 CR

Grades: 9

Homework: Rehearsals/Practice

Dance 1 is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on rhythms and dance and students analyzing skills for effective movement. Units of instruction include modern, ballet, and jazz dance, introduction to kinesiology and physical education with personal fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, aquatic, and individual and dual activities. Additionally, this course helps students learn the beginning skills of dance while improving their technique, poise, self-confidence, and creative ability. Students will choreograph and dance in class presentations as well as having the opportunity to participate in public performances. Students will be evaluated using multiple measure which may include, physical demonstration, oral, or written narrative.

DANCE 2

Course Code: 3553/3554

Length: Year (may be repeated for credit)

Credits: 10 CR

Grades: 10

Homework: Rehearsals/Practice

Dance 2 is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on dance and will continue to build on skills mastered in Dance 1. Units of instruction include the intermediate skills of dance (including technique, poise, self-confidence, creativity, choreography, and productions), introduction to kinesiology and physical education with personal fitness emphasis; personal fitness concepts; cardiorespiratory endurance training; nutrition; team activities; combative's; and tumbling/gymnastics. Students will choreograph and dance in class presentations as well as having the opportunity to participate in public performances. Students will be evaluated using multiple measures which may include physical demonstration, oral or written narrative.

COMPETITIVE AND PERFORMANCE DANCE (Sapphire Dance Team)

Course Code: 4081/4082

Length: Year (may be repeated for credit)

Credit: 10 CR

Grades: 9-12

Prerequisites: 2.0 GPA and audition

Homework: Students will be required to meet practice, performance, and participation requirements

Competitive and Performance Dance involves student participation in various aspects of dance and involvement in the school and city communities. This course requires many additional hours of practice and performance before and/or after the regular school day and on the weekends. Parents and students should be aware of the time and financial commitment that competitive dance requires. Students in grades 9-10 who are chosen for the Sapphire Dance team will take Dance 1-2 during the same class period as those in the Competitive Performance Dance class.

See the Dance section in the Visual and Performing Arts Department for a complete Dance course pathway.

FITNESS EXPLORATION 1, 2

Course Code: 4073/4074 4089/4090

Length: Semester (may be repeated for credit)

Credits: 5 CR

Grades: 9-12

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, flexibility, body composition, and overall fitness training and conditioning. Course includes both lecture and activity/workout sessions and projects designed to increase student understanding. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Goals:

Students need to:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

WEIGHTLIFTING/FITNESS 1, 2, 3, 4

Course Code: 4103/4104 4097/4098 4099/4100 4101/4102

Length: Semester (may be repeated for credit)

Credits: 5 CR

Grades: 9-12

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and muscular endurance activities. Students will learn the basic fundamentals of weight training, strength training, endurance training, exploring strength sports and overall fitness training and conditioning. Course includes both lecture and activity/workout sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Goals:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

ATHLETIC and ACTIVITY ELIGIBILITY

Students participating in CIF sports and other extra-curricular activities must earn a minimum 2.0 GPA. All athletes must have a current physical before they can compete. Athletes are also required to participate in a pre-conditioning program. Students and parents can contact the coach or the Athletic Office at 742-3074 for details. **Students who are enrolled in a CIF sport and do not complete their commitment, or quit the sport, will lose credit and may not be re-enrolled in a regular P.E. class or other elective.**

Health/Career and College Readiness are 9th grade requirement classes – Below is the course description for each.

CAREER AND COLLEGE READINESS (CCR) {g}

Course Code: 5521/5522

Length: 1 Semester

Credits: 5 CR / Semester

Grade: 9th

Homework: Varies

The transition from middle school to high school is difficult and this course is designed to ease that transition and to provide 9th graders with the information and skills they need to be successful in high school and beyond. This one semester course is also designed to help students understand the importance of academics and to build a solid foundation of skills. Every student will leave this class with having completed a 10 year plan that includes their high school plans along with post-secondary options.

HEALTH

Course Code: 4069/4070

Length: 1 Semester

Credits: 5 CR / Semester

Grade: 9th

Homework: Varies

Health class is divided into two units of instruction:

1. Family Life Education-which includes instruction dealing with human reproduction and the prevention and control of sexually transmitted diseases;
 2. Health Education-which includes instruction in personal / mental health, first aid, and cardiopulmonary resuscitation.
-

SCIENCE

Note: Courses marked "P" meet UC and CSU entrance requirements. "{d} or {g}" notations indicate which of the UC, a-g requirements, may be met by each course. Graduation Requirements in Science is 30 credits with at least 10 credits of Physical Science and 10 credits of Life Science.

ANATOMY - P {d or g}

Course Code: 2031/2032

Length: 1 Year

Credits: 10 CR

Grades: 11-12 **ONLY**

Prerequisites: 'B' grade or better in Integrated Science 1 or Biology Honors

Homework: 1-3 hours per week

Anatomy is a rigorous second year life science course for students interested in the medical field and related professions. It is intended to prepare students for advanced training in the community college or university setting. It is a lab science including various activities in physiology as well as an animal dissection to culminate the year. It is important that students have good study and reading skills as the district adopted text is a college level text.

BIOLOGY OF THE LIVING EARTH- P {d or g}

Course Code: 2103/2104

Length: Year

Credits: 10 CR

Grade: 9

This is year one of the three years of the NGSS laboratory/activity science sequence. This course centers on the biosphere and examines how it interacts with each of the other Earth systems.

Themes of the nature of science, biochemistry, cellular biology, genetics, evolution, and ecology will be emphasized. Through collaborative, hands-on activities and laboratory investigations, students will explore all phases of the scientific process as they achieve the NGSS Crosscutting Concepts and Science & Engineering practices.

HONORS BIOLOGY OF THE LIVING EARTH - P {d or g}

Course Code: 2015/2016

Length: Year

Credits: 10 CR

Grades: 9

Prerequisites: Students must have an 'A or B' in middle school honors science

Homework: Varies

Honors Biology of the Living Earth uses a laboratory approach to the theories, concepts and principles of modern biology through the NGSS lense. It is designed to serve the special needs of a highly motivated and high achieving student. This course is rigorous and stresses the study skills necessary for success in Advanced Placement Biology and/or university labs and coursework.

AP BIOLOGY - P {d or g}

Course Code: 2017/2018

Length: Year

Credits: 10 CR

Grades: 11 – 12 **ONLY**

Prerequisites: "A or B" in both Biology Honors & Chemistry Honors

Homework: 3-5 Hours per week

The Advanced Placement Biology course is designed to be the equivalent of a university biology course usually taken by biology majors during their first year. The textbooks used for AP biology are those used by university systems' biology majors. Students are reminded that this is a university level course and will require much more time and attention than high school advanced level courses. Students will take the Advanced Placement Examination in May.

CHEMISTRY IN THE EARTH SYSTEM

Course Code: 2119/2120

Length: Year

Credits: 10 CR

Grade: 10

Prerequisites: Biology of the Living Earth or Honors Biology of the Living Earth

This is the second of three years of the NGSS laboratory science sequence. In this course, a range of phenomena on Earth motivate the investigation of fundamental principles in chemistry. Atoms, elements and molecules are studied through concepts such as matter and energy cycling, chemical reactions, equilibrium, and human impact. Through collaborative, hands-on activities and laboratory investigations, students will explore all phases of the scientific process as they achieve the NGSS Crosscutting Concepts and Science & Engineering practices.

CHEMISTRY HONORS - P {d or g}

Course Code: 2109/2110

Length: Year

Credits: 10 CR

Grades: 10

Prerequisites: Biology Honors or Integrated Science 1, Math I or Math II with concurrent enrollment

Homework: varies

This course is an enriched and accelerated chemistry curriculum not only covering the Next Generation Physical Science Standards, but also including gravimetric and volumetric analysis, (Cont'd) chemical reactions including reduction/oxidation, intermolecular forces, gases, spectroscopy, equilibrium, electrochemistry, and organic and biochemistry. Strong emphasis is placed on solving a variety of challenging problems and there is an emphasis on analysis in the laboratory. This course is recommended for students who plan to pursue a scientific field of study in college or have a strong interest in physical science.

AP CHEMISTRY - P {d}

Course Code: 2023/2024

Length: Year

Credits: 10 CR (5 CR/semester)

Grades: 11-12 **ONLY**

Prerequisites: "A" in Chemistry Honors (or "B" plus teacher recommendation, and concurrent enrollment in advanced Math course.)

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. AP Chemistry differs both quantitatively and qualitatively in the topics it covers. Emphasis is placed on chemical calculations and the mathematical formulation of principles. This course prepares students for the Advanced Placement Exam in order to qualify for college credit in Chemistry

AP ENVIRONMENTAL SCIENCE - P {d}

Course Code: 2097/2098

Length 1 Year

Credits: 10 CR

Grades: 11-12 **ONLY**

Prerequisites: "A or B" grade in previous science courses

Homework: 3-5 hours per week

This is a first year university–level course introducing students to the complexities of natural world. The goal of AP Environmental Science 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 and/or preventing them. Student-centered learning is a primary focus; students will be required to complete multiple projects, debate on environmental topics, and complete studies in the field. College-level reading, writing, and speaking skills will be developed over the course of the year. In addition, students will take the AP exam in May. If applicable, student may apply for a fee waiver.

INTRO TO MEDICAL CAREERS***PATIENT CARE CTE PATHWAY***

Course Code: 4525/4526

Length: Year

Credits: 10 CR

Grade: 9-12

Prerequisites: Recommended enrollment in Chemistry

Homework: 2 ½ hrs per week

CAREER TECH ED (INTRODUCTORY)

This course is designed for students seeking a career in the health care field. The course will focus on the concepts and principles of the structure, function and systems of the human body in relationship to human growth and development. Students (Cont'd) will learn to recognize problem situations in health care settings as they relate to direct and indirect patient care and they will demonstrate the use of critical and creative thinking skills and logical reasoning for problem resolution.

Safety issues, ethical considerations, legal constraints and professional codes will be presented and discussed throughout the course. Students will use the knowledge of disease prevention for the maintenance of optimal health.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy, and project based learning with spring assignment. Students may choose to join the health organization (HOSA).

INTERMEDIATE PATIENT CARE***PATIENT CARE CTE PATHWAY***

Course Code: 2073/2074

Length: Year

Credits: 10 CR

Grades: 10-12

Prerequisites: Recommended concurrent enrollment in Anatomy.

Students with a "C" or better in 10th grade Health and Medical Careers have priority enrollment.

Homework: Varies

This course is designed to continue for those students interested in the health care field. The first semester of this course is devoted to core instruction on the following units: Medical Terminology, Universal Precautions, First Aid / CPR, Basic Health Care Skills, Anatomy and Physiology, Understanding the Patient, Health Care Organizations, and Health Care Professions. During the second semester of the course, students are placed in job shadowing experiences that span all aspects of the local health care industry. Enrollees will compile a portfolio of their work as they progress through this course. Program graduates will be prepared to pursue education in a variety of careers in the health care industry. Students may choose to join the professional student health organization, HOSA.

ADVANCED PATIENT CARE
PATIENT CARE CTE PATHWAY

CAREER TECH ED (CAPSTONE)

Course Code: 7090/7091

Length: Semester

Credits: 5 CR

Grade: 11-12

Prerequisites: Health/Medical Careers and Medical Terminology

Homework: Varies

This course is designed to give students the basic skill and knowledge to work as a Medical Billing and Coding Specialist. The focus is on providing students the ability to effectively and accurately maintain patient records of intervention and treatment outcomes. An MBC organizes all of this documentation for future use. Skills built on various filing and coding techniques as well, exposure to many aspects of a medical practice as well as laws for proper documentation, maintenance and usage of the medical records are key components to the class

MARINE SCIENCE - P {d or g}

Course Code: 2033/2034

Length: Year

Credits: 10 CR

Grade: 11-12 **ONLY**

Prerequisites: "C" grade or better in Integrated Science 1

Homework: Varies

Physical oceanography and marine biology are the two basic areas of study that familiarize the student with the beach-intertidal zone, in particular, and the ocean, in general. The experimental nature of biology such as hypothesis formation, design of experiments, control of variables, measurements and statistical evaluation of data introduces the course. Classification, identification, and the ecology of intertidal invertebrates are the main topics of marine biology with marine geology, waves, currents, tides and beach dynamics being the main topics of physical oceanography. All course activities are complemented by field investigation at select beaches. The course is designed to be a practical course that will help students better understand marine systems and prepare them for college sciences.

**MEETS THE GRADUATION REQUIREMENT FOR A SEMESTER OF A PHYSICAL SCIENCE AND
A SEMESTER OF BIOLOGICAL SCIENCE – PARTIALLY MEETS UC SUBJECT ENTRANCE
REQUIREMENT**

MARINE SCIENCE HONORS – P {d or g}

Course Code: 2101/2102

Length: Year

Credits: 10 CR

Grade: 12 **ONLY**

Prerequisites: "C" grade or better in Biology Honors

Homework: Varies

As stated, this is an honors level course. It is taught at a college level and is designed for 12th graders. The class is split into two sections: Physical - oceanography and Biological - marine biology. It is an integrated course covering the biology, physics, chemistry, geography, fisheries, economics and politics of the marine environment. Marine Science is a lecture based class with the lab work being done at the ocean in the form of field trips. This class will prepare students for a college Oceanography or Marine Biology class. The class will go on 4-6 field trips per year.

MEETS THE GRADUATION REQUIREMENT FOR A SEMESTER OF A PHYSICAL SCIENCE AND A SEMESTER OF BIOLOGICAL SCIENCE – PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT

PHYSICS OF THE UNIVERSE

Course Code: 2117/2118

Length: Year

Credits: 10 CR

Grade: 11

Prerequisites: Chemistry in the Earth System or Honors Chemistry in the Earth System

Homework: 1 hour per week

This is the third or three years of the NGSS laboratory science sequence. This course provides conceptually-based exposure to the fundamental concepts in Physics and Earth and Space Sciences. The course will focus on forces and motion, energy conversion, waves and electromagnetic radiation, nuclear processes, and the origin of the universe. Through collaborative, hands-on activities and laboratory investigations, students will explore all phases of the scientific process as they achieve the NGSS Crosscutting Concepts and Science & Engineering practices.

HONORS PHYSICS OF THE UNIVERSE - P {d or g}

Course Code: 2027/2028

Length: Year

Credits: 10 CR

Grades: 11 – 12 **ONLY**

Prerequisites: Chemistry in the Earth System or Honors Chemistry in the Earth System, Pre-Calculus

Homework: 3 hrs. per week

Honors Physics of the Universe is an advanced course intended for college bound students, especially those who will major in science, mathematics, or engineering. This course is consistent with NGSS in Physical and Earth and Space Science which includes principles of mechanics, energy conversion, nuclear processes, electromagnetism, stars, and the origin of the universe. Students will develop models, plan and carry out investigations, analyze and interpret data, use mathematical computations, and formulate well-supported arguments and conclusions.

SOCIAL STUDIES

Note: Courses marked "P" meet UC and CSU entrance requirements. "{a}, {g}" indicate which of the UC, a-g requirements may be met by each course. Graduation requirements in Social Studies: 30 credits including: World History/Culture/Geography, US History/Geography, American Government/Civics, and American Economics.

AGRICULTURE ECONOMICS - P {g}

Course Code: 2532
Length: Semester
Credits: 5 CR
Grades: 12

This course is designed for the student interested in understanding the operation and institutions of economic systems as applied to our nation's largest industry -- agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy. Instruction is also given in leadership, citizenship, and career education. This course meets the state economics graduation requirements.

AGRICULTURAL GOVERNMENT POLICY - P {a} or {g}

Course Code: 2539
Length: Semester
Credit: 5 CR
Grade: 12
Prerequisites: U. S. History

In this course, students will pursue a deeper understanding of the institutions of American Government. They will do an in-depth study of the system of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments and their relationship to agriculture and agribusiness. This course will create civic literacy as students prepare to vote, participate in community activities and assume the responsibility of citizenship.

ECONOMICS - P {g}

Course Code: 2525/2526
Length: Semester
Credits: 5 CR
Grades: 12, graduation requirement
Prerequisites: US History
Homework: 2 ½ - 3 hrs. per week

Economics examines the choice process from both individual and societal viewpoints in America. How economic choices of what, how, and for whom goods will be produced are made in the various economic systems. Topics explored will include supply and demand, gross national product, unemployment, inflation, the monetary system taxes, business and labor organizations and the interdependence of the world community.

ECONOMICS HONORS - P {g}

Course Code: 2529/2530

Length: Semester

Credits: 5 CR

Grades: 12

Homework: Varies

Economics Honors is a semester course that studies the fundamental concepts of economics in America. Learners will be exposed to microeconomics and macroeconomics. In learning the microeconomics learners will examine basic principles such as supply and demand. The macroeconomics principles include the role of government, labor, money and banking systems. Learners will also examine how governmental policies impact our national and global economics.

AMERICAN GOVERNMENT/CIVICS - P {a or g}

Course Code: 2519 or 2520

Length: Semester

Credits: 5 CR

Grades: 12, graduation requirement

Prerequisites: US History

Homework: 2 ½ - 3 hrs. per week

American Government/Civics is involved in a thorough study of 1) the development and evolution of the basic beliefs, ideals and principles of American democracy through the study of the Constitution and Bill of Rights; 2) comparative contemporary political and economic systems; 3) the executive, legislative and judicial branches of government and their interactions; 4) the federal system of shared national, state and local powers; 5) the political process and the role of the individual voter in the electoral system; 6) civil liberties and civil rights. Emphasis will be placed upon the individual's right and responsibility to participate in the democratic process.

AMERICAN GOVERNMENT/CIVICS HONORS - P {a or g}

Course Code: 2523 or 2524

Length: Semester

Credits: 5 CR

Grades: 12

Prerequisites: US History and teacher or counselor approval

Homework: 2 ½ - 3 hrs. per week

American Government/Civics Honors is designed to serve college bound students who have excelled in college preparatory work. The course will provide an in-depth study of 1) the development and evolution of the basic beliefs, ideals and principles of American democracy through the study of the Constitution and Bill of Rights; 2) comparative contemporary political and economic systems; 3) the executive, legislative and judicial branches of government and their interactions; 4) the federal system of shared national, state and local powers; 5) the political process and the role of the individual voter in the electoral system; 6) civil liberties and civil rights. Emphasis will be placed upon the individual's right and responsibility to participate in the democratic process. Utilizing concepts presented from the course, students will construct constitutions by role playing as delegates to a hypothetical constitutional convention.

AP EUROPEAN HISTORY - P { a or g }

Course Code: 2509/2510

Length: Year

Credits: 10 CR

Grades: 10 – 12

Suggested prerequisites: Keen interest in history, 4 or 5 on the ELA and/or Social Studies CST, reading at grade level, an 'A' or 'B' in English and/or teacher recommendation This is a college level course approved by the College Board and provides college credit with the score of 3 or higher on the AP Test. The content of this course is an in depth study of the history of Europe beginning with the Italian Renaissance and concluding with the present world. Subject matter includes the political and social interactions of Europe and the rest of the world. Essay writing in preparation for the AP Test is required. May apply for fee waiver.

ALLAN HANCOCK COLLEGE CONCURRENT ENROLLMENT CLASSES

Length: Semester courses

Credits: 3 units for AHC, 5 CR for LHS

Grades: 11 - 12

Prerequisites: B in AP European History, World History and/or English 10

Homework: 3 hrs. per week

Students enrolled in these classes will also be Allan Hancock College Students. The classes will give students both high school and college credit. They must follow both high school and college rules for these classes.

SEMESTER 1 HIST 107

Course Code: HIST 107

US History to 1877, 3 units C-ID HIST 130 Acceptable for credit CSU, UC-CL A survey of United States History (New World Explorations to 1877) and its method of research through critical thinking involving the economic, political, international and ethnic factors fundamental for understanding the nation's origins and early development (F,S) (GR/P/NP)

SEMESTER 2 HIST 108

Course Code: HIST 108

US History to 1877, 3 units C-ID HIST 140 Acceptable for credit CSU, UC-CL A survey of United States History (1877 to present) through philosophic systems as related to critical thinking involving the political, ethnic, economic and international factors fundamental for understanding the nations growth since the Civil War (F,S, U) (GR/P/NP)

AP UNITED STATES HISTORY - P {a or g}

Course Code: 2517/2518

Length: Year

Credits: 10 CR

Grades: 11 – 12

Suggested prerequisites: Keen interest in history, 4 or 5 on the ELA and/or Social Studies CST, Reading at grade level, an 'A' or 'B' in English, World History and/or teacher recommendation

Special note: This course will only be offered in the event that the concurrent Enrollment class through Hancock is not offered. (Us History 107 and 108)

Homework: 4 hours per week

Advanced Placement United States History is a comprehensive, college level course starting from the early inhabitants of North America to the Present. The course is designed to prepare students for the Advanced Placement Examination in United States History and for the rigors of college. Students will focus on economic, political and social forces while studying significant historical events, people, and policies that have shaped the American experience. At the same time, expository writing, analyzing of text, primary and secondary sources, political cartoons, charts and other resources are primary skills that are focused on throughout the course. Independent reading and writing is an essential part of this class. Students are expected to take the AP United States History exam in May. If fee is an issue, please let the teacher or counselor know.

PSYCHOLOGY I - P {g}

Course Code: 2533

Length: Semester

Credits: 5 CR

Grades: 11 - 12

Homework: 2 hrs. per week

Psychology 1 is a survey course meant to be the prerequisite class to Sociology. Students should take this class their junior year and Sociology their senior year. We study Psychological terms, theories and individuals important to the basic understanding of the field of Psychology. This first semester covers topics such as critical thinking, link between human biology and behavior, our senses and our perceptions, states of consciousness, differing ways we learn and memory.

PSYCHOLOGY II - P {g}

Course Code: 2534

Length: Semester

Credits: 5 CR

Grades: 11 - 12

Prerequisites: Psychology I

Homework: 2 hrs. per week

Psychology 2 continues where Psychology 1 left off. We study intelligence, thought, and language, motivation and emotion, human development, gender roles, moral reasoning, personality theories, and ending with psychological disorders.

SOCIOLOGY I - P {g}

Course Code: 3535

Length: Semester

Credits: 5 CR

Grades: 11 - 12

Prerequisites: 10 credits of history, geography, or psychology

Homework: 2 hrs. per week

This is the study of society and culture including conformity and deviance. There is an emphasis on: roles, relationships and groups including social stratification. Social institutions such as family, religion, education and government and economic systems will be emphasized.

SOCIOLOGY 2 - P {g}

Course Code: 2536

Length: Semester (2nd semester only)

Credits: 5 CR

Grades: 11 - 12

Prerequisites: 10 credits of history, geography, or psychology

Homework: 2 hrs. per week

There will be an emphasis on socialization with an emphasis on the early years, adolescence, and the adult years. Other topics will include communities and change, social movements and collective behavior. Other topics may also be studied depending upon the amount of time left in the semester.

U.S. HISTORY/GEOGRAPHY - P {a or g}

Course Code: 2511/2512

Length: Year

Credits: 10 CR

Grades: 11-12; graduation requirement

Prerequisites: World History/Culture/ Geography

Homework: 2 hrs per week

United States History and Geography starts with an overview of the age of exploration to the 1820's. It provides a mature examination of the political, geographical, social, cultural and economic forces that have shaped US history in the 19th and 20th centuries. Major areas of study include the Age of Jackson and the heightening sectional issues, American westward expansion, Civil War and reconstruction, the emergence of modern America (c. 1865-1900), the new Manifest Destiny, era of reform and the United States in World War I. During the second semester, the course will continue with post war America, Great Depression and New Deal policies, World War II and the challenges of peace and world leadership during the Cold War era (c.1945 to the present).

WORLD HISTORY/CULTURE/GEOGRAPHY - P {a}

Course Code: 2501/2502

Length: Year

Credits: 10 CR

Grades: 10

Homework: 2 hrs per week

This course is a chronological survey of the world's history since the 1500's. The major emphasis is the understanding of the flow of history, the dynamics of change, and the links of the present to the past. The progress of the human community will be studied through select civilizations and world regions illuminating the cultural, geographic, economic and political interactions of peoples and cultures through the course of time. The course is global in scope, including Western, Middle Eastern, Asian, African, and Native American cultures. Emphasis is placed upon the links of developments in civilization to contemporary American society.

ETHNIC STUDIES - P {a}

Course Code: 25??/25??

Length: Year

Credits: 10 CR

Grades: 11 - 12

Homework: Varies

The purpose of this course is to educate students on how race and racism have operated and continue to operate as powerful social and cultural forces in American society. The course will work to promote civic engagement by educating students to be socially, politically, and economically conscious about race and ethnicity and their function in historical events and in modern American society. The course will examine the role that race and ethnicity have played in the past and in the present day, focusing on populations that are typically underrepresented in the traditional U.S. History course. Through a focus on the experiences of African Americans, Asian Americans, Latino Americans, American Indians and LGBTQ Americans, students will develop a greater awareness of the experiences and contributions of these groups in American society and of the various mechanisms of power that have historically denied these groups agency and equality. The course will examine struggles experiences by these groups, along with efforts made to effect change and address these struggles. Themes of identity, race, power and social justice will permeate the courses units of study.

SPECIAL EDUCATION SUPPORTS

SPECIALIZED ACADEMIC INSTRUCTION

Grade: 9 - 12+

Prerequisite: Individual Education Plan (IEP)

Specialized academic instruction (SAI) is determined by the Individual Education Plan (IEP) and is derived from assessment information, data collected, and goals developed in the student's areas of need. To ensure that students who receive Special Education services have appropriate access to the general curriculum, the team may determine supports needed by the student to make educational gains including adapting the content, approach or delivery of instruction. Services may be provided to students in a regular education classroom or in a separate classroom. Based on the special education student's specific needs, the IEP team may determine specific subjects, duration and location for general education mainstreaming as well as determine services the student receives. Subject matter that can be offered through Special Education are Science, Social Studies, Math, English, Physical Education, Life Skills, Directed Studies, Transition Planning, and Vocational Training.

DESIGNATED INSTRUCTIONAL SERVICES (DIS) DIS services include adaptive PE, vision services, speech therapy, vocational education and mental health services. Other DIS services may be specified by the IEP team, and implemented as deemed appropriate.

ADAPTIVE PHYSICAL EDUCATION

Length: Year

Credits: 10 CR; may be repeated for credit on physician's recommendation

Grades: 9 – 12+

This course is for students who are qualified for APE services and recommended via an IEP.

COMMUNITY BASED INSTRUCTION Students receive instruction within the community while using their IEP goals and objectives as guidelines. Instruction includes, but is not limited to training in manners, hygiene, dress code values, pedestrian safety, comparative shopping, exploring recreational opportunities, transit bus training, and discovering useful landmarks in the community.

VISUAL AND PERFORMING ARTS:

Graduation Requirement: 10 CR in a VPA or 2nd language

Note: Courses marked “P” meet UC/CSU entrance requirements “{f}, {g}”, indicate which of the UC a-g requirements may be met by each course.

<u>Semester 1</u>	Visual Arts Course Sequence	<u>Semester 2</u>
Art Discovery	9 th	Color and Design
Drawing 1	10 th	Drawing 2
Art 120 Drawing	10 th 11 th 12 th	Art 120 Drawing
AP Student Art, 2D or Drawing	11 th or 12 th	AP Studio Art, 2D or Drawing
Advanced Drawing and Painting	11 th or 12 th	Advanced Drawing and Painting

DIGITAL PHOTOGRAPHY {f or g}

Course Code: 3573/3574

Length: Year

Credits: 10 CR

Grade Level: 9 - 12

Homework: Weekly

Digital Photography is a beginning level course focusing on digital camera operation, picture composition and computer manipulation of images. Students will learn the various modes on the camera, experiment creating images from all aspects of professional photography (figurative, still life, landscape, fashion, and photo journalism), and develop and change images on the computer.

ART DISCOVERY/COLOR AND DESIGN

Course Code: 3501/3504

Length: Year, Art Discovery Semester 1, Color and Design Semester 2

Credits: 5 CR/Semester

Grades: 9-12

Prerequisite: None

Homework: Weekly

This is a foundation level studio visual arts course introducing the Elements of Art and Principles of Design through art making, writing about art, studying other artists and experimenting with a variety of materials. Students learn basic drawing and painting techniques, plus express ideas using a variety of materials including pencil, paint, ink, watercolors and mixed media. In addition with art making (process) and art project (product), students learn how to examine and critique works of art and visual culture studying local and international artists and art history. Students are encouraged to become involved with community art events by visiting local art galleries, attending art festivals and participating in local and national art competitions.

DRAWING 1/DRAWING 2

Course Code: 3502/3503

Length: Year

Credits: 5 CR/Semester

Grades: 10-12

Prerequisite: Art Discovery AND Color and Design (a year of art)

Homework: Weekly

Covers the use of line, shape, light and shadow, perspective, and fundamentals of composition in the context of drawing based on observation and creative expression. Introduces students to the figure, forms in nature, landscape, interior spaces and still life. Students are required to keep a sketchbook.

ART 120 DRAWING

Concurrent enrollment with Allan Hancock College

Course Code: ART120

Length: 1 year; only spring semester is weighted

Credits: 5 CR/Semester 3 College CR

Grades: 11-12

Prerequisites: At least 2 years of art, minimum "C" or better in Art Discovery, Color and Design, Drawing and Painting 1 and Drawing and Painting 2

Homework: Daily

This is a year-long drawing class worth 3 college credits and is intended to improve your drawing and painting techniques to express ideas and create original artwork.

Catalog Description: An exploration of freehand drawing using a variety of drawing media, with emphasis on two and 3-dimensional spatial composition. Along with art making (process) and art project (product), you will be studying artworks and various artists and cultures which inform your artmaking. You will also learn how to use various materials, examine and critique works of art, write about art and present several final projects.

Learning Outcomes, Goals and Objectives:

At the end of the course, the student will be able to:

1. Product a portfolio of drawings with accuracy in the use of the fundamental skills and techniques of visual rendering.
 2. Exhibit an understanding of form, space, light, texture, and composition by their application in drawing and verbal analysis.
 3. Produce drawings in a variety of achromatic drawing media
 4. Create drawings which explore a variety of drawing styles and visual ways of thinking
 5. Exhibit skills of visual analysis and critical perception in written, oral and visual work.
 6. Create drawings that demonstrate the basic principles of spatial illusion through the application of linear perspective and other systems of perspective.
 7. Organize spaces and objects within a drawing according to basic principles of design and composition.
 8. Evaluate and critique class projects using relevant terminology in oral or written formats.
-

AP STUDIO ART, 2-D DESIGN, OR AP STUDIO ART-DRAWING

Course Code: 3579/3580 or 3597/3598

Length: Year

Credits: 5 CR/Semester

Grades: 11-12

Prerequisites: At least 2 years of art, minimum "C" or better in Art Discovery, Color and Design, Drawing and Painting 1 and Drawing and Painting 2

Homework: Daily

This course is for independently motivated students who are preparing a visual portfolio for future career and college readiness in the visual arts. Students are required to keep a sketchbook.

In this AP course, students investigate all three aspects of the portfolio which include Sustained Investigation, Selected Works and Range of Approaches. With guided practice and assignments, students work on the Range of Approaches section during first semester which allows them to experiment with media and exploration of subject, style, technique and the elements and principles of design as well as art history. In the Spring semester, students focus on Investigation of their topic and Selected Works of pieces. Students are expected to develop mastery in concept, composition and execution of ideas. Students are expected to complete daily homework, participate in class critiques, discuss their own work, the work of their peers, and the work of master artists in written and verbal form. In addition, students complete a digital portfolio for presentations and, when possible, an art exhibit complete with framed artworks and statements to support student investigation of topic.

INSTRUMENTAL MUSIC

CONCERT BAND - P {f or g}

Course Code: 3565/3566

Length: Year

Credits: 10 CR; may be repeated for credit, 40 CR max

Grades: 9 - 12

Prerequisites: Teacher approval and audition

Practice Expectations: 2 ½ hrs per week

Academic Eligibility: 2.0 GPA for performance

Emphasis will be on rehearsal of band literature and development of instrumental skills. There will be some public performances, including: festivals, concerts and commencement. Instruction will include group performance skill, individual instruction, music reading, interpretation, phrasing, breath control, and ear training. This course is designed for students who wish to improve their techniques on a specific instrument. Second semester enrollment based on audition.

ORCHESTRA, STRINGS - P {f or g}

Course Code: 3531/3532

Length: Year

Credits: 10 CR; may be repeated for credit, 40 CR max

Grades: 9 - 12

Prerequisites: One year's experience or teacher approval

Practice Expectations: 3 hrs per week

Academic Eligibility: 2.0 GPA for performance

Instruction is provided for orchestral stringed instruments (violin, viola, cello, and string bass). The literature is studied with emphasis on technical performance, tone quality, and artistic interpretation. Public performance and festival participation is traditional. After school rehearsals and performances are required throughout the year. Participation in the LUSD Orchestra is required.

MARCHING BAND P- {f}

Course Code: 3525

Length: Semester Offered-Fall Semester Only

Credits: 5 CR, may be repeated for credit, 20 CR max

Grades: 9 - 12

Prerequisites: Teacher Approval

Practice Expectations: 2 ½ hrs per week

Academic Eligibility: 2.0 GPA for performance

Emphasis is on marching band literature, marching band techniques, field shows and half-time performances. Other performances include a winter concert and may include parades and field competitions. After school rehearsals and performances are required throughout the semester. (Check Instrumental Music Handbook for rules and expectations.) During the **first** quarter students are required to enroll concurrently in **Marching Band A** (meets one hour before school) for an additional 2.5 credits. Credits in Marching Band A **do not count** to satisfy the VPA requirements.

SYMPHONIC WIND ENSEMBLE - P {f or g}

Course Code: 3526

Length: Semester Offered-Spring Semester Only

Credits: 5 CR; may be repeated for credits, 20 CR max

Grades: 9 - 12

Prerequisites: Teacher Approval and audition

Practice Expectations: 3 hrs per week

Academic Eligibility: 2.0 GPA for performance

Emphasis is on symphonic wind literature and performances, including concerts, music festivals and commencement exercises. After school rehearsals and performances are required. The ensemble may practice one night a week in addition to the school day rehearsals. (Check Instrumental Music Handbook for rules and expectations.) This class is by audition and with instructor approval.

PERCUSSION ENSEMBLE

Course Code: 3540

Length: Semester - Spring Semester Only.

Credits: 5 CR; may be repeated for credit, 20 CR max

Grades: 9 - 12

Prerequisites: Teacher Approval, 2.0 GPA for performance

Practice Expectations: 2 ½ hrs per week

Designed for students who wish to study and play music written specifically for percussion instruments. Opportunities for performance will be available. Emphasis will be placed on rhythm, note reading, and technique. It is a multi-level course with students from beginning to advanced levels working together.

MUSIC QUEST - P {f or g}

Course Code: 3535/3536

Length: Semester

Credits: 5 CR, may be repeated for credit, 10 CR max

Grades: 10 - 12

Prerequisites: Instructor Approval, Music training at an advanced level

Music Quest is designed to enable the serious music student a structured practice environment for developing and mastering skills on a particular instrument, voice or musical project (music composition, research or fieldwork). The particular nature of the student's goals and objectives within the course must be determined by the student and instructor before a student may enroll. Examples of situations appropriate to this course:

- * Student taking private music lessons.
 - * Student making significant progress in Music Composition.
 - * Student with an instructor-approved special project in music.
 - * Student demonstrating need for advanced coaching and/or private rehearsal.
 - * Men's Ensemble, Women's Ensemble provide students with the opportunity to explore choral literature for the all male or all female choir. Concert and festival performances are required.
 - * Jazz Choir, Chorale, Beginning Voice or Solo Voice Recital Jazz Band provides students the opportunity to explore jazz literature. Concert and festival performances are required.
 - * Ensembles such as Brass Ensemble, String Ensemble, Woodwind Ensemble, and other chamber groups may also be offered based on student and teacher availability.
 - * Music Quest students are required to fill out an application before taking Music Quest.
-

WORLD OF MUSIC- P {f or g}

Course Code: 3603/3604

Length: Year

Credits: 5 CR/Semester

Grades: 9 – 12

This class is a non-performance course that explores the elements and history of music. This course is for the non-musician who simply enjoys listening to music, as well as those with a background in music study seeking information outside of their “comfortable” performance arena. It challenges students to view music as an ingredient and integral part of the students’ own life in all cultures. This course explores the role music plays in our lives, including a study and analysis of song lyrics, an introduction to Musical Theatre, and an exploration of the Evolution of Music from the medieval era to the present. It uses history and resource for understanding of how music has fulfilled basic human purposes in other ages and present times. Course content is divided between music history and a study of musical elements through musical literature.

Students will develop listening skills, master the fundamental elements of music, and survey major periods and styles in Western music, and music in selected non-Western cultures. Students will learn and recognize basic forms as demonstrated in the works of important composers from the Baroque period through the 21st century.

While this course is designed for the non-musician, it would also be helpful to all music students. Students develop skills for making informed, critical judgments about the quality and effectiveness of performances, compositions, and arrangements in various styles. Students will become more critical listeners of music that they select for personal listening, based on increased knowledge, insight, and experience.

First semester is purposely less structured with more freedom to explore and discuss the students’ interests in styles of music, allowing for more accessibility and discussion. As comfort with musical language and notation increases; pacing, difficulty and specific subject matter will be adjusted according to the students’ musical interests and abilities.

VOCAL MUSIC

SHOW CHOIR - P {f or g}

Course Code: 3583/3584

Length: Year

Credits: 10 CR; (may be repeated for credit)

Grades: 9 - 12

Practice Expectations: 1 hr per week and as needed to memorize repertoire

Emphasis is on rehearsal and performance of literature for mixed choir. Instruction will include techniques for breath control, tone production, sight-reading, rehearsal and interpretation skills. Performance requirements include concerts, commencement exercises, and other performances on and off-campus. Sectional rehearsals may be required.

THEATRE

MUSICAL THEATRE- P {f or g}

PROFESSIONAL THEATRE PATHWAY

Course Code: 3549/3550

Length: Year

Credits: 10 CR (may be repeated for credit)

Grades: 9 - 12

Prerequisites: 2.0 GPA for performance

Homework: Rehearsals, line memorization, performances, and written assignments. Students must attend all LHS mainstage productions.

CAREER TECH ED (INTRODUCTORY)

This class in theatre is aimed at the student who wants a general survey in theatre. The course of study will include theatre history, theatre criticism, theatre terminology, styles and varieties of drama, play production, play reading, scene work, voice (both speaking and singing) and diction, and improvisation. The class will also furnish the foundation necessary for the student who plans to be a theatre major. There will be strong emphasis on reading, writing, and oral communication. Students will gain theatrical experience through project based learning by performing in class for an audience.

MUSICAL THEATRE 2 - P {f or g}

PROFESSIONAL THEATRE PATHWAY

Course Code: 3607/3608

Length: Year

Credits: 10 CR (may be repeated for credit)

Grades: 10 - 12

Prerequisites: Musical Theatre

Homework: Rehearsals and performances as assigned, scene-writing, occasional written critiques of productions in the community and at LHS. Students must attend all LHS mainstage productions.

CAREER TECH ED (CONCENTRATOR)

Musical Theatre 2 is designed to put learning into practice through theatrical productions. This will include performing in as well as working on one or more of the production crews in preparing and producing live performances. In addition to main stage productions, performance could include a variety of community service ensemble work, affording the student experience in performing children's theatre, readers' theatre, and original and prepared scenes and one-act plays. Students will continue to study theatre history and terminology, and will be required to assume various roles in productions.

ADVANCED DRAMA / MUSICAL THEATRE- P {f or g}**CAREER TECH ED CAPSTONE****PROFESSIONAL THEATRE CTE PATHWAY**

Course Code: 3549/3550

Length: Year

Credits: 10 CR; (may be repeated for credit)

Grades: 10 - 12

Prerequisites: Musical Theatre 2 or Teacher approval

Homework: Rehearsals, performances as assigned, scene-writing, occasional written critiques of productions in the community and at LHS. Students must attend all LHS mainstage productions.

This course is designed to “put experience to practice” through theatrical productions. This will include working on one or more of the production crews in preparing and producing live performances. In addition to main stage productions, performance could include a variety of community service ensemble work, affording the student experience in performing children’s theatre, readers’ theatre, and original and prepared scenes and one-acts. Students will continue to study theatre history and terminology, and will be required to assume various roles (both technical and acting) in productions.

TECHNICAL THEATRE P- {f}**ADVANCED TECH ED CAPSTONE****STAGE TECHNOLOGY CTE PATHWAY**

Course Code: 5517/5518

Length: Year (may be repeated for credit)

Credits: 10 CR

Grades: 10 - 12

Prerequisites: ‘C’ grade or better in Musical Theatre or Advanced Musical Theatre or teacher approval

This course focuses on the behind-the-scenes elements of play production. The course is primarily concerned with studying a particular production, the director’s needs therefore, creating and completing a design (set, lighting, and sound) based on the production needs, and evaluating the success of the design at the conclusion of the production (play, musical, dance concert, etc.). Students will read the play or excerpts from the play in order to make connections between the production concept for a show and the message/story of the play. Technical Theatre also supports other performing arts venues (dance, instrumental and vocal music, and art) by physically constructing, painting and decorating sets.

ADVANCED TECHNICAL THEATRE - P {f or g}

CAREER TECH ED (CAPSTONE)

STAGE TECHNOLOGY CTE PATHWAY

Course Code: 3609/3610

Length: Year

Credits: 10 CR (may be repeated for credit)

Grades: 11 - 12

Prerequisites: Musical Theatre (aka Beginning Drama) **AND** Technical Theatre

Homework: Rehearsals and performances as assigned. Some after school or weekend work days may be required, particularly in the weeks leading up to the opening of a mainstage performance. Students must attend all LHS mainstage productions and should apply to be on the run crew for mainstage productions.

Technical Theatre focuses on the behind-the-scenes elements of play production. The course is primarily concerned with studying a particular production, the director's needs therefore, creating and completing a design (set, lighting, sound, costuming, make-up, and publicity/marketing), and evaluating the success of the design at the conclusion of the production (play, musical, themed dance concert, etc.). Students will read the play/musical or excerpts therefrom in order to make connections between the production concept for a show and the message/story of the play. Students learn about different scenic strategies used throughout history (for example Greek periaktoi) and how they have influenced modern scenic designs. Advanced Technical Theatre also supports other performing arts groups on the high school campus by designing, building, and painting specialty set pieces for performance needs. Since this is an advanced version of Technical Theatre, students are expected to function as the crew leads for each element of the production process: paints lead, lighting designer, sound designer, shop foreperson, props lead, costume designer, production stage manager, etc.

DIRECTING

Course Code: 5515/5516

Length: Year

Credits: 10 CR (may be repeated)

Grades: 11 - 12

Prerequisites: Musical Theatre with a 'C' or better and teacher approval

This class focuses on the analysis and staging of theatrical productions, as well as on working with actors to develop characters in the context of a play. The course will begin with short (2-4 minute) scenes in which the directing students will stage a performance using other theatre students as actors. Throughout the year, the scenes assigned increase in length, leading up to a 10-minute play or one-act play, depending on the size of the class. Students will read and analyze plays, study movement and advanced blocking symbols, experience the challenges of working with actors, and discover the detailed needs of forming a production concept. Directing will be offered simultaneously with a Musical Theatre class so that the directing students can serve as directors of and mentors to the other theatre students.

DANCE

Dance Course Pathway

Grade Level	Courses Available
9 th	Dance 1 (Beginning Dance) Competitive and Performance Dance (Sapphire Dance)* Dance Performance (Dance Line)*
10 th	Dance 2 (Beginning Dance) Competitive and Performance Dance (Sapphire Dance)* Dance Performance (Dance Line)*
11 th /12 th	Advanced Dance Choreography Competitive and Performance Dance (Sapphire Dance)*

ADVANCED DANCE CHOREOGRAPHY - P {f or g}

Course Code: 3569/3570

Length: Year (may be repeated for credit)

Credits: 10 CR

Grade: 11 - 12 (9 - 10 grade only with teacher approval / audition)

Prerequisites: Dance 1-2 or 2-3 and dance teacher approval

Homework: Rehearsals/Practice as assigned

Advanced Dance Choreography builds on demonstrated skills and techniques in beginning dance. Students will analyze the elements of choreographic form, styles and trends in dance. Basic music theory, digital music editing, staging and costuming will be taught. The focus of the class will be advanced group choreography and performances.

DANCE PERFORMANCE - P {f}

Course Code: 3555/3556

Length: Semester / Year (may be repeated for credit)

Credit: 10 CR

Grades: 9-12

Prerequisites: Audition, 2.0 GPA for performance

Homework: Students will be required to meet practice and performance schedules

Dance Performance involves student participation in various aspects of movement. The student will obtain aesthetic perception, valuing and creative expression. Those goals will be accomplished by various activities and performances throughout the course. Expression and exploration of dance style and forms will take place through creative development of space, time, and energy. Course is for performance groups (units) that also work with Band. Units may include flag-twirlers, majorettes, drill team, color guard and dance line. Members of the units must go through a selection process which is determined by the Advisor of each unit. During the pageantry year there may be an additional requirement for members to enroll in a "0" period which meets in the morning before school. If this is a requirement, students may earn an additional 2.5 credits. Check with the advisor about this requirement.

DANCE QUEST

Course Code: 3601/3602

Length: Semester (may be repeated for credit)

Credit: 5 CR

Grades: 10-12

Prerequisites: Instructor Approval, Dance training at an advanced level.

Homework: The serious student who is planning postgraduate studies in art should be aware of portfolio requirements by many art schools or departments, and may need to develop a portfolio out of class. Dance Quest is offered to students who possess the potential for developing a mature direction in one or more disciplines in dance. Students will be expected to formulate and evaluate individual projects and to conduct themselves in a self-disciplined and productive manner. Students will also be expected to demonstrate a mature direction without immediate and constant supervision. Portfolio development will be a major semester project.

Dance Quest is designed to enable the serious dance student a structured practice environment for developing and mastering skills in dance and/or dance projects (dance composition, research or fieldwork). The particular nature of the student's goals and objectives within the course must be determined by the student and instructor before a student may enroll. Examples of situations appropriate to this course:

- * Student taking private dance lessons
- * Student with an instructor-approved special project in dance.
- * Student demonstrating need for advanced coaching and/or private rehearsal.

ADVANCED DANCE CHOREOGRAPHY

Course Code: 3569/3570

Length: Year (may be repeated for credit)

Credits: 10 CR

Grades: 11-12

Homework: Rehearsals/Practice

Advanced Dance Choreography is designed for students who have already taken Dance 1-2 and would like to continue their dance skills OR for a student in grades 11-12 who has not taken Dance 1-2. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on dance and will continue to build on skills mastered in Dance 1. Units of instruction include the intermediate skills of dance (including technique, poise, self-confidence, creativity, choreography, and productions), introduction to kinesiology and physical education with personal fitness emphasis; personal fitness concepts; cardiorespiratory endurance training; nutrition; team activities; combatives; and tumbling/gymnastics. Students will choreograph and dance in class presentations as well as having the opportunity to participate in public performances. Students will be evaluated using multiple measures which may include physical demonstration, oral or written narrative.
