Citrus Valley High School

Course Directory
2024-2025

Principal – Maisie McCue

800 West Pioneer Avenue • Redlands, CA 92374 • (909)799-2300

REQUIREMENTS FOR CVHS GRADUATION

Satisfactory completion of 225 semester units of credit from grades 9-12 with 70 semester credits maximum credited for ninth grade.

All 9th grade students will be enrolled in a year of English, math, science, and physical education, and a semester of two electives. All 10th, 11th, and 12th grade students must be enrolled in English and social studies and are strongly encouraged to be enrolled in math and science. Remaining semester credits must be earned in grades 9-12 including:

(1)	English……………………………..	40 Semester Credits in Grades 9-12
(2)	Social Science………………………… (Including World History & Geography, United States History, American Government, Economics)	30 Semester Credits in Grades 10-12
(3)	Science……………………………….	20 Semester Credits in Grades 9-12
(4)	Math	20 Semester Credits in Grades 9-12
(5)	Foreign Language or Fine Arts or CTE…	10 Semester Credits in Grades 9-12
(6)	Physical Education	20 Semester Credits in Grades 9-12

Special Considerations

(1) Physical Education

No more than 40 credits of Physical Education may be applied toward graduation requirements in grades 9-12.

(2) ROP

No more than 40 credits of ROP may be applied toward graduation requirements in grades
9-12.

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CSU/UC REQUIREMENTS (a-g)

The California State University and the University of California systems have minimum requirements for entrance to their respective universities. The following are those requirements and the letter associated with their subject:

This list is commonly referred to as the "a-g requirements for CSU/UC universities."

(a) **Social Science** – 2 years required - *Two units (equivalent to two years) of history/social science required, including:* one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

(b) **English** - 4 years required - *Four units (equivalent to four years)* of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

(c) **Math** - 3 years required, 4 years recommended - *Three units (equivalent to three years)* of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

(d) **Laboratory Science** - 2 years required, 3 years recommended - *Two units (equivalent to two years)* of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.

(e) **Language other than English** - years required, 3 years recommended - *Two units (equivalent to two years, or through the second level of high school instruction)* of the same language other than English (three units recommended).

(f) **Visual & Performing Arts** - 1 year required - *One unit (equivalent to one year)* required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

(g) **College-Preparatory Elective** - 1 year required - *One unit (equivalent to one year)* chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

College and Career Sectors and CVHS Pathways

The California career technical education (CCTE) model curriculum standards are organized in 15 *industry sectors,* or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways. A *career pathway* is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced post secondary coursework related to the career in which they are interested. California is a national leader in the development of rigorous, comprehensive standards as the foundation for educational programs. They integrate California's rigorous academic content standards with industry-specific knowledge and skills to prepare students both for direct entry into California's vibrant industry sectors and for postsecondary education.

Citrus Valley High School has the opportunity to provide seven of the industry sectors for CCTE. The following is a list of those sectors and information to help guide your student.

Arts, Media, and Entertainment

Do you have: a desire to entertain and perform?
the ability to communicate well?
a very creative side to your personality?
talent in art, music, writing, and speaking?
the ability to express feelings and ideas in writing
or by performing?

About this Sector

The Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and interpersonal skills.

Sample Careers in Arts, Media, and Entertainment

Entry Level Careers *(with high school diploma)* Visual Artist Photographers Assistant Lighting Technician Model
Makeup Artist
Electronic Equipment Operator Camera Technician
Broadcast Technician Sound Technician Stagehand
Disc or Video Jockey Actor Announcer Voice-over Artist Stunt Person Dolly Grip

Technical Level Careers
(with AA or AS degree or certificate)
Stage Manager
Recording Studio Assistant
Special Effects Coordinator Web Designer
Prop Maker Photographer
Graphic Designer/Artist
Film Maker
Camera Operator
Screen Writer
Photojournalist Music Minister
Radio/Television Broadcaster
Gaffer
Negative Cutter
Key Production Grip

Professional Level Careers *(with BS or BA degree)* Architect
Choreograph
er Industrial Designer
Foreign Language Interpreter Publisher
Music
Teacher
Technical
Writer
Columnist
Sound
Engineer
Medical Scientific Illustrator
Media and Design Arts Instructor Music Accompanist
Music
Director/Conductor
Choreographer
Producer
Sound Design Editor
Visual Effects Coordinator

Students seeking an advanced college degree are recommended to fulfill UC/CSU (a-g) requirements, beyond that, students are encouraged to take the following elective credits:

Play production I, **II** Choir – all levels (f) Symphonic Band (f) Orchestra (f) Marching Band (f) Jazz Ensemble (f) String Ensemble (f) Piano CP (f) Advanced Piano (f) Tech I, **II**
Multi Media Design CP (f) **Adv Multi Media Design** (f) **News Production** (g)

Art CP (f)
Studio Art (f) Digital Art CP (f)
Advanced Digital Art (f) Ceramics CP (f)
Advanced Ceramics (f) Drawing CP (f)
Advanced Drawing (f) **Video Production** (f) Yearbook
Newspaper (g)
Computer Literacy (CEO)

Psychology (g) Sociology (g)
AP Psychology (g)
AVID
Color Guard I, II Contest Speech (g) AP Art History (f)
AP Computer Science (g) ROP Video Game Design@ (f) Mock Trial
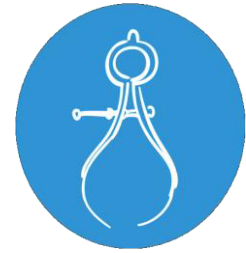
CVHS Pathways for this Sector:
Design, Visual, and Media Arts:
Multi Media Design and Adv. MM Des.

Game Design and Integration:
ROP Video Game Design I and II

Production and Managerial Arts:
Production Design I and II

@articulated course - **bold courses need pre-requisite/concurrent enrollment -** Career Express Online (CEO)

Engineering and Architecture

Do you have: an aptitude in mathematics and/or science?
the ability to communicate? a preference to work with your hands?
the curiosity and ability to solve problems using creativity?
an interest in figuring out how things work?
the ability to operate and fix machines?
an interest working with metals, plastics, and wood?
an interest in planning and supervising a project or completing parts of a project?

Engineering and Architecture

About this Sector

Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in four pathways that emphasize real-world, occupationally relevant experiences of significant scope and depth: Architectural Design; Engineering Technology; Engineering Design; and Environmental Engineering. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the Engineering and Architecture programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; and leadership and interpersonal skills development.

Sample Careers in Engineering and Architecture

Entry Level Careers
(with high school diploma)
Junior Drafter CAD
Technician
Construction Apprentice
Engineering Aide Drafting
Apprentice Apprentice Electrician
Computer Equipment Installer Security
Equipment Installer

Technical Level Careers
(with AA or AS degree or certificate)
Drafter/Designer Plan
Checker Surveyor Estimator
Electrical Engineering Technician Mechanical
Engineering Technician Laboratory Technician
Civil Engineering Technician Chemical
Engineering Technician Aerospace Engineering
Technician Architectural Drafters
Telecommunications Technician Journeyman
Electrician

Professional Level Careers
(with BS or BA degree) Mechanical
Engineer Aerospace
Engineer Agricultural
Engineer Electrical
Engineer
Computer Hardware
Engineer
Telecommunications
Engineer Landscape
Architect Materials
Engineer
Nuclear
Engineer
Architect
Industrial
Designer
Civil
Engineer
Structural Engineer

Students seeking an advanced college degree are recommended to fulfill UC/CSU (a-g) requirements, beyond that, students are encouraged to take the following elective credits:

Engineering Technology I and **II**	Comp Science
Engineering Design I and **II** (g)	**AP** Computer **Science**
(c) Psychology	Physics (d)
Sociology	**AP Physics** (d)
Digital Art CP (f)	**AP Biology** (d)
Advanced Digital Art (f)	**AP Chemistry** (d)
Tech I	**AP Statistics** (c)
Tech II	**AP Calculus AB/BC** (c)
Drawing CP (f)	Multi Media Design CP (f)
	Adv Multi Media Design (f)

CVHS Pathways for this Sector:

Engineering Design:
Engineering Design I and II

Engineering Technology:
Engineering Technology I and II

@ articulated course - **bold courses need pre-requisite/concurrent enrollment**

Dual Enrollment Community College extension courses to consider:
Engineering 101

Health Science and Medical Technology

Do you have: a concern for people and their problems?
   the ability to be alert and composed in a crisis?
   good physical skills and enjoy activities which promote physical stamina?
   an ability to think critically and creatively?
   the ability to be flexible? Do you enjoy varied tasks?
   the ability to work as part of a team?
   a thoughtful, sensitive and patient demeanor?

About this Sector

The Healthcare field is one of the fastest growing career pathways with numerous opportunities of future employment in the state of California. Health care, with its advanced technologies and high degree of specialization, offers many individual challenges. The health services industry has responded to trends toward low cost medical care with new market forces and changes in its delivery system making this an exciting field. Anyone who is willing to accept such changes will find that the health care field promises a wide variety of career choices.

Sample Careers in Health Care

Entry Level Careers

(with high school diploma) Physical Therapy Assistant Respiratory Care Practitioner Optometric Assistant Medical Assistant
Medical Office Secretary Home Health Aide Laboratory Assistant Pharmacy Aide
Dental Assistant
Medical Equipment Preparers Personal and Home Care Aide Psychiatric Aides Veterinary Assistants Laboratory Animal Caretakers Biotechnology Assistant Central Supply Aide Geriatric Assistant

Technical Level Careers

(with AA or AS degree or certificate) Certified Nursing Assistant - CNA Pharmacy Technician Registered Nurses (2 yr) Paramedic Operating Room Technician Medical Records Technician
Emergency Medical Technician - EMT Licensed Vocational Nurse - LVN Radiology Technologist
Dental Lab Technician Respiratory Therapists Cardiovascular Technologists Dental Hygienist Diagnostic Medical Sonographers Biomedical Technician Environmental Services Technician Gerontologist

Professional Level Careers

(with BS or BA degree)
Surgeons
Speech-Language Pathologists
Registered Nurses (4 yr) Pharmacists
Physicians
Orthodontists
Nurse Practitioner
Anesthesiologists
Athletic Trainers
Dietitians and Nutritionists
Clinical Trials Researcher
Biomedical Chemist Geneticist
Health Services Administrator Industrial Hygienist
Materials Management Supervisor Medical/Public Health Social Workers

Students seeking an advanced college degree are recommended to fulfill UC/CSU (a-g) requirements, beyond that, students are encouraged to take the following elective credits:

ROP Culinary Arts I,II @(g)
ROP Emergency Medical Responder@
Athletic Training
Contest Speech **I**, **II** (g)
AVID
AP Statistics (c)
AP Biology (d)

Psychology (g)
AP Psychology
Health
Anatomy &Physiology (d)
Physics (d)
AP Human Geography (a)
AP Chemistry (d)
Sociology (g)

CVHS Pathways for this Sector:

Patient Care:
ROP Emergency Medical Responder

@ articulated course - **bold courses need pre-requisite/concurrent enrollment -** Career Express Online (CEO)

Dual Enrollment Community College extension courses to consider:
Fire Protection Organization 100

Hospitality, Tourism, and Recreation

Do you: have good people skills?
Have a natural ability for leadership?
Enjoy learning about other cultures?
Like to plan events and parties?
Enjoy the outdoors?
Enjoy recreation activities?
Like to travel?

About this Sector

The Hospitality, Tourism, and Recreation industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. Nearly 900,000 jobs are directly supported by the travel industry, making tourism the state's third largest employer; and the industry is expected to expand by more than 2 percent per year through 2017. Food service occupations, ranging from food production and service to the study of human nutrition and wellness, bring in over $970 million a day and account for 8 percent of jobs worldwide. The California restaurant industry is the largest employer in the state, providing 957,000 jobs, with annual projected sales of $51.5 billion and sales tax revenues of $4 billion. Students choosing a career in this industry sector are eligible for positions throughout the world, with potential for advancement and ready availability of continuing employment.

Sample Careers in Hospitality, Tourism, and Recreation

Entry Level Careers
(with high school diploma) Youth Recreation Leader Hotel Guest Services Food Preparation Worker Food and Beverage Wait Staff Dietary Aide Food Product Tester Quality Control Technician Line Cook Food Expediter Bakery Helper Camp Counselor Recreation Leader Spa Attendant Front Desk Worker

Technical Level Careers
(with AA or AS degree or certificate) Food Inspector Dietetic Technician Food Production Chemist Food and Beverage Director Food Service Manager Food Designer Social Director Tour Guide/Manager Hotel Concierge Convention Planner Chef/Cook/Baker Caterer Travel Agent Concert Promoter Event/Wedding Planner Flight Attendant Club Manager

Professional Level Careers
(with BS or BA degree) Registered Dietician Food Technologist Food Product Developer Sous/Executive Chef Food and Beverage Analyst Food Service Director Food Stylist Visitor & Convention Bureau Director Registered Dietician Non-Profit Association Museum Director/Curator Club/Resort/Hotel Manager Theme Park Director Convention Coordinator Travel Company Manager

Students seeking an advanced college degree are recommended to fulfill UC/CSU (a-g) requirements, beyond that, students are encouraged to take the following elective credits:

|	
Intro to Hospitality and Tourism (CEO)	Mock Trial
ROP Culinary Arts I and II @(g)	Contest Speech (g)
AVID	ROP Online Business @(g)
Work Experience	Sociology
Student Government	

@ articulated course - **bold courses need pre-requisite/concurrent enrollment -** Career Express Online (CEO)

Dual Enrollment Community College extension courses to consider:
History of the United States 1877

Marketing, Sales, and Services

Do you have: good people skills?

      natural ability for leadership?

      an interest in writing letters, filing and preparing reports?

      an ability to work with numbers?

      an interest in working with computers and other technology?

      an ability to give speeches, debate, and persuade?

      an interest in planning and directing activities?
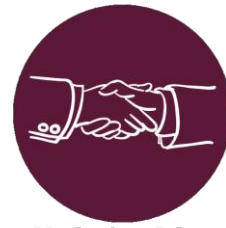
Marketing, Sales, and Services

About this Sector

According to California occupational employment projections, retail trade will be the fastest-growing industry in the state. And the U.S. Bureau of Labor Statistics projects that sales and related occupations will add two million new jobs nationwide by 2016, growing by 12.9 percent. As businesses in America evolve to compete successfully in the global marketplace, a growing need exists for employees with business expertise and the ability to analyze and respond to emerging trends.

Sample Careers in Marketing, Sales, and Services

Entry Level Careers
(with high school diploma)
Credit Checkers
Customer Service Representatives Data
Entry Clerk
Telemarketers Route
Salesperson
Stock Clerks, Sales Floor Postal
Service Mail Carriers
Insurance Policy Processing Clerks Real
Estate Sales Agents
Small Business Entrepreneur Franchisee

Technical Level Careers
(with AA or AS degree or certificate)
Account Supervisor
Copywriter-Designer
E-Commerce Entrepreneur
E-Commerce Marketing Specialist Forum
Manager
Bill and Account Collectors Credit
Authorizers Statistical Assistants
Travel Agents
Regional Sales Manager Retail/Wholesale
Buyer

Professional Level Careers
(with BS or BA degree)
Brand Manager
E-Commerce
Director
Interactive Sales
Engineer Sales
Agent, Financial
Services
Economist
International Trade
Specialist Marketing
Research Analyst
Wholesale Distribution
Manager National
Account Manager

Students seeking an advanced college degree are recommended to fulfill UC/CSU (a-g) requirements, beyond that, students are encouraged to take the following elective credits:

Computer Literacy (CEO)   Psychology

(g) Intro to Social Media Marketing (CEO)   Sociology (g)

ROP International Bus: Global Com (CEO) (g)   **AP Psychology** (g)

ROP Virtual Enterprise I, II @(g)   **Video Production** (g)

ROP Creating an Online Business @(g)   **AP Statistics** (c)

Comp Science   M/M Design (f)

News Production (g)   AVID

Contest Speech (g)   Mock Trial

> **CVHS Pathways for this Sector:**
>
> **Entrepreneurship/Self Employment:**
> ROP Virtual Enterprise I
> ROP Virtual Enterprise II

@ articulated course - **bold courses need pre-requisite/concurrent enrollment -** Career Express Online (CEO)

Dual Enrollment Community College extension courses to consider:

Business 100

Public Services

Do you: have a desire to help people?

have a natural ability to get along with others?
enjoy providing services to others?
enjoy volunteering or serving your community, state, or nation?
desire to protect others?
enjoy being part of a team or community?

Public Services

About this Sector

The U.S. Bureau of Labor Statistics projects increases in employment nationwide through 2017 for all three pathways in the Public Services industry sector. Job openings in community and social services are expected to increase by approximately 21 percent; in legal services, by 16 percent, in protective services, by 14 percent; and in state and local government services, by 11 percent. In California, occupational employment projections also foresee growth in all of this sector's pathways through 2018. Job openings in state and local government services are expected to increase by 17 percent; in community and social services, by 22 percent; in legal services, by 16 percent; and in protective services, by 18 percent. This growth will result from heightened interest in homeland and border security as well as the retirement of workers from the baby-boom generation.

Sample Careers in Public Services

Entry Level Careers
(with high school diploma)
Social and Human Service Assistant Forest
Fire Fighters
Security Guards Animal
Control Worker Foster Care
Worker Elected Official
Parking Enforcement Officer Legal Clerk

Technical Level Careers
(with AA or AS degree or certificate)
Police Officer
Probation Officers and Correctional Correctional
Officers and Jailers Police Patrol Officers
Sheriffs and Deputy Sheriffs Firefighters
Fire Apparatus Engineer
U.S. Customs Officer Eligibility
Worker Vocational Counselor
Employment and Training Technician
Residential Counselor
Substance Abuse Counselor Licensed
Psychiatric Technician Mental Health
Worker Paralegals and Legal Assistants
Cosmetologist

Professional Level Careers
(with BS or BA degree)
Federal Marshal
FBI, ATF, DEA Agent
Probation Mediator
Marriage and Family
Therapist Licensed
Clinical Social Worker
Family Social Service
Worker Foreign
Language Interpreter
Medical/Public Health
Social Workers Mental
Health Social Worker
Mental
Health
Counselor
Attorney
Judge,
Magistrate
Judge
Anthropolo
gist
Astronome
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Students seeking an advanced college degree are recommended to fulfill UC/CSU (a-g) requirements, beyond that, students are encouraged to take the following elective credits:

Student Government
Law and Order: Intro to Legal Studies (CEO) (g)
Criminology: Inside the Criminal Mind (CEO) (g)
ROP Intro to Criminal Justice @ (g)
ROP Criminal Investigations @ (g)
ROP Emergency Responder @ (g)
Work Experience
Contest Speech (g)

AP Psychology (g)
AP Statistics (c)
ROP Culinary Art I, II
News Production (g)
Athletic Training
AVID
Mock Trial
Sociology (g)

> **CVHS Pathways for this Sector:**
>
> **Public Safety:**
> ROP Intro to Criminal Justice (concentrator course) ROP Criminal Investigations (capstone course) Law and Order: Intro to Leg Stud (CEO) Criminology: Inside the Crim Mind (CEO)

@articulated course - **bold courses need pre-requisite/concurrent enrollment -** Career Express Online (CEO)

<u>Dual Enrollment Community College extension courses to consider:</u>
Fire Protection Organization 100

Information and Communications Technologies

Do you: like to problem solve?
like to design, develop and implement a project?
enjoy planning?
enjoy working with computers and technology?
have an ability to work with numbers?
enjoy being part of a team or community?

About this Sector

Information and Communication Technologies (ICT) have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems. Essential skills for careers in the ICT sector include understanding systems that support the management and flow of data, the ability to work well and communicate clearly with people, and the ability to manage projects efficiently. The ICT sector meets national criteria for high demand, high wages, and high skills and provides students with excellent opportunities for interesting work and good pay. More than 70 percent of jobs in this sector will require a bachelor's degree or higher by 2018.

Sample Careers in Information and Communications Technologies

Technical Level Careers

(with AA or AS degree or certificate) Computer and Information Systems Manager Computer User Support Specialist Database Administrator Document Management Specialist Business Intelligence Analyst Computer Security Specialist Network Technician Network Engineer Network Administrator Telecommunication Specialist

Professional Level Careers

(with BS or BA degree)
Computer Programmer
Software Developer/Applications
Information Security Analyst
Web Developer E-Business/E-Commerce
Specialist Game/Simulation Designer Game Programmer
Game Software Developer
Game Producer Multimedia Artist and Animator

Students seeking an advanced college degree are recommended to fulfill UC/CSU (a-g) requirements, beyond that, students are encouraged to take the following elective credits:

ROP Video Game Design @(g)	**AP Calculus AB/BC** (c)
Engineering Tech I @ (g)	**AP Computer Science**
(c) Engineering Tech II @(g)	Physics (d)
	AP Physics (d)
	AP Biology (d)
Multi Media Design CP (f)	**AP Chemistry** (d)
Adv Multi Media Design (f)	**AP Statistics** (c)

CVHS Pathways for this Sector:

Software and Systems Development:
Computer Science CP
AP Computer Science Principles

@articulated course **- bold courses need pre-requisite/concurrent enrollment**

Statement of Purpose

This book is a collection of course information for Citrus Valley High School. It is used as a central resource by all school personnel as the agreed-upon procedure for al programs. This book is reprinted and updated on a yearly basis and is employed in the pre-registration of all students, grades 9 - 12.

Explanation of Codes:

B = By permission of instructor only

C = College preparatory

F = Fulfills graduation requirement in certain area

G = Graduation course requirement

L = Grade levels eligible

P = Check for prerequisite

U = Units of credit toward diploma

ENGLISH COURSES

#0029/2029	ENGLISH 9	CODE – F/F, L=9-12, U=10

Prerequisite: None

Content: This course is an integrated literature-based language arts course which includes reading, writing, speaking, and listening. Literary selections used are core works as well as selected extended works from the Redlands Unified School District curriculum guide. A structured recreational reading program is an integral part of the course. Ninth grade reviews all of the writing domains the student has used in seventh and eighth grade and emphasizes autobiographical, incident, evaluation, and observational writing. Reflective writing is also introduced.

#0030/2030	ENGLISH 9-H	CODE – F/F, L=9, U=10

Prerequisite: None

Content: English 9-H serves the academically talented, highly motivated 9th grader who plans to enter accelerated English courses in grades 10, 11, and 12. The English 9 course content provides the core of this program which will be enriched with exposure to a more intensified program of literature, reading, and writing.

#0061/2061	ENGLISH 10	CODE – F/ F, L=10-12, U=10

Prerequisite: None

Content: English 10 is a full-year course for sophomores to develop their English skills. Students will read and understand traditional and modern classics that form the literary core. They will write extensively and will synthesize their ideas in formal oral presentations. Vocabulary and spelling taken from the literature will enable students to fully understand the literature and to use it in their writing.

#0102/2102	ENGLISH 10-H	CODE – F/F, L=10, U=10

Prerequisite: None

Content: English 10-H serves the academically talented, highly motivated 10th grader who plans to enter the Advanced Placement English courses in 11th and 12th grades. The English 10 course content provides the core of this program, which will be enriched with exposure to more classical literature and intensified by a strong writing and reading program. Students also have exposure to the fundamentals of speech techniques and practice these methods in oral presentations.

#0065/2065	ENGLISH 11	CODE – F/F, L=11-12, U=10

Prerequisite: None

Content: English 11 is a year-long course based on the study of American literature, which includes a wide variety of literary genre including the novel, drama, short story, essay, and poetry. Students gain an understanding of how the literature is a reflection of the historical developments and philosophies of the various periods. Major works studied include The Scarlet Letter or The Crucible and Our Town, as well as important works by such notable American authors as Franklin, Poe, and Harte. The literature is the basis for discussion, interpretation, critical and creative writing, vocabulary study, and grammar. Major writing assignments include autobiographical incident, reflective essay, observational writing, interpretative essay, report of information, evaluation, controversial issue, and speculation about cause and effects. Students will be expected to read works by American authors outside of class.

#0070/2070	ENGLISH 12 - ERWC	CODE – F/F, L=12, U=10

Prerequisite: None

Content: English 12 is a year-long course based on the study of various works of world literature; students will demonstrate their ability to analyze the literature using appropriate literary concepts and terminology. The students will also write to clearly communicate in a variety of domains: literary analysis, expository essays, persuasive essays, and business/ college admissions writing. English 12 seeks to have students use existing school technology to exhibit knowledge of current multimedia resources and explore career and college options by creating meaningful real-life documents for post-graduation experiences.

#0101/2101	AP ENGLISH LANGUAGE AND COMPOSITION	CODE – F/F, P, L=11, U=10

Prerequisite: None

Content: Advanced Placement English Language and Composition is a full-year college-preparatory course which includes both the reading and analysis of varieties of discursive prose and the study of the process of writing from the discovery of the topic and the writing of the preliminary drafts to the final edited draft. Through such study and practice, students will gain an understanding of the principles of effective writing and become effective writers themselves. They learn to recognize and work with kinds and levels of diction, varieties of sentence structures, logical and functional relationships of sentences within paragraphs and of paragraphs within essays, modes of discourse (narration, description, analysis), aims of discourse (information, persuasion, and expression), various rhetorical strategies (the logical, emotional, and ethical appeals), and appropriate relationships among author, audience, and subject. The course assumes a basic knowledge of the syntactic structures and semantic components of language. This course helps students to discover the rich resources of language and to claim them as their own.

#0100/2100	AP ENGLISH LITERATURE AND COMPOSITION	CODE – F/F, L=12, U=10

Prerequisite: None

Content: Advanced Placement Literature/Composition is a one-year course for seniors who have demonstrated superior skills in English. To enroll in the class a student must meet a number of requirements. Students will read extensively in the various literary genres: the novel, poetry, short stories, and plays. The focus of the reading is on world literature with an awareness of cultural, ethnic, and gender diversity. Students will continue to develop analytical and interpretive skills. In addition to essay writing, students will read and analyze literary criticism, learn and apply literary terminology, and become more effective literary critics themselves. In preparation for the AP test, specific testing techniques will be presented. Timed writings will take place on a regular basis. In addition to receiving Redlands East Valley High School English credit for this course, students may also qualify for college credit upon successful completion of the national test for Advanced Placement Language Composition.

ENGLISH LANGUAGE DEVELOPMENT (ELD) COURSES

#0760/2760	ENGLISH LANGUAGE DEVELOPMENT I	CODE – F, L=9-12, U=10

Prerequisite: None

Content: ELD I is the beginning English Language Development class for students whose primary language is other than English and have scored at level 1 on the California English Language Development Test. The focus for ELD I students is aural/oral language development along with building vocabulary and basic reading and writing skills. Computers in the

adjoining classroom are utilized by students to create written projects and also utilize the Rosetta Stone language program. Students attend ELD I class two hours a day.

| #0761/2761 | ENGLISH LANGUAGE DEVELOPMENT II | CODE – F, L=9-12, U=10 |

Prerequisite: None

Content: ELD II is the ELD class for early intermediate English Learner students who score at level 2 on the CELDT. Students continue to develop aural/oral skills and complete more reading and writing activities. Levels I and II of the Rosetta Stone Language program are accessed in the adjoining classroom ELL computer lab. California ELD and ELA standards are covered as students begin to prepare for the CAHSEE. Students attend ELD II classes two hours a day.

| #0762/2762 | ENGLISH LANGUAGE DEVELOPMENT III | CODE – F, L=9-12, U=10 |

Prerequisite: None

Content: ELD III is the intermediate level ELD class for students who score at level 3 of the CELDT. Students continue to focus on aural/oral skills but there is a greater focus on academic reading and writing skills. The curriculum covers English Language Development and English Language Arts standards as outlined in the ELD Scope and Sequence to prepare students for the California High School Exit Exam.

MATHEMATICS COURSES

#0427/2427	INTEGRATED MATH I	CODE – F/F, P L=9-12, U=10

<u>Prerequisite</u>: None

<u>Content</u>: Integrated Mathematics I is the first course of a three-course sequence including Integrated Mathematics I, II, and III. The fundamental purpose of the Integrated Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. This course includes: Relationships Between Quantities, Linear and Exponential Relationships, Reasoning with Equations, Descriptive Statistics, Congruence, Proof, Constructions, and Connecting Algebra and Geometry Through Coordinates.

#0427CS/2427CS	INTEGRATED MATH I C-STEM	CODE – F/F, P L=9-12, U=10

<u>Prerequisite</u>: None

<u>Content</u>: This course explores mathematical concepts in the Common Core State Standards- Mathematics through practical applications with hands-on and fun computing and robotics activities. Students write C/C++ computer programs to control a single robot and multiple robots. Through both personalized and collaborative group computing and robotics activities, students learn and reinforce the algebraic thinking with arithmetic operations in whole and decimal numbers, number line, fractions, measurement, variables, data conversion, lines, angles, ratios, proportions, and linear relation. The hands-on computing and experiments help students make meaningful connections between abstract math concepts and their relevance to real-life applications, as well as help develop students' critical thinking and problem-solving skills.

#0430/2430	INTEGRATED MATH I H	CODE – F/F, P L=9-12, U=10

<u>Prerequisite</u>: Middle School recommendations.

<u>Content</u>: An enriched version of Integrated Mathematics I which is the first course of a three-course sequence including Integrated Mathematics I, II, and III. The fundamental purpose of the Integrated Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. This course includes Mathematics I content map and two units from the Mathematics II content map. These include: Relationships Between Quantities, Linear and Exponential Relationships, Reasoning with Equations, Descriptive Statistics, Congruence, Proof, Constructions, Connecting Algebra and Geometry Through Coordinates, Extending the Number System, and Quadratic Functions and Modeling.

#0432/2432	COMPRESSED INTEGRATED MATH	CODE – F/F, P L=9-12, U=10

<u>Prerequisite</u>: Passing grade in Integrated Math I.

<u>Content</u>: Compressed Integrated Math course includes a laser-like focus on the further development of number sense, solving algebraic expressions and communicating mathematical reasoning that is introduced in Integrated Math I Unit II, and Integrated Math II Units I and II. The instructional focus will also include the extension quadratic factoring strategies.

#0455/2455	INTEGRATED MATH II	CODE – F/F, P L=9-12, U=10

<u>Prerequisite</u>: Passing grade in Integrated Math I.

<u>Content</u>: Integrated Mathematics II is the second course of a three-course sequence including Integrated Mathematics I, II, and III. The fundamental purpose of the Integrated Mathematics II course is to formalize and extend the mathematics that students learned in Integrated Mathematics I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. This course includes Mathematics II content map. These include: Extending the Number System, Quadratic Functions and Modeling, Expressions and Equations, Applications of Probability, Similarity, Right Triangle Trigonometry, Proof, and Circles With and Without Coordinates.

#0457/2457	INTEGRATED MATH II H	CODE – F/F, P L=9-12, U=10

Prerequisite: Passing grade in Integrated Math I Honors or completion of the Summer Math II Honors Preparation Module

Content: An enriched version of Integrated Mathematics II which is the second course of a three-course sequence including Integrated Mathematics I, II, and III. The fundamental purpose of the Integrated Mathematics II course is to formalize and extend the mathematics that students learned in Integrated Mathematics I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. This course includes Mathematics II content map and two units from the Mathematics III content map. These include: Expressions and Equations, Applications of Probability, Similarity, Right Triangle Trigonometry, Proof, and Circles With and Without Coordinates, Inferences and Conclusions from Data, Polynomial Relationships, Rational and Radical Relationships, and Radians and the Unit Circle.

#0465/2465	INTEGRATED MATH III	CODE – F/F, P, L=9-12, U=10

Prerequisite: Completion of Integrated Math II or Integrated Math II Honors

Content: Integrated Mathematics III is the third course of a three-course sequence including Integrated Mathematics I, II, and III. The fundamental purpose of the Integrated Mathematics III course is to formalize and extend the mathematics that students learned in Integrated Mathematics I and II. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. This course includes all the topics addressed in the CCSS Integrated Pathway: Mathematics III content map. These include: Inferences and Conclusions from Data, Polynomial Relationships, Rational and Radical Relationships, Trigonometry of General Triangles and Trigonometric Functions, Mathematical Modeling of Inverse, Logarithmic, and Trigonometric Functions, and Mathematical Modeling and Choosing a Model.

#0467/2467	INTEGRATED MATH III H	CODE – F/F, P, L=9-12, U=10

Prerequisite: Successful completion of Integrated Math II or Integrated Math II Honors.

Content: An enriched version of Integrated Mathematics III which is the third course of a three-course sequence including Integrated Mathematics I, II, and III. The fundamental purpose of the Integrated Mathematics III course is to formalize and extend the mathematics that students learned in Integrated Mathematics I and II. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. This course includes all the topics addressed in the CCSS Integrated Pathway: Mathematics III content map and the recommended units of study to prepare students for Calculus. These include: Trigonometry, Functions: Piecewise, Rational, and Logartihmic, Inverses and Exponentials, Polar Coordinates, Vectors, Conics, Sequences, Induction, Probability and Counting, Partial Fractions, and The Limit and the Derivative of a Function.

#0348/2348	MATH ANALYSIS	CODE – F/F, P, L=12, U=10

Prerequisite: Integrated Math III

Content: This one-year course will cover topics from all areas in mathematics and serve to give the student a good foundation for success in calculus. Studies include polynomial, rational, exponential, logarithmic, inverse, and trigonometric functions. Also included are parametric equations, polar coordinates, sequences, series, probability, conic sections, topics in discrete math, and an emphasis on graphing. The graphing calculator is used as an integral tool throughout the year.

#0360/2360	ADVANCED PLACEMENT STATISTICS	CODE – F/F, P, L=11-12, U=10

Prerequisite: Int Math III or teacher approval.

Content: This one-year course, AP Statistics, will follow the specific topics outlined in the AP syllabus. The field of statistics is defined as the science of collecting, organizing and summarizing data in such a way that valid conclusions can be drawn from them. Students are expected to take the AP Statistics Exam.

#0354/2354 – 0355/2355	ADVANCED PLACEMENT CALCULUS AB/BC	CODE – F/F, P, L=11-12, U=10

Prerequisite: Integrated Math III

Content: This one-year course includes the study of limits, derivatives, definite and indefinite integrals. The course requires the use of the graphing calculator. Problems are presented so that calculus concepts become intuitively understood. Preparation for the AP Calculus AB/BC exam will be included.

SCIENCE COURSES

#0635/2635	BIOLOGY	CODE - F/F, L=9-12, U=10

Prerequisite: Current enrollment in Int Math I or successful completion of both semesters of General Science

Content: This is a survey course of living organisms and biological processes with correlated laboratory experiments and demonstrations.

#0636/2636	HONORS BIOLOGY	CODE - F/F, L=9-12, U=10

Prerequisite: Current enrollment in Int Math II and successful completion of both semesters of General Science

Content: The course integrates earth science into standard biology concepts from a phenomenon-based approach. It is aimed at building a solid foundation in biology, integrating an intensive laboratory component that consists of both classroom labs and practical field studies, and building student competency in science practices and cross cutting concepts. Students will apply their knowledge of Disciplinary Core Ideas to various real-world phenomena. Earth and space science concepts will be incorporated at logical points in the curriculum to enhance student learning. Students will view these phenomena through the lenses of the crosscutting concepts, such as Energy and Matter (ecology, biochemistry) or Structure and Function (cells and mitosis and cancer). Students will demonstrate their knowledge in use through their engagement in the Science and Engineering Practices during hands-on activities and labs.

#0630/2630	ENVIRONMENTAL SCIENCE	CODE – F/F, L=11-12, U=10

Prerequisite: Biology

Content: Environmental Science is a multi-disciplinary course based on current environmental issues. A thematic approach will be used to integrate ideas and concepts from various subject areas needed to understand and propose solutions to problems. Student-directed cooperative projects, with an emphasis on hands-on experiences will be used to teach the underlying concepts needed to understand the environmental relationships involved in the issues studied. Projects may involve worldwide, national, state, local, or school-wide issues.

| #0663/2663 | ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE | CODE – F/F, L=11-12, U=10 |

Prerequisite: C or better in Biology and one physical science (chemistry, physics, earth science)

Content: Environmental science is an interdisciplinary science; it embraces a wide variety of topics from different areas of study. The curriculum draws upon various scientific disciplines including: Earth Systems and Resources; The Living World; Population; Land and Water Use; Energy Resources and Consumption; Population; and Global Change. Though rigorous exploration, students will interpret and apply these topics in real world situations. Students will be required to complete projects designed to increase their social and political awareness of local, state, and federal environmental issues. In addition the course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world.

| #0637/2637 | CHEMISTRY | CODE – F/F, P, L=10-12, U=10 |

Prerequisite: Enrollment in Int Math II or higher math course

Content: A mathematical study of the basic laws and theories of chemical and physical change. The course includes the concept of the mole, bonding theory, chemical energy, gas laws, acid-base theory, oxidation-reduction, modern atomic theory, and study of simple organic molecules. Laboratory work will be correlated to course content and students will learn basic laboratory skills and techniques needed to do experimentation. Recommended for college-bound students.

| #0637/2637 | HONORS CHEMISTRY | CODE – F/F, P, L=10-12, U=10 |

Prerequisite: Enrollment in Int Math II or higher math course and successful completion of Biology

Content: A mathematical study of the basic laws and theories of chemical and physical change. The course includes the concept of the mole, bonding theory, chemical energy, gas laws, acid-base theory, oxidation-reduction, modern atomic theory, and study of simple organic molecules. Laboratory work will be correlated to course content and students will learn basic laboratory skills and techniques needed to do experimentation. Recommended for college-bound students.

| #0641/2641 | PHYSICS | CODE – F/F, P, L=10-12, U=10 |

Prerequisite: Satisfactory completion of Int Math I and II. C or better in Biology, Chemistry strongly recommended.

Content: Physics provides a survey of mechanics, optics, electromagnetism and atomic physics in a manner appropriate to a student taking physics for the first time. This course will concentrate on the major concepts of physics in order to develop an intuitive understanding of the physical world. The course emphasizes laboratory experience and practical uses of physics. The course fulfills the UC and Cal State requirement for a physical lab science.

| #0673/2673 | ADVANCED PLACEMENT PHYSICS I | CODE – F/F, P, E, L=11-12, U=10 |

Prerequisite: C or better in Chemistry, concurrent enrollment Int Math III, AP Statistics or AP Calculus.

Content: The objective of this year-long course is completion of the College Board objectives for AP Physics 1 and suitable preparation for the AP Physics 1 exam. AP Physics 1 and 2 replaces AP Physics B and slightly modifies the original AP Physics B course of study to include more emphasis on inquiry based labs.

#0640/2640	ANATOMY AND PHYSIOLOGY	CODE – F/F, P, E, L=11-12, U=10

Prerequisite: One year of biology or chemistry with a grade of C or better.

Content: A detailed study of the structures, functions and mechanisms of the human body's major systems, i.e.-integumentary skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, urinary, and reproductive. Laboratory work and research work will be emphasized. This course is recommended for the college-bound student.

0644/2644	ADVANCED PLACEMENT CHEMISTRY	CODE - F/F, P, E, L=11-12, U=10

Prerequisite: C or better in Biology. Chemistry grade of B" or better strongly recommended.

Content: This course is a second year advanced course in chemistry equivalent to a first year college or AP chemistry course covering the basic laws and theories of Chemistry including thermodynamics. This course will emphasize chemical calculations and analytical analysis of laboratory experiments. Recommended for college-bound students entering the area of science, math and engineering. Students are expected to take the advanced placement exam in Chemistry.

#0643/2643	ADVANCED PLACEMENT BIOLOGY	CODE - F/F, P, E, L=11-12, U=10

Prerequisite: C or better in Biology. Chemistry grade of B or better strongly recommended.

Content: AP Biology is a second year advanced course in biology. The curriculum emphasizes detailed study of concepts and curricular areas introduced in prerequisite courses. The detailed study also includes enhanced and complex laboratory experiences utilizing current technology and techniques. Students are expected to take the Advanced Placement exam in Biology.

SOCIAL STUDIES COURSES

#0179/2179	WORLD HISTORY AND GEOGRAPHY	CODE - F/F, L=10-12, U=10

Prerequisite: None

Content: This course will provide a study of man's development from the Age of Enlightenment to the contemporary world with emphasis on the causes and consequences of World Wars I and II. Included will be area studies of the former U.S.S.R., Eastern Europe, China, Africa, Middle East, and Latin America.

#0189/2189	ADVANCED PLACEMENT EUROPEAN HISTORY	CODE - F/F, L=10-12, U=10

Prerequisite: None

Content: The emphasis of the course is on a chronological study of European political, economic, intellectual, cultural, social, and diplomatic history from 1450 to the present. The student is expected to do college-level work including research papers. Successful completion of this course satisfies requirements for high school graduation. Students are encouraged to take the College Board Exams in May to earn college credit.

#0187/2187	ADVANCED PLACEMENT WORLD HISTORY	CODE - F/F, L=10-12, U=10

Prerequisite: None

Content: In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

#0182/2182   UNITED STATES HISTORY   CODE - F/F, L=11-12, U=10

Prerequisite: None

Content: This course is designed as a chronological study of political, economic, intellectual, cultural, social and diplomatic United States history from 1492 to the present. The student is expected to do college-level work including research papers. Successful completion of this course satisfies requirements for high school graduation.

#0188/2188   ADVANCED PLACEMENT UNITED STATES HISTORY   CODE - F/F, L=11-12, U=10

Prerequisite: None

Content: This course is designed as a chronological study of political, economic, intellectual, cultural, social and diplomatic United States history from 1492 to the present. The student is expected to do college-level work including research papers. Successful completion of this course satisfies requirements for high school graduation. Students are expected to take the College Board Exam in May to earn possible college credit.

#0196   AMERICAN GOVERNMENT   CODE - F/F, L=12, U=5

Prerequisite: None

Content: This is a one-semester, five-unit course of study. Students are introduced to the origins and background of American Government. Included in the course content are units of study that include the political process, American governmental institutions, civil rights and responsibilities, and the structure and functioning of state and local government.

#0201   AP AMERICAN GOVERNMENT AND POLITICS   CODE - F/F, L=12, U=5

Prerequisite: None

Content: This is a one-semester course offered in the fall designed to provide students with a critical perspective of government and politics in the United States. The course will involve the study of concepts used to interpret American politics and the analysis of specific case studies. Students are expected to enroll in the one-semester AP Economics course. Successful completion of the course meets the requirements for high school graduation. Students are expected to take the College Board Exam in May to earn possible college credit.

#0198   ECONOMICS   CODE - F/F, L=12, U=5

Prerequisite: None

Content: Economics is a one-semester, five-unit course of study which introduces the students to the need for effective decision making. Microeconomic and macroeconomic units are studied and students will use tools of analysis to understand economic concepts and relationships. Throughout the course, contemporary and global economic issues are incorporated into the curriculum.

#0200	ADVANCED PLACEMENT MACROECONOMICS	CODE - F/F, L=12, U=5

Prerequisite: None

Content: This is a one-semester course offered in the spring designed to provide students with a sound understanding of basic economic concepts and theory. Among the topics covered are scarcity and allocation of resources, economic systems, supply and demand analysis, theory of the firm, market structure and performance, and cost/benefit analysis. Students enrolled in this course are also expected to enroll in the AP American Government and Politics course. Successful completion of this course meets requirements for high school graduation. Students are expected to take the College Board Exam in May to receive possible college credit.

# 0212/2212	ADVANCED PLACEMENT PSYCHOLOGY	CODE = B, C, L=11-12, U=10

Prerequisite: None

Content: This is a one-year course elective designed to introduce students to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Students should develop some basic concepts of psychology and an historical perspective on psychology as the study of individual behavior. Students are encouraged to take the College Board Exam in May to earn possible college credit.

#0210/2210	ETHNIC STUDIES	CODE - C F, L=10-12, U=10

Prerequisite: None

Content: Introduction to Ethnic Studies provides a thematic approach to studying race and ethnicity within the context of United States History. The experiences, contributions, and intersectionality of historically marginalized ethnic groups in the United States will be studied within the context of five key units: Identity, Great Civilizations, Migration and Immigration, Citizenship, and Empowerment Movements. Critical thinking, analysis, and dialogue on personal and collective empowerment, equity and equality, racism and bigotry, and civic engagement and civic participation will be embedded throughout various units. A strong emphasis on respect and diverse perspectives is essential and emphasized throughout the course.

PHYSICAL EDUCATION COURSES

#0509/2509	P.E. 9 Co-Ed	CODE – G, L=9, U=10

Prerequisite: None

Content: Students will participate in a co-educational program. The basic units covered may include, but not be limited to, volleyball, soccer, cross-country, basketball, flag football, and softball. Emphasis will be placed on skill development.

#0510/2510	P.E. 10-12 Co-Ed	CODE – G, L=9, U=10

Prerequisite: None

Content: Students choose two quarterly activities at the beginning of each semester. Activities include: football, flag football, soccer, swimming, scuba, golf, badminton, tennis, handball, hustleball, volleyball, weight training, aerobics, weight control, creative dance, folk dance, fitness racquetball and speedball. All classes will include health-related fitness instruction, practice, and testing for improvement. P.E. uniform is required.

WORLD LANGUAGE COURSES

#0860/2860	FRENCH I	CODE - F/F, P, L= 9-12 U=10

Prerequisite: A B in math the previous semester

Content: A basically functional approach to the French language. Proficiency is acquired through vocabulary and grammatical structures. Audio and video tapes are utilized to perfect pronunciation and comprehension of everyday situations as well as to create an appreciation of the cultural heritage.

#0870/2870	FRENCH II	CODE - F/F, P, L=10-12, U=10

Prerequisite: Successful completion of French I as per teacher recommendation

Content: French Two provides the necessary skills (speaking, reading, writing, and comprehension) to attain a moderate level of proficiency. Great emphasis is placed on cultural differences and similarities by means of authentic documentation.

#0871/2871	FRENCH III	CODE - F/F, P, L=10-12, U=10

Prerequisite: Successful completion of French II ("C" average or better) as per teacher recommendation.

Content: French Three provides the necessary skills (speaking, reading, writing and comprehension) to attain a comfortable level of proficiency. Emphasis is placed on cultural diversity. In addition, the course introduces the history and literature of French-speaking nations.

#0887/2887	ADVANCED PLACEMENT FRENCH LANGUAGE	CODE - F/F, P, L=11-12, U=10

Prerequisite: Successful completion of French III or teacher recommendation

Content: This course is designed to provide a thorough review of all major grammatical and verbal structures, while developing a full adult reading and speaking capacity, the ultimate purpose of which is to gain a comfortable fluency in order to challenge the advanced placement exam in early May.

#0864/2864	SPANISH I	CODE - F/F, P, L=9-12, U=10

Prerequisite: At least a "B" average in math the previous semester

Content: Students will be exposed to the four basic elements of foreign language study: listening, speaking, reading, and writing. Oral participation and grammatical structure are stressed. Learning the culture of Spanish-speaking people is part of the course.

#0868/2868	SPANISH II	CODE - F/F, P, L=10-12, U=10

Prerequisite: A "B" or better in Spanish I and teacher recommendation

Content: The major emphasis of this college-preparatory course provides the necessary practice to attain an intermediate level of proficiency in the areas of listening, speaking, reading, and writing. Gaining more knowledge about Spanish-speaking cultures is an important component.

#0882/2882   SPANISH III   CODE - F/F, P, L=10-12, U=10

Prerequisite: Successful completion of Spanish II as per teacher recommendation.

Content: This course includes: 1) A thorough review of grammar with expanded vocabulary. 2) The introduction of short stories and literature for comprehension, discussion and creative writing. 3) Advanced communication activities that include skits, individual presentations, and free response.

#0855/2855   SPANISH FOR NATIVE SPEAKERS   CODE - F/F, P, L=9-12, U=10

Prerequisite: Native Spanish speakers and literate in Spanish, must score at or above the 40th percentile on the reading comprehension section of the CTBS Español test.

Content: Spanish for Native Speakers is an elective course in which students whose first language is Spanish speak, read, and write in Spanish to develop and strengthen academic skills. It is designed for Spanish speaking LEP students to develop conceptual/linguistic proficiency that strongly relates to the development of English literacy. Students will read a variety of literature in Spanish and respond to the readings through integrated listening, speaking, and writing activities.

#0885/2885   ADVANCED PLACEMENT SPANISH LANGUAGE   CODE - F/F, P, L=10-12, U=10

Prerequisite: Successful completion of Spanish III or teacher recommendation.

Content: The course covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It is intended for those who have chosen to develop their proficiency in Spanish without special emphasis on literature. Communicative skills are developed through directed essay, lab work and selected short stories and plays. It is expected that all those enrolled will challenge the Advanced Placement exam in early May.

#7876/9876   LATIN I **(telepresence course)**

Prerequisite: At least "C" in English

Content: Study of Latin grammar and vocabulary; reading of simple Latin stories that provide an introduction of Roman life and mythology; and an acquaintance with cultural resource material, recognizing the close relationship between English and Latin. Video/films/documentaries from A&E, PBS, National Geographic, History Channel, BBC will illustrate the material covered in the various chapters.

#7877/9877   LATIN II **(telepresence course)**

Prerequisite: Latin I

Content: A review of basic grammar. Reading of Latin stories about Roman life, myths, and Caesar's Gallic Wars. Appreciation of the influence of Roman civilization in the language and institutions of the contemporary society. Video/films/documentaries from A&E, PBS, etc., will illustrate the material covered in the various chapters.

#7877/9877   LATIN III **(telepresence course)**

Prerequisite: Latin II

Content: A review of basic and advanced grammar. Reading of Latin stories about Roman life, myths, and Caesar's Gallic Wars. Appreciation of the influence of Roman civilization in the language and institutions of the contemporary society. Video/films/documentaries from A&E, PBS, National Geographic, History Channel, and BBC.

#7877/9877	LATIN IV / AP Latin **(telepresence course)**	

Prerequisite: Latin III

Content: A review of advanced grammar. Reading of Latin stories about Roman life, myths, and Caesar's Gallic Wars. Appreciation of the influence of Roman civilization in the language and institutions of the contemporary society. Fourth quarter to include classical literature in translation for a unit in Logic and Ethics. Video/films/documentaries from A&E, PBS, National Geographic, History Channel, BBC will illustrate the material covered in the various chapters.

VISUAL & PERFORMING ARTS

#1312/3312	ART CP	CODE - F/F, L=9-12, U=10

Prerequisite: None

Content: Students will explore art fundamentals, which include the elements and principals of design, basic drawing and painting, and additional studio exercises. Students will also explore how art and the arts in their world connect to the past, and to other cultures. In addition to curriculum typically offered Art CP will also include an academic component in keeping with the guidelines required by UC and CSU. Students will be responsible for textbook work, homework, note taking, research, and written projects. Units of study will include subjective and objective assessments including comprehensive examinations, and a cumulative project portfolio requirement.

#1315/3315	DRAWING CP	CODE - F/F, L=9-12, U=10

Prerequisite: None

Content: 1st semester: The course introduces the studio arts pertaining to drawing. The course will emphasize the basic elements of art. Various drawing and techniques will be introduced to the student. The student will have the opportunity to create works in various mediums. Students will also gain the ability to analyze and respond to various works, including their own. Furthermore, students will be introduced to numerous cultural and historical styles and motifs. Through critiques, students will display the ability to aesthetically value and appreciate works of art, as well as understand the relationship between art, culture, and history. 2nd semester: The semester builds on the foundation drawing skills learned previously and also introduces the discipline of painting to the student. The course will now emphasize the basic elements of color. Various painting and new drawing techniques will be introduced to the student. Students will complete a research paper/project on a famous artist of movement.

#1318/3318	ADVANCED DRAWING CP	CODE - C, F, L=10-12 U=10

Prerequisite: Must be an 11th or 12th grade student and completed Drawing CP or Teacher Recommendation.

Content: Drawing students will develop their observation and accuracy skills as they progress through a variety of classroom assignments such as still life drawings, perspective drawings, portraiture, figure drawing, landscapes, illustrations, fantasy drawings, and drawings dealing with political/social commentary. A wide range of drawing media will be used; e.g. graphite, charcoal, India ink, pastel, oil pastel, colored pencils, markers, and even paint. Students will continue to develop compositional understanding by applying the elements of art and principles of design to their sketches and drawings. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student's work.

#1300/3300	ADVANCED STUDIO ART	CODE - C, F, L= 10-12 U=10

Prerequisite: Art CP, or teacher recommendation.

Content: Advanced Studio Art, a year course, allows students to apply the basic art concepts to the creation of art projects using a variety of materials and techniques. Special emphasis is placed on drawing and painting: watercolor, mixed media-collage, ink, charcoal, painting, scratch board, life drawing, illustration and graphic art. Students are encouraged to interpret projects using their own creative expression with additional attention to the history of Art and the art of their own and diverse cultures. Students will work toward the development of their own personal art concentration and will prepare a portfolio of their work. This is a fee class; fees are charged for student projects taken home and kept by the student. Fee reductions and waivers can be arranged with the teacher if necessary.

#1284/3484	CERAMICS CP	CODE - C, F, L= 9-12, U=10

Prerequisite: None

Content: This yearlong ceramics course will explore art fundamentals through ceramics techniques, which will include the elements and principles of design, basic construction and design and additional studio exercises. Students will also explore how ceramics and the arts in their world connect to their past, and to their culture. In addition to curriculum typically offered in Beginning Ceramics and Advanced Ceramics, Ceramics C/P will also include an academic content in keeping with the guidelines required by UC and CSU. Students will be responsible for textbook work, homework, note taking, research and written projects. Units of study will include subjective and objective assessment including comprehensive examinations, and a cumulative project portfolio requirement.

#1283	CERAMICS ADVANCED	CODE - C, F, L= 9-12, U=5

Prerequisite: Ceramics CP or Teacher Recommendation

Content: This course includes advanced ideas and techniques in both hand and wheel construction, utilization of all construction methods introduced in Ceramics I (i.e., assemblage, appliqué, coil, sculptural form, slab form and glaze formation). During the first semester emphasis is placed on the potter's wheel. Experimentation with glaze composition and clay make-up is taught. During the second semester previous hand construction methods will be emphasized. This is a fee class; fees are charged for student projects taken home and kept by the student. Fee reductions and waivers can be arranged with the teacher if necessary. This course may be taken 4-semesters for credit.

#1568/3568	PHOTOGRAPHY I	CODE - C, F, L= 9-12, U=10

Prerequisite: None

Content: The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Photography 1AB, students learn how to communicate visual ideas using basic photographic techniques incorporating historical and contemporary traditions. Traditional photographic traditions may be extended with digital cameras and multimedia technologies, including the addition of text, and scanned images. Students learn about photography as an avocation, vocation, and its relationship to other careers.

#1565/3565	DANCE I	CODE - C, F, L= 9-12, U=10

Prerequisite: None

Content: In this course dancers will explore basic and intermediate dance techniques, which will be applied to several different styles of dance, including modern, ballet, social dance, hip hop, jazz musical theatre, contemporary, and cultural dance. The art of choreography will also be explored as well as the understanding of correct terminology, body placement, muscle development, dance history, and flexibility. Students will be required to perform in a Dance Concert to fulfill this class.

#1564/3564	THEATRE ARTS CP	CODE = C, F, L=9-12, U=10

Prerequisite: None

Content: Theatre Arts is a first-year college-prep course that introduces the student to basic theatre concepts including acting, directing, play production, dramatic criticism, improvisation, and ensemble techniques. The first semester provides an overview and builds a foundation. The second semester builds on the first semester work and concentrates on developing skills and techniques. Emphasis is placed, in the second semester, on acting and creating characterization through the study of vocalization and physicalization. This is a performance-based course.

#1531/3531	VALLEY SINGERS	CODE - C, F, P, L =9-12, U=10

Prerequisite: Must maintain at least a 2.0 GPA and audition.

Content: The course includes development of good vocal habits, the study of sacred, secular, and pop music and the development of the ability to read and interpret music. Participation is required in concerts given for entertainment of school and community groups outside the school day.

#1559/3559	WOMEN'S ENSEMBLE	CODE - C, F, P, L=9-12, U=10

Prerequisite: Must maintain at least a 2.0 GPA and audition.

Content: The course includes development of good vocal habits, the study of both sacred and secular numbers and the development of the ability to read and interpret music. The use of a staged pop show will enhance the study of popular music. Participation is required in concerts, competitions, festivals, and performances for entertainment of school and community groups outside the school day. Participation affects student grades. Bella Voce and Advanced Concert Choir are both intermediate choirs of the same ability level.

#1559	CHANTEUSES	CODE - C, F, P, L=9-12, U=10

Prerequisite: Selection by audition.

Content: The course open to soprano/alto voicings grades 9-12, includes development of good vocal habits, the study of both sacred and secular music, and the development of the ability to read and interpret music. The use of a staged pop show choir set will enhance the study of popular music. Participation is required in concerts, festivals and show-choir competitions for school and community groups.

#1530/3530	CHAMBER SINGERS	CODE - C, F, P, L=9-12, U=10

Prerequisite: Selection by audition.

Content: The course, open to soprano/alto/tenor/bass voicings grades 11-12 only,includes development of good vocal habits, the study of sacred/secular and traditional-classical pop music, and the development of the ability to read and interpret music. Participation is required in concerts, choral festivals, and competitions for school and community groups.

#1536/3536	SYMPHONIC BAND	CODE - C, F, P, L=9-12, U=10

Prerequisite: An interest in instrument music and knowledge of instrumental techniques.

Content: A non-auditioned band open to all students who play woodwind, brass or percussion. Sy CODE=G L=9 U=5 mphonic band encourages the intermediate student to continue improving in the musical areas of sight reading, intonation and note identification. Symphonic band plays band literature of level C and B ability. The symphonic band travels and performs at area band festivals during second semester.

#1537/3537	STRING ENSEMBLE (ORCHESTRA)	CODE - C, F, P, L=9-12, U=10

Prerequisite: Selection by audition from members of the band.

Content: A small, select group of serious students of wind and percussion instruments, fully instrumented and individually independent, study and performing the best class A and class AA literature available for wind band. This group performs many concerts as well as being involved in festivals. Approximately 45 students.

#1535/3535	WIND ENSEMBLE	CODE - C, F, P, L=10-12, U=10

Prerequisite: Selection by audition from members of the band.

Content: A small, select group of serious students of wind and percussion instruments, fully instrumented and individually independent, study and performing the best class A and class AA literature available for wind band. This group performs many concerts as well as being involved in festivals. Approximately 45 students.

#1539	MARCHING BAND	CODE - C, F, P, L=9-12, U=5

Prerequisite: Open to all students. Selection by director.

Content: The C.V.H.S. Blackhawks Marching Band is composed of woodwind, brass and percussion participants of the music program as well as color guard members (flags and rifles) selected by audition in the prior spring. It functions primarily in the fall by representing the Music Department and the school in half-time shows for home football games and in selected competitive events.

#1511/3511   **COLOR GUARD**   **CODE - C, F, P, L=9-12, U=5**

Prerequisite: Open to all students. Selection by director.

Content: Specialized instruction in Color Guard (Flags, Rifles, Sabres, Dance). Students in the CVHS Color Guard must audition. Those students selected must enroll in Color Guard and Marching Band.

#1538   **JAZZ ENSEMBLE**   **CODE - C, F, P, L=9-12, U=5**

Prerequisite: Selection by audition from members of the band program or by permission of the instructor.

Content: A select group of 18-23 students dedicated to the study and performance of representative jazz literature from the 1940's through the 1970's.

#1512/3512   **BROADWAY ORCHESTRA I**   **CODE - C, F, P, L=9-12, U=5**

Prerequisite: Selection by audition from members of the band program or by permission of the instructor.

Content: Students at CVHS enrolled in the course "Broadway Orchestra I" would be exposed to the rigor and demand needed to find success as an orchestral musician in the competitive and challenging world of musical theater. This intro course provides students with an innovative class design, focusing not only on performance repertoire but the leadership, collaborative, and networking skills needed to succeed as a pit musician in the 21st century. A modern music technology lab will be used to teach students skills in MIDI, arranging, score study, conducting, and transposition, as well as advancement in a secondary instrument. Students will shadow pit orchestra members for the school's fall production and provide live music for the school's spring production, perform in master classes, and intern with pit orchestras within the community, local colleges, and the professional level.

#1542/3542   **PIANO I**   **CODE - C, F, L=9-12, U=10**

Prerequisite: None

Content: The Piano course is designed to introduce the basic fundamentals of the piano keyboard. Piano II teaches keyboard technique and music reading. Weekly performance tests are administered to evaluate progress in the class.

#1543   **PIANO II**   **CODE - P, L=9-12, U=5**

Prerequisite: Piano I or knowledge of keyboard

Content: Piano II increases keyboard facility and playing technique is developed by piano exercises and assignments. Other class instruction includes level 2 and 3 piano books with an emphasis on skill development.

#1564/3564   **THEATRE ARTS CP**   **CODE - C, F, L=9-12, U=10**

Prerequisite: None

Content: Theatre Arts is a first-year college prep course that introduces the student to basic theatre concepts including acting, directing, play production, dramatic criticism, improvisation, and ensemble techniques. The first semester provides an overview and builds a foundation. The second semester builds on the first and concentrates on developing skills and techniques. Emphasis is place, on acting and creating characterization through the study of vocalization and physicalization. This is a performance-based course. Participation in an end of the year production is mandatory.

#1544   **DRAMA II* DIRECTING**   **CODE - C, F, P, L=9-12, U=5**

Prerequisite: Audition or instructor approval.

Content: This one semester course builds on the foundations established in Drama II. The curriculum includes building acting skills and techniques. Emphasis is placed on characterization through analysis and the study of vocal and physical character. This is a performance-based class. The semester exam includes an evening performance.

#1546	DRAMA II*ACTING	CODE - C, F, P, L=9-12, U=5

Prerequisite: Audition or instructor approval. Theatre CP with an A or B. Advanced Acting is recommended

Content: This one semester course builds on the foundations established in Drama I. The curriculum includes developing directing techniques. Emphasis will be placed on staging, composition, rhythm and production organizational skills. Students will direct two projects for presentation at an evening performance.

#1547/3547	DRAMA III	CODE - C, F, P, L=9-12, U=5

Prerequisite: Audition or instructor approval.

Content: Building on the skills learned in Theater CP and Drama II - Advanced Acting, the student will expand dramatic performance skills in this one semester course. Drama III will select from acting styles and historical influences from Greek/Roman Era through to the 20th Century.

#1560/1561	PLAY PRODUCTION I & II	CODE - B, L=10-12, U=5

Prerequisite: Instructor approval

Content: Students will take on the production responsibilities necessary to produce a major dramatic or musical theatre performance. Responsibilities include, but are not limited to, the following: assistant director, stage manager, business manager, audience development, publicity, house manager, box office manager, costume design, make-up design, property manager, set construction & design, lighting design, sound design, and actor. This class will require additional time after school for rehearsal and the completion of technical element and performances. Students will develop a thorough understanding of the entire process required to produce a full-scale theatrical production. **Credit is limited to 20 total credits during high school.**

#1562/3562	PRODUCTION ENSEMBLE ADV	CODE - B, L=10-12, U=5

Prerequisite: Instructor approval

Content: The curriculum includes ensemble techniques, advanced acting and performance, directing and play production. Emphasis will be placed on developing production skills. Students will present a fall production and a spring production as well as developing improvisation techniques for a road show. Positions are available for actors, directors, and technicians. Can be repeated for credit.

#1520	TRAINING THE MUSICAL THEATRE ARTIST I	CODE - B, L=10-12, U=5

Prerequisite: Instructor approval

Content: Training the Musical Theatre Artist I is a highly innovative course in the Arts, Media, and Entertainment industry sector under the Performing Arts Career Pathway. The entertainment industry is big business in CA and the entry points and platforms for artists change at a dizzying pace. This is where a huge gap between past musical theatre training and what students need to succeed in today's industry lies. Gone are the days of training musical theatre artists to be experts in one hyper-focused discipline. The musical theatre industry requires expertise in several artistic disciplines (dance, vocal and instrumental music, acting) thus creating a more well-rounded artist who has more potential for employment both inside and tangentially to the field. Today's musical theatre artists must be agile and able to pivot their careers at a moment's notice based on industry and content demands. Training the Musical Theatre Artist courses are new and innovative because students will develop a long-term marketability approach built on mastering the art of individual branding, developing personal, innovative content, and maximizing their interdisciplinary artistic skills to remain financially solvent between jobs. This course addresses the breadth of demands on an artist who is trying to make a living as an independent contractor in the entertainment industry. To succeed in today's fickle entertainment industry, artists must be able to create original performances and content to carve out their pieces of a diverse market share and this new and innovative course will provide students with the skills they need to accomplish this feat. This course is intended for 10th and 11th-grade students with past musical theatre experience. They will intern with a small musical, train in improvisation and personal marketing, outline their professional website, teach workshops for elementary and middle school students, audition for the ensemble of a large-scale musical, and prepare an interdisciplinary showcase.

#2520	TRAINING THE MUSICAL THEATRE ARTIST II	CODE - B, L=10-12, U=5

Prerequisite: Instructor approval

Content: Training the Musical Theatre Artist II is a highly innovative course in the Arts, Media, and Entertainment industry sector under

the Performing Arts Career Pathway. The entertainment industry is big business in CA and the entry points and platforms for artists change at a dizzying pace. This is where a huge gap between past musical theatre training and what students need to succeed in today's industry lies. Gone are the days of training musical theatre artists to be experts in one hyper-focused discipline. The musical theatre industry requires expertise in several artistic disciplines (dance, vocal and instrumental music, acting) thus creating a more well-rounded artist who has more potential for employment both inside and tangentially to the field. Today's musical theatre artists must be agile and able to pivot their careers at a moment's notice based on industry and content demands. Training the Musical Theatre Artist courses are new and innovative because students will develop a long-term marketability approach built on mastering the art of individual branding, developing personal, innovative content, and maximizing their interdisciplinary artistic skills to remain financially solvent between jobs. This course addresses the breadth of demands on an artist who is trying to make a living as an independent contractor in the entertainment industry. To succeed in today's fickle entertainment industry, artists must be able to create original performances and content to carve out their pieces of a diverse market share and this new and innovative course will provide students with the skills they need to accomplish this feat. This course is intended for 10th and 11th-grade students with past musical theatre experience. They will intern with a small musical, train in improvisation and personal marketing, outline their professional website, teach workshops for elementary and middle school students, audition for the ensemble of a large-scale musical, and prepare an interdisciplinary showcase.

#0964/2964	MULTIMEDIA DESIGN CP	CODE - C, F, L=9-12, U=10

Prerequisite: None

Content: Multimedia Design CP is a full year course that satisfies the University of California's Visual and Performing Arts requirement for admission. The course curriculum is built on the California Visual Arts Content Standards for grades nine through twelve. Students use the tools of technology to express themselves both creatively and visually. Students learn digital imaging, html editing, animation, and digital video production through both individual and group project-based assignments. As a final project, students create a digital portfolio of their work. Students learn the Art elements and apply the principles of design through digital applications. The purpose of Multimedia Design CP is to enable students to understand and appreciate artistic expression through multimedia, and to evaluate the media studied. The course strives to nurture individual talent and skills, and to encourage students to become creative, thoughtful practitioners in the world of computer multimedia.

#0962/2962	ADVANCED MULTIMEDIA DESIGN	CODE - C, P, L=10-12, U=10

Prerequisites: Multimedia Design CP

Content: This is full year, contemporary media course focused on digital media production. This course uses an integrated/correlated curriculum emphasizing the five components of the framework. Students will express themselves both creatively and visually based on research and development of artistic skills and techniques. They will demonstrate a thorough understanding of the art elements and principles as a language and as visual elements in creating art. Students will create artistic projects that express their ideas, feelings and interpretations of visual, personal, and aesthetic experiences.

COMPUTER TECHNOLOGY and ENGINEERING

| #0959/0959 | COMPUTER APPLICATIONS | CODE - L=9-12, U=5 |

Prerequisite: None

Content: This is a two-semester course that introduces secondary students to the use of computers for both personal and work-related purposes. Students will learn to use electronic spreadsheet, database management, and graphics software to perform a variety of tasks.

| #0952/2952 | COMPUTER SCIENCE CP-CTE | CODE - C, L=9-12, U=10 |

Prerequisite: None

Content: This course is for students seeking to write computer programs that will run on the Microsoft "Windows" operating system. Students will learn computer programming, logic development skills, and how to develop programs using a graphical user interface approach for "windows" applications.

| #0957/2957 | INTERMEDIATE PYTHON PROGRAMMING | CODE - C, L=9-12, U=10 |

Prerequisite: None

Content: This course provides a comprehensive introduction to software design concepts through the accessible and powerful language Python. Students solve problems and design projects spanning topics such as data structures, abstraction, data serialization, search algorithms, encryption, and object oriented design. Good habits, such as revision control with Git, are also being practiced. Students present work to their classmates at various points throughout the course. Students choose a final project to develop. This course provides a solid foundation for further study in computer science. Students are expected to have a basic understanding of python but it is not required.

| #0954/2954 | AP COMPUTER SCIENCE PRINCIPLES | CODE - C, L=9-12, U=10 |

Prerequisite: Teacher discretion

Content: Students work in teams to develop computational thinking and solve problems. Structured activities progress to open-ended projects and problems that require planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling: all students can successfully engage the problems while students showing greater achievement are challenged to work further.

| #0955/2955 | AP COMPUTER SCIENCE A | CODE - C, L=9-12, U=10 |

Prerequisite: Computer Science CP

Content: Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks

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| #1479/3479 | ROP VIDEO GAME DESIGN I | CODE - L=9-12, U=10 |

Prerequisite: None

Content: Video Game Design is for anyone who loves computer games and wants to try to make them for themselves. The course provides students the opportunity to learn both the theory and application of gaming ideas, while providing basic instruction and principles of video game development. Video Game Design will introduce students to the Video Game Design

Industry and the basic components and processes required to produce an interactive video game for market. The students will study the history of video games and analyze successful design aspects. Career opportunities and industry standards will be researched. (Articulated with Community College) **Articulated courses are marked "@" indicating potential dual credit at CVHS and College**

#1405/3405	ROP VIDEO GAME DESIGN II	CODE – L=9-12, U=10

Prerequisite: ROP Video Game Design I

Content: Video Game Design II is the second level course to Video Game Design. Video Game Design will expand students' knowledge of the Video Game Design Industry and advanced components and processes required to produce an interactive video game for market. The students will study the history of video games and analyze successful design aspects. Career opportunities and industry standards will be researched. (Articulated with Community College) **Articulated courses are marked "@" indicating potential dual credit at CVHS and College**

#1087/3087	ENGINEERING TECHNOLOGY I	CODE - L=9-12, U=5

Prerequisite: None

Content: This course is designed to introduce technical drawing to students through the use computerized drafting equipment. Students will develop an understanding of basic computer drafting techniques including lines, lettering, dimensioning, multi-view drawing, modeling, and architectural drafting. Students will use the industry standard software to develop 2D prints and 3D drawings. Coursework is focused on product design and development. Software used: AutoCad 2016, Inventor 2016, Solidwrks.

#1088/3088	ENGINEERING TECHNOLOGY II	CODE – P, L=9-12, U=10

Prerequisite: Engineering Technology II

Content: This advanced level Career Technical Education (CTE) course is designed to challenge students through the use of computer aided drafting (CAD). Students in this class will use the software to master basic drafting skills and techniques including lines, lettering, dimensioning, multi-view drawing, modeling, and architectural drafting. Students will use a combination of 2D and 3D software to complete a series of mechanical drawing projects, each lasting several weeks. There will be a strong emphasis on the ability to mentally visualize different views of objects, and problem solve the processes required to draw them. This course also focuses on basic geometry and will serve as a review for these skills. SolidWorks 2009 will be used as a 3D modeling component, as well as Google Sketch Up Pro. All students will be required to manufacture at least one item using the CNC mill. Software used: SolidWorks. (Articulated with Community College) **Articulated courses are marked "@" indicating potential dual credit at CVHS and College.**

ROP and OTHER ELECTIVE COURSES

#1620/3620	AVID	CODE - L= 9-12, U=10

Prerequisite: Must have a 2.0 minimum GPA to participate in the program and commit to continuous enrollment of college preparatory sequence of courses. Students must submit application before entering program.

Content: Avid is an academic, regularly scheduled elective class based on "writing as a tool of learning." Collaborative grouping, and inquiry method. The three main components of the program are academic instruction, tutorials support, and motivational activities. Students will benefit by learning from college tutors, interacting with many guest speakers, participating in extracurricular activities, visiting college campuses, learning different study and learning techniques including how to do "Cornell" notes. The program lasts all four years of high school. Students interested must submit applications and be approved by the AVID coordinator, counselor, and teachers.

#1661	CALIFORNIA CADET CORPS I	CODE – G, L=9-12, Y=10

Prerequisite: None

Content: Students will be challenged to develop and implement group and individual physical fitness plans, develop curriculum on designated military subjects as well as lead subordinates in stressful situations as well as solve complex problems leading underclassmen in challenging situations. Students will continue to adapt their leadership skills to situations outside of the high school environment and begin to refine their leadership style. Students will continue to learn how to follow, lead, plan, adjust and communicate with other students to meet a timeline and execute a plan working with their peers. Upon completion students will conduct an after-action review to refine their planning skills while developing lasting procedures which will be captured into a leader's book for future leadership to use.

#1663	CALIFORNIA CADET CORPS II	CODE – G, L=9-12, Y=10

Prerequisite: Level I

Content: Students will be challenged to develop and implement group and individual physical fitness plans, develop curriculum on designated military subjects as well as lead subordinates in stressful situations as well as solve complex problems leading underclassmen in challenging situations. Students will continue to adapt their leadership skills to situations outside of the high school environment and begin to refine their leadership style. Students will continue to learn how to follow, lead, plan, adjust and communicate with other students to meet a timeline and execute a plan working with their peers. Upon completion students will conduct an after-action review to refine their planning skills while developing lasting procedures which will be captured into a leader's book for future leadership to use

#0959/0959	COMPUTER APPLICATIONS	CODE - L=9-12, U=5

Prerequisite: None

Content: This is a two-semester course that introduces secondary students to the use of computers for both personal and work-related purposes. Students will learn to use electronic spreadsheet, database management, and graphics software to perform a variety of tasks.

#1600	FRESHMAN LEADERSHIP	CODE - L=9-12, U=5

Prerequisite: None

Content: This is a two-semester course that introduces secondary students the basic concepts of leadership and how it can be applied in the school setting. Students will be introduced to how leadership impacts government, activity planning, school culture and social climate. that introduces secondary students to the use of computers for both personal and work-related purposes.

#1627/3627	STUDENT GOVERNMENT	CODE - L= 9-12, U=10

Prerequisite: A member of Student Government must be elected or appointed to office to fill the following positions: A.S.B. President; Vice President; Secretary; Treasurer; Sophomore, Junior, or Senior Class President; 9 Commissioners; and 12 Class Representatives. A.S.B. Officers and Commissioners must have a 3.00 average.

Content: Student Government meets daily, during which time general government business, committee meetings, section reporting, and leadership training is conducted. Each representative is responsible for reporting and conducting school business in a class meeting, thus affecting a two-way communication system between students and Student Government.

#1602/3602	PRINCIPLES OF LEADERSHIP	CODE - P, L=11-12, U=5

Prerequisite: Application

Content: The course appeals to students who desire an elective that complements language skills, develops public speaking skills, leadership skills, and enhances reading and writing skills. In this college preparatory course, students will develop professional communication skills, including verbal skills, writing skills, and personal skills. Students will understand the processes of persuasion and its effects, including non-verbal communication through body language, appearance, and the environment study the function of communications in a range of settings, including: in leadership groups (between cultures), and throughout various business environments; appreciate the effects of new media and communication technologies, and its implications on business organizations; and consider the importance of clear communication, professional behavior, leadership, and ethical conduct in business setting.

#1403/3403	ROP VIRTUAL ENTERPRISE I	CODE - L=10-12, U=10

Prerequisite: None

Content: Virtual Enterprise I provides a background in business concepts including the role of entrepreneurial businesses in the United States and their impact on the local, regional, national and global economy. Students will evaluate the skills and commitment necessary to successfully create and operate an online business venture. Students will assess the current economic, social and political climates for their entrepreneurial ideas, evaluating their business concepts, and writing business plans for their online venture. By the end of the course, students will assess the strengths and weaknesses of an online business concept, collect and organize market research data into a marketing plan, and prepare the financial analysis for their online business venture. Students will also participate in the running of the student store on campus. **Articulated courses are marked "@" indicating potential dual credit at CVHS and College.**

#1403C/3403C	ROP VIRTUAL ENTERPRISE II	CODE - L=10-12, U=10

Prerequisite: ROP Virtual Enterprise I

Content: In this course, students will set up and run a simulated business to prepare them to perform marketing and management functions and tasks associated with owning and operating a small business. Students will develop a business plan and engage in the daily operations of running a business. They will learn appropriate customer service and human relation skills and demonstrate positive work habits. Emphasis is placed on using current business software, and the internet for business transactions.

#1411/3411	ROP INTRODUCTION TO CRIMINAL JUSTICE	CODE – C, L=10-12, U=10

Prerequisite: None

Content: Introduction to Criminal Justice is designed to expose students to the occupations within the Criminal Justice System. Students will examine the criminal justice system through the study of laws of evidence, techniques of investigation, report writing, and courtroom procedures. Writing skills, oral communication skills, positive attitudes, and presentation skills related to law enforcement will be emphasized. Many of the performance objectives align with the state's Peace Officer

Standards and Training (POST) requirements. Students will be exposed to the wide array of employment opportunities within the public safety service arena. **The Introduction to Criminal Justice has been UC a-g approved to meet the elective ("g" – History/Social Science) requirement. (Articulated with Community College) **Articulated courses are marked "@" indicating potential dual credit at CVHS and College.**

#1402/3402	ROP CRIMINAL INVESTIGATION	CODE - P, L=10-12, U=10

Prerequisite: Introduction to Criminal Justice ("C" or better), or a 3.0 or better GPA, or with the Instructor's permission.

Content: Forensic Science is designed to give students both theory and hands-on experience in the skills and knowledge required of a forensic crime scene investigator. Included will be an introduction to crime scene investigation, crime scene photography and diagrams as they are used in a criminal investigation. Also included is the importance of physical evidence in solving crimes, dusting and lifting fingerprints, rolling a 10-print fingerprint card, how to perform a gunshot residue test, methods for collecting and processing various types of evidence and the use of forensic light source technology in crime scene investigations. Emphasized throughout the course is the importance of effective communication and interpersonal skills, professional development, strong academic skills, problem-solving, safety and the use of technology.

#1175/3175	ROP CULINARY ARTS I	CODE - L=10-12, U=10

Prerequisite: None

Content: Students will prepare foods using a variety of cooking methods. Food preparation and care of equipment will be included along with good nutrition. Course includes laboratory cooking experience. This is a fee class; fees are charged for student projects taken home and kept by the student. Fee reductions and waivers can be arranged with the teacher if necessary.

#1176/3176	ROP CULINARY ARTS II	CODE – P, L=10-12, U=10

Prerequisite: ROP CULINARY ARTS I

Content: Advanced Foods is a yearlong course that will expose students to restaurant management and explore careers in the restaurant industry. Students will rotate through all restaurant positions as they operate a restaurant that serves lunch to school staff once per week. (Articulated with Community College) **Articulated courses are marked "@" indicating potential dual credit at CVHS and College.**

#1493/3493	ROP EMERGENCY MEDICAL RESPONDER I	CODE - C, P, L=11-12, U=10

Prerequisite: none

Content: Emergency Responder 1 is designed for students interested in emergency medical services, hospital and safety public personnel such as EMT, firefighter, paramedic and emergency room personnel. This course provides a thorough understanding of anatomy and physiology through the study of medical terminology as applied to the body systems, their interrelationships, diseases, disorders, as well as instruction in legal and ethical principles, infection control, epidemiology and pharmacology. Emphasis is placed on career and employability preparation, critical thinking, leadership, and interpersonal and communication skills. Activities in this course include work-based learning that connects students to industry and the local community.

#1494/3494	ROP EMERGENCY MEDICAL RESPONDER II	CODE - C, P, L=11-12, U=10

Prerequisite: ROP Emergency Medical Responder I

Content: An Emergency Responder is the first medically trained person to arrive on the scene of an emergency. The Emergency Responder provides care to injured persons and assists other emergency medical service providers. This course builds upon skills acquired in Emergency Responder 1 by training students to recognize emergency situations, maintain personal safety, and provide basic emergency care including CPR and First Aid, prevention of disease transmission, along with an understanding of advanced ethical and legal considerations. This course will prepare students who are interested in a career as an emergency medical technician, paramedic or similar allied health related careers. Activities in this course include work-based learning that connects students to industry and the local community.

| #0889/2889 | ROP SPORTS MEDICINE I | CODE - C, P, L=11-12, U=10 |

Prerequisite: None

Content: Sports Medicine 1 is designed for students interested in athletic training, physical therapy, kinesiology, and other related fields in sports medicine. This course covers industry regulations, medical terminology, basic anatomy and physiology of the human body combined with the study of diseases, bloodborne pathogens, vital statistics, infection control, and wound care. Students will also gain theoretical and hands-on knowledge on documentation, kinesiology, nutrition, physical conditioning, sports psychology, and the environmental impact of sports. Activities in this course include work-based learning that connects students to industry and the local community. Students must successfully complete Sports Medicine 1 and Sports Medicine 2 for pathway completion and/or articulation.(Articulated with Community College) **Articulated courses are marked "@" indicating potential dual credit at CVHS and College.**

| #0890/2890 | ROP SPORTS MEDICINE II | CODE - C, P, L=11-12, U=10 |

Prerequisite: None

Content: Sports Medicine 2 prepares students for an entry-level position and post-secondary education in the sports medicine field by providing applied instruction in sports injury prevention, recognition and treatment, first aid/CPR/AED, therapeutic modalities, bandaging, taping, wrapping, protective bracing, and rehabilitation techniques for athletes. Additionally, students will learn about the layout and management of the athletic facility and field, return-to-play protocols, stressors in sports and pharmacology in athletics. Activities in this course include work-based learning that connects students to industry and the local community. Further academic skills are required to be a certified athletic trainer.

<u>Prerequisite</u>: Teacher approval.

<u>Content:</u> This course is for dependable students who wish to contract to work in the classroom or the office. Approval should be received from the teacher or administrator for whom the student wishes to be an aide. The student will perform duties such as typing, processing student assignments, operating school equipment, etc. Confidential student grading or official attendance accounting is not part of the TA contract. **TA credit is limited to 10 total credits during high school.**

<u>Note: In ROP students also earn a Certificate of Competency with successful completion of 70% or more of the course competencies established by our advisory panels</u> ROP articulated courses are marked "@" indicating potential dual credit at CVHS and College.