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# CURRICULUM HANDBOOK 2025-2026



## PRINCIPAL'S MESSAGE

Dear Griffin Families,

Welcome to a new academic year filled with exciting possibilities! We are thrilled to embark on this educational journey with each of you as valued members of the Griffin family. Our commitment extends beyond delivering a comprehensive curriculum; we are dedicated to fostering a sense of belonging, prioritizing well-being, and promoting active engagement for every student.

Our curriculum is designed not just to educate but to create an inclusive space where every student feels they belong. We believe that a sense of belonging is fundamental to a positive learning experience. Through collaborative projects, interactive lessons, and a supportive community, we aim to cultivate an environment where every Griffin student feels seen, heard, and connected.

At the core of our educational philosophy is a deep concern for the well-being of our students. We understand and a healthy and balanced life is crucial for academic success. We encourage open dialogue and provide a safe for addressing the unique needs of every Griffin learner.

Learning is a dynamic process, and we want every student to be actively engaged in their educational journey. Our curriculum goes beyond textbooks, encouraging participation, critical thinking, and hands-on experiences. From interactive classroom activities to extracurricular opportunities, we strive to spark curiosity and enthusiasm, ensuring that every Griffin student is an active participant in the learning adventure.

As partners in your student's education, we invite you to join us in fostering a community where belongings, well-being, and engagement are at the forefront. Together, let's make this academic year a time of growth, connection, and achievement for our Griffin family.

Excitedly anticipating a fantastic year ahead!

Warm regards,

Christiana Kraus  
Principal

# LOS ALAMITOS HIGH SCHOOL

3591 Cerritos Avenue • Los Alamitos, CA 90720

(562) 799-4780

## 2025 - 2026 CURRICULUM HANDBOOK

### ***Los Alamitos Unified School District Statement***

*The mission of the Los Alamitos Unified School District is to educate all students so that they acquire the academic and life skills, and the knowledge, values, and experience necessary to succeed in their school, personal, and professional lives, to continue as lifelong learners, and to contribute to society as respectful and responsible citizens.*

### **BOARD OF EDUCATION**

Marlys Davidson, President  
Diana Hill, Vice President  
Matt Bragman, Member  
Chris Forehan, Member  
Farnaz Pardasani, Member

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Ondrea Reed, Deputy Superintendent, Educational Services  
Elvia Galicia, Assistant Superintendent, Business Services  
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Grace Delk, Director of Special Education  
Melissa Davis, Director of Assessment and Accountability  
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Derrick Chan, Director of Information Technology  
Timothy Golden, Director of Fiscal Services  
Evelyn Garcia, Director of Safety and Personnel  
Dan Bennett, Ed.D., Coordinator of Education Technology

Special thanks to:

Department Chairpersons

Program Coordinators

Counselors

Assistant Principal of Curriculum and Instruction

*Alyssa Reyes*

Secretary

*Tracy Lam*

Reproduction Services Specialist

*Alicia Seyfried*

Webmaster

*Lauren LaVache*

**LOS ALAMITOS HIGH SCHOOL  
MISSION STATEMENT**

Through a diversified and broad approach to the four A's - Academics, Athletics, Arts and Activities, Los Alamitos High School provides a meaningful curriculum, in and out of the classroom, that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to analyze and respond as ethical, socially responsible, and productive members of society.

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# GENERAL INFORMATION

## COURSE SELECTION

### A Message to Students

One of the most important tasks you must complete each spring is registration for the following school year. You will meet individually with your counselor to select the courses that you need to fulfill graduation requirements and prepare yourself for the future. Your personal educational plan deserves your serious thought and careful planning. Go to academic planner in [Californiacolleges.edu](http://Californiacolleges.edu) (log in through Google).

### A Message to Parents

It is important that our students make the most of their high school careers. This can be done only if parents help their students become aware of all courses, programs, and services that are available at school and devise their own four-year educational program. To formulate a successful program, consideration must be given to graduation requirements, college/career goals, and the student's interests and abilities.

Use this handbook as a source of information on courses offered at Los Alamitos High School and various career options available to your student. This handbook is being made available online at [www.losal.org/lahs](http://www.losal.org/lahs) prior to your student meeting with their counselor for their individual registration conference. It is important that parents review and discuss the curricular program for next year with their student, and sign the Schedule Page before meeting with the counselor.

The entire high school staff is available to answer any questions you may have. Use the "Contact Names and Numbers" page to make contact with persons who can be helpful to you.

### Prerequisites

Students should check carefully to see that they have taken the proper prerequisites for courses and have received the necessary grades.

### Credits

It is very important that final grades and credits completed be checked each semester to ensure that satisfactory progress is being made toward graduation. Five credits are earned for passing each course, unless students are repeating a class they have already passed to earn a higher grade. Counselors will review the graduation status for students at their registration conferences. Per Board Policy 5121: Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance. Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report (Education Code 49067).

### Student Schedules

During registration, students will sign up for classes offered in the fall and spring of the next school year. Students will find that some classes and teachers change in the spring semester. Because there are many scheduling options available, changes must be made to give students the courses they need to meet graduation requirements and postsecondary plans.

## Schedule Changes

Schedule changes are honored for the following reasons only. **Deadlines apply. See your counselor regarding dates.**

1. Computer or clerical errors in scheduling
2. Graduation requirements omitted from schedule
3. Students fail to meet the prerequisite for higher level courses. Example: Spanish I grade of D cannot move to Spanish II.
4. Special programs (sports, orchestra, band, ROP, etc.)
5. Balancing class sizes
6. Changes in the master schedule

## Attendance

1. Students in grades 9-10 shall be enrolled in at least six courses each semester. Students in grades 11-12 shall be enrolled in at least five courses each semester.
2. Students are expected to attend each of their scheduled classes promptly and regularly. Regular attendance in all classes is one of the greatest contributing factors to success in school. Absences should be avoided whenever possible.
3. Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided; for every day of absence, the student is given a day to make up for the missed work.

## Counseling Program and Services

As an integral part of the overall school system, the counseling department works with students, teachers, parents, administrators, and community resources to help each student develop his/her potential. In the areas of academic, career, and personal/social development, students are required to make decisions, set goals, and take necessary action to achieve goals. The objectives of counselors are to assist students in:

1. Formulating an individualized educational plan in order to complete high school with the academic preparation essential to choose from a wide range of substantial postsecondary options;
2. Acquiring the skills to investigate the world of work in relation to self-awareness and to make informed career decisions;
3. Acquiring the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

## Attendance of College Classes

To attend high school and college concurrently, students must meet with their counselors to make the necessary arrangements prior to taking any college courses. College courses cannot be counted for high school credit or to meet high school requirements, nor are they calculated into the student's high school grade point average or placed on the high school transcript.

## Attendance at other WASC-Accredited High Schools and Adult Schools

Students who have failed a course necessary for graduation may elect to enroll in the LAUSD summer school program if the course is offered. With prior approval from the assistant principal of curriculum and instruction, students may also enroll in other high school accredited institutions. An offsite coursework approval form must be completed, signed and approved by the assistant principal before registering for the course.

## Summer School Attendance

Summer school attendance is encouraged to make up graduation requirements and credits, and may be done at any accredited high school. Students are encouraged to discuss summer school enrollment with their counselor.

**Contact Names and Numbers School  
Telephone: (562) 799 – 4780**

<b>PRINCIPAL</b>		Ext.
School Principal	Christiana Kraus	82200
<b>ASSISTANT PRINCIPALS</b>		
Curriculum and Instruction	Alyssa Reyes	82203
Counseling, Sp. Ed, and Technology	Cara Vienna	82236
Student Services and Attendance	Phil Bowen	82206
Activities, Athletes, and Facilities	Blake Hypepock	82235
<b>COLLEGE &amp; CAREER</b>		
College/Career Guidance Specialist	Marianne Schaeffer	82240
College/Career Guidance Technician	Gladys Alfaro	82244
<b>ACADEMIC COUNSELORS - Grades 9-12</b>		
	Shelley Riekenberg	82212
	Jodi Hutchinson	82214
	Gail Davenport	82239
	Kevin Garcia	82217
	Matt Riehm	82211
<b>DEPARTMENT CHAIRS</b>		
English	Phil Doran	82306
English	Bonnie D'Souza	82307
Math	Janelle Fox	82284
Math	Victoria Gallagher	82257
Performing Arts (Dance, Music, Drama)	Stacy Castiglione	82513
Physical Education	Matthew Nuez	82535
Science	Brighton Merrell	82289
Science	Kelly Rofe	82157
Social Science	Eric Anderson	82612
Special Education	Kristina Cowan	82309
Special Education	Heidi Pelle-Reid	82361
Visual Arts	Dana Crutchfield	82651
Visual Arts	Megan Maher	82622
World Language	Lisa Sragovicz	82705
<b>ACTIVITIES DIRECTOR</b>		
	Lauren LaVache	82423
<b>RECORDS</b>		
	Kendelyn Michaels	82216
<b>SCHOOL PSYCHOLOGISTS</b>		
	Vhenus Belisle	82220
	James Foot	82209
	Kristine Morris	82232
Wellness Health Counselor	Emily Ledterman	82219
Mental Health Counselor	Ashley Weiss-Wright	82903

**CODE OF CONDUCT**  
**For Athletics, ASB, Performance &**  
**Competition Groups**

This form is **REQUIRED** from all students because most Los Alamitos High School students participate in some sort of co- or extra- curricular activity in the course of a year.

An important aspect of high school athletics and activities is learning behavior appropriate to circumstance. Athletes, ASB members, performance and competition groups often represent the school publicly, causing their behavior to be subject to more than the usual scrutiny. Keeping in mind that participation in extra- and co-curricular activities is a privilege and not a right, some behaviors are subject to standard consequences, including removal from the program.

- The Following Rules & Consequences Apply to ALL Athletes, ASB, Performance & Competition Groups, etc

**DRUGS, ALCOHOL, TOBACCO, NICOTINE, CONTROLLED SUBSTANCES OR INTOXICANTS OF ANY KIND or WEAPONS/CHEMICALS**

*Unlawful possession \* use, sale, transportation or provision of drugs, alcohol, tobacco, nicotine, nicotine products, electronic cigarettes and other vapor-emitting devices with or without nicotine content, intoxicants or any controlled substance or weapons/chemicals pursuant to Ed. Code 48900, at school, going to and from school, or at a school event **shall result in immediate removal of the student from all athletic teams, ASB, performance and competition groups for a period of three weeks or the season of sport/activity, \*\* whichever is greater.***

\* Possession of alcohol, drugs, tobacco, nicotine, nicotine products, electronic cigarettes and other vapor-emitting devices with or without nicotine content, intoxicants or a controlled substance or weapons/chemicals is a serious offense. The term "possession" is so broad that it covers certain cases where you may not have physically touched or you may have had only momentary contact with the alcohol, drugs, intoxicants or controlled substance or weapons/chemicals. You need only have a small degree of control over the situation, i.e., the ability to leave. In short, if you are in the presence of alcohol, drugs, intoxicants, or a controlled substance or weapons/chemicals, you may be charged with unlawful possession.

\*\* Each sport, ASB, performance and competition group defines in writing its "season of sport/activity."  
**Note:** Parent support for this Student Code of Conduct is crucial to its success. Parents who directly or indirectly participate in providing alcohol to students and/or knowingly permit students to drink alcohol are a major concern. These parents are potentially responsible for the adverse consequences to their own child, as well as to the group he/she represents.

- **The Following CIF Rules & Consequences Apply to Athletes:**

**INTERACTION WITH OFFICIALS**

If an athlete physically assaults an official, the athlete shall be banned from interscholastic athletics for the remainder of the student's eligibility. *(CIF Blue Book Sect. 522)*

**UNSPORTSMANLIKE CONDUCT**

If an athlete is ejected from a game for any reason, (unsportsmanlike conduct, fighting, etc.), the athlete shall be prohibited from participating in the next contest.

*(CIF Rule)*

**\*\* In addition, many teams, ASB, performance & competition groups have their own written standards for participation for which a student may be suspended or removed from the program.**

**Student Name (print legibly)** \_\_\_\_\_

I have read the Athletic/Activities Code of Conduct and I will abide by the code.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

## **ELIGIBILITY**

All students must be living with the parent/guardian within the boundaries of the school attendance area. If not, the student must be eligible under an inter-district permit.

### **ALL STUDENTS**

Los Alamitos Unified School District Board Policy 214 provides that participants with less than a 2.0 average for the last semester grade period are placed on "Academic Probation" for the subsequent semester. Students on Academic Probation will work with school staff to monitor progress and provide guidance and support. Two semesters of less than a 2.0 average will result in ineligibility for the subsequent semester and continue until a 2.0 average is attained. During the four high school years, no student will be placed on academic probation more than once.

### **ASB STUDENTS**

Students elected or appointed to ASB offices have a more stringent academic eligibility requirement. The ASB President and the ASB Vice-President must have a cumulative 3.0 GPA in order to run for office and then must attain at least a 3.0 each semester beginning the semester they are elected. Students elected or appointed to all other ASB positions must have a cumulative 3.0 GPA in order to run for office and then must attain a 3.0 at each semester beginning the semester they are elected or appointed. There is no provision for academic probation for students enrolled in ASB.

### **ATHLETES**

Los Alamitos High School is a member of the C.I.F. Southern Section and Sunset League. To be eligible to participate in C.I.F. athletics, a student must meet the following criteria:

- Before a student can participate in a sport, they must have a clearance from the athletic director stating the student athlete has a physical exam, health insurance, parent consent form, and has signed the Code of Conduct form. (CIF Rule 306)
- Athletes must have passed a minimum of 20 units during the previous semester grading period. Only 5 units can be in physical education. (CIF Rule 204)
- Have proper district residency or be attending on a valid inter-district permit.
- Have proper insurance.
- Be currently enrolled in classes worth 20 credits, only 5 of which may be from Physical Education.
- Be under 19 years of age as of June 15th of a student's junior (or third) year.
- Refer to the 2.0 Rule below.  
The 2.0 Rule - Any student participating in extra- or co-curricular activities must maintain a GPA of 2.0 or above each semester. If the student falls below a 2.0 for a semester, they are given probationary status. If the student again falls below a 2.0 for another semester during their high school career, they will be ineligible to participate until a 2.0 semester GPA is achieved at a semester grading period.

# ACADEMIC HONESTY CODE

Los Alamitos High School requires all students to demonstrate honesty and to abide by ethical standards in preparing and presenting materials, as well as in testing situations. Grades should reflect the student's own work in the fairest possible way. Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill which he or she does not possess. It involves any attempt of a student to substitute the product of another, in whole or in part, as his or her own work. It also includes theft, possession, or unauthorized use of any answer keys or model answers.

Violation of the Los Alamitos High School Academic Honesty Code will be subject to disciplinary action up to and including: suspension, dismissal from student offices and all athletics and extracurricular activities, involuntary transfer, and expulsion. This policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class.

## **Cheating includes but is not necessarily limited to:**

### **Copying/Sharing Assignments**

- Copying or giving an assignment to a student to be copied, unless specifically permitted/required by the teacher

### **Plagiarism**

- Plagiarism\* or submission of any work that is not the student's own
- Submission or use of falsified data or records

### **Cheating on Exams or on Major Projects**

- Use of unauthorized material including textbooks, notes, calculators, or computer programs during an examination or on a major project
- Supplying or communicating in any way unauthorized material including textbooks, notes, calculators, or computer programs during an examination or on a major project

### **Forgery/Stealing**

- Unauthorized access to an exam or answers to exam
- Use of an alternate, stand-in or proxy during an examination
- **Alteration of computer and/or gradebook records or forgery of signatures for the purpose of academic advantage**
- Sabotaging or destroying the work of others
- Exchange assignments by printout, digital, electronic, or recorded means, and then submit as "original" work. This includes, but is not limited to: cell phones, paper, or digital documents, and documents written using artificial intelligence tools.

**\*PLAGIARISM:** "Plagiarism" is the "act of appropriating the literary composition of another, or parts or passages of their writings, or the ideas or language of the same, and passing them off as the product of one's own mind." It involves "the use of any outside source without proper acknowledgment." In the academic setting, an "outside source" includes "any work, published or unpublished, by a person other than the student."  
Cheating includes but is not necessarily limited to:

### **YOU ARE CHEATING IF YOU:**

- Copy, duplicate, or transmit using any technology, assignments that will each be turned in as "original" work
- Exchange assignments by physical, digital, or recorded means and turned in as "original work"
- Write formulas, codes, keywords on your person or objects for use in a test
- Use hidden reference sheets during a test
- Use programmed material in phones, watches, calculators, or computer programs or any other electronic devices when prohibited
- Exchange answers with others (either give or receive answers)
- Submit someone else's assignment as your own, in whole or in part
- Submit material (written or designed by someone else) without giving the author/artist name and/or source (e.g., plagiarizing or submitting work done by family, friends, or tutors, or on the internet)
- Take credit for group work, when little contribution was made
- Do not follow additional specific guidelines on cheating as established by a department, class or teacher
- Steal tests, answers, or materials, or have unauthorized possession of such materials
- Sabotage or destroy the work of others

# LOS ALAMITOS UNIFIED SCHOOL DISTRICT

## Nondiscrimination Statement

District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

## Title IX Statement

Los Alamitos Unified School District is committed to providing an environment free from discrimination. Title IX of the Education Amendments of 1972 protects individuals from discrimination (including sexual harassment and sexual violence) based on sex in any educational program or activity. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination.



For more information contact:

**Uniform Complaint Officer, Nondiscrimination Coordinator & Title IX Coordinator:**

Dr. Jerry Friedman, Director of Safety and Personnel Services

[jfriedman@losal.org](mailto:jfriedman@losal.org) ▪ (562) 799-4700 x 80412

10293 Bloomfield Street, Los Alamitos, CA 90720

**Section 504 Coordinator:**

Grace Delk, Director, Special Education

[gdelkhan@losal.org](mailto:gdelkhan@losal.org), ▪ (562) 799-4700 x 80421

10293 Bloomfield Street, Los Alamitos, CA 90720

## **UNIFORM COMPLAINT PROCEDURE FOR SPECIFIC STATE AND FEDERALLY FUNDED PROGRAMS**

The Los Alamitos Unified School District shall comply with all state and federal laws and regulations. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, sexual orientation, sex, race, ancestry, national origin, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures (as set forth in California Code of Regulations, Title 5, Sections 4600-4671) shall also be used when addressing complaints alleging failure to comply with state and/or federal law in: adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs. The Board encourages the early, informal resolution of complaints at the site level whenever possible. The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate mediation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations. The Board prohibits retaliation in any form for the participation in a complaint procedure including but not limited to the filing of a complaint or the reporting of instances of discrimination, such participation shall not in any way affect the status, grades, or work assignments of the complainant. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. A complaint shall be filed with the Assistant Superintendent of Instructional Services who will then refer it to the staff member responsible for the program(s) in question. This staff member shall be knowledgeable about the laws and/or program in question.

**NOTIFICATION PROCESS:** Any individual, public agency, or organization alleging a violation of federal or state statute may file a written complaint regarding special programs with the Los Alamitos Unified School District. Discrimination complaints must be filed with the District or the California Department of Education if direct intervention is requested by a person harmed or by a person on behalf of another. Their complaints must be filed not later than six months from the occurrence of when they are first acknowledged. Complaints must be resolved within sixty (60) days of receipt of a complaint. The attached form provides the filing party an opportunity to present evidence relevant to the complaint.

**APPEAL PROCESS:** If dissatisfied with the District's decision the complainant may appeal in writing to the California Department of Education within fifteen (15) days of receiving the district's decision. The following will be submitted to the California Department of Education on notification of an appeal:

1. The original complaint
2. A copy of the District's decision
3. A summary of the nature and extent of the investigation conducted by the District if not covered in the District's decision
4. A report of the action taken to resolve the complaint
5. A copy of the District's complaint procedures
6. Such other relevant information as the State Superintendent of Public Instruction may require

Complainant(s) may inquire with the Uniform Complaint Procedures Compliance Officer regarding any civil law remedies that may be available.

**CIVIL LAW REMEDIES:** A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. When 15 percent or more of the students in a school speak a primary language other than English, all notices to parents or guardians regarding complaint procedures shall be in the student's primary language other than English.

# COLLEGE AND CAREER CENTER

The College and Career Center, commonly referred to as the “Career Center”, is located downstairs in the STEM Building. Students are encouraged to come before and after school, during nutrition and lunch, and during class when they have permission from their teachers. The Career Center provides services to all students, faculty, parents, and community members.

## College/University Information

- Register students on [www.californiacolleges.edu](http://www.californiacolleges.edu) to monitor progress on “a-g” requirements for admission to a four-year college, access career and college planning tools
- Printed resources: catalogues, brochures, videos
- Scheduled, formal fall visitations from over 80 college representatives (Juniors and Seniors only)
- College Information Night for Seniors and parents (September)
  - Mini Series (August – September)
- Community College Fair/Information Night for Juniors/Seniors and parents (January)
- College Information Night for Juniors and parents (February)

## College Entrance Testing

- Registration information for college entrance examinations: SAT and ACT
- On-site administration of Pre-Act and PSAT (in the Fall semester only)
- SAT/ACT test fee waiver information

## Financial Aid and Scholarship Information

- Financial aid filing (seniors) through [www.californiacolleges.edu](http://www.californiacolleges.edu), go to “My Financial Aid Plan”
- Scholarship applications posted and available from local, state, and national sponsors
- Financial Aid Information Night for Seniors and parents (October)

## Career Information and Activities

- Access to Internet for college/career search using CaliforniaColleges.edu
- Printed resources: books, brochures, magazines, pamphlets
- Formal guest speakers and business site visits representing careers of interest to students
- College and Career Fair for all grades (Spring)
- Facilitate K-14 articulation and postsecondary connections
- Implementation and documentation of Career Pathway Cords for graduation

## Career Assessment

- Strengths Explorer
- Achieve Works Personality
- ASVAB (Armed Services Vocational Aptitude Battery) for 10th - 12th

### Armed Services

- Liaison to all branches of the Armed Services
- Coordinate visitation of recruiters
- Display printed recruitment information
- Register and organize on-site administration of ASVAB
- Facilitate Selective Service Registration

### ROP (North Orange County Regional Occupation Program)

- Course information and guidance
- Course registration and documentation of course completion

### Student Employment Services

- Maintain “Job Board” listings from local business community
- Process Work Permits

### ***CaliforniaColleges.edu - Begin Your College and Career Planning***

The College and Career Center offers an online program for all students via CaliforniaColleges.edu accessed by their GoLosAl account. Online users will complete the college search and career development process through the online portfolio. Individuals can take assessments and access multiple resources to explore occupations and plan for postsecondary education.

The portfolio includes assessments, favorites list, planning timelines, education planner, resume builder, note taker, job interview planning, occupation search and comparison, college search and comparison, financial aid application and scholarship search. The assessments provide automatic, immediate scoring and reporting available from any Internet location

For assistance, contact the LAHS Career Center at (562) 799- 4780, Ext. 82244 or 82240.

**Parents can also get involved**, access additional resources and review your child’s portfolio by registering your free CaliforniaColleges.edu account. Go to [cacollegeguidance.org/resourcehub/tutorials](http://cacollegeguidance.org/resourcehub/tutorials), clicking on parent, scrolling down to Parent/Guardian Tutorials, clicking on Parent Account Management and starting tutorials. Encourage your child to show you their assessment reports and review the results together.

# Los Alamitos High School

# Graduate with a Career Cord

Visual & Performing Arts



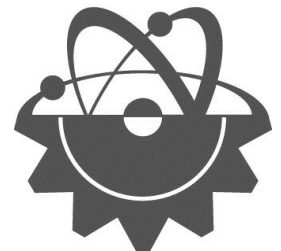
Communications/Human Services



Health Sciences



Science & Technology



To earn your cord(s), **all** of the following must be completed

## Class Requirements

By completing five semester Classes within a selected pathway, you may be eligible to wear a special cord at graduation. Pathway Classes performance must be grade B- or better through the fall of Senior year. (Recognition requires an overall 2.0 GPA)

- Industry-Related Classes – 3 semesters
- Subject-Related Classes – 2 semesters

**TOTAL = 5 Semesters**

## Job Shadowing

These activities must be completed at business or community sites within the selected pathway and documented. Hours from Career Series speakers, College and Career Fair, pathway-related field trips, summer camps, internships or college program visits (maximum 2 hours) may also apply.

- Ten (10) hours of job shadowing
- Job shadowing must be approved by Mrs. Schaeffer prior to completing hours.
- Hours must be verified by completing a job shadowing form.

## Supporting Documents

- A. Pathway Cord Survey Google Form
- B. Professional Resume must be completed in Naviance or emailed
- C. PowerPoint of learned -career experiences, skills and pathway goals

Resume and PowerPoint must be emailed to:

[LAHSCareerCords@gmail.com](mailto:LAHSCareerCords@gmail.com)

--Please do not print pages!--



# Visual and Performing Arts Pathway

(Burgundy Cord)

## Digital Media Careers

### Three (3) Semesters of: Industry-Related Classes

Film & Television Production I, II  
 Art & Design, Advanced and AP  
 Digital Art, Advanced and AP  
 Photography, Advanced and AP

### Two (2) Semesters of: Subject-Related Classes

AP Psychology  
 Art & Design, Advanced and AP  
 Digital Art, Advanced and AP  
 Photography, Advanced and AP  
 Psychology  
 Sociology  
 Yearbook

## Performing Arts Careers

### Three (3) Semesters of: Industry-Related Classes

Advanced Women's Ensemble  
 Beginning/Intermediate/Advanced Band  
 Beginning/Intermediate/Advanced Dance  
 Beginning/Intermediate/Advanced Drama  
 Concert Choir  
 Intro/Intermediate/Advanced Jazz Band  
 Men's Chorus  
 Orchestra  
 Percussion  
 Show Choir  
 Song/Yell/Cheer/Color Guard  
 Women's Ensemble  
 Marching Band

### Two (2) Semesters of: Subject-Related Classes

Advanced Choir  
 AP English Language  
 AP English Literature  
 AP Music Theory  
 AP Psychology  
 Intermediate/Advanced Band  
 Intermediate/Advanced Dance  
 Intermediate/Advanced Drama  
 Orchestra  
 Percussion  
 Psychology  
 Song/Yell/Cheer/Color Guard  
 Student Government  
 Theater Tech I, II

## Visual Arts Careers

### Three (3) Semesters of: Industry-Related Classes

3-D Art and Advanced  
 Art & Design, Advanced and AP  
 AP 2-D Art & Photography  
 Ceramics, Advanced and AP  
 Photography, Advanced and AP  
 Digital Art, Advanced and AP

### Two (2) Semesters of: Subject-Related Classes

3-D Art and Advanced  
 AP Psychology  
 Ceramics, Advanced and AP  
 Art & Design, Advanced and AP  
 Photography, Advanced and AP  
 Digital Art, Advanced and AP  
 Psychology  
 Sociology

## Communications Careers

### Three (3) Semesters of: Industry-Related Classes

Film & Television Production I, II  
 Journalism/Advanced Journalism  
 Digital Art, Advanced and AP  
 Photography, Advanced and AP  
 Yearbook  
 Art & Design, Advanced and AP

### Two (2) Semesters of: Subject-Related Classes

AP English Language  
 AP English Literature  
 AP Psychology  
 Intermediate Drama/Advanced Drama  
 Journalism/Advanced Journalism  
 Digital Art, Advanced and AP  
 Photography Advanced and AP  
 Psychology  
 Sociology  
 Yearbook  
 World Language III or above/Spanish for Native Speakers



# Communications/ Human Services Pathway

(Purple Cord)

## Hospitality Careers



### Three (3) Semesters of: Industry-Related Classes

ROP Culinary Beg, Int, and Advanced

### Two (2) Semesters of: Subject-Related Classes

AP Psychology  
Psychology  
Sociology  
World Language III or above/Spanish for Native Speakers

## Human Services Careers



### Three (3) Semesters of: Industry-Related Classes

AP Human Geography  
AP US History  
AP World History  
Criminal Law  
History and the Future  
Military History  
Model U.N./Peer Support/Explorer Program  
(75 hours of participation is equal to one semester)  
Student Government (ASB)  
Sign Language I, II, III, IV

### Two (2) Semesters of: Subject-Related Classes

AP English Language  
AP English Literature  
AP Govt./Econ  
AP Human Geography  
AP Psychology  
AP Statistics  
AP US History  
AP World History  
Military History  
History and the Future  
Psychology  
Sociology  
Student Government (ASB)  
World Language III or above/Spanish for Native Speakers



# Health Sciences Pathway

(Blue Cord)

## Medical Specialties



### Three (3) Semesters of: Industry-Related Classes

Anatomy & Physiology I, II  
 ROP Fire Technology  
 ROP Emergency Responder (prerequisite for EMT)  
 ROP Emergency Medical Technician (EMT)  
 ROP Medical Careers  
 ROP Body Systems and Disorders  
 Sports Medicine I, II

### Two (2) Semesters of: Subject-Related Classes

Anatomy & Physiology I, II  
 AP Biology  
 AP Chemistry  
 AP Environmental Science  
 AP Physics  
 AP Psychology  
 AP Statistics  
 Psychology  
 ROP Emergency Responder  
 ROP Fire Technology  
 Sports Medicine I, II  
 World Language III or above/Spanish for Native Speakers

## Medical Professions

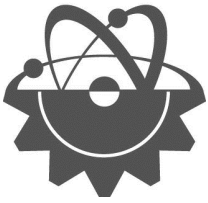


### Three (3) Semesters of: Industry-Related Classes

Anatomy & Physiology I, II  
 AP Biology  
 AP Chemistry  
 AP Environmental Science  
 AP Physics  
 ROP Emergency Responder (prerequisite for EMT)  
 ROP Emergency Medical Technician (EMT)  
 ROP Medical Careers  
 ROP Body Systems and Disorders  
 ROP Medical Assistant Back Office  
 ROP Nursing Assistant Long Term Care  
 Sports Medicine I,II

### Two (2) Semesters of: Subject-Related Classes

Anatomy & Physiology I, II  
 AP Calculus  
 AP Statistics  
 AP Psychology  
 Pre-Calculus  
 Psychology  
 Sociology  
 World Language III or above/Spanish for Native Speakers



# Science & Technology Pathway

(Green Cord)

## Computer Science Careers



### Three (3) Semesters of: Industry-Related Classes

AP Computer Science Principles  
AP Computer Science A  
Film & Television Production I, II  
Intro to Computer Science  
Digital Art I, II, III, IV

### Two (2) Semesters of: Subject-Related Classes

Algebra II  
AP Chemistry  
AP Physics  
AP Calculus  
AP Statistics  
Chemistry Honors  
Chemistry  
Intro to Computer Science  
Intermediate Algebra  
Physics  
Pre-Calculus

## Engineering Careers



### Three (3) Semesters of: Industry-Related Classes

Computer Integrated Manufacturing (CIM)  
Introduction to Engineering Design (IED)  
Principles of Engineering (POE)  
AP Chemistry  
AP Environmental Science  
AP Physics

### Two (2) Semesters of: Subject-Related Classes

AP Calculus  
AP Environmental Science  
AP Physics  
AP Statistics  
Chemistry Honors  
Chemistry  
Physics  
Pre-Calculus

# GRADUATION REQUIREMENTS

All students attending Los Alamitos High School must accumulate 220 credits in grades nine through twelve to graduate from high school. To receive a diploma and participate in graduation ceremonies, students must: 1) pass all required courses; 2) meet the minimum requirement of passing Algebra I or its equivalent.

**The 220 credits necessary for graduation must include:**

40 credits	(8 semesters)	<b>English</b> - Must be enrolled every year.
30 credits	(6 semesters)	<b>History</b> - <u>Must include</u> 10 credits World History, Cultures, & Geography; 10 credits United States History (including Geography); 5 credits American Political Tradition (including American Government & Civics); and 5 credits Economics
20 credits	(4 semesters)	<b>Mathematics</b> – Minimum requirement of Algebra I or equivalent
20 credits	(4 semesters)	<b>Physical Education</b> or Athletics participation
20 credits	(4 semesters)	<b>Science</b> - 10 credits Life Sciences and 10 credit Physical Sciences
10 credits	(2 semesters)	<b>Fine Arts*</b> (Art, Dramatic Arts, Dance, Music) and/or World Language
10 credits	(2 semesters)	<b>Fine Arts*</b> (Art, Dramatic Arts, Dance, Music) <b>or</b> <b>Applied Arts</b> (Child Development, Computer Education, Industrial Technology, ROP)

\*A maximum of 10 credits of Fine Arts can meet either the “f” or “g” requirement, but not both.









These required classes comprise 150 of the 220 required credits. The remaining 70 credits are student elective choices. Students may enroll in a maximum of 40 credits per semester, including Regional Occupational Program (ROP), Career Technical Education (CTE), adult school, and independent study. Students who graduate with the class of 2020 and beyond must also complete their health graduation requirement.

Senior students must be enrolled in a minimum of five classes; at least four of these classes must be scheduled on the Los Al campus during the regular school day. If a senior is on a shortened day, he/she must be enrolled in enough LAHS and/or ROP daytime classes to meet his/her graduation credit requirement. Students must be enrolled as regular students at the comprehensive high school in the last semester of their senior year in order to qualify for a comprehensive high school diploma. Fifth-year seniors are not allowed to remain at the comprehensive high school. A student who completes the second semester of the senior year at the comprehensive high school, but who fails to graduate, may earn a comprehensive high school diploma by: (1) enrolling in continuation high school or (2) completing graduation requirements at any recognized institution within one calendar year of their senior year.

**NOTE:** Course titles in this Handbook are marked “HS” followed by the subject area being met for graduation.

# Los Alamitos Unified School District

## UC/CSU 'a-g' Minimum Eligibility Requirements

		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>		
 Los Alamitos Elementary   Seal Beach Sea Lions J. H. McGaugh Elementary   Husky Pride  	<b>a</b>	History/Social Science World History, US History	X	X			 Lee Leopards  Rossmoor Elementary  #WeAreWeaver   Oak Middle
	<b>b</b>	English 4 years	X	X	X	X	
	<b>c</b>	Mathematics 3 years required 4 years recommended Algebra 1, Geometry, Algebra II	X	X	X	X	
	<b>d</b>	Lab Science 2 Years required 3 years recommended Biology, Chemistry, Physics	X	X	X		
	<b>e</b>	World Language 2 years required 3 years recommended same language	X	X	X		
	<b>f</b>	Visual Performing Arts 1 year required can be taken any year of high school	X				
	<b>g</b>	College Prep Elective 1 year required can be taken any year of high school	X				

### THE KEY TO COLLEGE ADMISSION IS PREPARATION



- ~ Successfully complete the UC/CSU 'a - g' course requirements with a grade of "C" or better. ~
- ~ Take an academically rigorous course of study all four years. This can look different for each student. ~
  - ~ Earn good grades in all coursework. (UC requires a minimum 3.0 GPA.) ~
  - ~ Take at least one Advanced Placement (AP) course as part of your course of study. ~
    - ~ Take the PSAT in 10<sup>th</sup> and 11<sup>th</sup> grades. ~
    - ~ Take the PreACT in 10<sup>th</sup> and 11<sup>th</sup> grades. ~
- ~ Take the SAT and/or ACT in the spring of 11<sup>th</sup> grade and, if necessary, no later than December of 12<sup>th</sup> grade. ~
  - ~Some colleges do not require to take the SAT and/or ACT~
- ~ Be a leader and participate in extra-curricular and co-curricular activities. (academics, athletics, activities, the arts)

# RECOGNITION AT GRADUATION

**Award of Merit** – This award is given to students who complete the sequence of high school courses required by the University of California and California State University systems to be minimally eligible for admission. Students must have a grade of 'C' or better in each semester of the required courses. See the **CSU-UC Comparison of Freshman Admission Requirements** for subject requirements and validation of D/F grades in required courses. Students meeting these requirements receive an Award of Merit medal at graduation.

**Career Cords for Graduation** – By completing five semester courses within a selected career pathway, students may be eligible to wear a colored cord at graduation indicating this accomplishment. The career pathways are Arts and Communication, Consumer and Human Services, Health Sciences, or Science and Technology. Pathway course performance must be grade B or better. Recognition requires 2.0 overall GPA and satisfactory citizenship/effort. Ten (10) hours of job shadowing are required and choice of location requires prior approval of the College and Career Counselor, with structured time under the supervision of an adult employee, and experience related to a career area the student has selected. Documentation forms for the portfolio components are available at [www.losal.org/lahs](http://www.losal.org/lahs). All components of the portfolio are due to the career center in April of the graduation year. The specific requirements for each career pathway are listed in the *Career Cords for Graduation* brochure available in the College and Career Center or online at [www.losal.org/lahs](http://www.losal.org/lahs). Select Academics, Career Center, Career Cords.

**Gold Sealbearer (California Scholarship Federation)** – CSF is a scholastic organization and membership is dependent upon grades and points earned in identified academic classes. Application for membership must be made each semester. Students who have been a member of the California Scholarship Federation (CSF) for at least four semesters during grades 10 through 12, including one semester in their senior year, are awarded Gold Sealbearer status at graduation. A gold seal is attached to the student's diploma and notation of this honor is made on the student's permanent transcript. Gold Sealbearers have the opportunity to wear this recognition at graduation if they are an active member and have 60 CSF points.

To be eligible for semester membership, a student must earn a minimum of 10 CSF points. Of these 10 points, 7 points MUST be earned from the academic subjects: mathematics, science, social sciences, foreign language, and English. The remaining points may come from other subject areas. "A" = 3 CSF points, "B" = 1 CSF point, "C" = 0 CSF points. 1 point will be added to a grade of 'A' or 'B' for Honors and AP classes, with a maximum of 2 additional points per semester. A grade of "D" or "F" in any course or a "U" in citizenship shall disqualify the student from membership for the semester. Please visit <https://lahs.losal.org/academics/csf> for more information.

**Academic Honors** – Students who excel in a rigorous academic program are awarded Academic Honors, which is the school's highest honor at graduation. Eligibility to earn Academic Honors at graduation will first be determined during the senior's second semester (at the 12-week progress report). If a student is not eligible at that time, a determination may be made upon final grades. The method of establishing Academic Honors encourages students to undertake a broader and more difficult academic program.

Students must meet the 'a-g' requirements and earn a total academic GPA (no PE) of 3.85. A grade of "D" or "F" in any course automatically disqualifies a student for Academic Honors.

**CAASPP Honors-** Students who achieve a score of “Standard Met” in English and/or Math will be awarded a graduation cord. One cord is awarded for meeting the standard in English, and another cord is awarded for meeting the standard in Math.

**National Honor Society** – Membership in the National Honor Society is a prestigious recognition of students who exemplify excellence in **scholarship, service, leadership, and character**. Seniors who have a cumulative weighted GPA of 3.8 or higher, after their fifth semester, may be nominated by faculty members. From the pool of nominees, the top candidates are selected for NHS membership in the spring of their junior year. These students are expected to actively demonstrate the qualities of scholarship, service, leadership, and character throughout their senior year, participating in a ten hour service project that makes a positive impact on their school and community. Students must maintain a 3.8 GPA or above in order to stay eligible once inducted. Please visit: <https://www.nationalhonorsociety.org/> for more information.

**Community Service Cord** – Students who have completed community service hours are eligible to receive recognition at graduation. Students must keep track of their service hours completed the summer after 8<sup>th</sup> grade through spring of their senior year. An activity log is provided: <https://resources.finalseite.net/images/v1697252428/losalorg/fav5iqy8hz167kmk3c/CommunityServiceLog.pdf>. All logs are submitted to the Activities office in May of senior year. Activity logs must have a valid signature by an adult/supervisor. Community service hours are not required for graduation, however we encourage students to get connected within their community.

<b>Cord Color</b>	<b>Class of 2025 + Beyond Volunteer Hours</b>
<b>White</b>	100
<b>Silver</b>	500
<b>Gold</b>	1000

**Valedictorian at Graduation** – The Valedictorian status will be awarded to the **TOP TEN** students earning the highest weighted grade point average in a specific course of study after seven semesters. All Valedictorians will be recognized at graduation.

**NOTE: Students who have a documented instance of cheating or plagiarism during their high school experience are not eligible for Valedictorian or National Honor Society consideration.**

Cheating and plagiarism have become increasing problems at high schools and colleges/universities nationwide. Cheating and plagiarism can be defined as follows (but are not limited to these descriptions):

**CHEATING:** *To derive something valuable by the use of deceit or fraud (Merriam-Webster); to copy information or answers on an exam / quiz, project or assignment from another person; submit answers that are not your own in an attempt to earn points / credit for said work.*

**PLAGIARISM:** *"Plagiarism" is the "act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind." It involves "the use of any outside source without proper acknowledgment." In the academic setting, an "outside source" includes "any work, published or unpublished, by any person other than the student."*

Please visit <https://lahs.losal.org/our-school/parent-student-handbook> for more information.

# Seal of Biliteracy

The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English.

The student must demonstrate:

## **English Proficiency through one of the following methods:**

- 1) Coursework: Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes.
- 2) State Assessment: Pass the California Assessment of Student Performance and Progress for English language arts administered in grade 11, at or above the “standard met” achievement level.
- 3) Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar) or Pass an English IB examination with a score of 4 or higher.
- 4) SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

## **Proficiency in one or more languages, other than English**

- 1) Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.
- 2) Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or higher.
- 3) ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher.
- 4) District-Approved Assessment: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

Please visit <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp> for more information on the State Seal of Biliteracy program.

# COLLEGE ENTRANCE REQUIREMENTS

## 1. **Admission to the University of California as a Freshman**

Subject, scholarship, and examination requirements for freshman applicants are described below.



### Subject Requirement

To satisfy this requirement, you must have successfully completed a specific sequence of high school courses in the subjects listed below. These required high school courses are often called the “a-g subjects.” To be accepted by the University, they must appear on a list certified by your high school principal as “Courses to Meet Requirements for Admission to the University of California.” This list may be found at:

<https://hs-articulation.ucop.edu/agcourselist/institution/2689;academicYearId=22>

The grades you earn in the a-g subjects taken in the 10<sup>th</sup> and 11<sup>th</sup> grades are the only grades the University will use to calculate your grade point average for admission. Grades earned in the 12<sup>th</sup> grade are carefully reviewed for final admission.

It will take 15 units\* of high school work to fulfill the Subject Requirement. At least 7 of the 15 units must have been earned in courses taken during the last two years of high school.

- a. **History/Social Science:** Two years required; one year of United States history or one-half year of United States history and one-half year of civics or American government; and one year of World History, Cultures, and Geography.
- b. **English:** Four years required, which can include no more than one year of ELD courses (highest level).
- c. **Mathematics:** Three years required (Algebra I, Geometry, Intermediate Algebra / Algebra II); four years recommended.
- d. **Laboratory Science:** Two years required (including at least two of the three core disciplines of biology, chemistry, conceptual chemistry, and physics); three years recommended. (Not more than one year of 9<sup>th</sup> grade laboratory science can be used to meet this requirement.)
- e. **Language Other Than English:** Two years are required; three years recommended (must be from the same language).
- f. **Visual and Performing Arts (VPA):** One year (two semesters) of the same course is required in any of the following areas: dance, music theatre/drama, or visual arts.
- g. **College Preparatory Elective Courses:** One year (two semesters) required, in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

\*A unit is equivalent to a one-year course.

NOTE: Courses that meet University of California entrance requirements will be marked “U.C.” (subject area).

### Honors Level Courses

The University assigns extra points for up to four units of University-certified honors level, Advanced Placement and International Baccalaureate Higher Level and designated Standard Level courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two units (two years or four semesters) of UC-approved honors level courses taken in the 10<sup>th</sup> grade may be given extra points. A grade of 'D' in an honors, Advanced Placement or designated International Baccalaureate course does not earn extra points.

To qualify for extra points, high school courses must be in the following academic fields: history, English, advanced mathematics, laboratory science, language other than English (foreign language), visual and performing arts (beyond the introductory level), computer science and social science, *and they must be certified as honors courses by the University.* The following Los Alamitos High School courses have been approved by the University of California to receive extra points when computing the student's grade point average:

2-D Art & Design (AP)	Japanese IV (H)
3-D Art & Design (AP)	Japanese (AP)
Biology (AP)	Macroeconomics (AP)
Calculus AB (AP)	Music Theory (AP)
Calculus BC (AP)	Physics C (AP)
Chemistry (AP)	Pre-Calculus (H)
Computer Integrated Manufacturing (H)	Psychology (AP)
Computer Science A (AP)	Spanish IV (H)
Computer Science Principles (AP)	Spanish Language (AP)
English Language & Composition (AP)	Spanish Literature (AP)
English Literature & Composition (AP)	Statistics (AP)
Environmental Science (AP)	U.S. Government & Politics (AP)
French IV (H)	U.S. History (AP)
French (AP)	World History (AP)
Human Geography (AP)	

### D and F Grades

'D' and 'F' grades in the "a-g" courses must be repeated or validated. The best grade will be used in the GPA calculation. A course that was not completed with a 'C' or better can be repeated only once. Consult with your counselor to determine how these grades can be improved and how the University will use them in evaluating your scholarship record. A grade of 'D' in the fall semester in a language other than English is acceptable with a higher grade in the spring semester, or the next higher level course in the same language. A letter grade of C or better in the second semester of Geometry will validate the first semester of Geometry. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. Grades for repeated courses in which you initially earned a grade of 'C' or better will not be used.

#### 2. Eligibility by Examination Alone

If you do not meet the requirements for Eligibility in the Statewide Context or Eligibility in the Local Context, you may be able to qualify for admission to the University by examination.

## 1. Admission to the California State University as a Freshman



The California  
State University

The California State University and the University of California have aligned their respective 15 college preparatory course requirements.

Eligibility is determined by grade point average (which includes the “a-g” courses completed in the 10<sup>th</sup> and 11<sup>th</sup> grades).

### 1. Subject Requirement

First-time freshman applicants are required to have completed, with a grade of ‘C’ or better in each course, the 15-unit comprehensive pattern of college preparatory study also known as the “a-g” pattern. CSU accepts all high school courses identified by the University of California as meeting the “a-g” requirements. The college preparatory course pattern requires:

**History/Social Science:** Two years required; one year of United States history or one-half year of United States history and one-half year of civics or American government; and a second year of history/social science from either the “a” or “g” subject areas.

**English:** Four years required, which can include not more than one year of ELL courses.

**Mathematics:** Three years required (Algebra I, Geometry, Intermediate Algebra /Algebra II); four years recommended.

**Laboratory Science:** Two years required, including one year of physical science and one year of biological science. Three years recommended.

**Language Other Than English:** Two years are required; three years recommended (must be from the same language).

**Visual and Performing Arts (VPA):** One year (two semesters) of the same course is required in any of the following areas: dance, music theatre/drama, or visual arts.

**College Preparatory Elective Courses:** One year (two semesters) required, in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

\*A unit is equivalent to a one-year course.

**NOTE:** Courses that meet California State University entrance requirements will be marked “C.S.U.” (subject area).

### Honors Level Courses

The University assigns extra points for up to four units of University-certified honors level, Advanced Placement and International Baccalaureate Higher Level and designated Standard Level courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two units (two years or four semesters)

of UC-approved honors level courses taken in the 10<sup>th</sup> grade may be given extra points. A grade of 'D' in an honors, Advanced Placement or designated International Baccalaureate course does not earn extra points.

To qualify for extra points, high school courses must be in the following academic fields: history, English, advanced mathematics, laboratory science, language other than English (foreign language), visual and performing arts (beyond the introductory level), computer science and social science, *and they must be certified as honors courses by the University.*

### Admission

High school GPA is the primary factor in the admissions formula. If applying to an impacted campus or program there may be supplemental requirements that will be determined by the individual campus.

### D and F Grades

'D' and 'F' grades in the "a-g" courses must be repeated or validated. The best grade will be used in the GPA calculation. There is no restriction on the number of times a course may be repeated. Consult with your counselor to determine how these grades can be improved and how the University will use them in evaluating your scholarship record. A grade of 'D' in the fall semester in a language other than English is acceptable with a higher grade in the spring semester, or a grade of 'C' or better in the next higher level course in the same language. A letter grade of C or better in the second semester of Geometry will validate the first semester of Geometry. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I.



**2. Admission to the Community College as a Freshman**

Graduates of a four-year high school or its equivalent are eligible for admission and may undertake any program of study for which they are prepared. Math and English Placement Tests will be required to enroll in a mathematics or English course. Others may be eligible if they meet any of the following criteria:

1. Any person possessing a California high school proficiency certificate, OR
2. Any person 18 years of age or older who can profit from instruction.

**3. Admission to Independent Colleges and Out-of-State Public Institutions as a Freshman**

Subject Requirement

Subject requirements vary among independent colleges and out-of-state public institutions. However, if students follow the University of California requirements, they probably will meet the requirements for the majority of schools. Refer to the college catalog or website for subject and scholarship requirements for each independent college.

# NCAA ACADEMIC ELIGIBILITY

Contact: Dr. David Platt, Ed.D. at [dplatt@losal.org](mailto:dplatt@losal.org)

*For students who are interested in Collegiate Athletics (Division I or II)*

<p><b>GENERAL REQUIREMENTS</b></p> <p>In order to practice, compete, and/or receive institutional financial aid as a freshman at an NCAA Division I or Division II college, you must satisfy the requirements of NCAA Bylaw 14.3. <a href="#">Bylaw 14.3</a> requires you to:</p>	<p style="text-align: center;"><b><u>DIVISION I</u></b> <b><u>16 CORE-COURSE RULE</u></b></p> <p>Complete <u>16 Core Courses:</u></p> <ul style="list-style-type: none"> <li>- 10 of the 16 core courses must be completed before the seventh semester (senior year) of high school.</li> <li>- 7 of the 10 core courses must be in English, math or science.</li> </ul> <p><b>These course grades are “locked in” at the start of seventh semester and cannot be repeated for GPA improvement.</b></p> <p>-Earn a core-course GPA of at least 2.300</p> <p>4 years of English 3 years of mathematics (Algebra 1 or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 1 year of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)</p>	<p style="text-align: center;"><b><u>DIVISION II</u></b> <b><u>16 CORE-COURSE RULE</u></b></p> <p>Complete <u>16 Core Courses:</u></p> <p>3 years of English 2 years of mathematics (Algebra 1 or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 3 years of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)</p> <p>Earn at least a 2.200 core-course GPA</p> <hr/> <p style="text-align: center;"><b>NCAA Eligibility Center website:</b> <a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a> <b>Students must register with the NCAA Eligibility Center prior to participating in Div. I or Div. II Collegiate Athletics. Registration is recommended at the beginning of junior year.</b></p>
<p style="text-align: center;">**Los Alamitos High School does not determine final NCAA eligibility. Official NCAA eligibility will be determined by successful completion of student work with the NCAA Eligibility Center. Work with your counselor for course mapping.</p>		

## CSU-UC Comparison of Minimum Freshman Admissions Requirements

	California State University (CSU)	University of California (UC)
<b>SUBJECT REQUIREMENTS</b>		
	<b>15 year-long/30 semester college preparatory 'a-g' courses are required with letter grades of C or better:</b>	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
<b>A   History/Social Science</b>	<b>2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND</b>	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the "a" subject area.
<b>B   English</b>	<b>4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):</b>	
	Advanced ESL may be substituted for the first year of the 4 years of English.	ESL/ELD cannot meet the senior year of English.
<b>C   Mathematics</b>	<b>3 years including/integrating topics covered in the foundational subjects of elementary algebra, two- and three-dimensional geometry, and advanced algebra;* (4 years strongly recommended)</b>	
	Students applying to UC must complete a geometry course (or integrated math courses with geometry content).	
<b>D   Science</b>	<b>2 years/4 semesters of laboratory science</b>	
	At least 1 year/2 semesters of physical science and 1 year/2 semesters of biological science; one year must be from the D subject area and the second year may be from the D or G area Year-long sequence courses of the same subject are not required. Laboratory Science Requirement can be met with different semesters provided the student completes one year of physical science and one year of biological science.  <b>Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.</b>	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); or two years of a three-year NGSS integrated science model; or one year of biology, chemistry or physics and one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. <i>Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3<sup>rd</sup> year (or beyond) of the science requirement.</i> Courses must be from the D subject area.
<b>E   Language Other Than English</b>	<b>2 years (or equivalent to the 2nd level of high school instruction) of a language other than English;* 3 years recommended (Courses must be in the same language, American Sign Language allowed)</b>	
<b>F   Visual and Performing Arts</b>	<b>1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts</b>	
<b>G   College Preparatory Elective</b>	<b>1 year/2 semesters of elective course work chosen from any area on approved A-G course list</b>	
<b>REPEATED COURSES</b>		
	<b>California State University (CSU)</b>	<b>University of California</b>
	<b>(UC) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</b>	
	Required A-G courses must be completed with a grade of C or better. Any course may be repeated so long as the course curriculum is the same or similar to the original course. Course titles should be exactly the same or similarly named course titles. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.	Required A-G courses must be completed with a letter grade of C or better. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

\* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements only.

\*\* It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.

Information is accurate as of October 2024

## CSU-UC Comparison of Minimum Freshman Admissions Requirements

	California State University (CSU)	University of California (UC)
<b>VALIDATION OF SUBJECT OMISSION BY OTHER COURSES</b>		
Mathematics	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. Integrated style Math 2 will be accepted in lieu of a Geometry course.	
	A letter grade of C or better in any semester of an area C course with a discipline of Precalculus, Calculus, or Other Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement.  Through the 2024-2025 academic year, a letter grade of C or better in Statistics will validate Algebra I and Algebra II but will not validate Geometry. Beginning Fall 2025, Statistics will no longer validate the Algebra series.  A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to <a href="#">CSU's Admission Handbook</a> .	The omission of a full year of geometry cannot be validated by any higher-level coursework.  Through the 2024-25 academic year: A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus, Statistics or Other Advanced Math will validate two years of the requirement, but not Geometry.  Effective fall 2025 and later: A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus or Other Advanced Math will validate two years of the requirement, but not Geometry. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2.  Refer to UC's Validation Matrix in <a href="#">Quick Reference Guide to UC Admissions</a> .
	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refers to <a href="#">ASSIST</a> and looks for the footnote indicating the course is equivalent to two years of high school instruction.	
Language Other than English (LOTE)		
Chemistry	A grade of C or better in the second semester of Chemistry <u>will</u> validate the first semester.	UC does not allow validation of Chemistry.
<b>VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES</b>		
Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework. UC exception: beginning AY 2025-26, no course will validate deficient grades in Geometry. For UC, refer to the Validation Matrices in <a href="#">Quick Reference Guide to UC Admissions</a> .  CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the <a href="#">CSU Admission Handbook</a> .		
<b>VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES</b>		
Required A-G courses may be satisfied with appropriate test scores on ACT, SAT, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions. For UC, Geometry cannot be validated by any examination score.		
<b>HIGH SCHOOL GPA</b>		
Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. <b>CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</b>		
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does <b>not</b> average grades. <b>However, when completing the UC admission application, all A-G courses and grades must be reported.</b>
<b>HONORS POINTS</b>		
Maximum of 8 extra grade points (honors points) from four year long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year long courses (4 semesters) completed in 10 <sup>th</sup> grade can be used in the honors points calculation.		
<b>TEST SCORES – ACT/SAT</b>		
ACT or SAT	The CSU no longer considers ACT/SAT examinations in determining admission eligibility for all CSU campuses and in awarding CSU scholarships. Students will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college course placement ( <a href="http://www.CSUStudentSuccess.org">www.CSUStudentSuccess.org</a> ) in the campus they plan to enroll in.	UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment.

*Information is accurate as of October 2024*

# TESTING OPTIONS

**ACT:** The ACT is a four-year college entrance exam generally taken during the Junior and/or Senioreyear, and is accepted by all four-year colleges and universities in the United States. Two test options are available. The ACT (No Writing) is made up of four multiple-choice tests in English, mathematics, reading, and science. Or, the ACT Plus Writing includes the four multiple-choice tests plus a 30-minute Writing Test. Check [www.actstudent.org](http://www.actstudent.org) for a site to take the ACT. Los Alamitos High School does not offer this test. and searchable list of colleges that require, recommend, or do not need results from the ACT writing test. A fee is required for this test and students can register at [www.actstudent.org](http://www.actstudent.org).

**ADVANCED PLACEMENT TESTS:** These tests are administered on the Los Alamitos High School Campus each May. The test schedule is set by the College Board. Students may earn college course credit based on their exam score. For more information on Advanced Placement Exams, please refer to [www.collegeboard.com](http://www.collegeboard.com). Los Alamitos High School students may request to test in AP Exams not offered by the school. The following Advanced Placement courses are offered at Los Alamitos High School:

2-D Art & Design (AP)	Human Geography (AP)
3-D Art & Design (AP)	Japanese (AP)
Biology (AP)	Macroeconomics (AP)
Calculus AB AP)	Music Theory (AP)
Calculus BC AP)	Physics C (AP)
Chemistry (AP)	Psychology (AP)
Computer Science A (AP)	Spanish Language (AP)
Computer Science Principles (AP)	Spanish Literature (AP)
English Language & Comp. (AP)	Statistics (AP)
English Literature & Comp. (AP)	U.S. Government & Politics (AP)
Environmental Science (AP)	U.S. History (AP)
French (AP)	World History (AP)



**ASVAB - Armed Services Vocational Aptitude Battery:** Each year an Armed Services representative administers the ASVAB to interested students. Test results help the student determine areas of occupational interest and aptitude. Students interested in this test should visit the Career Center for details. The Armed Services charge no fee for this test, and test-takers are under no obligation to enlist.

**CALIFORNIA PROFICIENCY PROGRAM:** The CPP has replaced the California High School Proficiency Exam (CHSPE). The CPP utilizes the State Board of Education approved GED® or HiSET® subtests for language arts and mathematics to measure proficiency. Testing may be completed via paper at a testing center or online. Please see <https://hiset.org/california-proficiency/> for further information. Students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring.

**ELPAC– English Language Proficiency for California:** School districts are required to administer this test to students whose home language is not English. The purpose of ELPAC is to identify new students who are English Learners in grades K-12 to determine their level of English proficiency and to annually assess their progress toward becoming fluent in English. Schools must administer the ELPAC annually to all English Learners until they are reclassified from English Learner to Fluent English Proficient. This test assesses the following skill areas: listening, speaking, reading, and writing.



Pre-ACT: The Pre-ACT is a 10th grade multiple-choice assessment that helps students prepare for the experience of taking the ACT test and provides information regarding their future performance on the exam. A fee is charged for this test and can be paid during registration at the ASB office.

PSAT/NMSQT (practice SAT): The PSAT is taken by sophomores or juniors typically during the fall. In addition to providing information about the student's aptitude for college-level studies, the PSAT scores taken the junior year are used by the National Merit Scholarship Qualifying Test (NMSQT) to determine National Merit semi-finalists. A fee is charged for this test and can be paid during registration at the ASB office.

California Assessment of Student Performance and Progress (CAASPP): This is a state-mandated testing program for all students in grades 3-8, and grade 11. It includes tests in the areas of language arts/reading and mathematics.

# Career Technical Education (CTE)

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. Los Alamitos High School offers seven Career Pathways for students to explore: Biomedical, Computer Science, Emergency Response, Engineering, Film and Television Production, Sports Medicine, and Technical Theatre. The Regional Occupational Program (ROP) provides one of the high school's pathways, Emergency Response. All CTE classes at Los Alamitos High School are taught by specially credentialed teachers with proven industry experience and are CSU/UC approved.

- **Biomedical Pathway**
- **Computer Science Pathway**
- **Emergency Response Pathway (ROP)**
- **Engineering Pathway**
- **Film and Television Production Pathway**
- **Patient Care Pathway**
- **Technical Theatre Pathway**

## BIOMEDICAL

### **HUMAN ANATOMY AND PHYSIOLOGY**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Biology, grade of C or better, or completion of science graduation requirements with grades of C or better
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### **ADVANCED ANATOMY AND PHYSIOLOGY/ MI**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Human Anatomy and Physiology with a C or higher
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## COMPUTER SCIENCE

### **INTRODUCTION TO COMPUTER SCIENCE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> A timed writing score of at least 25 wpm or certification from middle school
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### **AP COMPUTER SCIENCE PRINCIPLES**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Teacher Recommendation
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### **AP COMPUTER SCIENCE A**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Teacher Recommendation
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## EMERGENCY RESPONSE (ROP)

### **ROP EMERGENCY MEDICAL RESPONDER**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None
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### **ROP FIRE TECHNOLOGY**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None
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### **ROP EMERGENCY MEDICAL TECHNICIAN**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Completion of Emergency Medical Responder course with a C or higher; must be at least 17 years of age on class start date.
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## ENGINEERING

### **INTRODUCTION TO ENGINEERING DESIGN (IED)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Algebra I recommended
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### **PRINCIPLES OF ENGINEERING (POE)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Algebra I or above; Introduction to Engineering Design with a C or higher
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### **COMPUTER INTEGRATED MANUFACTURING (CIM) HONORS**

<b>Credits:</b> 10/year Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Algebra I or above; Intro to Engineering Design/Principles of Engineering, teacher recommendation
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## FILM AND TELEVISION PRODUCTION

### **FILM AND TELEVISION PRODUCTION**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None
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### **FILM AND TELEVISION PRODUCTION II (GRIFFIN NEWS)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Film and Television Production with a C or higher
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**FILM AND TELEVISION PRODUCTION II (FOCUS STUDIOS)**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Film and Television Production with a C or higher
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**PATIENT CARE****SPORTS MEDICINE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None
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**ADVANCED SPORTS MEDICINE**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Sports Medicine with a C or higher
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**TECHNICAL THEATRE****CTE TECHNICAL THEATRE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None
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**CTE TECHNICAL THEATRE II**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Technical Theatre with a C or higher
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**CTE INTERNSHIP****ROP CTE INTERNSHIP**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Must be enrolled in, or have previously taken, the capstone level of their CTE Pathway and teacher recommendation.
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# Biomedical Science



Learning and Growing by Investigating Medical Mysteries - Working with the same equipment and tools used by lab professionals, PLTW Biomedical Science students are empowered to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health. Students work together in teams to find unique solutions, and in the process, learn in-demand, transferable skills like critical thinking and communication.

**Project Lead the Way (PLTW)** is the nation's leading provider of K-12 STEM programs. Their world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

## COURSE DESCRIPTIONS

### **HUMAN ANATOMY AND PHYSIOLOGY - PLTW**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Biology with a C or higher	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Human Anatomy & Physiology / HBS - Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This course meets one of the requirements for the Medical Professions Career Cord.

### **ADVANCED ANATOMY AND PHYSIOLOGY/ MI- PLTW**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Human Anatomy and Physiology	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Advanced Anatomy & Physiology / MI - Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course meets one of the requirements for the Medical Professions Career Cord.



**Integrated Program of Study Course Grid**  
 Health Science and Medical Technology Sector  
 Patient Care Pathway\*



Grade	CTE Courses/VA PA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">Cypress College: Biomedical</a> <a href="#">GWC: Nursing Programs</a> <a href="#">OCC: Allied Programs</a> <a href="#">SAC: OT Programs</a> <a href="#">SC: Nursing Programs</a> <a href="#">Cerritos College: PT Assistant</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English I or English I H(UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Human Anatomy Physiology (UC) Concentrator, CTE	World History or AP World History (UC)	English II or English II H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Human Anatomy Physiology (UC) Concentrator, CTE	U.S. History or AP U.S. History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus	Physics or AP Biology (UC)		World Language (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Advanced Anatomy Physiology (UC) Capstone, CTE	Government/Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)	AP Chemistry or Physics (UC)		AP World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships	
								Spring		
								Summer		

Potential Certifications, Certificates, Degrees	High School Industry Certifications	Community College Programs/Certificates	UC/CSU Degree Programs
	Basic Life Support - CPR	Health Informatics Specialists	CSU Public Health
		Physical Therapy Assistant	CSU Kinesiology
	Occupational Therapy Assistant	UC Biology	
Potential Employment & Salary (median salary OC)	Dental Laboratory Technician - \$44	Health Information Technologist - \$77K	Occupational Therapist - \$97K
	Home Health Aide - \$30K	Physical Therapy Assistant - \$77K	Physician Assistant - \$130K
	Medical Secretary - \$46K	Occupational Therapy Assistant - \$76K	Physical Therapist - \$101K

# Computer Science

## COURSE DESCRIPTIONS

### **INTRODUCTION TO COMPUTER SCIENCE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> A timed writing score of at least 25 wpm or certification from middle school	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This is an introductory course in computer science. No previous computer experience or knowledge is required. This course leads students through the process of computer programming utilizing problem solving skills. The course provides a strong foundation for students who later will take the Advanced Placement class. The Python programming language will be the vehicle used for implementing computer-based solutions to particular problems. This course meets one of the requirements for the Computer Science pathway cord.

### **AP COMPUTER SCIENCE PRINCIPLES**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Teacher Recommendation	<b>Satisfies:</b> HS (g) UC/CSU (d)	<b>Average HW:</b> 1 hour/night
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The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Students enrolling in this course are expected to sit for the AP Computer Science Principles exam in May.

### **AP COMPUTER SCIENCE A**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Teacher Recommendation	<b>Satisfies:</b> HS (g) UC/CSU (c)	<b>Average HW:</b> 1 hour/night
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AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students enrolling in this course are expected to sit for the AP Computer Science A exam in May.

**Integrated Program of Study Course Grid**  
*Information and Communication Technology Sector Software and Systems  
 Development Pathway\**

Grade	CTE/VAPA Courses	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CCC: Information Technology Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art		English I or English I H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">Cypress College: Computer Information Systems Programs</a> <a href="#">FC: Computer Information Systems Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Intro to Computer Science (UC) Introductory CTE	World History or AP World History (UC)	English II or English II H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry or Anatomy & Physiology (UC)	PE-2	World Language (UC) (Required))	<a href="#">IVC: Computer Information Management Programs</a> <a href="#">OCC: Computer Information Systems Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	AP Comp Sci Principles (UC) Concentrator CTE	US History or AP US History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Physics or Anatomy & Physiology (UC)		World Language (UC) (Elective)	<a href="#">SC: Computer Information Management Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	AP Comp Sci A (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or Calculus (UC)	AP Physics or AP Biology or AP Chemistry (UC)		AP World Language (UC) (Elective)	<a href="#">SAC: Computer Information Systems Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
<b>Potential Certifications, Certificates, Degrees</b>		<b>High School Industry Certifications</b>			<b>Community College Programs/Certificates</b>			<b>UC/CSU Degree Programs</b>		
		Oracle Certified Associate			Computer Science			CSU Information Technology		
		CompTIA Network+			C++ Programming			CSU Computer Technology		
					Information Management and Technology			UC Computer Science or Computer Engineering		
<b>Potential Employment/Salary</b> (median salary in OC)		Help Desk Clerk - \$56K			Information Tech. Project Manager - \$80K			Computer and Information Research Scientist - \$129K		
		Data Warehousing Specialist - \$94K			Computer Programmer - \$94K			Computer and Information Systems Manager - \$161K		
		Video Game Designer - \$74K			Computer Systems Analyst - \$102K			Computer Network Architect - \$113K		

# Emergency Response (ROP)

## ROP EMERGENCY MEDICAL RESPONDER

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Whether you want to be a lifeguard, a firefighter, or a medical worker in any branch of medicine, this class will give you a great introduction. You will learn skills to assist Emergency Medical Services providers at the scene. You will study patient assessment, triage, first aid, emergency responsibilities, and ethical/legal issues and responsibilities. This class prepares you for the EMT class and advanced studies in the field. This course meets one of the requirements for the Medical Careers Pathway Cord.

## ROP FIRE TECHNOLOGY

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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If you are very physically fit, self-disciplined and highly ethical, the firefighting service may be a good match. You'll learn about careers within the fire service, about fire behavior, firefighting tactics, ethics, legal issues and history of the fire service. This class trains you for further education. This course meets one of the requirements for the Medical Specialties Pathway Cord.

## ROP EMERGENCY MEDICAL TECHNICIAN

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Completion of Emergency Medical Responder course with a C or higher; must be at least 17 years of age on class start date.	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Start your healthcare career as an Emergency Medical Technician with one of the top public high school EMT programs. An EMT is a front-line, entry-level healthcare provider who is often the first to provide medical assistance to people who are experiencing a medical emergency or traumatic injury. EMT certification and work experience are also critical steps for those seeking Paramedic training. Many doctors, nurses, and other healthcare providers began their careers as EMTs. Success in this course allows you to take the national registry emergency medical technician certification (NREMT).



**Los Alamitos High School**  
**Integrated Program of Study Course Grid**  
*Public Services Sector*  
*Emergency Response Pathway\**



Grade	CTE Courses/V A PA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work- Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CCC: Emergency Management Programs</a> <a href="#">Cypress College: Homeland Security Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English I or English I H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE- 1	World Language (UC) (Required)	<a href="#">GWC: Criminal Justice Center Programs</a> <a href="#">OCC: Emergency Medical Services Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
10	Fire Tech (UC) Intro CTE	World History or AP World History (UC)	English II or English II H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)	<a href="#">SAC: Emergency Medical Technician Programs</a> <a href="#">SC: Emergency Medical Technician Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
11	Emergency Medical Response (UC) Concentrator CTE	U.S. History or AP U.S. History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiology (UC)		World Language (UC) (Elective)	<a href="#">SC: Emergency Medical Technician Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Emergency Medical Technician (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP Literature (UC)	Pre-Calculus, Finite, AP Statistics or AP Calculus (UC)	AP Chemistry, AP Biology or Physics (UC)		AP World Language (UC) (Elective)	<a href="#">SC: Emergency Medical Technician Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	

Potential Certifications, Certificates, Degrees	High School Industry Certifications	Community College Programs/Certificates	UC/CSU Degree Programs
	American Heart Association - Basic Life Support	Public and Human Services	CSU Emergency Services Administration
	Eligibility for National Registry of Emergency Medical Technicians Exam	Administration of Justice	CSU Public Services Administration
	Orange County Emergency Medical Services Registry	Emergency Medical Technician	UC Pre-Med or Nursing
Potential Employment/Salary (median salary in OC)	Lifeguard, Ski Patrol, and Other Recreational Protective Worker \$35K	Firefighter - \$90K	Emergency Room Physician - \$208K+
	Ambulance Driver and Attendant - \$31K	Emergency Medical Technician - \$35K	Fire Chief - \$146K
	Personal Care Aide - \$26K	Emergency Room Nurse - \$106K	Nurse Practitioner - \$131K

# ENGINEERING



## Engineering Pathway Los Alamitos Unified School District

**WORKBASED LEARNING OPPORTUNITIES** for Seniors: Internships, Lab Assistant, Job shadowing, Industry Sector Certification exams. Articulation with postsecondary training/education.

From launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality. PLTW Engineering empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives on any career path they take

**Project Lead The Way (PLTW)** is the nation's leading provider of K-12 STEM programs. Their world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

### INTRODUCTION TO ENGINEERING DESIGN (IED)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Algebra I recommended	<b>Satisfies:</b> HS (g) UC/CSU (g)
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In this one-year PLTW course, students use a problem-solving model to design solutions to real-world challenges, including improving existing products and inventing new ones. Using sophisticated three-dimensional modeling software, students create designs and communicate product details. Emphasis is placed on analyzing potential solutions and communicating ideas to others. Students who successfully complete the one-year class are eligible for one year of UC-approved a-g elective credit. This course meets one of the requirements for the Engineering Careers Pathway Cord.

### PRINCIPLES OF ENGINEERING (POE)

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Algebra I or above; Introduction to Engineering Design with a C or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This one-year course uses PLTW curriculum designed by engineers for future engineers! Using activities and projects, students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process. The course addresses social and political consequences of technological change. Students will explore careers in engineering and technology, including technology systems and manufacturing processes. Students who successfully complete the one-year class are eligible for one year of UC-approved a-g elective credit. This course meets one of the requirements for the Engineering Careers Pathway Cord.

## COMPUTER INTEGRATED MANUFACTURING (CIM) HONORS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Algebra I or above; Intro to Engineering Design/Principles of Engineering with C's or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This one-year PLTW course, Computer Integrated Manufacturing, is a specialized course within the Engineering Pathway. This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through the relationship of design, function and materials, modify their designs, and use prototyping equipment to produce 3-D models. Students who successfully complete the one-year class are eligible for one year of UC-approved a-g honors elective credit. This course meets one of the requirements for the Engineering Careers Pathway Cord 4



## Integrated Program of Study Course Grid

*Engineering and Architecture Sector  
Engineering Design Pathway\**



Grade	CTE/VA PA Courses	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
<b>8</b>	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">Cypress College: Engineering Technology Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
<b>9</b>	Visual or Performing Art (UC)		English I or English II H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">FC: Industrial Drafting Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring Summer	
<b>10</b>	Intro to Engineering (UC) Introductory CTE	World History or AP World History (UC)	English II or English II H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)	<a href="#">IVC: Drafting Technology &amp; Engineering Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring Summer	
<b>11</b>	Principles of Engineering (UC) Concentrator CTE	US History or AP US History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Physics (UC)		World Language (UC) (Elective)	<a href="#">OCC: Construction Technology Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring Summer	
<b>12</b>	Computer Integrated Manufacturing (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or Calculus (UC)	AP Physics (UC)		AP World Language (UC) (Elective)	<a href="#">SC: Drafting Technology Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring Summer	
<b>Potential Certifications, Certificates, Degrees</b>	<b>High School Industry Certifications</b>				<b>Community College Programs Programs/Certificates</b>			<b>UC/CSU Degree</b>		
					Certified SolidWorks Associate			Engineering Design Technology CSU Construction Engineering and Management		
					Building Construction			CSU Civil Engineering		
					Drafting - CAD Technology			UC Civil Engineering and Mechanical Engineering		
<b>Potential Employment/Salary (median salary in OC)</b>					Mechanical Technician - \$70K			Civil Engineer - \$107K Architectural and Engineering Manager - \$172K		
					Mechanical Drafter - \$60K			Civil Engineering Technician - \$68K Construction Manager - \$118K		
					Engineering Assistant - \$54K			Architectural Drafter \$63K Energy Engineer - \$102K		

# Film and Television Production

The film and television production sector offers a broad range of employment opportunities. The variety of careers in new media in arts accommodates a wide range of personalities and the potential for self-employment and entrepreneurship. Work is project-based and real-world skills are developed alongside time management, meeting deadlines, and interpersonal skills. The academic content is dynamic and changes with emerging technologies. The program promotes teamwork, communication skills, critical thinking, and decision-making abilities. Estimated positive employment growth ranges from 16% to 31% according to the California EDD.

## COURSE DESCRIPTIONS

### **FILM AND TELEVISION PRODUCTION**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (f)
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This course prepares the student to work in a production or post-production facility. Students will plan stories through story-boarding and screenwriting, learn filming techniques, and use editing software. This course meets one of the requirements for the Communications Careers Pathway Cord.

### **FILM AND TELEVISION PRODUCTION II (GRIFFIN NEWS)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Film and Television Production with a C or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This course prepares the student to work in a production or post-production facility. Advanced students will be taping school events, sports, classroom activities, etc. to create the *Griffin News* student broadcast, a campus news show that is aired weekly to all students at LAHS. Students will plan stories, learn filming techniques, and use editing software. This course meets one of the requirements for the Communications Careers Pathway Cord.

### **FILM AND TELEVISION PRODUCTION II (FOCUS STUDIOS)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Film and Television Production, Advanced Film and Television Production with C's or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Students will understand the historical evolution of digital media from perspectives of verbal, textual and visual literacy. It will include understanding properties and characteristic differences among various emerging digital media and social media (based on text, video, sound or virtual reality). Students will integrate various digital media (text, images, sound, and video) seamlessly in fictional and non-fictional narratives that reflect a variety of purpose and artistic inclination (narrative, visual poetry, documentary, etc.). They will formulate an effective communication strategy to articulate a digital media project from conceptualization, planning and visualization to development and execution. Collaborate effectively with peers will be an expectation of students enrolled in the course. Students will analyze and critique the aesthetics and effectiveness of digital media in a variety of their own works and those of others and communicate those assessments through digital media to their peers and a larger audience. Students will develop critical skills to explore the impact of digital media on individuals and society

**Integrated Program of Study Course Grid**  
*Arts, Media, and Entertainment Sector*  
*Production and Managerial Arts/Film and Video Production Pathway\**

Grade	CTE Courses/ VAPA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit	College Courses	
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	CCC: Digital Media Arts	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art		English I or English I H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	Cypress College: Acting and Film Video Production Fullerton College: Cinema and Television GWC: Art Programs IVC: Digital Media Arts OCC: Film and Television SC: Cinema/Television/ Radio Department SAC: Television/Video Communications SCC: Cinema Studies	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Film and Video Production I (UC) Concentrator CTE	World History or AP World History (UC)	English II or English II H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry or Anatomy & Physiology (UC)	PE-2	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Film and Video Production II (UC) Concentrator CTE	US History or AP US History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiology or Physics (UC)		World Language (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Capstone CTE	Government/Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)			World Language (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
<b>Potential Certifications, Certificates, Degrees</b>		<b>High School Industry Certifications</b>			<b>Community College Programs/Certificates</b>			<b>UC/CSU Degree Programs</b>		
					Film, TV, and Electronic Media			CSU Film		
					Film and Television			CSU Cinema and Television Arts		
					Cinema/Television/Radio			UC Film and Television		
<b>Potential Employment/Salary</b> (median salary in OC)		Audio and Video Technician - \$53K			Film and Video Editor - \$88K			Director - Motion Pictures, Television, and Radio - \$105K		
		Sound Engineering Technician - \$61K			Agent and Business Manager of Artists/Performers - \$89K			Producer - \$105K		
		Lighting Technician - \$85K			Camera Operator - Television, Video, and Motion Pictures - \$67K			Creative Writer - \$76K		

# PATIENT CARE

Los Alamitos High School's Patient Care pathway focuses on Sports Medicine. What is sports medicine? Sports medicine is not a single career, but instead a widely varied group of professionals all concerned with the health and well-being of the athlete. The term "athlete" also encompasses youth, high school, collegiate, and professional athletes, as well as individuals who exercise for health or recreation. Even some workplace injuries are treated by sports medicine professionals - because of their similarity to sports injuries. People of all ages, and different activity levels look to a sports medicine provider for guidance regarding training techniques, injury prevention, and diagnosis and treatment of sports-related problems. Athletic trainer job growth is projected to be significantly higher through 2029 than average job growth in the employment market.

## COURSE DESCRIPTIONS

### **SPORTS MEDICINE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Love sports and fitness? You will learn to prevent sports injuries by the use of proper body mechanics in exercise. You will learn to recognize and evaluate sports injuries when they occur. You will also learn rehabilitation methods and current treatment modalities. By the end of class, you will be able to assess health fitness and develop an exercise regimen to maintain and promote physical well-being. The class prepares you for advanced training and for working under supervision with your school's sports teams' members. This course meets one of the requirements for the Medical Specialties Pathway Cord.

### **ADVANCED SPORTS MEDICINE / SPORTS MEDICINE**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Sports Medicine with a C or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This course builds on the skills learned in Sports Medicine, as students gain a greater understanding of the structure and function of the human body, as it relates to recognition/evaluation of injury and illness. Students integrate science, physical skills, clinical experience, and job readiness skills. The skills learned can be applied to everyday life scenarios that will follow students throughout their lives. The requirement for enrolling is successful completion of our Introduction to Sports Medicine course. Basic assessment, treatment and understanding of sports-related rehabilitation would be a course outcome. This course is often taken by students who wish to have deeper knowledge of both Sports Medicine, as well as other related medical professions, and allows for hands-on supervised experience. The Sports Medicine Internship (Student Training Program) works concurrently with this course. This course also meets one of the requirements for the Medical Specialties Pathway Cord.

**Integrated Program of Study Course**  
**Grid Health Science and Medical Technology**  
*Sector Patient Care Pathway\**

Grade	CTE Courses/ VAPA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English I or English I H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">Cypress College: Sports Medicine</a> <a href="#">GWC: Nursing</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Sports Medicine (UC) Concentrator CTE	World History or AP World History (UC)	English II or English II H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)	<a href="#">Programs</a> <a href="#">OCC: Allied Programs</a> <a href="#">SAC: OT Programs</a> <a href="#">SC: Nursing Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Sports Medicine (UC) Concentrator CTE	U.S. History or AP U.S. History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus	Anatomy & Physiology (UC)		World Language (UC) (Elective)	<a href="#">Cerritos College: PT Assistant</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Sports Medicine Advanced (UC) Capstone CTE	Government/ Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)	AP Chemistry, AP Biology or Physics (UC)		AP World Language (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
<b>Potential Certifications, Certificates, Degrees</b>		<b>High School Industry Certifications</b>			<b>Community College Programs/Certificates</b>			<b>UC/CSU Degree Programs</b>		
		Basic Life Support - CPR			Physical Therapy Assistant			CSU Public Health		
					Fitness Specialist			CSU Kinesiology		
					Athletic Trainer			UC Biology		
<b>Potential Employment/Salary</b> (median salary OC)		Fitness Specialist - \$49K			Physical Therapy Assistant - \$72K			Occupational Therapist - \$97K		
		Personal Trainer - \$49K			Athletic Trainer - \$56K			Sports Medicine Physician - \$208K+		
		Physical Therapy Aide - \$29K			Athletic Coach - \$42K			Physical Therapist - \$100K		

# TECHNICAL THEATRE

Technical theater encompasses the design, construction, and management of props, set pieces, make-up, advertising, and costumes. Students learn about the operation, safety, and programming of lighting, audio and rigging systems.

## CTE TECHNICAL THEATRE

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12, Grade 9 with teacher recommendation	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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This course provides an overview of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage lighting, stage audio, costume/makeup design, scenic/props design and construction. Students will be expected to participate in a variety of after school events as crew members working on productions for high school drama, dance and vocal/instrumental music. This class requires physical work.

## CTE TECHNICAL THEATRE II

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> TECHNICAL THEATER with B or better	<b>Satisfies:</b> HS ,(f) or (g) UC/CSU (f)
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This course is a continuation of TECHNICAL THEATRE and provides in depth study of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage management, scenic design and drafting, lighting design and programming, stage audio mixing, set construction, rigging, and costume/makeup design. Students will be expected to participate in a variety of after school events as crew members for district performing arts productions in a leadership role. Students are also expected to participate in the CA State Thespian Festival in the spring. This class requires physical work and the ability to be a self- motivated learner. Students will prepare a portfolio of design work. Course may be repeated for credit.



**Integrated Program of Study Course Grid**  
*Arts, Media, and Entertainment Sector*  
*Production and Managerial Arts/Professional Theatre Pathway\**



Grade	CTE Courses/ VAPA	Social Science	English Language Arts	Math Non-Integrated	Integrated Science	Misc. Required Courses	World Language	Early College Credit	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CCC: Visual &amp; Performing Arts Programs</a>  <a href="#">Cypress College: Technical Theater Program</a>  <a href="#">Fullerton College: Entertainment Arts Programs</a>  <a href="#">GWC: Art Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art		English I or English I H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">Fullerton College: Entertainment Arts Programs</a>  <a href="#">GWC: Art Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Technical Theatre (UC) Concentrator CTE	World History or AP World History (UC)	English II or English II H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry or Anatomy & Physiology (UC)	PE-2	World Language (UC) (Required)	<a href="#">IVC: Theater Arts Programs</a>  <a href="#">OCC: Theater Arts Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Technical Theatre (UC) Concentrator CTE	US History or AP US History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiology or Physics (UC)		World Language (UC) (Elective)	<a href="#">SC: Department of Theater Arts</a>  <a href="#">SAC: Theater Arts Programs</a>  <a href="#">SCC: Art Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Advanced Technical Theatre (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)			World Language (UC) (Elective)	<a href="#">SC: Department of Theater Arts</a>  <a href="#">SAC: Theater Arts Programs</a>  <a href="#">SCC: Art Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
<b>Potential Certifications, Certificates, Degrees</b>		<b>High School Industry Certifications</b>			<b>Community College Programs/Certificates</b>		<b>UC/CSU Degree Programs</b>			
					Costume Production and Wardrobe		CSU Theatre Arts			
					Scenic Lighting and Projection		CSU Visual and Performing Arts - Theater Arts			
					Theater Arts		UC Theater, Film, and Digital Production			
<b>Potential Employment/Salary (median salary in OC)</b>		Entertainer and Performers - \$34K			Entertainers and Performers - \$34K		Producer and Director - \$76K			
		Production Assistant - \$36K			Costume Attendant - \$43K		Stage Manager - \$57K			
		Amusement and Recreation Attendant - \$30K			Lighting/Set Technician - \$71K		Lighting Designer/Set Designer - \$58K			

# ROP CTE INTERNSHIP

Take your pathway experience to the next level! The Career Pathway Internship class is available to junior and senior students who are enrolled in a Capstone CTE course or have completed a CTE Pathway. Apply career-ready practices, enhance your personal narrative for college applications and benefit from industry networking and mentorship.

## CTE INTERNSHIP

<b>Credits:</b> 10/year	<b>Grade:</b> 11-12	<b>Recommended Prerequisite:</b> Enrollment in, or previous completion of, the Capstone class for the selected CTE pathway, teacher recommendation.	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Students will attend two and half hours of online classroom instruction weekly outside of the regular bell schedule and go to their internship work site for an additional two and half hours per week. Career-ready practices will be taught in class and students will benefit from hands-on learning at their work site. Students may find their own internship placement (with approval from the CTE Internship instructor) or seek placement at options made available to students in the class, depending on pathway and availability.

# ENGLISH

## COLLEGE PREP COURSES

### ENGLISH I

<b>Credits:</b> 10/year	<b>Grades:</b> 9	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English I covers the 9<sup>th</sup> Grade California Common Core State Standards in English/Language Arts. This course represents the beginning of the study of the many concepts, skills, and responsibilities which the student needs to master in senior high school. Students in this course will be given a foundation in the techniques and tools used for expository, argumentative, narrative and research writing. Students will also study the foundations of language and its usage through vocabulary and grammar. From studying various literary selections (novels, short stories, poems, non-fiction articles), students will acquire a fair degree of mastery in the recognition of author's purpose, and the use of rhetorical devices and figurative language. Students will develop and practice listening and speaking skills through performance tasks and culminating projects.

### ENGLISH II

<b>Credits:</b> 10/year	<b>Grades:</b> 10	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English II covers the 10<sup>th</sup> Grade Common Core State Standards in English/Language Arts. The purpose of this course is to enable the student to study and evaluate various authors and their writing. The sampling will include a variety of writing styles and techniques. The course will also give the student a basis for the selection, evaluation, and understanding of the literature he/she chooses to read in the future. Emphasis will be on the communication of ideas through expository writing. Attention will be given to effective choice of words, sentence structure, and the writing of multi-paragraph compositions. Throughout the course, skills, mechanics, and usage will be developed according to each student's needs as seen in his/her compositions. Students will be required to do outside reading from several different types of literature.

### ENGLISH III

<b>Credits:</b> 10/year	<b>Grades:</b> 11	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English III covers the 11<sup>th</sup> Grade Common Core State Standards in English/Language Arts. This year-long course is designed with the specific needs of juniors in mind. The literature of American culture is enhanced by a strong emphasis in analytical reading. As a college preparatory course, skills in SAT preparation, vocabulary study, written critical analysis, oral communication, and technology will be integrated into the curriculum. Students gain an appreciation of the American experience through the study of American novels, essays, short stories, drama, and poetry in coordination with American history, film, music, and art.

## HONORS COURSES

### **ENGLISH I HONORS**

<b>Credits:</b> 10/year	<b>Grades:</b> 9	<b>Recommended Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English I Honors covers the 9<sup>th</sup> Grade Common Core State Standards in English/Language Arts and is designed for the academically gifted student. It will emphasize all aspects of grammar and usage skills and composition skills from the paragraph through the essay, with particular emphasis on phrases, clauses, and sentence types as they apply to writing. The study of literature will involve all genres and will concentrate on interpretation and analysis. The student will also study vocabulary and analogies in preparation for the PSAT test and further college preparatory work. Attention will be given to listening and speaking to fit the standards, group cooperative learning activities, and the fostering of critical thinking skills.

### **ENGLISH II HONORS**

<b>Credits:</b> 10/year	<b>Grades:</b> 10	<b>Recommended Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS (a) UC/CSU (b)
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This course covers the 10<sup>th</sup> Grade Common Core State Standards in English / Language Arts and is designed for the academically gifted student. It will emphasize composition skills through a series of essays (reflective, narrative, and analytical) and a research paper. The study of literature will involve all genres and will concentrate on interpretation and analysis. The student will also study vocabulary and word power in preparation for the PSAT test and further college preparatory work. Students must be prepared to make an exceptional time commitment to extensive reading and writing demands of the course.

### **AP ENGLISH LANGUAGE & COMPOSITION**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11	<b>Recommended Prerequisite:</b> There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.	<b>Satisfies:</b> HS (b) UC/CSU (b)	<b>Average Nightly HW:</b> 50 minutes per night
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The following information is excerpted from:

*AP English Language and Composition: Course and Exam Description.* CollegeBoard. 2020.

“The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.

For more information, please follow the link below:

<https://apcentral.collegeboard.org/media/pdf/ap-english-language-and-composition-course-overview.pdf>

**Average Nightly Homework Load:**

The average nightly homework load may range from 0-60 minutes per day, if a student is managing their time appropriately.

For example, short-term (*assigned and due over the course of 1-4 days*) and long-term (*assigned and due over the course 1-5 weeks*) assignments may run concurrently. Therefore, if a student has not been dedicating daily or weekly time to work on a long-term assignment, they may find that they have a higher than average homework load approaching the long term assignment due date in order to compensate for the cumulative impact of not working on the assignment in the weeks leading up to the due date.

**AP ENGLISH LITERATURE & COMPOSITION**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> B+/A average in English classes (9-11), recommendation of English teacher, and writing sample submitted by student to AP instructors for evaluation	<b>Satisfies:</b> HS (a) UC/CSU (b)	<b>Average HW:</b> 50 minutes per night
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This course covers the 12<sup>th</sup> Grade California Common Core State Standards as well as the National College Board Standards in English Literature and Composition. It meets the criteria and expectations of a lower-division college literature course and requires students to complete 2-3 hours of independent study per hour of class each week. Those who take this course and pass the National Advanced Placement examination may earn college credit. AP Literature studies begin in the summer preceding the course year when students are required to read two assigned readings and complete reader-response journals for each. During the school year, in preparation for the AP test in May and future college/university studies, students will do extensive work in college-level reading, analysis, and composition. After the AP test, students will continue their studies of literature and the humanities and will complete at least one independent project as part of the final grade for this course. Students enrolling in this course are expected to sit for the AP Literature Composition exam in May.

## SENIOR ENGLISH COURSE OPTIONS (College Prep)

### 12th GRADE COLLEGE PREP ENGLISH OFFERINGS

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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The 12th Grade College Prep English course offerings address the 12th grade Common Core State Standards in Language Arts. Reading and composition are vital components of each course. The courses align in rigor by offering the same number of novels read and papers written during the course of the year. The courses vary in the types of literature offered. British Literature explores contemporary works of English, Irish, and Scottish writers and familiarizes students with classic stories that are the pillars of British Literature. Modern Literature explores selections from the Modern and Post-Modern periods as well as work from Contemporary writers. World Literature will examine novels, short stories, and film from many different countries including Nigeria, South Korea, Chile, France, Japan, Mexico, Afghanistan, Ghana, England, Poland, Columbia, India, and more. These courses meet college preparatory requirements for both the UC and CSU.

<b>BRITISH LITERATURE &amp; COMPOSITION</b>			
<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
<b>MODERN LITERATURE &amp; COMPOSITION</b>			
<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
<b>WORLD LITERATURE &amp; COMPOSITION</b>			
<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)

### CSU - EXPOSITORY READING AND WRITING COURSE (CSU ERWC)

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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The Expository Reading and Writing Curriculum (ERWC) is a college preparatory (A-G), rhetoric-based English Language Arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). ERWC aims to ready college-bound seniors for higher education literacy by enhancing their expository, analytical, and argumentative reading and writing skills, fostering the ability to comprehend and respond to diverse texts, and encouraging awareness and application of rhetorical strategies in their own writing while exploring the connection between an author's argument/theme and audience and purpose. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Passing ERWC with a grade of "C" or better enables a higher English readiness category for some CSU first-year students. The Course meets college preparatory requirements for both the UC and CSU.

**ELECTIVE COURSES – College Prep.**  
 (These courses do not meet the English HS graduation requirement.)

**MYTHOLOGY/FOLKLORE LITERATURE & COMPOSITION**

<b>Credits:</b> 5/semester Fall only	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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A major objective of this course is to challenge the student to study and to evaluate the myths of different civilizations, primarily Greek, Roman, Celtic and the tales of King Arthur, in order to increase that student's awareness of and insight into basic human needs and problems and the long-range consequences of both. A second objective is to offer carefully selected and representative myths and literature based on those myths in order that the student can become aware of themselves and others in relation to the past and to the past's influence on the present and future. A third objective is to increase the student's skills in logical thinking, critical reading, fruitful discussion, and concise writing. A fourth objective is a study of roots, prefixes, and suffixes that formed modern-day words and expressions. This course is for elective credit only.

**THANATOLOGY LITERATURE & COMPOSITION**

<b>Credits:</b> 5/semester Spring only	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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This course encompasses the general views about the various types of death and loss and their ramifications. Emphasis will be placed on carefully selected texts from the earliest period up to and including the most contemporary research and literature on the subject. Students will receive practice in both oral and written self-expression, logical thinking, critical listening skills, and concise writing. Emphasis will be placed on the grieving process that one experiences after any loss. Students' assignments will include persuasive essay, autobiographical account, condolence letter, poetry, video production, debate, peer review, book reports, and film critiques. This course is for elective credit only.

# FINE ARTS

## PERFORMING ARTS

### COURSE DESCRIPTIONS

#### **BEGINNING DANCE**

<b>Credits:</b> 10/Year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at the beginning level. Students are required to participate in one performance per semester. This course qualifies for hybrid PE credit for Grades 9-10. Course may be repeated for credit. Students must register for the class and will receive important course information in June. For more information go to [www.losaldance.net](http://www.losaldance.net).

Student athletes would especially benefit from involvement in the dance program. Dance will help all athletes improve in flexibility, agility, strength, balance and endurance.

#### **INTERMEDIATE DANCE LEVELS 1, 2, 3**

<b>Credits:</b> 10/Year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Teacher approval through audition	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at varying intermediate levels. Students should have previous dance experience and are encouraged to continue dance training outside of school. Students are required to participate in one performance per semester enrolled. In addition to outside performances, students are required to take a dance vocabulary final and complete written critiques that require attendance at a professional dance performance outside of the school day. This course qualifies for hybrid PE credit for Grades 9-10. Course may be repeated for credit. Students must register for the class and will receive notification in April regarding auditions in late May. For more information go to [www.losaldance.net](http://www.losaldance.net).

Student athletes would especially benefit from involvement in the dance program. Dance will help all athletes improve in flexibility, agility, strength, balance and endurance.

## ADVANCED DANCE

<b>Credits:</b> 10/Year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Teacher approval through audition	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at the advanced level. Students must have outside dance experience and must continue training at a dance studio outside of school. Students are required to participate in one performance per semester enrolled. In addition to outside performances, students are required to take a dance vocabulary final and complete written critiques that require attendance at a professional dance performance outside of the school day. Advanced dancers also have conditioning after school every Thursday and conditioning, anatomy, and ballet pointe work on Fridays. This course qualifies for hybrid PE credit for Grades 9-10. Course may be repeated for credit. Students must register for the class and will receive notification in early April regarding auditions in late May. For more information go to [www.losaldance.com](http://www.losaldance.com).

Student athletes would especially benefit from involvement in the dance program. Dance will help all athletes improve in flexibility, agility, strength, balance and endurance.

## BEGINNING DRAMA

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Beginning Drama is an introductory performance-based class designed to acquaint the student with various aspects of theatre and performance including acting, technical theatre, history, terminology, and improvisation. Students will do in-class performances of scenes and monologues and participate in theatre games and exercises in class. A full one-night mainstage performance will be created and performed by the students in the Spring. More information can be found on [www.losaldrama.org](http://www.losaldrama.org). This course may be repeated for credit.

## INTERMEDIATE DRAMA

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Beginning Drama or teacher approval	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Intermediate Drama is a performance-based class. Students will study vocal technique, performance skills, acting theories, and various playwrights. Performances will include a production in the late winter or early spring as part of the season, in-class scene work, and participation at a local theatre festival. Students may enroll after two successful semesters of Beginning Drama or by audition. Auditions are held in April and require a memorized monologue and a cold reading. Previous performance experience is recommended. See teacher in March for audition information. More information can be found on [www.losaldrama.org](http://www.losaldrama.org). This course may be repeated for credit.

## ADVANCED DRAMA

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Teacher approval (audition)	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Advanced Drama is a performance-based class for advanced actors who will participate in productions as part of the Drama Department season. Students also participate in multiple festivals/competitions including CA State Thespian Festival in the spring, one-act festivals. This group will also perform in a Black Box production as part of the main Drama Department season. Auditions are held in April and require a memorized monologue and a cold reading. Previous performance experience is highly recommended. More information can be found on [www.losaldrama.org](http://www.losaldrama.org). This course may be repeated for credit.

## CTE TECHNICAL THEATRE

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12, Grade 9 with teacher approval.	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Tech Theatre 1 provides an overview of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage lighting, stage audio, costume/makeup design, scenic/props design and construction. Students will be expected to participate in a variety of after school events as crew members working on productions for high school drama, dance and vocal/instrumental music. This class requires physical work. 35 hours of outside work is required each semester (in the form of crewing productions). Students have the opportunity to participate in technical theatre competitions.

## CTE TECHNICAL THEATRE II

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> TECHNICAL THEATRE with B or better	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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This course is a continuation of TECHNICAL THEATRE and provides in depth study of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage management, scenic design and drafting, lighting design and programming, stage audio mixing, set construction, rigging, and costume/makeup design. Students will be expected to participate in a variety of after school events as crew members for district performing arts productions in a leadership role. Students are also expected to participate in various technical theatre competitions, including the CA State Thespian Festival in the spring. This class requires physical work and the ability to be a self-motivated learner. Students are required to complete 50 hours of technical theatre work outside of class each semester by way of crewing productions. Course may be repeated for credit.

## BEGINNING / INTERMEDIATE BAND (SYMPHONIC BAND)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-10	<b>Recommended Prerequisite:</b> Permission of teacher	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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The Symphonic Band (Beg./Int.) course is a comprehensive ensemble for those playing a wind instrument. This course is mandatory for all incoming 9th and 10th-grade instrumental music students but is open to all. Students will engage in performance-based activities, music appreciation/history topics, and music theory-based concepts. This class establishes a fundamental understanding of wind band music through performance and discussion. It will help students looking to learn a new instrument and will serve as a springboard into the more advanced instrumental music ensembles, such as Wind Symphony. This ensemble will have on and off-campus performances to further develop real-world music skills. All additional performances and rehearsals are extra-curricular requirements. This course qualifies for Hybrid PE credit for Grades 9-10 while enrolled in an additional music class, i.e. Jazz or Marching Band.

## ADVANCED BAND (WIND SYMPHONY)

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Ability to play a band instrument, audition, and/or permission of teacher	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Designed for students progressing from the Symphonic Band, the Wind Symphony (Adv.) offers a formal and refined pathway to master the art of wind band music performance. Admittance into this ensemble is based on student achievement in music and commitment to the instrumental music program. Students will engage in performance-based activities, music appreciation/history topics, and music theory-based concepts at the highest level. This class enhances musicianship through engaging performances and in-depth study of wind band repertoire. Students are expected to practice regularly, seek outside help on their instrument, and draw on previous experiences to perform their best. This ensemble will have on and off-campus performances to further develop real-world music skills. All additional performances and rehearsals are extra-curricular requirements. This course qualifies for Hybrid PE credit for Grades 9-10 while enrolled in an additional music class, i.e. Jazz or Marching Band.

### JAZZ BAND - INTRODUCTION LEVEL (Jazz 3)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Some previous band or orchestra experience and audition. Currently enrolled in Symphonic Band, wind Symphony, or String Orchestra	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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All 9<sup>th</sup> graders will be placed in this class. Jazz 3 is also open to all Los Alamitos High School students who already play a jazz band instrument with no previous jazz band experience. This class includes the study and performance of intermediate contemporary, jazz, and rock music for the "Big Band" idiom, with emphasis on beginning improvisation and musical style. This band will be a performing group playing concerts and jazz festivals. Attendance and participation at all performances is required. This course may be repeated for credit.

### JAZZ BAND - INTERMEDIATE LEVEL (Jazz 2)

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Audition only Grade 10-11 enrolled in Symphonic Band or Wind Symphony	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to 10<sup>th</sup> through 12<sup>th</sup> grade students by audition. This class includes the study and performance of advanced contemporary, jazz, and rock music for the "Big Band" idiom, with emphasis on intermediate improvisation and musical style. This band will be a performing group playing concerts and jazz festivals. Attendance and participation at all performances is required. This course may be repeated for credit.

### JAZZ BAND - ADVANCED LEVEL (Jazz 1)

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Audition only Grade 10-11 enrolled in Symphonic Band or Wind Symphony	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to 10<sup>th</sup> through 12<sup>th</sup> grade students by audition. This class includes the study and performance of advanced and professional contemporary, jazz, and rock music for the "Big Band" idiom, with emphasis on advanced improvisation and musical style. This band will be a performing group playing concerts and jazz festivals. Attendance and participation at all performances is required. This course may be repeated for credit.

### STRING ORCHESTRA - INTRO/INTERMEDIATE LEVEL

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Some previous instrumental experience; Also open to beginners Violin, Viola, Cello, Bass, Piano	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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All 9<sup>th</sup> graders will be placed in this class. String Orchestra is also open to all Los Alamitos High School students who wish to learn an orchestral string instrument. This is a one-year course providing instruction on beginning and intermediate string and full orchestra performance literature. The course will develop the necessary skills to perform on the student's instrument both as an individual and as part of an ensemble. This course offers continued development of those skills learned in the middle school level orchestra program. Performances may include concerts and festivals on and off campus. Participation and attendance are required at all performances. This course may be repeated for credit.

### CHAMBER ORCHESTRA- ADVANCED LEVEL

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Audition only- Violin, Viola, Cello, Bass, Piano	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to 10<sup>th</sup> through 12<sup>th</sup> grade students by audition. This is a one-year course providing instruction on advanced string and full orchestra performance literature. The course will develop the necessary skills to perform on the student's instrument both as an individual and as part of an ensemble. This course offers continued development of those skills learned in the string orchestra program. Performances may include concerts and festivals on and off campus. Participation and attendance are required at all performances. This course may be repeated for credit.

## MARCHING BAND

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Grads 9-11 enrolled in Symphonic Band, wind Symphony, or Orchestra	<b>Satisfies:</b> HS (f) or (g) Elective Course
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The Marching Band is an active, contemporary outdoor performance ensemble open to all qualified winds, percussion, and color guard students. The ensemble starts rehearsing in the summer and rehearses after school (7th period) and performs at school functions, community events, home football games, and local and regional field competitions. In the Spring, the band performs in local parade competitions. This course qualifies for hybrid PE credit for Grades 9-10. Concurrent enrollment in Symphonic Band, Wind Symphony, or Percussion Ensemble is strongly encouraged. This course may be repeated for credit.

## COLOR GUARD

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Permission of teacher	<b>Satisfies:</b> Elective course
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This year-long course is designed to support the marching band activity and will focus on development of traditional and contemporary dance vocabulary, and equipment performance techniques including flag, rifle, sabre, and other props as needed. In the fall, this group performs with the marching band. After marching band season, this group performs as a stand-alone ensemble in local competitions.

\*\*\* **Color Guard does not count for high school or UC/CSU Fine Art credits.** This course qualifies for hybrid PE credit for Grades 9-10. This course may be repeated for credit.

## PERCUSSION ENSEMBLE

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Previous percussion experience and audition and permission of instructor	<b>Satisfies:</b> HS (f) or (g) Elective Course UC/CSU (f)
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This year-long course provides instruction in marching and concert percussion literature and techniques. The course will develop the necessary skills to perform on the student's main instrument as an individual and as part of the ensemble. In the fall, this group performs as the percussion section of the marching band. Performances may include concert festivals, field shows, parades, half-time football games and winter drumline competitions. After Marching Band season, this group performs as a stand-alone ensemble in local competitions. This course qualifies for hybrid PE credit for Grades 9-10. This course may be repeated for credit.

## CONCERT CHOIR (Xpressions)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year choral music course for students interested in experiencing a wide range of musical styles and literature suited for a large ensemble at the intermediate to advanced level. Students will perform master choral works along with Broadway Musical Theater productions. Classical Choir festivals may be attended. Although previous choral experience is not required, some high school musical experience is recommended. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. This class is only offered "0" period (7:29-8:23 a.m.). Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Students in grade 9-12 may earn Fine Arts graduation credit. Course may be repeated for credit. This course qualifies for hybrid PE credit for Grades 9-10.

**MEN'S SHOW CHOIR (Xtreme)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Instructor Approval	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to all Los Alamitos High School male students, this choir will focus on choral literature and vocal techniques specifically for the men's voice. No previous experience required. A wide range of genres including a cappella, Broadway, pop, and jazz is used to develop basic musicianship, vocal production, and performance skills. Culmination of class work will be public performances on campus and participation in show choir competitions. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Course may be repeated for credit. This course qualifies for hybrid PE credit for Grades 9-10.

**BEGINNING WOMEN'S SHOW CHOIR (Axcent)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Instructor Approval	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to all Los Alamitos High School female students, this choir will focus on choral literature and vocal techniques specifically for women's voices. No previous vocal experience required. A wide range of genres including classical, Broadway, pop, and jazz is used to develop basic musicianship, vocal production, and performance skills. Culmination of class work will be public performances on campus and participation in choral festivals and show choir competitions. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Course may be repeated for credit. This course qualifies for hybrid PE credit for Grades 9-10.

**INTERMEDIATE WOMEN'S SHOW CHOIR (Xquisite)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Audition Only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year performing ensemble offered to qualified women with some vocal music background. Show Choir festivals will be attended at the competitive level. Some required activities are scheduled outside of the regular school day including performances and rehearsals. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Course may repeat for credit. This course qualifies for hybrid PE credit for Grades 9-10.

**ADVANCED WOMEN'S SHOW CHOIR (Soundtrax)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Audition only	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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This is a one-year performing ensemble at the advanced level offered to qualified women with some vocal music background. Show Choir festivals will be attended at the competitive level. Time demands on this ensemble are great and require a serious musical commitment. Many required activities are scheduled outside of the regular school day including performances and rehearsals. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Course may be repeated for credit. This course qualifies for hybrid PE credit for Grades 9-10.

### INTERMEDIATE MIXED SHOW CHOIR (Connexion)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year performing ensemble offered to qualified women with some vocal music background. Show Choir festivals will be attended at the competitive level. Some required activities are scheduled outside of the regular school day including performances and rehearsals. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Course may be repeated for credit. This course qualifies for hybrid PE credit for Grades 9-10.

### ADVANCED MIXED SHOW CHOIR (Sound FX)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year advanced course offered to students interested in participating in an entertainment ensemble at the highest professional level. Participation in competitions, festivals, on-campus concerts, community events, and rehearsals is mandatory and will require a great deal of time outside regular class meetings, sometimes requiring the students' attendance out of the regular class schedule. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment in the following fall. This course qualifies for hybrid PE credit for Grades 9-10.

### MUSIC STUDIO (Vocal Production)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Audition and teacher approval	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course offers students the opportunity to receive small group and private instruction to develop vocal performance skills, instrument playing skills, music theory and computer music studio recording programs. This course focuses on all the skills needed to become an independent music artist. A variety of music methods and repertoire, including, pop, rock, RnB and jazz, are utilized to refine students' abilities in listening, analyzing, interpreting, and performing. Students will utilize music technology to produce and record their own music at home as well as in a studio. Students will showcase their talents by producing their own songwriting show each semester. The show will feature students' original compositions and small ensemble performances. Course may be repeated for credit.

### AP MUSIC THEORY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Some previous musical experience; ability to read musical notation; knowledge of major and minor key signatures helpful. Teacher permission required.	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)	<b>Average HW:</b> one hour per night
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This traditional lecture class will focus on the music fundamentals and principles of musicianship and composition. Notation literacy, harmony, form, analysis, and sight-singing will be developed with the ultimate goal of composing, conducting, and a deeper understanding of musical creation. Preparation for the Advanced Placement exam will guide the curriculum. Students enrolled in this course are encouraged to sit for the AP exam in May.

# VISUAL ARTS

YEAR LONG COURSES, Mid-Year entry is NOT allowed in all courses. **Please choose an alternate Visual Art as some courses are impacted.** A grade of C or better in Year 1 courses is required to enroll in Advanced courses. Entry into AP courses is based on teacher approval.

## COURSE DESCRIPTIONS

### **CERAMICS (POTTERY)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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The first-year class explores basic ceramic processes with a variety of techniques. This includes building throwing on the wheel, hand building, and high-fire glazing and firing. Students produce well-crafted, functional pottery as well as expressive sculptural work. No outside homework required; however if students cannot complete assigned work in class, it becomes homework.

### **ADVANCED CERAMICS (POTTERY)**

<b>Credits:</b> 10/year; can take up to 3 years	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Ceramics with grade of C or better	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course builds on the knowledge gained in Ceramics while adding depth and complexity to the assignments. Students explore alternative clays and glazing methods in a rotating curriculum that ensures course work is not repeated. Students are encouraged to develop an artistic voice as they combine craftsmanship with personal expression. No outside homework is required; however, if students cannot complete assigned work in class, it becomes homework.

### **AP CERAMICS (3-D ART & DESIGN)**

<b>Credits:</b> 10/year; can take up to 3 yrs (Weighted)	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Ceramics, portfolio review, and teacher recommendation	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course is designed to complete a portfolio of ceramic works for submission to the Advanced Placement board for 3D-Design AP credit. Students will build on skills learned in earlier ceramics classes as they create, glaze and photograph work that fulfills College Board requirements. Students will create work that shows technical skills also developing a personal artistic voice that investigates an area of visual or philosophical concern. No outside homework is required; however, if students complete work in class, it becomes homework.

### **DIGITAL ART**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course is for students interested in exploring the creation of art through digital tools. Students will create artwork using software like Photoshop and Illustrator. Students will also work with hardware like Macintosh computers, drawing tablets, scanners and digital cameras. Emphasis will be on introductory design skills.

## ADVANCED DIGITAL ART

<b>Credits:</b> 10/year; can take up to 3 years, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Digital Art with grade of C or better	<b>Satisfies:</b> HS (f) or (g) CSU (f) or (g)
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This course is a continuation of Digital Art with an emphasis on more advanced projects. New graphic programs will be added to the students' curriculum in addition to advanced design techniques such as 3D rendering or interactive media. Students will also have more opportunities to develop personal style through student directed projects. No outside homework is required; however, it becomes homework if students cannot complete assigned work in class.

## AP DIGITAL ART (2-D ART & DESIGN)

<b>Credits:</b> 10/year, can take up to 3 years, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Digital Art (minimum of one semester, with grade of B or better); portfolio review	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> 0-30 minutes per night (based on student skill and work speed)
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This course is designed for students that want to utilize contemporary media such as computers and tablets to build a portfolio for the Advanced Placement 2D-Design exam. Students will utilize techniques learned in prior Digital Art classes to explore different methods of making well composed art. Students will also advance their personal style by exploring a theme of their choosing. Assignments are in accordance with the College Board exam requirements. No outside homework required; however if students cannot complete assigned work in class, it becomes homework.

## ART AND DESIGN

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> None unless not completed in class
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Make things with your hands! The first-year class explores basic design, drawing, and painting processes such as digital drawing, photo editing, concept art/character design (for animation, video games, film, illustration and/or comics), pencil drawing, pen and ink, colored pencil, monoprinting, collage, watercolor, paint on canvas and screen printing on t-shirts, buttons, and patches. We will connect with the ideas and techniques of both historical and contemporary artists with diverse perspectives. Students will also be provided with opportunities to learn from their peers through interactive experiences and in-class discussions encompassing art philosophy, visual criticism, and analysis. No outside homework required; however if students do not complete assigned work in class, it becomes homework. We also host art shows and events in our Griffin Gallery!

## ADVANCED ART AND DESIGN

<b>Credits:</b> 10/year; can take up to 3 years	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Drawing/Painting and grade of C or better	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> None unless not completed in class
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This hands-on course builds upon the first year of ART and DESIGN (formerly DRAWING & PAINTING) while adding more depth and complexity to your projects. You will have more freedom of choice to revisit your favorite concepts and materials and develop your artistic voice. We will explore a variety of media (paint, photo editing, characters/concept art for animation, video games, film and/or comics, drawing, printing, collaging, etc.). No outside homework is required; however, if students cannot complete assigned work in class, it becomes homework. We also host art shows and events in our Griffin Gallery!

## AP ART AND DESIGN (AP DRAWING or AP 2-D ART & DESIGN)

<b>Credits:</b> 10/year; can take up to 3 yrs, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Drawing & Painting (minimum of one year), portfolio review and teacher recommendation	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> 3-5 hours per week
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Want to create your own portfolio of artworks? Want the freedom to choose your own projects and materials? Want to build a portfolio for college? If you answered YES to any of those questions, then AP DRAWING & PAINTING might be right for you! In this class, you will create a portfolio of artworks around a theme of your choosing, and have the opportunity to submit to the College Board in two different ways; 2D ART & DESIGN OR DRAWING. You can earn AP credit without a test (just submit your artworks) and spend the entire year drawing and painting in a community of artists! This class allows you to be an independent worker, show your creative expression and provides an opportunity to grow as an artist, all while getting AP credit! Submit your portfolio of 7 artworks to get approved today! No outside homework required; however if students cannot complete assigned work in class, it becomes homework.

## 3-D ART(JEWELRY & SCULPTURE)

<b>Credits:</b> 10/years	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> None unless not completed in class
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Unleash your creativity and explore this hands-on course through techniques and materials used by professionals in fields like jewelry making, set design, special effects, plumbing and metals fabrication. Dive into crafting custom rings, sculpting with plaster, wire, and papier mache, and learn a variety of casting methods. This course is perfect for anyone looking to build creative skills like soldering, cardboard construction, CAD design, and soft sculpture skills. Collaborate with classmates on contemporary sculpture and installation pieces, create both wearable art and sculptural masterpieces which will be showcased in our Griffin Gallery. No homework is required unless you need extra time to finish your in-class creations.

### ADVANCED 3-D ART (JEWELRY & SCULPTURE)

<b>Credits:</b> 10/years; can take up to 3 years	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> 3-Dimensional Design 2 with grade of C or better	<b>Satisfies:</b> HS (f) or (g) CSU (f) or (g)	<b>Average HW:</b> None unless not completed in class
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This course is a continuation of 3-Dimensional Design YEAR 1 with an emphasis on more advanced techniques, multimedia construction, and conceptual development. Students will be introduced to 3-D printing and computer aided design. Throughout the year students will utilize a variety of materials and processes including metals, paper, plaster, wood, wax, found objects, resin, and/or stone to create wearable and sculptural artwork. This course can be repeated for credit (for up to 3 years) featuring different projects and skill development each semester.

### PHOTOGRAPHY

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> None unless not completed in class
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An introductory course designed to provide basic instruction in digital camera techniques, editing, composition, and photo analysis. Students will also explore the historical context of photography and how photography fits into the greater art world. No outside homework required; however, if students cannot complete assigned work in class, it becomes homework.

### ADVANCED PHOTOGRAPHY

<b>Credits:</b> 10/year; can take up to 3 years	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Photography, with grade of C or better	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> None unless not completed in class
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This course builds on the first year of photography through a continuation of mastering camera skills, composition, editing and photo analysis. Students will have opportunities to develop their style of personal expression through digital photography and other added materials. They will also continue to explore the historical context of photography and how photography fits into the greater art world. No outside homework is required; however, if students cannot complete assigned work in class, it becomes homework.

### AP PHOTOGRAPHY (2-D ART & DESIGN)

<b>Credits:</b> 10/year, Can take up to 3 years, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Photography (minimum of one semester, with grade of B or better) and teacher recommendation.	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> 1-2 hours per week
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This course is designed for students who want to use Photography to explore a topic of their choice. Advanced photography and design skills combined with conceptual idea development are emphasized for portfolio building. Assignments are in accordance with the College Board exam requirements. Most homework consists of taking photos and completing assigned work that is not finished in class.

Year Long Courses Mid-year entry is NOT allowed in all courses. A grade of C or better on all prerequisites is required unless otherwise stated. For most Visual Arts courses, no outside homework is required; however if students cannot complete assigned work in class, it becomes homework.

# HEALTH

## COURSE DESCRIPTION

### HEALTH EDUCATION

Non-credit bearing / Grade 9

Required for high school graduation

The Health Education Graduation Requirement is a non-credit bearing instructional module conducted during Grade 9 in Physical Education 9 courses. The learning consists of 18 hours of instruction and is conducted through regular PE9 class meetings. The completion of the health education module is a state of CA graduation requirement and meets the mandate under the CA Healthy Youth Act. Some units of study include:

- Personal Health
- Nutrition
- Family Living
- First Aid & CPR
- Communicable and Chronic Diseases
- Individual Growth and Development
- Tobacco, Alcohol, and other Drugs

# MATHEMATICS

## COURSE DESCRIPTIONS

*Prerequisites are listed in order to make students aware of the level or proficiency necessary to successfully complete each course. Please do not register for a class unless you have met the prerequisite.*

### **INTRODUCTION TO ALGEBRA**

<b>Credits:</b> 10/year	<b>Grades:</b> 9	<b>Recommended Prerequisite:</b> Teacher Recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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Introduction to Algebra is a course offered prior to taking Algebra 1. The course works to remediate mathematical skills, develop improved number sense, and expose students to algebraic skill. Emphasizes: basic mathematical operations, solving equations, graphing lines, basic quadratics, as well as technology literacy and abstract thinking skills. While this class exposes students to the Common Core State Standards for Algebra 1, it does not cover all the standards. After this class, students would need to enroll in Algebra 1 to fulfill their math requirement.

### **ALGEBRA I**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Math 8, grade of B or better, teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This is the first course in algebra and should be taken by those planning to attend a college or university. It requires abstract thinking and includes topics dealing with rational and irrational numbers and mathematical structure. Common Core State Standards for Mathematics in Algebra I will be covered.

### **PRINCIPLES OF GEOMETRY**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Pass Algebra 1 (spring semester). Algebra I Teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course develops the mathematics skills necessary for successful entry into Intermediate Algebra. The course content is similar to Geometry and satisfies the requirements of the California State Standards. The content of this course deals with the geometry of two-dimensional and three-dimensional figures and the concept of deductive reasoning. The relations of figures of each other through similarities and congruences are dealt with by examining obvious properties and deductively establishing others. Common Core State Standards for Mathematics in geometry will be covered in this course.

### **GEOMETRY**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Algebra I, grade of C or better	<b>Satisfies:</b> HS (c) UC/CSU (c)
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The content of this course deals with the geometry of two-dimensional and three-dimensional figures and the concept of deductive reasoning. The relations of figures to each other through similarities and congruence are dealt with by examining obvious properties and deductively establishing others. Common Core State Standards for Mathematics in geometry will be covered in this course.

## HONORS GEOMETRY

<b>Credits:</b> 10/year	<b>Grades:</b> 9-10	<b>Recommended Prerequisite:</b> Algebra I, grade and test average of A at high school and teacher recommendation; or grade of B or better at middle school and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course includes the same content as geometry, but additional topics are studied such as logic, vectors, and locus. All topics are approached with more mathematical rigor than the geometry course. Common Core State Standards for Mathematics in geometry will be covered in this course.

## INTERMEDIATE ALGEBRA

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Completion of Algebra I with a grade of C or better and completion of Geometry with a grade of C or better, or completion of Principles of Geometry with a grade of C or better.	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course is designed for students who do not intend to major in mathematics or science at the college / university level. It does not meet the prerequisite for entry into Advanced Math / Trigonometry. The course is similar in content to that of Algebra II, yet emphasizes the practical applications and necessary background skills for a successful level of achievement on college entrance math placement exams. Common Core State Standards for Mathematics in Algebra II will be covered.

## ALGEBRA II

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Geometry, grade of C or better	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course curriculum includes the real number system through the complex number system and prepares students for trigonometry and higher mathematics courses. Common Core State Standards for Mathematics in Algebra II will be covered. This course meets the college Algebra II requirement.

## ALGEBRA II / TRIGONOMETRY

<b>Credits:</b> 10/year	<b>Grades:</b> 9-11	<b>Recommended Prerequisite:</b> Geometry Honors, grade of B or better, and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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Algebra II / Trigonometry is designed for the academically accelerated math student. It combines the normal year course of Algebra II and the normal one-semester course of Trigonometry into a one-year course. Common Core State Standards for Mathematics in Algebra II will be covered. This course meets the college requirements of both intermediate algebra and trigonometry.

## FINITE MATHEMATICS

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> Intermediate Algebra or Algebra II, grade of C or better	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This is a post Intermediate Algebra / Algebra II course for students who desire an additional year of mathematics before, during, or after Trigonometry, Pre-Calculus, or AP Statistics. Topics covered will include logic, linear functions, matrices, linear programming, finance, set and counting theory, probability, statistics and game theory.

## ADVANCED MATH / TRIGONOMETRY

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Algebra II, grade of B or better and minimum test average of 80% and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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Advanced Math / Trigonometry is designed for the student who is college-bound. It provides the necessary background for Pre-Calculus. This course covers the following topics: linear, quadratic and higher degree polynomials; exponential and logarithmic functions; and Trigonometry.

## PRE-CALCULUS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Algebra II/Trigonometry, grade of B or better, minimum test average of 85%, and teacher recommendation; or Advanced Math/Trigonometry, grade of A- or better and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course is designed to prepare students for Calculus. The content includes trigonometry, advanced algebra and functions, the study of limits, polar coordinates and complex numbers, introduction to the limits, math induction, and sequences and series.

## AP CALCULUS AB

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Pre-Calculus, grade C+ or better	<b>Satisfies:</b> HS (c) UC/CSU (c)	<b>Average HW:</b> 45 minutes-1 hour per night
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This course is the lower level calculus course, covering topics such as differentiation, integration, and applications of derivatives and integrals. Properties of elementary functions, such as polynomial, rational, radical, trigonometric, logarithmic, and exponential, are reviewed and extended into applications involving calculus. Students who enroll in a calculus course should have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry, with four full years of mathematics preparation before calculus. Advanced topics in algebra, trigonometry, analytic geometry, complex numbers, and elementary functions should be studied in the pre-calculus course. Most colleges grant one quarter or one semester's credit to students who successfully pass the Calculus AB Advanced Placement examination. This course is designed to prepare students to take the Advanced Placement test in Calculus AB, and students enrolling in this course are expected to sit for the exam in May.

## AP CALCULUS BC

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Pre-Calculus, grade of B+ or better	<b>Satisfies:</b> HS (c) UC/CSU (c)	<b>Average HW:</b> 45 minutes per night
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This is the upper level calculus course, covering topics in the AB course, such as differentiation, integration, and applications of derivatives and integrals. Properties of elementary functions, such as polynomial, rational, radical, trigonometric, logarithmic, and exponential, are reviewed and extended into applications involving calculus, as well as infinite series and more advanced topics not covered in the AB course. Students who enroll in a calculus course should have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry, with four full years of mathematics preparation before calculus. Advanced topics in algebra, trigonometry, analytic geometry, complex numbers, the polar coordinate system, vectors, and elementary functions should be studied in the pre-calculus course. Most colleges grant two semesters of course credit (Calculus I and Calculus II) to students who successfully pass the Calculus BC Advanced Placement examination. This course is designed to prepare students to take the Advanced Placement test in Calculus BC, and students enrolling in this course are expected to sit for the exam in May.

## AP STATISTICS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Teacher recommendation and one of the following: Grade of A in Algebra II; or Algebra II/Trig, grade of B or better; or Advanced Math/Trig, grade of B or better; or Finite Math, grade of B or better	<b>Satisfies:</b> HS (c) UC/CSU (c)	<b>Average HW:</b> Less than 1 hour a night
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This course is designed to meet the needs of accelerated math students who wish to prepare for college statistics or the Statistics Advanced Placement examination. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. This course is designed to prepare students to take the Advanced Placement test in Statistics, and students enrolling in this course are expected to sit for the exam in May.

## INTRODUCTION TO DATA SCIENCE

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> Completion of an Algebra II course.	<b>Satisfies:</b> HS (c) UC/CSU (c)
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In this course students will learn to understand, ask questions of, and represent data through project-based units using tools such as Google Sheets, Data Commons, Tableau and computer programming. The units will give students opportunities to be data explorers through active engagement, and develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. Students learn through making sense of complex problems, then through an iterative process of formulation and reformulation come to a reasoned argument for the choices they will make.

# PHYSICAL EDUCATION

Students will need to provide their own shoes, socks, shorts, shirts and necessary undergarments.

All Physical Education classes are open to students.

To provide a background in a variety of basic skills, 9<sup>th</sup> grade students are programmed into the following activities during the freshman year:

- |                      |                                       |
|----------------------|---------------------------------------|
| Basketball           | Volleyball                            |
| Flag Football        | Physical Fitness State Testing (FIIT) |
| Tennis               | CPR Community Certification           |
| Volley Tennis        | Softball                              |
| Aquatics             | Paddle Tennis                         |
| Soccer               | Spike Ball                            |
| Health Ed. Component | Ultimate Frisbee                      |

Students are required to participate in two semesters of physical education in grade 9.

Students are required to participate in two semesters of physical education in grades 10-12; however, they may select the course of their choice:

- |                 |                 |
|-----------------|-----------------|
| Aerobic Dance   | Basketball      |
| Lifetime Sports | Weight Training |

Students who wish to compete at a high skill level may try out for the following competitive athletic teams:

Season	Sport
Fall	Cross Country Football Flag Football Golf Surf Tennis Volleyball Water Polo
Winter	Basketball Soccer Water Polo Wrestling
Spring	Baseball Golf Lacrosse Softball Surf Swimming/Diving Tennis Track & Field Volleyball

## COURSE DESCRIPTIONS

### **9th GRADE PHYSICAL EDUCATION (CO-ED)**

<b>Credits:</b> 5/semester; can take up to 2 semesters	<b>Grades:</b> 9	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (d)
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This class stresses the fundamental techniques in team sports and leisure activities. As well, the importance in working cooperatively, in both team sports, individual sports and leisure activities. ***Students in this course will also earn their health education module, a standard required for graduation. Finally targeting the students individual fitness, in preparation for their 9<sup>th</sup> Grade FITT Testing.***

### **BASKETBALL (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> A student needs to receive marks of a B, or better, in 9 <sup>th</sup> Grade Physical Education, and be on good behavioral standings.	<b>Satisfies:</b> HS (d)
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The class stresses fundamental skills of basketball. Students will experience levels of team competition.

### **WEIGHTLIFTING/CONDITIONING (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> A student needs to receive marks of a B, or better, in 9 <sup>th</sup> Grade Physical Education, and be on good behavioral standings.	<b>Satisfies:</b> HS (d)
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The fundamentals, techniques, and terminology of weightlifting and fitness training are taught throughout this course. Targeting the different components of fitness, while developing an individual fitness plan.

### **AEROBIC DANCE (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> A student will have passed 9 <sup>th</sup> Grade Physical Education and is in good behavioral standings on campus.	<b>Satisfies:</b> HS (d)
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This course targets fitness through aerobic and anaerobic movements. Targeting the development of muscular strength, muscular endurance and flexibility.

### **LIFETIME SPORTS (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (d)
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This class stresses the fundamental techniques in team sports and leisure activities. As well, the importance in working cooperatively, in both team sports, individual sports and leisure activities.

# REGIONAL OCCUPATIONAL PROGRAM (ROP)

The North Orange County Regional Occupational Program (ROP) is one of 72 California state-funded programs providing quality job training, career guidance, and job placement assistance for a diverse high school and adult population. These programs and services prepare students for employment, occupational changes, and/or further occupational education, which will enable students to contribute successfully to a rapidly changing society. Besides the community training sites, ROP classes are located on 22 high school campuses and in five centers. New ROP courses are constantly being developed in response to an expressed labor market demand and/or an effort to provide career pathways for high school students.

Courses vary in length from six-week units to two-year certificate programs. High school students receive one credit toward graduation for every fifteen (15) hours of classroom attendance. Thirty (30) hours of paid work experience when attending a CVE class also earns one credit toward graduation. A maximum of 40 credits earned outside the regular school day through ROP may be applied toward high school graduation.

Students who choose to enroll in an on-campus ROP class which is offered during the regular school day should see their high school counselor. Los Alamitos High School offers the Emergency Response Pathway from ROP on-campus as part of the regular school day.

For classes offered after the regular school day, enrollment forms are available from the Career Guidance Counselor in the College and Career Center.

You might enjoy the following nearby ROP classes:

A++ Certification  
Arts, Media & Entertainment Automotive  
Technology Culinary Arts Dental Assistant  
Forensic Science Hospitality/Knott's Berry  
Farm Hospitality/Retail Restaurant IT  
Fundamentals Medical Assistant

Nursing  
Assistant  
Pharmacy  
Technician  
Retail Careers

## For complete ROP course catalog and enrollment information, contact:

Mrs. Marianne Schaeffer College  
and Career Counselor  
Los Alamitos High School  
Phone: (562) 799-4780, ext. 82240  
Fax: (562) 799-4802

- OR -

North Orange County ROP Education  
385 N. Muller Street  
Anaheim, CA 92801  
(714) 502-5874  
[www.nocrop.us](http://www.nocrop.us)

# Emergency Response (ROP)

## ROP EMERGENCY MEDICAL RESPONDER

<b>Credits:</b> 5/semester; can take up to 2 semesters	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Whether you want to be a lifeguard, a firefighter, or work in any branch of medicine, this class will give you a great introduction. You will learn skills to assist Emergency Medical Services providers at the scene. You will study patient assessment, triage, first aid, trauma care, CPR, emergency responsibilities, and ethical/legal issues and responsibilities. This class is a prerequisite for the EMT class as well as advanced studies in the field. This course meets one of the requirements for the Medical Careers Specialties Cord.

## ROP FIRE TECHNOLOGY

<b>Credits:</b> 5/semester; can take up to 2 semesters	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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If self-discipline, integrity, teamwork, and making a difference in your community sounds exciting to you, then the fire service may be a good match. In the fire tech course, you'll learn about careers within the fire service, fire behavior, firefighting tactics, ethics, legal issues and the history of the fire service. This course combines in-class learning and extensive hands-on skills to train you for further education. This course meets one of the requirements for the Medical Specialties Pathway Cord.

## ROP EMERGENCY MEDICAL TECHNICIAN

<b>Credits:</b> 10/Year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Recommended completion of Emergency Medical Responder course; must be at least 17 years of age on class start date.	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Start your healthcare career as an Emergency Medical Technician with one of the top public high school EMT programs. An EMT is a front-line, entry-level healthcare provider who is often the first to provide emergency medical assistance to people who are experiencing a medical emergency or traumatic injury. EMT certification and work experience are also critical steps for those seeking Firefighter, and Paramedic training. Many doctors, nurses, and other healthcare providers began their careers as EMTs. In this course we provide EMS theory, and skills competency practice and examination, as well as the required field training with top emergency ambulance providers in Southern California. Success in this course allows you to take the national registry emergency medical technician certification (NREMT). Many students who complete this course gain employment with ambulance providers once they graduate. This course meets one of the requirements for the Medical Specialties Pathway Cord.



**Los Alamitos High School**  
**Integrated Program of Study Course Grid**  
 Public Services Sector  
 Emergency Response Pathway\*



Grade	CTE Courses/V APA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CCC: Emergency Management Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English I or English I H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">Cypress College: Homeland Security Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
10	Fire Tech (UC) Intro CTE	World History or AP World History (UC)	English II or English II H (UC))	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)	<a href="#">GWC: Criminal Justice Center Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
11	Emergency Medical Response (UC) Concentrator CTE	U.S. History or AP U.S. History (UC)	English III or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiology (UC)		World Language (UC) (Elective)	<a href="#">OCC: Emergency Medical Services Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Emergency Medical Technician (UC) Capstone CTE	Government/Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP Literature (UC)	Pre-Calculus, Finite, AP Statistics or AP Calculus (UC)	AP Chemistry, AP Biology or Physics (UC)		AP World Language (UC) (Elective)	<a href="#">SAC: Emergency Medical Technician Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
<b>Potential Certifications, Certificates, Degrees</b>	<b>High School Industry Certifications</b>				<b>Community College Programs/Certificates</b>			<b>UC/CSU Degree Programs</b>		
	American Heart Association - Basic Life Support				Public and Human Services			CSU Emergency Services Administration		
	Eligibility for National Registry of Emergency Medical Technicians Exam				Administration of Justice			CSU Public Services Administration		
	Orange County Emergency Medical Services Registry				Emergency Medical Technician			UC Pre-Med or Nursing		
<b>Potential Employment/Salary</b> (median salary in OC)	Lifeguard, Ski Patrol, and Other Recreational Protective Worker \$35K				Firefighter - \$90K			Emergency Room Physician - \$208K+		
	Ambulance Driver and Attendant - \$31K				Emergency Medical Technician - \$35K			Fire Chief - \$146K		
	Personal Care Aide - \$26K				Emergency Room Nurse - \$106K			Nurse Practitioner - \$131K		

# SCIENCE

## COLLEGE PREP COURSES

### **BIOLOGY**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Biology is a college preparatory course designed to familiarize the student with the diversity and processes of life. This course emphasizes the ecology of organisms, the role that evolution has played in life on earth, ecological change and stability, the molecular, cellular and organism levels of life, and energy production and flow within living systems. Phenomena and inquiry are included within the context of the Science and Engineering Practices according to the NGSS standards. Students develop the ability to think and express themselves in a scientific manner by focusing on the importance of laboratory skills, experimentation, and analysis.

### **CHEMISTRY OF THE EARTH SYSTEMS**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Completion of Biology with a grade of C or better	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Chemistry covers the Next Generation Science Standards through the three-course model of Chemistry in the Earth System from the California Science Framework. The course emphasizes students' ability to demonstrate their knowledge of chemistry and earth science through inquiry within the context of the Science and Engineering Practices delineated in the Next Generation Science Standards. This course specifically examines the role of chemical properties and processes in driving the Earth system. Topics will include the Particle Theory of Matter, Periodic Table and Compounds, Chemical Reactions, Dynamics of Chemical Reactions, and Heat and Energy in the Earth System. These concepts will be explored through the investigation of various environmental phenomena, such as searching for life on other planets, the potential for hydrogen as fuel source, nuclear energy, marine life, and sea level changes.

### **CHEMISTRY OF THE EARTH SYSTEMS- HONORS**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> For Grades 10-12, completion of year-long Algebra I with a grade of A. For Grade 9, concurrent enrollment in Geometry Honors or higher-level math. Recommended in Grade 9 only for students planning to take multiple AP science classes	<b>Satisfies:</b> HS (e) UC/CSU (d)  unweighted
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The Chemistry Honors course is designed to be an introductory course to college level Chemistry courses addressing greater depth and understanding to similar concepts covered in Chemistry. The course utilizes the Next Generation Science Standards through the three-course model of Chemistry in the Earth System from the California Science Framework. The course emphasizes students' ability to demonstrate their knowledge of Chemistry through laboratory experiments. The language, formulas, and equations of chemistry are used in covering all major topics of Chemistry through the lens of the Earth system. Phenomena and inquiry are included within the context of the Science and Engineering Practices according to the NGSS standards. Topics will include the Particle Theory of Matter, Periodic Table and Compounds, Chemical Reactions, Chemistry and Climate Change, Dynamics of Chemical Reactions and Ocean Acidification, and Heat and Energy in the Earth System.

## PHYSICS

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Concurrent enrollment in Algebra II or higher-level math	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Physics covers the California Content Standards in Physics. This is an introductory one-year college preparatory course based on lecture, demonstrations, and laboratory experiments. Topics studied include: mechanics, heat, waves, energy, and electro-magnetism. Emphasis is on building a strong foundation in principles of physics and how they apply to daily life.

## HUMAN ANATOMY AND PHYSIOLOGY

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Biology, grade of C or better, or completion of science graduation requirements with grades of C or better	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Anatomy & Physiology/HBS- Students examine the interactions of human body systems as they explore identity, power, movement, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

## ADVANCED ANATOMY AND PHYSIOLOGY/ MI

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Human Anatomy and Physiology with a C or higher	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Advanced Anatomy & Physiology/ MI- Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

## MARINE BIOLOGY/OCEANOGRAPHY

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Biology, grade of C or better, and completion of the physical science graduation requirement	<b>Satisfies:</b> HS (e) UC/CSU (d)
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This course is designed as a science enrichment course for students interested in pursuing additional knowledge in the science area. To familiarize students with the marine environment (an integral part of Southern California), topics such as physical oceanography, marine organismic biology, and marine ecology will be presented. Numerous laboratory exercises will be incorporated throughout the curriculum.

## PHYSICAL SCIENCE OF THE EARTH

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (e)
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This is a one-year course designed to meet the physical science requirement to earn a high school diploma. This survey course will focus on the Earth Science content standards. Topics of study include measurement, earth's chemistry, California Geology, earth's resources, earth's surface, earth's water, mapping, earth's forces, earth's history, oceanography, meteorology, astronomy, and physics.

## ADVANCED PLACEMENT

### AP BIOLOGY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Two years of college prep science courses in Biology and Chemistry H, grades of A, or AP Chemistry, grade of B or better, and teacher recommendation	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW:</b> two hours per night
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This is a demanding course presented at the college level and is designed to meet the needs of students who want a thorough training in biology. This is a study of biology on a molecular level. This course will emphasize biochemistry, cell biology, genetics, evolution, and ecology. This course prepares students for the Advanced Placement test in Biology, and students enrolling in the course are expected to sit for the exam in May.

### AP CHEMISTRY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Students having taken Chemistry up through 2021-2022 school year, grade of A both semesters, students that take Honors Chemistry 2022-2023 school year and beyond, grade of A both semesters, and teacher recommendation	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW:</b> two hours per night
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Advanced Placement Chemistry is a rigorous one-year course provided for students who desire further study in chemistry during high school. The course is designed to examine the principles and properties of matter and to investigate the changes in energy accompanying chemical change. The course is presented at the college level. If the student is planning to take both AP Chemistry and AP Biology, enrollment in AP Chemistry is recommended first. This course prepares students for the Advanced Placement test in Chemistry, and students enrolling in the course are expected to sit for the exam in May.

### AP ENVIRONMENTAL SCIENCE

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Completion of two years of college preparatory science courses in both Biology with a grade A, Chemistry with a grade A or Honors Chemistry with a grade B or better, and teacher recommendation	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW:</b> one hour of work per school night for homework, reading, and analyzing lab results.
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The AP Environmental Science course allows students to explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students take part in laboratory investigations and field work. This course prepares students for the Advanced Placement test in Environmental Science, and students enrolling in the course are expected to sit for the exam in May.

**AP PHYSICS C (MECHANICS)**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Concurrent enrollment or satisfactory completion of Calculus	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW:</b> The weekly homework load is roughly 2 hours, 1 hour reading and 1 hour problem solving
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This is the first semester of a one-year college-level, calculus-based physics class spread out over one year at Los Alamitos High School. This would be the college course taken by students majoring in science or engineering and requires concurrent enrollment in or successful completion of calculus. The sequence is more intensive and analytical than that in the AP Physics I course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. This course requires previous exposure to physics. Students enrolling in the course are expected to sit for the exam in May.

# SOCIAL SCIENCE

## COURSE DESCRIPTIONS

### REQUIRED COURSES

**WORLD HISTORY, CULTURES, & GEOGRAPHY** (or see Advanced Placement World History, Cultures, & Geography)

<b>Credits:</b> 10/year	<b>Grades:</b> 10	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (b) UC (a) CSU (g)
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World History, Cultures, and Geography covers the California Content Standards in World History. This is a one-year course designed to introduce students to the study of geographic, political, economic, and social aspects of selected time periods and nation states. After a review of the social sciences, the course will focus on unresolved problems, the rise of democracy, the Industrial Revolution, imperialism, and totalitarianism, and concludes with Nationalism in the Contemporary World.

**UNITED STATES HISTORY** (or see Advanced Placement U.S. History)

<b>Credits:</b> 10/year	<b>Grades:</b> 11	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (b) UC/CSU (a)
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United States History covers the California Content Standards in History. This course is designed to provide students with an understanding of the role of the United States in the world, linking the past to the present. The course is designed in a two-semester format to be taken in the junior year. Emphasis will be placed on skills development (critical thinking, essay writing, map skills). The focus of the course will be from 1880 to the present.

**AMERICAN POLITICAL TRADITION** (or see Advanced Placement U.S. Government and Politics)

<b>Credits:</b> 5/semester	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (b) UC/CSU (a)
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American Political Tradition is a one-semester required course that covers the California Content Standards in American Government. As such, it covers features of our United States political systems - national, state, and local. The intent has been to provide a course which is conceptual and interdisciplinary in approach. While emphasizing political science, it includes insights from psychology, anthropology, sociology, history, and economics.

## ECONOMICS

<b>Credits:</b> 5/semester	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (b) UC/CSU (g)
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Economics is a one-semester required course that covers the California Content Standards in Economics. It is designed to provide students with the tools of economic analysis in order to better understand personal, community, national, and international economic issues. The student will be provided an overview of macroeconomic and microeconomic principles, as well as relevant consumer economic information.

## ELECTIVE COURSES

### CRIMINAL LAW

<b>Credits:</b> 5/Semester	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS elective credit
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This course covers the foundations of our legal system, with special emphasis on the rights laid out in the Constitution and Bill of Rights. We will examine the U.S. court system (especially the Supreme Court and its landmark 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Amendment decisions), the criminal justice process (judicial procedures as you go through the criminal legal system), classes of crimes & measurements of crime severity (exploring crime from all sides, including the criminal themselves), punishment and the prison system, the rights of juveniles v. adults, the death penalty, the Three Strikes Law and other controversial criminal law topics. This course is engaging and highly interactive, tackling many criminal justice issues plaguing America today.

### AP EUROPEAN HISTORY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> (1) Student must earn an A or B in both World History and English (2) 3.0 GPA or teacher recommendation	<b>Satisfies:</b> HS (b) UC/CSU (a)	<b>Average Homework:</b> Approximately 5 hours a week
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Advanced Placement European History is a college level course designed for motivated students to study the cultural, economic, political, and social developments that have shaped the European Continent from c. 1350 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Students will practice evaluating primary and secondary sources; analyzing claims, evidence and reasoning found in sources; putting historical developments in context and making connections between them; developing claims / thesis statements and explaining / supporting them in writing. Students are prepared for the Advanced Placement test and will be expected to sit for the exam in May.

### FINANCIAL LITERACY

<b>Credits:</b> 5/Semester	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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Financial Literacy is a seminar-style course that immerses students in the world of finance and its effects on the economic, social and political landscape. The course is a history elective although it incorporates elements of economics, political science, mathematics and psychology. The class will focus on a history of banking and various financial instruments followed by a study of the most recent housing crisis. Other topics include the history and roles of international organizations such as the International Monetary Fund and the World Bank and their connections to the international economic and political issues of the day.

We will examine the recent international financial crisis to help students understand the many moving parts of the world of finance.

## HISTORY AND THE FUTURE

<b>Credits:</b> 5/Semester	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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If you're interested in a college prep elective class that uses class discussions, video clips, and projects to foster creative opportunities to explore a variety of topics, then this class is for you. We study Technology, Social Media, Health, the Environment, and Globalization by looking at how the past impacts our present, and considering implications for the future. Course content is regularly updated based on current developments as well as student interest.

## AP HUMAN GEOGRAPHY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> 2.5 GPA	<b>Satisfies:</b> HS (b) UC/CSU (g)	<b>Average HW per Night:</b> 45 minutes <b>Average HW per Week:</b> 2-3 hours
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The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students who complete this course are expected to sit for the AP exam in May.

## AP MACROECONOMICS

<b>Credits:</b> 5/Semester, Weighted	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS (b) UC/CSU (g)	<b>Average HW:</b> Daily Reading and Questions (20-30 minutes daily homework). Course Pace: Accelerated (approximately 70 instructional days to complete the course).
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Advanced Placement Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics of study may include basic economic concepts; measurement of economic performance; national income and price determination; financial sector, inflation, unemployment, and stabilization policies; economic growth and productivity; and open economy. Students are prepared to take the Advanced Placement test and are expected to sit for the exam in May.

## MILITARY HISTORY

<b>Credits:</b> 5/Semester	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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This course will present to the student the military history of the United States by studying wars, campaigns, and battles. It will also include the critical developments in tactics, generalship, doctrine, and technology used in war.

## PSYCHOLOGY

<b>Credits:</b> 5/Semester	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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This course is designed to offer the student an opportunity to examine the history of psychology as well as the principles, concepts, and theories that constitute the core of the study of psychology. The course covers neurobiology, sensation and perception, consciousness, learning and cognition, personality development, and mental health and adjustment.

## AP PSYCHOLOGY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS <sup>(b)</sup> UC/CSU (g)	<b>Average HW per Night:</b> 35 minutes <b>Average HW per Week:</b> 3 hours
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The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year. Students who complete this course are expected to sit for the AP exam in May.

## SOCIOLOGY

<b>Credits:</b> 5/Semester	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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Sociology is the scientific study of human society and social behavior. Students learn to view society as a set of related parts and develop an intellectual understanding of the various components of societies and how personal interactions influence societies as a whole. Major concepts covered in this class are culture and social structure, the socialization of the individual across the lifespan, social inequality, and social institution.

## SOCIOLOGY OF SPORT/JOURNALISM

<b>Credits:</b> 5 Credits/ Semester	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (g) CSU/UC (g)
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Sport Sociology is an examination of the issues and impact of sport in various cultures and subcultures within the context of sociology. Study of sport relevant to how it is influenced by and influences the basic institutions of society: family, economics, politics, religion, education, etc.

This course examines selected topics within the sociology and history of sport. Particular emphasis will be given to issues related to the potential of sport to benefit society and its potential to reinforce existing social problems. Students will be encouraged to reflect on their own experiences within sport and to explore in detail one area of special interest within the history and sociology of sport. This course offers analysis of sport as a social institution and the interrelations between sport and societal subsystems, as well as a consideration of the attitudes, values and behaviors associated with sport. Analysis of contemporary topics associated with sport will be made through analysis and application of modern media, with ties made to their historic origins; such problems include race relations, the civil traditions and emergent role of women, aggression and violence, and political and economic concerns.

### AP UNITED STATES HISTORY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11	<b>Recommended Prerequisite:</b> (1) Student must earn an A or B in both World History and English (2) 3.0 GPA or teacher recommendation	<b>Satisfies:</b> HS (b) UC/CSU (a)	<b>Average Homework:</b> 5 hours per week
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Advanced Placement United States History is a college level course designed for motivated students to study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Students will practice evaluating primary and secondary sources; analyzing claims, evidence and reasoning found in sources; putting historical developments in context and making connections between them; developing claims / thesis statements and explaining / supporting them in writing. Students are prepared for the Advanced Placement test and will be expected to sit for the exam in May.

### AP UNITED STATES GOVERNMENT & POLITICS

<b>Credits:</b> 5/Semester, Weighted	<b>Grades:</b> 12	<b>Recommended Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS (b) UC/CSU (a)	<b>Average HW:</b> 1 ½ hours or less per night
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AP United States Government and Politics is a college-level course that explores the political theory and everyday practice that direct the daily operation of our government and shape our public policies. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens within it. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples, including discussions at length of current political issues. Topics of study will include: constitutional underpinnings of United States Government; political beliefs and behaviors; political parties, interest groups, and the mass media; institutions of national government; public policy; and civil rights and civil liberties. It is designed for students with strong ability and interest in social studies who want an in-depth political science course that requires advanced analytical and educational skills. Students are prepared to take the Advanced Placement test and are expected to sit for the exam in May.

### AP WORLD HISTORY, CULTURES, & GEOGRAPHY

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10	<b>Recommended Prerequisite:</b> (1) Student must earn an A or B in English (2) 3.0 GPA or teacher recommendation	<b>Satisfies:</b> HS (b) UC (a) CSU (g)	<b>Average HW:</b> 50 minutes per night
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The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Students enrolling in this course are expected to sit for the AP exam in May.

# WORLD LANGUAGE

## COURSE DESCRIPTIONS

### **AMERICAN SIGN LANGUAGE I**

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> English teachers/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of American Sign Language I is to give students the ability to function in real-life situations that they may encounter with Deaf and hard of hearing persons. The students will develop skills in the areas of expressive and receptive language in context of thematic units. Students will acquire information, recognize distinctive viewpoints, and further their knowledge of discrete elements of daily life including their likes and dislikes, their school life, leisure time activities, their families, and weather conditions. Students will be able to describe events in the present, the past, and the future. Students use formulaic language, engage in signed conversations, and interpret signed language. Students use appropriate responses to rehearsed cultural situations, and perspectives with the target culture. Students recognize similarities and differences in the target cultures and between students' own cultures and identify cultural borrowings. Students use the five parameters of ASL to understand and produce signs in context. The American Sign Language Glossing system will be introduced. Students will be expected to participate in class discussions and activities using the target language.

### **AMERICAN SIGN LANGUAGE II**

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> American Sign Language I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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American Sign Language (ASL) Level II course expands on skills and knowledge of ASL, Level I while developing an understanding and appreciation for the Deaf culture and community. Students expand vocabulary and signing techniques for the alphabet, numbers, and words. Students will acquire information, recognize distinctive viewpoints, and further their knowledge of discrete elements of daily life including sports and activities, daily routines, describing people and the natural environment, occupations, health concerns, food, and animals. Students will practice dialog and will demonstrate comprehensive skills through applications of conversation, storytelling, and interpretation. Students will be expected to participate in class discussions and activities using the target language.

### **AMERICAN SIGN LANGUAGE III**

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> American Sign Language II, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of American Sign Language III is to further develop the students' abilities to function in situations that they may encounter in Deaf and signing environments. ASL III has a strong focus on using classifiers to tell stories. Students acquire information, recognize distinctive viewpoints, and further their knowledge of concrete and factual topics related to the immediate and external environment. Students engage in signed conversations, interpret signed language, and demonstrate understanding of the main idea and key details in authentic language. Students will raise the level of proficiency in signing, and understanding as well as increase their vocabulary, grammatical structures, and cultural awareness. Students will be expected to participate in class discussions and activities using the target language.

## AMERICAN SIGN LANGUAGE IV

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> American Sign Language III, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The fourth American Sign Language course further develops the students' expressive and receptive signing skills, with an emphasis on grammar and fluency. Study of Deaf culture, Deaf sub-cultures, beliefs, history, and current issues are explored as well as research on American Sign Language focused professions. Students are required to sign during the duration of the period to ensure full immersion into the target language of ASL. Course components include language skills, such as building narratives, moving from informal to formal presentations, developing conversational skills used in everyday discussion, developing the language skills needed to explain ideas or concepts, illustrating how things work and why things are the way that they are, and developing skills to translate written text into American Sign Language (ASL). Students will learn about interpreting as a career option and related certification requirements.

## FRENCH I

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> English teacher/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course utilizes a communicative approach. The emphasis is on building vocabulary and fluency through storytelling. Instruction will focus on storytelling to build proficiency in speaking, listening, reading, and writing, as opposed to discrete memorization of vocabulary and grammar rules. Students will be expected to be active participants in the storytelling process. Students will read several mini-novels to increase reading proficiency. Students will also begin to develop cultural awareness of Francophone countries.

## FRENCH II

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> French I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French II continues to build proficiency through TPRS, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini-novels, legends, and writing projects as well as cultural components.

## FRENCH II HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> French II, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French II Honors continues to build proficiency through communicative approach, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini-novels, legends, and writing projects as well as cultural components. The French II Honors students will do independent reading, grammar and listening activities and will be expected to produce language at a higher level than the French II students.

## FRENCH III

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> French I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French III continues to build proficiency through communicative approach (learned in French 1 and 2) and some authentic texts, with an increased opportunity for storytelling and developing more advanced language skills and grammatical structures. Students will continue to develop speaking, listening, reading and writing skills. This course also emphasizes an increased focus on reading and writing through mini-novels, stories, authentic texts and writing projects as well as cultural components.

### FRENCH III HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 10 -12	<b>Recommended Prerequisite:</b> French II or II Honors, grade of B+ or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French III continues to build proficiency through communicative approach (learned in French 1 and 2) and some authentic texts, with an increased opportunity for storytelling and developing more advanced language skills and grammatical structures through speaking, listening, reading and writing. This course also emphasizes an increased focus on reading and writing through mini-novels, stories, authentic texts and writing projects as well as cultural components. They will also further expand their proficiency in speaking and listening and develop their writing and reading abilities while broadening their cultural awareness and appreciation. Students will be expected to participate in class activities and use the target language consistently. The French III Honors students will do independent reading, grammar and listening activities and will be expected to produce language at a higher level than the French III students.

### FRENCH IV

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> French III or III Honors, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The primary goals of French IV are: (1) the refinement of communicative skills in the four skill areas (listening, speaking, reading, and writing); (2) the enhancement of strategic competence (communicative strategies); (3) the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); (4) the refinement in understanding of French and Francophone culture. French IV builds on themes, structures, vocabulary, and skills learned in French I-III; however, the course aims at moving the students to a more abstract level of language usage at which they learn to work with more extended discourse and to deal with the cultural and sociological (as well as practical) aspects of the topics studied.

### FRENCH IV HONORS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> French III Honors, grade of B or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French IV Honors is an advanced course in French that may be taken prior to AP French Language and Culture. The course will emphasize skill development in reading, writing, speaking and listening, with additional cultural study within those areas. Students will develop reading comprehension skills of both non-abridged fiction and non-fiction, with an emphasis on summarizing magazine and Internet articles. The course will include essays and other expository writings, speaking, activities such as debates, class discussions, narrations, and will focus on developing understanding of French spoken by native speakers at conversational speed. Students will do an intensive review of basic grammar and study of more advanced topics, with special emphasis on usage of the subjunctive. The class will be conducted entirely in French.

### AP FRENCH LANGUAGE AND CULTURE COURSE

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> French IV, grade of B+ or better and teacher recommendation or placement test	<b>Satisfies:</b> HS (g) UC/CSU (e)	<b>Average HW:</b> 20-25 minutes per night
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This course provides continued development of the four language skills in three modes of Communication: interpersonal, interpretative, and presentational. Emphasis is placed on the use of French for active communication. When communicating, students in AP French will learn to demonstrate an understanding of culture(s), make interdisciplinary connections, and make comparisons between French and native languages in real-life settings. Extensive practice and training in the organization and writing of compositions is included. Revision of all grammatical concepts as well as test-taking techniques constitute an integral part of this course. Students are expected to take the College Board Advanced Placement Examination in French language in May.

### JAPANESE I

<b>Credits:</b> 10/year	<b>Grades:</b> 8 -12	<b>Recommended Prerequisite:</b> English teacher/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Japanese 1 is a one year course in which students develop basic Japanese language skills in listening, speaking, reading, and writing. The course emphasizes communication skills and a mastery of a core vocabulary, basic expressions, grammatical structures, and Japanese culture. Students will be able to talk about their likes and dislikes, their family, and their school life and leisure time activities. Students learn Hiragana and Katakana characters along with vocabulary and expressions as they explore topics that relate to Japan. Some Kanji characters (20-30 characters) will also be introduced.

### JAPANESE II

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> Japanese I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Japanese 2 is designed as the second part of a four-year curriculum. This course will continue to develop Japanese language skills and builds on the basics learned in Japanese 1. Students will be able to describe and state opinions and preferences, order at restaurants, make purchases, and compare their culture to Japanese culture. In this course, students learn more vocabulary, expressions, and basic level kanji characters (80-110 characters). Projects are assigned outside the formal classroom setting to provide hands-on experiences and practice opportunities.

### JAPANESE III

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Japanese II, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of Japanese III is to further develop the students' abilities to function in situations that they may encounter in a Japanese-speaking environment. Students will raise the level of proficiency in speaking, listening, reading, and writing and increase their vocabulary, grammatical structures, and cultural awareness. Students will be expected to participate in class discussions and activities using Japanese consistently. Knowledge of Kanji characters is expanded (200-210 characters).

### JAPANESE III HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Japanese II, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course is a continuation of Japanese II. Students will further develop their abilities to function in situations that they may encounter in a Japanese-speaking environment. Students will raise the level of proficiency in speaking, listening, reading, and writing and increase their vocabulary, grammatical structures, and cultural awareness through enrichment materials. The level of expression will be more varied and sophisticated. Students will enhance their cultural awareness through research and cultural exchange opportunities with Japanese high school students. Knowledge of Kanji characters is expanded (200-210 characters). There are more writing and speaking assignments and expectations are higher than Japanese III. Average amount of daily homework is 15 minutes.

## JAPANESE IV

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Japanese III, grade of C or better	<b>Satisfies:</b> HS UC/CSU (e) <sup>(g)</sup>
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This course is designed to provide students a continuing opportunity to refine their speaking, listening, reading, and writing skills in Japanese. Students will use Japanese in culturally authentic, real-life, practical situations. The level of expression will be more varied and sophisticated, incorporating idiomatic expressions in greater numbers. They will learn the appropriate language to use in a variety of social interactions. The students will continue the study of Kanji (300-350 characters). Students will be expected to participate in class discussions and activities using Japanese

## JAPANESE IV HONORS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Japanese III Honors, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Japanese IV Honors is an advanced course that may be taken prior to AP Japanese Language and Culture. Students will read and write 300 plus kanji characters in context and will solidify communicative skills through extensive formal and informal exchanges through use of textbooks, enrichment materials, and short stories. Students will enhance their cultural awareness through exploration of topics of interest, both as presented within enrichment materials and through independent research. Students will be expected to participate in class discussions and activities using Japanese consistently. There are more writing and speaking assignments and expectations are higher than Japanese IV. Average amount of daily homework is 15 minutes.

## AP JAPANESE LANGUAGE AND CULTURE COURSE

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Japanese III, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)	<b>Average HW:</b> 15 minutes of daily homework
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This course provides continued development of the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students will read and write 350+ Kanji characters in context. Students develop an expanding ability to communicate in culturally appropriate manners and in increasingly widening contexts. Students will prepare to successfully perform on the College Board's Advanced Placement Examination in Japanese Language and Culture. Students are expected to take the AP Japanese Exam in May. Average amount of daily homework is 15 minutes.

## SPANISH I

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> English teacher/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course utilizes TPRS (Teaching Proficiency through Reading and Storytelling). The emphasis is on building vocabulary and fluency through storytelling. Instruction will focus on storytelling to build proficiency in speaking, listening, reading, and writing, as opposed to discrete memorization of vocabulary and grammar rules. Students will be expected to be active participants in the storytelling process. Students will read several mini-novels to increase reading proficiency. Students will also begin to develop cultural awareness of Spanish-speaking countries.

### SPANISH FOR SPANISH SPEAKERS I

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Placement exam and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course is for heritage speakers of Spanish. A heritage language student is one who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English. Placement in this class is determined by an entrance exam and teacher recommendation. The course curriculum will emphasize speaking, reading, and writing in order to improve communication skills in the target language. The class will be conducted entirely in Spanish. It is expected that students enrolled in the course are able to understand conversational Spanish as a prerequisite.

### SPANISH FOR SPANISH SPEAKERS II

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> Placement exam and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course is for heritage speakers of Spanish who have successfully completed Spanish for Spanish Speakers I. Placement in this class is determined by teacher recommendation. The course curriculum will emphasize literature and cultural exploration, as well as refinement of speaking and writing skills – including composition, grammar, and spelling. The class will be conducted entirely in Spanish. It is expected that students enrolled in the course are able to converse in Spanish as a pre- requisite.

### SPANISH II

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Spanish I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Spanish II continues to build proficiency through TPRS, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini-novels and writing projects as well as cultural components.

### SPANISH II HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 8-12	<b>Recommended Prerequisite:</b> Spanish I, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Spanish II Honors continues to build proficiency through TPRS, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini-novels, and writing projects as well as cultural components. The Spanish II Honors class will work at a faster pace than Spanish II as well as have more extended reading and writing opportunities. The department does not recommend this course for students who have repeated Spanish I.

### SPANISH III

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Spanish II, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of Spanish III is to further develop the students' skills in listening, reading, speaking and writing. The content is based on books and stories read in class. The goal for the students is to develop comprehension, language functions, vocabulary, communication skills, and cultural awareness. Students will be expected to participate in class activities and to use the target language consistently.

### SPANISH III HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Recommended Prerequisite:</b> Spanish II with a grade of A and teacher recommendation or Spanish 2 Honors, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Students in Spanish III Honors will continue to develop and expand their proficiency in speaking, listening, reading and writing, and to increase their knowledge of more complex grammatical structures. Books and short stories read in class teach language structures and vocabulary through high-interest and historical topics. The goal for students' is to develop comprehension, language functions, vocabulary, communication skills, and cultural awareness. The class will be conducted entirely in Spanish, and students will be expected to participate in classroom discussions and activities in Spanish.

### SPANISH IV

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Spanish III, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of Spanish IV is to give students a continuing opportunity to refine their speaking, listening, reading, and writing skills in the target language. Students will use Spanish in culturally authentic, real-life, practical situations. Literature studied will present well-known authors, including high-interest short stories, drama, poetry, and short novels. Students are expected to participate in class discussions and activities in the target language.

### SPANISH IV HONORS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Spanish III Honors, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Spanish IV Honors is an advanced course in Spanish that may be taken prior to AP Spanish Language and Culture. The course will emphasize skill development in reading, writing, speaking and listening, with additional cultural study within those areas. Students will develop reading comprehension skills of both non-abridged fiction and non-fiction, with an emphasis on summarizing magazine and Internet articles. The course will include essays and other expository writings, speaking activities such as debates, class discussions, narrations, and will focus on developing understanding of Spanish spoken by native speakers at conversational speed. Students will do an intensive review of basic grammar and study of more advanced topics, with special emphasis on usage of the subjunctive. The class will be conducted entirely in Spanish.

### AP SPANISH LANGUAGE AND CULTURE

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Spanish IV, grade of A, and teacher recommendation; or AP Spanish Language, grade of B or better	<b>Satisfies:</b> HS (g) UC/CSU (e)	<b>Average HW:</b> 15-20 minutes a night
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This course provides development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed upon the use of Spanish for active communication. Extensive preparation in the organization and writing of compositions is included. Knowledge of grammatical fundamentals is expected at this level. In addition to communication, students will gain a wide-range of various cultural aspects from the Spanish-speaking world. Test-taking strategies and practice constitute an integral part of this course. This course seeks to develop language skills and cultural knowledge that are useful and that can be applied to various activities and disciplines, as well as performing successfully on the College Board's Advanced Placement Examination in Spanish Language. Students are expected to take the AP exam in May.

### AP SPANISH LITERATURE AND CULTURE

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> AP Spanish Language and Culture, Native Speaker with Spanish Language Proficiency, grade of B or better	<b>Satisfies:</b> HS (g) UC/CSU (e)	<b>Average HW:</b> 15-20 minutes a night
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This course prepares students to take the Advanced Placement exam in Spanish Literature and Culture. Students will do extensive work in college-level reading, analysis, and composition, focusing on an overview of the literature of Spain and Latin America, including novels, short stories, essays, and poetry. Students will need to work independently and may be required to meet with the instructor outside of class. It is essential that students possess a high level of proficiency in reading comprehension as well as strong writing skills. Students are expected to sit for the AP test in May, and students who pass the AP test may earn college credit.

# SPECIALIZED COURSES

## COURSE DESCRIPTIONS

### **ETHNIC STUDIES**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This Ethnic Studies course aims to educate students on the ways in which race, ethnicity, and culture have shaped and continue to shape individuals and society in the United States. This course provides an in-depth study of the contributions of American ethnic groups in the United States, and is intended for students of all backgrounds and cultures. Through an interdisciplinary and humanities approach, students make connections between historical, contemporary, and personal events. The intent of this course is to expand students' awareness of the role of ethnic groups in a diverse American society. Units of study will include: (1) The social construction of race; (2) Understanding labels and identity; (3) Historical case studies; (4) Stories that shape me – oral history project; (5) Development of communities; (6) Community organizing; (7) Community-based social movements; and, (8) Participation in a service-learning project.

### **STUDENT MENTOR**

<b>Credits:</b> 5/semesters; can take 2 up to sems	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Teacher / counselor recommendation	<b>Satisfies:</b> HS elective credit
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A Student Mentor is a junior or senior student with a desire to help students succeed at Los Alamitos. Being a Student Mentor allows you to take an elective period where you will be placed according to strengths, interests, and needs into the following programs: Skills Lab intervention classes, The Loft wellness center, and other academic courses. You will be assigned students to help them work on a daily basis doing the following: assisting with homework assignments, completing projects, preparing for tests, developing organizational/study skills, listening to peer struggles, helping connect students to supports, and providing leadership through example. All Student Mentors are required to complete training modules as part of the course, such as leadership, building rapport, confidentiality, engagement, and support. Student Mentors must be in good standing with the school, maintain a minimum 2.5 G.P.A (no D's or F's) and maintain excellent attendance. Please follow the QR to complete the application.



## JOURNALISM

<b>Credits:</b> 5/Semester; can take up to 2 semesters	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> English grade A or B	<b>Satisfies:</b> HS (g) UC/CSU (g)
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The Los Alamitos Journalism class works as a team dedicated to producing quality publications for the Griffin community. This course is an introduction to the basic skills required by the modern newspaper, including the writing of news, features, critical reviews, editorials, sports, and advertising copy. The reading and analysis of relevant literature are required. This course teaches the ethics and responsibilities of the press. Students in this class will write articles for the school newspaper, the *LAHS Griffin Gazette* as well as create social media content representing the *Griffin Gazette* and the school community. Juniors and seniors will have the opportunity to take Advanced Journalism during their second semester and/or the following year. Additionally, students will be able to participate in multimedia productions including broadcasting, graphic design, and podcasting. Students must be able to assume responsibility, work autonomously and cooperatively, desire to consistently improve their writing, and respect editorial authority and the standards of the school community.

## ADVANCED JOURNALISM

<b>Credits:</b> 10/year; can be repeated	<b>Grades:</b> 10-12	<b>Recommended Prerequisite:</b> Journalism, grade of B or better, and teacher/editor approval	<b>Satisfies:</b> HS (g) UC/CSU (g)
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The LAHS Griffin Gazette welcomes experienced journalists to our team which produces quality publications for the Griffin community. This course teaches advanced skills required by the modern newspaper, including the writing of news, features, critical reviews, editorials, sports, and advertising. Advanced students will have increased responsibility and should expect to be section editors, facilitate advertisement submissions, and mentor beginning journalists. The reading and analysis of relevant literature are required. This course stresses the ethics and responsibilities of the press. Students in this class will learn the nuances of newspaper layout and produce the school newspaper, the *LAHS Griffin Gazette*. Additionally, students will be required to participate in multimedia, including broadcasting, graphic design and podcasting. Students must be able to assume responsibility, work autonomously and cooperatively, consistently improve their writing, and respect editorial authority and the standards of the school community.

## LAB ASSISTANT

<b>Credits:</b> 5/semester; 2 semesters max	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS elective credit
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This course is for students with a background in laboratory sciences who wish to assist an instructor with the preparation of lab activities in science courses. This includes the lab set up, assistance during class lab activities, and lab clean up.

## ASB LEADERSHIP (Student Government)

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Recommended Prerequisite:</b> Elected or selected in the previous year (Freshmen are elected in September of the current school year.)	<b>Satisfies:</b> HS UC/CSU
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ASB Leadership (Student Government) is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students are assigned roles/responsibilities within the program and regularly participate in activities that provide the opportunity for developing time management skills, compromise, and community interactions. Students will have weekly discussions and meetings about the nature of leadership, its different styles, and how they apply to this course, future jobs, and community interactions. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including communication & public speaking, creativity, service learning and reflection while positively impacting the entire student body.

## TEACHER ASSISTANT

<b>Credits:</b> 5/semester, can take 2 semesters	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS elective credit
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This course is for students who wish to gain knowledge of simple office procedures, who wish to tutor their peers under the direction of school personnel, and/or who wish to work for individual instructors. Student duties may include such clerical and/or instructional tasks as delivery and organization of messages and materials, room or office arrangement, researching, filing, typing, organizing materials, monitoring equipment, answering phones, assisting visitors, tutoring students, taking notes, or other duties as requested. Level and type of experience will vary with the individual teacher and/or department.

## YEARBOOK

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Recommended Prerequisite:</b> Teacher approval	<b>Satisfies:</b> HS (g) UC a-g (g)
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Yearbook is a class specifically designed to record the history of our school, its students and staff, and the events that occur throughout the year. It provides an opportunity for students to apply photojournalistic techniques as they work together to tell a story and/or communicate a message. Students are trained in various areas of yearbook production such as copy-writing, interviewing, headline and captions, photographs, layout and design, and computer skills. Students will become proficient to advanced users of InDesign, Photoshop, and Google Drive. The entire yearbook is planned, designed, and produced by students on staff. Students are provided with numerous opportunities to assume leadership roles and a great deal of responsibility. They will learn the importance of meeting deadlines, working cooperatively, and paying attention to detail. Students need to possess excellent writing skills and a high degree of creativity. Deadlines and productivity are vital to this class.

# **SPECIAL SERVICES**

Programs are designed to place students with disabilities in the least restrictive environment for a successful learning experience. Special education teachers are responsible for providing consultation to the general education teachers as needed to enhance the opportunity for the special education students' success in the general education environment.

The goals and objectives of instruction shall be outlined in the Individual Education Program (IEP), and the progress of each pupil shall be reviewed annually. The IEP is written during a meeting with a team of educators, parents, and students who decide on the needs of the individual student and agree on appropriate placement. The IEP contains a statement of the student's present levels of performance and goals. In addition, the IEP contains a statement of specific educational services to be provided and the extent to which the student will participate in general education. Students who wish to be considered for special education services need to speak with their counselors. Parents may request that their student be considered for special education by contacting the student's counselor.

## **PSYCHOLOGICAL SERVICES**

Students demonstrating symptoms of a disability that significantly adversely affects their educational performance may be referred for a multidisciplinary assessment by the Student Study Team. This referral would occur following Student Study Team meetings when general education program interventions have not been successful in assisting students to benefit from their educational program.

Short-term crisis intervention counseling will be provided. Students may self-refer or be referred by their counselors, teachers, parents, and/or peers. A list of community agencies for additional service will be made available.

## **SPEECH AND LANGUAGE PROGRAM**

The Speech and Language Program provides individual and small group intervention for those students identified as experiencing significant speech and/or language impairments in areas such as: language (receptive, expressive, and pragmatics), articulation, and fluency. Students suspected of having speech and/or language difficulties undergo a comprehensive evaluation. A written report is then prepared which profiles the student's speech- language skills and provides students, teachers, parents, and other professionals with specific recommendations aimed toward assisting that individual to achieve academic and social success. Consultation with teachers and parents regarding students' speech/language needs is also provided. Service delivery models and the amount of instruction time provided varies from student to student, depending on need. The speech and language pathologist also serves as a resource to the staff.

## **LIMITED ENGLISH PROFICIENT**

According to state guidelines, those students who have been tested and classified as limited English proficient are placed in ELD English, SDAIE content classes, and/or Reading classes as needed.

Student Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

## UC/CSU (“A-G”) Planning Worksheet

*This worksheet can be used for planning a four-year high school course schedule to meet the CSU/UC college requirements. This plan is a starting point and can be adjusted based on individual circumstances and aspirations. Remember to regularly meet with your Counselor to ensure you're on track!*

UC/CSU Requirements	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>A.</b> History /Social Science (2 years required)		World History	US History	American Political Traditions / Economics (grad requirement)
<b>B.</b> English (4 years required)	English	English	English	English
<b>C.</b> Mathematics (3 years required / 4 yrs recommended)	Math	Math	Math	Math
<b>D.</b> Laboratory Science (2 years required / 3 yrs recommended)	Science	Science	Science	
<b>E.</b> Foreign Language (2 year required /3 yrs recommended)	World Language	World Language	World Language	
<b>F.</b> Visual/Performing Arts (1 year required)	Elective			
<b>G.</b> College Prep Elective (1 year required - Additional year from A-F can also be used)				Elective
<b>+</b> High school Graduation Requirements	P.E./Health	P.E.		