



**CLAYTON
VALLEY
CHARTER
HIGH
SCHOOL**

**COURSE CATALOG
2026-2027**

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INTRODUCTION

Charter Mission

Clayton Valley Charter High School (CVCHS) will provide a positive, student-centered environment in which all students will be challenged academically and develop the skills and mindsets to graduate as successful, lifelong learners and productive, responsible citizens in a diverse society.

Profile of an Eagle

CVCHS has clearly outlined measures of success for all students that reflect the Charter School’s high expectations. This has manifested itself in what most schools and districts refer to as a graduate profile. At CVCHS, this is referred to as the Profile of an Eagle.

<i>CVCHS Graduate Profile - The Profile of an Eagle: In order to manifest the CVCHS mission, (shared above) as an individual student, CVCHS graduates will have achieved the following upon graduating from CVCHS:</i>	
Profile Metric	Measured By
be eligible to attend a four-year public university in California	Meet A-G Graduation Requirement
read at a college level	CAASPP ELA score of 3 or more OR AP Literature or Language score of 3 or more OR completion of ERWC 12 with “C” or higher
write at a college level	CAASPP ELA score of 3 or more OR AP Literature or Language score of 3 or more OR completion of ERWC 12 with “C” or higher
demonstrate college-level quantitative reasoning	CAASPP Math score of 3 or higher OR AP Statistics, Calculus score of 3 or higher OR completion of MRWC with grade of C or higher
be deemed “Prepared” on California’s College/Career Indicator - have attempted completion of college credit	Complete one of the following metrics for prepared outlined HERE
completed a sequence of elective courses	Courses to build in difficulty - ie a beginning and advanced, a “1 or 2” (art, photo, drama, etc, or completion of any pathway in an Academy
engaged in work-based learning	
participated in at least two college visits	Participation of College Bound Day grade 9 and 10 and / or two other documented College Visits - included in Eagle Portfolio

completed community service	Class of 2029 and beyond - students must complete a minimum of 40 hours of approved community service as a condition for graduation. Students are expected to fulfill this requirement during their four years of high school, beginning the summer before their 9th-grade year. Full policy and guidelines can be found HERE . Class of 2028 - 30 total hours Class of 2027 - 20 total hours
participated in at least two extra-curricular activities	clubs, athletics, arts, music, drama, academic teams
created a plan for post-high school education and life	maintain Naviance with support of counselors
demonstrated exemplary attendance	maintain 96% . Access attendance recovery as needed. Students falling below 90% at any time will be placed on non-participation list.
demonstrated college-level communication skills	Completion of ERWC 9-12 OR completion of ERWC 9 and AP English, presentation of Eagle Portfolio Grade 12
demonstrated digital citizenship	maintain school supplied device - follow expectations for academic integrity, completion of Eagle Portfolio Website
demonstrated personal fitness	Meet minimum requirements for the CA Physical Fitness Test

Profile of an Eagle Portfolio

Beginning with the class of 2027, students will create a **Profile of an Eagle Portfolio**. Compiled over the course of their four years at CVCHS, the Portfolio will house artifacts representing each of the elements outlined in the **Profile of an Eagle**. [Learn more about the Eagle Portfolio here.](#)

ACADEMIC PROGRAMMING

Graduation Requirements

In order to ensure students have many opportunities open to them upon graduation, CVCHS graduation

requirements align to eligibility for UC / CSU admissions. All students are required to accumulate a minimum of 230 credits to graduate with a diploma from CVCHS. In order to stay current with the requirements of the CSU and UC systems, as well as with state requirements, CVCHS graduation requirements may change as determined by the CVCHS Board of Directors.

Graduation Requirements Breakdown

All courses must be passed with a "C" grade (70%) or higher to earn credits.

Subject	Credits	Years	Notes
English	40	4	Required courses: ERWC 9, ERWC 10, ERWC 11 and ERWC 12. AP Seminar, AP Literature and AP Language may be taken in lieu of ERWC 10,11,12. Additionally, students earning a score of 3 or more on CAASPP in 11th grade may choose from a selection of English electives. Please review the English programming chart below.
Math	30	3-4	Students must pass three (3) years of math courses that would make them eligible to meet the "C" requirement in the A-G requirements. In addition, all students must be enrolled in a quantitative reasoning course each year they attend CVCHS. In order to fulfill the CVCHS profile of demonstrating college-level quantitative reasoning, students not earning a 3+ on CAASPP math or passing an AP math course by the end of 11th grade will be placed in a fourth year math course their senior year.
History/Social Sciences	30	3	Required courses include: World History, US History and Economics/Government. AP counterparts for each course may be taken in lieu of these courses.
Science	30	3	Students must complete the Next Generation Science Standard three course model of study: The Living Earth (life science), Chemistry in the Earth Systems (Earth science) and Physics of the Universe (physical science). Medical Academy Students may use Principles of Biomedical Science in grade 9 to satisfy the Life Science requirement.
Visual & Performing Arts (VAPA)	10	1	Recommended grade 9 : choice of visual, performing or digital arts
Language Other Than English	10-20	2	Complete level two of the same language at CVCHS. Two years of middle school courses in the same language will satisfy level one. Students may take the equivalent of two years of language other than ASL, French or Spanish outside CVCHS. Students taking LESS than 2 years (20 credits) at CVCHS will take additional elective credits to complete the 230 required for graduation.
Physical Education	20	2	PE 9 required

Electives	40-50	4	
College Prep Elective	10	1	This elective course must meet the "G" requirement as an A-G approved course, or must meet one of the "A-F" requirements

Department Programming

English

Clayton Valley Charter provides students with a four year course of study for English Language Arts backwards mapped from external metrics for college and career readiness. ERWC (California State University Expository Reading and Writing Curriculum) serves as the primary adoption for grades 9-12. A passing grade of "C" or better in grade 12 guarantees students non-remediated placement in college. Clayton Valley is one of the only schools in CA to offer ERWC in grades 9-12.

Students may opt to take Advanced Placement courses for English credit starting as early as grade 10 by enrolling in AP Seminar. AP Literature and AP Language are options for grade 11 and 12 interchangeably. Finally - per the CDE, students earning a passing score of 3 or better on the CAASPP ELA exam taken in grade 11 are deemed "college career ready". As such, students earning a 3 or higher on CAASPP ELA may choose from a variety of options to satisfy their fourth year English requirement. Rising seniors should choose their 12th grade course based on what they would *like to take*. Students not earning a passing score on the CAASPP will be moved to ERWC 12 to ensure they receive targeted instruction to ready them for college and career. Review course offerings here : [CVCHS English Programming: 2026-2027 SY](#)

Mathematics

The Charter offers a broad course of study in mathematics reflecting the skills outlined in the [Common Core State Standards for Mathematics](#). Careful attention to the [Standards for Mathematical Practice](#) and California [Mathematics Frameworks](#) develops throughout students' coursework. During the 24-25SY, CVCHS carefully analyzed data to identify trends and specific areas of need to improve mathematics education for all students. As a result of the analysis, the school adopted new resources to best support identified needs. We are excited to introduce [Illustrative Mathematics](#) as the primary resource for Algebra 1, Geometry and Algebra 2 programming. Geometry acceleration program is offered for students wishing to accelerate their math sequencing. Review course offerings here [CVCHS Mathematics Programming : 2026-2027 SY](#)

Social Science

Clayton Valley Charter High School Social Science department curriculum and courses are aligned to the Common Core State Standards for ELA and the California Content Standards for History - Social Science.

The Charter strives to provide schoolwide Literacy instruction to students and the Social Science department works hard to support this goal. This includes focus on skills of research, credible, sourcing, primary document review, argument writing, close reading strategies for informational text and more. Alignment with the English department includes use of common Academic Language, writing style guides and rubrics. Where possible, interdepartmental collaboration is encouraged. Review course offerings here: [CVCHS Social Science Programming 2026-2027 SY](#)

Science

The core of Clayton Valley Charter High School science curricula is rooted in a three course model of study fully aligned to the [**Next Generation Science Standards**](#) (NGSS).

It is the expectation of the charter that students complete the three course model prescribed by NGSS in order to best support the college and career readiness skills and content that students will know and do as measured on the California Science Test (CAST) in Grade 11.

Standards are integrated and developed throughout the following three courses :

- Life Science: The Living Earth (formerly Biology)
- Earth Science : Chemistry in the Earth Systems OR GeoChem (Geology)
- Physical Science: Physics of the Universe (formerly Physics)

Additionally, Clayton Valley Charter offers robust elective programming of science courses for students interested in furthering their study in the sciences.

Review course offerings here: [**CVCHS Science Programming 2026-2027 SY**](#).

Languages Other than English

Often referred to as World Languages, the Charter offers three areas of study : ASL, French, Spanish. Academic Programming is fully aligned to the [**CA World Language Standards**](#). Student learning focuses on authentic use of language, cultural considerations and emphasis on relevant connections to support engagement. Review course offerings here: [**CVCHS World Language Programming 2026-2027 SY**](#)

Visual and Performing Arts

Art Programming at Clayton Valley Charter reflects the goals and skills outlined in the [**CA Art Standards**](#). Students may enroll in a single course to satisfy the VAPA requirement for graduation OR, pursue pathway study to gain more in depth and industry aligned experiences. Review course offerings here: [**CVCHS Visual and Performing Arts Programming 2026-2027 SY**](#)

Physical Education

Graduates of Clayton Valley Charter High School will complete TWO full years of Physical Education. The Charter Profile includes “Demonstrated Personal Fitness” as one of the 15 graduate profile metrics. Over half the student population is involved with an athletic team on campus. The majority of coaches are also Physical Education teachers - all are deeply invested in the whole - child well being of students. PE 9 is a required course for all graduates and it incorporates CA Health Standards as well. Students may choose from a selection of courses over their four years to satisfy the year two requirement. Students may go beyond the two year requirement and take additional Physical Education Courses as elective credit. Review Course offerings here : [**CVCHS Physical Education Programming 2026-2027 SY**](#)

Electives

Clayton Valley Charter requires 50 elective credits for graduation - 10 of the credits must be an A-G approved course. As such, the Charter offers a wide variety of elective courses for students to choose from. These range from standalone courses to courses that progress in a pathway sequence. Many electives provide students opportunity for real life inspiring connections including certifications, internships, college credit and industry - aligned experiences. All elective courses are listed in the "course description" section of this catalog, but please enjoy [this all-on-one-page resource as well](#) (note - document is under construction).

Special Education Programming

The Charter has dedicated a significant amount of time designing and executing a comprehensive Special Education Continuum of services that ensures all students receive an education in a least restrictive environment (LRE). Identified students will work with their case manager and counselors to ensure appropriate programming and course placement. A comprehensive description of the programming and services is found here: [CVCHS Special Education Programming 2026-2027 SY](#)

Academy and Pathway Programming

Clayton Valley Charter is proud to share **updated** and **exciting** Academy information that impacts the class of 2027 and beyond.

Highlights of the updates for class of 2027 and beyond include:

- Increased opportunities for **all** interested students. Students are no longer "selected" but encouraged to research programs and select an Academy offering that addresses their goals and areas of interest.
- Ensures Academy programming aligns to [CA College and Career Readiness Standards](#).
- Ensures all Academy students' ability to experience pathways of interest that include industry sector aligned certifications, college articulation, internships and / or work based learning.
- Public Service Academy revisions are still in the works as they required more significant work to align certifications, internships, and college articulation. Great things are in the works!
- ***Incoming Freshman and new students should reference this [Academy and Pathway Programs](#) chart to identify an area of interest. They will select the corresponding Introduction course that aligns to their Academy (and pathway) of interest when selecting courses. [Here is a THREE STEP guide](#) to support this process.***
- Academy participation is NOT required as a student at CVCHS. As well, students may opt to take courses in and out of an Academy (adhering to any prerequisite that may be in place) as a stand alone course or pathway as well.
- Students may choose a pathway OR full Academy participation. As well, many courses offered as part of a pathway may be taken alone. Academy participation provides students with increased opportunity for collaboration and activities beyond the classroom. Each Academy will have their

own unique activities but examples may include: Academy events, meetings, field trips, community related participation and more. ***Students interested in Academy participation must complete [this Academy Interest Form after course selection.](#)***

Advanced Placement Programming

Advanced Placement (AP) courses offer students the opportunity to do college level work at CVCHS. The curriculum for these courses is standardized against common examinations throughout the country. Students are required to take these Advanced Placement Examinations and must also receive a C or better to receive the 1 point increase in their GPA for that class. If these conditions are met, students will earn an additional grade point in the courses (A=5, B=4, C=3).

Many colleges give college credit based on the student's score(s) on the examination(s). Check with the individual colleges to find out which examinations and passing scores they will accept. The examination is scored on a five point scale: 5 (extremely well qualified) to 1 (no recommendation). Each exam is administered annually in May. An AP grade report is sent in July to the student's home address, high school, and college(s) if requested. **[Read more info on the benefits of taking the AP exams](#)**

UC and CSU institutions cap the number of AP and Honors points students may receive during their high school career. The UC and CSU institutions recognize 8 semesters (4 full year classes) for courses taken in the 10th, 11th and 12th grades. Four semesters are recognized from the 10th grade. ***This should NOT deter a student from taking as many Advanced Placement courses as they like to address their unique learning goals.*** It is always to a student's advantage to take the most rigorous academic schedule that they are able to manage, as colleges evaluate student transcripts and note how challenging the curriculum has been.

AP courses require completion of Summer work. Students are to complete Summer work as it helps them stay on track to cover all course material needed in order to take the AP exam. AP courses are yearlong commitments and cannot be dropped.

New and Exciting : AP Diploma at CVCHS

Beginning with the Class of 2027 - the Charter offers students the ability to earn an AP Diploma or Certificate. To satisfy the requirements for AP Diploma, students will : complete AP Seminar and AP Research with an exam score of 3 or higher, successfully complete four other AP courses of their choice with an exam score of 3 or higher. **[Read more about the AP Diploma here.](#)** AP Certificate is awarded to students completing the two course AP Seminar and Research pathway with scores of three or higher.

Review the complete list of AP Courses offered at CVCHS here : **[CVCHS Advanced Placement Courses 2026-2027 SY](#)** .

Honors Courses

Honors (H) courses are offered at CVCHS **only** in the case where an AP, Dual Enrollment, Articulated

counterpart is not available and the curriculum is deemed rigorous enough to warrant Honors designation. The majority of these courses are offered in Academy or Elective Pathways where students will accomplish requirements such as certifications or internships. Courses available to students will earn an additional grade point: A=5, B=4, C=3. Acceptance of the numbers of Honors credits varies by university. Honors classes are yearlong courses and all students are expected to complete the yearlong course requirements.

CollegeConnect at CVCHS!

The Charter is very excited to announce the debut of CollegeConnect - a partnership with Diablo Valley College that offers high school students the opportunity to earn ONE YEAR of college while still enrolled in high school! This two year program is open to rising JUNIORS. [Read more about CollegeConnect @ CVCHS here.](#)

COURSE DESCRIPTIONS

History / Social Sciences

WORLD HISTORY

Grade Level: 10

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "a" History/Social Science

This course offers a study of world civilizations with an emphasis on cultures from the mid-eighteenth through the twentieth centuries. It will also integrate trends from previous periods as a way of developing appropriate historical context. Students will have opportunities to study significant historical developments and events during these periods; students will also demonstrate competency in thinking historically, understanding the relationship between the individual and community, and in applying the social science method.

AP WORLD HISTORY

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None, AP Art History is a wonderful counterpart taken in grade 9

College Prep: CSU/UC "a" History/Social Science

Discover the global mosaic of human history in AP World History, an immersive course spanning from prehistory to the present. This challenging program cultivates a deep understanding of interconnected civilizations, emphasizing critical analysis, primary source interpretation, and cross-cultural connections. Students develop essential skills in critical thinking and effective communication while exploring the impact of historical events on today's world. AP World History fosters cultural appreciation, historical insight, and prepares students to be informed global citizens.

UNITED STATES HISTORY

Grade Level: 11

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "a" History/Social Science

The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation's beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920's, the New Deal and the Great Depression, World War II, the Cold War and the 1950's, the 1960's, the 1970's, and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

AP UNITED STATES HISTORY

Grade Level: 11

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "a" History/Social Science

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

U.S. GOVERNMENT

Grade Level: 12

Length: Semester

Recommended Prerequisite: None

College Prep: CSU/UC "a" History/Social Science

The Government course will study the basic structure of American government, exploring what the role of government should be under our Constitutional system. Supporting objectives include historical political theories essential to the establishment of our system of government, supplemented by the social, economic, and religious institutions which influenced it. Further, the objective is to expose students to participatory government experiences leading to an informed electorate, capable of taking responsibility and leadership in society.

ECONOMICS

Grade Level: 12

Length: Semester

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

This course is a study of Economics covering specific topics that include the basic principles of decision-making, scarcity, opportunity cost and the principles of supply and demand. These principles are examined from individual, national and international perspectives. The course is designed to give students the necessary tools to analyze their own personal decision making as well as to evaluate the decisions of an individual, firm, or the nation as a whole. Students will master the fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Increasing critical thinking skills are emphasized and developed through various approaches including discussion, cooperative learning activities and oral and written presentation.

AP GOVERNMENT AND POLITICS – UNITED STATES

Grade Level: 12

Length: Semester

Recommended Prerequisite: None

College Prep: CSU/UC “a” History/Social Science

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

AP MICROECONOMICS

Grade Level: 12

Length: Semester

Recommended Prerequisite: None

College Prep: CSU/UC “g” College-Preparatory Elective

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

English

CSU EXPOSITORY READING AND WRITING COURSE (ERWC) 9

Grade Level: 9

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC “b” English

ERWC 9 is a required one-year freshman English class. It is designed to help students continue development in the language arts: reading, writing, speaking, and listening. This course includes instruction in composition, vocabulary, grammar, and the interpretation of literature. Skills and concepts are taught in an integrated way to be mutually reinforcing.

CSU EXPOSITORY READING AND WRITING COURSE (ERWC) 10

Grade Level: 10

Length: Year

Recommended Prerequisite: Completion of ERWC 9

College Prep: CSU/UC "b" English

ERWC 10 is a one-year sophomore English class. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. Additional exposure to various types of literature and continued emphasis on developing written expression are stressed. Skills and concepts are taught in an integrated way to be mutually reinforcing.

CSU EXPOSITORY READING AND WRITING COURSE (ERWC)- 11

Grade Level: 11

Length: Year

Recommended Prerequisite: Completion of ERWC 10 or AP Seminar

College Prep: CSU/UC "b" English

English 3 is a one-year required junior class. This course will enable students to continue developing their abilities in the skills of English. Works of literature with an emphasis on American authors will be studied; composition work will emphasize developing ability in a variety of written modes. Skills and concepts are taught in an integrated way to be mutually reinforcing.

CSU EXPOSITORY READING AND WRITING COURSE (ERWC) 4

Grade Level: 12

Length: Year

Recommended Prerequisite: Completion of ERWC 3 or AP Language or Literature

College Prep: CSU/UC "b" English

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education through a yearlong rhetoric-based course. Through a sequence of fourteen rigorous instructional modules, students develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

AP SEMINAR

Grade Level: 10

Length: Year

Recommended Prerequisite: Completion of ERWC 9

College Prep: CSU/UC "b" English

This course satisfies the requirement for year 2 English and is one of the requirements for students to earn an AP Diploma or Certificate upon graduation. AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students will develop and practice the skills in research, collaboration, and communication needed in any academic discipline. Students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as

part of a team.

Specific skills include:

- Reading and analyzing articles, studies, and other texts
- Gathering and combining information from sources
- Viewing an issue from multiple perspectives
- Crafting arguments based on evidence

[Learn more about AP Seminar here.](#)

AP ENGLISH LANGUAGE AND COMPOSITION

Grade Level: 11, 12

Length: Year

Recommended Prerequisite: Completion of ERWC 10 or AP Seminar

College Prep: CSU/UC “b” English

This 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.

AP ENGLISH LITERATURE AND COMPOSITION

Grade Level: 11, 12

Length: Year

Recommended Prerequisite: ERWC 10 or AP Seminar

College Prep: CSU/UC “b” English

This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Grade Level: 9-12

Length: Year

Recommended Prerequisite: Placement by ELPAC Assessment

College Prep: CSU/UC “b” English

Using the California State ELD Standards as a foundation, the ELD program is designed to help students develop proficiency in English by acquiring the necessary skills in reading, writing, listening, and speaking. There are three levels of ELD at Clayton Valley: Emerging, Expanding, and Bridging. Students are placed in this course based on their ELPAC scores from the previous year. These courses enhance the student’s self-confidence and promote language proficiency for personal, social, and educational purposes. California ELD performance objectives describe what a second-language learner should be able to do by the end of the course. Although one year of Bridging English Language Development can be used to meet one year of UC/CSU English “b” requirements, Clayton Valley’s students placed in this developmental class will be concurrently enrolled in a grade-level English course.

HERO'S JOURNEY, THE

Grades: 12

Length: Year

College Prep: CSU/UC: "b" English

Hero's Journey is a year-long exploration of what it means to be a hero - from ancient times to the present. Students will read fiction and non-fiction and view films that present heroism across the ages and across cultures. They will explore what it means to be a good person. Students will research and read stories that describe human strengths, resilience, redemption and the meanings of success. They will have opportunities to define their own concepts of honor. As the course progresses, they will be expected to apply what they are learning about themselves and others to community service projects. They will learn to reflect and to then articulate their findings, orally and in writing.

NOVEL

Grade: 12

Length: Year

College Prep: CSU/UC: "b" English

Students read classic and contemporary novels and study the writing, stylistic, thematic, and artistic elements of the novel as a form of literature. Close reading and essay response to the literature are major components of this course. Course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Novels are often grouped into thematic units of study. The course includes both whole class study and independent reading of novels.

SCIENCE FICTION AND FANTASY LITERATURE

Grade: 12

Length: Year

College Prep: CSU/UC: "b" English

This course is designed to prepare seniors for the rigor and depth of college-level reading and writing requirements under a distinct genre lens. The course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, research, and writing. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. Students write for a variety of purposes in preparation for college, including application essays, placement assessments, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review, and vocabulary development. The course provides extensive and challenging reading of the Science Fiction and Fantasy genres, ranging from novels, short stories, films, graphic novels, and epics, as well as critical essays and related articles. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues. Students will focus on fantasy, its appearance of escapism, mythic qualities, and its relation to cultural legends as a shared national text, as well as the above criteria.

CREATIVE WRITING - ROP*

Grade: 12

Length: Year

College Prep: CSU/UC: "b" English

Students will write stories, scripts, speeches, songs, and/or poetry while learning about and experimenting with narrative techniques such as rhetoric, form, characterization, point of view, dialogue, setting, and plot. Through analysis of fiction, nonfiction, and poetry, students will learn how to best

include form, imagery, figurative language, and other literary elements into their own writing. The class will help them develop good writing techniques, as well as find their own style, voice, and message. Students will also be required to learn how to positively critique classmates' writings through the publication of an online arts magazine, as well as apply editing and revision techniques with their own pieces. Each semester, students will compile a portfolio of their complete writings for final credit and have opportunities to present their finished products.

**Note: This is an Regional Occupational Preparation course, meaning that it is designed to provide students with hands-on career training and technical skills in a specific field. Students will receive an ROP Certificate at the culmination of this course.*

Mathematics

ALGEBRA 1

Grade Level: 9

Length: Year

College Prep: CSU/UC "c" Mathematics

This course covers the twenty five California State Mathematics Standards for Algebra I. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem solving situations. This course is the first course in the three-year mathematics requirement for four-year college admission.

GEOMETRY

Length: Year

Prerequisite: Passing grade in Algebra 1

College Prep: CSU/UC "c" Mathematics

This course provides the student with the knowledge, concepts and skills identified in the California State Mathematics Standards for Geometry. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. This course is the second course in the three year mathematics requirement for four-year college admission.

ALGEBRA 2

Length: Year

Prerequisite: Passing grade in Algebra 1 and Geometry

College Prep: CSU/UC "c" Mathematics

This course provides the student with the knowledge, concepts, and skills identified in the California State Math Standards for Algebra 2 and Trigonometry. The ability to communicate mathematical reasoning and understanding will be incorporated into all topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic and trigonometric settings and problems. This course is the third course in the three-year mathematics requirement for four-year college admission

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS (FINANCIAL ALGEBRA)

Length: Year

Recommended Prerequisite: Algebra 1, Geometry and Algebra 2

College Prep: CSU/UC "c" Mathematics

A comprehensive course that covers career exploration, basic mathematical concepts, personal money management skills, introduction to applicable technology, research techniques and problem-solving skills as each relates to personal finance. Specific topics include but are not limited to budgeting, tax

preparation, banking, credit, purchasing a car, home ownership, insurance and investments. Students will leave this course with the knowledge and tools to be successful in their personal finances involving their careers and everyday life.

AP COMPUTER SCIENCE

Grade Level 10-12

Length: Year

Recommended Prerequisite: Passing grade in Algebra 2

College Prep: CSU/UC "c" Mathematics

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Note: This course does not fulfill the mathematics graduation requirement; it may be used to fulfill the recommended fourth year of mathematics for UC/CSU subject area "c".

AP PRE-CALCULUS

Length: Year

Recommended Prerequisite: Completion of Algebra 2, or teacher recommendation

College Prep: CSU/UC "c" Mathematics

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP CALCULUS – AB

Length: Year

Prerequisite: Passing grade in AP Pre-Calculus

College Prep: CSU/UC "c" Mathematics

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

AP CALCULUS – BC

Length: Year

Recommended Prerequisite: Passing grade in AP Pre-Calculus (a grade of A is recommended) or passing grade in AP Calculus AB

College Prep: CSU/UC "c" Mathematics

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational

approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results

AP COMPUTER SCIENCE

Grade Level 10-12

Length: Year

Recommended Prerequisite: Passing grade in Algebra 1 (a grade of B or higher is highly recommended)

College Prep: CSU/UC "c" Mathematics

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Note: This course does not fulfill the mathematics graduation requirement; it may be used to fulfill the fourth year of recommended mathematics for UC/CSU subject area "c".

MATHEMATICAL REASONING WITH CONNECTIONS (MRWC)

Length: Year

Recommended Prerequisite: Algebra 1, Geometry, and Algebra 2

College Prep: CSU/UC "c" Mathematics

Mathematical Reasoning with Connections (MRWC)[™] is a fourth-year high school mathematics course designed to prepare students for the expectations and rigor of college mathematics courses. It reinforces and builds on mathematical topics and skills developed in Algebra 1-2 and Geometry and prepares students for mathematics courses required in either STEM and non-STEM majors.

AP STATISTICS

Length: Year

Recommended Prerequisite: Passing grade in Algebra 2 or Statistics

College Prep: CSU/UC "c" Mathematics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science

ANATOMY & PHYSIOLOGY (Life)

Grade Level: 10-12 (only as concurrent enrollment with CHEMISTRY in the Earth System, PHYSICS of the Universe OR in grade 12)

Length: Year

Recommended Prerequisite: Passing grade in THE LIVING EARTH

College Prep: CSU/UC "d" Science

This course provides a comprehensive study of the anatomy and physiology of the human body. The course is designed for college preparation, especially for future biology and health career majors. Course topics include body organization; language of anatomy; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous, cardiovascular, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, and computer simulations.

ASTRONOMY (AstroPhysics)

Grade Level: 11 (only as concurrent enrollment with Physics of the Universe) OR in grade 12

Length: Year

Recommended Prerequisites: Passing grade in THE LIVING EARTH AND CHEMISTRY in the Earth System OR Geology AND concurrent enrollment in ALGEBRA 2 or higher

College Prep: CSU/UC "d" Science

Throughout the year, students will study the evolution of our Universe and how we've developed our knowledge of astronomy, planetary science, and astrophysics over the course of human history. Students will begin the year learning to read the sky the way our ancestors have done. The class then discovers how we know the properties of the planets, and the stars, and galaxies. The year ends with a look forward to the future of space exploration and the possibilities of intelligent life in our Universe outside of our own system. This class has many hands-on labs and a strong emphasis on critical research and lab reports using the Claim-Evidence-Reasoning format. A major research project will encompass the entire year that requires the students to apply the knowledge they learn in class to a custom planetary system they invent.

THE LIVING EARTH (Life)

Grade Level: 9

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "d" Science

The Living Earth is the FIRST course of the required three course Next Generation Science model of study. It focuses on living things and their relationships with other living things and with the physical environment. Included are the study of life processes such as growth, reproduction, and metabolism, and the flow of energy through living systems. Genetics, evolution of life forms, classification of living things, the structure and function of molecules, cells, tissues, organs, and systems that make up living organisms are also studied. Special attention is given to the human species and its relationship to other life and to the environment. Science attitudes, thinking processes and skills, and applications of science and technology to social problems and personal decision-making are emphasized.

AP BIOLOGY (Life)

Grade Level: 11-12

Length: Year

Recommended Prerequisites: Passing grade in THE LIVING EARTH AND CHEMISTRY in the Earth System OR GEOLOGY

College Prep: CSU/UC "d" Science

Advanced Placement (AP) Biology is a rigorous, college-level course designed to deepen students' understanding of biological concepts and to prepare them for the AP Biology exam. The course covers a broad range of topics, including the structure and function of biomolecules, cellular processes, genetics, evolution, and ecology. Students will engage in hands-on laboratory experiments, data analysis, and critical thinking exercises to explore key concepts such as the laws of heredity, molecular biology, ecological relationships, and the diversity of life on Earth. The curriculum emphasizes scientific inquiry,

experimental design, and the ability to connect biological concepts across different systems. Students will also explore recent developments in biotechnology, genomics, and evolutionary biology. The course provides an in-depth understanding of biological systems, preparing students for further study in biology and related fields.

CHEMISTRY in the Earth System (Earth)

Grade Level: 10-12

Length: Year

Recommended Prerequisites: Passing grade in THE LIVING EARTH

College Prep: CSU/UC "d" Science

Chemistry in the Earth System is the SECOND course of the required three course Next Generation Science model of study. It is the study of matter – atoms, molecules, and compounds – and how the structure of matter is related to its properties and behavior. This course will focus on the chemical processes that shape the Earth system. What does combustion have to do with calories? How can we use density and thermodynamics to explain plate motion? What role do chemical reactions play in photosynthesis? How do human behaviors affect the equilibrium systems in our oceans? Prepare for a contextualized dive into the chemical side of our global system.

AP COMPUTER SCIENCE PRINCIPLES

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "d" Science

This 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.

Note: This course does not fulfill the science graduation requirements; it may be used to fulfill the recommended third year of science for UC/CSU subject area "d".

PRINCIPLES OF BIOMEDICAL SCIENCES

Grade Level: 9-10

Length: Year

College Prep: CSU/UC "d" Science

Principles of Biomedical Sciences is the FIRST course of the *Project Lead the Way* curriculum for the biomedical pathway. This honors course will help prepare students for a career in medicine or health care and will challenge them to solve real-world problems. Students will practice how to think creatively and critically to innovate in science and gain practical experience tackling challenges that biomedical professionals face in the field. Students will work through real-world situations, cases, and problems, such as solving a medical mystery case, diagnosing and treating a patient, and responding to a medical outbreak. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

HUMAN BODY SYSTEMS

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Principles of Biomedical Sciences

College Prep: CSU/UC "d" Science

Human Body Systems is the SECOND course in the *Project Lead the Way* curriculum for the biomedical pathway. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.

MEDICAL INTERVENTIONS

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Human Body Systems or Department chair approval

College Prep: CSU/UC "d" Science

Medical Interventions is the THIRD course in the *Project Lead the Way* curriculum for the biomedical pathway. Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

BIOMEDICAL INNOVATION

Grade Level: 12

Length: Year

Recommended Prerequisite: Medical Interventions or Department chair approval

College Prep: CSU/UC "d" Science

Biomedical Innovation is the CAPSTONE course for the *Project Lead the Way* curriculum for the biomedical pathway. Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Throughout the course, students are expected to present their work to an audience of STEM professionals.

AP CHEMISTRY (Physical)

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Passing grade in CHEMISTRY in the Earth System OR GEOLOGY AND concurrent enrollment in ALGEBRA 2 or higher

College Prep: CSU/UC "d" Science

AP Chemistry is a college-level chemistry course to support future advanced coursework in chemistry, as well as other STEM courses. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP ENVIRONMENTAL SCIENCE (Life & Physical)

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Passing grade in THE LIVING EARTH AND CHEMISTRY in the Earth System OR GEOLOGY

College Prep: CSU/UC "d" Science

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-induced environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

GEOLOGY (GeoChem - Earth)

Grade Level: 10

Recommended Prerequisite: Passing grade in THE LIVING EARTH

College Prep: CSU/UC "d" Science

Throughout the year, students will study the dynamic processes that shape and change the surface and interior of the Earth. Students will learn how the different geological sciences interact with one another while incorporating other disciplines such as Chemistry, Physics, Languages, Art, and Mathematics. This class emphasizes the hands-on approach with labs and students write lab reports based on the Claim-Evidence- Reasoning format. Students will conduct a major research project each Semester to show mastery of Geological and other Science Processes.

MARINE BIOLOGY (Life)

Grade Level: 11-12 (only as concurrent enrollment with PHYSICS of the Universe in grade 11 OR as an elective in grade 12)

Length: Year

College Prep: CSU/UC "d" Science

The course deals with aquatic environments and the living organisms that inhabit them. The content includes the characteristics of oceans and their interaction with land and with the atmosphere; different organisms that live in the marine environment; the variety of aquatic ecosystems; and how human activity both affects and is affected by aquatic environments and ecosystems. Laboratory and fieldwork is integral to the course and includes study of preserved specimens, dissections, and work with live animals. The course meets the criteria for laboratory science courses in the University of California and California State University's entrance requirements.

PHYSICS of the Universe (Physical)

Grade Level: 11-12

Length: Year

College Prep: CSU/UC "d" Science

Physics of the Universe is the THIRD course of the required three course Next Generation Science model of study. An engaging course that explores the way in which physical processes govern the universe, Physics of the Universe is the study of matter, forces, and their interactions. By using science and engineering practices, evidence from experiments, research, and observations, students will learn how to formulate questions, evaluate claims, use mathematics and computational thinking, and develop models to make interpretations and investigate the natural world. Major areas of content include the study of motion, force, gravity, mechanical energy, renewable energy, light, geophysics, and astronomy.

AP PHYSICS 1 (Physical)

Grade Level: 11-12

Length: Year

College Prep: CSU/UC "d" Science

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics,

dynamics, gravitation, mechanical energy, momentum, simple harmonic motion, torque, and rotational motion. Most students who take AP Physics find it to be challenging, engaging, informative, thought-provoking, and fun. This course may be taken to satisfy the THIRD course of the required three course model of study in lieu of Physics of the Universe.

SPORTS MEDICINE

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "d" Science

The purpose of this course is designed to provide students interested in athletic training, coaching and other health care professions, the introduction of sports medicine and lay a foundation for more advanced clinical studies. This course familiarizes students with basic musculoskeletal medical terminology as well as general anatomy and physiology as it relates to injuries. Basic wound care, taping and wrapping skills will be included with "hands-on" lab experience. Career pathways for the medical field are taught throughout the course and this is an excellent course to take if you or anyone you know is active and may sustain an injury.

SPORTS MEDICINE, ADVANCED

Grade Level: 11-12

Length: Year

Prerequisite: Sports Medicine with a passing grade of B or higher is highly recommended

College Prep: CSU/UC "d" Science

Note: Enrolled students are also eligible to receive 3 units of college credit through the Dual Enrollment agreement with Diablo Valley College.

Advanced Sports Medicine provides an excellent opportunity for students to continue exploring their interest in the fields of health science and medicine. This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts of anatomy/physiology learned in Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries.

Note: Internship opportunities are available and highly encouraged at after-school athletic events, assisting the head athletic trainer or team physician, and working with other healthcare professionals. Please see the course description for Clinical Experiences in Sports Medicine for more information.

CLINICAL EXPERIENCES IN SPORTS MEDICINE

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Passing grade in Sports Medicine (a grade of B or higher is highly recommended)

Clinical Experiences is for students who have completed Sports Medicine and want to explore real life, hands-on experience working directly with the Certified Athletic Trainer in the Athletic Training Clinic and with the CVCHS Athletics teams after school. Students will be able to apply their knowledge from Sports Medicine and the new skills they are learning in Sports Medicine - Advanced. Students may receive 5 elective credits for every 100 hours worked per semester.

FORENSIC SCIENCE

Grade Level: 11-12 (only as concurrent enrollment with PHYSICS of the Universe in grade 11 OR as an elective in grade 12)

Length: Year

Recommended Prerequisite: C or above in THE LIVING EARTH AND CHEMISTRY in the Earth System

College Prep: CSU/UC “d” Science

Forensic science is a college-prep laboratory science for students that are college bound and/or interested in the fields of criminal justice, forensics, or similar careers. This class introduces students to the various specialties of forensic science. Students will participate in many qualitative hands-on labs and simulations that develop the practical and theoretical aspects of forensic science while developing proficiency in the eight science and engineering practices detailed in the Next Generation Science Standards (NGSS) as well as the Common Core State Standards.

MEDICAL TERMINOLOGY

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC “g” College-Preparatory Elective

Interested in the medical field and want to learn a foreign language? Then medical terminology is the class for you. This class is a college-level course that focuses on analysis of medical terms by body system, incorporating structure, basic anatomy, physiology and disease processes. Emphasis is placed on spelling, usage and pronunciation of medical terms and also teaches the basic understanding of body systems with an emphasis on the pathology of disease. **Note:** Enrolled students are also eligible to receive 3 units of college credit through the CVCHS/LMC Articulation agreement with Los Medanos College.

Languages Other Than English

AMERICAN SIGN LANGUAGE 1

Grade Level 9-12

Length : Year

Recommended Prerequisite: None

College Prep: CSU/UC “e” Language Other than English

American Sign Language I is a beginning foreign language course offered in the high school setting. This course offers students the beginning foundation for American Sign Language skill acquisition to include: fingerspelling, numbers, basic signs, non-manual signals, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers. [ASL Slide info](#)

AMERICAN SIGN LANGUAGE 2

Grade Level 9-12

Length : Year

Recommended Prerequisite: Passing grade in ASL 1 (a grade of C or better is highly recommended)

College Prep: CSU/UC “e” Language Other than English

American Sign Language II is a performance based course offered in the high school setting. This course continues to expand on the foundation for American Sign Language skills acquired in ASL I including: fingerspelling, numbers, basic signs, non-manual signals, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers.

AMERICAN SIGN LANGUAGE 3

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Passing grade in ASL 2 (a grade of C or better is highly recommended)

College Prep: CSU/UC "e" Language Other than English

ASL 3 is a year-long course that builds on the skills and vocabulary learned in ASL 1 and ASL 2 and delves deeper into applications of those concepts to create a more sophisticated and complex language.

Students taking this course will develop a deeper understanding of deaf culture, advance their signing abilities, and be able to sign more naturally. Students will have opportunities to practice interpretation signing during school functions and to teach elementary school children basic signing in a series of field trips to the elementary schools.

American Sign Language 4

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Passing grade in ASL 3 (a grade of C or better is highly recommended)

College Prep: CSU/UC "e" Language Other than English *Pending Approval from UC*

American Sign Language 4 is the fourth and final year in the American Sign Language course sequence. The course builds upon the receptive and expressive skills taught in ASL 1,2 and 3. This course will further develop student's abilities to build their skills in the following areas: Narrating Unforgettable Moments, Sharing Interesting Facts, Explaining Rules, Telling about Accidents, Talking about Money, Making Major Decisions, Discussing Health Conditions, Storytelling. The course increases and strengthens student's fluency and accuracy in finger spelling and grammatical features of American Sign Language.

Furthermore, the course will give students a deeper understanding of the history, values and social norms of the Deaf Community in the United States and provides opportunities for interaction within the Deaf Community. Topics relating to Deaf Culture that will be covered in class include: Deafhood - A personal Journey Towards Self-Actualization, The Universality of the Deaf Experience, Deaf Lit, Deaf Art

FRENCH 1

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "e" Language Other than English

Level 1 French is a performance-based course in which students' use listening, speaking, and writing skills to begin to develop fluency in French. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between the target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

FRENCH 2

Grade Level: 9-12

Length: Year

Recommended Prerequisite: Passing grade in French I (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other than English

Level 2 French is a performance-based course in which students use listening, speaking, reading and writing skills to continue to develop fluency in French. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language

learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and target culture(s). In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interaction.

FRENCH 3

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Passing grade in French 2 (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other Than English

Level 3 French is a performance-based course in which students' progress on the continuum of developing fluency in French. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspectives. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target cultures, they expand their intercultural knowledge and awareness.

AP FRENCH LANGUAGE AND CULTURE (Level 4)

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Passing grade in French 3 (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other Than English

Level 4 French is a performance-based course in which students' progress on the continuum of developing fluency in French, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. They begin to adapt vocabulary to personal needs. As they continue the study of products, practices, and perspectives of the target cultures, they further expand their intercultural knowledge and awareness. The students who choose to pursue the AP French program will develop both practical and long-range intellectual benefits. In addition to the intrinsic benefits, students receiving a score of 3 or higher on the AP French language examination, may receive credit or placement, or both, in advanced courses at the college level. (Aligned with State Framework and National Standards)

FRENCH LANGUAGE: MUSIC AND CULTURE (LEVEL 4 +)

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Passing grade in French 3 (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other Than English

Listening, singing and creating songs is an original and fun way to perfect advanced students' language skills. In this course, students will learn about the history of popular music in the French-speaking world through a variety of songs from the twentieth and twenty-first centuries. They will listen to the songs and work on creative activities to understand, recreate and analyze lyrics. Singers' repertoires that will be studied in class include Edith Piaf, Jacques Brel, Georges Brassens, Joe Dassin, Françoise Hardy, Jacques Dutronc, but also more contemporary acts such as Stromae or French rap. Students will hone their conversational and writing skills, through in-class discussion and written assignments based on the songs and related cultural topics. The final group project will consist in creating lyrics for the instrumental of a

popular song in French, and creating a music video to accompany it.

SPANISH 1

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "e" Language Other Than English

Level 1 Spanish is a performance-based course in which students' use listening, speaking, reading and writing skills to begin to develop fluency in Spanish. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH 2

Grade Level: 9-12

Length: Year

Recommended Prerequisite: Passing grade in Spanish 1 (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other Than English

Level 2 Spanish is a performance-based course in which students use listening, speaking, reading and writing skills to continue to develop fluency in Spanish. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and target culture(s). In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interaction.

SPANISH 3

Grade Level: 9-12

Length: Year

Recommended Prerequisite: Passing grade in Spanish 2 (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other Than English

Level 3 Spanish is a performance-based course in which students' progress on the continuum of developing fluency in Spanish. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspectives. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target cultures, they expand their intercultural knowledge and awareness.

AP SPANISH LANGUAGE AND CULTURE (Level 4)

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Passing grade in Spanish 3 (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other Than English

Spanish AP Language is intended for students who wish to develop their proficiency in all four language

skills: listening, speaking, reading, and writing. The AP Spanish Language course is designed to be comparable to advanced level (fifth and sixth semester or the equivalent) college/university Spanish language courses. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Course content will reflect intellectual interests shared by the students and teacher. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines. Extensive training in the organization and writing of composition will be an integral part of the course. This course is designed to prepare students for the AP Spanish Language Exam. (Aligned with the State Framework and National Standards)

SPANISH 5 - Honors

Grade Level: 10-12

Length: Year

Prerequisite: Passing grade in Spanish 4 (a grade of C or better is highly recommended) or teacher verification of fluency

Spanish 5 honors is an advanced language course that prepares the student to enter the world of Spanish literature and actively engage in learning at a high level. Students taking this class will participate in discussions, do research, write essays, read a novel, and complete a book report. Through the units that comprise this course, students will read articles on current topics, learn about the economy of Latin America, engross in its culture and folklore, and in doing so will be exposed to a wealth of music, cuisine, and history.

AP SPANISH LITERATURE AND CULTURE (Level 4+/5)

Grade Level: 12

Length: Year

Recommended Prerequisite: Passing grade in AP Spanish Language & Culture (a grade of C or better is highly recommended) or teacher verification of fluency

College Prep: CSU/UC "e" Language Other Than English

Spanish 5 AP Spanish Literature is a literature based course that addresses each of the six themes: Las sociedades en contacto, La construcción del género, El tiempo y el espacio, Las relaciones interpersonales, La dualidad del ser, and La creación literaria. The course provides opportunities for students to discuss literary texts, provides opportunities for students to analyze the relevance of literary texts to historical, sociocultural, and geopolitical contexts through the analysis of a variety of texts representing different genres and time periods. (Aligned with State Framework and National Standards)

SPANISH FOR SPANISH SPEAKERS 1

Grade Level: 9-12

Length: Year

Recommended Prerequisite: Must be bilingual Spanish/English speaker

College Prep: CSU/UC "e" Language Other than English These courses are taught exclusively in Spanish and are intended for students who speak and hear Spanish at home and want to improve their academic language and literacy skills. They are designed specifically to help students strengthen language skills and develop an appreciation for their literature and culture. The courses provide students the opportunity to expand their vocabulary, improve their mastery of grammar and spelling, express themselves with greater fluency and confidence, analyze and interpret a variety of text, converse and write on formal issues, as well as to understand social, cultural, historical and political issues relevant to the Spanish-speaking world.

Visual & Performing Arts (VAPA)

Visual Arts

ART 1

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None, students without experience in Art

College Prep: CSU/UC "f" Visual and Performing Arts

Art 1 is designed for all students without previous experience in the visual arts and can prepare students for more advanced classes. Students will be introduced to the elements of art and principles of design focusing on drawing and painting techniques. The history and criticism of the visual arts are presented through the use of projects, text, videos, and visual materials. This class provides a basic understanding of how to see, evaluate, and interpret concepts through a variety of media. Basic tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. This course supports cross-curricular learning and basic school-to-career awareness.

ART 2

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Completion of Art 1 or equivalent in middle school

College Prep: CSU/UC "f" Visual and Performing Arts

Art 2 is for any student who has completed a basic Art 1 course. Projects include figure drawing, painting skills, advanced techniques using a wider variety of media. This course allows students to utilize skills developed in Art 1 - applying them to new challenges - developing a portfolio consisting of a concentration in drawing and/or painting.. Art 2 is designed for all students who want to make art and improve their abilities.

AP ART & DESIGN (optional: "pre-AP" and repeat for credit)

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Completion or concurrent enrollment in any upper or advanced art class

College Prep: CSU/UC "f" Visual and Performing Arts

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of 16-20 pieces of artwork to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. Students can produce work in any media, including but not limited to, painting, drawing, digital art, sculpture, mixed media, photography, and video. Students may repeat this course for credit, but must choose a different AP Art course portfolio the following year.

AP ART HISTORY

Grade Level: 9-12

Length: Year

Recommended Prerequisite: Interdisciplinary companion course AP World History, grade 10

College Prep: CSU/UC "f" Visual and Performing Arts

This course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, and art making. Students will learn about diverse artistic traditions from prehistory to the present. Students develop an in-depth, holistic understanding of the history of art from a global perspective, investigating cultures, mythologies, world religions and influences throughout the world of Art. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing an understanding of individual works and interconnections across history. Art skill is not required, art projects are designed to make learning fun

CERAMICS 1

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "f" Visual and Performing Arts

Ceramics 1 is a hands-on class that introduces students to the fundamentals and principles of the visual arts. Basic tools and techniques (pinch, coil, slab, , hand-building techniques, , decorating, and glazing works made of clay) are explained, demonstrated and practiced to promote creative expression. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced Ceramics and AP classes.

CERAMICS 2

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Completion of Ceramics 1 or instructor approval

Ceramics 2 is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms using clay. This class provides an understanding of how to see, evaluate and interpret concepts through projects such as: wheel throwing , slab, coil, sculpting, glazing, painting, and firing methods. Related tools and techniques are explained, demonstrated, and used to promote creative expression through active student participation. This class is designed for all students with successful experience in Ceramics I who are prepared for a more advanced level of ceramics.

FILM STUDY

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "f" Visual and Performing Arts

Film is one of the major collaborative art forms of the 20th century. This course will examine the many aspects of this art form, such as the history and aesthetics of film and other moving images. It will examine film in terms of vocabulary, criticism, grammar, production elements, genre, collaboration, acting, modes of music, historical context, and career opportunities.

DRAMA 1

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "f" Visual and Performing Arts

Students are introduced to improvisation, mime, acting techniques, scoring of a role, and the analysis of the structure of scene and play. Students may create an original adaptation of a work from another medium as well as original scripts for both stage and video. Attention will be paid to acting for the camera as well as for the stage. Students will write, plan, direct, act in, film, and edit original ideas in video and live formats. Students will also investigate all aspects of design and tech as well as historical, social, and psychological areas of drama. Students will be required to get out and see theater as well as film and video.

DRAMA 2

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Drama I

College Prep: CSU/UC "f" Visual and Performing Arts

In depth study of drama, acting theory, theater history, directing, and reader theater will be emphasized. Specific stylistic periods of drama will be addressed, as well as specific scene study techniques in improv, mime, comedy and drama. Students will participate in live productions, video and radio productions as well as exploring the technical aspects of storyboarding, scriptwriting, editing, etc. Students will also write an original script and see one production a quarter. The class is designed as an elite advanced performance group.

This class includes level 2 and 3 drama.

CIVIL ENGINEERING AND ARCHITECTURAL DESIGN (CEAD)

Grade Level: 11

Length: Year

Recommended Prerequisite: Completion of Introduction to Design or knowledge/skills CAD or Fusion 360

College Prep: CSU/UC "f" Visual and Performing Arts

Civil Engineering and Architectural Design is part of the *Project Lead the Way* curriculum for the engineering path. Students apply what they learn about various aspects of civil engineering and architecture to the design and development of property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

INTRODUCTION TO DESIGN

Grade Level: 9

Length: Year

College Prep: CSU/UC "f" Visual and Performing Arts

Introduction to Design is part of the *Project Lead the Way* curriculum for the engineering Academy pathway. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

VIDEO GAME DESIGN

Grade Level: 10-12

Length: Year

Required Prerequisite: Computer Science Essentials

College Prep: CSU/UC "f" Visual and Performing Arts

In this course, students will pursue an in-depth study of advanced game design; including an advanced study of game engine architecture, modeling, sculpting, materials, mapping, painting, lighting, cameras, animation, visual effects, characters, level design, programming/scripting, physics, artificial intelligence, networking, user interface design, gameplay theory, and audio production. This course also includes design reviews, formal presentations, playtesting, debugging, and job interview techniques; as well as the production of a comprehensive capstone project, corresponding web-based promotional presence, and a personal portfolio. Students will be able to achieve a certification at the User Level in Unity.

[GAME] ADV VIDEO GAME DEVELOPMENT W/ ESPORTS

Grade Level: 10-12

Length: Year

Required Prerequisite: Completion of Game Design

College Prep: CSU/UC "f" Visual and Performing Arts

In this course, students will extend their study of advanced game design; including an advanced study of Augmented Reality, Virtual Reality, Machine Learning, and Facial Recognition w/ Eye tracking. This course also includes design reviews, formal presentations, playtesting, debugging, and job interview techniques; as well as the production of a comprehensive capstone project, corresponding web-based promotional presence, and a personal portfolio. Students will be able to achieve a certification at the Associate Level in Unity.

GAME PROGRAMMING AND DESIGN

Grade Level: 11-12

Length: Year

Required Prerequisite: AP Computer Science

College Prep: CSU/UC "f" Visual and Performing Arts

This class will focus on applications of interactive educational games/simulations utilized in areas such as medicine, education, aviation, military, sports simulations and health care. Students will create applications for Virtual, Augmented, and Mixed Realities.

MULTIMEDIA 1

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "f" Visual and Performing Arts

Multimedia 1 introduces students to Animation, Video Production, Illustration, Design, and Publishing skills using a variety of media and digital arts related software. Students research, critique, design and produce multimedia content in order to develop an understanding of, and skill set for media-rich communication. This course was previously Computer Graphic Arts and Art & Animation.

MULTIMEDIA 2

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Completion of Multimedia 1, Art, Digital Arts, Photo Arts, Video Production or instructor approval

College Prep: CSU/UC "f" Visual and Performing Arts

Multimedia II is the capstone and second course of a two-course sequence in high quality multimedia production. It teaches advanced techniques involved in project planning, production elements, project completion and presentation. Specific projects involve marketing, logo design, advertising and video production. An emphasis is placed on cross-curricular projects that support core subject curriculum. Career path skills such as working as a production team member, project planning and management, professional criticism, clientbased business relationships and presentation skills are practiced. All of these tasks are accomplished with the use of industry standard professional software. All students participate in an internship working with authentic clients from the business and non-profit communities, developing marketing and/or documentary products.

PHOTOGRAPHY 1

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "f" Visual and Performing Arts

Photography allows all students to increase their visual perception and provides a medium for creative expression. Students will learn to operate 35mm DSLR (digital) cameras. They will learn the basics of design and lighting theories related to photography. They will also learn how to manipulate their digital photographs in Photoshop. The history of photography will be evaluated in the context of historical, social, cultural, and artistic developments. Students will be challenged with assignments that replicate professional work with the enhancement of critical thinking skills. In producing their own work and by studying the photographs of others, all students will develop a base for making informed aesthetic judgments. They will also learn how to apply elements from the study of photography to other art forms and careers. An opportunity to participate in black and white film photography will be provided. Digital and film cameras are provided.

PHOTOGRAPHY 2

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Completion of Photo Arts 1 or instructor approval

College Prep: CSU/UC "f" Visual and Performing Arts

Photography allows all students to increase their visual perception and provides a medium for creative expression. Advanced students will become proficient in operating 35mm DSLR (digital) cameras and expand their knowledge of how to manipulate their digital photographs in Photoshop. They will learn to use film cameras, process negatives, and use the darkroom to create proof and enlargement prints. Throughout these processes, they will expand their use of the basics of design and lighting theories related to photography and broaden their base for making informed aesthetic judgments. The history and impact of photography will continue to be evaluated. In building their portfolio, students will be challenged with assignments that replicate definitive professional work with the enhancement of critical thinking skills. Digital and film cameras are provided.

VIDEO and Audio PRODUCTION

Grade Level: 10-12

Length: Year

Recommended Prerequisite: Completion of Multimedia, Video Production 1 or Teacher approval

This class includes advanced instruction in all aspects of video/audio production, from techniques for on-camera talent (as a spokesperson, news anchor, dramatic performer, video / audio blogger) to script writing, storyboarding, studio operation, directing, producing, linear and digital editing of video productions. Students will develop a portfolio (demo reel) of their work as well as other projects.

Students will work with the instructor on refining techniques and on major video projects. Theme-based projects skills will support other curricular areas and serve as a link from school to professional careers. The class stresses the practical use of communication (speech, language, and writing), computer, and organizational skills. This course includes aesthetics, cultural aspects, and the history of television and video production. Students in this class will visit professional studios and partake in the creation of CVCHS video and audio production services.

Performing Arts

MUSIC - INSTRUMENTAL

- All music classes may be repeated for credit.
- It is expected that all students enrolled in Marching Band also be enrolled in one of the instrumental music classes (except Orchestra). Marching Band includes summer rehearsals (dates provided by teacher).

JAZZ BAND

Grade Level 10-12

Length: Year

Recommended Prerequisite: By Audition

College Prep: CSU/UC "f" Visual and Performing Arts

Jazz Band is an advanced course in jazz and requires an audition in the spring. Students must be able to play their instrument with a high degree of skill. The music will consist of professional level commercial and jazz music. Students will be expected to improvise with some skills and to know and understand the harmonic structure of the music that is played. Students will be encouraged to write for this ensemble. The jazz band will perform on many occasions for the general public at music festivals. Attendance at performances is a mandatory class requirement. Membership in the group is by teacher recommendation to ensure that the students have a high level of musical skill and to maintain a balanced instrumentation.

MARCHING BAND

Grade Level 9-12

Length: Semester (Fall)

Recommended Prerequisite: Concurrent enrollment in another band class at CVCHS

The Marching Band performs at football games and several competitions throughout the season. Rehearsals are held after school and some Saturdays with competitions on weekends throughout the fall. Attendance at performances is a large part of the class. In addition, attendance is necessary at a two week band camp prior to the beginning of school. Marching Band and Rally Band will be added to the student's schedule separate from the course card.

Note: Marching Band may be used to satisfy the fall semester of second year PE requirement. The class may be repeated for credit.

ORCHESTRA (STRING)

Grade Level 9-12

Length: Year

Recommended Prerequisite: One year instrumental music or instructor approval

College Prep: CSU/UC "f" Visual and Performing Arts

Orchestra is a course in orchestral music of different styles and periods. Students must possess some ability to perform on their instrument, which includes violin, Viola, Cello, Bass, and Piano. At times, the group will perform as a full orchestra with the addition of wind and percussion players. A number of concerts will be performed each year for the general public and at music festivals. Attendance at all performances is an important part of the class. This class is open to students who already play a string

instrument, but with teacher permission a student who wishes to learn to play an instrument could be accepted.

ADVANCED ORCHESTRA (STRING)

Grade Level 9-12

Length: Year

Recommended Prerequisite: By audition

Advanced orchestra is a course for more advanced musicians in orchestral music of different styles and periods. Students must possess a strong ability to perform on their instrument, which includes violin, Viola, Cello, Bass, and Piano. At times, the group will perform as a full orchestra with the addition of wind and percussion players. A number of concerts will be performed each year for the general public and at music festivals. Attendance at all performances is an important part of the class. Auditions are required.

SYMPHONIC BAND

Grade Level 9-12

Length: Year

Recommended Prerequisite: By audition

College Prep: CSU/UC "f" Visual and Performing Arts

Symphonic Band- is an advanced instrumental music class. Students must be able to play their instrument with a high degree of skill, and teacher recommendation is required for enrollment in this class. This band will give a number of performances for the general public and at music festivals. Marching band will be a part of the activity of this band. The music teacher can supply information regarding this part of the program. Membership in this band is by teacher recommendation.

WIND ENSEMBLE

Grade Level 10-12

Length: Year

Recommended Prerequisite: By audition

College Prep: CSU/UC "f" Visual and Performing Arts

Wind Ensemble is an advanced instrumental music class open to any students in grades 9-12 with an audition in the spring. Students will learn proper instrumental techniques and rehearse and perform music of an advanced degree of difficulty and of different styles, cultures, and periods. Performances for school, the community, and music festivals are an important part of the program. Students may enroll only with teacher's permission. Attendance at performances is an important part of the class. The music teacher can supply additional information regarding this class.

MUSIC - VOCAL

CONCERT CHOIR

Grade Level 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "f" Visual and Performing Arts

Concert Choir is a class open to any student 9-12. Students will learn vocal techniques, the elements of music and rehearse and perform choral music of different styles, cultures and periods. Performances for school, community and music festivals are an important part of the class instruction. Attendance at performances is a mandatory class requirement There is a national tour every Spring (optional), where students compete in cities such as New York, Nashville, Boston, New Orleans, Seattle, San Diego, etc. Check out more of our amazing choral program [here](#).

CONCERT CHOIR-ADVANCED (SHOW CHOIR)

Grade Level 9-12

Length: Year

Recommended Prerequisite: Treble or equivalent experience with instructor approval or by audition

College Prep: CSU/UC Visual and Performing Arts "f"

Show Choir - is a course open to students in grades 9-12 who can demonstrate advanced skill and knowledge of vocal techniques, elements of music, and interpretation of musical styles, periods, and cultures. The ensemble performs on many occasions for school and community and at music festivals. There is a national tour every Spring (optional), where students compete in cities such as New York, Nashville, Boston, New Orleans, Seattle, San Diego, etc. Check out more of our award-winning choral program [here](#).

Membership is by audition or teacher recommendation.

TREBLE CHOIR

Grade Level 9-12

Length: Year

Recommended Prerequisite: Instructor approval

College Prep: CSU/UC "f" Visual and Performing Arts

Treble Choir is a class which is open to students in grades 9-12 whose voice range is soprano or alto. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and at music festivals are an important part of the class instruction. Attendance at performances is a mandatory class requirement. There is a national tour every Spring (optional), where students compete in cities such as New York, Nashville, Boston, New Orleans, Seattle, San Diego, etc. Check out more of our award-winning choral program [here](#). Membership is by audition or teacher recommendation.

Career & Technical Education (CTE) and ROP

ADJUST 120 - INTRODUCTION to ADMINISTRATION of JUSTICE (Diablo Valley College Dual Enrollment)

Grade Level : 11-12

Length : Semester

Prerequisite : None

College Prep: CSU/UC "g" College-Preparatory Elective

This course presents the evolution, history, and philosophy of the administration of justice. Topics presented include the American system of justice and the various sub-systems, the roles and interrelationships of criminal justice agencies, concepts of crime accusations, punishments, and rehabilitation, and issues pertaining to ethics, education, and training for participants in the criminal justice system.

ADJUST 121 - CRIMINAL LAW

(Diablo Valley College Dual Enrollment)

Grade Level : 11-12

Length : Semester

Prerequisite : None

College Prep: CSU/UC "g" College-Preparatory Elective

This course presents the historical development and philosophy of American law, statutory law, including

classifications, definitions and legality, case and constitutional law as it applies to situations and individuals in the justice system, and methodology and concepts of law and their role as a social force. The course emphasizes California criminal statutes.

JOURNALISM/ PUBLICATION ROP

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

Students expand their English/Language Arts skills through creating and publishing the school newspaper and posting stories on the school Website. Students are required to write assignments for the newspaper plus additional pieces for other class projects and their journals. They practice varied forms of journalistic and creative writing including news, features, and sports stories as well as reviews and editorials. Local newspapers and other writings by professional journalists are used to examine and analyze style and syntax. Students also explore the history of journalism and its role in American society.

CULINARY ARTS 101

Grade Level: 9-12

Length: year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

Culinary Arts is an ROP course that includes the study of nutrition, consumer skills, and the selection, preparation and care of food while reinforcing academic, leadership, technology, and decision-making skills. Basic food preparation will be included with "hands on" lab experience. Career pathways are taught and reinforced throughout the course. Excellent course to take if you ever plan to live on your own.

INTERNATIONAL CUISINE

Grade Level: 10-12

Length: Year

Prerequisite: Culinary Arts 101

College Prep: CSU/UC "g" College-Preparatory Elective

International Cuisine is the advanced course in a comprehensive standards-based culinary arts sequence. This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. In studying the cuisine of a people or a region, we learn about a country's geography and climate, traditions, taboos and social mores, unique conditions caused by the environment on a food supply, pressures on a population to trade, export, import, permit a closed or open society, and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community.

CULINARY LAB ASSISTANT

Grade Level: 11-12

Length: Year

Recommended Prerequisite: C or above in Culinary Arts 101 and International Cuisine and teacher recommendation

College Prep: CSU/UC "g" College-Preparatory Elective *Pending UC Approval*

In this course, students will step into the role of management. With the educator viewed as the Executive Chef of a class, the Lab Aide will assume the role of the Sous Chef or General Manager and fulfill similar duties. The Lab Aide will be placed in the classroom alongside an already occurring culinary course. As the course progresses the Lab Aide will be responsible for helping with ordering food and

general supplies for the class, receiving the deliveries, following safety and sanitation laws when storing all products, preparing food for demonstrations, leading with a positive professional example, and thinking critically to provide solutions to kitchen problems. Students will also research into the industry to develop an idea, and then a plan, for their future career in the hospitality industry.

AUTO 1

Grade Level: 10-12

Length: Year

College Prep: CSU/UC "g" College-Preparatory Elective

A basic consumer-oriented automotive class designed to introduce all aspects of the automobile, as well as preventive maintenance and impart basic manipulative skills with hand tools. Emphasis on safe work habits, safety inspection, practical application of basic competencies, and consumer awareness.

AUTOMOTIVE ENGINEERING (ROP)

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Auto 1

Note: May be repeated for credit

College Prep: CSU/UC "d" Science

Automotive Engineering is a study of the interaction of science and technology as they apply to the automotive transportation system and the engineered sub-systems that are responsible for the functioning of the automobile. These include integrated mechanical, electrical, chemical, and computer engineered systems. The mathematics and specific concepts associated with these systems will also be explored. Students will develop their understanding of science, as it applies to the study of engineered automotive systems, by building on their knowledge of physics and mathematics while conducting investigative research. Students will be engaged in a theoretical program that integrates academic study with technical skills. This course is proposed to prepare and motivate students to pursue a post-secondary education in science and engineering programs.

SPORTS MEDICINE

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "d" Science

The purpose of this course is designed to provide students interested in athletic training, coaching and other health care professions, the introduction of sports medicine and lay a foundation for more advanced clinical studies. This course familiarizes students with basic musculoskeletal medical terminology as well as general anatomy and physiology as it relates to injuries. Basic wound care, taping and wrapping skills, First Aid, CPR and AED training and certification will be included with "hands-on" lab experience. Career pathways for the medical field are taught throughout the course and this is an excellent course to take if you or anyone you know is active and may sustain an injury. This course MUST be completed with a passing grade before enrollment in Sports Medicine, Advanced.

SPORTS MEDICINE, ADVANCED

Grade Level: 11-12

Length: Year

Prerequisite: Sports Medicine with a passing grade of B or higher is highly recommended

College Prep: CSU/UC "d" Science

Note: Enrolled students are also eligible to receive 3 units of college credit through the Dual Enrollment agreement with Diablo Valley College.

Advanced Sports Medicine provides an excellent opportunity for students to continue exploring their interest in the fields of health science and medicine. This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts of anatomy/physiology learned in Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries.

Note: Internship opportunities are available and highly encouraged at after-school athletic events, assisting the head athletic trainer or team physician, and working with other healthcare professionals. Please see the course description for Clinical Experiences in Sports Medicine for more information.

CLINICAL EXPERIENCES IN SPORTS MEDICINE

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Passing grade in Sports Medicine (a grade of B or higher is highly recommended)

Clinical Experiences is for students who have completed Sports Medicine and want to explore real life, hands-on experience working directly with the Certified Athletic Trainer in the Athletic Training Clinic and with the CVCHS Athletics teams after school. Students will be able to apply their knowledge from Sports Medicine and the new skills they are learning in Sports Medicine - Advanced. Students may receive 5 elective credits for every 100 hours worked per semester.

MEDICAL TERMINOLOGY

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

Interested in the medical field and want to learn a foreign language? Then medical terminology is the class for you. This class is a college-level course that focuses on analysis of medical terms by body system, incorporating structure, basic anatomy, physiology and disease processes. Emphasis is placed on spelling, usage and pronunciation of medical terms and also teaches the basic understanding of body systems with an emphasis on the pathology of disease. Note: Enrolled students are also eligible to receive 3 units of college credit through the CVCHS/LMC Articulation agreement with Los Medanos College.

DEVELOPMENTAL PSYCHOLOGY of CHILDREN (ROP)

Grade Level: 9-12 First class in Education Pathway

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

This course covers the developmental stages of children from conception through adolescence. It offers both a theoretical and applied foundation to components of psychology, including cognitive development, biosocial development and psychosocial development. Students study and write about the developmental theories of major psychologists. To gain a deeper understanding of the theoretical content, students have an opportunity for research, clinical observation, and application through an internship or practicum in a preschool or elementary school setting, integrating research and practice. A second level class will be Careers in Teaching to be offered will entail field work.

CAREERS IN TEACHING (ROP)

Grade Level 10-12

Second class in Education Pathway

Length: Year

Recommended Prerequisite: Developmental Psychology of Children (to fulfill pathway requirements, may be taken alone)

College Prep: CSU/UC "g" College-Preparatory Elective

This course is designed to provide students with knowledge of career opportunities in the field of teaching and other school site educational professions. Active class participation is enhanced by field work at school sites under the guidance of a mentor teacher. All students are required to observe and/or participate in a variety of settings and classrooms at the elementary and middle school levels.

 ***Community College Articulated Course (DVC)**

 ****Community College Articulated Course (LMC)**

WORK EXPERIENCE EDUCATION (W.E.E.)

Grade Level: 11-12

Length: Year

Recommended Prerequisite: Must be at least 16 years old

Work Experience Education is a comprehensive work-related course. Work Experience Education includes both classroom and on-the-job training components. The required classroom portion incorporates general employability skills, career awareness, health and safety in the workplace, knowledge of labor laws, understanding taxes, job search techniques and decision-making skills. Students are required to have a job on the first day of the class. It is the students responsibility to have a job and maintain a job. Students must be enrolled as a full-time on campus student at Clayton Valley Charter High School. Independent studies students will not be allowed to enroll in WEE. Students must maintain a GPA of 2.0 at every progress and grading period. Students must be in good standing for attendance and discipline to remain in the WEE program.

To receive 5 semester credits students must complete all of the following:

1. Work 150 hours at a legally approved jobsite by the instructor
2. Attend at least 12 classes
3. Turn in copy of pay stub every pay period
4. Be employed at least 15 weeks of the semester
5. Two on work site evaluation
6. Complete all course work

To receive 10 semester credits students must complete all of the following:

1. Work 300 hours at a legally approved jobsite by the instructor
2. Attend 15 classes
3. Turn in copy of pay stub every pay period
4. Be employed at least 15 weeks of the semester
5. Two on work site evaluations
6. Complete all course work

Note: This course may be repeated for credit, and students may earn up to 40 credits from WEE towards graduation. Students must pass 1st semester to stay in 2nd semester. No students can add

class mid year.

“G” College Preparatory Electives

ADJUST 120 - INTRODUCTION to ADMINISTRATION of JUSTICE (Diablo Valley College Dual Enrollment)

Grade Level : 11-12

Length : Semester

Prerequisite : None

College Prep: CSU/UC “g” College-Preparatory Elective

This course presents the evolution, history, and philosophy of the administration of justice. Topics presented include the American system of justice and the various sub-systems, the roles and interrelationships of criminal justice agencies, concepts of crime accusations, punishments, and rehabilitation, and issues pertaining to ethics, education, and training for participants in the criminal justice system.

ADJUST 121 - CRIMINAL LAW

(Diablo Valley College Dual Enrollment)

Grade Level : 11-12

Length : Semester

Prerequisite : None

College Prep: CSU/UC “g” College-Preparatory Elective

This course presents the historical development and philosophy of American law, statutory law, including classifications, definitions and legality, case and constitutional law as it applies to situations and individuals in the justice system, and methodology and concepts of law and their role as a social force. The course emphasizes California criminal statutes.

[GAME] COMPUTER SCIENCE ESSENTIALS

Grade Level 9-10

Length Year

College Prep: CSU/UC “g” Elective

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Engineering Lab Assistant

Grade Level: 11-12

Length: Year

Recommended Prerequisite: C or above in all Engineering courses and teacher recommendation

College Prep: CSU/UC “g” College-Preparatory Elective

Under the direction of the Engineering Instructor, the primary purpose of the Engineering Laboratory Assistant (ELA) is to apply technical knowledge and experience in the Engineering Design Academy. The

ELA will also coordinate and implement the set-up of all student projects, in support of all courses within the Engineering classrooms, maintain inventory, supplies and all equipment. This includes equipment repair and assistance when necessary. Primary job duties include: Apply technical knowledge and experience to support the day to day operations of the Engineering projects under the supervision of the Engineering Instructor. Maintain all classroom, computer equipment, supplies when needed. Assist with coordinating and implementing the set-up and breakdown of projects and equipment. Supervise and guide students in safety and proper use of equipment. Apply technical knowledge, experience and safety training to make responsible decisions in the classrooms and computer labs. Assist with processing 3D printing, laser engraving, and milling requests. Assist with maintaining inventories of all equipment and supplies. Safely handle hazardous materials and follow protocols for safe disposal.

SCIENCE LAB ASSISTANT

Grade Level: 11-12

Length: Year

Recommended Prerequisite: lab assistants must apply and be selected

College Prep: CSU/UC "g" College-Preparatory Elective-

This course focuses on the *theories* and *scientific principles* of laboratory equipment, instrumentation, methodologies and technologies. It gives the student the necessary understanding and skills to excel in university level laboratory courses. Students will be able to competently use a variety of lab equipment and apply scientific methodologies to various lab scenarios. Students will become familiar with the *principles* behind such lab skills as microscopy, gram staining, PCR, gel electrophoresis, SDS-PAGE Electrophoresis, HPLC, creating stock solutions and dilutions, spectrophotometry, ELISA/Western Blot, and aseptic technique. In addition to learning the *scientific principles* that drive these laboratory methodologies, students will also become familiar with basic science stockroom protocol, such as proper storage of chemicals and reagents, maintenance and cataloging of scientific equipment and supplies. The purpose of the Lab Assistant class is twofold. The primary purpose of this course is to expose students to a variety of laboratory methodologies and skills, and the instruments that support them. Students will learn the scientific principles that these methodologies and instruments are based on. With this knowledge, students will be able to determine if results in the laboratory are reasonable and accurate. The second purpose of this class is to prepare the students for university level science laboratory courses. With the background knowledge of lab procedures, instrumentation and methodology as well as didactic experience, students will have a high degree of confidence in college level labs.

PSYCHOLOGY

Grade Level: 9-12

Length: Semester (this course is combined with Sociology)

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

The major goal of psychology is to systematically study individual behavior and human mental processes to gain an understanding of the self and others. The course will explore cognitive aspects of the mind, or how humans think and feel about the world around them. The course will provide opportunities for students to become knowledgeable about the importance of attitudes, feelings, and values for themselves and others in determining human behavior; the scientific basis of behavior, the process of human development as a lifelong journey.

SOCIOLOGY

Grade Level: 10-12

Length: Semester (this course is combined with Psychology)

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

Sociology is the behavioral science that studies human society and social behavior. This course will make students aware of sociological forces that shape the structure of life in the United States and the world. The students will examine concepts such as family structure, culture, crime, adolescents, aging, and religion. They will also explore concepts relating to social change and world population.

AP PSYCHOLOGY

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

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. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

JOURNALISM / PUBLICATION ROP

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

Students expand their English/Language Arts skills through creating and publishing the school newspaper and posting stories on the school Website. Students are required to write assignments for the newspaper plus additional pieces for other class projects and their journals. They practice varied forms of journalistic and creative writing including news, features, and sports stories as well as reviews and editorials. Local newspapers and other writings by professional journalists are used to examine and analyze style and syntax. Students also explore the history of journalism and its role in American society.

PUBLIC SPEAKING

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

Public Speaking 1 is an elective course designed to help students develop oral language skills in a variety of planned and spontaneous public speaking situations, and to gain research and organizational skills necessary for a variety of types of oral presentations.

YEARBOOK

Grade Level 9-12

Length: Year

Recommended Prerequisite: None

Note: May be repeated for credit

College Prep: CSU/UC "g" College-Preparatory Elective

This course introduces students to a variety of writing and layout skills involved in creating and publishing a yearbook. Students will study design theories, the aesthetics of composition, and the evolution of visual communication. These elements will then be applied to learning in other art forms across the curriculum. The pace and setting of the course will simulate the professional work environment, preparing students for a variety of post-graduation careers.

Link Crew

Grade Level: 10-12

Length - Year

Recommended Prerequisite : Application and Interview

College Prep: CSU/UC "g" College-Preparatory Elective

Link Crew Leadership strives to increase in students a sense of community, academic commitment, and positive social school climate. Link Crew helps 9th graders successfully transition into high school. The Link Crew Leadership Class provides time to design and implement connections for current freshmen through both academic and social follow-ups and to learn valuable leadership skills through a variety of classroom activities. Students learn skills including written, interpersonal, and intrapersonal communication, team-building, agenda setting, presentation/facilitation, time management, health and balance, and the closure method. Through the curriculum, students are trained to act as team leaders, motivators, role models, and peer facilitators who provide support to their freshman "crew" throughout the year. This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

AVID

Grade Level: 9 - 12

Length: Year

Recommended Prerequisite: None

College Prep: CSU/UC "g" College-Preparatory Elective

This is a course designed to increase the academic success rate of freshman students. Emphasis during the first semester is placed on helping new students acclimate to the rigor of high school. Students will work on: Organization skills, Test taking skills, Study skills, Learning styles, Social skills for academic success, Goal Setting, College requirements, AP classes, College Field Trips to Northern CA campuses, Formal Keyboarding lessons, Resume building, Interview Skills, Google platform usage, College research using our Naviance program, CSU vs US vs Private University vs Trade School information, Career research based on their career interest inventory assessments, Money management and how to build a budget, Financial Aid, How to pay for college and more. Please see [link](#) for full course description.

ASB LEADERSHIP

Grade Level: 9-12

Length: Year

This course may be repeated for credit

Recommended Prerequisite: Elected or appointed to Student Body or Class Office

College Prep: CSU/UC "g" College-Preparatory Elective

A year course which develops those unique characteristics, attitudes, and skills which empower a person to make significant changes in self and to move a group of people in new and positive directions. When a student is enrolled beyond one year, he or she has been elected or appointed to an office with

increased scope and responsibility. In addition to refining the skills learned previously, the student will be expected to complete more difficult projects, prepare and provide peer instruction, and do additional reading, interviewing, and research in the areas of leadership and group process.

Leadership In Action

Grade Level: 9-12

Length: Year

Recommended Prerequisite: None (non- elected leadership class)

College Prep: CSU/UC "g" College-Preparatory Elective

This class is designed to teach leadership skills which ultimately enhances school pride, spirit and community involvement. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, service learning and presentation skills, all while positively impacting the entire student body and local community. **10 hours of community service required for each semester.** A comprehensive list of places to serve [is provided here](#) and updated weekly. Global Cause Awareness each month ([Monthly Causes](#)), Red Ribbon Week, Breast Cancer Awareness, Monthly student/staff birthday recognition, Teacher appreciation week, Special Olympics, Collaboration with our SOAR and Collaborative Ed students, Senior Brunch assistance, Thanksgiving lunch for staff, Kitchen Wars Helpers, Sensitivity within Causes and Communities etc **This class is required for 9th graders in the Public Service Academy.** [Click here](#) for a more detailed description of what to expect in this course

Physical Education

PHYSICAL EDUCATION 9

Grade Level: 9

Length: Year

Recommended Prerequisite: None

Ninth grade physical education is composed of activities from the eight areas included in the physical education handbook, model curriculum and CA health standards. It will also include a cognitive-based, health-related fitness program. This year forms the core program and will be the base for a sequentially developed elective program.

BOWLING

Grade Level 10-12

Length: Semester/Year

Recommended Prerequisite: None

Bowling is an off-campus course that is taught at Clayton Valley Bowl. Individual instruction is given and leagues are formed. Averages are kept for each student. Various tournaments may be held each semester. Cognitive-based physical and health-related concepts and grade-level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels. Includes 2-mile fitness jog/walk.

STRENGTH AND CONDITIONING

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None

This course is a combination of weight training and sport-specific speed and endurance training. The students will develop overall body strength and awareness. They will learn the fundamentals of strength exercises for the body as well as exercises that will enhance their endurance. This course is great for all individuals. The students will work many functional exercises that are essential for full body strength. When completed with this course the students will have the knowledge to plan and perform quality workout programs for themselves.

TEAM SPORTS

Grade Level 10-12

Length: Year

Recommended Prerequisite: None

Team sports consist of the following units of instruction: Volleyball, football, soccer, speedball, basketball, and softball. Instruction in skills will be provided in each activity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

WEIGHT TRAINING

Grade Level 10-12

Length: Year

Recommended Prerequisite: None

Weight training is a three-day a week workout program. Students will lift on Monday, Wednesday and Friday. The off days are used for cardio-respiratory fitness. Workouts are based upon the set/repetitions concept. Free bars, universal machines, and dumbbells are the major sources of training. Students are grouped by abilities and each student works on his/her own individual capacity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

YOGA

Grade Level: 10-12

Length: Year

Recommended Prerequisite: None

Students will learn the skills and styles of various yoga techniques, including breathing, basic to intermediate yoga, how to utilize different equipment, practice meditation through traditional Yoga practice and create sequences they can continue incorporating into their daily life. Class will take place in the dance studio or outside.

RESOURCES

Course Changes

It is crucial that serious consideration be given to the courses a student selects during course selection. Students and families should consider the expectations of each class requested, especially Honors and Advanced Placement (AP) courses, in considering the level of student's interest, study time, and extracurricular activities.

Policy For Dropping A Class

Clayton Valley Charter High School evaluates all schedule changes thoughtfully as there is usually academic impact when adding or removing a class from a student's schedule and academic record. There are also restrictions for schedule changes due to the composition of the master schedule and compliance with teacher contracts and union standards. It is the counselor's responsibility to communicate to the student the impact of a proposed schedule change on their graduation status as well as post-secondary options. Six classes are offered in an academic year. If a student is interested in a seventh class, they should contact their counselor. Schedule changes due to misplacement or error will not result in the withdrawal indication on the student's transcript.

- **Drop Window (ONLY within first five school days of the Fall semester)**
 - Students who need to drop a class after the first five school days of the Fall semester will receive a withdrawal/fail (W/F) indication on their transcript. Requests for schedule changes outside of the first five day week drop window will require a meeting between the teacher, student and parents. If the issue is not resolved after this meeting, an additional meeting will be held with the student's counselor and may include the administrator over counseling/scheduling or an administrator over the subject department. CVCHS administration reserves the right to deny a student's request to add or drop a class.
- **Class changes will permitted only for the following reason(s):**
 - Misplaced in the wrong of a class (i.e. 9th grader placed in English 12)
 - Missing a core class (i.e. English and/or Social Science)
 - Missing a class period
 - Duplicate classes (i.e. placed in two English 9 classes as a 9th grader)
 - Successfully completed a credit recovery course and is no longer needed
- **Teacher preference**
 - Classes are not changed due to a student's teacher preference. Only when a family, student, teacher, and administrator are in agreement that a change is in the best interest of a student, will a change be made.
- **AP (Advanced Placement) Agreement**
 - Change requests to drop AP courses will not be approved as all students and parents/guardians sign the [AP Agreement](#) prior to enrollment.

College Information

The information shared throughout this section is based on "traditional" admissions requirements. Students should visit each college's admissions webpage for current information about their process.

Community College

California citizens may enroll in any of the community colleges in California. Courses offered include one and two-year vocational programs, courses leading to an Associate of Arts degree and also course work leading to a transfer to the junior level at a four-year college. Minimum eligibility for

admission to a community college is any one of the following: (a) high school diploma, (b) passing score on the California High School Proficiency Exam or GED , or (c) age 18.

Who to Contact:

Los Medanos College 2700 East Leland Road Pittsburg, CA 94565 (925) 439-2181	Diablo Valley College 321 Golf Club Road Pleasant Hill, CA 94523 (925) 685-1230	Contra Costa College 2600 Mission Bell Drive San Pablo, CA 94806 (510) 235-7800
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Community College Credits for Current High School Students:

Starting with the graduating Class of 2024

- Dual or concurrent enrollment through community college is always available to CVCHS students. Through discussion with a student’s counselor, students may decide to take outside courses for enrichment or acceleration purposes or to remediate a failing grade. These courses are in addition to their regular high school coursework.
- In some limited subjects, community college credits may be accepted to meet graduation requirements if the course is not offered at CVCHS (for example, a foreign language). In addition, two elective courses may be taken and added to the CVCHS transcript if the course is 3 units or more. College units will be converted to high school credit as follows: 3 + units = 10 credits. It is the student’s responsibility to provide a copy of the college transcript to the CVCHS Registrar. For additional questions, please contact your school counselor.

University of California (UC)

The 10 campuses of the University of California are located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz and San Francisco. The San Francisco campus provides graduate programs in the health and law professions and is not open to undergraduates.

The University of California selects students who rank at the top of California’s high school graduates. Admission eligibility is based on the student’s grade point average in a specific sequence of high school courses referred to as the “a-g subjects”. The University of California uses certified college preparatory subjects completed in the 10th, 11th, and 12th grades. Courses taken in 9th grade can be used to meet the Subject Requirement if you earn a grade of “C” or better, but they will not be used to calculate the student’s GPA. Students must have a minimum recomputed GPA of 3.00 to be eligible to apply to a UC campus.

Validation of Mathematics

Math is a skill building subject. Students may clear subject omissions and scholarship deficiencies by earning grades of "C" or higher in appropriate, more advanced courses in college preparatory math. This is called *validation*.

For example, if a student receives a D or F in the first semester of Algebra 1, but then earns a “C” or higher in the second semester, then the D or F would be *validated*. Likewise, if that same student earned a “C” or higher in *either* semester of a higher level math course (i.e., Algebra 2), then the D or F would also be *validated*. Since the student successfully completed advanced work (earning a C or higher) in an area of sequential knowledge (i.e., math), the student is presumed to have completed the lower-level coursework. In either scenario, all grades (original and *validating*) would

be used in calculating the student's GPA. Geometry cannot be omitted in a student's course sequence.

Validation for Language Other Than English (LOTE)

Similarly to math, a 2nd Semester "C" *validates* a "D" or "F" in Semester 1 and a higher level course *validates* all levels of lower-level courses.

Science Laboratory Requirements

To meet the "d" requirement for "a-g", a student must take two years of science in two of these three subject areas: biology, chemistry, or physics. One year of interdisciplinary or earth and space science coursework can be used to meet one year of the requirement. Computer science, engineering or applied science courses can be used as additional science coursework (i.e., third year and beyond).

Test Requirements

The UC's will no longer use the SAT or ACT for admissions.

Honors Points

A maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) is awarded for UC-approved high school created honors, all Advanced Placement (AP) and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.

High School Grade Point Average

The academic grade point average (GPA) is calculated on all academic courses completed in the subject areas specified by the University of California's eligibility requirements (the "a-g" subjects), including additional points for completion of UC-certified honors courses (see bullet below). For UC/CSU eligibility, the GPA is based on 10th and 11th grade A-G courses.

Application Review Process

The UC's holistically review each application according to 13 factors. Some of the factors considered include participation in extracurricular activities, awards, community service, and jobs held during high school. Applicants are also required to write four short essays in response to the UC's personal insight questions to illustrate the context of their home and school lives. [Access additional University of California \(UC\) information here.](#)

California State University (CSU)

The twenty-three campuses of the California State Universities are located in Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, East Bay, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus, Monterey Bay, and the Maritime Academy in Vallejo.

The California State University selects applicants from the top one-third of California's high school graduates. Admission eligibility is based on the student's grade point average in a specific sequence of high school courses referred to as the "a-g subjects". The GPA is based on classes completed in the 10th and 11th grades, (only classes from the A-G list are used in the calculation) and includes bonus points for each "C" or better grade in approved AP/honors courses. Students must meet an

eligibility index based on their GPA (2.5 minimum) to be eligible to apply to a CSU campus. Students with a GPA of 2.0-2.49 will be evaluated using additional factors.

Validation of Mathematics

Math is a skill building subject. Students may clear subject omissions and scholarship deficiencies by earning grades of "C" or higher in appropriate, more advanced courses in college preparatory math. This is called *validation*.

For example, if a student receives a D or F in the first semester of Algebra 1, but then earns a "C" or higher in the second semester, then the D or F would be *validated*. Likewise, if that same student earned a "C" or higher in *either* semester of a higher level math course (i.e., Algebra 2), then the D or F would also be *validated*. Since the student successfully completed advanced work (earning a C or higher) in an area of sequential knowledge (i.e., math), the student is presumed to have completed the lower-level coursework. In either scenario, all grades (original and *validating*) would be used in calculating the student's GPA. Geometry cannot be omitted in a student's course sequence.

Validation for Language Other Than English (LOTE)

Similarly to math, a 2nd Semester "C" *validates* a "D" or "F" in Semester 1 and a higher level course *validates* all levels of lower-level courses.

The State Seal of Biliteracy

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript. More information about the State Seal of Biliteracy is outlined on [this easy to follow one pager](#) as well as the California Department of Education (CDE) State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Science Laboratory Requirements

To meet the "d" requirement for "a-g", a student must take courses that include at least one biological science and at least one physical science from the UC List of approved lab sciences. One year of interdisciplinary science coursework may be used to fulfill either biological or physical science.

A grade of "C" or better in the second semester of Chemistry will *validate* a "D" earned in the first semester.

Test Requirements

SAT and ACT tests are no longer accepted in the admissions process. If a student chooses to take these tests, the score(s) may be used to determine a student's English and math placement.

Honors Points

A maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) is awarded for UC-approved high school created honors, all Advanced Placement (AP) and

transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.

High School Grade Point Average

The academic grade point average (GPA) is calculated on all academic courses completed in the subject areas specified by the University's eligibility requirements (the "a-g" subjects), including additional points for completion of University-certified honors courses (see bullet above). For UC/CSU eligibility, the GPA is based on 10th and 11th grade A-G courses. [Access additional California State University \(CSU\) information here.](#)

Independent Colleges and Universities

Admissions requirements vary at private (independent) colleges and universities. The University of California course requirements will generally meet or surpass requirements at independent colleges. Check school specific catalogs, websites or write or contact admission offices for specific requirements.

College Entrance Examinations

The ACT (American College Test) and SAT Reasoning are college entrance exams. Most colleges and universities are test optional. If a college requires a test, they will accept either and students should check the requirements of the colleges they are interested in before deciding which test(s) to take. It is not necessary to take both tests; however, some students perform better on one test over the other. Colleges will use the higher score so it can be beneficial to take both tests so a student can identify which one they score higher on.

- **PSAT**

The Preliminary Scholastic Assessment Test is a preliminary SAT given once a year in October. This test, when taken in the Junior year, is used to qualify candidates for the National Merit Scholarship Program. CVCHS juniors are provided the opportunity to take this exam during the Fall of 11th grade on a school day.

- **PreACT**

The PreACT gives students an estimated ACT test score and can be used as an indicator of college and career readiness. This simulates the ACT testing experience within a shorter test window and is currently given once a year at CVCHS in October. CVCHS sophomores are provided the opportunity to take this exam during the Fall of 10th grade on a school day.

- **ACT**

The American College Test takes approximately three hours and covers English Usage, Mathematics, Science, and Reading with an optional, but recommended, essay. The score is based on the number of correct answers given with no penalty for wrong guesses. Score reports are sent directly to the student as well as the high school. Most colleges and universities nationwide accept the ACT.

- **SAT**

The SAT is designed to measure academic aptitude in writing, reading comprehension and mathematical areas. The test takes about four hours. Scores are reported to the high school and to the student. Most colleges and universities nationwide accept this test.

- **Other Assessments:** There are a number of assessments administered during the course of students' high school years. These include state mandated assessments (CAASPP), Charter mandated assessments (NWEA MAP), and department common assessments. Other, optional assessments may be taken by students based on interests and educational goals.

CAASPP: is mandated by the State of California. Subtests in English Language Art, Mathematics and Science are administered to all students in grade 11. Students scoring a THREE or above in any subtest are considered “college ready” and ensured a non remediated placement in these areas in college. Additionally, students earning a THREE or above in English or Math may choose an elective in those departments (English - “b” A-G elective, Math “” A-G elective) as their fourth year course. NWEA MAP: is administered by the charter to all students three times per year. It diagnoses student skill level in the CCSS for Math, Reading and Language and NGSS for Science at the beginning of each year. Results are used to: ensure proper student placement, need for intervention, departmental planning, goal setting for students. The assessments are administered again mid year and year end to measure growth and adjust needs for intervention and academic planning. The NWEA MAP serves as a critical tool to inform our local governing board and county governing board (the school’s authorizer) of charter progress.

NCAA Eligibility for College Bound Athletes

The National Collegiate Athletic Association (NCAA) serves as the athletics governing body for more than 1,200 colleges, universities, conferences and organizations. The NCAA implements rules and guidelines in an effort to keep student athletes healthy and safe, promote fairness and inclusivity and encourage education and growth in all aspects of life. To play sports at a Division I or II school, student athletes must graduate from high school, complete 16 NCAA-approved core courses and earn a minimum GPA. In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission. [Access more NCAA eligibility information here.](#)

College Board

College Board helps students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT, the Advanced Placement Program, and BigFuture. [Access the College Board here.](#)

Advanced Placement (AP)

AP gives students the chance to tackle college-level work while they're still in high school and earn college credit and placement. [Learn more about Advance Placement here.](#)

Regional Occupational Programs (ROP)

Operated by the Contra Costa County Office of Education, ROP has been the primary source of career training for high school students in our county for the past 33 years. State certified teachers, high tech equipment and a commitment to students ensure a positive learning experience. Located on high school campuses, ROP courses are taken as part of a student’s regular high school schedule. Students advance through 90-540 hours of sequenced curriculum and earn high school graduation credits and/or college units. Students can earn Certificates of Proficiency upon successful completion of the class.

Students can use ROP courses to gain employment skills, explore a career field, get a head start on their college major, or “try out’ a career choice through internships available in many classes. Many students

use their newly acquired skills to work part-time after graduation to help pay college expenses.

To enroll in an ROP course, indicate the course on your schedule for next year. Note that not ALL ROP programs are offered on CVCHS site.

Skills students should leave an ROP class with include:

- Demonstrate effective skills in oral and written *communication*.
- Demonstrate *job skills* and the behavior and work ethic valued by employers.
- Demonstrate the ability to be critical, complex and creative *thinkers*.
- Work productively both as individuals and as *team members*. [Read more about CCCOE ROP Programming here.](#)

Career Technical Education (CTE)

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. [.Learn more about CTE programming here.](#)

Project Lead the Way (PLTW)

CVCHS proudly offers three pathway programs rooted in Project Lead the Way curriculum (Computer Science, Engineering and Biomedical Science). The curriculum is based on an activity, project, and problem-based (APB) instructional design and centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. PLTW approach encourages students to *lead their learning*. This approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning. [Learn more about PLTW here.](#)

College Connect Program

The Charter is very excited to announce the debut of College Connect - a partnership with Diablo Valley College that offers high school students the opportunity to earn **ONE YEAR** of college while still enrolled in high school! This two year program is open to rising JUNIORS. [Read more about CollegeConnect @ CVCHS here.](#)

Diablo Valley College Concurrent Enrollment

CVCHS encourages students to FLY - without barriers! This includes taking advantage of concurrent enrollment with community colleges as applicable. Interested students should meet with their counselor first to discuss impacts to CVCHS graduation plan. [Here's an excellent resource to guide concurrent enrollment.](#)

TIPS FOR SUCCESSFUL ACADEMIC PLANNING

1. Read the information provided in this catalog and pursue more information when you need it. There are many useful links available throughout the catalog to support this. As well, please find a variety of resources and inspiration at the end of the catalog. Students - involve your families, talk to teachers, counselors and administrators.

2. Expand beyond college to consider post HS plans and ensure as many doors as possible are open. Even if you are undecided about college now, the more challenging your educational experience in high school, the more options await you after graduation.

3. Refer to the graduation requirements which will guide you in fulfilling the subject and credit requirements. Use this sheet as your checklist. Do you need to repeat a requirement because you received a "D" or "F"? The four-year educational plan that you choose must include all of the graduation requirements.

4. Courses failed in all required subject areas (Math, English, Social Studies, Science, Visual and Performing Arts, World Languages and PE) must be repeated if the student has not yet met the credit requirement for that specific subject.

5. CVCHS Graduation requirement aligns to the UC and CSU systems and requires a minimum passing grade of C. Grades of D or F will not satisfy graduation or entrance requirements except in accordance with their validation policy. Classes may be repeated to raise a D or F grade. Improving the grade to a "C" allows for it to apply for graduation and be accepted by the UC and CSU campuses.

6. Homework, practice, review and studying is required in a majority of courses and should be supported by families. Families are partners with Clayton Valley Charter High School. CVCHS encourages you to maintain ongoing contact with teachers and counselors. CVCHS looks forward to partnering with all families in planning your student's four-year program. You may contact the teachers through voicemail phone numbers and/or email addresses. This information is available online at: <http://claytonvalley.org> or via PowerSchool: <https://cvchs.powerschool.com/public>.

CVCHS COUNSELING DEPARTMENT

School Counselor, A-Car

Ellen Coleman, Ext 3113

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