UPLAND HIGH SCHOOL

ACADEMIC HANDBOOK

UPLAND UNIFIED SCHOOL DISTRICT

https://uhs.upland.k12.ca.us/

2026 - 2027

Information published herein is current and accurate at the time of publication. It is intended to provide a general overview and should not be considered to be comprehensive. Course offerings are subject to sufficient enrollment, staffing and facility constraints. For details and specific information, please contact the Counseling Department at (909) 949-7880.

Non-Discrimination Statement:

The Upland Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), sexual orientation, religion, color, national origin, ancestry, physical or mental status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance.

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VISION STATEMENT

Upland High School will prepare all students to be lifelong learners who are able to adapt to a changing world. Our graduates will be ready to transition to a career or college.

MISSION STATEMENT

Upland High School prepares and inspires all students academically and socially to be responsible productive members of a changing global society.

SCHOOL-WIDE LEARNER OUTCOMES

Upland High School Students will demonstrate…
Character: *Develop and exhibit the characteristics of respect, integrity, and responsibility.*
Citizenship: *Contribute positively to the global community and respect the diversity of others.*
Collaboration: *Work independently as a team.*
Communication: *Speak and write effectively and listen actively.*
Creativity: *Explore ideas, ask inquiry questions, and seek multiple solutions.*
Critical Thinking: *Experiment, reflect and apply prior knowledge to new learning. (Rigor)*

UPLAND STRONG

Behavior statement*: At Upland High School, we have set high standards to conduct ourselves in a way that is respectful and helpful in building a positive climate essential for learning. Together we model, teach, and coach the following schoolwide expectations:*
Respect *Yourself and Others, Take* ***Responsibility*** *for your Learning, Conduct Yourself with* ***Integrity****.*

NEW STUDENT ENROLLMENT
(909) 949-7880 Ext. 35308

The Governing Board of the Upland Unified School District, as authorized by the Education Code, determines the enrollment requirements in the District and its schools or programs.
EC §48200 EC §48204 EC §48216

To enroll at Upland High School, visit https://www.upland.k12.ca.us/enroll-now. In order to complete enrollment, the online forms must be completed and the requested documentation be provided. This documentation includes, but is not limited to: birth certificate, proof of residency, identity, and guardianship, as well as health and academic records. Failure to provide this information will delay enrollment. If your student is currently enrolled in kindergarten through twelfth grade, please do not complete the online enrollment process. Your student will automatically roll to the next grade level**.** After successfully completing the online enrollment, families will be notified by the UHS Registrar and given an opportunity to complete a course request form.

COURSE REGISTRATION: PREPARATION AND PROCEDURES

As early as November, counselors begin meeting with incoming 9th grade UUSD students to discuss course selection for the upcoming school year. Prior to registration, students should research and identify their post high school plans and seek academic assistance when needed to insure satisfactory grades.

Upland High School offers intervention courses to assist students whose primary language is not English, as well as Honors and Advanced Placement courses that require a challenging commitment level and advanced preparation.

To select appropriate and valuable courses, students and parents should consider long term goals, strengths and weaknesses, interests and talents, and past performance in preparatory coursework. In addition, several elective courses require an audition in order to enroll.

STUDENT RECORDS AND GRADES

- Pursuant to EC §49062 and §49063, schools shall establish and maintain student records that contain enrollment data, health records, and records of academic achievement. Parents or guardians may access the records by contacting the UHS registrar at ext 35308.
- Students will receive academic credit for all courses completed with an accredited institution or online provider and presented on a certified transcript. UHS cannot guarantee UC/CSU or NCAA approval for any courses completed elsewhere. Transcripts will accurately reflect all courses attempted and completed.
- Students enrolled in any course for less than twenty days of any semester, with no previous enrollment in a similar course, may receive a No Mark (NM) and no credit; a grade and credit will not be automatically assigned.
- EC §49066 provides that any grade given to each student "shall be the grade determined by the teacher of the course and in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final."
- A student earns an "I" when the student is unable to complete the class requirements within the given semester. Assignments required by the teacher to complete the course must be made up by the end of the next quarter. The revised grade will replace the "I". When work is to be completed after the second semester, tests and assignments may be left with the registrar so that students can complete the work during the summer.
- Students may retake courses in which they received a deficient grade (either D or F) and may receive duplicate credit for graduation if needed. Students who retake a college prep level

course to improve a grade earned in an honors or Advanced Placement course will receive duplicate credit in the subsequent course. For purposes of calculating a grade point average, the higher grade will be used.

Grades & Evaluation - The grade that a student earns in a course is determined by the teacher and represents the teacher's judgment of the degree to which the student has achieved the goals and objectives of the course. Credit is earned for grades A through D in all courses. Standard credit is 5 units for each semester course. Designated Honors and Advanced Placement classes receive an additional grade point when a student earns a grade of C or higher. Credit will not be granted or counted for courses completed before ninth grade, with the exception of classes taken the summer before 9th grade, although completion of courses to be used for college admissions requirements may be noted in narrative on the transcript. Work and assignments for a course will not be accepted after the final examination period. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith, or incompetence can be identified (EC 49066).
The grade key is:

- **A** – The student has excelled, has done work of exceptional quality and stands apart. An "A" earns 4 grade points per credit unit; 5 grade points per credit unit in Honors [H], Advanced Placement [AP] courses, and post secondary Concurrent Enrollment.
- **B** – The student has done more than is expected of a student who has satisfactorily completed the objectives. A "B" earns 3 grade points per credit unit; 4 grade points per credit unit in Honors [H Advanced Placement [AP] courses, and post secondary Concurrent Enrollment.
- **C** – The student has satisfactorily accomplished the objectives of the course. A "C" earns 2 grade points per credit unit; 3 grade points per credit unit in honors [H] advanced placement [AP] courses, and post secondary concurrent enrollment.
- **D** – The student has poorly met the minimum requirements. A "D" earns 1 grade point per credit unit.
- **F** – The student has failed to meet the minimum requirements in order to pass the class. An "F" earns no credit and no grade points will be awarded.
- **I** – Incomplete. Required work must be completed by the end of the following semester.
- **CR** – Credit. The student has met the minimum requirements (or better) for the course.
- **NC** – No Credit. The student has not met the minimum requirements for the course.

Grade Reports & Deficiency Notices - Quarter grade reports will be available on Aeries Portal at the end of each quarter and are not final grades. Grades issued at the end of each semester are final grades and will be posted on the transcripts. Final semester grades will be available on Aeries Portal at the end of each semester. Warning notices of possible failure will be posted on Aeries portal in the middle of each quarter, (they will be sent home in the middle of the 2nd and 4th quarter if a student is receiving a 'D' or 'F' in a class), and may also be sent by teachers at other times. The purpose of such notification is to document reasons for unsatisfactory performance and to suggest plans for remediation. Please notify the school office at 909-949-7880 ext. 35316 immediately of address changes. Parents/guardians may access grades online may do so by following the instructions on the school website: https://uhs.upland.k12.ca.us/ where they can access grades, attendance information, transcript information from Aeries Parent Portal.

HOW TO REQUEST A TRANSCRIPT

Currently enrolled students or their parents may receive an unofficial transcript at any time upon request from the registrar or counselor. Current and former students must request transcripts to be sent electronically by logging on to www.parchment.com/join. There is no fee for current students to utilize the electronic service.

GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upland Unified School District Minimum Requirements for Graduation	
The Upland Unified School District requires students to complete 230 credits in designated subject areas and electives, to earn a high school diploma. Specific course assignments must be completed according to the schedule and standards set by the teacher no later than the end of the final examination period for the class.	
Subject Area	**Years**
English	Four Years
Mathematics	Two Years: (Minimum 1 year Algebra I)
Science	Two Years: Physical Science (1), Life Science (1)
Social Science	Three Years: World History (1), US History (1), Government (.5), Economics (.5)
World Language	None
Fine or Performing Arts	One Year
Career Technical Education	None
Physical Education	Two Years
Electives	Nine Years
Additional Requirements	Completion of the Physical Fitness Test (Grade 9) Completion of the Service Learning Project (Grade 12)

SERVICE LEARNING PROJECT (SLP)

UHS students are required to complete the UHS Service-Learning Project (SLP) in order to receive their diploma. Most students will satisfactorily complete their student learning project, according to teacher standards, during the semester in which they are enrolled in the U.S. Government class. If a student completed a U.S. government class outside of UHS, the student needs to see their academic counselor who will connect the student with a government teacher so that they can complete their Service-Learning Project during their senior year. Board Policy 6142.3 **UHS Website Link**

University of California & California State University Minimum Requirements for Admission		
In order to be academically eligible to apply directly to a 4-year university or college, students must complete a minimum of 15 selected A-G courses with a minimum grade of C. Completing the minimum requirements does not guarantee admission, only eligibility. Students are encouraged to check with their chosen schools to confirm any other requirements.		
Subject Area	**Requirement**	**Courses, Other Requirements**
A: History/ Social Science	2 years	World History 1 year U.S. History OR .5 year U.S History and .5 year American Government
B. English	4 years	
C. Math	3 years (4 recommended)	Algebra I Geometry Algebra II or other Advanced Math
Math Validation: *Completion of higher-level math coursework with a grade of C or higher may validate a D or F earned in lower-level math courses.* ● *A letter grade of C or better in the second semester of Geometry validates first semester Geometry.* ● *A letter grade of C or better in first semester Algebra II validates both semesters of Algebra I.* ● *A letter grade of C or better in Statistics validates Algebra I and II, but not Geometry.* ● *Advanced Mathematics courses, such as Math Analysis, and Calculus, validates Algebra I, II and Geometry.* *Using a higher-level math course to validate a grade of D or F earned in a lower-level course will not replace the D or F grade calculated into the UC GPA. Only if the exact course or semester in which the D or F grade earned was repeated would the repeated grade replace the original deficient grade in the UC GPA.*		
D. Science	2 years (3 recommended)	Must include 2 of the 3 subjects: Biology, Chemistry, Physics
E. World Language	2 years (3 recommended)	Must be in the same language
World Language Validation: *Completion of higher-level world language coursework with a grade of C or higher validates a D or F earned in lower-level courses.* *Using a higher-level foreign language course to validate a grade of D or F earned in a lower-level course will not replace the D or F grade calculated into the UC GPA. Only if the exact course or semester in which the D or F grade earned was repeated would the repeated grade replace the original deficient grade in the UC GPA.*		
F. Visual and Performing Arts	1 year	Must be in the same discipline
G. College-Preparatory Elective	1 year	May be satisfied by courses beyond those used to satisfy the A-F subject requirements above

The list of Upland High School approved college preparatory courses is updated annually and available at https://hs-articulation.ucop.edu. Below is the current list of courses that will satisfy the A-G requirements:

LINK TO COURSE CATALOG

Upland High School offers a comprehensive and competitive course catalog. Students should read the course descriptions in the course catalog before choosing classes. Courses offered are based on both student request and teacher availability.

ACADEMIC DEPARTMENT FLOWCHARTS

a - History / Social Science - 2 years required
Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type
AP European History	AP Europe	World History / Geography / Cultures	AP
AP Government and Politics Comparative	AP Govt/Comp	American Government / Civics	AP
AP Government and Politics United States	AP Govt/US	American Government / Civics	AP
AP Human Geography	AP Human Geo	World History/Geography/Cultures (Elective credit at UHS)	AP
AP United States History	AP US Hist	U.S. History	AP
AP World History	AP World Hist	World History / Geography / Cultures	AP
Government	Government	American Government / Civics	Not Honors
U. S. History	US History	U.S. History	Not Honors
World History and Cultures	W Hst/Cul	World History / Geography / Cultures	Not Honors
World History and Cultures (H)	H W Hst/Cul	World History / Geography / Cultures	H

b - English - 4 years required
Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type
AP English Language and Composition	AP Lang Comp	English	AP
AP English Literature and Composition	AP Eng Lit IV	English	AP
AP Seminar	AP Seminar	English	AP
CSU Expository Reading and Writing	English IV ERWC cu	English	Not Honors
English I	English I	English	Not Honors
English I (H)	H English I	English	H
English II	English II	English	Not Honors
English II (H)	H English II	English	H
English III	English III	English	Not Honors
English III (H)	H English III	English	H
SDAIE English IA	Lit/Comp SDAIE	English-ESL/ELD	Not Honors

c - Mathematics - 3 years required , 4 years recommended
Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type
Algebra I	Algebra I	Algebra 1	Not Honors
Algebra II	Algebra II	Algebra 2	Not Honors
Algebra II (H)	H Algebra II	Algebra 2	H
AP Calculus AB	AP Calc AB	Advanced Mathematics	AP
AP Calculus BC	AP Calc BC	Advanced Mathematics	AP
AP Computer Science A	AP CptrSci/Java	Computer Science	AP
AP Statistics	AP Prob&Stat	Statistics	AP
Business Algebra II	Bus Alg II	Algebra 2	Not Honors
Geometry	Geometry	Geometry	Not Honors
H Geometry	H Geometry	Geometry	H
Math Analysis	Math Analy	Advanced Mathematics	Not Honors
Math Analysis (H)	H Math Analy	Advanced Mathematics	H
Mathematical Reasoning with Connections (MRWC)	MRWC	Advanced Mathematics	Not Honors
Probability and Statistics	Prob/Stat	Statistics	Not Honors

d - Laboratory Science - 2 years required , 3 years recommended
Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type
Anatomy & Physiology	Anat/Phys	Biological Science	Not Honors
Anatomy & Physiology (H)	H Anat/Phys	Biological Science	H
Animal Anatomy, Physiology, and Veterinary Medicine	Vet Science	Biological Science	Not Honors
AP Biology	AP Biology	Biological Science	AP
AP Chemistry	AP Chemistry	Chemistry	AP
AP Computer Science Principles	AP Comp Sc Prin	Information and Communication Technologies (Capstone)	AP
AP Environmental Science	AP EnvironSci	Interdisciplinary Science	AP
AP Physics 1	AP Physics 1	Physics	AP
AP Physics C: Mechanics	AP PhysicsC Mech	Physics	AP
Biology I	Biology I	Biological Science	Not Honors
Biology (H)	H Biology	Biological Science	H
Biotechnology	Biotechnology	Interdisciplinary Science	Not Honors
Chemistry	Chemistry	Chemistry	Not Honors
Chemistry (H)	H Chemistry	Chemistry	H
Field Biology	Field Bio	Biological Science	Not Honors
Oceanography	Oceanog	Interdisciplinary Science	Not Honors
Physics	Physics I	Physics	Not Honors

PLTW Computer Science Essentials	Compt Science Essen	Information and Communication Technologies (Concentrator)	Not Honors
PLTW Cybersecurity	Cybersecurity	Computer Science	Not Honors

e - Language Other than English - 2 years required , 3 years recommended
Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type
AP Chinese Language and Culture	AP Chinese IV	LOTE Year 4+	AP
AP French Language and Culture	AP French IV	LOTE Year 4+	AP
AP Spanish Language and Culture	AP Spanish IV	LOTE Year 4+	AP
Chinese I	Chinese I	LOTE Year 1	Not Honors
Chinese II	Chinese II	LOTE Year 2	Not Honors
Chinese III	Chinese III	LOTE Year 3	Not Honors
French I	French I	LOTE Year 1	Not Honors
French II	French II	LOTE Year 2	Not Honors
French III	French III	LOTE Year 3	Not Honors
Spanish for Spanish Speakers	Sp/Spkr I	LOTE Year 4+	Not Honors
Spanish I	Spanish I	LOTE Year 1	Not Honors
Spanish II	Spanish II	LOTE Year 2	Not Honors
Spanish III	Spanish III	LOTE Year 3	Not Honors
Medical Spanish III	Med Spanish III	LOTE Year 3	Not Honors

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type
Adv Jazz Dance	AdvJazz Dance	Dance (Advanced)	Not Honors
AP Art History	AP Art History	Visual Arts (Advanced)	AP
AP Studio Art: 2-D Design	AP Studio Art	Visual Arts (Advanced)	AP
AP Studio Art: Drawing	AP Drawing	Visual Arts (Advanced)	AP
Aria	Aria	Music (Intro)	Not Honors
Intro to Art and Design	Intro Art & Dsg	Visual Arts (Intro)	Not Honors
Ballet I-II, 1,2	BALLET I-II	Dance (Intro)	Not Honors
Ceramics I	Ceramics I	Visual Arts (Intro)	Not Honors
Ceramics II	Ceramics II	Visual Arts (Advanced)	Not Honors
Chorale Ensemble	Chorale Ensem	Music	Not Honors
Commercial Photography (ROP)	Com Photo ROP	Arts, Media and Entertainment (Capstone)	Not Honors
Concert Band	Concert Band	Music (Intro)	Not Honors
Dance Technique I-II	Dance Tech I-II	Dance (Intro)	Not Honors
Drawing and Painting	Drawing	Visual Arts (Intermediate)	Not Honors
Express Dance 1,2	Express Dance	Dance (Intro)	Not Honors
Fashion Design	Fashion Design	Visual Arts (Intro)	Not Honors

Film Analysis and Filmmaking	Film/Film Analysis	Arts, Media and Entertainment (Concentrator)	Not Honors
Global Art	Global Art	Visual Arts (Intro)	Not Honors
Graphic Design	Graphic Design	Visual Arts (Intro)	Not Honors
Honors Jazz Choir	H Jazz Choir	Music	H
Honors Theatre IV (H)	H Theatre IV	Theater Arts (Advanced)	H
Introduction to Engineering Design 1, 2 (PLTW)	Intro Design (PLTW)	Visual Arts (Concentrator)	Not Honors
Jazz Ensemble	Jazz Ensemble	Music (Intro)	Not Honors
Jewelry: design and Creation	Jewelry	Visual Arts (Intro)	Not Honors
Madrigals (H)	H Madrigals	Music (Intro)	Honors
Men's Ensemble	Men's Ensem	Music (Intro)	Not Honors
Digital Art and Multimedia	Digital Art	Visual Arts (Intro)	Not Honors
Intermediate Stage Technology (ROP)	Stg Tech ROP	Arts, Media and Entertainment (Capstone)	Not Honors
Photography	Photo I	Visual Arts (Intro)	Not Honors
Photography II	Photo II	Visual Arts (Advanced)	Not Honors
Digital Photography	Digital Photography	Arts, Media and Entertainment (Concentrator)	Not Honors
Stage Technology	Stage Tech ROP	Arts, Media and Entertainment (Concentrator)	Not Honors
Stage Band	Stage Band	Music (Intro)	Not Honors
Stage Design and Production	Stg DesProd ROP	Arts, Media and Entertainment (Capstone)	Not Honors

Symphonic Band	Symphonic Band	Music (Intro)	Not Honors
Theatre I - Performance	Theatre I	Theater Arts (Intro)	Not Honors
Theatre I - Technical	Tech Theatre I	Theater Arts (Intro)	Not Honors
Drama I	Drama	Theater Arts (Intro)	Not Honors
Theatre II - Design	Theatre II Dsgn	Theater Arts (Intro)	Not Honors
Theatre III	Theatre III	Theater Arts (Advanced)	Not Honors
Theatre IV	Theatre IV	Theater Arts (Advanced)	Honors
Video Production	Video Production	Arts, Media and Entertainment (Concentrator)	Not Honors
Web Design	Web Design	Visual Arts	Not Honors
Wind Ensemble (H)	H Wind Ensemble	Music (Intro)	Not Honors

g - Elective - 1 year required
One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type
Advanced Multimedia and Film/Video Production	Adv Video Production	Arts, Media and Entertainment (Capstone)	Non Honors
American Studies	American Studies	History/Social Studies	Non Honors
AP Macroeconomics	AP MacroEcon	History / Social Science	AP
AP Microeconomics	AP MicroEcon	History / Social Science	AP
AP Psychology	AP Psychology	History / Social Science	AP
AP Research	AP Research	Interdisciplinary	AP
Astronomy	Astronomy	Science-Physical	Not Honors
Auto Technology I-IV	Auto Tech	Transportation (Concentrator and Capstone)	Not Honors
AVID 12	AVID 12	Interdisciplinary	Not Honors
AVID 11	AVID 11	Interdisciplinary	Not Honors
AVID 10	AVID 10	Interdisciplinary	Not Honors
AVID 9	AVID 9	Interdisciplinary	Not Honors
Construction 1, 2	Construction 1, 2	Building and Construction Trades (Concentrator and Capstone)	Not Honors
Study of Modern Craftsmanship and Infrastructure (BITA 2)	Craft n Infra	Interdisciplinary	Not Honors

Business and Marketing	Marketing	Interdisciplinary	Not Honors
Education 1 & Education 2	Education	Education, Child Development and Family Services (Concentrator and Capstone)	Not Honors
Civil Rights and Contemporary Issues	Civil Rights	History / Social Science	Not Honors
Computer Science Essentials	Comp Sci Essen	Information and Communication Technologies (Concentrator)	Not Honors
Criminal Scene Investigation (ROP)	CSI l ROP	History/Social Science	Not Honors
Criminal Justice - Law Enforcement Services (ROP)	Crim Just ROP	History/Social Science	Non Honors
Economics	Economics	History / Social Science	Not Honors
Event Planning (ROP)	Event Plan ROP	Interdisciplinary	Not Honors
Healthcare Occupations (ROP)	HealthC Occ ROP	Health Science/Med. Tech (Concentrator)	Not Honors
Heating, Ventilation and Air Conditioning Systems (ROP)	HVAC 1, 2	Building and Construction Trades (Concentrator and Capstone)	Not Honors
Introduction to Business	IntroBusiness	Interdisciplinary	Not Honors
Journalism	Journalism	English	Not Honors
Journalism: Production/ Management	Jourl:Prod/Mang	English	Not Honors

Leadership	Std Leadership	Interdisciplinary	Not Honors
Medical Assisting Foundations/Prep Therapy - Med OFC ROP	MedAsstFnd ROP	Health Science/Med. Tech (Capstone)	Not Honors
(PLTW) Aerospace Engineering	Aerospace Eng	Interdisciplinary	Non Honors
(PLTW) Computer Integrated Manufacturing	CompIntManufact	Other	Not Honors
(PLTW) Digital Electronics	Digital Electronics	Interdisciplinary	Not Honors
(PLTW) Introduction to Engineering Design	IntEngDsgnPLTW	Engineering & Architecture (Concentrator)	Not Honors
(PLTW) Principles of Engineering	PrinEngineering 1 PrinEngineering 2	Engineering & Architecture (Capstone)	Not Honors
Psychology	Psychology/Socio	History / Social Science	Not Honors
Sociology	Psych/Socio	History / Social Science	Not Honors
Sports Medicine, Sports Medicine 2 (ROP)	Sports Med ROP	Health Science/Med. Tech (Concentrator and Capstone)	Not Honors
Welding Technology I, II	Weld Tech I, II	Building and Construction Trades (Concentrator and Capstone)	Not Honors

ACADEMIC POLICIES

Course Placement & Load Requirement - Students will be placed in courses based on their academic goals, interests and abilities as expressed in their four-year plan. This plan will be developed by the counselor with input from the students and parents. All students must be enrolled in six classes at all times. ROP and one college class qualify as an enrolled class. 11th and 12th graders may take Work Experience as one enrolled class. Seniors who have submitted a waiver and fulfilled the requirements of AB 1012, may be allowed to have 5 classes.

Grade Level Classification - Students are expected to complete their high school education in four years (eight semesters). Students advance to the next grade level classification by completing the required number of credits and passing the appropriate subject area courses for the grade level. Students who do not complete the credit and course requirements fall behind in progress toward graduation. In this case, students may be required to make up classes during the summer, through Night School (offered three times during the school year after school) or may be administratively transferred to another school. Unit requirement: Freshman – 0 to 60; Sophomore – 61 to 120; Junior – 121 to 180; Senior 181 to 230 (or more). To be eligible to participate in the Commencement ceremony and to receive a high school diploma, a senior must be enrolled in and regularly attending a full schedule of at least five classes on the UHS campus (except as noted above) during all eighteen weeks of their final semester of attendance.

Course of Study for Homeless, Foster, Migratory, Military and Juvenile Court Students:
For purposes of granting exemptions to local graduation requirements, a pupil in foster care, as defined in Education Code section 51225.2(a)(1), who transfers between schools any time after the completion of the pupil's second year of high school is exempted from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the school district makes a finding that the pupil is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school. The exemption from local graduation requirements applies to foster youth who have been removed from their home and former juvenile court school pupils. Existing law requires districts to allow these students to remain in school for a fifth year if the district determines that the student is reasonably able to complete the local graduation requirements within the fifth year. (AB216, AB 1806, AB2121) The Superintendent or designee may waive district policies or rules when necessary to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, or on-time graduation of children of military families, in accordance with the Interstate Compact on Educational Opportunity for Military Children as ratified in Education Code 49700-49704.

Physical Education Requirement - Students are required to pass two years (four semesters) of physical education (or the equivalent such as Athletic PE, Dance, Band) as a condition for graduation. Physical Education requires that students dress appropriately and be physically active every school day. A note from a physician is required if a student is unable to participate for more than three days. A waiver or modification of this graduation requirement, based on serious illness or disability, requires a letter from a physician. The physician's note must indicate the specific activities that are allowed, those activities not allowed, and duration of the excuse. A parent note is not sufficient.

Student-Initiated Program Changes - Changes will not be considered for teacher or period. Because program changes may adversely affect a student's grade, program schedule, and academic progress, they are strongly discouraged once a new semester begins. Student-initiated program change requests for elective courses will be considered in the Counseling Office prior to the beginning of each semester and up to the end of the 10th day of class. Student-initiated requests to change levels to or from honors or AP courses may be considered in the Counseling Office prior to the beginning of each semester and up to the end of the first quarter. Changes will only be considered with Administrative approval where space is available and subject to other master schedule constraints. If a student alleges a conflict with a teacher, consideration for a change may occur following a conference with the teacher, counselor and/or administrator, parent, and student.

Transfer of Grade - When a student changes classes, the student's grade percentage in the withdrawing class will be sent to the receiving class for calculation into the student's grade. A

"Transfer Grade" email will be initiated by the counselor or administrator making the course change and completed by the withdrawing teacher to inform the receiving teacher of the transfer grade. The new teacher is the teacher of record, will issue the student's final grade, and will make the final determination about weight given to any work previously completed or grade earned.

Recording Changes on Transcripts and Official Records - Withdrawals from a course, without the addition of a same or similar course, following the 7th week, or thirty-five (35) instructional days, will be reflected on the student's transcript. A withdrawal will result in a loss of credit and a grade of Withdraw Pass (WP) if the student is passing at the time of the withdrawal, or a grade of Withdraw Fail (WF) if the student is failing at the time of the withdrawal. The teacher of the class being withdrawn will complete a "Withdrawal Grade" form. A WP will not be calculated into the GPA, but a WF will be included in the GPA. A student can not withdraw from a course after the end of the first and third quarters of each semester.

Late enrollment without Transfer Grades - Consistent with our emphasis on the importance of school attendance and the need to establish a minimum amount of enrollment time to earn the standard credit for any course, late enrollment is defined as any new enrollment that occurs less than twenty (20) instructional days before the end of any semester. A student enrolling in a course with less than twenty (20) days remaining in the semester, with no previous enrollment in a similar course may receive a "No Mark" (NM) and no credit. A grade and credit will not be automatically assigned. The Counseling Department will notify the teachers of the student's late enrollment. Following a conference with the teacher, the student may contract with the classroom teacher for an appropriate amount of make-up work and required examinations to be completed within an agreed-upon timeline so that grades and credits may be earned. The feasibility of make-up work will be determined by the teacher at the time of enrollment, depending on the nature of the course and time missed.

Authority of Teachers and Administration - The teachers, counselors, and administration, reserve the right to recommend a schedule change based on a student's academic progress or academic needs and to maintain the master schedule according to district, state, and school requirements.

Student Records - Upland High School and the Upland Unified School District maintain student records for the purpose of assisting students with academic planning. Parents have the right to inspect and review these records and to question the accuracy and substantiation of any and all such records, files, and data. All records will be made available for your review at a mutually convenient time during the regular school day. A minimum of a 2-day notice is required for this purpose. At the beginning of the school year or during testing periods additional time may be required prior to record inspection. *Contact the school Registrar for more information about student records at extension 35308.*

Home Hospital Placement - If a student is absent because of illness for three weeks or more, a home teacher may be requested from the School Nurse. Verification by a physician of the need for a home teacher will be required before services will be approved.

Long term Independent Study - Independent study is an alternative instructional strategy; not an alternative curriculum. Students who participate in independent study may take the same courses as students in regular classes and teachers are required to follow the district-adopted curriculum. In independent study, a student is guided by a credentialed teacher but usually does not take classes with other students every day. Enrollment in only one independent study class is permitted at a time. Requirements for enrollment include agreement in advance by the student, his/her counselor, the parent, the supervising teacher, and the Principal (or designee). Independent study students work independently, according to the written agreement. Students may not enroll in off-campus

independent study programs while also enrolled at UHS. Credit will not be awarded unless the contract has been approved before the student begins Independent Study course. The purpose of independent study is to provide an alternative education program and setting for students. Independent study programs are voluntary. Independent study is outlined in California *Education Code* (*EC*) sections 51745–51749.3 and *California Code of Regulations,* Title 5 (5 *CCR*) sections 11700–11705. Independent Study requires the approval of the Alternative Placement Committee (prior to the end of the 3rd week in April).

Short Term Independent Study - If a student needs to miss school due to illness, travel, or other personal reasons during the academic year, they may be eligible for Short Term Independent Study (Education Code 51745). This allows students to stay on track academically while away from school. The process is as follows:

1. **Request Initiation**
   The student must request Short Term Independent Study through the Counseling Office *before* their planned absence begins.

2. **Administrative Approval**
   The request must be reviewed and approved by the Assistant Principal.

3. **Teacher Assignment Preparation**
   Once approved, teachers complete the assignments section of the independent study form, outlining the work the student is expected to complete during their absence.

4. **Student Completes Work**
   The student is responsible for completing the assigned work during their time away from school.

5. **Return of Completed Work**
   Upon returning to school, the student must submit all completed assignments directly to their teachers.

6. **Teacher Review and Sign-Off**
   Teachers review the work. If it is satisfactorily completed, they will sign off on the form.

7. **Final Counselor Check-In**
   The student then returns the signed form to their counselor, who will:

   - Verify completion,
   - Initial the form,
   - Provide a copy to the student,
   - And send a copy to the Attendance Office.

The length of short term independent study must be a minimum of five school days to a maximum of ten school days. Short term independent study for travel may not begin before the beginning of the regular school year and must be completed before the beginning of the final examination period for the semester during which the independent study is assigned. To qualify for credit in short term independent study, the student must satisfactorily complete work for a minimum of four class subjects (periods).

Withdrawal from School - Whenever possible, students should complete the semester before moving to a new school. Please note that UHS does not grant credit for partially completed courses at UHS or other schools. Students who move out of Upland Unified School District or enroll in other programs (such as Hillside High School or full-time Independent Study) shall follow the following procedures: The student should check out with each teacher on his/her last day of attendance. The Registrar will contact teachers for final withdrawal grades. Teachers will issue progress grades. The student's parent or guardian must request withdrawal and provide information about where the

student will next be enrolled in school if the student is under 18 years of age. All class materials, textbooks, library books, uniforms, and other school property must be returned and school charges must be paid before transcripts or school records will be sent to the new school. Any school district or private school whose real or personal property has been willfully cut, defaced or otherwise injured, or whose property is loaned to a pupil willfully not returned upon demand of an employee of the district or private school authorized to make the demand may, after affording the pupil his or her due process rights (notification), withhold the grades, diploma and transcripts of the pupil responsible for the damage until the pupil's parent or guardian has paid for the damages (EC 48904). *See your counselor for more information.*

Work Permits and Work Experience - Any individual under the age of 18 who has not graduated from high school must hold a valid work permit in order to be employed. All minors living within the Upland Unified School District boundaries may obtain a work permit at Upland High School. Work permits are issued at the Career Center when school is in session. During the summer, work permit applications and work permits may be obtained from the Registrar at Upland High School. Work permits are only issued to students who are enrolled in and actively attending school. Eligible students may also earn high school credits for their paid jobs by enrolling in the Work Experience Education program. *See your counselor, the Work Experience teacher or visit the Career Center for more information.*

PROGRAM DESCRIPTIONS

Academy of Engineering and Architecture Pathway
Acknowledging that the United States has a shortage of students in the fields of Science, Technology, Engineering, and Mathematics, the Upland Engineering and Architecture Pathway has been created to attract and help students prepare to enter college or a career in one of these fields. Students will be engaged in a relevant, hands-on curriculum, using industry standard computer software and practices. Guest speakers, field trips, job shadowing, and internship opportunities will aid the student in making decisions regarding their future educational and career choices.

Health Science Pathway
Students interested in learning more about health careers are encouraged to take a pathway of courses that will incorporate the preparatory skills and knowledge to pursue post high school education in pre-medical or scientific research. These courses incorporate standards-based instruction, laboratory experiences, professional seminars, projects, and field trips. Some of the courses are Health Occupations, Biology (Medical), Anatomy, Biochemistry, AP Biology and Medical Assisting.

Arts, Media and Entertainment Pathway
The Digital Media Arts Academy integrates visual arts with technology for those interested in a career in Media, Music, Theatre, Dance, Communication, Film, Television, Web Design, Multimedia and Graphic Design. Students in the video and TV production have access to a new state of the art production studio for producing and airing their work. Students in the academy will be members of a cohort that are enrolled in courses that integrate cross-curricular content such as English, History,

and Science with their career interest. Through partnerships with colleges and the professional industry the Arts, Media and Entertainment Academy prepares students for transitioning to college and/or a career. Students, while preparing for college and career, are provided opportunities to reinforce their skills through work-based learning in local businesses.

Computer Science Pathway
The new Computer Science Pathway offers a variety of courses that allows students to intellectually, emotionally and socially explore the challenges of STEM career files and the technical changes taking place currently both locally and globally and how these changes can and will affect their future both educationally and their employability. The course offerings are Project Lead the Way (PLTW) Computer Science Essentials, PLTW AP Computer Science Principles, AP Computer Science JAVA and PLTW Cybersecurity.

Advancement Via Individual Determination (AVID)
AVID is a college readiness program that is designed to increase school-wide learning and performance. It uses research based methods of effective instruction and an effective student support system to focus on the least served students in the academic middle. Selected students must complete a prescribed course of study and maintain satisfactory academic achievement.

Honors & Advanced Placement - Honors (H) and Advanced Placement (AP) courses provide opportunities for students to challenge themselves with rigorous curriculum and pursue a subject interest in deeper depth and breadth. Taking these courses requires greater time management skills and effective study habits to ensure success. Often the assignments are challenging and unique, and may have co-curricular requirements. Student-initiated requests to change levels to or from honors or AP courses will be considered in the Counseling Office prior to the beginning of each semester and up to the end of the first quarter. AP courses offer students a college level learning experience. Students enrolled in AP courses are strongly encouraged to take the AP exam. These exams are administered on campus in May and offer the student an opportunity to earn college credit while in high school. There is a fee for each exam, which covers the costs of administration and grading. Students will sign up for the AP Exams online and there is a process to request a fee waiver at that time.

English Language Development - Upland High School recognizes that students entering Upland High School with little or no English proficiency may need an extended period of time to develop sufficient English skills to master the high school curriculum. Courses in English Language Development Intensive English are offered to English Learners (EL) students identified by their scores on the California English Language Development Test (CELDT) The District is to place each student in an age-appropriate educational setting (i.e. in the grade level of the majority of students who are his/her chronological age). Students who do not complete the requirements for graduation by age eighteen are eligible to continue their education in adult education or community college and may not be eligible for a diploma from Upland High School.

Regional Occupation Program (ROP) - The Career Center has information about Baldy View ROP. Baldy View ROP offers students a wide variety of occupational classes on the UHS campus and at other locations. Through enrollment in ROP classes, UHS students have the opportunity to learn entry-level job skills, earn high school credits, receive assistance in job placement, and develop attitudes and knowledge, which are essential in the world of work. Approximately forty classes are held at job sites such as banks, hospitals, restaurants, dental offices, travel agencies, department stores, and high school campuses. *See your counselor or visit the Career Center for more information.*

Alternative Education

Students who experience academic or personal difficulties or unique schedule constraints may be recommended to the district Alternative Placement Committee for a placement or schedule review. Available academic alternatives are adult education, independent study, online instruction, summer school, and placement at Hillside Alternative High School. Placement in alternative education requires a referral from the counseling department and must be approved by the district committee or site administrator.

Special Education Placement - All students, including those with exceptional needs, age 3 to 21 years, have a right to a free, appropriate public education. A student who has been determined to be eligible for Special Education will be placed in classes at an Individual Education Plan meeting. Participants will include the student, parent or guardian, case carrier, and administrator. Any parent who thinks that his/her child might be eligible for special education services may request assessment by a school Student Study Team. In addition to annual reviews of Individual Education Plans (IEP), students may receive small group instruction with specially certified instructors, collaborative assistance within core courses, or modifications and accommodations to instruction or curriculum. (EC 56341, EC 56040).

Graduation Requirement: Four Years of English at UHS

At Upland High School (UHS), all students are required to complete four years of English to graduate. However, certain students may fulfill this requirement through alternative pathways, such as college credit courses per board policy 6146.11. Below is a list of eligible students who may request to complete the English requirement in alternative ways:

- Students enrolled in Long-Term Independent Study.
- Students enrolled in Home Hospital Schooling.
- Students who transferred into the district from another state or country and have already passed an equivalent English class with credit, and are on track for A-G completion.
- UUSD students who have signed an Early Graduation contract.
- Students who qualify for reduced graduation credits per board policy 6146.1
- U College Academy juniors who have passed AP Language or English 3 or other equivalent English approved class.
- UUSD students who have passed the SBAC for ELA with a "Meets" or "Exceeds" score.

Other Guidelines:

- All students must take English for four years during the regular school year unless they meet one of the exemptions listed above
- The principal may grant additional exemptions on a case-by-case basis.

Concurrent Enrollment - Criteria for students who wish to enroll concurrently in a post secondary institution and receive both college and high school credit.

- Enrolled in a minimum of 5 classes at UHS. If an 11th or 12th grade student has previously passed two Dual Enrollment classes with a C or better, then a college course may count as the student's 6th class. The student would need to show proof of enrollment to their Academic Counselor both semesters
- Special part-time students may enroll in up to 11 units per semester, or the equivalent, in a community college. (cf. 6146.11 - Alternative Credits Toward Graduation)

- Earn 10 high school credits for a semester college course worth 3 or more credits. Earn 5 high school credits for a semester college course worth 1-2 credits.
- College courses that are UC/CSU transferable may be given specific high school subject area credit with prior approval. All other courses will earn elective credit.
- Follow the college guidelines for enrollment.:
    - Submit an application to be a dual enrolled high school student.
    - Receive pre-approval of any college courses each semester by their Academic Counselor, the Assistant Principal of Instructional Services, or the Principal.
    - Once enrolled in a college class, show the Academic Counselor proof of registration.

Chaffey College Dual Enrollment: Any Upland High School student may enroll at Chaffey College through the High School Partnership Program to pursue advanced scholastic or vocational education. Students must apply to Chaffey and submit an HSP form to enroll in classes each semester.

Dr. Loren Sanchez U'College Academy

U'College Academy is an innovative approach to Dual Enrollment that empowers underserved students for higher education success. Students take courses during their high school day through Chaffey College with the goal of earning up to two years of college credit before graduation. Students apply to the program as incoming 9th graders and stay with their cohort throughout their 4 years at UHS.

Tutoring - Tutoring is available in the library at our Homework Center after school Monday/Tuesday/Friday from 3:34-4:30 pm and Wednesday/Thursday from 2:40-3:30. through Friday until 5pm. Tutor.com is available 24/7 to all UUSD students through the Clever login. Students can meet with tutors online in real time or upload assignments for review. Teachers will inform their students when they or other teachers in their department are available to help students before or after school. According to UUSD Board policy, UHS teachers are not allowed to tutor their own students for remuneration during the regular school year or during the summer.

ACADEMIC HONORS AND AWARDS

Student Recognition - Recognition for academic distinction is open to all students at Upland High School. Many prizes, scholarships, and special awards are given each year, and a valedictorian and salutatorian are chosen for each graduating class. Most special awards are given at the end of the

school year. Many academic departments and co-curricular programs hold recognition ceremonies and banquets, and seniors who receive awards are recognized at a senior awards program at the end of the year. Every student is urged to strive for these academic distinctions as well as for recognition by academic departments and co-curricular programs. These awards include:

HEF Awards: Highlander Education Foundations certificates are awarded each semester to students selected individually by teachers who identify students for exceptional effort and performance.

Honor Roll: Honor Roll is awarded at the end of each semester and is based on the total weighted grade point average. To be eligible for this honor, a student's grade point average must fall between 3.5 and 3.94. Should a student feel that they have not received the appropriate acknowledgement for this honor, please the counseling secretary as soon as possible. All efforts will be made to rectify this situation as soon as possible.

Principal's Honor Roll: The Principal's Honor Roll is awarded at the end of each semester and is based on the total weighted grade point average. To be eligible, a student's G.P.A. must be 3.95 or above. Should a student feel that they have not received the appropriate acknowledgement for this honor, please see the counseling secretary as soon as possible. All efforts will be made to rectify this situation as soon as possible.

Honors at Graduation:
Latin Honors Recognition System (beginning with the Class of 2025)
All classes posted on the UHS transcript will be included in the **unweighted GPA calculation,** up to and including the first semester of the students' senior year.

Categories of distinction:

- ***Summa Cum Laude*** - To qualify for summa cum laude, a student must achieve a 3.90 or higher unweighted grade point average on a 4.00 scale.
- ***Magna Cum Laude*** – To qualify for magna cum laude, a student must achieve a 3.70 – 3.89 unweighted grade point average on a 4.00 scale.
- ***Cum Laude*** – To qualify for cum laude, a student must achieve a 3.50 – 3.69 unweighted grade point average on a 4.00 scale.

***"With Honors"* Designation:**
This recognition honors those students who have excelled in Honors, AP, and Dual Enrollment courses. The following Honors distinctions would be added based on the number of (Honors,AP, and Dual Enrollment) semesters a student will have completed through the end of their Senior Year:

Honors recognition	**Semesters of Honors/AP/Dual Enrollment courses recognized as Honors (5.0 scale)**
with ***"Highest Honors"***	24+ semesters
with ***"High Honors"***	16-23 semesters
with ***"Honors"***	8–15 semesters
with ***"Distinction"***	5 – 7 semesters

Notes: Students must have a minimum 3.5 unweighted GPA to qualify for any of the above Honor levels. Courses completed by the end of the third quarter of senior year shall be counted (as if completed). Students who have not taken any Honors, AP, or Dual Enrollment courses, but did meet one of the Cum Laude unweighted GPA benchmarks would still receive the Cum Laude distinctions.

Valedictorian and Salutatorian

The principal and assistant principals, and no other staff, will convene as a committee during the spring semester to determine the valedictorian and salutatorian utilizing the following criteria:

- Candidates must have attended UHS for grades 10 through 12.
- Candidates must have earned the distinctions of Summa Cum Laude with Highest Honors to be considered. Candidates will be considered if they fall below a 4.0 in AP and/or Honors courses over the 24.
- The valedictorian and salutatorian of the class will then be determined utilizing the following final criteria:
    - The student with the highest **weighted Academic Grade Point Average,** grades 9 through 12, will be named UHS Valedictorian. The student with the second highest weighted Academic Grade Point Average, grades 9 through 12, will be named UHS Salutatorian.
    - In the event of ties, there will be more than one valedictorian and/or more than one salutatorian.

Principal's Academic Award of Excellence: Students who meet the following criteria will be recognized with the Principal's Honor Award utilizing the following criteria:

Candidates must have attended UHS for grades 10 through 12

Candidates must have an unweighted Total Grade Point Average of 3.5

Candidates must have completed a minimum of 24 semesters of Advanced Placement and/or Honors. Courses completed by the end of the third quarter of senior year shall be counted (as if completed) towards the minimum 24.

Junior Honor Attendants: Thirty members of the junior class serve as honor attendants at commencement. Students who have earned this honor are those with the highest weighted academic grade point average in their class for grades 9, 10, and first semester of the 11th grade. Participants must attend all required meetings and rehearsals and observe a specified dress code at commencement.

California Scholarship Federation: The California Scholarship Federation is a statewide organization with a local chapter at Upland High School. All rules and regulations are established and determined by the California Scholarship Federation. The purpose of the California Scholarship Federation is to foster high standards of scholarship, service, and citizenship in senior high schools of California. California Scholarship Federation is an honor society recognizing the high academic qualifications of students of chartered high schools. Membership is for the semester following the one in which the qualifying grades were earned. Membership is for one semester only, but may be renewed in each semester following one in which the student has met the requirements. In order to become a member, the student must submit an application during a designated enrollment period at the beginning of a semester. Semester membership is by application only and is NOT automatic. Retroactive membership will not be granted to students who fail to take the opportunity to become members. *Eligibility is based on a formula for selected classes only.* Qualifying grades and at least seven points are required in three *specified* academic classes in addition to qualifying grades and at least three points in other specified classes. A grade of D or F in any class disqualifies the student for

that semester. See the CSF advisor or your counselor for specific information. If you have questions about qualifying classes, please consult the CSF advisor *before* enrolling in classes. Life membership in CSF is granted to students who earn membership for 4 semesters beginning with the first semester report card of a student's 10th grade year, and it must include at least one semester's grades during the student's senior year. Life members wear a gold tassel at commencement. They are identified in the commencement program and march at the head of the graduating class *if they have completed all of the service hours required by CSF***.** 100 percent membership is at the end of senior year to uhs students who have been members during all six semesters of tenth, eleventh, and twelfth grades.

National Honor Society*:* NHS is an organization designed to create enthusiasm for scholarship, stimulate a desire to render service, promote leadership, and develop character. A GPA of at least 3.75 and an application are required for consideration for membership. Not all applicants will be chosen for membership. Students who need information about the selection process should see the faculty advisor.

The Highlander Award*:* The Highlander Award will be awarded to the senior student who has contributed significantly to Upland High School. Although the student's academic record must have a minimum of 3.00 GPA, it is the contributions made through extracurricular and service activities that will be reviewed and considered.

University of California Top Nine Percent*:* Eligibility in the Local Context was enacted by the State Legislature in 1999 to offer admission to UC to seniors who are in the top nine percent of their graduating class as determined by UC admissions personnel. UHS submits the transcripts (with parent/guardian permission) of the top ten percent of UHS juniors based on grades earned in grades 9, 10, and 11. UC admissions personnel evaluate the transcripts and course pattern to identify the top four percent who have met UC admissions requirements. UC notifies the students directly if they are selected for Eligibility in the Local Context. SAT and ACT scores are not considered by the ELC program. Students selected are not guaranteed admission to a particular campus, but they are guaranteed admission to one UC campus.For more information, please open the following link:

Outstanding Seniors*:* Two Outstanding Seniors will be chosen from each graduating class and announced at the Senior Awards Program at the end of the second semester. An outstanding academic record and significant extracurricular and service activities are required for consideration.

Department Awards: Seniors who are outstanding in individual academic departments, student government, service, and athletic competition will also be recognized at the Awards Program, which includes presentation of numerous scholarships, prizes, and recognition by businesses, service organizations, scholarship competitions like National Merit and Bank of America, and the Baseline League.

Advanced Placement International Diploma: The AP International Diploma (APID) is designed for students whose higher education plans include applying to a university outside the United States. It is accepted by Universities worldwide as an indication of a student's readiness for postsecondary work. It is not used for credit or advanced placement in universities outside the United States, and it is not a substitute for a secondary school diploma. The awards are granted as follows:

- **AP Scholars**: Granted to students who receive an average grade of at least 3 or higher on three or more AP Exams
- **AP Scholar with Honors**: Granted to students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams.

- **National AP Scholars**: Granted to students in the United States who receive an average of at least 4 on all AP exams taken, and scores of 4 or higher on eight or more of these exams.

For complete information please go to: http://international.collegeboard.org/programs/apid

Private Awards*:* A number of awards are made by organizations, like the Highlander Educational Foundation, that recognize improvement, achievement and participation, and are given to students in all grades.

Seal of Biliteracy: The Seal of Biliteracy is awarded to graduating seniors who have studied and attained proficiency in two or more languages. The Seal serves as validation of the attainment of biliteracy for students, their potential employers and universities. The seal is recognition of accomplishment that assists in certifying a student's career and college readiness, language diversity, multiculturalism and global citizenship.Students who obtain this award have proven they can proficiently read, write and speak at an academic level in both English and another Language.

Commencement Ceremony - Participation in the commencement ceremony and related activities is a privilege and students must meet all graduation requirements to participate in the ceremony. The principal may deny a student the privilege of participating in graduation and related activities in accordance with school rules, including poor attendance or discipline matters (Board Policy 5127b). In order to participate in commencement ceremonies, each student must wear an unaltered gown in the official school color and tassel with the correct graduation year..

Upland High School wants all Seniors to feel proud of what they have accomplished in high school. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at the student's option, wear a military dress uniform at the ceremony. (Education Code 35183.3) Graduating seniors are permitted to wear the following items: stoles, cords, medals, and pins. Students shall be permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment to the customary ceremonial attire, as long as the adornment does not cause a substantial disruption of, or material interference with, the graduation ceremony. (Education Code 35183.1) Students may decorate their mortar cap in a flat, school appropriate design. Items worn may not have any inappropriate markings, designs or words on them. Each club or organization is responsible for the purchase of items they issue. Any inappropriate items will be confiscated and the student can pick them up at the high school on the following day. Only the following UHS academic recognitions shall be indicated in the graduation program: Valedictorian(s), Salutatorian(s), Latin Honors Recognition System, Principal's Honor Award, Seal of Biliteracy, CSF and NHS qualified members. During the graduation ceremony, a student may be removed from the ceremony for conduct that is disruptive or that poses a risk to safety. (cf. 5144 - Discipline)

COUNSELING DEPARTMENT AND SERVICES
(909) 949-7880 Ext. 317 or 337

Upland High School Counseling Department Mission Statement: *The counselors of Upland High School will provide a safe environment for students to successfully complete high school and assist them in reaching their post-secondary, career and educational goals, while encouraging them to build healthy relationships with peers, parents and staff.*

Students are assigned an academic counselor to assist them with program planning, college and career guidance, and personal and school problems. As an educational advisor, the counselor helps students plan an appropriate program of studies and advises students whenever adjustments in the program are necessary.

Counselors meet with all students at least twice each year to review a student's 4-year academic plan. Parents are invited to make annual appointments to review their student's academic plan and assess their student's progress toward graduation. Students may make an appointment to see their counselor by telephone, email, or in person in the Counseling Office. Counselors welcome communication from parents to ensure a cooperative effort toward the student's education.

In addition to individual student planning and responsive services, counselors provide classroom curriculum and informational parent nights on high school graduation requirements, college preparation and financial aid. .

COUNSELING SERVICES

Counselors - Students are assigned to a counselor when they enroll in Upland High School. Your four-year program of studies at Upland High School should be planned to reflect your interests, needs, aptitudes, and career goals. All students will make a four-year plan with a counselor. The Guidance Office provides the following services to students and parents:

• Enrollment conference for new students
• Academic progress reports
• Information about alternative educational programs
• Parent/student/teacher conferences
• Personal counseling, peer helping, and referrals to community resources
• Referrals to school-based resources, including Student Study Team, School Resource Officer, District Psychological Services, and tutorial services
• Information about college, scholarships and financial aid
• Practice college admissions testing (PSAT)
• National Merit Program
• SAT and ACT program

GRADE 8

• Schedule planning for 9th grade, including academic orientation and registration
• Parent-student orientation night
• Orientation for incoming 9th grade students with a campus tour

GRADE 9

• Schedule planning and preparation for 10th grade registration
• Development of a tentative four-year education plan, including graduation and college entrance requirements
• How to be successful at UHS classroom presentation

Access to small-group meetings with college representatives, college fairs, and information about college visitation days and summer programs

• College Night
• Appropriate testing and interpretation, including college admissions (PSAT 9)

GRADE 10

• Schedule planning and preparation for the 11th grade registration, including college admission requirements and other post-secondary paths

• Review and revision of the four-year plan with students and their parents

Access to small-group meetings with college representatives, college fairs, and information about college visitation days and summer programs

• College Night

• Appropriate testing and interpretation, including college admissions (PSAT), discussion of students AP potential as measured by college board to include more students in AP classes, as well as career and interest inventories or californiacolleges.edu)

• Introduction to Career Center

GRADE 11

• Schedule planning and preparation for 12th grade registration

• Graduation credit check and updating the four-year plan

• Presentation of information about the college admissions process, financial aid, and entrance testing (PSAT, SAT I, SAT II, and ACT)

• Administration of a career interest instrument: californiacolleges.edu

• Presentation of information about vocational paths, programs, and resources

• Access to small-group meetings with college representatives, college fairs, and information about college visitation days and summer programs

• Further utilization of the Career Center, including interest inventories, college selection software and catalogs

• College Night

GRADE 12

• Conferences by counselors to review graduation status (credits) and provide appropriate information for post-high school paths

• Information about college admissions testing (SAT and ACT)

• Assistance with the college/technical school application process, including forms, letters of recommendation, visitations, interviews and financial aid

• Access to meetings and interviews with representatives of the armed services, trade schools, and colleges

• College Night

College - It is important to see your counselor early in your high school career to begin planning for admission to college or university. Your counselor can suggest schools in California and out of state. Students and parents should read catalogs carefully early in the student's high school career to make plans to satisfy all admission requirements. Visiting campuses and talking with admissions officers are essential parts of the college search process. Information is also available in the counseling section of the UHS website.

Career Center - A career technician is available in the Career Center to assist students with career and college searches. The Career Center has computers that students may use to research current college information, occupations, and financial aid information for two and four year colleges and trade and technical schools.Students may access information about the career center on the UHS website. The career technician also helps students find and register for ROP classes.

APPLYING TO COLLEGE

The preparation to attend college begins early in high school. In addition to completing an academically rigorous schedule, students need to become involved in school or community activities that interest them or let them explore career interests.

Your school counselor can answer questions about what classes to take, how to sign up for standardized tests, how to choose and apply to colleges, and how to apply for financial assistance and scholarships. . The counseling department provides classroom presentations and workshops that will assist students and their families in preparing for college and the application process. Check out www.californiacolleges.edu., which suggests some actions you can take as you start thinking about education beyond high school.

Utilize the college search and interest inventory on College Board at www.collegeboard.org to help select schools, programs, and opportunities that best suit your individual interests, talents, and needs.

Prepare for the financial requirements and determine your financial needs by visiting www.fafsa.ed.gov or, www.college.gov or, www.fastweb.com for a list of scholarships. The counseling department's section on the Upland High School's Website provides information regarding college representatives, timelines, visits, workshops, and scholarships.

The following timeline provides general suggestions for students who plan to apply for college. It is important to inform your school counselor of your intent, and seek their advice and direction for specific information to assist and guide you.

Grade 9

- Complete college preparatory courses with good grades. Utilize tutoring or teacher assistance when necessary. An online tutoring resource is www.khanacademy.org. In addition, please refer to the Upland High School's Website for additional suggestions.
- Begin thinking about your career interests and possible majors. Complete an interest inventory or personality profile to help you.
- Begin a resume of your awards, honors, paid or volunteer work, and extracurricular activities. Consider participating in academic enrichment programs, summer workshops, and camps with specialty focuses such as music, arts, and science.

Grade 10

- Meet with your counselor to select appropriate courses. Consider honors or Advanced Placement courses in your areas of interest.
- Continue to investigate your career interests by attending career fairs, job shadowing, or interviewing friends or family. There are several links in the counseling section of Upland High School's Website.
- Begin searching for colleges and universities that have programs that interest you. Get to know the admission requirements and make sure you are taking the right courses to meet them. Register on www.collegeweeklive.com to receive online college updates and visit virtual college fairs.
- Take the PSAT in October.
- Use your summer effectively. Work, volunteer, or take a summer college course.

Grade 11

- Keep your grades high.
- Take the PSAT in October. This test will prepare you for the SAT and may qualify you for the National Merit Scholarship Program.
- Attend a college fair or visit colleges in the local area to help you identify qualities you seek in schools or programs that you would like to attend. Prepare a list of potential colleges to which you'd like to apply.
- Participate in a test preparation workshop or class, if necessary.
- Register for the SAT or ACT in the Spring. Register for the SAT, Register for the ACT
- Get a FSA (Federal Student Aid) ID number to apply for federal or state programs and scholarships. FAFSA Website

Grade 12

- See your counselor to make sure you are on track to graduate and fulfill college admission requirements.
- Complete another SAT and/or ACT in the fall, but no later than December.
- Keep your grades high. Although many universities and colleges will make an admission decision before seeing your senior grades, it is not uncommon for an admission decision to be rescinded following receipt of a final transcript after graduation if grades are not maintained. Keep your grades high!
- Finalize your list of colleges and universities. Notify those people from whom you will need letters of recommendation as soon as possible but no later than October 1.
- Follow all application deadlines and respond to requests for information immediately! Unless you plan to apply for early decision, Cal States and UCs are due by November 30, and most private, independent colleges are due by mid December. Find the CSU application at www2.calstate.edu/applyand the UC application at www.universityofcalifornia.edu and several private schools at www.commonapp.org.
- Complete the Free Application for Federal Student Aid (FAFSA). The application opens October 1st and the deadline to apply is March 1st. Apply for the FAFSA at www.fafsa.ed.gov. Check with the counseling department for local scholarships. Research scholarship opportunities on the Counseling section of the Upland High School Website, in our Career Center, and through your local service organizations.
- Apply to community colleges by February 1st for priority enrollment.
- Visit the colleges to which you have applied. You may visit in person or virtually online. Check with the colleges' admissions office to learn more.
- Contact each school's financial aid office to learn about each school's individual financial aid opportunities. Get to know the financial aid staff early.
- Notify your selected college or university of your intent to enroll by May 1.

ELIGIBILITY REQUIREMENTS FOR THE COLLEGE-BOUND ATHLETE

In addition to a college or university's minimum admission requirements, the college-bound athlete must meet the academic requirements for athletic eligibility.

Strict rules govern the recruiting of high school athletes, and admission to a college or university does not guarantee eligibility for athletic participation. Students who want to participate in college athletics should contact the athletic department of their preferred colleges by the spring of their junior year. At the same time, potential athletes need to register their athletic intent with the appropriate athletic association to begin the process of eligibility.

For more specific information, contact the National Collegiate Athletic Association (NCAA) at www.ncaa.org or the National Association of Intercollegiate Athletics (NAIA) at www.naia.org.

NAIA Eligibility Requirements for Entering Freshmen

(Examples of local NAIA colleges are: Biola, La Sierra, and UC Merced)

An entering freshman student must meet two of the three entry level requirements:

A. Achieve a minimum score on the ACT or 860 on the SAT. Please visit www.naia.org to see the updated criteria.

B. Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.

C. Graduate in the upper half of the student's high school graduating class. This is interpreted to mean the class ranking listed on the student's final high school transcript. High schools that do not rank students may elect to certify that the student has met this requirement.

Beginning with the college freshman class of 2011, students will be required to register and be certified by the NAIA Eligibility Center, even if the student has already registered with the NCAA.

NCAA Eligibility Requirements for Entering Freshmen

(Examples of local NCAA colleges are: Division 1: USC, UCLA, CSU Fullerton, CSU Long Beach, CSU San Diego; Division II: Cal Baptist, Cal State San Bernardino, UC San Diego, Cal State LA, APU, Scripps)

Division I	Division II
16 core courses	16 core courses
4 years English	3 years English
3 years mathematics (algebra I or higher)	2 years mathematics (algebra I or higher)
2 years natural/physical science (1 lab required)	2 years natural/physical science (1 lab required)
2 years social science	2 years social science
1 year additional math, science, English	3 years additional math, science, English
4 years additional from above inc foreign language	4 years additional from above inc foreign language

Note: Beginning 2016, Division I will require 10 core courses completed prior to the 7th semester.

Only core courses are used in the calculation of the grade-point average (The minimum GPA is now a 2.3 or higher) . Upland High School's list of NCAA-approved core courses is updated annually. The current list is available on the Eligibility Center's Web site at www.eligibilitycenter.org

Division I has a sliding scale for test scores and grade-point average. The sliding scale for those requirements is available on the website at www.ncaa.org.

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used for athletic eligibility. The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the **Eligibility Center code of 9999** to make sure the score is reported to the Eligibility Center.

ENGLISH	SOCIAL SCIENCE	MATH
HS ENG I	HS WORLD HIST	HS ALGEBRA I HS ALGEBRA A 1-2 HS ALGEBRA B 1-2
HS ENG II	HS US HIST	HS GEOMETRY
HS ENG III	HS GOVERNMENT & HS ECONOMICS	ALGEBRA A1/2 (.5 MAXIMUM CREDIT) ALGEBRA B1/2 (.5 MAXIMUM CREDIT)
HS ENG IV	AMERICAN STUDIES	ALGEBRA I
HS CREATIVE WRITING	AP EUROPEAN HISTORY	GEOMETRY H GEOMETRY
ENGLISH I H ENGLISH I	AP HUMAN GEO.	ALGEBRA II H ALGEBRA II
ENGLISH II H ENGLISH II	GOVERNMENT & ECONOMICS AP GOV & AP GOV/COMP. AP MICRO/AP MACRO ECONOMICS	PRE-CALCULUS AP PRE-CALCULUS MATH ANALYSIS H MATH ANALYSIS
ENGLISH III H ENGLISH III	US HISTORY AP US HISTORY	AP CALCULUS AB
CSUSB ENGLISH III	CSUSB US HISTORY	
AP LANG COMP	CIVIL RIGHTS	AP CALCULUS BC
AP LITERATURE	PSYCHOLOGY/SOCIOLOGY AP PSYCHOLOGY	PROBABILITY & STATISTICS AP PROBABILITY & STATISTICS
CSUSB ENGLISH IV	CSUSB GOVERNMENT CSUSB ECONOMICS	
ERWC (ENGLISH IV)	AP GOVERNMENT	

CREATIVE WRITING	WORLD HIST./CULTURE AP WORLD HIST./CULTURE H WORLD HISTORY	
	GEOGRAPHY 1-2	

NATURAL/PHYSICAL SCIENCE	**LAB**	**WORLD LANGUAGE, COMPARATIVE RELIGION & PHILOSOPHY**
ANATOMY/PHYSIOLOGY	X	AP CHINESE lV
AP BIOLOGY	X	AP FRENCH lV
AP CHEMISTRY	X	AP SPANISH lV
AP ENVIRONMENTAL SCIENCE	X	CHINESE 1
AP PHYSICS 1	X	CHINESE ll
AP PHYSICS C	X	CHINESE lll
ASTRONOMY	X	FRENCH l
BIOLOGY	X	FRENCH ll
CHEMISTRY	X	FRENCH lll
EARTH SPACE SCIENCE	X	H CHINESE lll
FIELD BIOLOGY	X	MEDICAL SPANISH lll
H ANATOMY/PHYSIOLOGY	X	SPANISH FOR SPANISH SPEAKERS
H BIOLOGY	X	SPANISH l
H CHEMISTRY	X	SPANISH ll
OCEONOGRAPY	X	SPANISH lll
PHYCISC	X	
ZOOLOGY/BOTONY	X	

NCAA-approved Core Course List 2024-2025

MENTAL HEALTH RESOURCES

Mental health problems can be very common. In fact, an estimated 50% of all Americans will experience a mental health challenge at some point in their lifetime. Upland Unified School District recognizes that our students experience mental health issues and seeks to promote their emotional, psychological, and social well-being.

HOW TO GET SUPPORT AND ACCESS SERVICES

- Discuss your concerns with your child's school counselor, psychologist, nurse, or administrator.
- Contact the UUSD Counseling Center 909-949-6526 or 909-949-1070
    - UUSD Counseling Center (brochure)
    - UUSD Counseling Center - Español (brochure)

- Contact your health insurance provider to find out what services are covered and how to obtain a referral.

CRISIS COUNSELING SERVICES

San Bernardino County Community Crisis Response Team (CCRT)	909-458-1517 909-535-1316 (afterhours)	**San Bernardino County Mental Health Services- Crisis Walk-In Clinic (M-F 8am-10pm/ Sat 8-5pm) (All ages)**	850 E. Foothill Blvd, Rialto, CA 909-421-9495
San Bernardino County Merrill Center- 24hr Crisis Stabilization Unit (13 years and older)	14677 Merrill Ave, Fontana, CA 951-643-2340	**Canyon Ridge Hospital (13 years and older)**	5353 G Street, Chino, CA 909-590-3700
Crisis Text Line 24/7 crisis support	Text HOME to 741741	**Loma Linda University Behavioral Medicine Center (All ages)**	1710 Barton Road, Redlands, CA 909-558-9344
National Suicide Prevention Lifeline	800-273-8255 800-273-TALK	**Project Sister Family Services**	909-626-HELP (4357) 24 Hour Rape Crisis Hotline 909-623-1619 or 626-915-2535 Counseling services for sexual assault and child abuse survivors
	Child Abuse	**San Bernardino Sexual**	800-656-4673

San Bernardino County Children & Family Services	Hotline 1-800-827-8724	**Assault Services**	(National Toll Free Number) 909-885-8884 (Inland Empire) Both numbers 24 hr hotlines
TEEN Line A hotline staffed by teens, offers active listening, crisis intervention, and resources.	1-800-TLC-TEEN (852-8336)	**Trevor Life Line A national 24-hour confidential suicide hotline for LGBTQ youth**	866-488-7386

COMMUNITY COUNSELING SERVICES

Mental Health Systems-One Stop TAY Center	316 East E St., Ontario, CA 909-983-4466	**Samaritan Counseling Center**	1126 W. Foothill Blvd., Upland, CA 909-985-0513
South Coast Community Services	1-877-527-7227	**University of Phoenix**	3110 E. Guasti Road, Ontario, CA 909-472-3798
West End Family Counseling Services	855 N. Euclid Ave., Ontario, CA 909-983-2020		

ALCOHOL & DRUG REFERRALS

Dept. Behavioral Health, Substance Use Disorder and Recovery Services
Screening, Assessment & Referral Center (SARC)
2940 Inland Empire Blvd., Ontario, CA
909-458-1376

Substance Abuse and Mental Health Services Administration SAMHSA
National Helpline 1-800-662-HELP (4357)

UPLAND HIGH SCHOOL



Course Catalog
Subject to Availability

UPLAND UNIFIED SCHOOL DISTRICT

COURSE DESCRIPTIONS

ENGLISH Graduation Requirement: 40 Credits

English I 10 Credits UC/CSU: B Grade level: 9
Freshman students receive a literature-based program that includes core works such as *To Kill a Mockingbird, Romeo and Juliet, The Odyssey,* and selected short stories, poetry, and speeches. There is an intensive study of the writing process that focuses on expository writing and literary analysis.

H English I 10 Credits UC/CSU: B Grade level: 9
This course begins with accelerated expository writing. In addition to the core literature, honors students will examine extended literature and write expository essays, research projects, and prepare oral presentations. Students are expected to complete an assignment during the summer preceding enrollment.

Lit/Comp SDAIE 10 Credits UC/CSU: B Grade level: 9-12
Placement by EL Coordinator and CELDT scores
Intermediate or advanced English Learners may complete this intensive English course that includes the core literary works with an emphasis on vocabulary acquisition, reading, and writing. This course meets the university ESL requirement for one year of English and identified students may take this course at any grade level.

English Language Development 1-3 20 Credits UC/CSU: No Grade level: 9-12
Placement by EL Coordinator and CELDT scores
Repeatable for credit
Designed for identified English Learners, this 2-period block course provides intensive language study that enhances listening, speaking, reading, and writing skills. Only 10 credits will be applied to the English requirement for graduation.

English II 10 Credits UC/CSU: B Grade level: 10
Sophomore students will focus on selected literature and non-fiction to integrate reading, writing, listening, speaking, and critical thinking skills. Students will learn literary terms while reading short stories, poetry, and essays, as well as core literature such as *Julius Caesar, Lord of the Flies, Oedipus the King, The Sunflower, I Know Why the Caged Bird Sings, 12 Angry Men and Of Mice and Men.*
Writing assignments will include a research paper and will emphasize prewriting, drafting; correct grammar and advanced vocabulary will be expected.

H English II 10 Credits UC/CSU: B Grade level: 10
Honors English II is a rigorous college preparatory course. The curriculum samples major schools of thought in western civilization, world literature, and philosophy. Students will become critical thinkers, proficient communicators, and analytic writers through a variety of writing assignments, thematic units, and collaborative projects. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

English III 10 Credits UC/CSU: B Grade level: 11
Junior students will complete a survey of American literature concurrent with their study of American history. Critical thinking and analytical writing skills, which include literary interpretation, argumentation, and sensory writing, will be fostered through the analysis of passages from literature and literary nonfiction. Students will practice on-demand, timed writings to prepare for the Early Assessment Program of the California State Universities.

CSUSB English III 10 Credits UC/CSU: B Honors Grade level: 11
Offered as a weighted course with university-level rigor, CSUSB English III allows students to earn college credit for CSUSB's ENG 1200 (Multi-Ethnic American Literature) while completing their high school English requirement. Integrating major schools of thought, philosophy, and historical context, this course surveys American literature with a dedicated emphasis on works produced by African American, Asian American, Chicanx/Latinx, and Native American writers. Students will refine their critical thinking, argumentation, and literary interpretation skills through complex analytical writing, timed writing exercises, collaborative projects, and close text analysis. There is no summer assignment. It is recommended that students have a C or higher in English II.

HS English III 10 Credits UC/CSU: No Grade level: 11
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

AP Language & Composition 10 Credits UC/CSU: B Honors Grade level: 11
This is an Advanced Placement college-level course that requires a rigorous level of writing and analysis. The course concentrates on developing expository writing through analysis of American literature and expository nonfiction. Students will practice rhetorical strategies, develop analytical thinking skills, and prepare to successfully complete the Advanced Placement exam in Language & Composition in May. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

CSUSB English IV 10 Credits UC/CSU: B Honors Grade level: 12
Offered as a weighted course with university-level rigor, CSUSB English IV allows seniors to earn college credit for CSUSB's ENG 1700 (Studies in Literature and Creative Writing) while mastering advanced college-preparatory literacy skills. Blending the analytical rigor of Expository Reading and Writing (ERWC) with creative expression, students examine and produce a diverse array of text forms—including rhetorical essays, speeches, fiction, creative nonfiction, poetry, and drama. Through critical reading methodologies, analytical essay writing, and creative composition across various media contexts, students strengthen their expository reading and writing proficiency to ensure complete readiness for university-level academics. There is no summer assignment. It is recommended that students have a C or higher in English IV.

English IV ERWC 10 Credits UC/CSU: B Grade level: 12
Senior students who seek to improve their expository reading and writing skills will utilize a compilation of rhetorical literature, essays, speeches, and other writings to write critical and analytical essays. This course was developed by the California State Universities to prepare students to successfully pass the English Placement Test and Subject AWPE exams that are required for enrollment at the universities.

HS English IV 10 Credits UC/CSU: No Grade level 12
Placement by IEP and case carrier recommendation only

Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

AP English Literature 10 Credits UC/CSU: B Honors Grade level: 12
Advanced Placement English Literature is a college level course that requires intensive analysis of literature and multiple genres of writing. Students will read extensive works in British literature including, but not limited to, the works of Shakespeare, *Heart of Darkness and Frankenstein.* Students will prepare to successfully complete the Advanced Placement exam in English Literature in May. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

English 9 – READ 180 10 Credits UC/CSU: B Grade level: 9

English 9 – READ 180 is a college-preparatory English course designed to provide grade-level English Language Arts instruction while strengthening students' reading, writing, vocabulary, and comprehension skills. Students engage with grade-level fiction and nonfiction texts, literary analysis, academic writing, discussion, and research while receiving targeted literacy support through the READ 180 instructional model. Small-group instruction, independent reading, technology-based practice, and ongoing assessment are used to address individual learning needs and prepare students for success in future college-preparatory English courses.

Electives in English:

Journalism:Prod/Management 10 Credits UC/CSU: G Grade level: 10-12
Placement by recommendation/application
Repeatable for credit
Students in this course produce the school's yearbook, *The Hielan*. Students will learn the elements of desktop publishing and design, photography, illustration and effective interviewing communication, copywriting, reproduction, printing techniques, page preparation, proofing and editing. The editorial staff is selected by the advisor from experienced students by application and interview.

Journalism:Newspaper 10 Credits UC/CSU: G Grade level: 9-12
Placement by recommendation/application
Repeatable for credit
Students in this course produce the school's newspaper, *The Plaid*. Students will develop skills in news, opinions, feature, and sports writing by writing and reading, field trips, and guest speakers. Students are expected to be independent, self-starters and able to accept editorial criticism. The editorial staff is selected by the advisor from experienced students by application and interview.

HS Literacy 10 Credits UC/CSU: No Grade Level: 9-12
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students. This is a support class for students who are reading below grade level.

HS Creative Writing 10 Credits UC/CSU: No Grade Level: 9-12
Placement by IEP and case carrier recommendation only

Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

Shakespeare 10 Credits UC/CSU: B Grade Level: 11-12
This elective course for juniors and seniors is a survey of British Literature with an emphasis on the works of Shakespeare and includes selected works from Literature: The British Tradition and extensive reading from The Complete Works of William Shakespeare. This course includes an emphasis on critical reading and writing, including, but not limited to, expository writing focusing on description, analysis, argumentation and evaluation; research techniques, and oral presentation. The intent is to provide an in-depth rhetorical study of the plays and poetry of William Shakespeare in the historical context of his time as well as emphasizing their content and dramatic forms. *This course may not be offered each year*

HISTORY/SOCIAL SCIENCE Graduation Requirement: 30 Credits
10 Credits World Hist
10 Credits U.S. History
5 Credits Government
5 Credits Economics

World History 10 Credits UC/CSU: A Grade level: 10
World history provides students with a chronological survey of world history beginning with the development of democracy in the western world. Students will examine historical cause and effect, the role of values and attitudes in history, as well as cultural and political history. Topics include the French Revolution, 19th century nationalism, Imperialism, the World Wars, modern Asia, Middle East, and the former Soviet Union. Assessments will include projects, exams, presentations, and a research project.

H World History 10 Credits UC/CSU: A Grade level: 9-10
Freshmen take honors world history and they may also take honors English I. This course covers world history from the French Revolution to the present. Subjects covered are consistent with the California Framework, utilizing methods and materials that will prepare students for further study in Advanced Placement. Critical reading and thinking and extensive analytical writing are emphasized. Students will complete an in-depth research project for History Day. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

U.S. History 10 Credits UC/CSU: A Grade level: 11
United States history includes the chronology of this nation's past from the 17th century to the present. Emphasis is placed on historical geography, as well as the relationships between political, economic, and cultural history. Students are encouraged to think critically about problems in history and society while examining democratic ideals and the American heritage. Reading and extensive writing are emphasized.

HS U.S. History 10 Credits UC/CSU: No Grade level: 11
Placement by IEP and case carrier recommendation only

Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

CSUSB US History 10 Credits UC/CSU: A Honors Grade level:11
Offered as a weighted course with university-level rigor, CSUSB U.S. History allows students to earn college credit for Cal State San Bernardino's HIST 1460 while completing their high school history requirement. This course examines the chronological development of the nation from pre-colonization to the present, satisfying state code requirements in U.S. history. Students will explore the interplay between historical geography and political, economic, and cultural developments, while critically evaluating democratic ideals and core national values. Through extensive reading, primary source analysis, and evidence-based historical writing, students learn to weigh scholarship and construct persuasive arguments. There is no summer assignment. It is recommended that students have a C or higher in World History.

AP U.S. History 10 Credits UC/CSU: A Honors Grade level: 11
Advanced Placement U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history. The course prepares students for college and is equivalent to an introductory college course. Students learn to assess historical information, including its relevance to a given interpretive problem and its reliability and importance, and to weigh the evidence and interpretations presented in historical scholarship. Students will be able to make conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in writing. Students will prepare to successfully complete the AP exam in U.S. history in May. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

Government 5 Credits UC/CSU: A Grade level: 12
This course studies the nature of the American political system, its historical development and how it functions presently. Students will examine the principal political processes and institutions as well as the development and implementation of public policies. Students will apply government principles to current events and issues. Students will extend their political education by completing at least 20 community service hours and observing local government in practice.

HS Government 5 Credits UC/CSU: No Grade level: 12
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

CSUSB Government 5 Credits UC/CSU: A Honors Grade level: 12
Offered as a weighted course with university-level rigor, CSUSB Government allows students to earn dual enrollment college credit through Cal State San Bernardino PSCI 2030. The course investigates the structure, history, and present-day functions of the U.S. political system, analyzing key institutions, political processes, and public policy formulation. Students apply core concepts to current events and deepen their civic engagement through a mandatory 20-hour community service requirement and direct observation of local government in action. It is recommended that students have a C or better in US History.

AP Government 10 Credits UC/CSU: A Honors Grade level: 12
This course is an advanced study of the history and practices of the American political system. The course includes an introduction to the theories of government, the structure and functions of national, state, and local government, comparative international systems, and the study of political processes. Students extend their political education by engaging in community service activities and observing political systems at work. Students will study the influence of media, interest groups,

political parties, and political commentary on governmental practices and policy making. Reading and writing and practice in research are emphasized and students will prepare to complete the AP exams in Comparative Government and/or U.S. Government in May. Students will extend their political education by completing at least 20 community service hours and observing local government in practice. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

Economics 5 Credits UC/CSU: G Grade level: 12
Economics is an introductory survey of microeconomic and macroeconomic principles and processes and their practical application in the American system and comparative economic systems. Topics covered include use of scarce resources, economic institutions, supply and demand, money and banking, business cycles, inflation, deflation, unemployment and recession, labor and wages and trade and foreign exchange. Students will apply economic principles to current events and issues.

CSUSB Economics 5 Credits UC/CSU: A Honors Grade Level: 12
Offered as a weighted course with university-level rigor, CSUSB Economics allows students to earn dual enrollment college credit through Cal State San Bernardino's ECON 2202. This course provides an in-depth survey of microeconomic and macroeconomic principles and their practical applications within American and comparative economic systems. Key topics include scarcity, supply and demand, monetary and banking systems, business cycles, inflation, unemployment, labor markets, and international trade. Students will evaluate real-world financial issues and apply core economic concepts to current global events. It is recommended that students have a C or better in US History.

HS Economics 5 Credits UC/CSU: No Grade level: 12
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

AP Economics 10 Credits UC/CSU: G Honors Grade level: 12
Advanced Placement Economics is a college-level course designed to cover the principles of both macro- and microeconomics. Students will study economic theory and comparative economic systems by comparing and analyzing the theory and application of major schools of economic thought including Adam Smith, Ricardo, Mill, Marx, the Austrian school, Keynes, and the Chicago school. The focus of the course will give students a thorough understanding of the principles of economics that apply to the individual decision makers (microeconomics) and the economic system as a whole (macroeconomics). Students will prepare to complete the AP exams in Microeconomics and/or Macroeconomics. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

Electives in Social Studies:

AP Human Geography 10 Credits UC/CSU: A Grade Level: 9-12
The AP Human Geography course is a social science AP elective course.The course focuses on building connections between geography, human behavior, and science such as population, culture, languages, religion, economic growth, and more. The course is a hands-on, multimedia course which can serve as either an introduction to Advanced Placement or as an engaging elective for upperclass students.

Psychology/Sociology 10 Credits UC/CSU: G Grade level: 10-12

Students will examine the major perspectives and theorists in psychology and sociology with an emphasis on the application of concepts to actual life situations. Students will study perception, learning, motivation, personality, and social psychology. Students will compare the cultural differences in this country to other areas of the world with emphasis on socialization, politics, religion, family structure, and social rituals.

Civil Rights and Responsibilities 10 Credits UC/CSU: G Grade level: 11-12
Through the study of significant Supreme Court cases and contemporary events, students will develop a greater awareness of their rights and responsibilities in society. Students will look at a variety of contemporary issues and learn to form reasoned judgments as to the cause and effect of various issues on society. Students express positions on a variety of important societal issues through class discussion, argumentative writing, debate and other real world simulations. *This course may not be offered each year*

American Studies 10 Credits UC/CSU: G Grade level 11-12
Students will assess the evolution of American culture and our ever-changing identity. Students will also examine many key events that have shaped America. Students will interpret, analyze, and evaluate significant American events/time periods such as the 1950's, the 1960's, the 1970's, the 1980's, the Recession of 2008, Terrorism, American Sports, and American Pop Culture. By the use of documents, film analysis, lectures, and discussions, this will further expand student understanding of what it means to be an "American" and the American culture. *This course may not be offered each Year*

Introduction to Ethnic Studies 10 credits Grade level: 9-12
In this Introduction to Ethnic Studies course, participants will explore the rich fabric of diverse cultural experiences and their histories. Participants will have opportunities to analyze the social, political, and economic contributions of various ethnic groups, examine systemic inequalities, and engage in critical discussions about identity and representation. Through interdisciplinary approaches, this course aims to foster a deeper understanding of cultural diversity and promote social justice

AP Psychology 10 Credits UC/CSU: G Honors Grade level: 10-12
This is an advanced college level psychology class. Students will examine behavior and mental processes, utilizing a biological life span approach. The major perspectives, theorists, and concepts will be studied in depth with the primary emphasis on critical thinking, including application, synthesis, and analysis. Students will prepare to complete the advanced placement exam in psychology in May.

AP European History 10 Credits UC/CSU: A Honors Grade level: 10-12
This is an advanced college level course in European history. Students will examine intellectual, social, political, and economic development in Europe beginning with the Italian Renaissance and continuing to the present with special attention to Europe's relations with the non-European world. Students will complete extensive reading and writing, as well as an extensive research project. Students will prepare to complete the advanced placement exam in European history in May. Students are expected to complete a reading and writing assignment during the summer preceding enrollment. *This course may not be offered each year*

AP World History 10 Credits UC/CSU: A Honors Grade level: 10-12
Students will develop a greater understanding of the evolution of global processes and contacts in different types of human societies through a combination of selective factual knowledge and

appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Students will prepare to complete the advanced placement exam in world history in May. *This course may not be offered each year*

MATHEMATICS Graduation Requirement: 20 Credits & Pass Algebra 1

Algebra I 10 Credits UC/CSU: C Grade level: 9-12
Algebra I covers the language and uses of algebra, real number operations, solving equations, relations and functions, graphing, systems of linear equations, radicals and exponents, polynomials, quadratic functions and rational expressions. The completion of Algebra I in either junior high or senior high school is a state-mandated requirement for graduation.

HS Algebra I 10 Credits UC/CSU: No Grade level: 10-12
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

HS Consumer Math 10 Credits UC/CSU: No Grade level: 12
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

HS Math Foundations 10 Credits US/CSU: No Grade Level: 9-12
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students. This is a support class for students who are below grade level in mathematics.

Geometry 10 Credits UC/CSU: C Grade level: 9-12
Placement subject to the successful completion of Algebra I
Geometry covers points, lines, planes and angles, parallel lines and planes, congruent triangles, similar polygons, right triangles, trigonometry,circles, constructions and loci, area of plane figures, areas and volumes of solids, coordinate geometry and transformations. Students will practice problem solving and application of formulas, theorems, and postulates through proofs and equations.

H Geometry 10 credits UC/CSU: C Grade level: 9-12
Placement subject to successful completion of Algebra 1 with teacher recommendation
In addition to the standards of Geometry, Honors Geometry will require a deeper understanding and use of Geometric principles, as well as the knowledge and use of basic probability and statistics properties.

HS Geometry 10 Credits UC/CSU: No Grade level: 10-12
Placement by IEP and case carrier recommendation only
Standards-based curriculum presented in small group, modified instruction designed to meet the individual instructional needs of special education students.

Algebra II 10 Credits UC/CSU: C Grade level: 9-12
Placement subject to the successful completion of Geometry
Algebra II covers real numbers, equations and inequalities, graphs of linear equations, polynomials and factoring, rational expressions, irrational and complex numbers, quadratic equations and functions, equations and numerical methods, quadratic relations, exponential functions and logarithms, sequences and series, and probability.

Business Algebra II 10 Credits UC/CSU: C Grade level: 11-12
Placement subject to the successful completion of Geometry
In addition to the standards found in P Algebra II, this course will explore real-world business aspects that can be modeled with algebra. This course will include simulations and projects that will exhibit the meshing of the world of business and mathematics.

H Algebra II 10 Credits UC/CSU: C Grade level: 9-12
Placement subject to the successful completion of Geometry and teacher recommendation
In addition to the standards of Algebra II, Honors Algebra II will require a deeper understanding of the algebraic functions and introduce the principles of trigonometric functions and statistical analysis.

Mathematical Reasoning with Connections (MRWC) 10 Credits UC/CSU: C Grade Level: 12
Placement subject to the successful completion of Algebra II
This is an advanced math course for Seniors that greatly differs from traditional curriculum. It was developed by California State University professors specifically for high school Seniors in preparation to go to college. Students will frequently explore and work in groups to connect old and new ideas and to grasp the "why" behind the rules of math. The course has 4 overarching themes: (1) Reasoning with Numbers, (2) Reasoning with Functions, (3) Reasoning with Equivalences, (4) Reasoning with Distance.

Probability and Statistics 10 Credits UC/CSU: C Grade level: 10-12
Placement subject to the successful completion of Algebra II
Students will learn to interpret results from a mathematical point of view, including estimation, hypothesis testing, correlation, regressive analysis, Z-Test, T-test, analysis of variation, and Chi-square applications. This course is recommended for students who intend to pursue degrees or careers in behavioral sciences, business, or humanities.

Pre-Calculus 10 Credits UC/CSU: C Grade level: 10-12
Placement subject to the successful completion of Algebra II
This course includes work with and applications for the circular functions, the inverses of the circular functions, trigonometric functions, vectors, complex numbers, matrices, infinite series, vectors in the plane, lines in the plane, and applications of lines, conic sections, transformation of coordinates, curve sketching, polar coordinates, vectors in space, lines and planes in space and surfaces and transformations of coordinates in space. This course is recommended for students who intend to pursue degrees or careers in engineering, science, or technology.

AP Pre-Calculus 10 Credits UC/CSU: C Honors Grade level: 10-12
Placement subject to the successful completion of Algebra II and teacher recommendation
In addition to the standards of AP Pre- Calculus, AP Pre- Calculus will require a deeper understanding of the trigonometric functions, vectors, and transformations and introduce principles of calculus. This course is recommended for students who plan to take AP Calculus.

AP Probability and Statistics 10 Credits UC/CSU: C Honors Grade level: 12

Placement subject to the successful completion of Algebra II
This is an Advanced Placement college level statistics course. Students will learn the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore data by observing patterns and departing from them, plan a statistical study, produce models using probability theory and simulation, and infer statistical patterns. Students will prepare to complete the Advanced Placement exam in Statistics in May.

AP Calculus AB 10 Credits UC/CSU: C Honors Grade level: 11-12
Placement subject to the successful completion of Math Analysis
This is a college level Advanced Placement course designed to meet the university's requirements for a semester of advanced mathematics. Students will study functions, graphs, and limits, derivatives, and integrals and prepare to complete the advanced placement exam in calculus AB in May.

AP Calculus BC 10 Credits UC/CSU: C Honors Grade level: 11-12
Placement subject to the successful completion of Math Analysis
This course is designed for the college-bound student with a well-grounded background in trigonometry and elementary functions. In addition to the concepts covered in calculus AB, BC will add parametric, polar, and vector functions, applications of integrals, polynomial approximations and series, and Taylor series. Students will prepare to complete the Advanced Placement exam in Calculus BC in May.

AP Computer Programming - Java 10 Credits UC/CSU: C Honors Grade level 11-12
The AP Computer Science course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students prepare for the AP exam in Computer Programming.

SCIENCE Graduation Requirement: 20 Credits

10 Credits Life
10 Credits Physical

Biology 10 Credits UC/CSU: D Grade level: 9-12
Meets UHS life science requirement
This college preparatory life science course, based on the Next Generation Science Standards is a yearlong course. Students will examine topics including: Ecosystem Interactions and Energy, History of Earth's Atmosphere: Photosynthesis and Respiration, Structure, Function, and Growth (from cells to organisms), Inheritance of Traits, Evidence of Common Ancestry & Diversity, and Ecosystem Stability and the Response to Climate Change. This lab based course involves Science and Engineering Practices, active learning, modeling, and inquiry based activities.

H Biology 10 Credits UC/CSU: D Grade level: 9
Meets UHS life science requirement
Recommended for students who have received a 3 or higher on 8th grade CAST, and a 3 or higher on the ELA CAASPP. This accelerated college preparatory life science course, based on the Next Generation Science Standards is a yearlong course. Students will do an in-depth examination of topics including: Ecosystem Interactions and Energy, History of Earth's Atmosphere: Photosynthesis

and Respiration, Structure, Function, and Growth (from cells to organisms), Inheritance of Traits, Evidence of Common Ancestry & Diversity, and Ecosystem Stability and the Response to Climate Change. This accelerated lab based course involves Science and Engineering Practices, active learning, modeling, and inquiry based activities.

Biotechnology 10 Credits UC/CSU: D Grade level: 10-12
The course will focus on IN-CLASS laboratory & research skills. Some of the topics include forensics including DNA Analysis, bioengineering, micropipetting, uses of animals in science and industries, and bioethics. The main science content areas of focus are genetics, cell biology, and physiology. Students will continue to develop their reading, writing, discussion, technology, and analytical skills through scientific notebooks, lab reports, presentations, whole-class discussion, and individual and group research projects. Students will explore and evaluate career opportunities in the field of biotechnology by way of guest speakers, site visits to biotechnology companies and facilities, and researching career opportunities in related fields.

AP Biology 10 Credits UC/CSU: D Honors Grade level: 11-12
Meets UHS life science requirement
Placement subject to the completion of P Biology
AP Biology is equivalent to an introductory college biology course. Students learn the conceptual framework, factual knowledge, and analytical skills necessary to deal with the ever-changing science of biology. Topics include biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, plant anatomy and physiology, animal anatomy and physiology, and ecology. This course is recommended for students who have completed biology and chemistry. Students will prepare to complete the advanced placement exam in biology in May.

Chemistry 10 Credits UC/CSU: D Grade level: 10-12
Meets UHS physical science requirement
Placement subject to the completion of P Biology
Chemistry is a math intensive laboratory course that deals with both qualitative and quantitative aspects of chemical principles with emphasis on laboratory work and chemical calculations (stoichiometry). Atomic structure is studied as a basis to explain the basic laws of chemistry and to prepare students for the study of chemical bonding, chemical reactions, chemical kinetics, equilibrium, electrochemistry, and acid-base theory. Qualitative analysis is used to assess students' ability to apply their knowledge of these chemical principles and laboratory procedures.

H Chemistry 10 Credits UC/CSU: D Honors Grade level: 10-12
Meets UHS physical science requirement
Placement subject to the completion of P Biology
Honors Chemistry is a math intensive laboratory course that deals with both qualitative and quantitative aspects of chemical principles with emphasis on laboratory work and scientific reasoning and argumentation. Students will be expected to connect and evaluate the theoretical ideas discussed in the context of data collected in the laboratory.

AP Chemistry 10 Credits UC/CSU: D Honors Grade level: 11-12
Meets UHS physical science requirement
Placement subject to the completion of P Chemistry
This course is equivalent to an introductory college chemistry course. Students will learn atomic theory and atomic structure, chemical bonding, chemical equilibrium, chemical kinetics, acid-base theory, and thermodynamics. Students will complete a program of quantitative analysis to apply knowledge of chemistry to practical situations. This course is recommended for students who have

completed chemistry and algebra II. Students will prepare to complete the advanced placement exam in chemistry in May.

Physics 10 Credits UC/CSU: D Grade level: 10-12
Meets UHS physical science requirement
Placement subject to the completion of P Biology
Physics is the conceptual study of the rules of nature and the physical world. Students will investigate the fundamental concepts that govern time, space, motion, measurement, heat, optics, waves, mechanics, electricity, and atomic structure. Although the focus is on conceptual comprehension with some study of mathematical structures, students should have completed algebra 1 with a C grade or better.

AP Physics 1 10 Credits UC/CSU: D Honors Grade level: 11-12
Meets UHS physical science requirement
Placement subject to the completion of P Physics
Recommended Prerequisites: C or better in Algebra I & Concurrent enrollment in Algebra II or higher
This course is equivalent to an introductory algebra-based college physics course. Students will attain an in-depth understanding of physics concepts through advanced laboratory and class work. Topics covered include kinematics, forces, energy, momentum, rotation, gravity, waves, and oscillations. This course is recommended for students who are concurrently enrolled in Algebra II or higher. Students will prepare to complete the advanced placement exam in Physics 1 in May.

AP Physics C: Mechanics 10 Credits UC/CSU: D Honors Grade level: 11-12
Meets UHS physical science requirement
Prerequisites: Successful completion of P Physics
Recommended Prerequisites: Concurrent enrollment in Pre-Calculus or higher
This is a rigorous college physics class and is equivalent to a first-year college-level, calculus-based physics course. The emphasis in the course is a strong conceptual understanding of physics and well-developed skills in performing and analyzing laboratory experiments. Students will study rotational kinematics and dynamics, energy, linear momentum, Newton's Laws, oscillation and gravitation and complete a comprehensive mechanics lab. This course uses mathematics as part of the physics instruction. Students will learn the necessary calculus as part of the course, including integrals and derivatives of polynomials. Students will prepare to complete the advanced placement Physics C exam in mechanics. Students interested in completing the physics C exam in electricity should confer with the teacher.

Anatomy/Physiology 10 Credits UC/CSU: D Grade level 11-12
Placement subject to the completion of P Biology
This laboratory course intends to prepare students for health careers by investigating the structures and functions of various systems of the human body and the disorders of those systems. Laboratories include vertebrate dissections, creating models, designing and implementing experiments, constructing arguments, and collecting and analyzing data. Alternate assignments are available if student requests to opt out of dissections.

H Anatomy/Physiology 10 Credits UC/CSU: D Honors Grade level 11-12
Placement subject to the completion of P Biology
This accelerated laboratory course intends to prepare students for health careers by investigating the structures and functions of various systems of the human body and the disorders of those systems. Laboratories include vertebrate dissections, creating models, designing and implementing experiments, constructing arguments, and collecting and analyzing data. Alternate assignments are available if a student requests to opt out of dissections.

Computer Science Essentials 10 Credits UC/CSU: D Grade level: 9-12
This course emphasizes computational thinking and collaboration. Students will be exposed to a diverse set of computational thinking concepts, fundamentals, and tools allowing them to gain understanding and build confidence. Students will 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. Students will 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.

AP Computer Science Principles 10 Credits UC/CSU: D Grade level: 10-12
Computer Science Principles (CSP) is a PLTW course to implement the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further. *This course may not be offered every year.*

Forensic Science 10 Credits UC/CSU: G Grade level: 11-12
This year-long lab science course provides students with an overview of the scientific principles involved in criminal and civil investigations with an emphasis on critical thinking including the implementation of inquiry skills and deductive reasoning, following the Next Generation Science Standards (NGSS). Students will gain the skills necessary to apply science and technology to solve problems related to law and enforcement and the United States Judicial System.

AP Environmental Science 10 Credits UC/CSU: D Honors Grade level 11-12
Meets UHS life or physical science requirement
Placement subject to the completion of P Biology
This course engages students with the scientific principles, concepts, and methods used to understand the interrelationships within the natural world. Students will identify and analyze natural and human-made 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. Students will prepare to complete the advanced placement exam in environmental science in May.

Field Biology 10 Credits UC/CSU: D Grade level 11-12
Meets UHS life science requirement
Placement subject to the completion of P Biology
This course gives students an opportunity to study the natural history of plants and animals within their natural habitat. Students will gain an understanding of how plants and animals interact with their environment. The course also incorporates agricultural principles with opportunities to work in

the school garden. This course is designed for students interested in a major in biology, resource management, or ecological research. *This course may not be offered every year.*

Oceanography 10 Credits UC/CSU: D Grade level: 10-12
Meets UHS life or physical science requirement
Placement subject to the completion of P Biology
This course provides students with a broad background and appreciation of the world and its oceans, its life forms and plant life, and the interdependence of each. Students develop critical thinking and problem solving skills and analyze current events and environmental issues. This course explores the dynamic earth and its interaction with organisms that live in the ocean from tide pools to the open seas.

Vet Science 10 Credits UC/CSU: D Grade level: 11-12
Meets UHS life science requirement
Placement subject to the completion of P Biology
Students will explore animal anatomy and physiology using laboratory skills and exploration. Students will explore the benefits of animal control and disease prevention, discuss breeding, animal-ethic concerns, raising animals for food or as pets, proper care and nutrition of pets, and may include field trips to Cal Poly Pomona and/or local veterinary clinics.

WORLD LANGUAGES Graduation requirement: Art/Foreign Language/CTE

Mandarin Chinese I 10 Credits UC/CSU: E Grade level: 9-12
ChineseI introduces students to common vocabulary and grammatical structures that will provide an introductory understanding of Chinese. Students will study the culture and history of Chinese-speaking countries and be prepared to continue the study of Chinese II. This course is recommended for students with competent English grammar skills.

Mandarin Chinese II 10 Credits UC/CSU: E Grade level: 10-12
Placement subject to completion of Chinese I
Chinese II continues the vocabulary and grammatical development of Chinese I. Students will be introduced to a variety of verb tenses, pronouns, adverbs, and more advanced vocabulary. Students will continue the study of the culture and history of Chinese-speaking countries and be prepared to continue the study of Chinese III.

Mandarin Chinese III 10 Credits UC/CSU: E Grade Level: 10-12
Chinese III begins the study of complex grammatical structures and vocabulary such as subjunctive verb mode, idioms and technical and literacy language with expectation of increasing conversational competence. Much of the class will be taught in Chinese. In addition to vocabulary and grammar exercises, students will prepare written documents and oral presentations.

French II 10 Credits UC/CSU: E Grade level: 10-12
Placement subject to completion of French I
French II expands significantly on the foundation built in French I, giving students the confidence to discuss the past, present, and future. They will master a variety of verb tenses, learn to use pronouns and adverbs effectively, and acquire more advanced vocabulary to handle more complex daily conversations. The cultural journey continues, deepening their appreciation for the diverse global Francophonie community. Students will move from basic introductions to real-life narrative and be well-prepared to strive for conversational fluency in French III.

French III 10 Credits UC/CSU: E Grade level: 10-12

Placement subject to completion of French II or equivalent
French III is taught predominantly in French and is focused on achieving true conversational competence. Students will confront complex grammatical structures such as the subjunctive mood (for expressing desire, doubt, and emotion), master common idioms and nuanced expressions, and begin working with technical and literary language. To showcase their growing ability, they will actively engage in the language by preparing well-researched written documents and polished oral presentations. French III is where they transform from a learner to a confident, expressive communicator ready for rigorous college-level study.

AP French IV 10 Credits UC/CSU: E Honors Grade level: 11-12
Placement subject to completion of French III or equivalent
AP French IV is a fast-paced, college-level course conducted entirely in French. Students will be expected to master and apply all three modes of communication (Interpersonal, Interpretive, and Presentational). This involves understanding complex spoken language, reading and analysing authentic materials, and expressing themselves accurately, creatively, and persuasively in both formal writing and active class discussions. This rigorous course is designed to fully prepare students to succeed on the Advanced Placement Exam in French Language and Culture in May.

Spanish I 10 Credits UC/CSU: E Grade level: 9-12
Spanish I introduces students to common vocabulary and grammatical structures, such as nouns, adjectives, and present-tense verbs that will provide an introductory understanding of Spanish. Students will study the culture and history of Spanish-speaking countries throughout the world and be prepared to continue the study of Spanish II. This course is recommended for students with competent English grammar skills.

Spanish II 10 Credits UC/CSU: E Grade level: 10-12
Placement subject to completion of Spanish I or equivalent
Spanish II continues the vocabulary and grammatical development of Spanish I. Students will be introduced to a variety of verb tenses, pronouns, adverbs, and more advanced vocabulary. Students will continue the study of the culture and history of Spanish-speaking countries and be prepared to continue the study of Spanish III.

Spanish III 10 Credits UC/CSU: E Grade level: 10-12
Placement subject to completion of Spanish II or equivalent
Spanish III begins the study of complex grammatical structures and vocabulary such as subjunctive mode , idioms, and technical and literary language with the expectation of increasing conversational competence. Much of the class will be taught in Spanish. In addition to vocabulary and grammar exercises, students will prepare written documents and oral presentations.

Medical Spanish III 10 Credits UC/CSU: E Grade level: 10-12
Medical Spanish III is an intermediate course in which students develop language skills that can be used in the medical field. They will practice listening, speaking, reading and writing and hands-on practices as well as gain an understanding of the Spanish speaking culture and its relationship with the medical field in California. Students who continue and successfully complete Medical Spanish IV will be able to earn a Medical Bilingual Certificate that will be acknowledged by San Antonio Regional Hospital.

AP Spanish IV 10 Credits UC/CSU: E Honors Grade level: 11-12
Placement subject to completion of Spanish III

This is an advanced language course taught exclusively in Spanish. Students will be expected to understand the spoken language in everyday situations, participate actively in class, read literature and periodicals, and express themselves accurately both orally and in writing. Students will prepare to take the advanced placement exam in Spanish language in May.

Heritage Speakers I 10 Credits UC/CSU: E Grade level: 9-12
Placement by recommendation
This course is taught for students who are competent, native speakers of Spanish. Students will refine their speaking vocabulary and study complex grammatical structures through reading and writing. Students completing this course continue to the Heritage Speakers II course.

Heritage Speakers II 10 Credits UC/CSU: E Grade level: 9-12
Placement by recommendation or completion of Heritage Speakers I or equivalent
This course is taught for students who have basic comprehension and conversation skills. Students will demonstrate through reading, speaking, and writing their understanding of structures and vocabulary and concepts essential for mastering communication in formal and informal situations at an accelerated level. They will use advanced vocabulary and idioms to comprehend, speak, read, and write. They will recognize and use the appropriate verb tenses and demonstrate advanced listening comprehension and conversational abilities. Students completing this course may advance to AP Spanish IV.

THE ARTS Graduation requirement: Art/Foreign Language/CTE

Ballet I-II 10 Credits UC/CSU: F Grade level: 9-12
Repeatable for credit
Meets the UHS PE requirement
This is a course in classical ballet technique utilizing the Royal Academy of Dance methods. Students of all abilities are encouraged to participate and students will learn vocabulary, placement, alignment, barre and center floor work. Students will be encouraged to participate in school performances.

Dance Technique I 10 Credits UC/CSU: F Grade level: 9-12
Repeatable for credit
Meets the UHS PE requirement
This is a course in jazz dance technique and is open to students of all abilities. Students will learn correct body placement, dance terminology, center floor work, isolations, and choreography. Students who complete this course will be prepared to further their dance instruction. Students will be encouraged to participate in school performances.

Dance Technique II 10 Credits UC/CSU: F Grade level: 10-12
Placement by recommendation/audition
Repeatable for credit
Meets the UHS PE requirement
Students will study intermediate dance techniques combining jazz and ballet movements. Students will continue the study of barre and floor work utilizing intermediate combinations and choreography. Students will be expected to participate in school performances.

H Adv Jazz Dance 10 Credits UC/CSU: F Grade level: 10-12
Placement by recommendation/audition
Repeatable for credit
Meets the UHS PE requirement

In this honors level dance course students will study advanced dance techniques combining jazz and ballet movements. Students will continue the study of barre and floor work utilizing advanced combinations and choreography. Students will be expected to participate in school performances.

Express Dance (ROP) 10 Credits UC/CSU: F Grade level: 10-12
Placement by recommendation/audition
Repeatable for credit
This is an advanced classical performance course that requires an audition for participation. Students perform classical ballet, jazz and modern dance, and choreograph original work. Students will be expected to practice and rehearse after school and direct and choreograph school performances. This is an ROP class which meets after school.

Beginning Guitar 10 Credits UC/CSU: F Grade level: 9-12
This is an introductory course in the study of guitar and guitar music. Students will be able to read guitar notation and tablature, perform duets for class projects, and expand their abilities in the areas of picking, strumming, and fingering. Guitars are available for student classroom use. *This course may not be offered every year.*

Color Guard/Winter Guard 10 Credits UC/CSU: No Grade level: 9-12
Meets UHS PE Requirement
Repeatable for credit
Placement by recommendation/audition
This course is an auxiliary unit of the Highland Regiment. Students will learn proper marching and dance techniques, tall flag and prop techniques. Students will learn to apply choreographic principles and skills and emphasis will be on the proper mental and physical preparation necessary to perform competitive field shows and parades. Students are expected to participate in a summer camp and practices and performances outside of class time

Concert Band 10 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
This is an introductory performance ensemble. Students will practice musical elements and learn how they combine to produce characteristic styles and forms. Basic music theory and history will be covered with written assignments given as the literature is presented. Students will be expected to participate in school, district, and community performances.

Jazz Ensemble 10 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
This is an advanced performance group that performs jazz and popular music idioms. Class discussions and written assignments relating to different styles and their origins, along with modes and traditional theory, will be stressed. Students will practice improvisation and sight-reading skills. Students will be expected to participate in concerts, festivals, and invitational events.

History of Rock N' Roll 10 Credits UC/CSU: F Grade Level: 9-12

History of Rock N' Roll surveys the development of the genre from its origins in the 1950s to the present, situating each movement within the social and political context that produced it, including the civil rights movement, the Vietnam War era, and the emergence of music television. Students engage in guided listening sessions of landmark recordings, followed by structured discussion of

musical form, production, and cultural significance. Formal debates on contested questions in popular music criticism ask students to construct evidence-based arguments and evaluate competing interpretations.

Marching Band 5 Credits UC/CSU: No Grade level: 9-12
Meets UHS PE Requirement
Fall semester only
Repeatable for credit
Placement by recommendation/audition
The Highland Regiment is a competitive performance group that participates in school, district, community, and regional concerts, shows, parades, and events. Individual instruction is given on proper marching musical techniques, as well as proper physical preparation for performing. Students are concurrently enrolled in either concert band or symphonic band. Students are expected to participate in a summer camp and practices and performances outside of class time.

Music Theory 10 Credits UC/CSU: F Grade level: 9-12
This is an introductory theory course that covers the basic principles of melodic and harmonic dictation, sight singing, acoustics, interval, scale, and chord construction, voice leading and counterpoint. Students will review and study historical musical forms to enhance and apply the theoretical knowledge and analyze scores and compositions in selected styles.

Pipes/Percussion 10 Credits UC/CSU: No Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
Students who participate in the Highland Pipe Band or Drum line will augment the Marching Band in the fall, and participate in the field shows, competitions, and parades, as well as support the athletic programs as spirit boosters. In the spring, students will enhance their playing skills and perform in specialized competitions, festivals, school and civic events.

Stage Band 10 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
Students will explore jazz and contemporary music and perform at school events. Individual skills and improvisation will be stressed. Students will be expected to participate in school and district performances and athletic events.

Symphonic Band 10 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
This is an advanced performance ensemble for experienced instrumentalists. Students will focus on elements of music and how they combine to produce characteristic styles and forms. Music theory and history will be covered with written assignments given as the literature is presented. Students will be expected to participate in school, district, and community performances.

H Wind Ensemble 5 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Spring semester only
Repeatable for credit
This is an advanced course offered only in the Spring following Marching Band. Class discussions and written assignments including theory and music history will be emphasized. Students will be

expected to participate in rehearsals outside of class and school, district, and regional performances, festivals, and competitions.

Technical Theatre I 10 Credits UC/CSU: F Grade Level: 9-12
Repeatable For Credit
Students will explore the art and craft of technical theatre, developing foundational skills across key production areas including scenery construction, lighting, costume construction, and prop construction. Through hands-on experience building, painting, and preparing for theatre productions, competitions, and other projects, students will gain practical knowledge of the technical side of live performance.

Theatre I: Performance 10 Credits UC/CSU: F Grade level: 9-12
Repeatable for credit
Students will explore the fundamentals of theatre performance, including acting, stage movement, voice and projection, improvisation, pantomime, and performance styles. Through a hands on approach, students will develop and refine their performance skills. Students will perform in one to two theatre productions per year as an integral part of their coursework.

Drama I 10 Credits UC/CSU: F Grade Level: 9-12
Students will explore the foundations of theatre as an art form, including performance fundamentals and the critical analysis of theatrical productions. They will survey the technical elements of theatre including scenery, lighting, sound, costumes, makeup, and props as well as trace the evolution of theatre through major historical genres, including Greek Theatre, Shakespearean drama, Comedy of Manners, Modernism, and Musical Theatre.

Theatre II - Design 10 Credits UC/CSU: F Grade level: 9-12
Students will explore the fundamentals of theatrical design in this beginning course, developing skills in lighting, sound, costumes, props, scenery, and marketing. Their work will be showcased in performances, showcases, and district marketing initiatives. The skills gained in this course extend beyond theatre, preparing students for careers across the visual and performing arts, including fashion design, marketing, and the music industry.

Theatre III 10 Credits UC/CSU: F Grade level: 10-12
Placement by recommendation/audition
Repeatable for credit
Students will apply and deepen their intermediate skills across the interconnected disciplines of performance, design, and technical theatre. Building on prior knowledge, students will refine their craft through increasingly complex class projects, competitive events, and full scale productions, while strengthening their artistic voice and contributing meaningfully to the theatre program. Participation in two productions per year is a required component of this course.

H Theatre IV 10 Credits UC/CSU: F Honors Grade level: 10-12
Placement by recommendation/audition
Repeatable for credit
Students in this honors course will receive the highest level of theatre training available, with an advanced focus on performance, design, and technical theatre. Through rigorous coursework, students will hone their skills in productions and competitive events, culminating in participation at the state championships with performance and/or design projects. Professional level instruction prepares students for careers in live theatre and film/television, including resume and interview preparation and the development of a portfolio.

Stage Design 10 Credits UC/CSU: F Grade level: 11-12
Placement by ROP application
Repeatable for credit
Students will study the design and construction of theatrical and performance sets utilized in classical and original productions both theatrical and musical. Students will design and build sets for the use of the UHS Auditorium during school, district, and community productions.

Visual Arts Graduation requirement: Art/Foreign Language/CTE

Intro to Art and Design 10 Credits UC/CSU: F Grade level: 9-12
This year-long course (2 semesters) focuses on the Elements of Art and Principles of Design. Projects reinforce these elements and principles and will build the skills needed to be a successful artist. Basic drawing, painting, color theory and composition will be taught as well as the proper use of a variety of media (pencil, pen and ink, color pencils, tempera, acrylic paints, etc). Students will learn how to make personal judgments and analyze art works in order to gain art appreciation.

Ceramics I 10 Credits UC/CSU: F Grade level: 9-12

An introductory Year long course (two semesters) using hand-building techniques that emphasize surface decoration and the design elements of three dimensional form. Students will learn the basic art 2Ouse of a potter's wheel, study the history of ceramics, and refine skills in aesthetic judgment. Qualified students interested in pursuing more in depth study may be recommended to take Advanced Ceramics following the completion of this course.

Ceramics II (Advanced) 10 Credits UC/CSU: F Grade level 10-12
Placement subject to the completion of Ceramics I
Ceramic II is a year-long course that meets the A-G requirements.Students will incorporate all of the techniques used in Ceramics 1 and then elaborate more on those techniques.The class is a hands-on, Project based curriculum. Students will further explore techniques such as Wheel throwing, Hand building and Glazing. Students will also learn new techniques such as how to do a traditional Japanese Raku Fire. Students will also explore the world of slip mold making.

Draw & Paint 10 Credits UC/CSU: F Grade level: 10-12
Placement subject to successful completion of Intro to Art and Design or with portfolio and teacher recommendation
In this year-long course (two semesters) students will explore various techniques, drawing materials, visual exercises, and the works of the masters that provide a solid background for most art courses. Students will study color, perspective, still life, portraiture, and creative expression.

Film Analysis 10 Credits UC/CSU: F Grade level: 10-12
Students will analyze the artistic and technical aspects of film and filmmaking. Students learn the purposes and practices of film in our culture and abroad. Students learn and practice the techniques, processes, and vocabulary involved in planning, producing, and editing short films. Students will learn to critically evaluate the work of filmmakers through written assignments using specific aesthetic and technical criteria.

Graphic Design 10 Credits UC/CSU: F Grade level: 9-12
This course provides students with an in-depth experience with digital design tools, processes, and systems used by professional graphic designers. Students explore the principles of design, page

layout, logo design, branding, typography, digital imaging, printing, and more. Students learn to create art for advertising and commercial purposes that inspires, informs, and captivates viewers.

Global Art 10 Credits UC/CSU: F Grade level: 10-12
In this year-long course (two semesters) students will look at art from various cultures around the world. We will make projects based on those art forms, working in a variety of media such as paint, colored pencils, paper mache, pastels, etc. We will work in both 2 and 3 dimensions. This class will also build upon and make use of the elements and principles of art. *This course may not be offered every year.*

J**ewelry Design** 10 Credits UC/CSU: F Grade level: 10-12
In this year-long course (two semesters) students will learn the basics of fabrication as it applies to jewelry making. Sawing, filing, sanding. polishing, and soldering are some of the skills they will use to design and create wearable pieces of art. *This course may not be offered every year.*

Digital Art and Multimedia 10 Credits UC/CSU: F Grade level: 9-12

Students in this course will discover new possibilities for artistic expression through the use of both traditional visual arts materials and digital media. Students will explore the elements and principles of art, composition, digital drawing, illustration, photo manipulation, and more. They will learn to combine more than one medium such as text, sound, graphics, video, and animation in a variety of formats.

Photography 10 Credits UC/CSU: F Grade level: 9-12
This 1 year long course (2 semesters) will guide the student to the information and skills needed to create good quality photographs using digital equipment. Students will learn about lighting, camera features, and the computer skills (Photoshop) needed to control the way a photograph looks. The emphasis of the class is to create a portfolio of great photographs which demonstrate an understanding of design elements and principles, lighting, trends in photography, and various camera techniques. All work will be examined and evaluated for good artistic composition, workmanship, and the thoughtful achievement of assignment requirements.

Photography II (Advanced) 10 Credits UC/CSU: F Grade level: 10-12
The advanced photography course is designed to provide the student with challenges that will help them create a well-rounded portfolio of spectacular images. This course requires the successful completion of the Photography I course with a B or better or have the instructor's approval. Students must be proficient with digital cameras and Photoshop since both will be used regularly. Advanced students will work with a variety of software, including "plugins" for Photoshop, image organization, and presentations. Students will do research on a variety of techniques used by noteworthy photographers and prepare their own examples of work using those techniques. The portfolio created by the student will be made so it can be viewed in a variety of formats and shared for critique. There will be some flexibility in the areas of study completed by the student so each student may pursue their own areas of interest. All work will be examined and evaluated for good artistic composition, workmanship, and the thoughtful achievement of assignment requirements.

Video Production 10 Credits UC/CSU: F Grade level: 9-12
This course provides introductory instruction on visual design elements, production techniques, media analysis and video editing through cross-curricular, multi-modal instruction. Through the creation of various video projects, learners will become acquainted with camera use, editing

software, production roles, storyboarding, filming techniques, basic computer skills, and utilize various production related equipment. College Credit Available

AP Art History 10 Credits UC/CSU: F Honors Grade level: 10-12
Students learn to appreciate, understand, and analyze art and architecture from around the world beginning with the Paleolithic period through present day. Through the study of art, students will understand aesthetics, art analysis, and art production from readings, lectures, discussions, research, and field trips. Students will prepare to complete the advanced placement exam in art history in May. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.

AP Draw & Paint 10 Credits UC/CSU: F Honors Grade level: 11-12
Repeatable for credit
This is an advanced art course that will require the completion of an extensive portfolio of work in drawing, 2-D design, or 3-D design. The portfolio requires breadth, concentration, and quality of work. Students will learn to make informed responses to artwork based on critical analysis, interpretation, and judgment and they will be encouraged to develop a personal style and content. Students' portfolios will be submitted to the College Board in May for evaluation.

Vocal Music Graduation requirement: Art/Foreign Language/CTE

Men's Ensemble 10 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
This is an introductory choral group for men with little or no previous choral experience. Students will sing together in unison and simple harmony. Attention will be focused on establishing basic pitch and developing a good choral tone and discipline. Sight-singing and basic music theory will be introduced. Students may perform as part of a mixed choir in addition to learning special men's choral repertoire.

Chorale Ensemble 10 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
This is an introductory chorus for men and women. Students will perform various types of choral works in unison and SATB harmonies. Sight singing and music theory will be taught. Students will be encouraged to participate in school and district performances.

Aria 10 Credits UC/CSU: F Grade level: 9-12
Placement by recommendation/audition
Repeatable for credit
This is a women's choral ensemble that performs various types of music from all style periods. Aria will perform for civic and school functions, as well as compete at festivals. Emphasis will be placed on developing good choral techniques and discipline as well as a basic understanding of performance styles and practices, vocabulary, vocal technique, and music theory. Sight singing will be stressed and performances outside of school hours are expected.

Honors Jazz Choir 10 Credits UC/CSU: F Honors Grade level: 10-12
Placement by recommendation/audition
Repeatable for credit

The jazz choir studies and performs vocal jazz repertoire in public and competitive settings, It is an advanced performance group and members should participate in one or more of the other choirs. Jazz choir meets in the morning before regular school hours.

H Madrigals 10 Credits UC/CSU: F Honors Grade level: 11-12
Placement by recommendation/audition
Repeatable for credit
This is an advanced performing ensemble and requires an audition for participation. This group performs complex classical music from all style periods. Madrigals participate in tours, competitions, and festivals and will be available for private, civic, and school functions. Students will learn music vocabulary, various musical styles, advanced vocal techniques, sight singing, and advanced music theory. There will be performances outside of school hours.

PHYSICAL EDUCATION Graduation requirement: 20 Credits

Physical Education I 10 Credits UC/CSU: No Grade level: 9
Freshmen will learn the beginning and intermediate skills, rules, history, and etiquette in a variety of physical activities. Students will demonstrate the objectives of the following activities: badminton, basketball, square dance, pickleball, softball, swimming, track, and volleyball. Students will cover the health and fitness standards and complete the California Physical Fitness Test.

Physical Education II-IV 10 Credits UC/CSU: No Grade level: 10-12
Repeatable for credit
Students will participate in a variety of activities such as badminton, basketball, flag football, softball, soccer, swimming, volleyball, fitness training, recreational games, and pickleball.

Physical Education Adapted 10 Credits UC/CSU: No Grade level: 9-12
Placement by IEP and case carrier recommendation
Repeatable for credit
Utilizing the recommendations of an individual education plan, students with exceptional needs will complete a specialized program of physical fitness and therapy.

Advanced Physical Education 10 Credits UC/CSU: No Grade level: 9-12
Placement by coach recommendation
Athletic clearance required
This class is designed to meet the needs of the advanced physical education student athlete. The goal is to help prepare the athlete for the level of physical conditioning needed to be successful in their sport. This course will also help to support the athlete academically by having them miss their 6th period P.E. instead of an “academic” class when they have an athletic contest that requires an early excusal from school. Physical fitness training and conditioning will be heavily emphasized. If a student is academically ineligible, cut, or decides to quit a team, that student may be placed into Advanced PE for that semester only. That student may then be dropped and placed into regular P.E. when that particular semester is over.

Weight Training 10 Credits UC/CSU: No Grade level: 10-12
This course introduces proper lifting techniques, safety, and emphasizes the development of effective weight training. This course includes the concepts of physical education and the development of personal fitness. Methods include; combination of strength training, muscular endurance, cardiovascular endurance, and flexibility.

People PE 10 Credits UC/CSU: No Grade level: 9-12

Repeatable for credit
Students in this program will benefit from a more individualized program. Activities are designed to provide a variety of activities and experiences to improve physical, mental and emotional growth and development. Peer tutors will be provided to guide, assist, motivate, model, reinforce and support student success in the class. Students are placed in this program based on teacher or counselor recommendation.

CAREER TECHNICAL EDUCATION Graduation requirement: Art/Foreign Language/CTE

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Graphic Design 5 Credits UC/CSU: No Grade level: 9-12
This 1 semester course will introduce students to the world of graphic design. Graphic designers create advertising flyers, posters, brochures, product packaging, and many other projects. Students will learn about two design programs, Photoshop and Illustrator, which are used in the graphic arts industry. The emphasis of the class is for students to create a portfolio of their own unique designs which demonstrate an understanding of design elements and principles along with various computer skills. All work will be examined and evaluated for good artistic composition, workmanship, and the thoughtful achievement of assignment requirements. *This course may not be offered every year.*

Adv. Graphics 10 Credits UC/CSU: No Grade level: 10-12
This course provides students with an in-depth understanding of computer graphics. Students create graphics and flyers for school activities as well as integrated video enterprises. Thorough self-paced independent instruction, students may develop drawing and design skills for introductory animation presentation. *This course may not be offered every year.*

Academy of Engineering and Architecture Academy, Project Lead the Way:

Intro to Engineering Design (PLTW) 10 Credits UC/CSU: F Grade level: 9-10
Project Lead the Way
Introduction to Engineering Design (IED) is a high school level course that is appropriate for 9th or 10th grade students who are interested in design and engineering. 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. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Vocational key terms and concepts will be discussed. The IED course is the foundation for other Academy of Engineering and Architecture courses offered at Upland High School. This course is articulated with local community colleges and can result in college credit.

Principles of Engineering 10 Credits UC/CSU: G Grade level: 10-12 Project Lead the Way
This course is a continuation of Engineering/Architecture Academy Students will explore technology systems and engineering processes to find out how math, science, and technology help people. Algebra II recommended, but not required.

Architecture I & II - ROP 10 Credits UC/CSU: No Grade level: 11-12
Placement by teacher recommendation or C grade or better in Intro to Engineering Design
Repeatable for credit
Arch I will design and manually draw a four bedroom house, and then, if time permits, build a framing model to scale with balsa wood. Students will also gain experience in general vocational

skills such as resume writing, public presentation, and other industry related activities. Arch II students will enter a national drafting competition sponsored by NAWIC, The National Association for Women in Construction. These students will be creating their drawings using the computer program AutoCad. It is advisable that students take these courses as a two period block for a full year, however, arrangements can be made to take them as a single period. All students will be enrolled through Baldy View ROP and will receive certificates for the competencies they achieve.These Architecture courses are advanced courses within the Academy of Engineering and Architecture, and similar to an AP course, these courses are articulated with local community colleges.. Senior students will apply for an academic scholarship.

Education Pathway

Teaching and Learning 1 10 Credits UC/CSU: G Grade level: 9-12

The concentrator (first) year in a two-year CTE Education Pathway, Ed One prepares future educators for careers in education with focuses on child development and education pedagogy. Students gain work-based experience in elementary classrooms during the school day and can be paid to work during summer school. Students can earn dual-enrollment credit in child development and work Experience.

Teaching and Learning 2 10 Credits UC/CSU: G Honors Grade level: 10-12

Offered as a weighted course with university-level rigor, the capstone (second) year in the two-year CTE Education Pathway, Ed Two focuses on teaching pedagogy, better first instruction, and instructional strategies. Students earn dual enrollment through their course work with the University of La Verne EDUC 407 and ELEM 310. Students gain work-based experience in elementary classrooms during the school day and can be paid to work during summer school. At the end of the 2-year program students can apply for a certification to be a Para Educator.

Health Science Academy:

Health Careers 10 Credits UC/CSU: No Grade level: 10-12

This course introduces students to the skills and knowledge necessary to enter health careers such as physicians, nurses, therapists, technicians, or support personnel. Students will benefit from practical experiences and presentations and will be able to complete basic first aid and CPR training. This course is the foundation course in the Health Science Academy.

Medical Assisting - ROP Credits: See below UC/CSU: Yes Grade level: 11-12

Medical assisting: (Two Hour Block/day for Fall Semester 10 credits) (Requirements must be met in order to continue to clinical placement Spring Semester 4 hour class/day 20 credits) Meets A-G requirement.

This class incorporates the job specific health career fundamentals with didactic, laboratory, and clinical competencies for the various medical office occupations. The course prepares students completing course work to provide direct medical administrative or direct patient clinical support. Workplace learning experiences may occur in private and group medical practices or medical clinics. **Must meet requirements for clinical placement 2nd semester.

Sports Medicine - ROP 10 Credits UC/CSU: G Grade Level: 10-12

Students will receive instruction and hands-on learning opportunities in the practice of sports physical therapy. Areas of their practice include pre-participation screening, equipment recommendations, and cardiovascular fitness programs designed to assist in a safe return to activity.

Exploring Athletic Training - ROP 10 Credits UC/CSU: No Grade Level: 10-12
Students will receive instruction in the knowledge, skills and confidence students need to maintain meaningful and safe physical activity throughout their lifetime. The course provides students with an overview of the skeletal and muscular system, sports related injury prevention and rehabilitation. Students will have an opportunity to observe a variety of physical and sporting activities while serving as student assistants to the on-site Athletic Trainer in the intervention and rehabilitative services in sports related injuries. This class is offered as a 7th period class.

Business Academy:

Computer Technology 10 Credits UC/CSU: G Grade level: 9-12
Learn programs that all major companies use. Have a blast with fun projects using Illustrator graphics, MS Publisher, and Prezi programs. Use PowerPoint which includes animation, music and sound. Create your own t-shirt design and vinyl stickers. Microsoft Office programs such as: Word, Excel, and Access are covered. No homework. No tests. A project-based final. Key/input speed 25 wpm is recommended. Part of the Business Academy Pathway. This course is approved for articulation at Chaffey College with BUSOT 40 and students may earn college credit at Chaffey College for this course.

Fashion Design 10 Credits UC/CSU: F Grade level: 9-12
This course is designed for students interested in the fashion industry. Students study the development of fashion throughout history and explore fashion trends. Other concepts include the study of textiles, elements of color and design, the principles of design, and a look at famous designers and their styles. Students will draw using the "croquis" and evaluate their own designs as well as the designs of well-known fashion designers. Careers in fashion will be explored.

Introduction to Business 10 Credits UC/CSU: G Grade level: 9-12
Learn about the world of business in this Intro to Business course. Students will develop an understanding of the economy and money management skills. Topics include our market system, government's role in the economy, business ownership, business management, budgeting your money, spending money wisely, using financial services, types of credit, and choosing a career. This class is taught in a computer lab and highly recommended for students interested in the field of Business.

Arts, Media and Entertainment Academy:

Digital Arts and Mixed Media 10 Credits UC/CSU: F Grade level: 9-12
This fun and exciting course will give students the opportunity to gain computer skills and use a variety of creative multimedia computer applications. Have fun with new iMac computers! Students will develop skills in photo/image editing,sound, print design, graphics, and video editing. This is a project-based course that concludes with a portfolio as a final project. Some programs that will be utilized are: Photoshop, Illustrator, Garage Band, PowerPoint, and Premiere.

Film Analysis 10 Credits UC/CSU: F Grade level: 10-12
Students will analyze the artistic and technical aspects of film and filmmaking. Students learn the purposes and practices of film in our culture and abroad. Students learn and practice the techniques, processes, and vocabulary involved in planning, producing, and editing short films. Students will learn to critically evaluate the work of filmmakers through written assignments using specific aesthetic and technical criteria.

Video Production 10 Credits UC/CSU: F Grade level: 9-12
This course provides introductory instruction on visual design elements, production techniques, media analysis and video editing through cross-curricular, multi-modal instruction. Through the creation of various video projects, learners will become acquainted with camera use, editing software, production roles, storyboarding, filming techniques, basic computer skills, and utilize various production related equipment. College Credit Available

Advanced Video 10 Credits UC/CSU: G Grade level: 11-12
Placement by recommendation
Repeatable for credit
This course provides advanced instruction on visual design elements, production techniques, media analysis and video editing. Students work as a team on a variety of hands-on projects and produce videos for the community, campus organizations and the *End of the Year* film (Senior Video). Students analyze video and work on highlight videos, public service announcements, and other creative projects. This course also captures events and sport throughout the year. Through creation of various video projects, learners gain mastery of camera use, editing software, production roles, filming techniques, computer skills, and utilize various production related devices.

TV and Video Broadcast 10 Credits UC/CSU: No Grade level: 9-12
Repeatable for Credit
Students enrolled in the course will explore theory and praxis of mass media distribution in the digital age. Through the examination of the three phases of production, personnel roles, industry production, equipment, and visual composition principles, learners will gain experience working with industry standard software and equipment to produce various types of shows in a studio that will broadcast on public access cable television and through web media outlets. As a member of UTV Studio Production, this course is responsible for the video version of the student bulletin and UTV News. In addition, students will gain the experience of media event coverage of campus and community events.

Computer Science Pathway:

Computer Science Essentials 10 Credits UC/CSU: D Grade level: 9-12
This course emphasizes computational thinking and collaboration. Students will be exposed to a diverse set of computational thinking concepts, fundamentals, and tools allowing them to gain understanding and build confidence. Students will 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. Students will 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.

AP Computer Science Principles 10 Credits UC/CSU: D Honors Grad Level: 10-12
Computer Science Principles (CSP) is a PLTW course to implement the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and

progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further.

AP Computer Programming - Java 10 Credits UC/CSU: C Honors Grade level 11-12
The AP Computer Science course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students prepare for the AP exam in Computer Programming.

Cybersecurity: Project Lead the Way 10 Credits UC/CSU: D Grade Level: 10-12
Prerequisite: Successful completion of PLTW Computer Science Essentials of the equivalent
This course will have students identify cybersecurity threats and protect against them. Students will learn to detect intrusions and respond to attacks. Students will begin to examine their own digital footprint and better defend their own personal data. Students will learn how organizations protect themselves in today's world. Whether seeking a career in the emerging field of cybersecurity or learning to defend their own personal data or a company's data, students will establish an ethical code of conduct while learning to defend data in today's complex cyber world.

Career Technical Classes Graduation requirement: Art/Foreign Language/CTE

Automotive Technology I 10 Credits UC/CSU: No Grade level: 9-12
Students will learn the basic functions of the 4-stroke engine and how it is affected by fuel, air, electricity, and load. Students will study transmissions, drivetrain, tires, wheels, and brakes. Preventive maintenance procedures will be taught and practiced virtually online and on lab vehicles. Qualified students interested in pursuing more in depth study may be recommended to take Advanced Automotive Technology following the completion of this course. This course has an articulation agreement with Chaffey College.

Advanced Automotive Tech II-IV 10 Credits UC/CSU: No Grade level 11-12
Students are accepted in these courses by teacher recommendation and successful completion (a grade of 'C' or better') of Automotive Technology I and subsequent years in the Automotive Technology program.. These courses provide students with advanced level knowledge and skills to diagnose, service and repair vehicles and support systems such as engines, brakes, cooling, drivetrain, electrical/electronic components, emissions, fuel, ignition, steering, suspensions and transmissions.

Foundation of Residential and Commercial Construction
10 Credits UC/CSU: G Grade level 9-12
The Building Industry Technology Academy (BITA) trains students in construction and building design, performance, sustainability and the manner in which residential and commercial structures are designed and built. Students learn industry standard safety habits and procedures, vocabulary, use of hand and power tools, blueprint reading, measurement and estimating. During simulated builds, students acquire experience working with building materials. There are construction completion opportunities during the year.

Study of Modern Craftsmanship and Infrastructure

10 Credits UC/CSU: G Grade level 10-12
Successful completion of Foundations of Residential and Commercial Construction
Students will gain an in-depth understanding of the history behind construction, materials, and trades in the industry. Students will use Primary Sources and become Construction Historians as they reconstruct the advancement of the trades, materials, and tools that are now being used in residential and commercial construction. The course covers a more advanced knowledge of safety, use of hand and power tools, blueprint reading, geometry, and estimating. Integrated throughout the course are foundation standards, which include communication, ethics, interpersonal/team skills, critical thinking and other employment skills needed for the 21st Century.

Welding Technology I-II 10 Credits UC/CSU: G Grade level: 9-12
Metal is designed as an introduction to the various areas of metalworking. Students will complete projects that teach project planning and correct use of hand and machine tools. Students will experience welding, foundry, casting, bench metal, gas cutting, arc welding, and metal machining.

Heating Ventilation & Air Conditioning (HVAC) I-II 10 Credits UC/CSU: G Grade level 9-12
The Mechanical Systems Installation & Repair pathway provides students with competencies fundamental for preparing for employment or advanced training in heating, ventilation, air-conditioning (HVAC) & appliance installation, maintenance, & repair. The pathway includes preparation for a Class C California License & EPA certification

SPECIALIZED ELECTIVES Graduation requirement: 90 Credits

AP Seminar 10 Credits UC/CSU: B Grade 10-11
In this first year of a two year certificate and diploma program (AP Capstone), you will develop and strengthen your analytic and inquiry skills, exploring deeply topics and issues chosen by you and/or your teacher. You will learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. During the course, you will complete a team project, an individual paper and presentation, and take a written end-of course exam. Your AP Seminar Exam score will be based on all three assessments using the usual 1-5 AP scoring scale.

AP Research 10 Credits UC/CSU: G Grade 11-12

Prerequisite: Successful completion of AP Seminar

AP Research is the second course in the AP Capstone program. In this class you will deeply explore an academic topic, problem, issue, or idea of individual interest. You will design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, you further the skills you acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. You will reflect on your skill development, document your processes, and curate the artifacts of your scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.
scoring scale.

AVID 9-12 10 Credits UC/CSU: G Grade level: 9-12
Placement by recommendation/application

This course is designed to provide instruction in study skills, time management, and goal setting. Students will learn college entrance requirements, participate in field trips, and receive specialized

tutoring. Students who complete four years in AVID classes may be eligible for priority admission to the University of California and California State University.

Esports Athletics 10 Credits UC/CSU: No Grade level: 9-12
Esports Athletics is a 6th period for practice in CIF Esports titles such as Rocket League, League of Legends, and Super Smash Bros. Ultimate, and is available for students who wish to compete in one of these as part of the UHS Highlander Esports team. This period is also used to cover important updates regarding the Esports season and roster changes each week, determining academic eligibility for participation in games against other schools, reviewing footage from previous games, and discussing strategy and gameplay in Esports titles with teammates. The class also covers certain other aspects of Esports, such as different careers, streaming, a simple introduction to coding, and an assessment and correction oriented, growth mindset for competitive gaming. Enrollment in this class is subject to the approval of the Esports coaches, and may be restricted based on the overall number of students attempting to compete in each game title and status of good standing in academic eligibility and good citizenship.

Study Skills 10 Credits UC/CSU: No Grade Level: 9-10
This is an elective course, which provides students with strategies and tools for both successful classroom performance and college admission. Students will examine, model, and practice techniques which will enhance his/her self-confidence, note taking skills, writing skills, and home study skills across the curriculum. Students work both independently, and as directed by the instructor on a variety of assignments. Time is given for the completion of other coursework during the week.

Peer Leadership (Unity) 10 Credits UC/CSU: No Grade level: 9-12
Placement by recommendation/application
Repeatable for credit
Unity/Peer leadership students are trained to be good listeners, facilitators, and communicators who promote equity and inclusion. Candidates must be able to relate well to peers, demonstrate a willingness to help others, show character growth and be responsible and ethical students.

Pep Squad 10 Credits UC/CSU: No Grade level: 10-12
Meets UHS PE Requirement
Repeatable for credit
Placement by recommendation/ audition
This course is intended for students who are selected as yell or song leaders or Pep Commissioner. Students will plan and produce spirit activities and rallies, practice routines, publicize activities and athletic events, and train potential candidates for Pep Squad. Members practice group decision-making in planning activities and developing a schedule for attendance at athletic events. Students are expected to participate in a summer camp and practices and performances outside of class time.

Student Leadership 10 Credits UC/CSU: G Grade level: 9-12
Placement by recommendation/election
Repeatable for credit

This course is intended for students who are elected or appointed to the Executive Council of the Associated Student Body. Students will gain practical experience in the political process while planning and producing activities for UHS students. The Council reviews all plans for student activities, develops an ASB budget and appropriates funds. Students practice decision making and interaction with the school and district leadership. Students participate in regional councils and students are expected to participate in leadership camp and events outside of class time.

Computer Science Essentials 10 Credits UC/CSU: D Grade level: 9-12
This course emphasizes computational thinking and collaboration. Students will be exposed to a diverse set of computational thinking concepts, fundamentals, and tools allowing them to gain understanding and build confidence. Students will 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. Students will 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.

AP Computer Science Principles 10 Credits UC/CSU: D Honors Grade Level: 10-12
Computer Science Principles (CSP) is a PLTW course to implement the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further.

AP Computer Programming - Java 10 Credits UC/CSU: C Honors Grade level: 11-12
The AP Computer Science course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students prepare for the AP exam in Computer Programming.

Cybersecurity Project Lead the Way 10 Credits UC/CSU: D Grade Level: 10-12
Prerequisite: Successful completion of PLTW Computer Science Essentials of the equivalent

This course will have students identify cybersecurity threats and protect against them. Students will learn to detect intrusions and respond to attacks. Students will begin to examine their own digital footprint and better defend their own personal data. Students will learn how organizations protect themselves in today's world. Whether seeking a career in the emerging field of cybersecurity or learning to defend their own personal data or a company's data, students will establish an ethical code of conduct while learning to defend data in today's complex cyber world.

Work Experience Credits Variable UC/CSU: No Grade level: 11-12
Student must be currently employed
Work Permit required
Repeatable for credit
Work experience is a course designed to inform students about employment issues such as labor law, career search, employer/employee relations, employee rights, resume and application preparation. Students must be employed and provide verification of work hours.

Exploratory Work Experience 5-10 Credits UC/CSU: No Grade level: 11-12
Placement by application
Repeatable for credit.
This work-based learning course provides unpaid internship opportunities and practical experience with various local businesses and professions. Build your resume and job application work experience in this course! Network and gain "real world" experience! Job shadowing opportunities are also available to enable students to observe the skills required to be successful in an area he/she is interested in. The course content includes: employment skills, career search, job applications, resume, labor laws, employee/employer relations, how to find a job, keeping a job, and more. Students will be responsible to maintain a log of their hours and a summary of work experience.

CTE Work Experience 5-10 Credits UC/CSU: No Grade level: 11-12
This work experience class is designed for students that have paid employment in one of the California Career Technical Education 15 sectors. Students connect and link between school and work as they apply their skills in a paid job. The course content includes: employment skills, career search, job applications, resume, labor laws, employee/employer relations, how to find a job, keeping a job, and more. Students will be responsible to provide verification of work hours.

Regional Occupation Program Credits Variable UC/CSU: Subject to course Grade level: 11-12
Placement by application
Repeatable for credit
ROP is a state-sponsored program that provides career technical education and training. Some courses are available at the UHS campus during the regular school day. Other courses are available at sites throughout the adjacent communities after school and on weekends. Courses are available in health occupations, office technology, service professions, retail sales and distribution, and industrial trades. For more information, a comprehensive catalog of courses is available each semester in the Career Center.

Skills Enhancement 10 Credits UC/CSU: No Grade level: 9-12
Placement by IEP and case carrier recommendation only
Repeatable for credit
Upon recommendation, students will be able to obtain specialized assistance in core classes such as English and mathematics and testing accommodations.

Link Crew 10 Credits UC/CSU: No Grade level: 11-12
Juniors and seniors will be serving as leaders and mentors for the freshmen. The purpose of the Link Crew Class is to tap the potential and maximize the benefits of the existing Link Crew program. The benefits include increased sense of community, improved climate and successful transition of new freshmen. Students who enroll in this class need to be a current Link Crew member in good standing. *This course may not be offered every year.*

Teacher Assistant 5 Credits UC/CSU: No Grade level: 12
Placement by recommendation/application

Repeatable for credit
Student assistants may serve teachers and auxiliary staff by providing tutoring and/or clerical assistance. Students must be recommended and complete an application to participate, and continued participation requires satisfactory attendance, grades, and behavior.

Tutorial Specialist 5 Credits UC/CSU: No Grade level: 12
Placement by recommendation/application
Repeatable for credit
Tutorial assistants may serve teachers and auxiliary staff by providing tutoring assistance. Students must be recommended and complete an application to participate, and continued participation requires satisfactory attendance, grades, and behavior.