

Center High School

3111 Center Court Lane, Antelope, CA 95843
Phone: (916) 338-6420 • Fax: (916) 338-6370



2026 – 2027 Course Catalog

Revised January 2026

"Home of Scholars and Champions"

www.chs.centerusd.org

This catalog is also available online at <http://www.chs.centerusd.org>

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CONTINUOUS NON-DISCRIMINATION NOTICE

The Center Joint Unified School District is committed to equal opportunity for all individuals in education. School and district programs, activities, and services shall be free from unlawful discrimination based on actual or perceived sex, race, color, national origin, religion, age, sexual orientation, ancestry, ethnic group identification, gender, physical or mental disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or sexual harassment in any district service, program and/or activity that receives or benefits from state financial assistance. The district shall promote programs, which ensure that unlawful discriminatory practices are eliminated in all school and district activities.



CENTER JOINT UNIFIED SCHOOL DISTRICT INFORMATION

Board of Trustees

Howard Ballin, President
Chuck Uribe, Clerk
Nancy Anderson
Steve Bruno
Delrae Pope



District Administration

Scott Loehr, Superintendent
Chris Borasi, Director
Lisa Coronado, Director
Mike Jordan, Director
Richard Putnam, Director

DISTRICT COORDINATORS

Title IX Coordinator

Chris Borasi
(916) 338-6413
cborasi@centerusd.org
CJUSD District Office
8408 Watt Avenue
Antelope, CA 95843

Title 5 Coordinator

Chris Borasi
(916) 338-6413
cborasi@centerusd.org
CJUSD District Office
8408 Watt Avenue
Antelope, CA 95843

Title II Coordinator

Mike Jordan
(916) 339-4697
mikejordan@centerusd.org
CJUSD District Annex
3243 Center Court Lane
Antelope, CA 95843

504 Coordinator

Mike Jordan
(916) 339-4697
mikejordan@centerusd.org
CJUSD District Annex
3243 Center Court Lane
Antelope, CA 95843

ADA Coordinator

Richard Putnam
(916) 338-7580
rputnam@centerusd.org
CJUSD District Office
8408 Watt Avenue
Antelope, CA 95843

THE CENTER COMMITMENT



Making a Positive Difference in All That We Do



DISTRICT SCHOOLS



3111 Center Court Lane
Antelope, CA 95843
Office: (916) 338-6420
Principal: Jerald Ferguson
chs.centerusd.org



3243 Center Court Lane
Antelope, CA 95843
Office: (916) 338-6440
Principal: Tami J'Beily
mhs.centerusd.org



4747 PFE Road
Roseville, CA 95747
Office: (916) 787-8100
Principal: Brett Homesley
wcr.centerusd.org



3401 Scotland Drive
Antelope, CA 95843
Office: (916) 338-6490
Principal: Erica Olmstead
spinelli.centerusd.org



8000 Aztec Way
Antelope, CA 95843
Office: (916) 338-6470
Principal: Melissa Oliver
dudley.centerusd.org



3901 Little Rock Drive
Antelope, CA 95843
Office: (916) 338-6480
Principal: Tracey Seivert
northcountry.centerusd.org



4601 Upland Drive
Roseville, CA 95747
Office: (916) 735-7001
Principal: Jason Farrel
rexfortune.centerusd.org



3909 North Loop Boulevard
Antelope, CA 95843
Office: (916) 338-6460
Principal: Parveen Saenz
oakhill.centerusd.org

INTRODUCTION

The Center High School Course Catalog serves as an educational tool to assist students and parents/guardians in making informed decisions in order to prepare students for successful academic achievement during high school and after. The CHS staff encourages students and parents to make thoughtful decisions during the course selection process. Counselors are available to advise students and parents regarding course selection and college/career preparation. In addition, the College and Career Center serves as a resource for students exploring post-high school education and employment opportunities.

Center High School is a four-year comprehensive high school, fully accredited by the Western Association of Schools and Colleges (WASC), serving students in the Center Joint Unified School District. The curriculum at Center High School is based on the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the a-g requirements of the California State University and the University of California systems. Center High School students can participate in a wide selection of academic, co-curricular, and extracurricular activities including the Media Communications Academy (MCA), Advanced Placement (AP) courses, Project Lead the Way (PLTW) biomedical and engineering programs, Advancement via Individual Determination (AVID), Link Crew, athletics, and a variety of clubs. Center High School's academic year is based on two semesters, each of which is approximately eighteen weeks long. The regular school day consists of four 90 minute periods alternating A-days (periods 1-4) and B-days (periods 5-8). Each semester students take up to 8 classes. A student earns five credits for each semester of completed coursework, provided the student earns a passing grade.

GENERAL INFORMATION

CENTER HIGH SCHOOL

3111 Center Court Lane
Antelope, CA 95843

www.chs.centerusd.org

ADMINISTRATION, COUNSELORS, OFFICE STAFF, AND DIRECTORS

Principal

Jerald Ferguson

Assistant Principals

Stacy Clement
Doug Hughey

Counselors

Celina Adams
Kim Biancalana
Ana Perez
Dulce Ramirez

Office Assistants

Elizabeth Elliott
Sharon Hemric
Barbara Violette

School Secretary

Bernadette Poor

Activities Director

Jenna Boller

Attendance Secretary

Rose Mendoza

ASB Bookkeeper

Yelena Leontieff

Registrar

Ester Cortez

Athletic Director

Danielle Stout

College/Career Coord.

Cece Durazo

CONTACT NUMBERS

Main Office 338-6420
Main Office Fax 338-6370
ASB Office 338-6435

Student Center 338-6428
Student Center Fax 338-6373

Registrar 338-6363
Attendance Office 338-6427 /
338-6424

SCHOOL-WIDE LEARNING OUTCOMES (SLOs)

SELF-DIRECTED LEARNER

- Develops and pursues personal, academic, and career goals
- Accepts responsibility for one's own learning
- Seeks and evaluates information effectively

CRITICAL THINKER

- Effectively identifies, organizes and analyzes problems
- Selects appropriate strategies and technologies to demonstrate understanding

EFFECTIVE COMMUNICATOR

- Demonstrates effective communication using a variety of appropriate methods: speaking, media, arts, reading, technology, listening, and writing

QUALITY PRODUCER

- Plans to create a project that meets or exceeds established standards
- Constructs, evaluates, and revises a product using available technology
- Presents a product that reflects the standards and goals
- Works collaboratively when appropriate

RESPONSIBLE CITIZEN

- Follows all rules: school, society, and community
- Participates in community service
- Respects the differences of others
- Demonstrates honesty, integrity, and respect

CLASS CHANGES AND ADD/DROP POLICY

Students must select courses carefully and are responsible for the selections they request. Please note the following course-change policy when selecting classes:

A Center High School student is expected to stay in a year-long class the entire year, both semesters—fall and spring. Changing students' courses mid-year is disruptive to the established classes, the education of the student(s), and staffing. Staffing levels and courses offered for the entire school year are based on the courses students select in the spring of the preceding school year.

Possible exceptions to this rule are:

- A student has already completed the course (for example in either summer school or other credit recovery program) after the course was requested or student was enrolled.
- A student does not meet the recommendation(s) or requirement(s) to be in the class.
- A senior is missing a course needed for graduation or admission to college.

Program changes only at semester:

- If a student is to be added to or removed from a program.
- Physical Education classes within the same period may be switched if class numbers permit.

If a schedule change is required, the following will occur:

- If the course is either 4th or 8th period, an early dismissal (juniors and seniors only) may be changed with the class.
- Every effort will be made to keep the students with their current teachers.

All other course change requests will only be heard after the following process has been followed to try and resolve the concern: student meets with teacher; student and parent/guardian meet with teacher; student and parent/guardian meet with counselor; student and parent/guardian meet with assistant principal.

Requests to drop an AP course must be made through counseling and follow the AP Course Drop Request protocol.

This policy is subject to change per administrative discretion and **all requests must be made through the counseling department within the first ten (10) days of the school year or from the date a student enrolls.**

CHS GRADUATION REQUIREMENTS

In order to earn a diploma from Center High School, students must:

1. Earn 260 credits out of a possible 320 credits
2. Complete the coursework in the subject areas listed below with a passing grade:

SUBJECT	CREDITS	YEAR REQUIREMENT
English	40	Four (4) Years
Physical Science	10	One (1) Year
Biological Science	10	One (1) Year
American History	10	One (1) Year: Junior Year
World History	10	One (1) Year: Sophomore Year
Economics	5	One (1) Semester: Senior Year
Consumer Finance	5	One (1) Semester: Senior Year
US Government	5	One (1) Semester: Senior Year
Ethnic Studies	5	One (1) Semester: Senior Year
Math (including Algebra Requirement)	30	Three (3) Years
Visual and Performing Arts, World Languages (other than English), or Career Technical Education (CTE)	10	One (1) Year
Physical Education	20	Two (2) Years: Freshman/Sophomore Years
Health	5	One (1) Semester: Recommended Freshman Year
Electives	95	Available Each Year
Total	260	Graduation

FOUR-YEAR PLAN WORKSHEET

Students are advised to use the elective boxes to complete the necessary UC/CSU or graduation requirements.

Class	Grade 9		Grade 10	Grade 11	Grade 12	
1	English 9		English 10	English 11	English 12	
2	Health	Elective (Geography)	Modern World History	US History	US Government	Ethnic Studies
3	Math (as appropriate)		Math (as appropriate)	Math (as appropriate)	Elective / Math* (as appropriate)	
4	Science (as appropriate)		Science (as appropriate)	Elective / Science* (as appropriate)	Consumer Finance	Economics
5	Physical Education		Physical Education	Elective / World Language* / VAPA / CTE / Intervention	Elective / World Language / VAPA / CTE / Intervention	
6	Elective / World Language* / VAPA / CTE / Intervention		Elective / World Language* / VAPA / CTE / Intervention	Elective / World Language / VAPA / CTE / Intervention	Elective / World Language / VAPA / CTE / Intervention	
7	Elective / World Language / VAPA* / CTE / Intervention		Elective / World Language / VAPA* / CTE / Intervention	Elective / World Language / VAPA / CTE / Intervention	Elective / Early Dismissal	
8	Elective / World Language / VAPA / CTE / Intervention		Elective / World Language / VAPA / CTE / Intervention	Elective / Early Dismissal	Elective / Early Dismissal	

(*) Recommended class for UC or CSU admissions

CHS COURSES MEETING a-g COLLEGE PREP REQUIREMENTS

a – g category	Discipline	Classes offered at CHS
a	History / Social Science (2 years required)	American History; AP Government & Politics United States; AP United States History; Geography; Honors Modern World History; Modern World History; U.S. Government
b	English (4 years required)	AP English Language and Composition; AP English Literature and Composition; Designing the American Dream: English 11 and Media Arts; English 9; English 10; English 11; English 12; Honors English 9; Honors English 10; MCA English 10: English and Digital Media; MCA Literature & Media
c	Mathematics (3 years required, 4 recommended)	AP Calculus AB; AP Statistics; Honors Integrated Math II; Honors Integrated Math III; Integrated Math I; Integrated Math II; Integrated Math III; Pre-Calculus
d	Laboratory Science (2 years required, physical and life, 3 years recommended)	AP Biology; AP Computer Science Principles (PLTW); Astronomy; Biology; Biomedical Innovations (PLTW); Chemistry; Digital Electronics (PLTW); Honors Chemistry; Honors Biology; Human Body Systems (PLTW); Introduction to Engineering Design (PLTW); Introduction to Physical Science; Medical Interventions (PLTW); Physics; Physics Honors; Principles of Biomedical Sciences (PLTW); Principles of Engineering (PLTW)
e	Foreign Language (2 years required, 3 recommended)	AP Spanish; Russian I; Russian II; Russian III; Russian IV; Spanish I; Spanish II; Spanish III; Spanish III for Native Speakers; Spanish IV; Spanish IV for Native Speakers
f	Visual and Performing Arts (VAPA) (1 year required)	Advanced Band; Advanced Dance; Advanced Guitar; Advanced Journalism and Productions (Yearbook); Advanced Orchestra; Animation I; Animation II; AP 2D Art and Design; Art I; Art II; Beginning Band; Beginning Guitar; Concert Band; Graphic Design I; Graphic Design II; Intermediate Dance; Jazz Band; Painting; String Orchestra; Theatre Arts I; Theater Arts II
g	College Prep Electives (1 year)	Advanced Media and Design; AP Macroeconomics; AP Microeconomics; AP Psychology; AVID 9; AVID 10; AVID 11; AVID 12; Creative Technical Writing for Critical Thinking (Part A/B); Criminal Justice; Economics; Entrepreneurship and Self Employment 1; Ethnic Studies; History of American Sports; Introduction to Film Studies; Introduction to Media and Design; Intermediate Media and Design; Mythology, Legends, and Folklore (Parts A/B); Psychology; Sociology

The list of CHS a-g courses approved by the University of California can be found at:
<http://hs-articulation.ucop.edu/agcourselist/institution/2707>

AP[®] COURSES / EXAMS OFFERED AT CENTER HIGH SCHOOL

AP 2D Art and Design
 AP Biology
 AP Calculus A/B
 AP Computer Science Principles
 AP English Language and Composition
 AP English Literature and Composition
 AP Macroeconomics

AP Microeconomics
 AP Psychology
 AP Spanish
 AP Statistics
 AP United States History
 AP US Government and Politics
 AP World History: Modern (*Pending*)

CTE PATHWAYS AT CENTER HIGH SCHOOL

INDUSTRY SECTOR		PATHWAY	COURSES	
	Arts, Media, and Entertainment	Media and Design Arts: Graphic Design	Graphic Design I	
		Media and Design Arts: Animation	Graphic Design II	
	Building Trades and Construction	Residential and Commercial Construction	Animation I	
			Animation II	
	Engineering and Design	Engineering Design	Construction Technology 1	
			Construction Technology 2	
	Health Science and Medical Technology	Biomedical Science	Introduction to Engineering Design (PLTW)	
			Principles of Engineering (PLTW)	
	Information and Communication Technologies	Web and Social Media Programming and Design	Digital Electronics	AP® Computer Science Principles
			Principles of Biomedical Science (PLTW)	
	Marketing, Sales, and Service	Entrepreneurship / Self-Employment	Human Body Systems (PLTW)	
			Medical Interventions (PLTW)	Biomedical Innovations (PLTW)
	Public Services	Public Safety	Media and Design I	
			Media and Design II	
			Media and Design III	
	Marketing, Sales, and Service	Entrepreneurship / Self-Employment	Entrepreneurship and Self-Employment 1	
			Entrepreneurship and Self-Employment 2	
	Public Services	Public Safety	911 Dispatch / Call Center / Customer Service Training I	

MID-YEAR GRADUATION

Students **MUST** petition for mid-year graduation through their counselor by April of the student's junior year. Please note there is only one graduation ceremony which occurs at the end of the second semester each year.

CREDIT FOR COURSES TAKEN AT COMMUNITY COLLEGES

Students planning to take a community college course **MUST** meet with their counselor. The Los Rios Community Colleges (American River, Cosumnes River, Folsom Lake, and Sacramento City Colleges) dual enrollment refers to opportunities for high school students to enroll in community college courses as a special admit student and receive college credit via enrollment for which the student's high school may also award credits. Students are eligible if they are at least fourteen (14) years old or have started the ninth (9th) grade. Sierra College has an Academic Enrichment Program which allows high school students to earn college credits for which the student's high school may also award credits. Students are eligible if they have completed the eighth (8th) grade or equivalent and are in good academic standing.

CALIFORNIA PUBLIC COLLEGES

www.californiacolleges.edu

California has a three-tiered system of state-financed universities and colleges. Many consider this system to be the nation's best public higher-education network. Here is a snapshot:

University of California
www.universityofcalifornia.edu

California State University
www2.calstate.edu

Community Colleges
www.cccco.edu

Top 9% of high school graduates.

Top 33% of high school graduates.

100% of high school graduates.

Background: The UC system combines the education of undergraduates with a strong emphasis on graduate programs and world-class research in the sciences & humanities.

Background: The CSU system emphasizes undergraduate education, leading to a bachelor's, master's, and a limited number of doctoral degrees.

Background: California Community Colleges offer a wide range of academic and vocational programs leading to an occupational certificate, a two-year associate of arts degree, or a transfer program.

Students: Over 300,000

Students: Over 471,000

Students: Over 2.2 million

Campuses: 10

Campuses: 22

Campuses: 116

Entrance Requirements: A minimum GPA of 3.00 GPA and completion of A-G UC/CSU approved courses with grades of C or better (no D's). SAT or ACT test scores are optional.

Entrance Requirements: A minimum GPA of 2.50 and completion of A-G UC/CSU courses with a C or better grades (no D's). SAT or ACT test scores are optional.

Entrance Requirements: Open admission for California residents with a high school diploma or equivalent; non-residents may also be admitted. State residents and non-residents over 18 without a diploma may be accepted if deemed capable of benefiting from the instruction.

Campus Locations: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz.

Campus Locations: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo & Maritime, San Marcos, Sonoma and Stanislaus.

Campus Locations: The closest locations are Sierra, *American River, *Cosumnes River, * Folsom Lake, and * Sacramento City Colleges.
(*Los Rios Community College District)

UC / CSU a-g COLLEGE PREP COURSEWORK COMPARISON

UC / CSU admissions requirements include a minimum of 15 year-long or 30 semester college preparatory a-g courses with a letter grade of C or better in the following areas:

Subject Area	California State University	University of California
a. Social Studies	2 years	2 years (including 1 year of World History)
b. English	4 years	
c. Mathematics	3 years through Algebra II/ Integrated Math III	
d. Laboratory Science (Physical and Biological)	2 years (including at least 1 year of biological science)	2 years (must include at least two of the three foundational subjects of biology, chemistry, and physics)
e. Language Other Than English	2 years (courses must be in the same language)	
f. Visual and Performing Arts	1 year	
g. College Prep Elective	1 year	

The list of CHS a-g courses approved by the University of California can be found at:
hs-articulation.ucop.edu/agcourselist/institution/2707

Admission requirements for private and out-of-state colleges are generally similar to those of the UC and CSU systems. Students should contact individual institutions to confirm specific requirements.

COLLEGE & CAREER CENTER

The College & Career Center, located in the CHS library, provides a variety of college and career exploration materials, activities, and services including, but not limited to: college catalogs/resources, PSAT/SAT, Pre-ACT/ACT, and ASVAB test preparation, Career Technical Education (CTE), college tours and CTE field trips/workshops, academic advising, employment opportunities, scholarships, Educational Talent Search (ETS), Upward Bound, and Armed Services information. In addition, the College and Career Center partners with local community colleges to provide access to dual enrollment courses through Advanced Education and Academic Enrichment programs.

The College and Career Center also hosts events such as the College and Career Fair, Purple Cord Dinner, guest speakers, and multiple financial aid nights. The College and Career Coordinator issues work permits and provides assistance with pre-employment skills such as the following: job search, applications, resume workshops, interview practice, intern and job shadowing placement, and resume building.

TESTING FOR COLLEGE-BOUND STUDENTS

PSAT – Preliminary Scholastic Aptitude Test: The PSAT is generally taken during the junior year, but sophomores and freshmen may also participate in the test. In addition to providing information about aptitude for college level studies, the PSAT scores are used by the National Merit Scholarship Test Service to determine scholarship winners during the junior year. This test is administered at Center High School in October. Fee required.

SAT Reasoning Test: This test measures verbal, written, and mathematics abilities. SAT scores help indicate how prepared students are to do the kind of academic work most colleges require. Many colleges may require this test for admission. Students are advised to take this test in their junior year. Fee required.

SAT Subject Tests: These tests are used to determine competency levels in a number of school areas: English, History, Mathematics, Foreign Language, or Science. Some colleges may require these tests for admission or placement purposes. Students are advised to take these tests in their junior year. Fee required.

AP – Advanced Placement Examinations: The Advanced Placement exams are given every year during two weeks in May. There is a fee required for each exam. A limited number of fee reductions are available to students with financial needs.

ACT – American College Test: This test measures educational development in four areas: English, Mathematics, Social Studies and Natural Sciences. Many colleges require this test for admission. Students are advised to take this test in their junior year. Fee required.

OPTIONAL TESTING FOR HIGH SCHOOL STUDENTS

ASVAB – The Armed Services Vocational Aptitude is a group of twelve tests that measures aptitude in five separate career fields and provides an indication of academic aptitude. It is administered to 10th, 11th, and 12th grade students during the fall semester. Additional information is available in the Career Center.

CHSPE – California High School Proficiency Exam - This test is offered by the State Board of Education to eligible persons to demonstrate proficiency in the basic skills taught in California public high schools as defined by the average performance of second semester seniors in those schools. Each person who passes the CHSPE is awarded a Certificate of Proficiency, which is legally equivalent to a high school diploma in California. Test information is available in the Counseling Center.

GED® – General Educational Development: The GED® test is designed to measure the skills and knowledge equivalent to a high school course of study. Passing the GED test gives those who do not complete high school, or who do not meet requirements for high school diploma, the opportunity to earn their high school equivalency credentials. The GED® test has four content areas: Language Arts, Mathematical Reasoning, Social Studies, and Science. It takes roughly seven and a half hours and is offered in English and Spanish.

HISSET®–High School Equivalency Test: The HISSET® exam, the new alternative to the GED® test, can help students achieve this important state-issued high school equivalency credential. The HISSET® exam measures the academic knowledge and proficiency equivalent to those of a high school graduate. It covers five content areas: Language Arts – Reading, Language Arts – Writing, Mathematics, Social Studies and Science. Passing the HISSET® exam shows that students have attained the academic knowledge and proficiency equivalent to those of a high school graduate.

HELPLINES: HOW TO HELP IN A CRISIS

LOOK FOR THE SIGNS	LISTEN FOR THE FEELINGS
<ul style="list-style-type: none"> • Withdrawn from friends/family • Hopelessness • Trouble concentrating • Giving belongings away • Not sleeping / sleeping a lot • Change in eating habits • Intense behavior changes 	<ul style="list-style-type: none"> • Don't agree to keep the secret; • you can help by getting them help! • ACT, seek adult help • Discuss the problem openly • Show interest and support • Seek others for help: teacher, religious figure, coach, counselor, parent, etc.
ACCESS MENTAL HEALTH AGENCY	CHILD PROTECTIVE SERVICES
Provides triage, assessments and referrals: (916) 875-1055	(916) 875-5437
LA FAMILIA	WEAVE
Provides psychiatric, MFT and MSW services (916) 452-3601	(916) 920-2952 www.weaveinc.org
MENTAL HEALTH AMERICA OF NORTHERN CALIFORNIA	DOMESTIC VIOLENCE AND SEXUAL ASSAULT
(916) 366-4600	(916) 371-1907
WELLSPACE HEALTH:	NATIONAL SEXUAL ASSAULT NETWORK:
6015 Watt Avenue #2 (916) 325-5556	1-800-656-4673
NATIONAL ALLIANCE ON MENTAL HEALTH (NAMI)	CALCAA: AGAINST SEXUAL ASSAULT
(916) 364-1642	(916)446-2520 http://calcasa.org
MENTAL HEALTH URGENT CARE CLINIC	AL ANON FAMILY GROUPS
(916) 520-2460	(916) 334-2970
WIND YOUTH CENTER	RECOVERY HAPPENS
(916) 561-4900 www.windyouth.org Adolescent Emergency Shelter: (916) 628-1492	916-276-0626 Recoveryhappens.com
2-1-1 SACRAMENTO	YOUTH HELP NETWORK
Dial 2-1-1 (800) 500-4931 (916) 498-1000	(833) 333-2946
SUICIDE PREVENTION AND CRISIS HOTLINE	TWIN RIVERS SCHOOL RESOURCE OFFICER
Toll Free: (800) 273-8255 Sacramento: (916) 368-3111 Roseville: (916) 773-3111 CA Youth Crisis Line: (800) 843-5200	Dispatch: (916) 566-2777



STUDENT AND FAMILY SUPPORT SERVICES

CENTER JOINT UNIFIED SCHOOL DISTRICT



STUDENT & FAMILY SUPPORT SERVICES

WE ARE HERE FOR YOU!

OUR SERVICES:



PROGRAMS OFFERED

- McKinney-Vento Homeless Program
- Foster Youth Services



STUDENT & FAMILY SUCCESS

- Basic Needs
- Educational Support
- Social & Emotional Well-being Support
- School & Community Linkages



RESOURCES & REFERRALS

- Community Resources
- Mental Health Resources and Referrals

SCAN FOR MORE



CONNECT WITH US:



WWW.CENTERUSD.ORG/FAMILIES/STUDENT-AND-FAMILY-SUPPORT



3243 CENTER COURT LANE



916-338-6387



SERVICIOS DE APOYO A ESTUDIANTES Y FAMILIAS

CENTER JOINT UNIFIED SCHOOL DISTRICT



SERVICIOS DE APOYO A ESTUDIANTES Y FAMILIAS

¡ESTAMOS AQUÍ PARA USTED!

NUESTROS SERVICIOS:



PROGRAMAS OFRECIDOS:

- Programa para personas sin hogar de McKinney-Vento
- Servicios para jóvenes de crianza temporal



ÉXITO DE ESTUDIANTES Y FAMILIAS:

- Necesidades básicas
- Apoyo educativo
- Apoyo al bienestar social y emocional
- Vínculos entre la escuela y la comunidad



RECURSOS Y REFERENCIAS:

- Recursos comunitarios
- Recursos y Referencias de Salud Mental

ESCÁNER PARA MÁS



CONECTE CON NOSOTROS:



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3243 CENTER COURT LANE



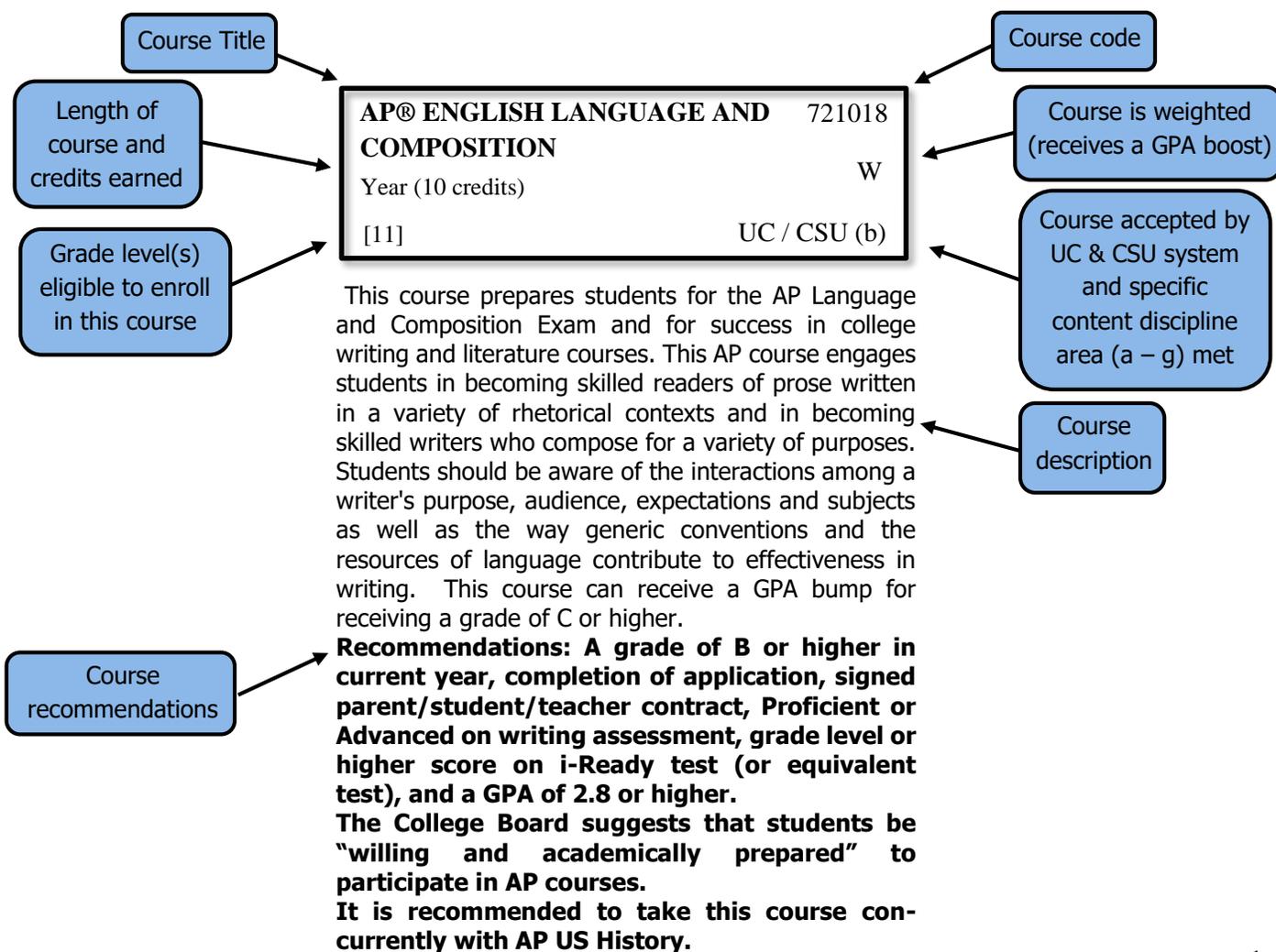
916-338-6387

COURSE DESCRIPTIONS

Course offerings are subject to change based on student enrollment.

***Courses labeled with "pending" next to UC / CSU do not currently count toward UC/CSU requirements.*

HOW TO READ YOUR COURSE CATALOG



BUSINESS and TECHNOLOGY DEPARTMENT

All courses offered by the Business Department are aligned with the Career and Technical Education Standards and Framework published by the State of California and the United States Department of Education.

CONSUMER FINANCE 720505

Semester (5 credits)

[12]

This is a one-semester course for seniors and is **REQUIRED FOR GRADUATION** from Center High School. This course is a practical approach to personal finance principles. Offers a basic understanding of spending, saving, budgeting, borrowing, lending and investing money; credit and debit cards, credit reports/scores, identity theft, insurance, compound interest, retirement, estate planning, and investments. The social, psychological, and economic issues related to financial planning will be explored in addition to calculating the financial impacts of their decisions. This course will emphasize the principles to develop economic decision-making skills. Students will create a personal financial plan, including goals, budgets and a savings plan. Additional hours are dedicated to college and career readiness. This includes, but is not limited to, personality testing, career matching, college exploration, merit based scholarship submission, FAFSA submission, and Cal Grant submission. Guest speakers will include industry experts, college admission representatives, and military officers and enlisted recruits. Some sections of this course are offered as dual-enrollment with Sierra College and are titled **PERSONAL FINANCE**. A dual enrollment course provides senior students the opportunity to earn credit for their high school diploma and simultaneously earn credit toward a college transcript if placed in a designated section.

PERSONAL FINANCE 720505 (DUAL-ENROLLMENT)

Semester (5 credits)

[12]

UC / CSU (g)

This is a one-semester course for seniors and is **REQUIRED FOR GRADUATION** from Center High School. The course is a practical approach to personal finance principles and offers a basic understanding of spending, saving, budgeting, borrowing, lending and investing money. This course also covers credit and debit cards, credit reports and scores, identity theft, insurance, compound interest,

retirement, and investments. Students will create a personal financial plan including goals, budgets, and a savings plan. Additional hours are dedicated to college and career readiness. This includes, but is not limited to, personality testing, career matching, college exploration, merit based scholarship submission, FAFSA submission, and Cal Grant submission. Guest speakers will include industry experts, college admission representatives, and military officers and enlisted recruiters. This course is offered as a dual-enrollment with Sierra College. A dual enrollment course provides senior students the opportunity to earn credit for their high school diploma and simultaneously earn credit toward a college transcript. This class earns 3 UC/CSU transferable units.

DISPATCHER / CALL CENTER / CUST. SERV. TRAINING I 720911

Year (10 credits)

[12]

Transform yourself into a high-stakes strategic mastermind with this immersive course that prepares you to be the "unseen first responder" for 911, public services, or private logistics agencies. You'll go far beyond the basics, mastering real-life simulations in Fire, EMS, and Hazmat response while earning elite credentials—including a 50+ WPM typing certificate, a 2-year American Red Cross CPR and First Aid certification, and your official Dispatcher License—all right in the classroom. Designed to push you well above minimum entry requirements, this class is a direct pipeline to immediate employment with an impressive expected entry-level salary range of \$57,000 to \$72,000. If you're ready to trade a typical desk job for a career where you are the calmest, most important voice in the room, this is your launchpad to a career as a life-saving professional.

**PHARMACY TECHNICIAN
TRAINING**

724609

Year (10 credits)

[12]

The Pharmacy Technician Program will prepare students for entry-level pharmacy technician positions by teaching students medical and pharmaceutical terminology, basic anatomy related to the pharmacology of medications, and pharmaceutical calculations. The Pharmacy Technician Program will provide students hands-on practice in retail pharmacy procedures through an online lab module. Students learn what information is necessary to process prescriptions and physician orders and apply that knowledge to fill mock prescriptions. The curriculum also includes the ethics of pharmacy practice and education about prescription medications, patient care and interaction, and charges and reimbursement. Coursework is done online in a computer lab. 240 hours of coursework are required for certification. Approximately 175 hours are spent in class, and 65 hours are spent outside of class in homework, review, and study.

Recommendation: Senior standing and successful completion of Integrated Math 1 or higher.

**ENTREPRENEURSHIP
PATHWAY**

**ENTREPRENEURSHIP AND SELF
EMPLOYMENT 1**

720458

Year (10 credits)

[10 / 11 / 12]

UC / CSU (g)

This course is designed to empower entrepreneurial literacy among high school students through a project-based learning approach. Students will synthesize the aspects of entrepreneurship in teams working with local entrepreneurs and their instructors. At the completion of the course students will successfully apply concepts regarding the human characteristics (collaboration, communication, creativity, and critical thinking) vital for entrepreneurial thinking in a 21st century global world. The units in this course are aligned to the Common Core State Standards and the standards for Career and Technical Education.

**ENTREPRENEURSHIP AND SELF
EMPLOYMENT 2**

721460

Year (10 credits)

[11 / 12]

UC / CSU (g)

Students develop essential leadership, professional, functional, and core technology skills through Virtual Enterprises hands-on, immersive, work-based learning experiences. Over the course of an academic year, teachers become consultants as students work individually, in departments, and as a firm to develop, refine, and implement a business plan.

In order to manage their virtual business, students work in departments to manage day-to-day functions, produce key deliverables, assess growth, make decisions, respond to challenges, and participate in a variety of business-related events and activities, in-person, and through Virtual Enterprises global marketplace.

VE classrooms break the mold by connecting students around the world, transforming teachers into facilitators, and turning the classroom into a vibrant workplace.

CONSTRUCTION TECHNOLOGY

CONSTRUCTION TECHNOLOGY 1 720704

Year (10 credits)

[9 / 10 / 11 / 12]

CONSTRUCTION TECHNOLOGY 2 720705

Year (10 credits)

[10 / 11 / 12]

This is an introductory instructional program that prepares an individual for employment, or continued education, in the occupations of Carpentry, Electrical Wiring, Masonry, or Plumbing. Construction Technology I is a basic course teaching fundamentals of safety, math, and basic carpentry, electrical, masonry, and plumbing skills. Students who study this curriculum will be tested on each module covering different multiple phases. Students will be given the opportunity to learn "hands on" techniques that are currently being utilized in the construction industry by employers in need of skilled workers.

This is an extension of Construction Technology 1. Students will build structures and engage in problem-based learning that exposes them to commercial, industrial, residential, public works and institutional technologies to help them understand the jobs of construction careers. They learn proper safety procedures for tools and machinery, vocabulary and terms associated with construction, blueprint reading and symbols associated with architecture, and math concepts and principles used in construction. Potential Career Pathways: Carpenter, Construction and Building Inspector, Construction Manager, Drywall Installer, Electrician, General Contractor, Mason, Project Manager, Roofer.

ENGLISH DEPARTMENT

ENGLISH 9 721019

Year (10 credits)

[9]

UC / CSU (b)

HONORS ENGLISH 9 721029

Year (10 credits)

[9]

W
UC / CSU (b)

This course is designed to develop critical thinking, vocabulary, study skills, and to address the progressive steps of the writing process. The study of literature will involve literary analysis, reading, discussing, and writing about the works in the text and on the core literature list. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards.

This course introduces advanced students to critical thinking and critical analysis of literature through essay writing and oral responses. The emphasis of the course is on analytical thinking and writing. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards. The course curriculum assessments of both oral and written components are primarily designed to prepare students for future Honors English and AP coursework.

Recommendations: Recommendation of current English teacher, a grade of B or higher in current year in Honors English or GATE, or an A in eighth grade English, completion of application, signed parent/student/teacher contract, Proficient or Advanced on writing assessment, grade level or higher score on i-Ready test (or equivalent test), and a GPA of 2.8 or higher.

ENGLISH 10	721010
Year (10 credits)	
[10]	UC / CSU (b)

This course presents world literature in historical and cultural contexts. Reading, writing, and analysis of literature will be required as students further develop critical thinking skills, work cooperatively, and develop an understanding and respect of diverse views. In addition, the study of literature will involve reading, discussing, and writing about the works in the text in accordance with state standards. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards.

HONORS ENGLISH 10	721013
Year (10 credits)	W
[10]	UC / CSU (b)

This college-preparatory course provides an academically accelerated curriculum for students desiring advanced, challenging studies. Students will practice close reading and literary analysis, develop their writing skills, improve their knowledge of English grammar and usage, expand their vocabularies, hone their speaking skills, and become perceptive and articulate readers and thinkers. The course curriculum assessments of both oral and written components are primarily designed to prepare students for future AP coursework.

Recommendations: A grade of B or higher in current year, completion of application, signed parent/student/teacher contract, Proficient or Advanced on writing assessment, grade level or higher score on i-Ready test (or equivalent test), and a GPA of 2.8 or higher.

ENGLISH 11	721011
Year (10 credits)	
[11]	UC / CSU (b)

This course promotes analysis and evaluation of American literature from the Colonial period forward while examining the historical influences. Critical reading, writing, and collaboration are required to further develop higher-level thinking skills. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards.

AP® ENGLISH LANGUAGE AND COMPOSITION	721018
Year (10 credits)	W
[11]	UC / CSU (b)

This course prepares students for the AP Language and Composition Exam and for success in college writing and literature courses. This AP course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students should be aware of the interactions among a writer's purpose, audience, expectations and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course can receive a GPA bump for receiving a grade of C or higher and college credit if student earns a score of 3 or higher on the AP exam.

Recommendations: A grade of B or higher in current year, completion of application, signed parent/student/teacher contract, Proficient or Advanced on writing assessment, grade level or higher score on i-Ready test (or equivalent test), and a GPA of 2.8 or higher.

The College Board suggests that students be "willing and academically prepared" to participate in AP courses.

It is recommended to take this course concurrently with AP US History.

ENGLISH 12	721012
Year (10 credits)	
[12]	UC / CSU (b)

The purpose of this course is to prepare seniors for the demands of a college English course and for many of the linguistic and cognitive demands of the post-secondary workplace. It is also intended to reinforce mastery of the California Language Standards for the twelfth grade. Strengths in critical thinking, vocabulary acquisition and development, speaking, reading for meaning, and writing in a variety of modes for a variety of audiences will be expanded through a survey of British literature selected from the course basic text and supplemented by individual reading reports and research projects. This course integrates literature, composition, and language skills and includes a senior review of the conventions of Standard English usage and grammar already developed in previous years.

ENGLISH C1000 721031
(DUAL-ENROLLMENT)
 Semester (13 credits) [4 UC/CSU transfer units]
 [12] UC / CSU (b)

The purpose of this course is to develop and refine students' writing, reading, and critical thinking skills by introducing the conventions of academic conversations and arguments in an academic community. Students read and discuss a variety of works from different literary genres, focusing on nonfiction and expository texts, reading 20 or more pages per week. The course also emphasizes research skills, including accessing college library databases, evaluating and documenting sources, using MLA style, and practicing academic integrity. Students write essays in expository and argumentative prose, including at least one research paper, in response to class reading and outside research, for a total of at least 6500 words.

A dual enrollment course provides students the opportunity to earn credit for their high school diploma and simultaneously earn credit toward a college transcript.

Students will earn 4 transferable college credits which is equivalent to 13 credits at Center.

AP® ENGLISH LITERATURE AND 721015
COMPOSITION
 Year (10 credits) W
 [12] UC / CSU (b)

This course prepares students for the AP Exam and for success in college writing and literature courses. Students will study intensively representative imaginative works from various genres and historical periods, concentrating on developing skills in close reading. Works selected by the instructor will meet the needs and interests of students. Extensive reading and frequent writing will prepare students to learn and effectively communicate their ideas about such large-scale literary elements as figurative language, imagery, symbolism, and tone. This course can receive a GPA bump for receiving a grade of C or higher and college credit if student earns a score of 3 or higher on the AP exam.

Recommendations: A grade of B or higher in current year, completion of application, signed parent/student/teacher contract, Proficient or

Advanced on writing assessment, grade level or higher score on i-Ready test (or equivalent test), and a GPA of 2.8 or higher.

The College Board suggests that students be "willing and academically prepared" to participate in AP courses.

ENGLISH ELECTIVES

ACADEMIC LAB A 723148
 Year [2 periods] (20 credits)
 [9 / 10 / 11 / 12]

This course is designed to support students who are reading two or more years below grade level using a research-based, direct instruction reading program. In addition, students will receive instruction and practice time to improve their writing skills. This course supports IEP goals in language arts. This course earns elective credit and is taken for two periods, one on A Day and one on B Day.

Recommendation: Placement based on assessment.

ENGLISH 9 SUPPORT 721009
 Year (10 credits)
 [9]

Placement in this course is based on test results, previous English grades, and other determining factors. This course is for students two or more grade levels behind in reading comprehension and below basic in writing who are therefore in need of remediation. This required elective course will be paired with English 9.

Students who fail second semester of eighth grade English may be placed in this course depending on a review of student's test scores and teacher recommendation. Students in English 9 (721019) who fail first semester may be placed in this course for the second semester and be removed from an elective depending on a review of student's test scores.

ENGLISH 10 SUPPORT

721040

Year (10 credits)

[10]

MYTHOLOGY, LEGENDS, AND FOLKLORE A

721022

(Fall) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

Placement in this course is based on test results and previous English grades. This course is for students two or more grade levels behind in reading comprehension and below basic in writing who are therefore in need of remediation. This required elective course will be paired with English 10.

Students who fail second semester of English 9 (721019) may be placed in this course depending on a review of student's test scores and teacher recommendation. Students in English 10 (721010) who fail first semester may be placed in this course for the second semester and be removed from an elective depending on a review of student's test scores.

CREATIVE TECHNICAL WRITING FOR CRITICAL THINKING PART A

720773

(Fall) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

This one-semester course uses a fresh approach to writing using critical thinking skills and the inquiry process. It will help the student become a better thinker, problem solver, speaker, team player, planner, and researcher. Critical and creative thinking, problem solving, communication, and collaboration skills are used in developing unique pieces of writing for creative expression. Units 1 and 2 will be covered.

CREATIVE TECHNICAL WRITING FOR CRITICAL THINKING PART B

720888

(Spring) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

This one-semester course continues the same approach and objectives as part A, with added emphasis on technical creativity in writing, collaborative communication, and the INQUIRY process in Part B. During this course, units 3 and 4 will be covered.

This course is an overview of myths, legends, and folklore from around the world. Students will gain exposure to legendary figures, creatures, and quests that have dominated our imaginations since before humans began writing. Students will also consider cross-cultural connections to analyze how humans have used legendary figures as tools in telling stories about the human experience. This course will focus on Roman and Greek Mythology. Students will be able to recognize the chief Olympian gods and goddesses and their functions, will read about the great adventures, great heroes, the Trojan War, the adventures of Odysseus, will study the great families of mythology. Students will also analyze the reasons and needs for mythological monsters, recognize mythological allusions in poetry, fiction and non-fiction books, and everyday conversations. Students will be introduced to classical mythology, legendary heroes and creatures, and will read tales of Greek Gods and Heroes, stories of love and adventure, courage and great deeds.

MYTHOLOGY, LEGENDS, AND FOLKLORE B

721023

(Spring) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

This course is an overview of legends and folklore from around the world. The purpose of this course is to understand people's beliefs, truths, and learning from cultures around the world. This course will analyze myths, legends, and folklore to discover natural phenomena they explain, the history they teach, and the values they reflect. The curriculum will focus on world folklore, including Native American, Norse and Egyptian mythologies, as well as fairytales from around the world. By examining various genres and themes, students will explore human fears, desires, and behaviors. Additionally, the course will highlight cross-cultural connections to analyze how humans have used legendary figures and heroes as tools in telling stories about the human experience.

INVESTIGATIVE RESEARCH 721032

Semester (5 credits)

[9 / 10 / 11 / 12]

In this semester-long course, students will develop critical thinking and research skills, and they will learn how to plan and complete a long-term project. Students will start by proposing a research question about a topic of personal interest. During the semester, students will use the skills learned in class to research answers to their individual questions. Students will also analyze podcasts, infographics, mini-documentaries, and other forms of digital storytelling, and use a variety of media to share conclusions from their research projects.

ENGLISH LANGUAGE DEVELOPMENT

NEWCOMER ENGLISH LANGUAGE ACQUISITION (NELA) 721205

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Newcomer ELA is designed for students who have recently arrived from other countries and possess what is considered less than reasonable fluency in English. (Less than reasonable fluency is emerging on the ELPAC). Curriculum and instruction are based on the CA ELD and Common Core ELA Standards. This course supports students as they begin to develop their English language skills and gives students an opportunity to acclimate to the American education system and culture during their first year in the United States. The course is designed to be taken for one year, but may be taken longer to address late arrival, any academic gaps due to differences in national schooling systems, or gaps in prior schooling.

This course fulfills English requirements for graduation; however, it does not meet the a-g requirements.

DESIGNATED ELD EMERGING (DEE) 721221

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is for EL students who have an ELP level of 1 or 2 according to their most current overall ELPAC score. This course is a protected time of day for English learners to develop critical language needed for content learning in English. Instruction is based on the CA ELD Standards and ensures students use English purposefully; interact in meaningful ways with peers, content, and texts, and learn about how English works. Students exit this course at the end of a semester when a new ELP level has been determined by a new overall ELPAC score, or the student has been reclassified as proficient in English.

DESIGNATED ELD EXPANDING (DEEX) 721222

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is for EL students who have an ELP level of 2 or 3 according to their most current overall ELPAC score. This course is a protected time of day for English learners to develop critical language needed for content learning in English. Instruction is based on the CA ELD Standards and ensures students use English purposefully; interact in meaningful ways with peers, content, and texts, and learn about how English works. Students exit this course at the end of a semester when a new ELP level has been determined by a new overall ELPAC score, or the student has been reclassified as proficient in English.

DESIGNATED ELD BRIDGING (DEB) 721223

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is for students who have an ELP level of 3 or 4 according to their most current overall ELPAC score. This course is a protected time of day for English learners to develop critical language needed for content learning in English. Instruction is based on the CA ELD Standards and ensures students use English purposefully; interact in meaningful ways with peers, content, and texts, and learn about how English works. Students exit this course at the end of a semester when a new ELP level has been determined by a new overall ELPAC score, or the student has been reclassified as proficient in English.

ENGLISH LANGUAGE DEVELOPMENT ELECTIVES

ELD TUTORIAL 721209

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This elective course is designed for students who speak English as a second language and who may need extra help with completing coursework in science, math, English, or other academic courses. Study materials will be available and a bilingual classroom instructional assistant will be provided to help students complete their work.

MATHEMATICS DEPARTMENT

Center High School utilizes the Integrated Math Program with Integrated Math I, Integrated Math II, and Integrated Math III instead of the traditional math program of Algebra, Geometry, and Algebra II, which began in the 2014-2015 school year. With the new Common Core State Standards and associated testing which will occur at the end of the junior year, we suggest that all incoming freshmen who qualify take Integrated Math I and follow the integrated math sequence.

9th Grade Math Placement Policy

Adopted by CJUSD School Board January 2016

8 th Grade Course	8 th Grade Math		Math I		
8 th grade class grade (report card)	Below a C	C or higher	Below a C	C or higher	B or higher
9 th grade placement test	Below 60% on placement test	60% or higher on placement test	Below 60% on placement test	60% to 80% on placement test	Above 80% on placement test
Smarter Balance testing score	Below "Nearly Meets"	"Nearly Meets" or higher	Below "Meets"	"Meets" or higher	"Exceeds"
Students will be placed in the following 9 th grade course based on meeting two or more of the above criteria:					
9 th Grade Course	Intro to Integrated Math I	Integrated Math I	Integrated Math II	Honors Integrated Math II	

INTEGRATED MATH I

720297

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (c)

**HONORS INTEGRATED
MATH II**

720399

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (c)

W

The fundamental purpose of Integrated Mathematics I is to formalize and extend the mathematics that students learned in the middle grades or in Introduction to Integrated Mathematics I. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The course ties together the algebraic and geometric ideas studied. The Standards of Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Upon successful completion of this course, students will meet the Algebra requirement for graduation.

INTEGRATED MATH II

720280

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (c)

The focus of Integrated Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. An investigation of circles, with their quadratic algebraic representations, round out the course. The Standards of Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommendation: Successful completion of Integrated Math I or Integrated Math IB with a C or higher.

Honors Integrated Mathematics II will investigate the same course content and standards of the regular math course but in much greater depth. Students must be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. The focus of the course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. An investigation of circles, with their quadratic algebraic representations, round out the course.

The Standards of Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Honors Integrated Mathematics II progresses at a more accelerated pace than the regular math course and assignments and assessments are more rigorous and are designed to prepare students for future honors and AP mathematics coursework.

Recommendation: Successful completion of Integrated Math I with a B or higher.

INTEGRATED MATH III

720774

Year (10 credits)

[10 / 11 / 12]

UC / CSU (c)

**HONORS INTEGRATED
MATH III**

720290

Year (10 credits)

[10 / 11 / 12]

W

UC / CSU (c)

Integrated Mathematics III is the third course of a three course sequence including Integrated Math I, II, and III. This course utilizes a problem-centered approach. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics at an intermediate to advanced level including coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

- Students evaluate probability based on the standard deviation of normally distributed data, differentiate between various methods of collecting data and distinguish between population and sample statistical central tendencies.
- Students use the Fundamental Theorem of Algebra to predict solutions to polynomial functions, make and analyze decisions including diagnostic tests and quality control.
- Students use their understanding of function families including transformations of quadratic, cubic, exponential, logarithmic and trigonometric functions and their inverses to model and solve contextual problems adjusting parameters as needed to improve the predictability of their model and critique the models of others.
- Students expand their understanding of triangles to include non-right triangles leading to the development of the Law of Sines and the Law of Cosines including being able to state the number of possible solutions.
- Students understand and employ the Eight Standards of Mathematical Practice on a daily basis to develop the habits of mind necessary to pursue college level course work.

Recommendation: Successful completion of Integrated Math II with a C or higher.

The Honors Integrated Mathematics III course is the third course in a three-year series that replaces the traditional pathway of Algebra 1, Geometry and Algebra 2 based on the Integrated High School Pathway described in the CCSS Appendix A. In addition, this course is modeled to include pre-Calculus topics essential for a student to take an AP Calculus course or college equivalent.

Students that leave this class will be familiar with the mathematical tools and skills available to them in order to properly analyze and model real world phenomena. Students will be immersed in a problem solving environment that will allow them to consider solutions through algebraic, graphical or conceptual and real-world evidence. The modeling focus of the course will have students creating appropriate mathematical models and analyzing those models using the language of mathematics.

The Integrated Mathematics III Honors course goes further than the Integrated Mathematics III course by further exploring the intersections of algebraic and geometric concepts, with a heavy emphasis on trigonometric applications and functions. A heavy emphasis on summations and limits will be the key bridge to understanding derivative and integral calculus.

One purpose of this course is to give students a strong foundation in algebra and geometry concepts that are required for the rest of the Integrated pathway and beyond into higher mathematics. The other primary purpose is to facilitate the Standards of Mathematical Practice outlined in CCSS Mathematics, both in content and practice. Through the use of hands-on labs, projects, and technology assisted models and simulations, students will develop a robust experience in problem solving and data analysis based on real-world problems and solutions.

Recommendation: Successful completion of Honors Integrated Math II with a C or higher, or completion of Integrated Math II with a B or higher.

AP® STATISTICS	720211
Year (10 credits)	W
[11 / 12]	UC / CSU (c)

Statistics is the science of using data to study real world problems. Data analysis is commonly used in most professions; we use data in the formation of public policy, in all sciences, in business, and in everyday life. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The Advanced Placement Program offers a course description and exam in statistics to secondary school students who wish to complete studies equivalent to a one semester, introductory course in statistics. Students who take and pass the AP exam in Statistics are eligible to earn college credit. Four broad conceptual themes are covered:

1. Exploring Data: Describing patterns and departures from patterns.
2. Sampling and Experimentation: Planning and conducting a study Anticipating Patterns: Exploring random phenomena using probability and simulation.
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
4. Statistical Inference: Estimating population parameters and testing hypotheses.

Recommendation: Successful completion of Integrated Math III with a C or higher.

DUAL ENROLLMENT STATISTICS	720217
Semester (13 credits) [4 UC/CSU transfer units]	W
[11 / 12]	UC / CSU (c)

Statistics is the science of using data to study real world problems. Data analysis is commonly used in most professions; we use data in the formation of public policy, in all sciences, in business, and in everyday life. Four broad conceptual themes are covered:

1. Exploring Data: Describing patterns and departures from patterns.
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.

4. Statistical Inference: Estimating population parameters and testing hypotheses including one-way analysis of variance (ANOVA).

Recommendation: Successful completion of Integrated Math III with a C or higher. This course is recommended as a second semester course to AP Statistics.

PRE-CALCULUS	720216
Year (10 credits)	
[11 / 12]	UC / CSU (c)

This standards-based course is designed for students who have completed Integrated Math III. Its central purpose is to keep college-bound students enrolled in mathematics courses in order to keep more options open to them in college majors which require mathematics. This course focuses on developing problem solving abilities and practicing algebraic skills in the context of exploring more advanced mathematical topics. A TI 83 or TI 84 graphing calculator is recommended for this course.

Recommendation: Successful completion of Integrated Math III with a C or higher.

AP® CALCULUS A/B	720210
Year (10 credits)	W
[11 / 12]	UC / CSU (c)

Calculus is a one-year, college-level course designed for students who have passed Pre-Calculus with above average grades, have an interest and aptitude for higher mathematics, and have excellent study habits. The topics studied in this standards-based course will include limits and continuity of functions, the derivative, and its applications, the integral and its applications, analytic geometry, exponential and logarithmic functions and improper integrals. Students may expect at least 60 minutes of homework per class meeting. A TI 83 or TI 84 graphing calculator is recommended for this course. Five units of CSU/UC transferable college credit are available by passing the AP Exam.

Recommendation: Successful completion of Honors Integrated Math III or Pre-Calculus with a C or higher.

SENIOR MATH APPS

720228

Year (10 credits)

[12]

INTEGRATED MATH 2 LAB

720224

Year (10 credits)

[10 / 11 / 12]

This course is for seniors who have passed two years of math and need a third mathematics course to meet graduation requirements. This course introduces students to problem-solving techniques and helps them apply the tools of critical reading and writing, analytical thinking, and mathematics to help solve problems in practical applications. This course includes geometry and measurement, algebra, mathematical reasoning, and number sense.

Recommendation: Passing grade in Integrated Math I or equivalent.

The mathematics support course will focus on mastery of the standards being taught in the associated core academic mathematics course Integrated Math 2.

INTEGRATED MATH 3 LAB

720225

Year (10 credits)

[11 / 12]

The mathematics support course will focus on mastery of the standards being taught in the associated core academic mathematics course Integrated Math 3.

MATH ELECTIVES**INTEGRATED MATH I LAB**

720282

Year (10 credits)

[9 / 10 / 11 / 12]

The mathematics support course will focus on mastery of the standards being taught in the associated core academic mathematics course Integrated Math 1.

MEDIA COMMUNICATIONS ACADEMY (MCA)



The Media Communications Academy (MCA) is a 3-year voluntary program that begins sophomore year. MCA follows the California Partnership Academy model with career-themed curriculum and project-based learning. Students have the opportunity to earn industry certifications within the first semester and multiple more by the time they graduate. Students will experience a 'school-within-a-school' learning environment and a family atmosphere where we focus on academics, professionalism, and community service.

MEDIA AND DESIGN I

720331

Year (10 credits)

[10]

UC /CSU (g)

MCA PARTICIPANT STUDENTS ONLY.

Introduction to Media and Design is an introductory course within the CTE ICT Pathway. The contents of the course are divided into a few ways digital media can be used to present information, to entertain, and to create art. Students will develop their foundational knowledge of industry standard programs such as Adobe Creative Cloud as well as explore intellectual property, ethics, and copyright law. Topics include visual design, audio recording, video editing, animation, desktop publishing, website design, and social media design. Assignments will be created to explore the history, concepts, and skills of media and design. The course also explores twenty-first century career opportunities.

MEDIA AND DESIGN II

720332

Year (10 credits)

[11]

UC /CSU (g)

MCA PARTICIPANT STUDENTS ONLY.

Intermediate Media and Design course is a concentrator course within the CTE ICT Pathway. The course will expand students' knowledge about the trends of social media marketing within the digital age as well as adapting designs for web and print media. This course allows students to produce multimedia projects from concept (content gathering/research) to project completion (authoring/transmission), considering media used by

enterprises or mobile apps for marketing, corporate communication, and public use. Through Adobe Creative Cloud, Canva, and other media, students will be responsible for creating and printing needs for school events and activities. Students will work on broadcast news and events production, putting together a compelling news show or live event broadcast on time. The assignments in this course will demonstrate students' ability to apply design thinking skills to create designs for local partnerships. Students will explore career options and take certification exams.

MEDIA AND DESIGN III

720335

Year (10 credits)

[12]

UC /CSU (g)

MCA PARTICIPANT STUDENTS ONLY.

Advanced Media and Design course is a capstone course within the CTE ICT Pathway. This class is an advanced level course that further explores the utilization of the artistic elements and principles of design within a real world context. The course will expand students' knowledge about the trends of social media marketing within the digital age as well as adapting designs for web and print media. Students develop a professional industry standard portfolio and provide design work for the school and community. Throughout this course, students will be utilizing critical thinking and interpersonal skills to develop and produce graphic design and video based projects. Students will work on broadcast news and events production, putting together a compelling news show or live event broadcast on time. As part of these projects, students produce professional-level media, images, documents, audio and video clips within Adobe Creative Cloud, Canva, and other media. Students will continue to explore career options and take certification exams.

MCA ENGLISH 10: ENGLISH AND DIGITAL MEDIA 721625

Year (10 credits)

[10] UC / CSU (b)

MCA PARTICIPANT STUDENTS ONLY.

This course presents world literature in historical and cultural contexts. Reading, writing, and analysis of literature will be required as students further develop critical thinking skills, work cooperatively, and develop an understanding and respect of diverse views. In addition, the study of literature will involve reading, discussing, and writing about the works in the text in accordance with state standards. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards. This course will be integrated with MCA Modern World History, MCA Spanish, and MCA Introduction to Media and Design classes.

MCA ENGLISH 11 721630

Year (10 credits)

[11] UC / CSU (b)

MCA PARTICIPANT STUDENTS ONLY.

This course promotes analysis and evaluation of American literature from the Colonial period forward while examining the historical influences. Critical reading, writing, and collaboration are required to further develop higher-level thinking skills. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards. This course will be integrated with MCA US History, MCA Spanish, and MCA Intermediate Media and Design classes.

MCA ENGLISH 12: LITERATURE AND MEDIA 721623

Year (10 credits)

[12] UC / CSU (b)

MCA PARTICIPANT STUDENTS ONLY.

Students will increase communication skills (reading, writing, speaking and listening) through an in-depth study of literature, media, fiction, and nonfiction texts to be prepared for post-high school advancement. This course will concentrate on both the California English Standards as well as the use of media throughout history. Students

will write extensively, use technology to publish work, and create and present multimedia projects. This course will be integrated with MCA Government and MCA elective classes.

MCA MODERN WORLD HISTORY 721613

Year (10 credits)

[10] UC / CSU (a)

MCA PARTICIPANT STUDENTS ONLY.

In this college preparatory course, students focus on the major turning points in the shaping of the modern world from the late eighteenth century to the present. The year begins an exploration of the rise of democratic ideas. Study includes the industrial revolution and age of imperialism which lead to World War I with its consequential results of totalitarianism and World War II. The year concludes with evaluation of the Cold War and studies of the Middle East, Africa, Latin America, and China, and nation-building in the contemporary world. California State Content Standards provide the framework for this class. This MCA course will use media to create and enhance cross-curricular projects with MCA English 10, MCA Introduction to Arts, Media, and Entertainment, and MCA Spanish classes.

MCA UNITED STATES HISTORY 721614

Year (10 credits)

[11] UC / CSU (a)

MCA PARTICIPANT STUDENTS ONLY.

In this college preparatory course, students focus on a general chronological survey of U.S. History. The primary focus of the course will be 1900 America to the present. Students will participate in an in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in United States history, and the development of a historical (fix spacing) perspective in relation to contemporary events, which represent the major aspects of the course. Using the textbook and primary documents and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. This MCA course will use media to create and enhance cross-curricular projects with MCA English 11 and MCA Spanish classes.

MCA US GOVERNMENT

721615

Semester (5 credits)

[12]

UC / CSU (a)

MCA SPANISH I

721601

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

MCA PARTICIPANT STUDENTS ONLY.

In this college preparatory course, students will evaluate the concepts and controlling ideas behind American style representative democracy. The division of power into federal and state levels and the separation of power into legislative, executive, and judicial branches in each of those levels are analyzed. The Constitution and the founding fathers' concept of "civic virtue" will be examined and understood in order for students to become knowledgeable, participating citizens of the republic. The second semester will focus on civil rights and how we relate with our California state and local governments with the rest of the world. Current event readings in weekly news magazines and daily newspapers help students synthesize these vital interactions. California State Content Standards provide the framework for this class. This MCA course will use media to create and enhance cross-curricular projects with MCA Literature and Media (MCA English 12).

ETHNIC STUDIES

720595

Semester (5 credits)

[12]

Pending UC / CSU (g)

In this one-semester course, students will examine how race, ethnicity, and culture play a role in the experiences of those living in the United States, California, and the Antelope/Roseville community. Ethnic Studies allows students to garner respect for their own culture as well as those cultures in their communities through the themes of identity, history and movement, systems of power, civil liberties, and social movements and equity to make change. This course will provide students with an opportunity to understand how marginalized groups have been treated in the past and how systems of power have been used to oppress those groups by analyzing the events that impacted those groups throughout US history. Students will also be empowered to identify ongoing issues relating to continued challenges faced by marginalized groups and to create a plan of action to address those issues.

MCA PARTICIPANT STUDENTS ONLY.

This course is suitable for college-preparatory students who have limited or no knowledge of Spanish. Students will read, write, speak, and demonstrate comprehension using basic Spanish vocabulary. Students will listen to native Spanish speakers for correct pronunciation and understand the spoken language. Regular completion of projects and homework as assigned is necessary to succeed in this course. Students are expected to participate orally every day.

MCA SPANISH II

721602

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

MCA PARTICIPANT STUDENTS ONLY.

This course is suitable for college-preparatory students who have completed Spanish 1 with a C or better. Students will learn more about the teenage Spanish speaking world, including the United States. Students will sustain brief conversations on simple, everyday topics demonstrating understandable pronunciation. Students will summarize, orally and in writing, the main points of a simple reading passage. Regular completion of homework and projects as assigned each night is necessary to succeed in this course. Students are expected to participate in impromptu conversations.

Recommendation: Successful completion of Spanish I with a C or better.

MCA SPANISH III

721603

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

MCA SPANISH IV

721604

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

MCA PARTICIPANT STUDENTS ONLY.

This course is suitable for college-preparatory students who have completed Spanish 2 with a C or better. Students will be expected to speak Spanish in class whenever possible. Students will sustain more complex conversations using some specialized vocabulary and structure. Students will summarize main points of reading passages, adding some detail and opinion. Regular completion of homework and projects as assigned each night is necessary to succeed. Since Spanish III and IV are frequently taught as a combined class, separate curricula are offered on alternating years.

Recommendation: Successful completion of Spanish II with a C or better.

MCA PARTICIPANT STUDENTS ONLY.

This course is suitable for college-preparatory students who have completed Spanish 3 with a grade of C or higher. Students will expand their vocabulary by reading short stories. They will write anecdotes and reports about various countries and cultures where Spanish is the main language. Students will be able to maintain a conversation in Spanish and will use practical Spanish in hypothetical situations of daily life or travel in a Spanish speaking country. The course will include a review of basic grammar as needed to express ideas. Regular completion of homework and projects as assigned each night is necessary to succeed in this course. Since Spanish III and IV are frequently taught as a combined class, separate curricula are offered on alternating years.

Recommendation: Successful completion of Spanish III with a B or better.

NON-DEPARTMENTAL ELECTIVES

LEADERSHIP 9

721092

Year (10 credits)

[9]

LEADERSHIP 10-12

720093

Year (10 credits)

[10 / 11 / 12]

Leadership is a year-long course with an emphasis on developing a greater understanding of the skills it takes to be a successful leader and effective teen in today's world. Leadership is not just an elective class: it's an opportunity for personal growth, community involvement and school improvement. Students establish leadership skills through group dynamic activities; learn skills of effective communication, interpersonal and intrapersonal communication, decision-making, group facilitation, and understanding diversity.

Leadership is a one-year elective course designed for students who want to get involved in the planning and implementation of Center High School's activities and those seeking to enrich Center High's community. Students enrolled in leadership will additionally learn the following leadership skills based on the CADA standards: project planning and implementation, problem solving, public speaking, interpersonal communication, team building, working collaboratively, critical thinking, goal setting and time management.

Placement based on application.

INTRODUCTION TO FILM STUDIES 721096

Year (10 credits)

[11 / 12]

UC / CSU (g)

The purpose of this course is to allow students the opportunity to learn the history and criticism of motion pictures and practice their knowledge through written analysis, scriptwriting, and film production. Students will learn the historical context and social effects of film from its origin in the 19th century through the present day. Students will also learn how technology affects storytelling in film and analyze these effects through projects, written assessments, and film reviews. By the end of the course, students will have a thorough understanding of how to read and criticize a film, develop script writing skills, and create film production projects.

STUDENT COUNCIL 720092

Year (10 credits)

[9 / 10 / 11 / 12]

This is a one-year course designed to provide students with a venue to demonstrate leadership in governing the student body. The students will develop skills in running effective meetings, prioritizing needs, proposing and implementing solutions. Public speaking, public relations, group effectiveness, personal development, and leadership skills will be taught through simulated real life experiences.

This course is open to elected officers only and is held during zero period, before school. Placement based on teacher recommendation only.

BRAIN LAB 720324

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is for all students who are interested in unlocking their academic potential, reducing stress/anxiety, and learning how to learn by experiencing success through fun, purposeful, rhythmic movement. In Brain Lab, students utilize sandbags, racquetballs, and

balance boards to facilitate academic learning through emphasis on technique. Students will progress through a series of individual, partner, and group exercises, starting without implements and increasing in skill to include passing bags or bouncing multiple balls. Brain Lab will attend to students' social-emotional wellbeing by fostering a safe space for students to laugh through mistakes, support each other, and celebrate successes together. Students will keep a journal to log their progress both in Brain Lab and in academic classes with a focus on growth mindset and improvement over time. Students will learn to layer academic learning with these exercises to benefit acquisition and recall of new sequential processes. As students achieve a level of competency, they will be presented with opportunities to teach others. The goals of Brain Lab are: 1) Identify personal learning strengths to mitigate learning challenges, 2) Achieve competence in physical, personal, and social responsibility skills, 3) Understand the roles that rhythm, movement, and balance play in integrating the brain and body for learning, and 4) Progress in language and math skills as determined by assessments.

BRAIN LAB 2

720327

Year / Semester (10 / 5 credits)

[10 / 11 / 12]

This course is for students interested in continuing their study of brain-body integration skills targeted at unlocking their academic potential. Students use bags, balls, and balance boards to enhance their brain power in language and math through rhythmic movement patterns designed to maximize mental processes and aid in the acquisition and recall of new learning. As students achieve a level of competency, they will engage in opportunities to teach others. Students will keep a journal to log their progress with a focus on growth mindset and improvement over time.

Recommendation: Successful completion of Brain Lab 1

OFFICE AIDES

Recommendation for all Aide positions: 2.0 GPA, good attendance and behavior, and approval from supervising staff.

ATTENDANCE AIDE 729511

Semester (5 credits)

[11 / 12]

Students will be expected to answer phones, greet the public, distribute passes and perform other clerical tasks as assigned by the office for which they are aiding. This is a semester-length course.

COUNSELING AIDE 729512

Semester (5 credits)

[11 / 12]

Students will be expected to answer phones, greet the public, distribute passes and perform other clerical tasks as assigned by the office for which they are aiding. This is a semester-length course.

LIBRARY TECH 721322

Semester (5 credits)

[11 / 12]

Students will be expected to help organize library materials, and other clerical tasks as assigned by the library supervisor. This is a semester-length course.

OFFICE AIDE 729510

Semester (5 credits)

[11 / 12]

Students will be expected to answer phones, greet the public, distribute passes and perform other clerical tasks as assigned by the office for which they are aiding. This is a semester-length course.

(AVID) ADVANCEMENT VIA INDIVIDUAL DETERMINATION



AVID is a program for students that began in California 25 years ago. AVID now exists in 44 states and 17 countries. This program is designed to support students for success in a college-preparatory path, and help prepare students in gaining career readiness and/or admittance to a four-year college or university. AVID is an academic, regularly scheduled elective class based on writing as a tool of learning, inquiry method, organization, critical reading and collaboration. AVID is a four-year program at Center High School.

Recommendations: Must fill out an application, have a minimum 2.0 GPA, be on track for a-g eligibility, and have completed an interview.

AVID 9 720502

Year (10 credits)

[9]

UC / CSU (g)

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college and career readiness. Each week students receive instruction utilizing a rigorous college preparatory curriculum; strengthen analytical reading, writing and communication skills, and student facilitated study groups. Students participate in activities focused on writing, inquiry, collaboration, organization, and reading to support their learning as well as their involvement in their school and community. Students will prepare for college entrance exams while refining study skills and test-taking, note-taking, and research techniques. College exploration includes field trips.

Recommendation: Application and interview required.

AVID 10

720503

Year (10 credits)

[10]

UC / CSU (g)

In addition to instruction utilizing a rigorous college preparatory curriculum, this course will strengthen analytical reading, writing, and communication skills. Through student facilitate study groups students participate in activities focused on writing, inquiry, collaboration, organization, and reading to facilitate academic growth. In the 10th year students continue to refine their academic plans and goals as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will begin to narrow their college and career areas of interest. Students will expand their writing skills to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students continue to prepare for college entrance exams. College exploration includes field trips.

Recommendations: Application and interview required and previous enrollment in AVID 9 recommended.

AVID 11

720291

Year (10 credits)

[11]

UC / CSU (g)

In addition to instruction utilizing a rigorous college preparatory curriculum, this course will strengthen analytical reading, writing, and communication skills. Through student facilitate study groups students participate in activities focused on writing, inquiry, collaboration, organization, and reading to facilitate academic growth. The 11th year is the first part of a Junior/Senior course that focuses on writing and critical

thinking expected of first and second year college students. In addition, there are college-bound activities, methodologies and tasks that should be undertaken during this year to support students as they apply to four-year universities and confirm post-secondary plans. Students also organize and run Cougars 2 College week. College exploration includes field trips.

Recommendation: Application and interview required and previous enrollment in AVID 10 recommended.

AVID 12 – SENIOR SEMINAR

720193

Year (10 credits)

[12]

UC / CSU (g)

In addition to instruction utilizing a rigorous college preparatory curriculum, this course will strengthen analytical reading, writing, and communication skills. Through student facilitate study groups students participate in activities focused on writing, inquiry, collaboration, organization, and reading to facilitate academic growth. In the 12th year, students will continue to refine their academic learning plans and goals, apply to four-year universities and scholarships, complete the FASFA, and represent colleges at the annual College and Career Fair. College exploration includes field trips. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will prepare for college through collaborative study groups utilizing higher order thinking skills.

Upon completion of this course students will receive a digital micro-credential that can be displayed on resumes or portfolios, posted on social media, email signatures, and job search related sites to connect with future employers and other AVID Elective graduates.

Recommendation: Application and interview required and previous enrollment in AVID 11 recommended.

PHYSICAL EDUCATION DEPARTMENT

HEALTH

720261

Semester (5 credits)

[9]

This semester course is **REQUIRED FOR GRADUATION**. The Health curriculum will include the topics of wellness, physical health, mental and emotional health, relationships, nutrition and physical activity, personal care, growth and development, drugs, diseases and disorders, and environmental health and safety including CPR and AED training. Family Life Education will incorporate adolescence, the male and female reproductive systems, STD's, AIDS/HIV, prenatal growth and development, and sex trafficking prevention education. Each unit of instruction will allow students to demonstrate ways they can enhance and maintain their own well-being.

PHYSICAL EDUCATION COURSE 1

720251

Year (10 credits)

[9]

This year-long course is **REQUIRED FOR GRADUATION**. Freshman enrolled in this course will participate in a wide variety of activities focused on individual and dual sports, dance, and daily fitness activities. Units will be three weeks in length and will include badminton, circuit training, dance, Frisbee golf, golf, pickle ball, ping pong, track, 2 on 2 volleyball and 2 on 2 basketball. The Fitnessgram, a state mandated fitness test, is administered to all freshman students. Students are expected to dress properly, participate in activities, demonstrate good attitudes, and show progress in skills and knowledge of activities.

PHYSICAL EDUCATION COURSE 2

720252

Year (10 credits)

[10]

This year-long course is **REQUIRED FOR GRADUATION**. Sophomores enrolled in this course will participate in a wide variety of activities focused on team sports, combative and daily fitness. Units will be three weeks in length and will include volleyball, football, circuit training, basketball, softball, soccer, field hockey, and body weight exercises. Students are expected to dress properly, participate in activities, demonstrate good attitudes and show progress in skills and knowledge of activities.

PHYSICAL EDUCATION ELECTIVES

All courses listed below count for elective credit and may be taken more than once but do not meet physical education requirements for graduation.

ATHLETIC PHYSICAL EDUCATION 722106

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is designed to assist today's student athletes in balancing the demands of athletics and academics. It is meant for serious athletes who desire to improve their athletic and academic skills. Areas of emphasis will be on learning styles, conditioning, endurance training, sports psychology, tutoring, sports theories, injury prevention, nutrition, self-analysis, history of sports, and application of sports knowledge to lifelong learning. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

ADVANCED SOCCER

722105

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Students will focus on the essential fundamentals of the game in order to improve their overall performance on the soccer field. Instruction of the following will be given on technical enhancement ball control, trapping, dribbling, passing, shooting, tactical enhancement formations, position responsibilities, goalkeeping strategies, attacking patterns, defensive positioning / responsibilities, strength and conditioning drills and tasks designed to improve muscle development and stamina specifically for soccer (plyometrics, weight lifting, sprint/distance running). Along with the above mentioned items, students will be given evaluations on specific skills in order to improve individual performance. These tasks will include: juggling performance, shooting accuracy, speed of dribbling, left and right foot development, heading accuracy and positioning strategies. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

BEGINNING VOLLEYBALL

721117

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is designed for students at the beginning level who want to explore their interest in volleyball or to improve their skills. Instruction and drills will be focused on the basic fundamentals of passing, serving, setting and hitting. Students will learn rules and court strategy for playing the game in all aspects, including, indoor, outdoor, girls/boys, Coed, reverse coed, and tournament play. Emphasis will be on improving skills and knowledge of the sport in order to play recreationally or competitively as a lifetime activity. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

ADVANCED VOLLEYBALL

721113

Year / Semester (10 / 5 credits)

[10 / 11 / 12]

This course is designed for students who want to learn and improve their skills for volleyball. Instruction and

drills will be focused on the advanced fundamentals of passing, serving, setting and hitting. Students will learn rules and court strategy for playing the game in all aspects, including, indoor, outdoor, girls/boys, Coed, reverse coed, and tournament play. Emphasis will be on improving skills and knowledge of the sport in order to play recreationally or competitively as a lifetime activity. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

BEGINNING BASKETBALL

721120

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This is an introductory basketball course for students wanting to learn the basic skills and rules of the game. Instruction will focus on developing the individual by teaching the proper fundamentals of dribbling, passing, shooting, rebounding, and defense. Rules, tactics, terminology, and etiquette of the game will be introduced. Students will be able to execute the proper techniques while performing dribbling drills, passing drills, shooting drills, rebounding drills, and defensive drills. Game play such as 1v1, 2v2, 3v3, 4v4, and 5v5 will be introduced.

INTERMEDIATE BASKETBALL

721122

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is designed to build upon fundamental basketball skills and game knowledge developed in the introductory course. Students will refine individual techniques, develop advanced offensive and defensive strategies, and enhance teamwork and communication on the court. Emphasis will be placed on improving physical fitness, understanding game dynamics, applying rules and officiating principles, and demonstrating sportsmanship and leadership.

This course provides students with the opportunity to engage in competitive and cooperative gameplay while promoting lifelong fitness habits and a deeper appreciation for basketball as both a recreational and competitive sport. **Recommendations: Successful completion of Beginning Basketball or previous experience in competitive basketball at the high school level.**

ADVANCED BASKETBALL

721121

Year / Semester (10 / 5 credits)

[10 / 11 / 12]

This is an advanced basketball course for students wanting to increase their skills and knowledge of the game. Instruction will focus on improving individual skills such as shooting, dribbling, passing, rebounding, and defensive skills. Emphasis will also be on team building, communication, game strategies, and team competition. Advanced strategies such as screen and rolls, give and go's, blocking out, full court press, press breakers, offensive plays, defensive plays such as man to man defense and a variety of zone defenses, transition defense, and transition offense will be implemented. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

Recommendations: Successful completion of Intermediate Basketball or previous experience in competitive basketball at the high school level.

BEGINNING DANCE

720255

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Students will become proficient in dance steps, movement, and choreography at a beginning level. Units will be four to six weeks in length, and will include stretching and flexibility exercises, ballet, jazz, cultural dance, and modern dance. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

INTERMEDIATE DANCE

720256

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will become proficient in dance steps, movement, and choreography at an intermediate level. Units will include ballet, modern dance, jazz dance, cultural dance, improvisation, choreography, dance history, dance performances, and dance

productions. This course may be taken for elective credit or a year of Performing Arts. This dance course meets the California State University and University of California requirements for Visual Performing Arts (f).

Recommendations: Successful completion of Beginning Dance or audition.

ADVANCED DANCE

722099

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

This course explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the body while exploring improvisational and expressive movement through advanced dance technique and composition.

Recommendations: Successful completion of Intermediate Dance or audition.

STRENGTH AND CONDITIONING 1

721115

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This is a beginning weight lifting class that will focus on firming and toning your body. It is designed for students who have never been enrolled in weight training or may have felt intimidated in the regular weight room setting. Students will learn proper lifting techniques using free weights as well as be introduced to a variety of lifts, exercises, and safety procedures in the weight room. Students will be taught the fundamentals and techniques for improving muscle tone, with some emphasis on stretching and lengthening. Students will also be taught the muscle groups addressed in each lift and will be able to develop and follow a weight-training program to fit their life-long activity needs. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

STRENGTH AND CONDITIONING 2 722107

Year / Semester (10 / 5 credits)

[10 / 11 / 12]

This course is designed to provide the opportunity to develop high levels of fitness through involvement in weight training, cardiovascular workouts, plyometrics, and calisthenics. Students will learn proper lifting techniques using free weights and machines. Students will develop and follow a weight-training program. Students will improve their overall speed and quickness through speed agility drills. Students will understand the importance of diet and its relationship to muscle body development. Does not replace required PE course 1 or 2. This course may be repeated for credit. This course may be repeated for credit.

MODIFIED PHYSICAL EDUCATION 720259

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Modified Physical Education (P.E.) is a semester or year-long course designed to meet the needs of students who are restricted from meeting the regular requirements of the Center Joint Unified School District Physical Education curriculum. Modified P.E. will address motor development, skill development and physical fitness based on the teacher's and/or doctor's assessments. Referrals should be for no less than one semester in length. Modified P.E. is designed to accommodate students who have moderate disabilities: long-term injury, recent surgery, exercise-induced asthma, and / or inability to run or jump.

PROJECT LEAD THE WAY - ENGINEERING AND BIOMEDICAL SCIENCES



SPECIAL ADVANTAGES OF TAKING PLTW COURSES:

- ❖ Students with PLTW background are often preferred over non-PLTW students in the college application process.
- ❖ The College Board now gives special recognition to students who take a combination of three or more AP and PLTW courses and pass exams in each.
- ❖ Although courses follow a recommended order, courses are unique and may be taken individually.
- ❖ Students who complete the pathway in high standing are eligible for special recognition at graduation.

PLTW ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN (IED) 720750

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (d)

PRINCIPLES OF ENGINEERING (POE) 720754

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

This is the recommended first course in the PLTW Engineering Pathway. The course focuses on learning how to take an idea through a design process that leads to manufacturing or producing a product. As students learn about various aspects of engineering and design, such as how engineers communicate through drawing. They apply knowledge through various activities, projects, and problems. Students use state-of-the-art 3D modeling software to help them Design, and 3D printers to prototype. Students learn about solving problems and communicating solutions.

Recommendations: Successfully completed Math 8, Integrated Math 1, or higher with a C or higher, or demonstrate proficiency on a math entry exam.

This is the recommended second course in the PLTW Engineering Pathway. This survey course of engineering exposes students to some of the major concepts they'll encounter in a college engineering course of study. Through hands-on projects and activities that are both fun and challenging, students explore major concepts like mechanisms, energy and electrical circuits, statics, materials, kinematics, and automated robotics systems. The course includes major units in robotics and coding.

Recommendations: Successful completion of Introduction to Engineering Design (IED) or be a Junior or Senior who has passed Integrated Math II or higher with a C or better.

DIGITAL ELECTRONICS

720755

Year (10 credits)

[11 / 12]

UC / CSU (d)

This course is recommended as either the third or fourth course in the PLTW Engineering Pathway (AP Computer Science Principles is the other choice). From smartphones to appliances, digital circuits are all around us. This course teaches students how these devices work at the transistor logic level. Students gain a functional knowledge of electrical engineering, electronics, and circuit design. Students study topics such as combinational and sequential logic, and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Recommendations: Successful completion of Principles of Engineering (POE) or be a junior or senior who has passed Integrated Math II or higher with a C or higher.

AP[®] COMPUTER SCIENCE PRINCIPLES

720756

Year (10 credits)

[10 / 11 / 12]

W

UC / CSU (d)

This course is recommended as either the third or fourth course in the PLTW Engineering Pathway. Using Python[®] as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP[®] Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

Recommendations: Successful completion of Integrated Math I with a C or higher.

PLTW BIOMEDICAL SCIENCES**PRINCIPLES OF BIOMEDICAL SCIENCE (PBS)**

720751

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (d)

Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. PBS is the first in a series of four biomedical courses offered in succession. Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Applied hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The key biological concepts embedded in the curriculum include homeostasis, metabolism, and inheritance of traits, feedback systems, and defense against disease. Where appropriate engineering principles are also incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function. This is the foundation course for the Project Lead the Way Biomedical program.

Recommendations: Incoming freshmen should have an A or B in 8th grade science.

HUMAN BODY SYSTEMS (HBS) 720753

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

Human Body Systems is the second course offered in the Project Lead the Way Biomedical Program. Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. Students examine the interaction of human body systems as they explore identity, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.

Recommendations: Successful completion of PBS with C or higher, or, students new to the program may opt to take HBS instead of PBS, however, it is recommended that they have completed Biology with a C or higher.

MEDICAL INTERVENTIONS (MI) 724010

Year (10 credits)

[11 / 12]

UC / CSU (d)

Medical Interventions is the third course offered in the Project Lead the Way Biomedical Program. This course is designed for 11-12 graders who have successfully completed Principles of Biomedical Sciences (PBS) and Human Body Systems (HBS). In this course, "students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore

how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics."

-PLTW program website

Recommendation: Successful completion of PBS or HBS with a C or higher or seniors who have completed PBS or HBS only.

BIOMEDICAL INNOVATION (BI) 724011

Year (10 credits)

[12]

pending UC / CSU (d)

In the final course of the PLTW Biomedical Sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

Recommendation: Successful completion of Medical Interventions or Human Body Systems with a C or higher.

PUBLICATIONS AND JOURNALISM COURSES

BEGINNING JOURNALISM 720801

Semester (5 credits)

[9 / 10 / 11 / 12]

This introductory course provides a basic introduction to journalism, preparing students to be both consumers and creators of news media. Students will study journalists' rights and responsibilities, including how to identify and avoid bias. Students will practice basic journalistic skills such as interviewing and reporting, and they will read, analyze, and create news stories, reviews and editorials, photo essays, and feature stories. Students will also be introduced to basic elements of design as they create their own newspaper. This course is recommended for students with a basic mastery of writing and grammar skills, as students will write extensively.

ADVANCED JOURNALISM AND PRODUCTIONS (YEARBOOK) 720802

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

This course provides training for work on the school yearbook. The course will build skills in proofreading, text layout, advertising, and basic photography. The students will be assigned spreads and given a list of duties to be performed throughout the course. Students will be responsible for their assigned areas, as well as for sharing responsibility for yearbook production. Students will be expected to help sell advertisement space in the yearbook as part of the training in this course. Students will be expected to be in class regularly, participate in the production of the yearbook, and meet deadlines, which may require extra time after class. Homework in the course will center on improving production skills.

Recommendations: Teacher recommendation and signed student/parent/teacher contract.

SCIENCE DEPARTMENT

BIOLOGY

720303

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (d)

HONORS BIOLOGY

720322

Year (10 credits)

[9 / 10 / 11 / 12]

W
pending UC / CSU (d)

Biology is a year-long course that is the Study of Life. This class meets the Life Science requirements for both CHS graduation and entry into the UC or CSU campuses. The course covers major topics of biology including scientific processes, cells, genetics, evolution, ecology, and human biology. These topics are broken into four core disciplinary ideas:

- (1) From Molecules to Organisms: Structure and Processes
- (2) Eco-systems: Interactions, Energy and Dynamics
- (3) Heredity: Inheritance and Variation of Traits
- (4) Biological Evolution: Unity and Diversity.

The class uses an investigative approach with students working alone and in small groups to complete various labs and research projects which will increase their understanding of the concepts and topics being studied. Homework is a part of this class, typically students should expect to spend 30 minutes each class day for homework and studying purposes. We use a computerized curriculum including our e-Textbook, virtual labs and digital activities. This class is open to all students.

Honors Biology replaces the general biology course and explores concepts in greater depth with supplemental curriculum and assignments. Students are prepared for Advanced Placement Biology and university-level biology by completing additional investigations and covering topics that are not discussed in Biology. Students will develop critical thinking skills, essential laboratory skills, an understanding of model usage and content knowledge guided by the California High School NGSS Framework Four Course Model. Honors Biology is arranged in four portions: Ecosystems, Molecules to Organisms, Heredity, and Evolution. Each area is examined deeply in learning modules, where students address the four focus areas of NGSS; Disciplinary Core Ideas (DCI's), Crosscutting Concepts (CCC's), Science and Engineering Practices (SEP's) and the Performance Expectations (PE's). Emphasis is placed on encouraging students to become active independent learners using inquiry labs, dissections, investigations, model creation, discussion, debate and presentations. Students will develop problem-solving skills as they design investigations, analyze data, and communicate results. In addition, students will read, analyze and discuss scientific papers and case studies.

Recommendation: Concurrent enrollment in Integrated Math I and successful completion of the previous science with a "B" or higher.

INTRODUCTION TO PHYSICAL SCIENCE 720318

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the development of critical scientific skills. Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; an introduction to nuclear energy; simple earth principles; and some basic astronomy. Course is an introductory version of chemistry, physics, Earth Science, and Astronomy.

Recommendations: Concurrent enrollment in Math I or higher and successful completion of Biology.

PRINCIPLES OF BIOMEDICAL SCIENCE (PBS) 720751

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (d)

Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. PBS is the first in a series of four biomedical courses offered in succession. Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Applied hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The key biological concepts embedded in the curriculum include homeostasis, metabolism, and inheritance of traits, feedback systems, and defense against disease. Where appropriate engineering principles are also incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function. This is the foundation course for the Project Lead the Way Biomedical program.

Recommendations: Incoming freshmen should have an A or B in 8th grade science.

ASTRONOMY 720329

Year (10 credits)

[11 / 12]

UC / CSU (d)

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of high school sophomore-level mathematics.

Recommendation: Concurrent enrollment in Integrated Math II or higher.

Students may be able to receive dual-enrollment credit.

CHEMISTRY 720305

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

This introductory course is designed for college bound students who have interests in science related careers. The following topics will be studied within the scope of this course: atomic theory and the mole concept, kinetic theory, atomic structure and chemical bonding, principles of chemical reactions, and oxidation and reduction reactions. Students completing the course will have sufficient background in chemistry to successfully complete a college-level introductory chemistry course. Students are expected to listen attentively in class and during laboratory investigations. Frequent problem sets and lab write-ups are assigned that require disciplined study habits. Students should expect approximately three hours of homework per week. It is recommended that only students with very strong mathematics skills attempt Chemistry as sophomores.

Recommendation: Concurrent enrollment in Math II or higher and successful completion of Biology with a C or higher.

HONORS CHEMISTRY

720323

Year (10 credits)

W

[10 / 11 / 12]

UC / CSU (d)

Honors Chemistry is a yearlong course and fulfills the physical science requirement for graduation. This course is a study of the basic laws of chemistry, covering the common elements of the periodic system, their structure, interactions, and energy relationships. The course is accompanied by work in the mathematical solution of chemical problems, and laboratory use of experimental data. This course is especially important for students planning on attending college in a scientific or health-related field of study. The design of this course is intended to help students prepare for the rigors of lab-science courses that may be encountered in college. Students should expect a demanding daily workload that will include worksheets, reviews, and laboratory write-ups as well as quizzes, and tests to assess understanding and retention. A high level of understanding in mathematical problem solving and the scientific methods is necessary for success in this course. Honors Chemistry will utilize the same curriculum as the Chemistry course but will move at a faster pace and will include additional inquiry and lab activities.

Recommendation: Concurrent enrollment in Math II or higher and successful completion of Biology with a C or higher.

HUMAN BODY SYSTEMS (HBS)

720753

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

Human Body Systems is the second course offered in the Project Lead the Way Biomedical Program. Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. Students examine the interaction of human body systems as they explore identity, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real world cases

and often play the roles of biomedical professionals to solve medical mysteries.

Recommendations: Successful completion of PBS with C or higher, or, students new to the program may opt to take HBS instead of PBS, however, it is recommended that they have completed Biology with a C or higher.

PHYSICS

720306

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

This course provides mathematical and conceptual understanding of the ideas of physics. Major fields of study will be introduced providing the student with a conceptual base in mechanics, thermodynamics, electricity, and magnet-ism. Students will be encouraged to discover the principles of physics in everything they do and see, recognizing physics as the most fundamental and all-inclusive of the sciences. Students will be expected to think creatively, participate in classroom discussion, analyze cause and effect in demonstrations, and take accurate lecture notes. Frequent problem sets and assigned reading will require approximately three hours of homework per week. It is recommended that only students with very strong mathematics skills attempt Physics as sophomores.

Recommendation: Concurrent enrollment in Integrated Math III or higher.

HONORS PHYSICS

720317

Year (10 credits)

[11 / 12]

W

UC / CSU (d)

Honors Physics provides a systematic introduction to the main principles of physics, including: mechanics, electricity and magnetism, kinetic theory, thermodynamics, wave and optics, and modern physics. Advanced algebra and geometry are frequently used as tools to develop the student's problem solving abilities. Honors Physics provides a foundation in physics for further college study in the fields of life science, pre-medicine and applied sciences as well as advanced study in engineering, chemistry and physics.

Recommendations: Concurrent enrollment in Integrated Math III or higher.

MEDICAL INTERVENTIONS (MI) 724010

Year (10 credits)

[11 / 12]

UC / CSU (d)

Medical Interventions is the third course offered in the Project Lead the Way Biomedical Program. This course is designed for 11-12 graders who have successfully completed Principles of Biomedical Sciences (PBS) and Human Body Systems (HBS). In this course, "students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics."

-*PLTW program website*

Recommendation: Successful completion of PBS or HBS with a C or higher or seniors who have completed PBS or HBS only.

AP® BIOLOGY 720309

Year (10 credits)

[11 / 12]

W

UC / CSU (d)

This is a college level course designed to prepare students for the rigor of college level science lab classes and the AP Biology exam. This exam, if passed will provide an equivalency of several semester units of science credit or elective credit (see individual colleges and universities). This course covers the Big Ideas of Biology, as set forth by the College Board AP Biology Course Description, including evolution, free energy, information, and systems. A large component of this course is investigative laboratory work conducted by the students, including collection and analysis of data and presentations of the findings. Students should have a strong interest in biology, superior note taking skills, and exemplary laboratory conduct.

Recommendation: Successful completion of Biology and Chemistry with a B or higher.

BIOMEDICAL INNOVATION (BI) 724011

Year (10 credits)

[12]

pending UC / CSU (d)

In the final course of the PLTW Biomedical Sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

Recommendation: Successful completion of Medical Interventions or Human Body Systems with a C or higher.

SOCIAL SCIENCE DEPARTMENT

MODERN WORLD HISTORY 721501

Year (10 credits)

[10] UC / CSU (a)

California State Standards provide the framework for this course. In this college preparatory course, students focus on the major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins an exploration of the rise of democratic ideas. Study includes the Industrial Revolution and Imperialism which lead to World War I with its consequential results of totalitarianism and World War II. The year concludes with evaluation of the Cold War and studies of the Middle East, Africa, Latin America, and China, and nation-building in the contemporary world. California State Content Standards provide the framework for this class.

AP® WORLD HISTORY 721518

Year (10 credits)

[10] W UC / CSU (a)

The College Board provides the framework for this course. Designed for university-bound students, AP World History is a rigorous, in-depth examination of global economic, political, social, and cultural development from approximately 1200 CE to the present. Preparation for academic success in college-level coursework and testing is a major focus of this course. Students will engage in the process of framing an inquiry, selecting relevant sources, and organizing evidence in support of a historical argument using primary and secondary sources of information. Students will strengthen their skills in logic,

analytical reading, critical thinking, historical reasoning, and high-level expository writing. AP students are expected to sign up for and take the AP exam. A successful performance on the Advanced Placement Exam will enable students to obtain college credit in World History at selected colleges and universities. This course follows the national AP World History: Modern framework and not the California State Standards for World History.

Recommendation: Grade of A in World Geography and B or higher in Honors English 9, and student/guardian/teacher signed contract.

It is recommended to take this course concurrently with Honors English 10.

AMERICAN HISTORY 721503

Year (10 credits)

[11] UC / CSU (a)

California State Standards provide the framework for this course. In this college-preparatory course, students focus on a general chronological survey of U.S. History. The primary focus of the course will be Reconstruction America to the present. Students will participate in an in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in United States history, and the development of a historical perspective in relation to contemporary events. Using the textbook and primary documents and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States.

AP® UNITED STATES HISTORY 721513

Year (10 credits)

W

[11]

UC / CSU (a)

US GOVERNMENT

721506

Semester (5 credits)

[12]

UC / CSU (a)

The College Board provides the framework for this course. Designed for university-bound students, AP U.S. History is a rigorous, in-depth examination of the course of American economic, political, and social development from colonial to contemporary times. Preparation for academic success in college work and testing is a major focus of this course. Students will engage in the process of framing an inquiry, selecting relevant sources, and organizing evidence in support of a hypothesis using primary and secondary sources of information in their analysis. Students will strengthen their skills in logic, analytical reading, critical thinking, and high-level expository writing. AP students are expected to sign up for and take the AP exam. A successful performance on the Advanced Placement Exam will enable students to obtain college credit in United States History at selected colleges and universities. This course follows the national AP United States History framework and not the California State Standards for US History.

Recommendation: Grade of A in World History and English 10 or B or higher in Honors World History and Honors English 10 and student/guardian/teacher signed contract. It is recommended to take this course concurrently with AP Language.

California State Standards provide the framework for this course. In this college preparatory course, students will evaluate the concepts and controlling ideas behind American style representative democracy. The division of power into federal and state levels and the separation of power into legislative, executive, and judicial branches in each of those levels are analyzed. The Constitution and the founding fathers' concept of "civic virtue" will be examined and understood in order for students to become knowledgeable, participating citizens of the republic. The second semester will focus on civil rights and how we relate with our California state and local governments with the rest of the world. Current event readings in weekly news magazines and daily newspapers help students synthesize these vital interactions. California State Content Standards provide the framework for this class.

ETHNIC STUDIES

720595

Semester (5 credits)

[12]

Pending UC / CSU (g)

In this one-semester course, students will examine how race, ethnicity, and culture play a role in the experiences of those living in the United States, California, and the Antelope/Roseville community. Ethnic Studies allows students to garner respect for their own culture as well as those cultures in their communities through the themes of identity, history and movement, systems of power, civil liberties, and social movements and equity to make change. This course will provide students with an opportunity to understand how marginalized groups have been treated in the past and how systems of power have been used to oppress those groups by analyzing the events that impacted those groups throughout US history. Students will also be empowered to identify ongoing issues relating to continued challenges faced by marginalized groups and to create a plan of action to address those issues.

AP® US GOVERNMENT AND POLITICS – UNITED STATES	721515
Year (10 credits)	W
[12]	UC / CSU (a)

AP® ECONOMICS	721516
Year (10 credits)	W
[12]	UC / CSU (g)

The College Board provides the framework for this course. This college level course is designed for students with an above average grade in previous social studies classes, who have an interest and aptitude in social studies concepts, and have excellent study habits. The course will prepare students for the AP® US Government and Politics Exam which, if passed, earns equivalency units at most colleges and universities. In this year-long course, students will develop an understanding of the political culture of the United States through a study of ideas, institutions, policies, roles and behavior of the people. Throughout our course of study, students will study traditional documents, Supreme Court cases, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. Students who take AP Government are expected to take the AP exam in May.

Recommendation: Completion of United States History with an A or higher or AP United States History with a B or higher and student/guardian/teacher signed contract.

The College Board provides the framework for this course. This college level course is designed for students with an above average grade in previous social science and math classes, have an interest and aptitude in social science concepts, and have excellent study habits. During the year, students will engage in learning designed to prepare them for the AP Microeconomics and AP Macroeconomics test, which if passed carries equivalency units at most colleges and universities. During the fall semester, students will engage with the AP Microeconomics material. The course will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. During the spring semester, students will develop an understanding of the principles of economics as it relates to an economic system of a nation. With this basic understanding of economics, students will be able to apply the basics to further understand and analyze economic concepts and ideas. The expectation is that all students taking AP Economics will take both AP Microeconomics and AP Macroeconomics exams in May. The course will prepare students for the AP® Macroeconomics and AP® Microeconomics exam which if passed, carries equivalency units at most colleges and universities. This course offers an intense analysis of Economic theory.

Recommendation: Completion of United States History with an A or AP United States History with a B or higher, completion of Integrated Math II or higher with a B or higher, and required student/guardian/teacher signed contract.

ECONOMICS	721505
Semester (5 credits)	
[12]	UC / CSU (g)

California State Standards provide the framework for this course. In this college preparatory course, students will master fundamental economic concepts, ranging from the viewpoint of the individual consumer or small business owner to the global economy. Students will study the law of supply and demand, business firms, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. They will use measurement concepts and methods such as tables, charts, and graphs to understand and interpret relevant data. California State Content Standards provide the framework for this class.

SOCIAL SCIENCE ELECTIVES

GEOGRAPHY 720776

Semester (5 credits)

[9] UC / CSU (a)

In this one semester survey course students will become familiar with the location, topography, cultural aspects (language, religion, traditions, etc.), and issues unique to various regions of the world including but not limited to: Oceania and Japan, China and India, Africa and Arabia, The Arctic and Antarctic, Mexico and Central America, South America, Europe, Canada and the Caribbean and particular emphasis on the United States. Other topics covered throughout include: brief scientific review of the formation of the earth and continental drift, global warming and combating it, practice reading and understanding maps in their various forms, earthquakes and tsunamis, issues pertaining to migration and immigration throughout the world, the difference between and societal views on constructs such as race vs. ethnicity vs. nationality, analyzing and understanding census data and world population patterns and their implications for sustainability, analyzing and understanding socio-economic patterns throughout the world, and the factors that influence wealth and poverty by region.

HISTORY OF AMERICAN SPORTS 722199

Semester (5 credits)

[9 / 10 / 11 / 12] UC / CSU (a)

In this semester course we will examine the American sporting experience from the colonial period through the 21st century. We will focus especially on the rise of organized sports institutions and how race, class, gender, ethnicity, economics and religion have shaped the relationship between sport and society. Students will learn about the histories of boxing, baseball, basketball, football, hockey, soccer, auto racing, horse racing, tennis, golf, college athletics, and the modern Olympic games. This is not a course in sports trivia. Rather, the main goal of the course is to use sports as a tool to better understand American history and how sports have shaped American culture.

CRIMINAL JUSTICE 721530

Semester (5 credits)

[11 / 12] UC / CSU (g)

This semester course introduces students to basic knowledge of the legal system. The purpose of this course is to explore topics of law that are particularly relevant to the lives of students. Criminal Justice provides a basic foundation in law by introducing students to the basics of the legal system, ethics, criminal law and juvenile justice, and individual rights and liberties. This is a general course that focuses on law and new issues from the perspective of the social sciences and humanities and includes instruction in the theory and practice of the legal system, including the statutory, administrative, and judicial components of criminal law.

Criminal Justice is designed to use real world mock trials (simulations of real-life courtroom drama) or moot courts (to engage students in topics that are particularly relevant to the lives of students). Mock trials and moot courts help students gain a basic understanding of the legal mechanism through which society resolves many of its disputes. While learning the details of the trial and appellate process and the substantive content of the case, students also develop a number of skills: critical analysis of problems, strategic thinking, questioning skills, listening skills, skills in oral presentation and argument, and skills in preparing and organizing material. Course may be taken in the Fall and Spring semesters for credit.

PSYCHOLOGY 721510

Semester (5 credits)

[10 / 11 / 12] UC / CSU (g)

This semester course studies and tries to explain the relationship between visible behaviors and the invisible mental processes, which cause them. Students will survey psychological topics including: perception, emotion, thinking, learning, and personality. The overall goal of psychology is to understand and predict behavior, so students will examine how psychologists use experiments, tests, interviews and observations to achieve that goal. Students will be expected to complete homework, including one research project, to the best of their abilities.

Course is suggested to be paired with Sociology.

SOCIOLOGY

721511

Semester (5 credits)

[10 / 11 / 12]

UC / CSU (g)

AP® PSYCHOLOGY

721520

Year (10 credits)

[11 / 12]

W
UC / CSU (g)

This semester course is a study of the behaviors of people in groups. Just as psychology is the study of individual behaviors and attitudes, sociology studies group behaviors, dynamics, and attitudes. Sociology emphasizes American society, social change, cultural / ethnic relations, religion and mass media. Multimedia and video based discussions will be used to look into how groups shape our everyday lives. Students interested in different American cultures and subcultures, student government, or public service are encouraged to take this cooperative course.

Course is suggested to be paired with Psychology.

The College Board provides the framework for this course. AP Psychology course is intended to prepare students to take the AP Psychology exam administered through College Board. This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such stressed topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. This year long offering follows the new course exam description (CED) distinct skills that AP Psychology students should practice throughout the year—skills that will help them learn to think like psychologists, such as applying psychological theories in authentic contexts and analyzing research studies. Hands on experiments, demonstrations, group projects and peer presentations are part of the requirements.

Recommendation: Completion of Biology with a B or higher or PLTW Human Body Systems with a C or higher, and student/guardian/teacher signed contract.

SUPPORT SERVICES DEPARTMENT

The Support Services Program provides instruction and services to meet the needs of the student's Individualized Education Plan (IEP). Support Services will provide consultant and resource material to parents, students, and general education teachers; coordinate special education services with general education programs; monitor pupil progress; and emphasize academic achievement, career and vocational development, and transition to adult life.

CORRECTIVE READING 723148
723413

Year [2 periods] (20 credits)

[9 / 10 / 11 / 12]

These courses are designed to support students who are reading two or more years below grade level using a research-based, direct instruction reading program. In addition, students will receive instruction and practice time to improve their writing skills. This course supports IEP goals in language arts. This course earns elective credit and is taken for two periods, one on A Day and one on B Day. This course is not a-g approved.

Recommendation: Placement based on IPE or assessment.

STUDY SKILLS 723105

Year (10 credits)

[9 / 10 / 11 / 12]

The Study Skills class is a period of instruction designed to support the academic needs of students who have an active IEP. The Study Skills curriculum consists of active development of study and organizational skills. The specific focus of the academic support is designed to assist students in core subject areas, courses required for graduation, work toward mastery of IEP goals, and transition to adult living. This course is not a-g approved.

Placement based on IEP.

INTRODUCTION TO INTEGRATED MATH I 720298

Year (10 credits)

[9 / 10 / 11 / 12]

This course is designed for students who are far below grade level in mathematics. This course delivers direct instruction to remediate skills necessary for success in high school mathematics. Successful completion will

prepare students for Integrated Mathematics I. This course is not a-g approved.

Placement based on IEP

INTEGRATED MATH IA 720292

Year (10 credits)

[9 / 10 / 11]

Integrated Math IA is the first course in a two-year sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete Integrated Math I over a two-year cycle comprising of Integrated Math IA and Integrated Math IB. This course features topics covered in the first (Fall) semester of Integrated Math I. Upon successful completion of this course, students will enroll in Integrated Math IB. Students must complete Integrated Math IB to meet the Algebra requirement for graduation.

INTEGRATED MATH IB 720294

Year (10 credits)

[10 / 11 / 12]

Integrated Math IB is the second course in a two-year sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete Integrated Math I over a two-year cycle comprised of Integrated Math IA and Integrated Math IB. This course features topics covered in the second (Spring) semester of Integrated Math I. Upon successful completion of this course, students will meet the Algebra requirement for graduation.

Recommendations: Successful completion of Integrated Math IA.

ENGLISH 9 A

723109

Year (10 credits)

[9]

This course is designed for students who are far below grade level in reading and writing skills and is aligned with the California Common Core State Standards for English 9. English 9 A teaches the necessary skills for gaining information through listening, reading, and communicating through speaking and writing. A strong focus on the elements of the writing process will be devoted to developing essay writing skills. The writing section will cover writing strategies, applications, and the conventions of Standard English. In addition, the study of literature will involve readings from grade 9 core literature curriculum and making connections with the literature through written responses. This course is not a-g approved.

Placement based on IEP.**ENGLISH 10 A**

723110

Year (10 credits)

[10]

This course is designed for students who are far below grade level in reading and writing skills and is aligned with the California Common Core State Standards for English 10. English 10 A teaches the necessary skills for gaining information through listening, reading, and communicating through speaking and writing. A strong focus on the elements of the writing process will be devoted to developing essay writing skills. The writing section will cover writing strategies, applications, and the conventions of Standard English. In addition, the study of literature will involve readings from grade 10 core literature curriculum and making connections with the literature through written responses. This course is not a-g approved.

Placement based on IEP.**ENGLISH 11 A**

723111

Year (10 credits)

[11]

This course is designed for students who are far below grade level in reading and writing skills and is aligned with the California Common Core State Standards for English

11. English 11 A teaches the necessary skills for gaining information through listening, reading, and communicating through speaking and writing. A strong focus on the elements of the writing process will be devoted to developing essay writing skills. The writing section will cover writing strategies, applications, and the conventions of Standard English. In addition, the study of literature will involve readings from grade 11 core literature curriculum and making connections with the literature through written responses. This course is not a-g approved.

Placement based on IEP.**ENGLISH 12 A**

723112

Year (10 credits)

[12]

This course is designed for students who are far below grade level in reading and writing skills and is aligned with the California Common Core State Standards for English 12. English 12 A teaches the necessary skills for applying information through listening, reading, and communicating through speaking and writing. A strong focus on the elements of the writing process will be devoted to developing a variety of essay writing skills. The writing section will cover writing strategies, applications, and the conventions of Standard English. In addition, the study of literature will involve development of critical thinking skills connected to literature and applying those connections with literature through written responses. This course is not a-g approved.

Placement based on IEP.**WORLD HISTORY A**

723121

Year (10 credits)

[10 / 11 / 12]

This course is aligned with the California State Standards for World History and intended for students that are far below grade level. In this course, students focus on the major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins an exploration of the rise of democratic ideas. Study includes the Industrial Revolution and Imperialism which lead to World War I with its consequential results of totalitarianism and World War II. The year concludes with evaluation of the Cold War and studies of the Middle East, Africa, Latin America, and China, and nation-building in the contemporary world. This course is not a-g approved.

Placement based on IEP.

UNITED STATES HISTORY A

723117

Year (10 credits)

[11 / 12]

This course is aligned with the California State Standards for US History and intended for students that are far below grade level. In this course, students focus on a general chronological survey of U.S. History. The primary focus of the course will be Reconstruction America to the present. Students will participate in an in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in United States history, and the development of a historical perspective in relation to contemporary events. Using the textbook, primary documents, and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. This course is not a-g approved.

Placement based on IEP.**ECONOMICS A**

723006

Semester (5 credits)

[12]

This course fulfills the economics graduation requirement and is designed for those on an IEP who are reading below grade level. This course is not a-g approved.

Placement based on IEP.**CONSUMER FINANCE A**

723119

Semester (5 credits)

[12]

This course fulfills the Consumer Finance graduation requirement and is designed for those on an IEP who are reading far below grade level. This course is not a-g approved.

Placement based on IEP.**GOVERNMENT A**

723118

Semester (5 credits)

[12]

This Government course covers the structure, philosophy, and development of the American Government. Students will also study the significance of the Declaration of Independence, the writing of the Constitution, the branches of the government, political parties, and the election process. This course is not a-g approved.

Placement based on IEP.**ETHNIC STUDIES A**

723027

Semester (5 credits)

[12]

In this one-semester course, students will examine how race, ethnicity, and culture play a role in the experiences of those living in the United States, California, and the Antelope/Roseville community. Ethnic Studies allows students to garner respect for their own culture as well as those cultures in their communities through the themes of identity, history and movement, systems of power, civil liberties, and social movements and equity to make change. This course will provide students with an opportunity to understand how marginalized groups have been treated in the past and how systems of power have been used to oppress those groups by analyzing the events that impacted those groups throughout US history. Students will also be empowered to identify ongoing issues relating to continued challenges faced by marginalized groups and to create a plan of action to address those issues.

LIFE SCIENCE A

723007

Year (10 credits)

[9 / 10 / 11 / 12]

This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability. This course is not a-g approved.

Placement based on IEP.**PHYSICAL SCIENCE A**

723008

Year (10 credits)

[9 / 10 / 11 / 12]

This course offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the development of critical scientific skills. Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; an introduction to nuclear energy; simple earth principles; and some basic astronomy. This course is not a-g approved.

Placement based on IEP.**TRANSITION SKILLS**

723191

Year (10 credits)

[10 / 11 / 12]

The purpose of this year-long course is to aid and assist support services students through the college and career planning process and, ultimately, to help prepare their own Transition/College and Career Action Plan. By following the hands on exercises and gathering related materials throughout this process, the Transition/College and Career Action Plan will help the students to pursue their life, college, and career goals more effectively. This course will give students the opportunity to assess their

own individual skills and be able to determine the college, type of jobs they can obtain for employment, as well as the steps to get to their future goal.

Placement based on IEP.

TPP (TRANSITION PARTNERSHIP PROGRAM)

TPP is a partnership between the Department of Rehabilitation and Center High School's WorkAbility to provide secondary and postsecondary support to juniors and seniors with an active Individualized Education Plan or 504 Plan. Qualifying students benefit from the following services; career assessment, job placement, interviewing, individualized career counseling and more.

JOB SKILLS – TRANSITION PARTNERSHIP PROGRAM

723144

Year (10 credits)

[11 / 12]

This course introduces the students to a hands-on program that gives students opportunities to assess their own skills and determine the type of jobs they want to have in the future. Career development curriculum offers hands-on, role-play simulations in the classroom where students learn self-management, critical thinking, and relevance between education and real jobs. Additionally, this course will focus on teaching students workplace readiness, acquiring transferrable work skills, strengthening time and task management skills, and developing clear and professional workplace communication skills.

Students will be given the opportunity to explore careers and post-secondary options: college, technical school, internship, on-the-job training, etc.

Recommendation: Students should participate in the TPP program.

ILS

(INDEPENDENT LIVING SKILLS PROGRAM)

The central focus of the ILS program is to develop each student's social, adaptive, communicative, and advocacy skills to function independently in the community. The ILS program accomplishes this objective by individualizing curriculum to meet the special needs of each student and providing the staff support to promote individual development. Important skill sets that are cultivated through community based instruction to promote student's successful transition into community life, rest fundamentally on knowledge of community institutions, as well as effective communication and social skills. Also important are the student's work habits and motivation to be successful in whatever activities he/she undertakes. There are a number of activities the students participate in, whether it is work experiences or program activities that forward the development of these skills. Daily living skills such as money handling, time management and concepts, personal safety, recreation, home economics, and hygiene are also developed to foster greater independent living skills. Recognizing that the ability to advocate for oneself is a central feature of daily living, every effort will be undertaken to encourage each student to take additional classes outside the ILS program. These opportunities are provided in a manner that are commensurate with the student's academic, social, and behavioral abilities, as well as the staff support available to insure success in SDC curriculum or general education electives

FUNDAMENTAL ART	724004
Year (10 credits)	
[9 / 10 / 11 / 12]	

Students will be participating in activities such as drawing, directed lessons, and guided craft projects. They will produce varied works using several mediums like pencil, watercolors, crayon, clay, and paint. The materials will feature different textures and materials to heighten tactile awareness. Besides having fun, assignments are

designed to develop fine motor skills. Projects will also challenge student's imagination and ability to complete tasks on time. Art activities are created to develop interests that can be pursued through different recreational experiences in the community.

Placement based on IEP.

FUNDAMENTAL BIOLOGY	723020
Year (10 credits)	
[9 / 10 / 11 / 12]	

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the Next Generation Science Standards for Biology.

Placement based on IEP.

FUNDAMENTAL ECONOMICS	723025
Semester (5 credits)	
[9 / 10 / 11 / 12]	

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Economics.

Placement based on IEP.

FUNDAMENTAL ENGLISH 9	723011
Year (10 credits)	
[9 / 10 / 11 / 12]	

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for English 9.

Placement based on IEP.

FUNDAMENTAL ENGLISH 10 723012

Year (10 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for English 10.

FUNDAMENTAL ENGLISH 11 723013

Year (10 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for English 11.

FUNDAMENTAL ENGLISH 12 723014

Year (10 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for English 12.

FUNDAMENTAL GOVERNMENT 723024

Year (10 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Government.

FUNDAMENTAL HEALTH 723026

Semester (5 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Health.

FUNDAMENTAL MATH 1 723015

Year (10 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Integrated Math 1.

FUNDAMENTAL MATH 1A 723016

Year (10 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for the first semester of Integrated Math 1.

FUNDAMENTAL MATH 1B 723017

Year (10 credits)
[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for the second semester of Integrated Math 1.

FUNDAMENTAL MATH 2

723018

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Integrated Math 2.

FUNDAMENTAL PHYSICAL SCIENCE

723021

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the Next Generation Science Standards for Physical Science.

FUNDAMENTAL WORLD HISTORY

723022

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for World History.

FUNDAMENTAL US HISTORY

723023

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for US History.

FUNDAMENTAL GOVERNMENT

723028

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Government.

FUNDAMENTAL ETHNIC STUDIES

723029

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Ethnic Studies.

FUNDAMENTAL ECONOMICS

723031

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Economics.

FUNDAMENTAL CONSUMER FINANCE

723030

Year (10 credits)

[9 / 10 / 11 / 12]

This course is for students with significant cognitive disabilities who are planning to earn a high school diploma through the alternative pathway per California Educational Code 51225.31. This course is aligned with the California Common Core State Standards for Consumer Finance.

LIFE SKILLS

723003

Year (10 credits)

[9 / 10 / 11 / 12]

PRE-WORKABILITY

723001

Year (10 credits)

[9 / 10 / 11 / 12]

The ILS program is created to develop students' increased independence to transition and advocate effectively for themselves in our community. It entails learning about the important institutions like banks, recreation facilities, grocery stores, etc., that students need to understand to function effectively in the community. This effectiveness requires an understanding of monetary exchanges, knowledge of time concepts, as well as organizational and social skills. Work life is addressed in ongoing recycling and gardening projects to instill work values and habits. Daily living skills, like cooking, are also presented in life skills home economics and cooking curriculum. Additional curriculum will support the WORKABILITY program.

This course is designed to build career skills and interest. Students participate in activities that build collaborative, leadership, and job skills. Students perform recycling, gardening, and off site work tasks as some of the career building activities.

MODIFIED PHYSICAL EDUCATION 720259

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

FIELD WORKABILITY

723002

Year (10 credits)

[9 / 10 / 11 / 12]

This course is designed to build career skills and interest. Students participate in activities that build collaborative, leadership, and job skills. Students perform recycling, gardening, and off site work tasks as some of the career building activities.

Modified Physical Education (P.E.) is a semester or year-long course designed to meet the needs of students who are restricted from meeting the regular requirements of the Center Joint Unified School District Physical Education curriculum. Modified P.E. will address motor development, skill development and physical fitness based on the teacher's and/or doctor's assessments. Referrals should be for no less than one semester in length. Modified P.E. is designed to accommodate students who have moderate disabilities: long-term injury, recent surgery, exercise-induced asthma, and / or inability to run or jump.

VISUAL and PERFORMING ARTS (VAPA) DEPARTMENT

GRAPHIC DESIGN I

720609

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

This year-long course will introduce computer graphic tools and techniques used in producing designs, illustrations, photographs, motion graphics, animations and web page design. Emphasis will be placed on strengthening communication and critical thinking skills, problem solving, and the creative process. Students will gain marketable skills for the workplace and technological proficiency for college. This course meets VPA requirements for graduation and college admissions. This course is designed for students to begin earning industry certifications in Digital Media II.

GRAPHIC DESIGN II

721094

Year (10 credits)

[10 / 11 / 12]

This course will cover the fundamental principles and elements of visual communication, including the historical development of such theory in the Western world, through the use of Graphic Design as a medium of visual communication. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. Advanced Graphic Design is intended for self-motivated students who wish to continue their education in Graphic Design, Digital Illustration, and/or Motion Graphics by

building a design portfolio and providing design work for the school community through service projects. Students will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation. They will move on to interact with state-of-the-art graphic design tools, namely Adobe Illustrator, Photoshop, After Effects, and InDesign. This course is designed for students to earn industry certifications in Design and Visual Communications.

Recommendation: Successful completion of Graphic Design.

ANIMATION I

720651

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

Students will learn to create animations and apply the principles of animation through the visual electronic art form of 2D animation. Storyboarding, character development, basic terminology, as well as the historical development and cultural influences on the field of animation will be

explored. Projects incorporate the principles of animation and basic techniques including staging, timing, mechanics, and kinetics using 2D animation software, Storyboard Pro, Toon Boom Harmony, Photoshop, and more. Drawing skills, storytelling, mechanics of motion, and animation camera techniques will be an integral part of the course. This course is designed for students to begin earning an industry certification in animation programming.

Recommendations: Successful completion of Graphic Design.

ANIMATION II

720652

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

Students will continue their development from previous courses in the fundamentals of 2D animation, writing and creating animated projects. Students will be instructed on how to plot, script, storyboard, present and create animated projects using various modeling and animation techniques within a variety of professional 2D & 3D software, including Storyboard Pro, Toon Boom Harmony, Maxon Cinema 4D, Blender, Adobe Character Animator and After Effects. Storyboards, mechanics of motion, camera techniques, 3D Animation, modeling, texturing and advanced rendering techniques will be integral parts of the course. This course is designed for students to begin earning industry certifications in Toon Boom, 3D Animation, and 3D Graphics. 3D Animation is for students who are interested in the various concepts and possibilities of 3D Animation as it relates to the visual arts, being a creative communication/language medium, business and career concepts and the potential as a career.

Recommendations: Successful completion of Intermediate Animation or Animation I.

BEGINNING DANCE

720255

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Students will become proficient in dance steps, movement, and choreography at a beginning level. Units will be four to six weeks in length, and will include stretching and flexibility exercises, ballet, jazz, cultural dance, and modern dance. This course can be taken for a semester or a year for elective credit. This course may be repeated for credit.

INTERMEDIATE DANCE

720256

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

Students will become proficient in dance steps, movement, and choreography at an intermediate level. Units will include ballet, modern dance, jazz dance,

cultural dance, choreography, improvisation, dance history, dance performances, and dance productions. This course may be taken for elective credit or a year of Performing Arts. This dance course meets the California State University and University of California requirements for Visual Performing Arts (f).

Recommendations: Successful completion of Beginning Dance.

ADVANCED DANCE

722099

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

This course explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the body while exploring improvisational and expressive movement through advanced dance technique and composition.

Recommendations: Successful completion of Intermediate Dance or audition.

THEATER ARTS I

720622

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

This course focuses on the fundamentals of theatre arts, developing creative and technical skills, both on and off stage. Students will learn the art of acting using facial expressions, body language, gestures, vocal techniques, and breath control, with a focus on expressing emotion and telling a story. Students will build their improvisational skills as well as memorization of monologues and scenes, working collaboratively with fellow actors and directors. They will discover how costumes influence character and how to handle props. Additionally, students will learn the technical aspects of the theatre, including the following positions: Light Operator, Sound Operator, Stagehand, Property Manager, and Stage Manager. This course may be repeated for elective credit.

THEATER ARTS II

720655

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

This course is for students with a passion for theater and the arts. In this intensive course, students develop a deeper understanding of theater and production from different cultural and historical perspectives and build upon past theater experiences. Advanced Drama will strengthen and enhance skills in ensemble and team work, movement, voice, scene and play analysis, scene work including an emphasis on character development and emotional truth, improvisational skills, character analysis and performance, audition skills, career paths, designing, directing and playwriting with an emphasis on performing original work. Students will also have the opportunity to direct their own One Act Play.

Recommendations: Successful completion of Theater Arts I with a B or higher and audition with teacher.

PLAY PRODUCTION

720643

Year (10 credits)

[10 / 11 / 12]

This course provides students the opportunity to develop an appreciation and respect for the collaborative effort of all involved in play production. Each student will develop a greater appreciation for all facets of producing a play, the criteria of an effective performance, and awareness of the historical influences and contributions of the theater by producing and possibly performing in school productions. Through reading of scripts, researching all aspects of the design process, and participating in the acting and directing aspects of productions, students will have an opportunity to become aware of the world of theater. This class does not guarantee an acting role in any school production. All CHS students will have the opportunity to audition for fall and spring productions.

Recommendations: Successful completion of Theater Arts I and teacher recommendation.

ART**CERAMICS 1**

720604

Year (10 credits)

[9 / 10 / 11 / 12]

Pending UC / CSU (f)

This course is designed to give students an opportunity to concentrate in hand-built pottery. Emphasis will be on understanding and incorporation of the elements of art and principles of design in the ceramic and sculpture mediums. The class covers hand-built pottery, clay sculpture, and art appreciation and design, especially as they relate to ceramics.

CERAMICS 2

720597

Year (10 credits)

[9 / 10 / 11 / 12]

Pending UC / CSU (f)

This course is designed to give students an opportunity to concentrate in hand-built pottery, wheel pottery, or sculpture. Students will be expected to perform at an advanced level and begin developing an individual style. Students will become acquainted with the work of famous sculptures from throughout history and make informed responses to works of art, nature, and other objects by using objective criteria for analysis, interpretation, and judgment. Technically, students will refine their abilities to apply design elements and principles in wheel throwing, hand building, and glazing techniques. All students are expected to participate fully in all class projects, writing assignments, and lectures. There are material costs associated with projects in this course. The instructor will give you specific information within the first week of the course.

ART I

720601

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

This is a yearlong, two-semester course, in which students learn basic art skills and concepts, such as, drawing, painting, and some sculpture. Along with developing a vocabulary for art, students will demonstrate drawing techniques of shading, shadowing, and direction of light. Each assignment will become progressively more involved with each new art concept introduction. Students will develop the skill to graphically express their own inner ideas and attitudes. Students are expected to arrive in class with materials, and work on project assignments as demonstrated by the teacher.

ART II

720602

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

This two-semester course is designed for students who have successfully completed Art I, or its equivalent. Students in this class will learn how to create, develop, and produce their own fine arts products. Students will focus on advanced techniques with materials such as charcoal, ink, soft pastels, Prismacolors, watercolor pencils, graphite and some sculpture. Design, color theory, composition, art history and current trends in the arts will be developed within the course. Students will be encouraged into the areas of arts where their special interest lies. The teacher and student can develop individual interests and special problems that challenge singular students within project assignments as determined. Students are expected to arrive in class with materials, and work on projects or assignments as demonstrated by the teacher. Portfolio development is emphasized in this class. Gallery visitations, development of a personal web site and the entry into an art contest with public display will be required.

Recommendation: Completion of Art I with a C or higher.

ART III

720635

Year (10 credits)

[10 / 11 / 12]

This course follows Art 2 and is recommended prior to taking AP Art. Students will focus on a series of art works that relate thematically and in technique. Students can decide what materials they will use in the completion of their assignments as they begin to develop their own style of artistry. Portfolio development is emphasized in this class. Gallery visitations, development of a personal web site and the entry into an art contest with public display will be required.

Recommendation: Completion of Art II with a C or higher.

AP STUDIO ART

720634

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

This course is for the serious art student who will be expected to develop their creative potential and personal style. Subject matter will include observation and art history. This year long course will also assist in college portfolio development as well as scholarship application. Students will have the option of specializing in either: AP Studio Art-2D Design, AP Studio Art-3D Design, or AP Studio Art-Drawing. This course may be repeated for additional credit.

Recommendation: Completion of Art II or Art III with a C or higher and teacher recommendation is required. The College Board suggests that students be "willing and academically prepared" to participate in AP courses.

PAINTING

720596

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

During this year-long course, students will learn about traditional techniques and experimental materials using a variety of mediums such as watercolor, acrylic, gouache, and tempera. Through hands-on projects, students will develop their skills in color theory, composition, and brushwork while expressing their creativity. This course emphasizes both technical growth and personal artistic exploration, fostering confidence and an appreciation for the visual arts. Projects range from representation to abstraction and will follow the historical lineage of painting as a guide to learning different forms and styles. This course will analyze various styles of paintings, including contemporary painting, and strengthen concepts of design through use of art elements and principles.

Recommendation: Completion of Art I with a C or higher.

MUSIC

BEGINNING GUITAR

720645

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will learn and work on acoustic guitars in the classroom setting. Students will learn to read and annotate music for their instrument and perform appropriate grade level guitar music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. This class functions as a guided independent study course with in class practice time. Students are advised to have their own guitar.

ADVANCED GUITAR

720649

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will learn and work on acoustic guitars in the classroom setting. Students will learn to read and annotate music for their instrument

and perform appropriate grade level guitar music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Performances will include, but are not limited to local concerts and out-of-town music festivals. Students are advised to have their own guitar.

Recommendation: Successful completion of Beginning Guitar or teacher recommendation.

BEGINNING BAND

720636

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will learn the basics of either a woodwind, brass, or percussion instrument to prepare them to join concert band or improve their skills. Students will learn to read and annotate music on their instrument with an emphasis on quality tone and intonation. Various styles of traditional and modern concert music will be explored. Performances include, but are not limited to local concerts and out-of-town music festivals. It is suggested that the student provide their own instruments.

CONCERT BAND

720625

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will work on brass, wind, and percussion instruments involved in marching and concert band. It is the center of the instrumental music program at CHS. Students will learn to read and annotate music on their instrument and work on the current Concert Band repertoire. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Various styles of traditional and modern concert music will be explored. Performances include, but are not limited to local concerts and out-of-town music festivals. It is suggested that the student provide their own instruments. ***All performances and after-school rehearsals are mandatory.***

Recommendation: Successful completion of Beginning Band (WCRMS or CHS) with a C or higher and/or teacher recommendation.

ADVANCED BAND

720611

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

STRING ORCHESTRA

720229

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will work on brass, wind, and percussion instruments involved in concert music. It is the center of the instrumental music program at CHS. Students will advance reading and annotating music on their instrument, and work on the current Concert Band repertoire. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Various styles of traditional and modern concert music will be explored. Performances include, but are not limited to local concerts and out-of-town music festivals. Students will also learn basic harmony, theory and scales. It is suggested that the student provide their own instruments. ***All performances and after-school rehearsals are mandatory.***

Recommendations: Successful completion of Concert Band and teacher recommendation.

JAZZ ENSEMBLE

720613

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

The Jazz Ensemble is an advanced performing ensemble (with limited enrollment) that explores different sub-genres and styles through performance. Students study will focus on the "Big Band" concept with the instrumentation that includes saxophones, trumpets, trombones and a rhythm section of piano, bass, drums and guitar. Jazz Ensemble will expose students to the cultural history and fundamentals of jazz performance and ensemble playing through the study of idiomatic jazz scales, modes, rhythms, articulations and styles. Students will participate in concerts, festivals, and public performances as a requirement for successful completion of the class. The course will give students foundations and experience in the genre of Jazz. Performance attendance is required.

Recommendation: Successful completion of Concert Band with a C or higher and/or teacher recommendation.

Students will learn and work on orchestral string instruments including violin, viola, cello and string bass. Students will learn to read and annotate music for their instrument and perform appropriate grade level orchestral music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Performances will include, but are not limited to local concerts and out-of-town music festivals.

Recommendation: Successful completion of Beginning Strings (WCRMS) with a C or higher or audition.

It is suggested that students provide their own instruments.

ADVANCED ORCHESTRA

720654

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will improve technique on orchestral string instruments including violin, viola, cello, and string bass with a focus on bow stroke, intonation and rhythmic accuracy. Students will improve reading and performing music for their instrument and perform appropriate grade level orchestral music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Performances will include, but are not limited to local concerts and out-of-town music festivals. Students will also learn to play all scales and basic music theory. It is suggested that the student provide their own instruments. ***All performances and after-school rehearsals are mandatory.***

Recommendation: Successful completion of String Orchestra with a C or better and/or audition.

WORLD LANGUAGES DEPARTMENT

SPANISH I 720401

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students with limited or no knowledge of Spanish. Students will learn to communicate with each other about themselves, school, their lives, and similar topics. They will also learn about the culture of Spanish-speaking countries.

SPANISH II 720402

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students with a beginning knowledge of Spanish. Students will learn to communicate with each other about expanded topics. They will also acquire more knowledge about Spanish-speaking countries and their culture.

Recommendations: Successful completion of Spanish I with a C or better or a passing grade on Spanish I final exam.

SPANISH III 720403

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students and others who wish to learn to communicate with a greater degree of fluency and accuracy. The primary emphasis in these courses is on oral communication. Students will begin to communicate about more abstract topics. Cultural exploration will include more in-depth ideas, such as the history and the art of Spanish-speaking countries, as well as continuing the culture of daily life.

Recommendations: Successful completion of Spanish II with a C or better or a passing grade on Spanish II final exam.

SPANISH III FOR NATIVE SPEAKERS 721605

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is intended for students that are native Spanish speakers and who are looking to maintain and improve fluency in their primary language. This class is focused on developing the Spanish language skills for heritage language speakers. The class is designed to enhance students' literacy skills and oral fluency in Spanish and build pride in their heritage language and culture. The course aims to improve reading and writing skills, as well as expand awareness and cultural connections with their countries of origin. This class will be taught completely in Spanish. Students will be able to read and write fluently in Spanish. Students will become familiar with Spanish and Latin American history, culture and literature.

Recommendation: Intended for native Spanish speakers looking to further their fluency in reading and writing.

SPANISH IV 720404

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students and others who wish to learn to communicate with a greater degree of fluency and accuracy. The primary emphasis in these courses is on oral communication. Students will begin to communicate about more abstract topics. Cultural exploration will include more in-depth ideas, such as the history and the art of Spanish-speaking countries as well as continuing the culture of daily life.

Recommendations: Successful completion of Spanish III with a C or better or a passing grade on Spanish III final exam.

SPANISH IV FOR NATIVE SPEAKERS

721606

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

AP® SPANISH

720406

Year (10 credits)

[10 / 11 / 12]

W
UC / CSU (e)

This course is intended for students that are native Spanish speakers and are highly motivated who want to be challenged with a fast paced curriculum. Students will improve their literacy skills in Spanish and develop their understanding of Spanish speaking cultures by integrating information on literature, art, history, music, and current events into the curriculum. This class is designed to perfect the Spanish skills of fluent Spanish heritage speakers through an advanced course study. Students will be reading articles, literature pieces and novels. This class will be taught completely in Spanish. Students who take the course will be prepared to take the AP exam. Students will have a better understanding and appreciation of the Spanish speaking culture and have a deeper understanding of the Spanish grammar, syntax, and language standards. Students will be able to write organized essays on academic topics. Students will be able to comprehend Spanish literature.

Recommendation: Intended for native Spanish speakers who have completed Spanish III for Native Speakers with a grade of C or better.

This course is designed for college-preparatory students and others who wish to advance their communication, comprehension and writing skills in Spanish. Students will discuss more abstract topics. Cultural exploration will include more in-depth areas, such as the history and the art of Spanish-speaking countries, as well as continuing the culture of daily life. Students will improve their ability to communicate by expressing opinions, comparing, persuading and commanding others. The primary emphasis of this course is to prepare the student for the AP exam for advanced placement in college. This course will be taught using Spanish 90% of the time in the classroom. Students are expected to stay in the target language.

Recommendation: Successful completion of Spanish III with a C or better.

NOTES