



# ***Course Catalog 2020 - 2021***

**Mountain View High School  
3535 Truman Avenue  
Mountain View, CA 94040**

Course Catalog on-line:  
<https://mvhs.mvla.net/Academics/Course-Information/index.html>

# 2020-2021 Course Catalog

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# **PREFACE**

This course selection guide serves students and parents who are seeking information about course offerings at Mountain View High School. This handbook is updated annually to reflect the most current offerings; however, it cannot be assumed that every course listed here is offered each semester or year. While core courses for graduation and entrance to the University of California and California State University are always available, elective courses are offered based on student demand and the availability of qualified teaching staff.

As a basic planning tool, this guide features brief descriptions of courses offered and a listing of high school graduation and college entrance requirements. This publication offers guidance and counseling assistance, suggestions for college and career planning, and testing.

The handbook is intended to be used with the support of parents, teachers and counselors. Students will be able to design a course schedule that reflects their interests and aptitudes, and meets their post-high school goals.

The staff at Mountain View High School encourages and welcomes the continuous participation of parents during this planning process and throughout students' high school years. Parents are partners in the educational process and their active participation is key to students' success.

**This MVHS course catalog can also be viewed on our website:**  
**<https://mvhs.mvla.net/Academics/Course-Information/index.html>**

# MOUNTAIN VIEW HIGH SCHOOL

## VISION STATEMENT

We at MVHS value an equitable and collaborative learning environment in which students and staff respect the diversity of our society.

We value the intellectual, emotional and physical well-being of our community.

We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.

# **OPEN ACCESS**

***The goal of Open Access is to encourage ALL Students to strive for academic excellence, and as part of the process, remove barriers that limit growth.***

In 2000, Mountain View High School adopted Open Access to Advanced Placement (AP) and Honors courses. Under this policy, students may choose the courses they believe best fit their academic needs and goals. Students will not be required to earn certain grades, get teacher permission, or pass entrance exams to enroll in AP and Honors courses. Instead, students will need to carefully consider their motivation, goals, and interests as they make their course selections.

The Open Access policy at MVHS has dramatically increased the number of students who have access to AP and Honors courses, as well as the number of students who successfully pass AP exams. In 2002 MVHS offered 339 seats (test takers) in AP courses for a total of 544 total tests taken. Sixty-Four percent were graded 3 or higher. In 2018 MVHS had 1129 total tests takers for a total of 1888 exams given, of which 1556 were graded 3 or above. MVHS is committed to Open Access, which enables students to challenge themselves, to grow as scholars, and to prepare for rigorous college coursework.

In order to make informed, responsible course selections, students need complete, accurate information about the courses they are considering. **Students are encouraged to make thoughtful selections when registering for their classes each spring, as limitations on space may make it difficult or impossible to make course or level changes at a later date.** MVHS uses the following methods to assist students in making their choices:

1. **Course Selection Guide** – This guide contains detailed information on every course offered at Mountain View High School. Each course description includes the skills or preparation that is recommended for success by the teachers of those classes. The Course Selection Guide is also available on-line at: <https://mvhs.mvla.net/Academics/Course-Information/index.html>.
2. **Advisory Days** – Each January, students meet with current teachers to discuss the courses they are interested in selecting. Students also see a video about specialized course options that they may be considering.
3. **Staff Suggestions** – Students are encouraged to discuss their course selections not only with their current teachers, but with counselors, administrators and other staff members as well.
4. **Course Selection Worksheet** – On Advisory Days, students will receive a Course Selection Worksheet. This worksheet helps them to prepare for the registration process by looking at their course selections as a whole. Students should use the worksheet to reflect on their required courses, suggested courses and electives.

## OPEN ACCESS

Cont.

5. **Student Time Management Worksheet** – Students will receive these worksheets on Advisory Day. These worksheets are designed to help students make thoughtful and manageable course selections for the upcoming school year. Specifically, they are designed to help students take a practical look at the many demands on their time, including homework/studying, activities, sports, clubs, family responsibilities, friendship commitments, and personal mental health.
6. **Counselor/Student/Parent Meetings** – Counselors, students, and parents meet to discuss course selection as part of annual individual appointments. Counselors also provide information about course selection at grade-level parent evenings, which are held every spring.
7. **Course Comparison Sheets** – Teachers prepare comparison charts that inform students of the expectations of college prep courses versus Honors and AP courses. These comparisons include areas such as daily homework load, habits of mind, emphasized skills, and activities.

Although we believe in open access, we also strongly want our students to lead a balanced life. We encourage parents and students to create a schedule that meets the social, emotional, and academic needs of the students. Please use the Student Time Management Worksheet to make thoughtful and informed decisions about the student's course load.

# HIGH SCHOOL GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

MVLA Union High School District	University of California	California State University
<b>English</b> 40 credits	<b>English</b> 4 years	<b>English</b> 4 years
<b>Social Studies</b> 35 credits	<b>History</b> 2 years	<b>History</b> 2 years
World Studies 10 credits	World Studies 1 year	World Studies 1 year
Indv Soc/Global Persp 5 credits	U.S. History 1 year	U.S. History 1 year
U.S. History 10 credits		
Civics 5 credits		
Economics 5 credits		
<b>Mathematics</b> 20 credits	<b>Mathematics</b> 3 years	<b>Mathematics</b> 3 years
Must include Algebra I or higher	Algebra I 1 year	Algebra I 1 year
	Geometry 1 year	Geometry 1 year
	Algebra II 1 year	Algebra II 1 year
	(4 years recommended)	(4 years recommended)
<b>Science</b> 20 credits	<b>Laboratory Science</b> 2 years	<b>Laboratory Science</b> 2 years
Must include 10 credits of a physical science and 10 credits of a life science	2 of 3 disciplines: Biology, Chemistry, or Physics (3 years recommended)	Biology and one other college prep. science course (Chemistry, Physics, AP Envir Sci or Forensics) Acceptance of "g" courses subject to change
<b>World Language/Visual Arts/ Performing Arts/Practical Arts</b>	<b>World Language</b> 2 years	<b>World Language</b> 2 years
20 credits in one area or any combination in the 4 areas	Must be in the <u>same</u> language. (3 years recommended)	Must be in the <u>same</u> language.
<b>Physical Education</b> 20 credits	<b>Visual and Performing Arts</b> 1 year	<b>Visual and Performing Arts</b> 1 year
1. All Freshmen will be enrolled in 9th grade P.E. for the entire year		
2. Refer to course catalog or BP6142.7 for options after 9 <sup>th</sup> grade to complete requirement.	<b>Electives</b> 1 year	<b>Electives</b> 1 year
	One unit (two semesters), in addition to those required above, chosen from the following areas: visual and performing arts, social studies, English, advanced mathematics, laboratory science, computer engineering/technology, and language other than English (a third year in the language used for the world language requirement or two years of another language).	One unit (two semesters), in addition to those required above, chosen from the following areas: visual and performing arts, social studies, English, advanced mathematics, laboratory science, computer engineering/technology, and language other than English (a third year in the language used for the world language requirement or two years of another language).
<b>Health Education</b> 5 credits		
<b>Electives</b> 60 credits		
<b>TOTAL</b> <u>220 credits</u>		

# THE a-g REQUIREMENTS

The University of California and California State University systems require prospective students to complete a series of high school college preparatory courses in order to be eligible for admission. These are known as the “a-g” requirements and can be summarized as follows:

- **History/social science (“a”)** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English (“b”)** – *Four years* of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking.
- **Mathematics (“c”)** – *Three years* of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science (“d”)** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English (“e”)** – *Two years* of the same language other than English or equivalent to the second-level of high school instruction.
- **Visual and performing arts (“f”)** – *One year*, including dance, drama/theater, music or visual art.
- **College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.



# HOW TO READ THE COURSE SELECTION GUIDE

Length of Course: S = Semester Y = Year		
Suggested grade level for enrollment		Units toward graduation
COURSE TITLE		CRS. #
Meets subject area requirement for HS Graduation (see page 7)	Grades 9-12	5 Units
Fulfills UC requirement (see a-g list on page 7)	S	HS Graduation Req.
Fulfills CSU subject requirement (see page 7)		Univ. of Calif. Req.
		Calif. State Univ. Req.
		Recommendations
Level of Course		Level
CP - College Prep		
H - Honors		
AP - Advanced Placement		
NCP - Non-college prep		
N - Non-academic		

# MVHS Student Time Management Worksheet

Student Name:

REQUESTED COURSES 2020 - 2021	AVERAGE HOURS/WEEK Spent on homework and studying
In school for 5 days x 7.5 hours (including brunch/lunch)	37.5
English:	
Social Studies:	
Math:	
Science:	
World Language:	
PE:	
Electives:	
<b>Total School hours:</b>	

EXTRACURRICULAR ACTIVITIES – School and Community	AVERAGE HOURS/WEEK
School Sports	
School-related Activities	
Hobbies/Interests	
Paid Job	
Outside Class/Lessons	
Community/Volunteer Services	
Non-School Sports (i.e. club team)	
Other Extracurricular Activities	
<b>Total extracurricular hours:</b>	

DAILY LIVING ACTIVITIES	AVERAGE HOURS/WEEK
Sleep (7 days x 9 hours)	63
Necessities (eating, showering, chores, etc.)	
Family time	
Free time (friends, TV, phone, internet, video games, etc.)	
Travel time (to/from school, practices, activities, etc.)	
Other activities	
<b>Total daily living hours:</b>	

<b>Total Hours</b>	<b>HOURS/WEEK</b> <b>168</b>								
<table border="1"> <tr> <td>School hours =</td> <td></td> </tr> <tr> <td>Extra-Curricular hours=</td> <td></td> </tr> <tr> <td>Daily Living hours=</td> <td></td> </tr> <tr> <td>Your total hours:</td> <td>*</td> </tr> </table>	School hours =		Extra-Curricular hours=		Daily Living hours=		Your total hours:	*	
School hours =									
Extra-Curricular hours=									
Daily Living hours=									
Your total hours:	*								

\*If this is a negative number, please see your counselor.

<b>Student Signature</b>	<b>Date</b>	<b>Parent Signature</b>	<b>Date</b>

# Art Course Comparison Information Sheet

Art Survey	Drawing I	Drawing II
<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create two &amp; three dimensional art pieces using pencils, colored pencils, charcoal, ink, clay, fabric, and wood.</li> <li>Students are introduced to several forms of art. Students use hands on methods.</li> <li>Students explore, discover and learn multi- media art techniques.</li> </ul>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create two dimensional art pieces using pencils, colored pencils, charcoal, pen and ink.</li> <li>Students are introduced to several techniques in drawing using hands on methods.</li> <li>Students learn the correct way to use certain mediums.</li> </ul>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create two dimensional art pieces using pencils, colored pencils, charcoal, watercolor pencils, scratchboard, pen and ink.</li> <li>Students work on developing their own artistic style.</li> <li>Students learn the correct way to use certain mediums.</li> </ul>

Painting	Publication Design	Commercial Art
<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create art pieces using several types of water based medium.</li> <li>Students learn color theory.</li> <li>Students work towards creating photo-realistic paintings.</li> <li>Students learn the correct way to use certain mediums.</li> </ul>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students will learn skills to become contributing members of the school yearbook staff.</li> <li>Students will learn all phases of publication production: design, layout, photography, graphics, reporting, writing, editing, publicity and distribution.</li> <li>Some students will pursue becoming an editor/ editor-in-chief.</li> </ul>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create works of art that reflect common items used in business and marketing, i.e. brochures &amp; ads</li> <li>Students learn how to properly use both computers and traditional hands on methods to create their work.</li> <li>Students learn how to use computers and hands on methods.</li> </ul>
Photo I	Photo II	AP Studio Art
<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create two dimensional art pieces using a 35mm camera.</li> <li>Students learn the proper use of a camera.</li> <li>Students learn how to process film and to print their own photographs.</li> </ul>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students make photographs using both digital and film 35 mm SLR cameras.</li> <li>Student print large format photographs.</li> <li>Students create a website</li> <li>Printed materials include photographic publications and magazine layouts.</li> <li>Some students will pursue internship work in photography.</li> </ul>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students work with a variety of mediums, most of which they have already used in prior courses.</li> <li>Students work on advanced projects.</li> <li>It is recommended that students spend 5 to 9 hours doing work at home.</li> <li>Student work is completed with the intent of submission of portfolio for College Board review.</li> </ul>
Ceramics	Digital Art & Imaging	
<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create three dimensional art pieces using clay. Students should expect to get dirty.</li> <li>Students will learn the process of glaze application.</li> <li>Students learn several techniques including throwing techniques.</li> </ul>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Students create art using computers, drawing tablets, scanners and cameras.</li> <li>Students will learn about the elements and principles of design related to the digital world.</li> <li>Students learn how to use software to edit their designs.</li> </ul>	

## **COURSE DESCRIPTIONS – ART**

The University of California requires one year of fine/performing art. Most full-year art courses are expected to meet this requirement.

**AP STUDIO ART: 2D** **IA1020**

**AP STUDIO ART: 3D** **IA0110**

**AP STUDIO ART: DRAWING** **IA1010**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None AP	Recommendations Level	

The AP Studio Art course is designed for advanced students who have mastered the technical skills in other two or three dimensional mediums. There are three possible approaches: Drawing, 2D and 3D design. This course provides an opportunity for advanced students to develop a more comprehensive and sequential art portfolio which, after passing by the College Board may be submitted for college credit.

**ART SURVEY** **IC0010**

Grades 9-12	Y	Credits – 10
Fine Art Pending Pending	HS Graduation Req. UC Req. CSU Req.	
None NCP	Recommendations Level	

Students are introduced to beginning level techniques of two and three dimensional mediums. Students develop skills in drawing, painting, and sculpting to express ideas using graphite, colored pencils, ink, glaze, tempera paint, and watercolor. Students learn to analyze works of art in terms of aesthetic significance, creative expression, historical and cultural components and critical interpretation. Art history is incorporated through slide lectures, research and group discussion. Oral and written critiques are part of student evaluation.

**CERAMICS** **IC0020**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None CP	Recommendations Level	

This is a beginning level course in hand building and throwing. Students explore basic theory and techniques to form creative and functional ceramic objects. Kiln firing and glaze applications are covered.

The use of the potter's wheel is introduced. The history of ceramics is studied through research and group activities. Oral and written critiques are part of all projects.

**COMMERCIAL ART** **KC1080**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None CP	Recommendations Level	

This course emphasizes the commercial applications of art to graphic design and illustration. Students study design basics and advanced skills as preparation for careers in graphic design. The course incorporates the history of art and design, analysis, interpretation and critiques. Students use a variety of techniques ranging from handmade methods to using software including Adobe Photoshop and Illustrator.

**DRAWING I** **IC1010**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None CP	Recommendations Level	

Students study the basic skills of design and composition through the study of human proportion, landscape, abstraction, realism, still-life objects, and fictitious subject matter. Students learn to analyze their drawings in terms of aesthetic significance, creative expression, culture, and historic components. A wide variety of media is introduced, including graphite, pen and ink, charcoal, printmaking, and colored pencils. Students learn to analyze works of art in terms of aesthetic significance, creative expression, historical and cultural components and critical interpretation. Art history is incorporated through presentations, research and group discussion. Oral and written critiques are part of student evaluation.

## **COURSE DESCRIPTIONS – ART**

### **DRAWING II**

**IC1011**

Grades 10-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
Drawing I CP	Recommendations Level	

Drawing II will concentrate on creative interpretation of themes, advanced drawing techniques and a variety of media. The course emphasizes individual expression and development in diverse subjects, concepts and interpretation/analysis of ideas and aesthetic images. Through investigating different styles and techniques, students will create refined, meaningful drawings that demonstrate technical mastery and creative growth. The course will cover various drawing media, elements of art, and principles of design and art history relevant to each project. Some project ideas include still-life studies, figures, formal drawings concentration on art elements and principals of design, mixed media drawings, abstraction, expressive landscapes, emotional drawings and surrealism.

### **PAINTING I**

**IC1110**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None CP	Recommendations Level	

Students are introduced to beginning and advanced level techniques of painting. Students develop skills in color theory and design to express ideas using acrylics and watercolor. Students learn to analyze works of art in terms of aesthetic significance, creative expression, historical and cultural components and critical interpretation. Art history is incorporated through research and group discussion. Oral and written critiques are part of student evaluation.

### **PHOTOGRAPHY I**

**IC1210**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None CP	Recommendations Level	

This is a basic course in the principles of black and white photography. Students see their world through the lens of a 35mm camera. Students will take photographs, process film, make proof sheets, choose images to enlarge, and manipulate prints through burning, dodging, and the use of filters. Students are involved in the critique process through group activities including Socratic seminars. Students analyze, interpret and make informed judgments of works of art. Preparing prints for presentation will include spotting, dry mounting and matting. In addition, history of photography will be introduced through slide lectures, research, and small group discussion. A limited number of cameras are available for student use.

### **PHOTOGRAPHY II**

**IC1211**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
Photography I CP	Recommendations Level	

Photography II uses the basic skills acquired in Photography I to focus on creating a personal theme or interpretation. Students will learn advanced camera and darkroom techniques, as well as advance their skills in the digital lab. Through this course students will create a personal portfolio to display their individual style. By the end of the course students will have demonstrated advanced creative and technical mastery.

## **COURSE DESCRIPTIONS – ART**

### **PUBLICATION DESIGN**

**BC2210**

Grades 9-12	Y	Credits – 10
Visual Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is devoted to the production of the school yearbook. Students will learn all of the skills necessary to become contributing members of the school yearbook staff. Students will learn to use cameras and computers to produce the book, and are expected to be responsible, self-motivated, and prompt in meeting deadlines. The class may be taken for four years, as students can become editors. Publication Design is an introduction to the design aspect of the print industry with a special emphasis on magazine and yearbook journalism. Students will learn skills required to become successful contributing publication designer, including all phases of production: design, layout, photography, graphics, reporting, writing, editing, publicity and distribution. The Elements and Principles of Design, Color Theory, Basic Photography and Typography/ Page Design are a few of the essential skills and concepts covered in this class. Additionally, students will be introduced to the basic skills used in desktop publishing.

### **DIGITAL ART & IMAGING**

**IC1230**

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Emphasis is placed on the elements and principles of design throughout the course. Visual problem solving skills are explored through the computer, which is used as the main tool for creative expression and communication. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critique of student work and the artwork of professional and historical artists. The five components in The California State Framework as well as the Mountain View Los Altos standards for alignment are infused in the course.

## **COURSE DESCRIPTIONS – ATHLETICS**

Students may sign up and tryout for all sports. MVHS offers an extensive sports program. Athletes must maintain a 2.0 grade point average, earn a minimum of 20 credits in the previous grading period, and be enrolled in a minimum of five classes. Fall sports season: – August – November; Winter sports season: November – February and Spring sports season January – May.

**PLEASE NOTE:** Participation in one or more sports will consume one class period during the day. If you think you might participate in a sport, you must request the sport at registration time. Class schedules may not be adjustable at a later date to accommodate sport participation.

All students must have a yearly physical, have medical insurance (school insurance may be purchased at the finance office), and an ASB card. In addition, to be eligible, athletes must be enrolled in 25 credits, pass at least 20 credits and have a 2.0 average. All athletes are responsible for turning in all uniforms and equipment issued to them, at the end of the season. Students will be charged for any lost or damaged equipment and uniforms.

### **FALL – (1<sup>st</sup> Semester) - BOYS**

#### **FOOTBALL**

**F/S QO1010      JV QO1011      V QO1012**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. You must be 15 years or older to compete on the varsity level. Uniforms and safety equipment will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends.

#### **WATER POLO**

**F QO1040      JV QO1041      V QO1042**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Student will need a personal swimsuit (coaches will order team suits). Swim parkas and water polo caps, will be issued to students and will be collected at the end of the season. There are weekend tournaments as well as afternoon competitions. Some morning workouts and double workouts will be required as well as having a flexible afternoon/evening practice schedule with possible weekend tournaments.

### **WEIGHT TRAINING**

**PO1230**

Grades 11-12	Y	Credits – 10
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
9 <sup>th</sup> Grade PE	Recommendations	
N	Level	

The Weight Training and Conditioning course is a standards based class that is worth elective credits. Students will improve their health and physical fitness as it relates to their desired goal of overall health &/or competitive purposes. Students in Course 3 (10<sup>th</sup>-12<sup>th</sup>) will have the opportunity to develop and improve their fitness and conditioning levels through the means of flexibility, weight training, Plyometric, aquatic, and cardiovascular based training. Students will learn these through instruction, observation, demonstration and participation. This Course will also support the Common Core State Standards for the Reading Standards for Literacy in Science and Technical Subjects 6-12.

### **GOLF -GIRLS**

**F QO3143      JV QO3144      V QO3145**

F/S, JV & Varsity	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen may compete on the varsity team. A total of 12 players will be selected for the golf team. The home course for MVHS is Shoreline Golf Course. Golfers will be off campus (golf courses or Stanford Driving Range) for all practices and matches. Students will need their own set of golf clubs and may need a team golf shirt. A golf bag and golf jacket will be issued to team members and must be returned at the end of the season. A special Transportation by Private Vehicle form must be filled out.

## **COURSE DESCRIPTIONS – ATHLETICS**

### **FALL – (1<sup>st</sup> Semester) - GIRLS**

#### **WATER POLO**

**F QO1043                  JV QO1044                  V QO1045**

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Student will need a personal swimsuit (coaches will order team suits). Swim parkas and water polo caps will be issued to students and will be collected at the end of the season. There are weekend tournaments as well as afternoon competitions. Some morning workouts and double days will be required as well as having a flexible afternoon/evening practice schedule with possible weekend tournaments.

#### **TENNIS**

**F QO1060                  JV QO1060                  V QO1062**

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will need a team T-shirt and skirt (coaches will order the T-shirt) and provide their own tennis racquet. Competitions are in the afternoon with possible weekend tournaments.

#### **VOLLEYBALL**

**F QO1050                  JV QO1051                  V QO1052**

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will be issued uniforms at the beginning of the season. Students need a pair of black biking shorts. There are weekend tournaments. All league matches are in the evenings.

### **FALL – (1<sup>st</sup> Semester) – CO-ED**

#### **CROSS-COUNTRY CO-ED**

**F/S QO1030                  JV QO1031                  V QO1032**

F/S, JV, Varsity Co-Ed	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level.\* Freshmen are allowed to run on the varsity team. Students run off campus as well as Rancho San Antonio Park for practice. Uniforms are issued at the start of the season. There are some competitions on the weekends as well as after school. \* Per SCVAL by laws.

### **WINTER – (1<sup>st</sup> Semester) – BOYS**

#### **BASKETBALL**

**F QO2010                  F/S QO2011                  V QO2012**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Uniforms will be issued by the coach at the start of the season. Practice will be Monday-Saturdays. Practice and games will be held over Thanksgiving, and winter breaks. Games are in the evenings as well as tournaments on the weekends.

#### **SOCCER**

**F QO2020                  JV QO2021                  QO2022**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Uniforms will be issued by the coach at the start of the season. Practice will be Monday-Fridays. Practice and games will be held over Thanksgiving, and winter breaks. There are some weekend tournaments.



## **COURSE DESCRIPTIONS – ATHLETICS**

### **WINTER – (1<sup>st</sup> Semester) – GIRLS**

#### **BASKETBALL**

**F QO2013                      JV QO2014                      V QO2015**

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Uniforms will be issued by the coach at the start of the season. Practice will be Monday-Saturdays. Practice and games will be held over Thanksgiving, and winter breaks. Games are in the evenings as well as tournaments on the weekends.

#### **SOCCER**

**F QO2023                      JV QO2024                      V QO2025**

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level. Uniforms will be issued by the coach at the start of the season. Practice and games will be held over Thanksgiving and winter breaks. There are some weekend tournaments.

### **SPRING – (2<sup>nd</sup> Semester) – BOYS**

#### **CONDITIONING    PO1250**

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
Participation in any sport	Recommendations	
N	Level	

Conditioning is a class designed for athletes on interscholastic teams. This course is designed for the athlete to develop strength, endurance, flexibility, coordination, and body fitness during the off season. Credits do not count as PE.

Prerequisite: Participant on an athletic team

#### **TENNIS**

**F QO3059                      JV QO3051                      V QO3052**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Students will need a team T-shirt and shorts (coaches will order the T-shirts) and have their own tennis racquet. Competitions are in the afternoon with possible weekend tournaments.

#### **LACROSSE**

**F QO3110                      JV QO3111                      V QO3112**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on varsity level. Uniforms will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends. Athletes need to provide gloves and lacrosse stick.

#### **BASEBALL**

**F QO3020                      JV QO3021                      V QO3022**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Uniforms will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends. Athletes need to provide protective gear and gloves (catcher gear will be provided by the school).

## **COURSE DESCRIPTIONS – ATHLETICS**

### **SPRING – (2<sup>nd</sup> Semester) – BOYS Cont.**

#### **SWIMMING F QO3030 JV QO3031 V QO3032 DIVING F QO3040 JV QO3041 V QO3042**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Students will need a personal swimsuit (coaches will order team suits). The swimmer must provide swim goggles. Swim parkas will be issued to students and will be collected at the end of the season. There are some weekend meets as well as afternoon competitions. Morning workouts can be required as well as having a flexible afternoon/evening practice schedule.

#### **VOLLEYBALL**

#### **F QO3090 JV QO3091 V QO3092**

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S team. Freshmen are allowed to compete on the varsity level. Students will be issued uniforms at the beginning of the season. There are weekend tournaments. All league matches are in the evenings.

### **SPRING – (2<sup>nd</sup> Semester) – GIRLS**

#### **SOFTBALL**

#### **F QO3060 JVQO3061 V QO3061**

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will be issued uniforms at the beginning of the season. Students will have to provide socks and gloves (catcher's gear will be provided by the school). There are required weekend tournaments.

#### **SWIMMING F QO3033 JV QO3034 V QO3035 DIVING F QO3043 JV QO3044 V QO3045**

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will need a personal swimsuit (coaches will order team suits). Goggles must be provided by the swimmer. Swim parkas will be issued to students and will be collected at the end of the season. There are some weekend meets as well as afternoon competitions. Morning workouts can be required as well as afternoon practices.

#### **LACROSSE**

#### **F QO3120 JVQO3121 V QO3122**

F/S & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on varsity level. Uniforms will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends. Athletes need to provide gloves and lacrosse stick.

### **SPRING – (2<sup>nd</sup> Semester) – CO-ED**

#### **BADMINTON CO-ED**

#### **F QO3010 JV QO3011 V QO3012**

JV & Varsity Co-Ed	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through junior girls and boys may compete on the J/V or varsity level depending on their skill level. Seniors can only compete on the varsity level. Students must have their own equipment and purchase a team uniform/shirt (scholarships are available). There are Saturday practices and open gyms.

## **COURSE DESCRIPTIONS – ATHLETICS**

### **GOLF -BOYS**

**F QO3140**

**JV QO3141**

**V QO3142**

F/S, JV & Varsity	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen may compete on the varsity team. A total of 12 players will be selected for the golf team. The home course for MVHS is Shoreline Golf Course. Golfers will be off campus (golf courses or Stanford Driving Range) for all practices and matches. Students will need their own set of golf clubs and may need a team golf shirt. A golf bag and golf jacket will be issued to team members and must be returned at the end of the season. A special Transportation by Private Vehicle form must be filled out.

### **TRACK CO-ED**

**F QO3080**

**JV QO3081**

**V QO 3082**

F/S, JV & Varsity Co-Ed	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete at the F/S level. Freshmen are allowed to compete on the varsity level. Uniforms will be issued by the coaches at the start of the season. There are some weekends involved for the more competitive athlete.

### **COMPETITIVE CHEER F-QO3150 QO3151**

F/S, JV & Varsity Co-Ed	Y	Credits – 5
Elective No No	HS Graduation Req. UC / CSU Req. Calif. State Univ. Req.	
See below	Recommendations	
N	Level	

This sport requires the Cheerleading course as well. Students participate in the fall football season and the winter basketball season. Freshmen through seniors may participate in this program depending on their skill level. Practices are held after school. Some weekend practices are required. The team will enter in several competitions during the season.

## **COURSE DESCRIPTIONS – AVID**

### **AVID**

**F HC0020   S HC0030   J HC0040   S HC0050**

Grades 9-12	Y	Credits – 10
Elective	HS Graduation Req.	
g	UC Req.	
g	CSU Req.	
*	Recommendations	
CP	Level	

AVID, Advancement Via Individual Determination, is a course designed to support students underrepresented in higher education. It engages students in the writing process, inquiry method, and collaborative learning to improve critical thinking and communication skills. Students review study skills, especially note-taking, test-taking, and time management skills. The course helps prepare students for college entrance examinations and promotes individual responsibility for college preparation and continual learning. AVID students have tutorial support services twice a week and also participate in service learning.

\* Prerequisites: Students must have a college preparatory schedule that prepares them to meet A-G UC/CSU requirements; placement in AVID is determined by the AVID department and counselor after the student completes the application and interview process.

### **AVID PEER TUTOR**

**HO0070**

Grades 9-12	S	Credits – 5
Elective	HS Graduation Req.	
No	UC / CSU Req.	
*	Recommendations	
NCP	Level	

AVID Peer Tutors will improve their own study skills and interpersonal and facilitation skills as they assist 9-12 grade AVID students in math, science, language arts, and social studies. With on-going training, peer tutors will work in small study groups to help AVID students apply study skills – how to read text, take tests and lecture notes, use notes to study, review daily for quizzes/tests, and ask specific questions to clarify areas of confusion.

\* Prerequisites: AVID Peer Tutors should have a strong academic background in a variety of classes taught at MVHS. Teacher recommendation, interview, and training are required. Please see the department coordinator or your counselor.

## MVHS Computer Science Pathway

### Intro. to Computer Science (1 year)

- Students learn computer science in four different languages, one per quarter. SNAPI, Python, C, and Java.
- Students learn how to create circuits with breadboards, and program mini-computers, robots and microcontrollers.

### App and Game Design (1 Year)

- Students learn to create mobile apps, 2D games and 3D games.
- Students use the Unity engine and code in C#.
- Students spend the first semester in 2D and the second semester in 3D.
- Students work in collaborative group settings.
- Students practice design thinking and the iterative process, constantly testing evaluating, and improving their project designs.
- Students design game mechanics such as motion, level design, character interaction, physics, gravity, and collision detection.

### AP Computer Science A (1 year)

- Students learn basic to advanced concepts in Java.
- The course focuses on object oriented programming.
- Prepares students for the AP Computer Science A Exam.

### Advanced Computer Science (1 year)

- Advanced concepts in data structures such as generics, sets, maps, hash, stacks, queues, linked lists, and trees are taught and applied.
- Students learn performance analysis to determine and optimize efficiency.
- Students will also work with file i/o, networking, and multithreading.

### Engineering Technology I (1 year)

- Project based course where students learn mechanical design, CAD, civil engineering, electronics, sustainability and robotics.
- Students learn to use hand and machine tools to prototype designs, including using CAD to design parts for the laser cutter and 3D printer.
- Students are introduced to a wide range of engineering and tech-related career paths.

### Engineering Technology II (1 year)

- Students learn more advanced design and analysis skills.
- Extended projects include designing and building mechanical devices, more advanced electronics, drones (UAV), and electric vehicles (go-cart type)
- Recommended for students who are considering pursuing a technical or engineering career.

### Architectural Design (1 year)

- Students develop Architectural design, planning, landscape design and graphics skills.
- Students build architectural models using a professional level computer-aided architectural design program.
- Students build 3D architectural and landscape models of their own designs.

### Innovative Design Capstone (1 year)

- Create a product that represents a solution to a real world problem of their choosing.
- Collaborate among different disciplines on a project utilizing emerging technology and skills gained through their concentration courses.
- Recommended for students who have completed at least 2 CTE courses from above



## Mountain View High School CTE STEAM Academy

Industry Sector	Engineering & Architecture			Information & Communication Technologies	
CTE Pathway	Architectural Design	Engineering Technology	Engineering Design	Games & Simulation	Software Engineering
Emphasis	Civil/Arch Engineer Architectural Designer CADD	Sensors & Controls Electrical Engineer Mechanical Engineer Digital Electronics	Mechanical Designer Manufacturing Design Electronics Technician	Programming Mobile Apps 2D/3D Games	Programming Data Processing Data Structures Performance Analysis
Courses	Engineering I Architectural Design	Engineering I Engineering II*	Engineering I Engineering II*	Intro to CS App and Game Design	AP CS Advanced CS
Innovative Design Capstone	This capstone course is recommended after the completion of two courses within a designated pathway. It is a rigorous culmination encompassing skills from a student's selected area of study. *Capstone emphasis will determine pathway.				

Mountain View High School CTE STEAM Academy aims to teach career readiness and 21st-century technical skills. This is done through implementing career pathways for students that are specific to an industry sector. The types of classes within the CTE Academy integrate skills defined by the California CTE Model Curriculum standards and are taught by CTE credentialed teachers in their respective field. To fulfill a pathway, students must take at least 2 classes within a designated pathway. A capstone class is highly recommended. It will allow students to come together and collaborate among different disciplines on a project utilizing emerging technology and the skills they have gained through their concentration courses. This course will include students working on a large-scale service project where students engage in field research, project management, teamwork, leadership, customer relations, and community outreach.

## **COURSE DESCRIPTIONS - Technology, Engineering, and Design**

### **ENGINEERING TECHNOLOGY I BC2020**

Grades 9-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

Engineering Technology I is the first-level class in the Engineering Program. This course familiarizes students with careers in engineering and related technical fields. Students will learn engineering fundamentals and tool use through hands-on design and fabrication. Students complete interesting projects in a variety of areas as they gain confidence and explore the nature of engineering, the design process, computer aided drafting and design, manufacturing materials, and a survey of engineering disciplines. No prior experience is necessary. Students learn about mechanical design, civil and architectural engineering, electricity and electronics, and robotics engineering. They learn to prototype their designs using CAD, hand and machine tools, 3D printing and laser cutting. Projects are designed to allow students to make connections between related science and engineering disciplines. This course is for students who want to experience and prepare for college and university studies and for those who like to design and fabricate products. This course is a prerequisite to Engineering Technology II.

### **ENGINEERING TECHNOLOGY II BC2030**

Grades 10-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
Engineering Tech I	Recommended Prerequisites	
CP	Level	

Engineering Technology II is the second-level class of the Engineering Program. This is an advanced engineering course designed to further expose students to engineering technology careers and college majors, and it provides hands-on instruction in several engineering disciplines including mechanical, electrical, and civil engineering. Students will design and build projects including mechanical and electrical systems, products for specific users, UAV (drone) production, and electric vehicles. Projects are designed to allow students to explore topics in depth and to make connections between related science and engineering disciplines. Students will demonstrate mastery of content and process by completion and presentation of these long-term projects. Engineering Technology II is designed for students who want to prepare for college and university studies or for future engineering careers.

### **INNOVATIVE DESIGN CAPSTONE BC2050**

Grades 11-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
Complete two CTE courses in a pathway	Recommended Prerequisites	
CP	Level	

The Innovative Design Capstone course follows two years of prior engineering, computer science or architectural design coursework and gives students the freedom to propose, design, and refine their own project or professional certification. Students are expected to work in teams and collaborate on a long-term project utilizing emerging technologies and a range of skills. Students will present their project proposal to an industry panel and will receive feedback on their progress. Project proposals may fall under any of a variety of Career Technical Education pathways including mechanical, civil, software or electrical engineering, computer science, app and game design, product design, architectural design, or other subjects as approved by the instructor. Students will follow their project through from conception to completion during the course of the year, and will document their design and manufacturing process as they develop a professional quality product. In addition to the specific design and technology skills that their project demands, students will develop skills in field research, project management, teamwork, leadership, time management, customer relations, budget management, and community outreach.

### **ARCHITECTURAL DESIGN BC3010**

Grades 9-12	Y	Units – 10
Elective f f	HS Graduation Req. UC CSU Req.	
None	Recommended Prerequisites	
CP	Level	

Architectural Design is intended to help students develop skills that require Architectural graphic & design abilities. Concepts of Architectural planning and design, and the skills and techniques used by the Architect in designing and planning structures are used throughout the course. Students are guided through a series of assignments and projects that provide an understanding of how visual arts apply to real world problems through the use of a computer-aided design system. Students will work individually and in teams to solve a variety of design problems assigned by the instructor or jobs developed from the community. This course will allow students to increase their potential of successfully entering and participating in advanced college and/or career programs.

## **COURSE DESCRIPTIONS - Technology, Engineering, and Design**

### **INTRO TO COMPUTER SCIENCE BC1010**

Grades 9-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

Students learn computer science in four languages, one per quarter. In quarter one, students begin with a drag-and-drop environment using programming blocks (SNAP!). This allows students with no experience at all to avoid many common frustrations beginning programmers usually meet with, such as syntax errors. It also allows us to begin with Graphical User Interfaces on day one, creating side scrolling video games in the second week of class. In the second quarter, students learn Python, use Raspberry Pi mini-computers, and learn basic circuitry using breadboards. Python is used for its readability, good use of whitespace, and overall organization. Students spend the third quarter programming VEX robots and Arduino microcontrollers in the C programming language. In the fourth quarter, students learn Java with a focus on object-oriented programming and preparation for AP Computer Science. In the final weeks of the year students learn C# and create a 2D game in the Unity Game Engine.

### **APP AND GAME DESIGN BC1018**

Grades 10-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
Intro to Computer Sci.	Recommended Prerequisites	
CP	Level	

Students learn to create mobile apps, 2D games and 3D games using the Unity Game Engine and the C# programming language. Students will spend the first semester of the year creating 2D mobile apps and games. Students will spend the second semester working in 3D, with more complex geometry, modeling, texturing and lighting. Students study Game Design and theories of Play. Students practice creativity and design thinking. Students work in collaborative groups to create long term projects. Students learn to playfully mod existing games as well as create their own concepts from scratch. Students learn other development concepts such as: rapid prototyping, iterative development process, market research, playtesting, creating game art, game mechanics, and programming in C# (e.g. player movement, gravity, physics, collision detection, scene selection, animation, and more).

### **AP COMPUTER SCIENCE BA2010**

Grades 10-12	Y	Units – 10
Elective c c	HS Graduation Req. UC Req. CSU Req.	
Intro to Computer Sci. or Teacher Approval	Recommended Prerequisites	
AP / H	Level	

AP Computer Science A is a yearlong course designed to introduce students to programming concepts leading to topics designated for AP exam. Students will be working with the JAVA programming language. The curriculum for the AP Computer Science A course includes all topics and the course descriptions for AP Computer Science A as described in by the College Board. This course concentrates on building a strong logic foundation, working with data structures, and implementing object-oriented designs. All students are encouraged to take the AP exam.

### **ADVANCED COMPUTER SCIENCE BC1019**

Grades 11-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
AP Computer Sci. or Teacher Approval	Recommended Prerequisites	
H	Level	

Advanced Computer Science aims to be a class where students work to expand deeper into their programming knowledge. This course will have an emphasis on building and applying concepts in data structures. Students will learn such topics as generics, sets, linked lists, hashtable, queues, stacks, maps, and trees. Students will develop applications pertaining to each data structure and evaluate their performance analysis. In addition, students will explore and utilize concepts in search, sorting, design, file i/o, networking, and multithreading.



# **COURSE DESCRIPTIONS - ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Placement in the following courses is determined by placement test results and the recommendation of the ELD teacher and/or the ELD Department Coordinator.

## **ELD I LITERATURE**

**GC1010**

## **ELD I ORAL**

**GC1011**

Grades 9-12	Y	Credits – 10 each
English No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

ELD I Lit and Oral are challenging courses for the English Learner. These courses will develop students' skills in speaking, listening, studying, reading, writing and using the computer for word processing and research. Class activities include individual and group work, silent and shared reading, writing, class discussions, presentations and dictations. The course is aligned to the California English Language Development and Common Core Standards.

## **ELD II LITERATURE**

**GC1020**

## **ELD II ORAL**

**GC1021**

Grades 9-12	Y	Credits – 10 each
English No	HS Graduation Req. UC / CSU Req.	
Successful completion of previous course or demonstration of a level of English proficiency appropriate to this course	Recommendations	
NCP	Level	

ELD II Lit and Oral are challenging courses for the English Learner. These courses will develop the students' skills in communications with vocabulary development of academic and colloquial language, speaking, reading and writing. Students will use computers for word processing, Google Slide presentations and research. Students will learn study skills, note taking and problem solving through engaging in short stories, plays and short novels. Class activities include individual and group work, silent and shared reading, writing, editing, class discussions, presentations, and dictations. The course is aligned to the California English Language Development and Common Core Standards.

## **ELD III LITERATURE**

**GC1030**

## **SURVEY/COMP LIT SDAIE**

**DC1011**

Grades 9-12	Y	Credits – 10 each
English No	HS Graduation Req. UC / CSU Req.	
Successful completion of previous course or demonstration of a level of English proficiency appropriate to this course	Recommendations	
NCP	Level	

ELD III Lit is a challenging course for the learner of the English language. *ELD III is taken in conjunction with Survey of Comp & Literature SDAIE.* The course will develop the students' skills in studying, reading, writing and with a focus on developing academic language. Students will become familiar with short stories, plays and short novels. Class activities include individual and group work, silent and shared reading, writing, editing, class discussions, computer skills, and presentations. The course is aligned to the California English Language Development and Common Core Standards.

## **ELD IV LITERATURE**

**GC1040**

## **SURVEY/COMP LIT**

**DC1010**

Grades 9-12	Y	Credits – 10 each
English b b	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous course or demonstration of a level of English proficiency appropriate to this course	Recommendations	
CP	Level	

ELD IV is an academic support class which focuses students on becoming proficient readers, writers, and speakers of the English language. Students use non-fiction and fiction texts to supplement and support their vocabulary acquisition and language comprehension skills in their English and other courses. *ELD IV is taken in conjunction with Survey of Comp & Literature* if the student is a freshman. The course is aligned to the California English Language Development and Common Core Standards.

# **COURSE DESCRIPTIONS – ENGLISH**

## **AMERICAN LITERATURE DC3010**

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

What does it mean to be an "American" and what responsibilities accompany citizenship in a democratic society? How do the experiences, cultures, and histories of individuals and groups shape their understanding of the world? Is there a distinctly "American" voice in writing and thought, and if so, what are its characteristics? What is the definition of the American Dream and how has the vision of that dream changed, evolved, and even regressed throughout history? In American Literature we will investigate our cultural heritage and identity from historical, literary, and personal points of view. This course will cover the interrelationship between our history, literature, and culture from the Puritan times to the present.

## **AMERICAN LITERATURE HONORS DB3018**

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
H	Level	

Honors American Literature is a comprehensive course, charting the development of the collective and discordant American mind from the 1660s to the present. Essential questions explored are: *What is the influence of perspective on the telling of history and stories? Where am I in accord/discord with the fragments of the American mind in our text? What are the traits of the American literary voice?*

## **AP LANGUAGE & COMPOSITION DA2010**

Grade 10	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

In this demanding college-level course, students will learn and exercise critical thinking skills through reading, writing and discussion of a wide variety of college level non-fiction texts. Although the course is centered on the skills necessary for success on the AP Language and Composition test, the class provides abundant opportunities for practice with expository and

argumentative writing and the synthesis of multiple viewpoints--skills necessary for college-level writing in any discipline. Those who pass the examination may receive college credit in English.

## **AP LITERATURE & COMPOSITION DA4010**

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

AP Literature is a rigorous, college-level elective course designed, according to the College Board, to "facilitate the student's transition from secondary school to college" by engaging in the "stimulating challenge of college-level study." AP Literature provides students "with practice in the analysis of literary works and practice in the composition of essays based on their reading." We will read representative works from various genres and periods to practice close reading, compare and contrast stylistic and thematic concerns of different writers, and develop a sense of literary tradition. In addition, we will practice critical analysis, as well as expository, analytical and argumentative writing skills because without these skills, a college student cannot hope to do well in any courses requiring term papers or essay responses to examination questions. The workload and performance expectations require a sincere interest in and commitment to this rigorous course of study. Students will complete a senior thesis.

## **COMP JOURNALISM DC5051**

Grades 9-12	Y	Credits – 10
English/Comm/Prac.Art g g	HS Graduation Req. UC CSU Req.	
None	Recommendations	
CP	Level	

Students will learn all of the skills necessary to become contributing members of the school newspaper staff, including the gathering, writing, and revision of news stories and editorials. Students manage the paper's business and finances using advanced desk-top publishing technology, solicit advertising, handle distribution, and do all graphics, lay-out and other design.

# **COURSE DESCRIPTIONS – ENGLISH**

## **COMPOSITION WORLD LITERATURE DC2010 COMP WORLD LIT SDAIE DC2011**

Grade 10	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

The goal of the course is to prepare college-bound sophomores for the literacy demands of higher education. Through a sequence of rigorous instructional Credits, students in this yearlong course develop advanced proficiencies in expository, analytical, narrative and argumentative reading and writing. The course presents a process for helping students read, comprehend, and respond to non-fiction and literary texts.

## **LIT CULTURE & SOCIETY (ERWC) DC5145**

Grades -12	Y	Credits – 10
English b b	HS Graduation Req. UC Req CSU Req.	
None	Recommendations	
CP	Level	

This college preparatory course for seniors teaches students the skills and strategies to read nonfiction and fiction texts – articles, novels, essays, film, and other multimedia in preparation for the works they will encounter at the college level. We will examine a variety of social and political issues and the texts that shape and inform conversation surrounding these issues. Students will examine the political nature of “text” and develop intellectual tools to actively and critically “read” film and literature. Homework, class activities, discussions, reading assessments, major projects, and major papers are carefully designed to develop students’ language arts skills as well as to help them foster an appreciation for and confidence in reading. Students will be taught to write in a variety of modes, particularly those they will encounter at the college level. This course will also prepare students for the college admissions process, including admissions essays, English placement tests with a particular emphasis on the CSU Early Assessment Program. Students will complete a senior thesis.

## **INTRO TO JOURNALISM DC5050**

Grades 9-12	Y	Credits – 10
English/Comm/Prac.Art No No	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Introduction to Journalism helps students develop media literacy skills, as well as news, features, and opinions writing skills and technical skills necessary for mastery in the modern world of journalism. Essential questions explored: *How and why do stories become news? To what extent does the audience affect what you write and how you write it? What are the ethics of journalism?*

## **PHILOSOPHY IN LITERATURE DC5030**

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

*Philosophy in Literature* is a college-preparatory senior English class. In this course, we will study, in general, the history and development of western philosophy. We will use our understanding of Western philosophy to study and analyze the philosophical views presented in a variety of literary genres. Students develop expository, creative and reflective writing, critical reading and thinking and public speaking skills as well as the fundamentals of English mechanics and grammar. In class discussions developing skills in Socratic questioning will be an essential component of the class. Students will complete a senior thesis.

## **COURSE DESCRIPTIONS – ENGLISH**

**SURVEY COMPOSITION LIT. DC1010**

**SURVEY COMPOSITION SDAIE DC1011**

Grade 9	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Survey of Literature introduces and reinforces a variety of literary genres including novels, non-fiction, short stories, poetry, plays, and online publications. Texts are investigated and analyzed through essential questions concerning community and the individual. Teachers emphasize narrative and expository writing skills, as well as fundamental research skills, proper mechanics, grammar, and usage.

## **COURSE DESCRIPTIONS – HEALTH**

### **HEALTH EDUCATION**

**LC1013**

Grades 9-12	S	Credits – 5
Health g	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

Health Education focuses on contemporary health issues affecting teens. This course is a one semester class required for graduation and fulfills numerous state requirements, including the California Healthy Youth Act. Students practice health enhancing skills, such as decision making, goal setting, motivational strategies, communication, assertiveness, refusal skills, analyzing influences, and coping strategies. Topics include:

- Wellness, Stress Management, Anxiety, Depression, & Suicide Prevention
- Nutrition, Body Image, Eating Disorders, Physical Activity, & Sleep
- Alcohol, Tobacco, Marijuana & Other Drugs
- Relationships & Sexual Health, including Abstinence, Active Consent, Reproduction, Birth Control, STDs & HIV, Gender, Orientation, Sexual Harassment, Sexual Abuse, Relationship Violence & Human Trafficking

### **HEALTH & WELLNESS**

**LC1015**

Grades 9-12	Y	Credits – 10
Health g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Health is a state of well-being. Wellness is a process of becoming more mindful of the choices we make and the behaviors we engage in. Health & Wellness is a year long course that will cover all of the required health education content & standards. In addition, students will work through an effective wellness process in each of the content areas. It will include more personal analysis of our own health choices, go deeper into the root causes of risky behaviors, & provide time to practice & apply more health enhancing skills. We will cover additional social & emotional topics, such as positive psychology, neurological development, mindfulness, happiness, balance & self care, stress management, specialized communication, effective goal setting, motivation, perfectionism & failure.

# **MATH OPTIONS FOR INCOMING 9TH GRADERS**

## **Math Mastery:**

Incoming 9<sup>th</sup> graders: For students who have not achieved basic math foundational concepts.

**Algebra Enhanced:** This class is integrated, spiraled (will see the same topics throughout the year), and hands-on. *The class will meet for two periods a day and cover the same material as the Algebra class. This class is designed for students needing extra practice of basic skills. Students who take this class should be motivated to work to improve their math skills.*

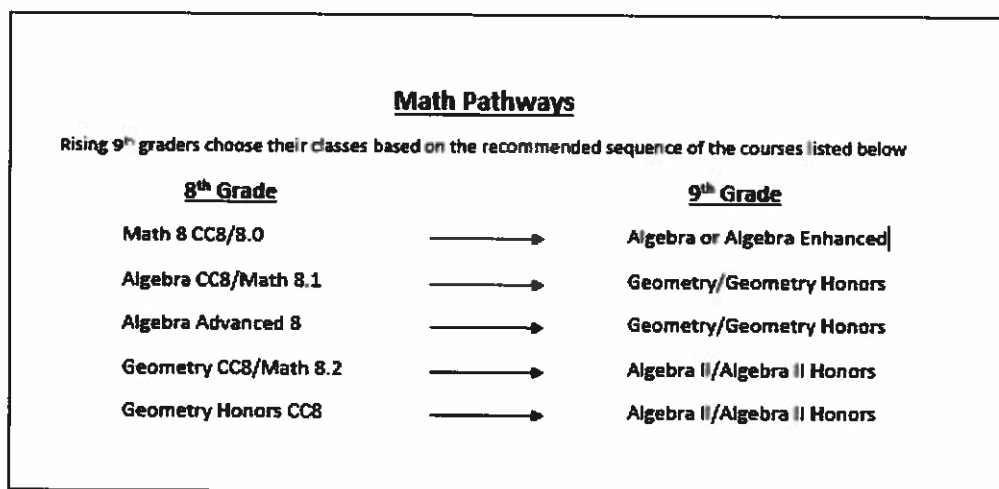
Incoming 9<sup>th</sup> graders: For students who have received below a C- in their 8th Grade Math class (Math 8.0), and/or received either "Standard Not Met" or "Standard Nearly Met" on their 7th Grade Math SBAC exam, and/or scored below 515 (Level 7) on the iReady Math Assessment.

**Algebra:** This class is integrated, spiraled (will see the same topics throughout the year), and hands-on.

Incoming 9<sup>th</sup> graders: For students who have never taken Algebra, or who have received below a C- in 8th grade Math class and scored "Standard Not Met" or "Standard Nearly Met" on the 7th Grade Math SBAC Exam.

**Geometry or Geometry Honors:** For students who have taken and passed Algebra with a C or better.

**Algebra 2 or Algebra 2 Honors:** For students who have passed Algebra I **and** Geometry or Geometry Honors with a C or better.



## **Placement Protocol**

**Placement in appropriate mathematics courses is critically important for a student during his or her middle and high school years. A student's 9th grade math course placement is a crucial crossroad for his or her future educational success. Misplacement in the sequence of mathematics courses creates a number of barriers and results in students being less competitive for college admissions, including admissions at the California State University and the University of California.**

1. During Course selection in February, 8th-grade students pick their 9th-grade math class based on the above pathways chart.
2. Students may self-select into Honors if they feel that they are prepared for the rigor of an HS honors class. Historically, students who earned a grade of 'B' or better in an accelerated 8th-grade math class are likely to do well in a high school honors class.
3. Student's math placement is subject to review and adjustment based on the following criteria:
  - a. Students who earn a C or better in their 8th-grade math course will be automatically advanced to the next course in the sequence, as indicated on the Math Pathways chart.
  - b. Students who earn a minimum score on an objective placement test adopted by the district, are automatically advanced to the next course in the high school math sequences, regardless of the grade earned in the 8th-grade course.

## **COURSE COMPARISON SHEET – ALGEBRA I**

<b>Algebra 1 Enhanced (double period)</b>	<b>Algebra 1</b>
<ul style="list-style-type: none"> <li>• Much time will be spent practicing the topics from Pre-Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal time spent reviewing topics from Pre-Algebra</li> </ul>
<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>• Homework problems are assigned regularly</li> <li>• Additional practice is provided through supplemental worksheets</li> <li>• Students may have projects</li> </ul>	<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>• Homework problems from the book are assigned regularly</li> <li>• Additional practice is provided through supplemental worksheets and internet based resources</li> <li>• Students may have projects</li> </ul>
<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>• Homework is assigned at least 3 nights per week</li> <li>• Time spent studying: 5 nights a week per period</li> <li>• 20-30 minutes per day, 4 days a week per period</li> </ul>	<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>• Homework is assigned every night</li> <li>• Time spent studying: 5 nights a week</li> <li>• 30 minutes per day, 4 days a week</li> </ul>
<ul style="list-style-type: none"> <li>• The double period class allows for the reteaching and practice of pre-algebra skills. It is not a study period but is a chance to catch up on basic skills so the student will be able to move through the math sequence. The course provides an extension of lessons and hands on opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have basic skills reinforced through class work, notes and practice.</li> </ul>
<b><u>Expected Skills</u></b> <ul style="list-style-type: none"> <li>• Study and organization skills or a desire to improve study and organizational skills</li> </ul>	<b><u>Expected Skills</u></b> <ul style="list-style-type: none"> <li>• Knowledge of pre-algebra skills (see left)</li> <li>• Study and organizational skills or a desire to improve study and organizational skills</li> <li>• Basic knowledge of operations on integers, fractions and decimals</li> <li>• Basic knowledge of order of operations</li> <li>• Basic knowledge of graphing in the coordinate plane</li> </ul>

## **COURSE COMPARISON SHEET GEOMETRY**

<b>Geometry</b>	<b>Geometry Honors</b>
<ul style="list-style-type: none"> <li>Some class time spent reviewing topics from Algebra I.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal time spent reviewing topics from Algebra I.</li> </ul>
<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>Homework problems are mainly from the first 2/3 of the problem set.</li> <li>Mostly above surface questions</li> <li>Some projects</li> </ul>	<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>Homework problems tend to be more difficult and require more intensive problem solving ability than those in Geometry..</li> <li>Mostly below the surface questions.</li> </ul>
<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>Time spent studying: 5 nights a week. Requires reading the text, taking notes, and showing work</li> <li>30-40 minutes per day, 4 days a week</li> </ul>	<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>Time spent studying: 5 nights a week. Requires reading the text, taking notes, and writing as well as computation</li> <li>45 minutes per day, 5 days a week</li> </ul>
<ul style="list-style-type: none"> <li>The concept of proof is covered, but not as rigorously as in the honors class.</li> </ul>	<ul style="list-style-type: none"> <li>Approach is more theoretical, proof based. Pace is more rapid. Daily, oral class participation is expected.</li> </ul>
<b><u>Skills</u></b> <ul style="list-style-type: none"> <li>Knowledge of Algebra I expected and used throughout the course. (Most students with less than C level work in Algebra I have not been successful in Geometry.)</li> </ul>	<b><u>Skills</u></b> <ul style="list-style-type: none"> <li>Knowledge of Algebra I expected and used throughout the course. (Most students with less than A/B level work in Algebra I have not been successful in Geometry Honors.)</li> <li>Use of Algebraic properties in proofs as well as for computation</li> </ul>

NOTE: The textbooks used in these courses are different. Topics are not covered in the same order. It is difficult to change course after the school year has started.



## Course Comparison Sheet Algebra II

<b>Algebra II Enhanced A</b>	<b>Algebra II Enhanced B</b>	<b>Algebra II</b>	<b>Algebra II H</b>
<ul style="list-style-type: none"> <li>• Great deal of time spent reviewing Algebra 1 concepts (about half)</li> <li>• Non-college prep course until both Algebra 2 Enhanced A and B have been successfully completed</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of the Algebra 2 Enhanced A course</li> <li>• must be completed for full Algebra 2 credit</li> </ul>	<ul style="list-style-type: none"> <li>• Some class time spent reviewing topics from Algebra I.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal class time spent reviewing topics from Algebra I. The first three chapters will be covered in the first two weeks of school.</li> </ul>
<ul style="list-style-type: none"> <li>• Covers approximately half of the material of the full Algebra 2 course over the enter school year (Chapters 1-7)</li> </ul>	<ul style="list-style-type: none"> <li>• Covers the second half of the Algebra 2 curriculum, with added attention to review of previously learned Algebra 2 concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• College prep course, knowledge of Algebra 1 concepts required</li> </ul>	<ul style="list-style-type: none"> <li>• Fast pace course: Most sections covered in one day. Level of text is more difficult and topics are covered in more depth. (comparable to text used in the Trig / Math Analysis course)</li> </ul>
<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>• Homework assigned daily, 30-45 minutes per night</li> <li>• Minimal projects</li> </ul>	<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>• Homework assigned daily, 30-45minutes</li> <li>• Some projects</li> </ul>	<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>• Homework problems are mainly from the first 2/3 of the problem set.</li> <li>• 30-45 minutes per night, 4 nights a week</li> </ul>	<b><u>Projects and Homework</u></b> <ul style="list-style-type: none"> <li>• Homework problems are more conceptual; many in-depth word problems are assigned.</li> <li>• 45-60 minutes per night, 4 nights a week</li> <li>•</li> </ul>
<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>• Time spent studying: At least 5 hours a week</li> </ul>	<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>• Time spent studying: At least 5 hours a week</li> </ul>	<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>• Time spent studying: At least 5 hours a week plus time spent on reading and outlining textbook</li> </ul>	<b><u>Study Time</u></b> <ul style="list-style-type: none"> <li>• Time spent studying: At least 7 hours a week plus time spent on reading and outlining textbook</li> </ul>

NOTE: The textbook used in Algebra II Honors is different. Both Enhanced and regular Algebra II use the same textbook. Topics are not covered in the same order. It is difficult to change course after the school year has started.

## COURSE COMPARISON SHEET

<b>Trig / Math Analysis</b>	<b>Trig / Math Analysis Honors</b>
<ul style="list-style-type: none"><li>• Some time is spent reviewing topics from Algebra II.</li></ul>	<ul style="list-style-type: none"><li>• Very little time spent reviewing topics from Algebra II.</li></ul>
<ul style="list-style-type: none"><li>• This course prepares students to take Calculus/Calculus AB or Statistics. The full year is spent on Math Analysis and Trigonometry.</li></ul>	<ul style="list-style-type: none"><li>• This course prepares students to take Calculus BC. The first three quarters are spent on Math Analysis and Trigonometry. The 4<sup>th</sup> quarter of this class is spent on Calculus A.</li></ul>
<ul style="list-style-type: none"><li>• Many sections of a chapter are covered in 2 days.</li></ul>	<ul style="list-style-type: none"><li>• Most sections of a chapter are covered in one day</li></ul>
<b><u>Homework</u></b> <ul style="list-style-type: none"><li>• Homework problems come mainly from the first 2/3 of the problem set.</li><li>• 30-45 minutes per night, 4 nights a week</li></ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"><li>• Homework problems come mainly from the last 2/3 of the problem set.</li><li>• 45-60 minutes per night, 4 nights a week</li></ul>

The same book is used in both courses.

## COURSE COMPARISON INFORMATION SHEET

Calculus	AP Calculus AB	AP Calculus BC	AP Statistics	Statistics	Financial Math
<ul style="list-style-type: none"> <li>This class is designed for the student who has passed Trigonometry/Math Analysis and wants a fourth year of math.</li> </ul>	<ul style="list-style-type: none"> <li>This class is designed for the student with an interest in a field related to math and science.</li> </ul>	<ul style="list-style-type: none"> <li>This class is designed for the student with an interest in a field related to math and science.</li> </ul>	<ul style="list-style-type: none"> <li>This class is designed for all students. The course is for those with an interest in a field not related to math and science, as well as those interested in a math field.</li> </ul>	<ul style="list-style-type: none"> <li>This class is designed as an introduction to statistics topics. Also helpful as an introduction to statistics for students going into a major that will require the course.</li> </ul>	<ul style="list-style-type: none"> <li>This class is designed for any student who wishes to learn math skills as they pertain to real-life.</li> </ul>
<ul style="list-style-type: none"> <li>The course begins with the first chapter of the Calculus book. Some time is spent reviewing topics from Trig/Math Analysis</li> </ul>	<ul style="list-style-type: none"> <li>The course begins with the first chapter of the Calculus book. Little class time is spent reviewing topics from Trig / Math Analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The course begins with the third chapter in the Calculus book. It is expected that students have learned the first four chapters in Trig H or on their own. No review of topics from Trig / Math Analysis.</li> </ul>	<ul style="list-style-type: none"> <li>No review of topics from previous courses.</li> </ul>	<ul style="list-style-type: none"> <li>No review of topics from previous courses.</li> </ul>	<ul style="list-style-type: none"> <li>No review of topics from previous courses.</li> </ul>
<b>Homework</b> <ul style="list-style-type: none"> <li>Many sections covered in 2-3 days</li> <li>30-45 minutes per night, 4 nights a week</li> </ul>	<b>Homework</b> <ul style="list-style-type: none"> <li>Many sections covered in 2 days</li> <li>45-60 minutes per night, 4 nights a week</li> </ul>	<b>Homework</b> <ul style="list-style-type: none"> <li>Almost all sections covered in one day</li> <li>45-75 minutes per night, 4 nights a week</li> </ul>	<b>Homework</b> <ul style="list-style-type: none"> <li>Almost all sections covered in one day</li> <li>30-60 minutes per night, 4 nights a week</li> </ul>	<b>Homework</b> <ul style="list-style-type: none"> <li>Each day one homework section is covered.</li> <li>30-40 minutes per night, 4 nights a week</li> </ul>	<b>Homework</b> <ul style="list-style-type: none"> <li>No homework.</li> <li>Extensive in class work.</li> </ul>
<ul style="list-style-type: none"> <li>Conceptual understanding and a moderate amount of computation</li> </ul>	<ul style="list-style-type: none"> <li>Lots of mathematical computation. Very little reading</li> </ul>	<ul style="list-style-type: none"> <li>Lots of mathematical computation. Very little reading</li> </ul>	<ul style="list-style-type: none"> <li>Very little mathematical computation. Lots of reading, analyzing, problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Lots of hands on activities/group work. Little hand computations but lots of calculator work.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is critical to success in the course.</li> </ul>

NOTE: The topics in Calculus and Statistics are completely different and the textbooks are different.

# **COURSE DESCRIPTIONS – MATHEMATICS**

## **ALGEBRA 1 ENHANCED**

**AI1210**

### **Algebra Skills**

**AI1110**

Grades 9-12	Y	Credits – 10 math 10 elective
Elective (10) Mathematics (10) c c	HS Graduation Req.  UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is an entry level course but meets two periods a day. It is designed for students who are ready for Algebra but who need more practice in the basic skills (order of operations, operations on fractions, decimals and signed numbers, basic graphing, etc.) Topics covered include basic operations and properties of the real number system, linear and quadratic equations and inequalities, and basic coordinate geometry of lines. Also studied are systems of equations in two (2) variables, properties of exponents, rational expressions, irrational numbers and radicals, and word problems related to the above topics.

## **ALGEBRA II**

**AC3010**

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Geometry	Recommendations	
CP	Level	

Algebra II expands and develops the study of the topics learned in Algebra 1. New topics covered include sequences and series, complex numbers, logarithmic, exponential and polynomial functions. Students are also introduced to conic sections and systems of equations involving more than two variables.

## **ALGEBRA II ENHANCED A**

**AI3110**

Grades 9-12	1Y	Credits – 10 5 math/5 elective
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Geometry	Recommendations	
CP	Level	

This is a two year Algebra II course. It covers the same content as Algebra II but more slowly and in more depth. Semester 1 of Algebra II is covered over the course of a year. In addition, more time is spent on fundamental skills necessary for understanding and successfully working with the concepts that make up the Algebra II standards. Students will have to complete both years (In Algebra II Enhanced) in order to earn the full 10 Credits of Algebra II credit.

## **ALGEBRA II ENHANCED B**

**AI3111**

Grades 9-12	1Y	Credits – 10 5 math/5 elective
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Algebra II Enhanced A	Recommendations	
CP	Level	

This is a two year Algebra II course. It covers the same content as Algebra II but more slowly and in more depth. Semester 2 of Algebra II is covered over the course of a year. In addition, more time is spent on fundamental skills necessary for understanding and successfully working with the concepts that make up the Algebra II standards. Students will have to complete both years (In Algebra II Enhanced) in order to earn the full 10 Credits of Algebra II credit.

## **ALGEBRA II-HONORS**

**AB3010**

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Geometry	Recommendations	
H	Level	

This course is designed for students with a high level of interest and ability in mathematics. All topics listed for Algebra II are covered. In addition, students also study permutations, combinations and probability and trigonometric functions in-depth word problems.

# **COURSE DESCRIPTIONS – MATHEMATICS**

## **AP CALCULUS AB**

**AA5010**

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
AP	Level	

This course meets the needs of students preparing for advanced study in college mathematics, science, or engineering. Major areas of study cover limits, functions, and the development of the differential and integral calculus of functions on one variable. The course prepares students to take the Advanced Placement Calculus AB examination.

## **AP CALCULUS BC**

**AA5011**

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis & Calculus AB	Recommendations	
AP	Level	

Calculus BC is recommended for students who have a thorough knowledge of elementary functions, college preparatory algebra, geometry, and trigonometry. Calculus BC is considerably more extensive and more challenging than Calculus AB. This class is meant for students who have completed Math Analysis Honors. Students are prepared to take the Advanced Placement Calculus BC examination.

## **AP STATISTICS**

**AA6010**

Grades 10-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
AP	Level	

This course meets the needs of students who wish to complete studies in a secondary school equivalent to a one-semester, introductory, non-calculus based college course in Statistics. Major areas of study cover exploring data, planning a study, and anticipating patterns in advance and statistical inference. This course prepares students to take the Advanced Placement Statistics exam.

## **CALCULUS**

**AC5010**

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
CP	Level	

This course meets the needs of students preparing for advanced study in college mathematics, science or engineering. Major areas of study cover limits, functions and the development of the differential and integral calculus of functions on one variable. Students who are interested in taking the AP test will be prepared and are encouraged to take the test.

## **FINANCIAL MATH**

**AC3115**

Grades 9-12	Y	Credits – 10
Mathematics g g	HS Graduation Req. UC Req. CSU Req.	
Completion of or concurrent enrollment in Algebra II	Recommendations	
CP	Level	

This course is designed for students with a desire to apply mathematics to everyday situations. Topics include but are not limited to: the stock market, banking services, consumer credit, automobile ownership, employment, independent living, retirement, budgeting, and filing taxes. Students will earn 10 ELECTIVE credits (not math credit) upon successful completion of the course.

## **GEOMETRY**

**AC2110**

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg I	Recommendations	
CP	Level	

This course involves the formal development of geometric skills and concepts necessary for students who will take Algebra II and other advanced courses in math. The instructional program will include consistent use of Algebra I concepts, exploratory development and demonstration of the nature of proof through logical arguments, geometric transformations, and use of problem-solving skills in the development of geometric concepts. Properties of triangles, quadrilaterals, other polygons, circles and polyhedra will be explored. The trigonometry of right triangles will also be studied.

# **COURSE DESCRIPTIONS – MATHEMATICS**

## **GEOMETRY HONORS**

**AB2010**

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg I	Recommendations	
H	Level	

This course is designed for students with a high interest and ability in mathematics. In addition to covering the regular geometry curriculum in greater depth, students will also study introductory trigonometry and non-Euclidean geometry. Strong emphasis is placed on proof, the application of algebra to geometry, including coordinate geometry.

## **MATH MASTERY**

**AI0010**

Grades 9-12	Y	Credits – 10
Elective (10) No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
NCP	Level	

This class is aimed at supporting students who are not ready to take an Algebra 1 class. The focus is on developing basic skills essential to success in Algebra 1.

## **MULTIVARIABLE CALCULUS HONORS AB5010**

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC CSU Req.	
See below	Recommendations	
H	Level	

Recommendations: Completed AP Calculus BC and passed the AP Calculus BC exam. This course covers integrals, derivatives in 3-dimensions, and vector calculus.

## **STATISTICS**

**AC6010**

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
CP	Level	

This course meets the needs of students who wish to complete studies in a secondary school equivalent to a one-semester, introductory, non-calculus based college course in Statistics. Major areas of study cover exploring data, planning a study, and anticipating patterns in advance and statistical inference.

## **TRIGONOMETRY/MATH ANALYSIS AC4010**

Grades 10-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg II	Recommendations	
CP	Level	

Concepts studied include trigonometry, limits, vectors, functions, complex numbers, elementary probability theory, polar coordinates, and exponential and logarithmic equations. Equations of lines and planes are also emphasized.

## **TRIGONOMETRY/MATH ANALYSIS HONORS**

**AB4010**

Grades 10-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg II	Recommendations	
H	Level	

This course is designed for students with a great deal of interest and ability in mathematics. It covers regular trigonometry and advanced topics in algebra, analytical geometry, limits and an introduction to calculus materials in greater depth. Students who are successful in this course most usually go on to Calculus BC.

# COURSE DESCRIPTIONS - NON-DEPARTMENTAL

## ELECTIVE REQUIREMENTS

60 credits are required for graduation. ANY class taken in excess of a subject requirement is an elective. For example, a third year of science or mathematics will be applied towards the elective requirement. The classes on this page, as well as those described elsewhere, may serve as electives.

### BROADCASTING

**KC1050**

Grades 11-12	Y	Credits – 10
Practical Art No	HS Graduation Req. UC / CSU Req.	
Basic Computer Skills	Recommendations	
NCP	Level	

In this TV News course, students will master the basics of video camera techniques, teleprompts, research, script writing, computer graphics, animation, video editing, and performance techniques. They will produce daily broadcasts that will be aired to the students and staff at the school site. Practical academic and career benefits of this class include interview skills, public speaking and presentation with a high degree of professionalism; technical skills in multimedia broadcast journalism; video project planning, design and development. There are also opportunities for leadership positions in the class that will give students experience in management and project direction. Students interested in this class do not need a technical background, but do need to have an interest in video storytelling, as well as a desire to improve their presentation skills, willingness to work cooperatively in a team and genuine interest in growing as broadcast journalists.

### PEER TUTOR

**NO1060**

Grades 9-12	Y	Credits – 10
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

This course provides an opportunity for students to act as peer tutors. Students who have excelled in two or more particular academic subjects and who wish to assist other students in these areas may earn elective credit for peer tutoring in the Tutorial Center. Students must secure approval from the Tutorial Center Coordinator before the counselor can complete enrollment. This is usually initiated at the beginning of each term.

### RALLY

**OO1050**

Grades 9-12	Y	Credits – 10
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

Rally is a year-long class. Students meet after school to plan performances and community activities, work on cheer routines, and support all school athletic teams through poster making and cheering at athletic events. Interested students must audition for the team and then register for the class. Individual squad uniform and attendance at summer cheer camp are highly recommended. See MVHS website or student activities director for audition dates.

### TEACHER'S AIDE

**SO1230**

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

A student signs up to work directly with a teacher or in one of the school offices under the direct supervision of an adult. A maximum of ten Credits may be earned during a student's four years. The teacher or office supervisor gives the student a job description and evaluates the student's performance.

# COURSE DESCRIPTIONS - NON-DEPARTMENTAL

## ELECTIVE REQUIREMENTS

### STUDENT GOVERNMENT

**OC1020**

Grades 9-12	Y	Credits – 10
Elective	HS Graduation Req.	
No	UC / CSU Req.	
None	Recommendations	
NCP	Level	

Student Government is an elective, student leadership class focused on collaborating with Student Activities and Ambassadors to foster a positive and supportive school community. Government students work closely with Student Activities to put on student events across the campus (See Student Activities course description for types of events). Students interested in organizing the student body, representing student body ideas, interests, and concerns and working with other student groups, staff, and administration to improve various aspects of campus life should register for the class and must attend an information meeting and campaign/apply in the spring. Students will learn relevant leadership skills such as developing agendas, budgeting, advertising and promotion, project management skills, running effective meetings, achieving group consensus, dealing with group conflicts, and much more. Depending on the position, students are either elected in school wide elections or selected via application and interview each spring to serve on the Associated Student Body (ASB) Cabinet and as District School Board student representative. <https://tinyurl.com/mvhsASBinfo> for more information.

### STUDENT ACTIVITIES

**OC1030**

Grades 9-12	Y	Credits – 10
Elective	HS Graduation Req.	
No	UC / CSU Req.	
None	Recommendations	
NCP	Level	

Student Activities is an elective, student leadership class focused on fostering a positive and supportive school culture. These students work together with Student Government and Ambassadors to put on student events across the campus. Functioning as a business within the school, ASB Student Activities fundraises, puts on the dances, rallies, wellness and PAUSE events, Civic Engagement week, the blood drives and other community service activities, lunch time sporting events, Homecoming and more! Students interested in helping shape the events on campus should sign up. In this course students will learn relevant skills such as developing agendas, budgeting, running effective meetings, achieving group consensus, dealing with group conflicts, and much more. Students will have the opportunity to apply these skills to real-life tasks and school-wide activities. Students apply and are chosen through interviews with Associated Student Body (ASB) advisors and student representatives to serve in the ASB Activities class. All grades welcome! <https://tinyurl.com/mvhsASBinfo> for more information.

### AMBASSADORS

**OC1035**

Grades 10 -12	Y	Credits – 10
Elective	HS Graduation Req.	
No	UC / CSU Req.	
None	Recommendations	
NCP	Level	

Working in unison with ASB, the Ambassadors class is an elective, student leadership class focused on fostering a positive and supportive school culture. Goals of the course include supporting the well-being of our students, building identity safety within and outside the classroom to unlock the full academic potential of all students, and fostering a more resilient, inclusive, and supportive climate on campus. Ambassadors organizes Freshmen Orientation, New Student Tours, Transfer Student Retreats, New Student Potlucks, 8th Grade Shadow Days, Middle School Presentations, Socio-emotional Workshops, Emotional-regulation and Stress Reduction Training, tailored support for our new immigrants, and peer-counseling support. The class is comprised of 10<sup>th</sup>-12<sup>th</sup> grade students from diverse social groups, middle schools, and ethnicities to represent the demographics of our school. Students will be selected based upon an application and interview process.



# **COURSE DESCRIPTIONS- PERFORMING ARTS**

Since the Class of 2003, the University of California has required one year of fine/performing art. All full-year performing art courses (except those associated with Marching Band or Symphony Orchestra) are expected to meet this requirement.

## **A CAPPELLA - TREBLE VOICES JC1110**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This is an advanced choral ensemble dedicated to the study and performance of the unique and demanding choral works for treble voicing. (Soprano and Alto) A Cappella is both challenging and fast paced. Students are selected through an audition process and chosen for their commitment and musical talent. In choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. A Cappella sings in 3–6-part harmony and participates in 10-15 performances annually, including formal concerts, music festivals and a national tour. To register for this class sign up for Chamber Choir; auditions are held in the spring.

## **A CAPPELLA - BASS CLEF VOICES JC1110**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This is an advanced choral ensemble dedicated to the study and performance of the unique and demanding choral works for bass clef voicing (Tenor and Bass). A Cappella is both challenging and fast paced. Students are selected through an audition process and chosen for their commitment and musical talent. In choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. A Cappella sings in 3–6-part harmony and participates in 10-15 performances annually, including formal concerts, music festivals. Some years A Cappella bass travels in California and Occasionally nationally for their choir tour. To register for this class sign up for Chamber Choir; auditions are held in the spring.

## **CHAMBER CHOIR JC1100**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This choir is challenging, fast paced, fun and open to all students. Chamber Choir is appropriate for students with vocal experience and those students new to choir. In this choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. Chamber Choir sings in 3-4 part harmony in a variety of choral styles, attends Choir Champ, and participates in 4-5 concerts a year.

## **CONCERT CHOIR JC1030**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This is an intermediate level ensemble. Concert Choir is both challenging and fast paced. Students are selected through an audition process. In choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. Concert Choir sings in 3–4 part harmony, goes on a California state choir tour, and participates in 5-10 performances annually. To register for this class sign up for Chamber Choir; auditions are held in the spring.

# **COURSE DESCRIPTIONS- PERFORMING ARTS**

## **MADRIGALS**

**JC1090**

Grades 10-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This advanced, mixed choral ensemble is dedicated to the study and performance of unique and demanding choral literature. In addition to addressing issues of vocal production, technique, and musicianship skills in a fast paced and challenging classroom, the Madrigals pursue an ambitious agenda for performances during the school year. This choir performs 4–8 part harmony in a variety of choral styles ranging from Renaissance to Contemporary. Madrigals participate in over 50 performances annually including formal concerts, community appearances, music festivals and an annual international tour. Students chosen to participate in this challenging group are selected on the basis of commitment and musical talent. To register for this class sign up for Chamber Choir; auditions are held in the spring.

## **ADVANCED JAZZ DANCE**

**JC1211**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art No No	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This class is a challenging, fast-paced technique class for advanced dancers. This course places a strong emphasis on the development of each dancer through technique and performance and nurtures creative freedom through improvisation and choreography. Equal importance is placed on studies relating to dance, such as production technique, music, dance history, costume and lighting design. Students will be required to participate in dance performances as well as produce an annual dance concert at the end of the year. Dance clothes are required. Course may be repeated for credit. Auditions for this class will be held in April.

## **INTERMEDIATE JAZZ DANCE**

**JC1212**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP (fine art)	Level	

Intermediate Dance is designed as an intermediate course for 9th through 12th grade in the areas of contemporary, jazz, and modern. These genres are studied and performed at several concerts during the year. This group may or may not travel.

## **JAZZ DANCE**

**JC1210**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP (fine art)	Level	

Beginning/Intermediate dance class – Students learn the skills and techniques for jazz, modern-ballet, hip-hop, and Broadway musical dance. Class will consist of basic dance workouts with an emphasis on strength, technique, and performance. The course will accommodate beginning students; yet provide challenges for intermediate students. Freshmen will earn Visual & Perf. Arts or Elective credit. Students will be required to participate in dance performances as well as produce an annual dance concert at the end of the year. Dance clothes are required. May be repeated for credit.

## **WORLD DANCE**

**JC1215**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP (fine art)	Level	

World Dance is a course designed for 9th through 12th graders in variety of different dance styles including but not limited to Modern, Jazz, Folkloric and Afro-Brazilian Jazz. The students study and perform dances by different cultures and communities. These genres are studied and then performed at the end of each semester along with student choreography.

# **COURSE DESCRIPTIONS- PERFORMING ARTS**

## **ACTING I JC1410**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Students will explore acting, playwriting, criticism, improvisation, pantomime, and voice, while creating their own work and developing an individualized aesthetic sense. Utilizing the development of theatre from its roots in Ancient Greece to its current manifestations, students will explore the different components that make up production and performance throughout history. This class is open to all students without audition and is required for Acting 2.

## **ACTING II – JC1420 ACTING III – JC1430**

Grades 10-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Instructor Approval	Recommendations	
CP	Level	

This class is for students committed to serious artistic development as actors on stage. Through a development of self-understanding, students will gain the self-knowledge and self-control required for performance. Students will acquire acting techniques developed throughout history, mostly in the modern era. A variety of skills will be undertaken as well, including combat, speech, diction, dialect, and improvisation. The second semester of the class will be devoted to producing a play as a class, to be performed in May. Audition or instructor approval required.

## **STAGECRAFT I JC1510**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC CSU Req.	
None	Recommendations	
CP	Level	

This is a class designed to teach the art of stagecraft to students who are interested in design, construction, painting, lighting, sound, and the many other forms of expression in this field. Each student will come to understand the fundamentals of stagecraft through lecture, demonstration, and project assignments. This class will be responsible for building the sets for the school plays and musicals, and will also be responsible for running and maintaining the theatre complex for the other performing arts disciplines, the school, and the community. A strong work ethic and initiative are required for this course, as students often need to be self-directed.

## **STAGECRAFT II JC1520**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC CSU Req.	
Stagecraft I and/or Instructor Approval	Recommendations	
CP	Level	

Stagecraft 2 is a class for students seeking to advance their work as designers and leaders in the world of technical theatre. Students assume a leadership role of technical areas in the theatre department. They will also take part in the design and implementation of design for theatre department shows and may be called upon by other performing arts departments for assistance. This class will also be responsible for running and maintaining the theatre complex for the other performing arts disciplines, the school, and the community. A strong work ethic and initiative are required for this course, as students often need to be self-directed. Instructor approval or Stagecraft 1 required.

# **COURSE DESCRIPTIONS- PERFORMING ARTS**

## **AUXILIARY UNIT**

**JO1211**

Grades 9-12	S	Credits – 5
Visual & Perf. Art No	HS Graduation Req. UC / CSU Req.	
Concurrent Enrollment in Marching Band	Recommendations	
NCP	Level	

This course is more commonly known as "Color Guard". Students are not required to be musicians, but they do perform with the Marching Band and must meet all of the obligations of that group. Students in this course must also be enrolled in Marching Band. Dance experience is recommended but not required.

## **CHAMBER ENSEMBLE**

**JC1250**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This ensemble (unofficially referred to as 'Chamber Orchestra') is designed for qualified string players (violin, viola, cello, or string bass); it emphasizes the works of the great composers and utilizes a wide variety of musical styles. This course is open to students of intermediate to advanced ability. Concurrent enrollment in Symphony Orchestra is mandatory. Several performances, evening and morning rehearsals, and festivals may be required.

## **JAZZ ENSEMBLE**

**JC1260**

Grades 9-12	F Qtr. 2 S Sem.	Credits – 2.5 Credits – 5.0
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This is an advanced instrumental ensemble. It explores a variety of jazz styles (such as swing, funk, rock, Latin, and bebop), as well as improvisation. This class meets second quarter through spring semester. A second section of Jazz Ensemble, informally called *Studio 501 Big Band*, will be offered if enough students are interested.

## **MARCHING BAND**

**JC1200**

Grades 9-12	S	Credits – 5
Visual & Perf. Art No	HS Graduation Req. UC / CSU Req.	
Basic Instrument Proficiency	Recommendations	
N	Level	

This class meets before school on Mondays, Wednesday, and Fridays, after school on Tuesdays and Thursdays, as well as Saturday rehearsals and/or performances. The Marching Band will meet less frequently during second quarter as detailed in the schedule given to students at the beginning of the school year. Attendance at all rehearsals and performances is mandatory. Students are expected to attend a summer camp preceding the beginning of school. Members of the Marching Band (Pep Band) perform at home football games and community events. Because most activities associated with Marching Band occur during the first quarter, students are encouraged to enroll in another, year-long music ensemble such as Symphonic Band, Wind Ensemble, Jazz Ensemble, or Orchestra. Color Guard members must be concurrently enrolled in Auxiliary Unit.

## **STRING ORCHESTRA**

**JC1270**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Intermediate instrumental proficiency	Recommendations	
CP	Level	

String Orchestra is designed for qualified string players (violin, viola, cello, or string bass): a training group and performing class for beginning to intermediate musicians. Students perform as an ensemble for several concerts and festivals.

# **COURSE DESCRIPTIONS- PERFORMING ARTS**

## **SYMPHONIC BAND JC1230**

Grades 9-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Beginning to Intermediate instrumental proficiency	Recommendations	
CP	Level	

Symphonic Band is designed as a training group and performing class for beginning to intermediate musicians. Students perform as an ensemble for several concerts and festivals.

## **SYMPHONY ORCHESTRA JC1280**

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
Advanced instrumental proficiency	Recommendations	
CP	Level	

Symphony Orchestra is designed for qualified string (no guitar), wind, and percussion players. This course, which meets outside the regular school day, concentrates on full symphony works ranging from classical to modern. Winds and percussion are accepted by audition or instructor consent.

## **MUSIC THEORY AND COMPOSITION JC1330**

Grades 10-12	S	Credits – 10
Elective	HS Graduation Req. UC / CSU Req.	
Beginning to intermediate proficiency	Recommendations	
CP	Level	

Music Theory and Composition is designed for students interested in writing music. In this course, students will study the basic fundamentals of music theory and apply these concepts to their own compositions. Prior music experience is recommended, but not required.

## **WIND ENSEMBLE JC1240**

Grades 10-12	Y	Credits – 10
Visual & Perf. Art f f	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This course is for the more advanced instrumentalist by audition only. All styles of traditional and contemporary music are studied and performed at several concerts and festivals during the year. Evening and weekend performances may be required.

## **WINTER AUXILIARY JO1212**

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
Prior experience in Marching Band	Recommendations	
N	Level	

A Winter program for both Color Guard and Percussion that meets outside of the regular class day. Members perform at competitions and other campus events.

# **COURSE DESCRIPTIONS - PHYSICAL EDUCATION**

All students are required to dress for PE. During inclement weather, a black, gold, white or gray MV sweat shirt or a plain black sweatshirt and MV PE issued sweatpants or plain black sweatpants are allowed. Tennis shoes must be worn at all times.

## **GR. 9 PE CORE**

**PO1010**

Grade 9	Y	Credits – 5 per S
Physical Ed No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Physical Education is a California State required class. Students will demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform dual and individual sports, rhythms/dance and aquatics. Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, and training principles. Students will be able to demonstrate knowledge of psychological and sociological concepts, biomechanical principles and game strategies as they apply to learning and performance of physical activities. Common Core State Standards, 6-12 English Language Arts in Science and Technical Subjects are also embedded in our program. All students must take the state physical fitness tests and pass 5 out of 6 tests in order to apply for a 10<sup>th</sup> grade exemption for athletics, fall marching band, dance or cheerleading.

## **GR. 10-12 WEIGHT TRAINING**

**PO1230**

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students will enter this class with basic knowledge of weight training/CrossFit from Physical Education 9. They will understand proper safety, biomechanics and procedures to partake in more advanced weight lifting techniques using Olympic weights. Plyometrics, power/aqua/speed training, Kettlebell lifts and nutrition will also be discussed. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests.

## **GR. 10-12 ADVANCED WEIGHT TRAINING PO1231**

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students who have successfully completed Intermediate Weight Training and/or are a Varsity Athlete for MVHS are able to enroll in this course. Advanced Olympic Lifting skills will be taught and skills learned in Intermediate Weight Training will be further focused on. This course is primarily for Varsity Athletes that are weight training for their specific sport. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests.

## **GR. 10-12 TEAM SPORTS**

**PO1260**

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students will partake in a variety of sports that take place on ANY field. Examples of some of the sports that will be played are Soccer, Football, Softball, Ultimate Frisbee, and a variety of cardiovascular activities to improve their performance. Students will also partake in a self-defense/tumbling. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests.

## **GR. 10-12 TOTAL FITNESS**

**PO1270**

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students will partake in all levels of Individual fitness activities. Examples are Yoga, Pilates, Fitness Training, Power Walking, Swimming, and Cardiovascular Health. Students will also partake in a self-defense/tumbling and nutrition guidance will also be discussed. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests. At the end of the year, students will be able to create a fitness plan for themselves, know places in the community to where they can continue their fitness journey at an affordable cost, and share their passion for a healthier lifestyle with others with their new found knowledge.

# Mountain View High School Graduation Requirements = 20 PE Credits

## 10 PE Credits must be earned in Freshman Year

All Freshmen must take PE and earn 10 PE Credits	Sophomores must earn 10 PE Credits
<p>9th Grade PE required Earn 10 PE credits for graduation Take Physical Fitness Test (PFT)</p> <p><b><u>OR</u></b></p> <p><i>After approval and contract signed with Athletic Director/Physical Education Teacher and Principal....</i></p> <p><b>IF enrolled in 6 classes + Physical Education (total of 7 classes)</b> <b><u>AND</u></b> Participating in a <b>CCS/CIF School Sponsored Sport</b>, Student May opt out of PE during that season of sport.</p> <p>If a student athlete is participating in 3 sports, Student will be exempt from all PE classes.</p> <p><b>Students are responsible to come to class for the PFT!</b></p>	<p>If a student passes 5 out of 6 of the Physical Fitness Test (PFT) in the Freshman year, they choose one of the following:</p> <p><b><u>10th Grade PE</u></b> 10 PE credits</p> <p><b><u>OR</u></b></p> <p><b><u>Dance</u></b> <i>(Jazz Dance/Mexican Folk Dance)</i> 10 PE Credits</p> <p><b><u>OR</u></b></p> <p><b><u>Marching Band</u></b> 5 PE credits (FALL ONLY)</p> <p><b><u>Sports</u></b></p> <p><b><u>OR</u></b></p> <p><b><u>Cheerleading</u></b> 1 sport=5 PE credits</p>
	<p>If a student does NOT pass the PFT in Freshman year, the student MUST take PE/PE Electives in the 10th grade and Re- take Physical Fitness Test (PFT) in December in order to substitute the above Activities for PE credit</p>
<b><u>OR</u></b>	<b><u>OR</u></b>
<p>9th Grade Independent Study PE Contract must be approved by Principal May earn 10 PE Credits Take Physical Fitness Test</p>	<p>10th Grade Independent Study PE Contract must be approved by Principal May earn 10 PE Credits</p>

# Freshman Biology H/Biology/Environmental Science

## Course Comparison Information Sheet

<b>Environmental Science</b>	<b>Biology</b>	<b>Biology Honors</b>
<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• 30-60 minutes of homework based on in-class work each week</li> <li>• Environmental Science labs, group work, class work, and homework are geared toward the Freshman level</li> </ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• 30-40 minutes of studying which will include reviewing, reading and/or written assignments each night</li> <li>• Standard first year high school Biology text</li> </ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• 30-60 minutes of reading and/or written assignments each night</li> <li>• College level Biology textbook</li> </ul>
<b><u>Content</u></b> <ul style="list-style-type: none"> <li>• Survey course covering foundational concepts in environmental science (ecology, geology, meteorology, energy, hydrology, etc.)</li> </ul>	<b><u>Content</u></b> <ul style="list-style-type: none"> <li>• Nature of science, ecology, evolution, classification and characteristics of living things, biochemistry, cell structure and function, plant and animal systems, and both Mendelian and molecular genetics</li> </ul>	<b><u>Content</u></b> <ul style="list-style-type: none"> <li>• Same topics as in Biology, but with a greater level of detail/depth and more biochemical emphasis</li> </ul>
<b><u>Skills</u></b> <ul style="list-style-type: none"> <li>• Students will practice their basic algebra skills to solve simple equations relating to Environmental Science topics.</li> <li>• Students will also analyze data and graphs, and develop models to explain scientific processes.</li> </ul>	<b><u>Skills</u></b> <ul style="list-style-type: none"> <li>• Use of research and scientific method to determine answers</li> <li>• Logical reasoning skills that connect experimental results to biology principles</li> <li>• Communication of ideas and lines of reasoning to others in written and spoken form</li> </ul>	<b><u>Skills (see Biology plus the following)</u></b> <ul style="list-style-type: none"> <li>• Students should be able to follow and master three-and four-step logical arguments</li> <li>• Library and Internet research skills</li> <li>• Planning and execution of experiments</li> </ul>



# Chemistry

## Course Comparison Information Sheet

Chemistry	Chemistry Honors
<b><u>Homework</u></b> <ul style="list-style-type: none"><li>• 30-40 minutes of homework/night focuses on reinforcement of concepts presented in class</li><li>• Standard first year high school chemistry text</li></ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"><li>• 30-45 minutes of homework/night requires students to apply concepts presented in class to a variety of situations</li><li>• Advanced level chemistry text</li></ul>
<b><u>Content</u></b> <ul style="list-style-type: none"><li>• Covers chemical/physical change, classifications of matter, atomic structure and nuclear decay, ionic and covalent compounds, nomenclature, types of reactions, stoichiometry, thermochemistry, electronic structure, bonding, intermolecular forces, solutions, gas laws, equilibrium, acids and bases</li><li>• Focuses on interpreting experimental results in terms of microscopic models</li></ul>	<b><u>Content</u></b> <ul style="list-style-type: none"><li>• Covers all the topics of the regular chemistry course and, in addition, uncertainty in measurement, bond energies, quantum numbers, colligative properties, ionic equilibria, and electrochemistry</li><li>• Focuses on mathematical as well as microscopic interpretation of macroscopic phenomena</li></ul>
<b><u>Skills</u></b> <ul style="list-style-type: none"><li>• Students should be prepared to develop logical reasoning skills required to connect experimental results to chemical theory</li><li>• Students should be comfortable with the ideas associated with direct and inverse variation</li><li>• Students should have mathematical pattern recognition skills</li></ul>	<b><u>Skills</u></b> <ul style="list-style-type: none"><li>• Students should be able to follow and master three- and four-step logical arguments.</li><li>• Students should be comfortable with solving algebraic equations.</li><li>• Students should be able to translate word problems into mathematical representations.</li></ul>

# Physics Course Comparison Information Sheet

PHYSICS	AP PHYSICS 1	AP PHYSICS C: MECHANICS	AP PHYSICS C: E&M
<b><u>Meets:</u></b>  Physical science requirement for graduation  A-G requirements for UC	<b><u>Meets:</u></b>  Physical science requirement for graduation  A-G requirements for UC	<b><u>Meets:</u></b>  Physical science requirement for graduation  A-G requirements for UC	<b><u>Meets:</u></b>  Physical science requirement for graduation  A-G requirements for UC
<b><u>Topics:</u></b>  Survey Course: Kinematics, mechanics, momentum, impulse, energy, sound waves, light waves, electrostatics, electricity and magnetism.	<b><u>Topics:</u></b>  Survey Course: Kinematics, mechanics, rotational motion, momentum, impulse, energy, mechanical waves, and simple circuits.	<b><u>Topics:</u></b>  Mechanics only	<b><u>Topics:</u></b>  Electricity and Magnetism only
<b><u>Background necessary for Success:</u></b>  Successful completion of Algebra I, Geometry, Biology and Chemistry	<b><u>Background necessary for Success:</u></b>  Successful completion of Algebra I, Geometry, Biology and Chemistry  Successful completion or concurrent enrollment in Trigonometry/Math Analysis.	<b><u>Background necessary for Success:</u></b>  Successful completion of Algebra I, Geometry, Trigonometry/Math Analysis, Biology and Chemistry  Concurrent enrollment in Calculus	<b><u>Background necessary for Success:</u></b>  Successful completion of Algebra I, Geometry, Trigonometry/Math Analysis, Biology and Chemistry  Successful completion of a physics class (AP Physics 1 or AP Physics C: Mechanics highly recommended)  Concurrent enrollment in Calculus
<b><u>Homework:</u></b>  Two to three hours of homework per week	<b><u>Homework:</u></b>  Three to five hours of homework per week. +Extended time to prepare for the AP1 test.	<b><u>Homework:</u></b>  Four to six hours of homework per week. +Extended time to prepare for the APC test.	<b><u>Homework:</u></b>  Four to six hours of homework per week. +Extended time to prepare for the APC test.
<b><u>Textbook &amp; Pacing:</u></b>  High School Level Textbook (algebra based)  Moderate Pace	<b><u>Textbook &amp; Pacing:</u></b>  College Level I Textbook (algebra based)  Very Fast Pace	<b><u>Textbook &amp; Pacing:</u></b>  College Level II Textbook (calculus based)  Fast Pace	<b><u>Textbook &amp; Pacing:</u></b>  College Level II Textbook (calculus based)  Fast Pace
<b><u>Skills:</u></b>  Use scientific methods and research techniques to collect data from an experiment and to analyze data, graphs and models to explain physical processes.  Basic logical reasoning skills to connect experimental results to physical principles.  Communication skills to share ideas and lines of reasoning with others in written and spoken form.  Mathematical pattern recognition skills and basic algebra skills to solve equations relating to Physics.	<b><u>Skills:</u></b>  Use scientific methods and research techniques to plan & execute experiments, collect & analyze data, produce graphs & models, and derive equations to explain physical processes.  Advanced logical reasoning skills to follow three-and four-step logical arguments.  Advanced algebra skills to solve algebraic equations and translate Physics word problems into mathematical representations.	<b><u>Skills:</u></b>  Use scientific methods and research techniques to plan & execute experiments, collect & analyze data, produce graphs & models, and derive equations to explain physical processes.  Advanced logical reasoning skills to follow and master three-and four-step logical arguments.  Advanced mathematical skills, beyond algebra, to solve equations and translate Physics word problems into mathematical representations.  Computer skills to model and simulate physical systems	<b><u>Skills:</u></b>  Use scientific methods and research techniques to plan & execute experiments, collect & analyze data, produce graphs & models, and derive equations to explain physical processes.  Advanced logical reasoning skills to follow and master three-and four-step logical arguments.  Advanced mathematical skills, beyond algebra, to solve equations and translate Physics word problems into mathematical representations.  Computer skills to model and simulate physical systems
<b><u>Contact:</u></b>  Ms. Gina Dunsmore: <a href="mailto:gina.dunsmore@mvla.net">gina.dunsmore@mvla.net</a>  Dr. Ning Xu: <a href="mailto:ning.xu@mvla.net">ning.xu@mvla.net</a>	<b><u>Contact:</u></b>  Ms. Gina Dunsmore: <a href="mailto:gina.dunsmore@mvla.net">gina.dunsmore@mvla.net</a>  Dr Ning Xu: <a href="mailto:ning.xu@mvla.net">ning.xu@mvla.net</a>	<b><u>Contact:</u></b>  Mr. Stephen Widmark: <a href="mailto:stephen.widmark@mvla.net">stephen.widmark@mvla.net</a>	<b><u>Contact:</u></b>  Mr. Stephen Widmark: <a href="mailto:stephen.widmark@mvla.net">stephen.widmark@mvla.net</a>

# **COURSE DESCRIPTIONS – SCIENCE**

## **ANATOMY & PHYSIOLOGY CC4025**

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. ( <i>Pending approval</i> ) CSU Req.	
*	Recommended Prerequisites	
CP	Level	

Anatomy & Physiology is a life-science course that covers the science of how our body works. We will use research, dissections, labs, activities, surgical videos, and several unit-long projects alongside typical class instruction in order to review body structures and functions. There is an emphasis on safety in this course as we use hazardous lab equipment and dissect specimens.

\*Recommended: Successful completion of Biology & Chemistry.

## **AP BIOLOGY CA1010**

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This second year biology course is designed to be equivalent to a general biology course taken in the first year of college. The three areas of study will be: a) molecules and cells, b) genetics and evolution, and c) organisms and populations. In addition to submitting reports on the integrated labs that accompany each unit, students will be exposed to a more college like learning environment and expected to have or develop skills to be able to connect and apply concepts. This course is good preparation for the Biology Subject Test and Advanced Placement Biology Test. Enrollment for these tests is optional and not a requirement of the course or calculated into the class grade.

\*Recommended: Successful completion of Biology/Biology Honors as well as successful completion of Chemistry/Chemistry Honors. Concurrent enrolment in Chemistry Honors will be considered on a case by case basis.

## **AP CHEMISTRY CA2010**

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This is a second year chemistry course designed to be the equivalent of a general chemistry course in the first year of college. Topics include: atomic theory and structure, periodic relationships, thermodynamics, states of matter, reactions types, acid/base equilibria, kinetics, laboratory measurements, intermolecular forces and descriptive chemistry. Intent of this course is to prepare students to take the Advanced Placement Chemistry examination, and it is the expectation of the instructor that all students enrolled will take the exam.

\*Recommended: Successful completion of a first year course in chemistry.

## **AP ENVIRONMENTAL SCIENCE CA4010**

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

Students will learn the curriculum to successfully pass the AP Environmental Science test. Of equal importance, students will learn the multidisciplinary approaches used to assess, monitor, and abate problems within the environment we live. After completing the course, students will be able to assess their role within the environment and make personal decisions that will lead to an environmentally sustainable future. Because we are studying the environment, great emphasis will be placed on conducting real science. Due to the complexity of society, this course also seeks to incorporate social sciences such as economics, politics, ethics, and law to understand real-world perspectives on environmental problems.

\*Recommended: Successful completion of a first year course in biology and chemistry.

## **COURSE DESCRIPTIONS - SCIENCE**

### **AP PHYSICS 1**

**CA3010**

Grades 11-12	Y	Units - 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This course prepares students to take the Advanced Placement Physics 1 test. This class is a survey class and covers many topics in physics including kinematics, mechanics, rotational motion, momentum, impulse, energy, mechanical waves, and electricity. Special emphasis will be placed on using physics models to understand content and laboratory investigation to derive equations. The physics topics will be covered at a faster pace, in greater depth, and with a higher level of mathematical sophistication than in the regular physics course. Prospective students should be very comfortable with using mathematics to solve problems. Expect three to five hours of homework per week.

\*Recommended: Successful completion of Biology and Chemistry. Successful completion of Algebra II, Geometry and concurrent enrollment in Trigonometry/Math Analysis

### **AP PHYSICS C**

**CA3039/42**

Grade 12	Y	Units - 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This is a second year physics course designed to be the equivalent of a general physics course in the first year of college. This course prepares students to take the Advanced Placement Physics C tests in mechanics and electricity and magnetism (E&M). Mechanics is the branch of physics that is concerned with quantifying the motion of bodies. Topics include velocity, acceleration, force, gravitation, energy, momentum and rotational motion. E&M is the study of the causes and effects of electromagnetic fields. These topics will be covered with a higher level of mathematical sophistication and at a much faster pace than either the regular physics, or AP Physics 1 courses. Prospective students should be comfortable with using mathematics to solve problems. Expect three to five hours of homework per week.

\*Recommended: Successful completion of AP Physics 1 and concurrent enrollment in Calculus.

### **BIOLOGY**

**CC1010**

Grades 9-12	Y	Units - 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

This course involves the study of life and the inter-relationships that exist among all living organisms and their environment. The teaching of biological concepts involves the completion of laboratory experiments, lecture/discussions, videos, projects, and reading assignments. Biology is an essential component of a student's four-year science program.

### **BIOLOGY HONORS**

**CB1010**

Grades 9-12	Y	Units - 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
H	Level	

Biology Honors is a challenging first year of biology for science-oriented students. The course covers the topics covered in a general biology course, but at much greater depth and at a faster pace. There is an emphasis on independent learning, independent inquiry, and skills development outside of classroom time. The course uses an honors-level biology textbook that covers content in more depth. Topics in honors biology are not covered in the same order as general biology, making it more difficult to transfer between classes.

\*Recommended: An interest in science, enjoyment of appropriate challenge, and strong study skills.

### **CHEMISTRY**

**CC2010**

Grades 10-12	Y	Units - 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

Chemistry is a course designed to develop student understanding of the basic concepts underlying our knowledge of the composition of matter and the changes in composition that matter undergoes. The course emphasizes mastering techniques of chemical exploration in laboratory exercises and the application of chemical principles in activities that lend themselves to group problem solving sessions.

## **COURSE DESCRIPTION - SCIENCE**

### **CHEMISTRY HONORS**

**CB2010**

Grades 10-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
H	Level	

This is a challenging first year chemistry course designed to strengthen students' logical reasoning skills and problem solving abilities. There are more chemical concepts covered than in the regular chemistry course, and there is greater depth to the coverage of each topic. The level of laboratory work and attendant write-ups follows this accelerated trend.

\*Recommend: An industrious work ethic, an enjoyment of appropriate challenge, and an adequate level of problem solving skills, as can be reflected by the student's mathematics background.

### **ENVIRONMENTAL SCIENCE**

**CC4010**

Grades 9-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

Environmental Science is a class designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental Science combines ideas and information from Biology, Chemistry, and Earth Science, as well as the social science fields of Economics and Political Science. Topics of study include Earth's systems, human population, land and water use, energy sources, and global change. Students will combine their scientific knowledge with perspectives from history and economics to examine progress in the field of environmental science.

### **PHYSICS**

**CC3010**

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
CP	Level	

This is an introductory course in which students learn the fundamental laws of physics and how they relate to the everyday world in which we live. Students complete various experiments and activities, including both hands-on and computer assisted labs, problem sets and projects. Students gain both a mathematical and conceptual understanding of the basic laws of physics while strengthening their logical reasoning and problems solving skills. Topics include mechanics and dynamics (motion), energy and momentum, waves and astronomy.

\*Recommended: Successful completion of Biology, Chemistry, Algebra I and Geometry.

### **PRE-BIOLOGY**

**CC1012**

Grades 9-12	Y	Units – 10
Science No No	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
ELD 1&2	Level	

Pre-biology is a class designed for English language learners and introduces key topics in biology, such as ecology, photosynthesis and cellular respiration, anatomy and physiology, and genetics. Teachers focus on both science and English content to ensure that students are ready for further science courses at Mountain View High School and beyond.

### **PRE-ENVIRONMENTAL SCIENCE**

**CC 4012**

Grades 9-12	Y	Units – 10
Science No No	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
ELD 1&2	Level	

Pre-environmental science is a class designed for English language learners and introduces key topics in environmental science, such as experimental design, ecology, energy, and current environmental disasters and human responses. Teachers focus on both science and English content to ensure that students are ready for further science courses at Mountain View High School and beyond.

## Sophomore Social Studies Course Comparison Information Sheet

<b>Current World Issues (CWI)</b>	<b>Social Justice</b>	<b>AP World History (WHAP)</b>	<b>AP European History (MEHAP)</b>
Semester	Semester	Yearlong	Yearlong
<b><u>Workload</u></b> <ul style="list-style-type: none"> <li>Roughly 20 minutes of homework 2-3 nights per week.</li> </ul>	<b><u>Workload</u></b> <ul style="list-style-type: none"> <li>Roughly 20 - 30 minutes of homework three times a week</li> </ul>	<b><u>Workload</u></b> <ul style="list-style-type: none"> <li>Roughly 30 minutes of homework 3-4 nights per week</li> </ul>	<b><u>Workload</u></b> <ul style="list-style-type: none"> <li>Roughly 30 minutes of homework 3-4 nights per week.</li> </ul>
<b><u>Topics</u></b> <ul style="list-style-type: none"> <li>Modern World History from after WWII-Present.</li> <li>Major areas of focus: Cold War in Europe, Korea and Afghanistan; Modern China, India, South Africa, Mexico. Selected case studies in other areas of the world.</li> <li>Primary source documents, textbook, and documentaries are read/viewed</li> </ul>	<b><u>Topics</u></b> <ul style="list-style-type: none"> <li>History of civil rights &amp; social justice movements in the U.S. mainly 1960s to present</li> <li>Major focus on history and accomplishments of Mexican Americans and Latinx communities</li> <li>Focus on African American grassroots activism &amp; student organizing</li> <li>Focus on Asian American &amp; Native American communities</li> <li>LGBTQ+ rights</li> <li>Current issues such as immigration, politics, racism, and environmental justice</li> </ul>	<b><u>Topics</u></b> <ul style="list-style-type: none"> <li>World History from 1200 CE -Present.</li> <li>Primary source documents, textbook, and essays are read and discussed in WHAP</li> <li>Preparation for the Advanced Placement Exam.</li> </ul>	<b><u>Topics</u></b> <ul style="list-style-type: none"> <li>European History from 1500 to the present.</li> <li>Primary source documents, textbook, and essays are read and discussed</li> <li>Preparation for the Advanced Placement Exam.</li> </ul>
<b><u>In-class activities</u></b> <ul style="list-style-type: none"> <li>Lecture/Class discussion</li> <li>Source Analysis</li> <li>Role-plays/Simulations</li> <li>Group activities</li> <li>Research</li> </ul>	<b><u>In-class activities</u></b> <ul style="list-style-type: none"> <li>Class discussions</li> <li>Group activities</li> <li>Reading of high school and college level texts</li> <li>Research</li> <li>Writing activities</li> </ul>	<b><u>In-class activities</u></b> <ul style="list-style-type: none"> <li>Lecture/Class discussion</li> <li>Source analysis</li> <li>Writing Activities</li> <li>Group reviews</li> <li>Research</li> </ul>	<b><u>In-class activities</u></b> <ul style="list-style-type: none"> <li>Lecture/Class discussion</li> <li>Source analysis</li> <li>Writing Activities</li> <li>Group reviews</li> <li>Socratic Seminar</li> </ul>
<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Multiple-choice tests</li> <li>In-class essays</li> <li>Oral reports and discussion participation</li> <li>Research products</li> </ul>	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Projects</li> <li>Essays</li> <li>Presentations</li> <li>Current events analysis</li> </ul>	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Multiple-choice tests</li> <li>In-class essays</li> <li>Oral reports and discussion participation</li> </ul>	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Multiple-choice tests</li> <li>In-class essays</li> <li>Oral reports and discussion participation</li> </ul>

**All sophomores are required to take one of these four courses during their sophomore year. Any of these courses will fulfill the graduation requirement.**

# **COURSE DESCRIPTIONS – SOCIAL STUDIES**

## **AP EUROPEAN HISTORY EA2010**

Grades 10-12	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

This challenging college-level course covers the history of Europe from the Renaissance to the present. Students study history in conjunction with an examination of the art, music, literature, and philosophy upon which Western cultural traditions rest. Research, writing, and study skills are emphasized. AP European is one of four options for sophomores that include CWI, Social Justice, or AP World History. All sophomores are required to take one of these four courses.

## **AP MACROECONOMICS EA4020**

Grade 12	S	Credits – 5
Social Studies g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

**AP Macroeconomics** is a course that specializes in macroeconomic concepts and applications, with a particular focus on the national and global economy and forces that affect these including price-level determination, economic performance measures, stabilization policies and international trade. This course is designed to be your first exposure to economics and the economic approach to decision making. The course focuses on the following goals: Create an understanding of the economic approach to decision making; Introduce the tools and methods economists use for problem solving; Learn to analyze a variety of graphical models; Develop a basic understanding of how policies impact economic growth on a national and international level.

## **AP PSYCHOLOGY EA4030**

Grades 11-12	Y	Credits – 10
No g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

AP Psychology is a year-long elective course offered to 11th and 12 grade students that is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Successful completion of this course will prepare students to take the AP exam in May.

## **AP US GOVERNMENT & POLITICS EA4010**

Grade 12	S	Credits – 5
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

**AP US Government & Politics:** is an in depth study of the structures of the American government system and the policy outcomes that these structures produce. Essential goals of this course include strengthening reading, writing, and critical thinking skills as they relate specifically to the study of American government and politics, as well as analyzing and interpreting data relevant to the political process. The following topics will be covered in this course: 1. Constitutional Underpinnings of the U.S. Government; 2. Political Beliefs and Behaviors; 3. Political Parties, Interest Groups, and Mass Media; 4. Institutions of National Government; 5. Civil Rights and Civil Liberties

## **AP US HISTORY EA3010**

Grade 11	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

The course surveys American history from the colonial period to the present. It is designed to prepare students for intermediate and advanced college courses and requires performance equivalent to a full year introductory college course. Students read extensively and engage in note taking, write essays, and are expected to participate often in class discussions. Upon completing this course, students may take the Advanced Placement examination.

## **SOCIAL JUSTICE EC4410**

Grade 10-12	Y	Credits – 5
Social Studies g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Social Justice is a one semester course that will teach students about historical and contemporary movements for social change. The course will focus on issues related to race, gender, culture, sexual orientation, immigration, environmental justice, and will include local, national and international case studies. Students will learn about the relationship between the law and struggles for social justice and various forms of community activism. Students will design and carry out a Social Research & Civic Action project based on an issue that they are passionate about. Social Justice is one of four options for sophomores that include CWI, AP European or AP World History. All sophomores are required to take one of these four courses.

# **COURSE DESCRIPTIONS – SOCIAL STUDIES**

## **AP WORLD HISTORY**

**EA2030**

Grade 10-12	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

This challenging college level course will develop a greater understanding of global history from 1200 to the present. Students will trace the development and changes in societies through six themes that include governance, technology and innovation, social interaction and organizations. Students will further develop their historical thinking skills including evaluating different historical arguments as well as creating their own interpretations through the analysis of primary documents. Successful completion of this course will prepare students to take the AP exam in May. AP World is one of four options for sophomores that include CWI, Social Justice or AP European.. All sophomores are required to take one of these four courses.

## **CIVICS**

**EC4010**

Grade 12	S	Credits – 5
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course involves discussion and analysis of the main issues confronting American government in the context of our political and legal system. Students study the structure of our government and learn how to be participating citizens. Topics such as the legislative/executive/judicial system, administration of justice, civil liberties and civil rights and civic participation will be covered.

## **CONTEMPORARY WORLD ISSUES**

**EC1110**

Grade 10	S	Credits – 5
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

CWI is a one semester course where students will examine the world's political, economic and cultural history from the Cold War to the present. As we study a variety of regions of the world, students will continue to develop the foundational social science and general study skills that will ensure success in junior and senior year offerings in the department. CWI is one of four options for sophomores that include Social Justice, Ap European or AP World History. All sophomores are required to take one of these four courses.

## **ECONOMICS**

**EC4020**

Grade 12	S	Credits – 5
Social Studies g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This one-semester course provides an overview of the field of economics. Students are introduced to economic theories with an emphasis on practical applications. Topics in both microeconomics and macroeconomics are covered.

## **US HISTORY**

**EC3010**

Grade 11	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course examines the causes and the events of U.S. History with primary emphasis on the 20<sup>th</sup> century. There is also an emphasis on geography and its significance to the history of the United States. Students gain an understanding of the relationship between power and national development and recognize historical figures as human beings with human characteristics. The course provides a body of knowledge on which to base political decisions and to relate history to current events.

## **WORLD STUDIES**

**EC1010**

Grade 9	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This is an introductory social studies course for all ninth graders. The purpose of the course is to prepare students to exercise their democratic rights and responsibilities in a rapidly changing, complex global society. Students will focus on political, social, and cultural history as they examine the major developments in modern world from the 1750's to the 1970's. Students will also develop foundational social science skills in writing and critical thinking as well as study skills that will ensure success in future offerings in the department.



# SPECIAL EDUCATION

## Program Description

Eligibility for special education is based on a thorough assessment consisting of both academic and psychological testing. Placement in special education is determined at an Individualized Education Plan (IEP) meeting.

The Special Education Department provides services to students with challenges that impede their learning in the general education environment. There are four levels of the special education programs based on student eligibility. **Specialized Academic Instruction (SAI)** of 50% or less, **Specialized Academic Instruction (SAI)** of 50% or more, **Functional Life Skills**, and **Medically Fragile**. In an on-going effort to better serve students' needs, meet state and federal mandates for least restrictive environment, and support learning based on student challenges and abilities, students often see more than one teacher within the department.

**SAI Learning Skills:** Based on eligibility and IEP Team decision, these students who need additional academic support receive assistance of their general education class work through one daily period of a Learning Skills support class. These students may also be enrolled in an academic subject area special education class, per their IEP.

**SAI Study Skills:** Based on eligibility and IEP Team decision, specialized modified academic instruction classes are available for students who need more intensive support in academic areas or a smaller group setting, generally for three to four periods per day. Students are mainstreamed for electives and physical education.

**SAI Functional Life Skills Program:** This SDC program focuses on life skills for students with cognitive deficits. The class is a self-contained class for 4-5 periods a day, with opportunities for community-based learning, plus an off-campus vocational /work experience component through ROP.

**SAI Medically Fragile:** This program is designed to meet the needs of the students with the most significant disabilities. The high staff to student ratio provides intensive personal attention and the opportunity for students to develop skills and enhance independence.

**Crossroads Independent Study:** This independent study program offers academic, vocational and career/job training for special education students who do not fit the traditional academic six period day schedule. Special education students who have life and/or family issues, which preclude them from full participation within a typical high school setting, may be considered for this program through a decision made by the IEP team.

**Social Cognitive/Behavioral Services:** This program service addresses social and personal behaviors that are adversely affecting student learning, and is determined/designated by the IEP.

**Workability I** is available to all special education students for work opportunities and vocational exploration.

**Speech/Language Services** which address identified communication challenges are available per students' IEPs.

# Spanish II

## Course Comparison Information Sheet

Spanish II	Spanish II Honors
<p><b><u>Considerations</u></b></p> <ul style="list-style-type: none"> <li>• Class is taught primarily in Spanish although English will be spoken at times</li> <li>• Students are expected to speak in Spanish when instructed by the teacher</li> <li>• Students are encouraged to speak in Spanish as much as possible and participate frequently</li> <li>• Same textbook and online resources are used in both levels</li> </ul>	<p><b><u>Considerations</u></b></p> <ul style="list-style-type: none"> <li>• Strongly recommended for students who plan to take Spanish IIIH</li> <li>• The pace of Spanish II honors is faster</li> <li>• The content/concepts are more in depth</li> <li>• Students will gain higher levels of fluency</li> <li>• Class is taught entirely in Spanish.</li> <li>• Students are expected to speak Spanish during class and participate frequently</li> <li>• Same textbook and online resources are used in both levels</li> </ul>
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Students are evaluated on the four major skills: reading, writing, speaking and listening in the three modes of communication</li> <li>• Emphasis is on what students can do with the language rather than how much they know about the language</li> <li>• Students have multiple opportunities to reach/demonstrate proficiency</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Students are evaluated on the four major skills: reading, writing, speaking and listening in the three modes of communication</li> <li>• Emphasis is on what students can do with the language rather than how much they know about the language</li> <li>• Students have multiple opportunities to reach/demonstrate proficiency</li> </ul>
<p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>• Approximately 15 - 30 minutes daily</li> <li>• May include: <ul style="list-style-type: none"> <li>Exercises from online textbook</li> <li>Writing activities</li> <li>Reviewing and studying</li> <li>Test preparation</li> <li>Projects</li> <li>Internet activities</li> </ul> </li> </ul>	<p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>• Approximately 15 – 30 minutes daily</li> <li>• May include: <ul style="list-style-type: none"> <li>Exercises from online textbook</li> <li>Writing activities</li> <li>Reviewing and studying</li> <li>Test preparation</li> <li>Reading articles online</li> <li>Internet activities</li> </ul> </li> </ul>

\*\* Consult your current teacher for recommendations regarding course selection.

# Spanish III

## Course Comparison Information Sheet

Spanish III	Spanish III Honors
<b><u>Considerations</u></b> <ul style="list-style-type: none"> <li>• Same text and online materials used in both levels</li> <li>• Class is taught entirely in Spanish</li> <li>• Students expected to speak only Spanish in class</li> <li>• Readings are taken primarily from text</li> </ul>	<b><u>Considerations</u></b> <b><u>In addition to the considerations from Spanish III, the following is also applicable:</u></b> <ul style="list-style-type: none"> <li>• In addition to text, readings are supplemented with outside sources</li> <li>• Level III Honors covers material at a faster pace and more in depth</li> <li>• More independent work and study is expected of Spanish III Honors students</li> <li>• Students will gain higher levels of fluency</li> <li>• This course will better prepare students for the AP course</li> </ul>
<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>• Students are assessed in reading, writing, speaking, and listening in the three modes of communication</li> <li>•</li> </ul>	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>• Students are assessed in reading, writing, speaking, and listening in the three modes of communication</li> <li>•</li> </ul>
<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• Approximately 15 – 30 minutes, 2-4 times per week</li> <li>• May include: <ul style="list-style-type: none"> <li>Exercises from online textbook</li> <li>Writing activities</li> <li>Reviewing and studying</li> <li>Test preparation</li> <li>Projects</li> <li>Internet activities</li> </ul> </li> </ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• Approximately 15 – 30 minutes daily, 2-4 times per week; strong organizational and study skills helpful</li> <li>• May include: <ul style="list-style-type: none"> <li>Exercises from online textbook</li> <li>Writing activities</li> <li>Reviewing and studying</li> <li>Test preparation</li> <li>Projects</li> <li>Internet activities</li> </ul> </li> </ul>

\*\* Consult your current teacher for recommendations regarding course selection.

# French III

## Course Comparison Information Sheet

French III	French III H
<p><b><u>Considerations</u></b></p> <ul style="list-style-type: none"> <li>• Same novel, text and workbook used in both levels</li> <li>• Class is taught entirely in French</li> <li>• Students expected to speak only French in class</li> <li>• Students may ask for permission to speak English in class in order to ask for clarification.</li> <li>• Readings are from text, newspaper articles, short stories, essays etc.</li> </ul>	<p><b><u>Considerations (same concepts-more depth/complexity)</u></b></p> <ul style="list-style-type: none"> <li>• Same novel, text and workbook used in both levels</li> <li>• Class is taught entirely in French</li> <li>• Students expected to speak French in class and participate frequently.</li> <li>• Readings are from text, newspaper articles, short stories, essays etc.</li> <li>• Written/Oral activities are more in-depth than in French III</li> <li>• More independent work and study is expected</li> </ul>
<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Written interpretive communication- Reading comprehension</li> <li>• Audio interpretive communication- Listening comprehension</li> <li>• Presentational writing- Explicit grammar and vocabulary + summaries, research papers</li> <li>• Presentational speaking- Live or recorded</li> <li>• Interpersonal writing – emails, letters, answers to questions</li> <li>• Interpersonal speaking (speaking French in-class + recorded/live conversations)</li> <li>• Work habits (same expectations)</li> </ul>	<p><b><u>Assessments (same with different rubric)</u></b></p> <ul style="list-style-type: none"> <li>• Written interpretive communication- Reading comprehension</li> <li>• Audio interpretive communication- Listening comprehension</li> <li>• Presentational writing- Explicit grammar and vocabulary + summaries, research papers</li> <li>• Presentational speaking- Live or recorded</li> <li>• Interpersonal writing – emails, letters, answers to questions</li> <li>• Interpersonal speaking (speaking French in-class + recorded/live conversations)</li> <li>• Work habits (same expectations)</li> </ul>
<p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>• Approximately 15 – 30 minutes, 3-4 times per week</li> <li>• May include: <ul style="list-style-type: none"> <li>Reading activities + strategies</li> <li>Exercises from workbook and/or text</li> <li>Writing activities</li> <li>Reviewing and studying</li> <li>Test preparation</li> <li>Projects</li> <li>Internet activities</li> </ul> </li> </ul>	<p><b><u>Homework (may be more in-depth)</u></b></p> <ul style="list-style-type: none"> <li>• Approximately 15 – 30 minutes, 3-4 times per week</li> <li>• May include: <ul style="list-style-type: none"> <li>Reading activities + strategies</li> <li>Exercises from workbook and/or text</li> <li>Writing activities</li> <li>Reviewing and studying</li> <li>Test preparation</li> <li>Projects</li> <li>Internet activities</li> </ul> </li> </ul>

# **COURSE DESCRIPTIONS – WORLD LANGUAGE**

## **AP CHINESE LANG/CULTURE FA5013**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

The AP Chinese Language and Culture course is an intensive course designed to provide students with a learning experience equivalent to that of a fourth-semester college course. In this course, students engage in an exploration of both contemporary and historical Chinese culture through a wide array of authentic sources while they further refine and expand their knowledge of the Chinese language in vocabulary, idiomatic expressions, grammatical structures, and written characters. Extensive speaking assignments on various topics, reading of authentic texts, and writing in different genres and registers are required. This course will be conducted primarily in Chinese. Students who enroll will also prepare to take the Advanced Placement Exam in Chinese Language and Culture.

## **AP FRENCH LANG/CULTURE FA1014**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

This is an advanced level language course that has been designed to help students refine and further develop their proficiency in French through authentic written and audio materials as well as to promote and improve higher-level thinking skills. This includes integration of the four language skills: reading, speaking, listening and writing. Students will need to integrate skills to either create oral presentations or write essays. The term integrated skills refers to the ability to integrate reading, listening and writing skills by interpreting and synthesizing information from two or three different sources to support and/or defend ideas presented in an essay or oral presentation. The course is conducted entirely in French. In addition, students will also learn about important contemporary and historical issues, significant works of literature and art, cultural aspects of francophone cultures, and everyday life. Students who enroll will also prepare to take the Advanced Placement Exam in French Language and Culture.

## **AP JAPANESE LANG/CULTURE FA4014**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

This is an advanced level language course that has been designed to help students refine and further develop their proficiency in Japanese through authentic written and audio materials as well as to promote and improve higher-level thinking skills. This includes integration of the four language skills: reading, speaking, listening and writing. Students will need to integrate skills to either create oral presentations or write essays. The term integrated skills refers to the ability to integrate reading, listening and writing skills by interpreting and synthesizing information from two or three different sources to support and/or defend ideas presented in an essay or oral presentation. The course is conducted entirely in Japanese. In addition, students will also learn about important contemporary and historical issues, significant works of literature and art, cultural aspects of the Japanese culture, and everyday life. Students who enroll will also prepare to take the Advanced Placement Exam in Japanese Language.

## **AP SPANISH LANG/CULTURE FA2015**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

This is an advanced level language course that has been designed to help students refine and further develop their proficiency in Spanish through authentic written and audio materials as well as to promote and improve higher-level thinking skills. This includes integration of the four language skills; reading, speaking, listening and writing. Students will need to integrate skills to either create oral presentations or write essays.

Continued next page

# **COURSE DESCRIPTIONS – WORLD LANGUAGE**

## AP Spanish Language continued

The term integrated skills refers to the ability to integrate reading, listening and writing by interpreting and synthesizing information from two or three different sources to support and/or defend ideas presented in an essay or oral presentation. In addition, students will also learn about important contemporary and historical issues, significant works of literature and art, cultural aspects of the Hispanic culture, and everyday life. The course is equivalent and/or comparable to a fifth and sixth semester college and university course that focuses on speaking and writing at an advanced level. Students who enroll will also prepare to take the Advanced Placement Exam in Spanish Language and culture.

## **AP SPANISH LIT/CULTURE**

**FA2017**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. All of the works included on the official AP Spanish Literature reading list are taught and read during the academic year. No abridged versions or films are used in place of text. This course prepares students for the Advanced Placement Spanish Literature and Culture Exam.

## **FRENCH I**

**FC1010**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is designed for students who have had little to no exposure to the French language or students who have had less than one year of high school French. The student is taught to understand, speak, read, and write the language, with emphasis on conversation and practical application. A working vocabulary is developed in context, as are the basic grammatical structures of the language. Students are introduced to culture and customs from various French-speaking regions and countries.

## **FRENCH II**

**FC1011**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had one year of high school French language study or two years of middle school French language study. This course continues the work of the first year in all four language skills: speaking, listening, reading and writing. In addition, students continue to develop their understanding of culture and customs from various French-speaking regions and countries.

## **FRENCH III**

**FC1012**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had two years of high school French language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from various French-speaking regions and countries.

# **COURSE DESCRIPTIONS – WORLD LANGUAGE**

## **FRENCH III HONORS**

**FB1013**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

This course is designed for students who have had two years of high school French language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from various French-speaking regions and countries. Students may be exposed to some additional concepts, and/or some concepts may be taught more in depth than French III.

## **FRENCH V HONORS**

**FB1016**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

In French V H, students continue to refine their speaking, writing, reading and listening skills. Students read and interpret selected French novels and texts, discuss contemporary issues, study and discuss the history and culture of the French-speaking world. Students get the opportunity to study culture and civilization via various French films. The grade for this course is weighted for both UC and high school credit.

## **JAPANESE I**

**FC4010**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is designed for students who have had no or little Japanese language study. The student is taught to understand, speak, read, and write the language, with an emphasis on conversation and practical application. A working vocabulary is developed in context, as are the basic grammatical structures of the language. In addition to listening and oral drills, there are readings and written grammatical exercises. Students are introduced to culture and customs extensively through skits, music, videos, food, and magazines.

## **JAPANESE II**

**FC4011**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is a continuation of Japanese I, further developing the four skills of speaking, listening, reading, and writing. The goal of the second year is to give students a working knowledge of Japanese in both formal and informal settings. Contemporary topics, vocabulary, and culture are stressed. A variety of activities, including skits, projects, food days, and videos are included to enhance students' understanding of life in Japan and their use of the language.

# **COURSE DESCRIPTIONS – WORLD LANGUAGE**

## **JAPANESE III**

**FC4012**

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is a continuation of Japanese II, further developing the four skills of speaking, listening, reading, writing. At this level the class is conducted in Japanese and students are expected to speak only in the target language in class. Students will gain a deeper understanding of grammatical structures, as it is the main focus. Grade complexity in the students' written work and spoken expression is developed with original and spontaneous self-expression being emphasized. A variety of activities, including skits, projects, food days, and videos are included to enhance students' understanding.

## **JAPANESE III H**

**FB4010**

Grades 9-12	Y	Credits – 10
Foreign Language Pending Pending	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

This course is a continuation of Japanese II. It moves along with Japanese III, but Honors students will be required to learn all concepts at a deeper level. Weekly quizzes in kanji, vocabulary, and grammar, while demonstrating spontaneous oral and written expression about a variety of topics, are added in this course. In addition to extended reading lengths, topic comprehension assessments occur regularly. This course will prepare students for AP Japanese.

## **JAPANESE IV**

**FC4013**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is a continuation of Japanese III, further developing the four skills of speaking, listening, reading, and writing in both formal and informal forms. In addition, honorific and humble forms are introduced. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will have begun to emphasize vocabulary building through the study of situation oriented materials that stress communicative competence. Intensive practice in speaking, listening, reading, and writing will be conducted. This is not an Advanced Placement Course.

## **MANDARIN/CHINESE I**

**FC5010**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Mandarin/Chinese I is designed to provide the basic communicative skills in Mandarin, Chinese culture and history. The student is required to develop a basic mastery of the four language skills: speaking, listening, reading, and writing. The students will learn Hanyu pinyin, radicals, word usages, sentence patterns, basic dialogues and short sentences in real life situations. The course also presents an introduction to the culture/history of the Mandarin/Chinese-speaking world. The students are able to use formulaic language to engage in conversations and appropriate responses in a culturally authentic way. This course is for beginning students or non-native speakers only.



# **COURSE DESCRIPTIONS – WORLD LANGUAGE**

## **MANDARIN/CHINESE II**

**FC5011**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

In this course the students will continue to develop a mastery of the four language skills – speaking, listening, reading, and writing. They will further develop their oral skills, their knowledge of Chinese culture/history, and the skills needed to interact positively with members of the culture. They will become more confident in using the vocabulary studied, becoming more skillful in the conversational use of sentence patterns structures. They will develop needed skills in reading for content and begin to acquire basic skills in composition simultaneously. They will demonstrate an understanding of the general meaning, key ideas, and some details in authentic texts.

## **MANDARIN/CHINESE III**

**FC5012**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

Mandarin/Chinese III is designed to bring the students to a level where they are able to articulate clearly most survival needs and many social demands. They are able to show increased spontaneity in speaking. The students have fair control of basic grammar, including the tense forms when communicating. They will create more sophisticated sentence structures in both formal and informal situations. The students will be able to describe, narrate, explain information, exchange personal opinions and statements in various topics beyond survival needs. Writing will include basic essays, reports, summaries, and translations. They will demonstrate an understanding of the main idea and key details in authentic texts.

## **MANDARIN/CHINESE IV**

**FC5013**

## **MANDARIN/CHINESE IV H**

**FC5014**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP/H	Level	

Mandarin/Chinese IV is designed to enable the students to participate extensively in the life of the Chinese society. The students should be able to maneuver most social situations and casual conversations regarding current events. They will be able to discuss, compare and contrast, support or persuade an opinion in various topics. Grammar and writing skills will be reviewed and refined in the context of cultural studies, which will include the study of Chinese literature, art, music and customs. They will demonstrate an understanding of the main idea and details in authentic texts. They are able to use extended paragraphs to produce formal communications related to the external environment.

## **SPANISH I**

**FC2010**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is designed for students who have had little to no exposure to the Spanish language or students who have had less than one year of high school Spanish. The student learns to understand, speak, read, and write basic Spanish, with an emphasis on conversation and practical application. A working vocabulary is developed in context, as are the basic grammatical structures of the language. Students are introduced to culture and customs from the various hispanic cultures.

# **COURSE DESCRIPTIONS – WORLD LANGUAGE**

## **SPANISH II**

**FC2011**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had one year of high school Spanish language study or two years of middle school Spanish language study. This course continues the work of the first year in all for language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures.

## **SPANISH II HONORS**

**FB2012**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

This course is designed for students who have had one year of high school Spanish language study or two years of middle school Spanish language study. This course continues the work of the first year in all for language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures. This course moves at a faster pace and goes more in depth than Spanish II.

## **SPANISH III**

**FB2013**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had two years of high school Spanish language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures.

## **SPANISH III HONORS**

**FB2014**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

This course is designed for students who have had two years of high school Spanish language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures. This course moves at a faster pace and goes more in depth than Spanish III.

# **COURSE DESCRIPTIONS – WORLD LANGUAGE**

## **SPANISH III H for SPANISH SPEAKERS FB2111**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

The Spanish III H for Spanish Speakers course provides continuing language instruction for students who have developed proficiency in Spanish (mainly but not exclusively) because it is their first language or is spoken extensively in the home. The course utilizes a language arts approach comparable to that of English courses offered to English-speaking students. It develops all language skills, emphasizing critical reading and writing, as well as the acquisition of academic vocabulary. It provides themes that are aligned with the AP Language and Culture course as well as objectives that are aligned with the Common Core Standards. This course is designed to benefit students of various backgrounds who possess an intermediate level of the language: 1) students born in the U.S. who speak and read Spanish at home, 2) students born in Spanish-speaking countries who have had formal education in Spanish, 3) students born in Spanish-speaking countries whose educational experience has been limited to English, 4) students who have participated in a Spanish Immersion program in the United States.

## **SPANISH IV FC2015**

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This is an advanced level language course designed to help students refine and further develop their skills in Spanish. Students will be working to increase their Spanish vocabulary and improve their use of grammatical structures. Students discuss and write about issues and themes presented a variety of genres (literature, films, songs, etc.). The class is conducted in Spanish and students are expected to speak only Spanish in class. AP test preparation is not part of this class.

# COURSE DESCRIPTION

## FREESTYLE ACADEMY OF COMMUNICATION ARTS & TECHNOLOGY

<https://freestyleacademy.rocks>

### AMERICAN LITERATURE DC3010

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

In this college preparatory, UC-approved English course, students explore personal, social, and political topics through the study and composition of literature and visual art. From their experiences in English, students develop core project concepts and content that they translate in their Freestyle media classes. In addition to developing research and writing skills through persuasive speeches, research papers, expository essays, short stories (in prose and graphic novel forms), and poetry, students will also learn to become strong presenters, technological communicators, project managers, collaborative workers, and creative problem solvers.

More info at: <https://freestyleacademy.rocks/English>.

See **American Literature** under English department section for complete course description.

### AMERICAN LITERATURE HONORS DB3018

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
H	Level	

In this UC-approved, rigorous college preparatory course, students complete all of the core English 3 work while also engaging in deeper studies of novels, short stories, drama, poetry, and nonfiction works, analyzing literature in terms of theme, devices, and author's point of view. Students draw inferences, understand historical influence, and consider philosophical stance. They expand their vocabulary and listening and speaking skills within the context of literature. They demonstrate more advanced research techniques and an enhanced ability to write with an understanding of audience and purpose. Over the course of a year, they produce a variety of writings, including reading logs and journals, character studies, speeches, creative pieces, and compare and contrast, analytical, expository, narrative, reflective, persuasive, and research essays. Summer work is a requirement for enrollment.

More info at: <https://freestyleacademy.rocks/English>.

See **American Literature** under English department section for complete course description.

### ENGLISH 4 TC1030

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

*English 4* is a UC-approved, college-preparatory senior English class. In this course, students examine themes and questions relating to psychology and philosophy through a variety of literary fiction and nonfiction genres. Students develop expository, creative and reflective writing, critical reading and thinking, and public speaking skills as well as learning the fundamentals of English mechanics and grammar. In class discussions developing skills in Shared Inquiry will be an essential component of the class. Students will create an extended research paper and Senior project, as well as a formal presentation of their portfolio of their work to a panel of experts in a specific professional field related to their Freestyle work.

More info at: <https://freestyleacademy.rocks/English>.

### ENGLISH 4 HONORS TB1033

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
H	Level	

*English 4 Honors* is a UC-approved, college-preparatory senior English course option which offers students a more rigorous curriculum supplement to the core English 4 course required of all Freestyle seniors. Students examine in greater depth the themes and questions relating to psychology and philosophy through a variety of literary fiction and nonfiction genres. Through more extensive and challenging reading, writing, research, discussion, and presentation assignments, students develop more sophisticated expository, creative and reflective writing, critical reading and thinking, and public speaking skills as well as learning the fundamentals of English mechanics and grammar. In class discussions developing skills in Shared Inquiry will be an essential component of the class. Students electing the honors option will create a more extensive research paper relying on more scholarly sources, serving as the basis of a Senior project. They will also deliver a formal presentation of their portfolio of their work to a panel of experts in a specific professional field related to their Freestyle work.

More info at: <https://freestyleacademy.rocks/English>.

# **FREESTYLE ACADEMY - COURSE DESCRIPTION**

## **DIGITAL MEDIA I**

**TC1060**

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

This required course provides students a foundation to producing digital media for communicating ideas in various formats. Students produce photographic, illustrated, 3D and industrial art, short videos, short animations, voice and music productions. Students learn to feature their work on personal websites. Students use modern computer hardware, various studio recording equipment, and industry standard software applications such as Dreamweaver, Premiere Pro, Photoshop, Illustrator, InDesign, After Effects, Audition, Trapcode, ZapWorks, Reason, and Pro Tools. Students will also learn to use WordPress, HTML5 debugging and the use of Cascading Style Sheets (CSS3) for web production.

More info <https://freestyleacademy.rocks/Digital Media>.

## **DIGITAL MEDIA II**

**TC1063**

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
Digital Media I	Recommendations	
CP	Level	

This required course provides students a more advanced foundation to producing digital media for communicating ideas in various formats. Students produce photographic, illustrated, 3D and industrial art, short videos, short animations, voice and music productions. Students learn to feature their work on personal websites. Students use modern computer hardware, various studio recording equipment, and industry standard software applications such as Dreamweaver, Premiere Pro, Photoshop, Illustrator, InDesign, After Effects, Audition, Trapcode, ZapWorks, Reason, and Pro Tools. Students will also learn to use WordPress, HTML5 debugging and the use of Cascading Style Sheets (CSS3) for web production. Students in this class will develop deeper into previous applications and will also receive an introduction to JavaScript/jQuery.

More info <https://freestyleacademy.rocks/Digital Media>.

## **DESIGN I**

**TC1040**

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Design I, an elective course at Freestyle Academy, provides a foundation in the elements and principles of art and design via digital applications. Students create digital photography, illustrations, and graphic designs using various computer programs. Students learn to use digital DSLR cameras, lighting equipment, Cintiq interactive pen displays, iPads for art production. Software combine traditional art with digital art using Photoshop, Illustrator, InDesign, Painter Pro, and Zen Brush.

More info at <https://freestyleacademy.rocks/Design>.

## **DESIGN II**

**TC1043**

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
Design I	Recommendations	
CP	Level	

Design II, an elective course at Freestyle Academy, continues the exploration of the elements and principles of visual design in a series of longer term, larger scale, more technically demanding projects through a series of projects involving traditional and non-traditional photography as well as more advanced new media challenges. Students will also use Adobe Illustrator, InDesign and Photoshop for various projects but at a more advanced level. They learn more unconventional and cutting-edge techniques in photography and the various programs using alternative lighting, different exposure techniques, and shooting more challenging objects/subjects. In addition, students will focus on critical thinking by developing the concepts behind their work, delving further into symbolism and meaning through visual art.

More info at <https://freestyleacademy.rocks/Design>.

# **FREESTYLE ACADEMY - COURSE DESCRIPTION**

## **FILM PRODUCTION I**

**TC1050**

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Film Production I, an elective course at Freestyle Academy, offers experience in pre-production, production and post-production filmmaking techniques. Instruction in story development and film analysis, storyboarding, basic camera and audio operation, and editing and special effects. Students study film form, learning basic rules of continuity shooting and editing while collaborating to develop and complete short experimental, narrative, and documentary film projects using professional film tools and resources.

More info at: <https://freestyleacademy.rocks/Film>.

## **FILM PRODUCTION II**

**TC1053**

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
Film Production I	Recommendations	
CP	Level	

Film Production II, an elective course at Freestyle Academy, introduces students to advanced skills and techniques in all aspects of the filmmaking process, while also adding experiences in the roles of writer, director, and producer. New skills include screenwriting and character development, creation of shot lists and shooting schedules, advanced cinematography and lighting, and specialized special effects. Students collaborate on video essay, screenplays and narrative films, while also developing an independent project of their own design. Editing moves beyond the basics and includes the use of post-production special effects software. Second year projects demonstrate improved cinematic aesthetic, depth, and creativity.

More info at <https://freestyleacademy.rocks/Film>.

## **ANIMATION I**

**TC1070**

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Animation I, an elective course at Freestyle Academy, is designed to provide students with an opportunity to continue building up their portfolio of digital work by focusing on the further study and exploration of computer animation. Students will increase their knowledge of the process of animation from initial concept and storyboarding through final rendering by using animation software and studying both traditional (2D, stop-motion, frame-by-frame) and 3D digital animation techniques.

More info at <https://freestyleacademy.rocks/Animation>.

## **ANIMATION II**

**TC1073**

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Animation II, an elective course at Freestyle Academy, is designed to provide students with an opportunity to continue building up their portfolio of digital work by focusing on the further study and exploration of computer animation. Students will increase their knowledge of the process of animation from initial concept and storyboarding through final rendering by using animation software and studying both traditional (2D, stop-motion, frame-by-frame) and 3D digital animation techniques.

More info at <https://freestyleacademy.rocks/Animation>.

# **GLOSSARY OF TERMS AND PROGRAM ABBREVIATIONS**

Some of the words and terms used in this booklet or in the course selection and scheduling process may not be familiar to all students and parents. The following brief explanations may be helpful.

## **a-g Requirements**

This designation refers to a set of courses required for entrance into the University of California and/or California State University systems.

## **Academic Courses**

Academic courses prepare students to meet graduation requirements, seek immediate employment after high school, enter the military, or to further their education. As the name implies, the emphasis is on serious academic studies.

## **Advanced Placement (AP)**

Advanced Placement or AP, refers to college courses taught according to syllabi prescribed by the College Board Advanced Placement Program and/or courses designed to prepare students for College Board AP Tests. Successful performance on AP tests (a score of 3, 4, or 5 on a five-point scale) may lead to college credit and/or advanced placement in college courses. For further information on the policies for the granting of AP credit, consult the catalogs of specific colleges and universities or contact your high school counselor. Success in AP courses can be an important factor in admission to highly selective colleges and universities. For information on the weighting of AP course grades in the computation of grade point averages (GPA) and class standing, consult your counselor.

## **ASB – Associated Student Body - Student Govt.**

## **AVID–Advancement via Individual Determination**

This course is a support class for students who are underrepresented in higher education. It engages students in the writing process, inquiry method, and collaborative learning to improve critical thinking and communication skills.

## **College and Career Center**

The center assists students in preparing for career and college. Services offered include online resources; print material for career exploration, college choice, test preparation and financial aid; job postings; visits from college admissions representatives and more.

## **College Prep (CP)**-This designation is used for courses that meet the UC, CSU a-g requirements.

## **Elective Course**

Electives are courses that students choose to take. Students may be required to choose from a variety of electives in order to meet graduation or a-g or NCAA requirements.

## **ELL – English Language Learner** - Students who are learning English as a second language.

## **ELD – English Language Development** - English courses for students who are learning English as a second language.

## **Extracurricular Activities**

Extracurricular refers to student clubs and activities which meet outside of the regular school day and which are not part of specific courses within the traditional school curriculum.

## **FEP – Fluent English Proficient** - A designation for students whose native language is other than English, but who are proficient in English.

## **UC–University of California** <http://www.ucop.edu/>

## **CSU – California State University** <http://www.csumentor.edu>

**Honors Courses (H)**

Honors courses are those which are taught at a high school level but which, like AP courses, provide the greatest challenge and the best preparation for admission to and success at highly selective colleges. Honors classes are weighted on the MVHS diploma. Some honors classes are not weighted by UC/CSU.

**IEP**–**Individual Educational Plan** for students who qualify for Special Education.

**LEP** – **Limited English Proficient**

Instruction for students whose first language is other than English and who are eligible for placement in the English Language Development Program.

**Naviance** “**Family Connection**”

A web-based resource for college and career exploration. All MVHS students and their families have access to, and are encouraged to use this resource. Freshmen sign up every October.

**Required Course**

A required course is one that must be taken by all students to meet the minimum graduation requirements. Examples of required courses are U.S. History, Health, and Physical Education.

**RSP** – **Resource Specialist Program** - A less restrictive environment for Special Education students.

**SDC** – **Special Day Class** - For eligible Special Education students, who require intensive instruction.

**SDAIE**- **Specially designed academic instruction in English**

**SELPA** – **Special Education Local Plan Area**

The regional team responsible for providing Special Education services to students within a particular geographic region of Santa Clara County.

**Semester**

A semester is one-half of a school year and includes two of the four marking periods. The first semester begins in August and ends in December. The second semester begins in January and ends in June.

**SIS** - **Student Information System** – Parent Portal

Allows parents and students to access a wealth of information, including; attendance, course history, current progress report grades, and some current grades (depending upon teacher utilization). This can be found on MVHS website at **[www.mvla.net/mvhs/](http://www.mvla.net/mvhs/)** under **Parent Resources**.

**Tutorial Center/Study Center**

A place where students can go to get help with their studies. Both student and adult tutors are available through the center to help students in specific subject areas.

**Workability**

This grant-funded program assists high school special education students to gain skills and become successful in the workplace.