

# VISTA MURRIETA HIGH SCHOOL

## — 2023-24 —

# COURSE CATALOG

The VMHS Course Catalog is available on the  
Bronco website at: [www.vmhs.net](http://www.vmhs.net)



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**CLASS ~ Character, Leadership, Attitude, Scholarship, Service**



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## MISSION STATEMENT

The mission of Vista Murrieta High School is to establish and maintain an educational community which develops students into life-long learners who demonstrate strong *Character*, *Leadership* in daily actions, a positive *Attitude*, achievement in rigorous *Scholarship*, and consistent *Service* to others.

# C.L.A.S.S.

What does it mean to be a Vista Murrieta High School Bronco? It starts with the way we do business every day, in every classroom, in every school activity and the way we interact with each other—doing everything with “**CLASS**”.

## *Character*

### C = Character by...

- Treating others with respect and compassion
- Acting with personal and academic integrity
- Taking ownership of their learning
- Following school behavioral expectations
- Pursuing victory with honor

## *Leadership*

### L = Leadership by...

- Modeling positive behavior
- Contributing to a clean and orderly school environment
- Engaging in cooperative learning experiences
- Participating in extracurricular opportunities

## *Attitude*

### A = Attitude by...

- Displaying motivation for their learning
- Accepting rigorous challenges
- Contributing to a positive school culture
- Engaging in classroom activities
- Embracing the culture of continuing education

## *Scholarship*

### S = Scholarship by...

- Utilizing effective work habits
- Pursuing a high level of achievement
- Taking personal responsibility for academic performance
- Engaging in higher-level thinking skills
- Using technology to enhance their learning

## *Service*

### S = Service by...

- Contributing to the well-being of their community
- Assisting others in daily interactions
- Completing a four year service plan
- Participating in a variety of community service projects



# EQUITY IN EDUCATION

Vista Murrieta High School believes the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals.

Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, VMHS will proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

Our commitments include, but are not limited to:

- Enabling and encouraging students to enroll in, participate in, and successfully complete curricular and extracurricular courses, advanced college preparation programs, and other student activities.
- Building a positive school climate that promotes student engagement, safety, as well as academic and other supports for students.
- Utilizing curriculum and instructional materials that accurately reflect the diversity among student groups.
- Providing staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices.

Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators.

For the complete Board Policy on Equity, please refer to the Murrieta Valley Unified School District Website: BP 04515(a) EQUITY

For any concerns or questions regarding discrimination, Equity or Title IX, please contact:

Dale Velk

Director, Student Support

Murrieta Valley Unified School District

dvelk@murrieta.k12.ca.us

For any allegations under Section 504 of the Rehabilitation Act of 1973, please contact:

Howard Dimler

Executive Director, Student Support Services

Murrieta Valley Unified School District

hdimler@murrieta.k12.ca.us

## UNIFORM COMPLAINT PROCEDURE

When a student, parent/guardian or community member has a complaint alleging that a specification, policy, procedure or practice is discriminatory or wishes to file a formal complaint in another area of concern, the district and VMHS follows the uniform complaint code. Complaints are made in writing and submitted to the district office. All parties involved in the complaint shall be notified of the complaint. The usual procedure includes a meeting/hearing and notification of the decision is made to all. The complainant is also notified of his/her right to appeal the decision at the next level. Contact the Director of Student Support Services at 951-696-1600.

# COURSE F•A•Q•S•

**SCHEDULE CHANGE POLICY:** To support academic success, our goal is to have all students in appropriate classes as *quickly* as possible. ***Schedule will only be considered for the following criteria:***

1. An incomplete schedule
2. Course already completed
3. Scheduled into a duplicate class
4. Prerequisite not met (includes level changes based upon prior academic performance)
5. Movement of Early Release or Late Start period
6. Missing graduation requirement
7. Course level placement issue

**Fall semester requests for schedule changes will not be accepted after the 5<sup>th</sup> day of the semester** and must be submitted to the appropriate counselor on the **CLASS CHANGE REQUEST FORM**. Form must have a parent/guardian signature.

**Midyear requests for schedule changes will not be accepted after the 5<sup>th</sup> day of the semester** and must be submitted to the appropriate counselor on the **CLASS CHANGE REQUEST FORM**. Form must have a parent/guardian signature.

**Important Change in A-G Course Work Schedule Drops or Level Changes:**

**All students are expected to complete the A-G College and Career Readiness Path at VMHS.** If you are experiencing challenges in your coursework and are considering a schedule change, be advised the following steps must be taken to level change or drop an A-G course:

1. Meet with your counselor to:
  - a. Address accurate placement
  - b. Review Academic Indicators for Success
  - c. Review Gradebook Summary in particular class
  - d. Get Counselor Recommendations for next steps
2. Parent Teacher Conference
3. Possible Interventions: Attend **Broncotorials**, tutoring, math lab, writing lab, intervention, and mentoring
4. Assistant Principal approval for course change
5. Completion of A-G opt out form

**WITHDRAWAL FROM CLASS:** A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record. The student must continue to be enrolled in required courses for graduation and the required number of instructional minutes per day. **A student who drops a course after the first six weeks of the semester shall receive a W/F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.**

**REQUEST FOR TEACHER CHANGE:** At VMHS, we believe it is in the best interest of the student to work through any difficulties that may arise in the teacher-student relationship. We realize that the rigor of high school coursework places additional demands upon our students and that they may become frustrated or despondent regarding their classroom performance. When these situations present themselves, students and parents must schedule a meeting with the teacher of the class in question and counselor (if needed). If the problem has not been satisfactorily addressed after meeting with the teacher, please contact the appropriate counselor or Assistant Principal.

**Grading System:** Most courses at VMHS are taught on a semester basis and are worth five credits per class, per semester. Grades are computed on a four-point scale where:

A = 4 pts.      B = 3 pts.      C = 2pts.      D = 1 pt.      F = 0 pts.

The Advanced Placement use a five-point grading scale where:

A = 5 pts.      B = 4pts.      C = 3 pts.      D = 1 pt.      F = 0 pts.

Dual Enrollment: Please refer to the Dual Enrollment handbook available on the VMHS website at [www.vmhs.net](http://www.vmhs.net).

Six-week, twelve-week, and semester grades are available on the student and parent Aries Portal approximately one week after grades are submitted. Refer to the ABC Bell Schedule in the handbook for grading periods. Students without computer access can request a printed grade report in East or West Hall Guidance Offices. Weekly and daily progress report forms are available for students in the East and West Guidance Offices.



## VMHS Graduation Requirements

*\* with grade D or higher*

**Minimum Eligibility Requirements for Freshman University Admissions**  
( must complete all courses with grade C or higher )

California State University  
www.calstate.edu

University of California  
www.universityofcalifornia.edu

World History	1 year 10 credits	2 years U.S. History/World History/Government	2 years U.S. History/World History/Government
U.S. History	1 year 10 credits	" " "	" " "
Government/ Economics	1 year 10 credits	" " "	" " "
English	4 years 40 credits	4 years	4 years
Mathematics	3 years 30 credits	3 years including: Math I, Math II and Math III	3 years including: Math I, Math II and Math III <b>4 years math recommended</b>
Science	3 years 30 credits	1 year of lab science (including Biology and Chemistry or Physics) and 1 year of lab or non-lab science	2 years lab science including: Biology and Chemistry or Physics. <b>3 years recommended</b> Biology, Chemistry and Physics
World Language	1 year 10 credits	2 years of same language other than English	2 years of same language other than English <b>3 years recommended</b>
Visual/ Performing Arts	1 year 10 credits	<b>1 year of same UC/CSU approved Visual/Performing Art*</b> (must be completed in same academic year) *refer to UC/CSU A-G list	<b>1 year of same UC/CSU approved Visual/Performing Art*</b> (must be completed in same academic year) *refer to UC/CSU A-G list
Health Computers/ Careers	1 semester 1 semester 10 credits		
Electives	50 credits	1 Year UC/CSU approved Elective or can be any A-F course above minimum requirement	1 year UC/CSU approved Elective
Physical Education	2 years 20 credits		
<b>TOTAL</b>	<b>230 Credits</b>		

To see all UC/CSU approved courses, go to [www.ucop.edu/doorways](http://www.ucop.edu/doorways)

**VMHS students must complete 40 hours of community service before graduation.**

**Students must complete and receive a passing grade for the Junior Reflective Essay, and complete the Senior Exit Interview in order to receive a diploma. \*\*\*These may be waived or adjusted due to the pandemic.**

*\* Private and out of state colleges will vary in their entrance requirements.*

**UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY**  
**VMHS APPROVED PREPARATORY CLASSES**

The University of California and the California State University systems have established specific course requirements as part of the admissions criteria. To satisfy these requirements, you must complete a minimum of 15 year-long high school courses, which are also known as the “A-G” subjects. At least seven of the 15 year-long courses must be taken in your last 2 years of high school. The courses you take to fulfill the Subject Requirement must be certified by the University of California/California State University systems as meeting the requirement and must be included on your school’s UC-certified course list. The following courses meet the A-G requirements for admission to the University of California and California State Systems.

**(A) HISTORY/SOCIAL SCIENCE**

Modern World History  
(AP) World History  
(AP) Human Geography  
US History  
(AP) US History  
\*\*MSJC Dual Enrollment US History to 1877  
\*\*MSJC Dual Enrollment US History since 1865  
US Government  
(AP) Government/Politics  
\*\*MSJC Dual Enrollment Political Science

**(B) ENGLISH**

English I  
Advanced English I  
English I Intensive  
English II  
Advanced English II  
English II Intensive  
English IV  
English III Themes in American Literature  
Expository Reading and Writing-American Literature (11)  
CSU Exposition (12)  
(AP) English Language and Composition  
(AP) English Literature and Composition  
\*\*MSJC Dual Enrollment Freshman Composition 101  
\*\*MSJC Dual Enrollment Critical Thinking & Writing 103

**(C) MATHEMATICS May be used only for the ‘C’ requirement**

Math I  
Advanced Math I  
Math II  
Advanced Math II  
Math III  
Advanced Math III  
MRWC-Mathematical Reasoning w/Connections  
Calculus  
(AP) Calculus AB  
(AP) Calculus BC  
\*\*MSJC Dual Enrollment Pre-Calculus 110  
Probability and Statistics  
(AP) Statistics  
Advanced Algebra with Financial Applications  
\*\*MSJC Dual Enrollment College Algebra 105

**(D) LABORATORY SCIENCE**

CP Biology  
\*\*MSJC Dual Enrollment Heredity & Evolution  
Chemistry  
Accelerated Chemistry  
Anatomy and Physiology  
Advanced Biomedical Science  
Medical Biology  
Physics  
Principles of Engineering  
(AP) Biology  
(AP) Chemistry  
(AP) Physics  
(AP) Environmental Science  
(AP) Computer Science Principles

**(E) WORLD LANGUAGE**

Spanish I, II, III, IV  
Spanish for Spanish Speakers I (Year 1)  
Spanish for Spanish Speakers II (Year 2)  
(AP) Spanish Language  
(AP) Spanish Literature  
American Sign Language I, II, III, IV  
French I, II, III, IV

**(F) VISUAL AND PERFORMING ARTS Must complete 1 full year of the same visual/performing art course:**

Advanced Marching/Concert Band  
Advanced Jazz Band  
Choir I - Concert Choir  
Choir II - Treble Ensemble  
Choir III - Chamber Choir  
Jazz Choir  
(AP) Music Theory  
Wind Ensemble  
Drama I, II, III, IV  
Technical Theater  
Art I and Design  
Advanced Drawing and Painting (Art II)  
Studio Art (Art III)  
(AP) Studio Art  
Yearbook Design  
Ceramics I & II  
Beginning Guitar  
Graphic Design I, II, III  
Intro to Design (Engineering)  
Audio Technology  
Computer Programming/Video Game Design I  
Digital Film Production I, II  
Photography I & II  
Dance I & II  
Advanced Dance Choreography/Production

**(G) ELECTIVE COURSES All courses listed under A-F with the exception of notated \*Mathematics, \*Science, \*World Language or Visual/Performing Arts courses, plus the following courses:**

AVID 9-12  
Cinema as Literature  
Creative Writing  
Exploring the Criminal Justice System  
Marine Biology  
Intro to Design/Engineering  
Ethnic Studies  
Child Development  
Psychology  
(AP) Psychology  
\*\*MSJC Dual Enrollment Introduction to Psychology  
AP Macroeconomics  
AP Microeconomics  
Digital Film Production II (BNN)  
Digital Film Production III  
Yearbook Publication  
Economics  
Digital Electronics  
RCOE Audio Technology II  
Student Leadership  
Earth Science  
Environmental Science

# ***SPECIALTY COURSES***

## **ARE YOU LOOKING FOR SOMETHING TO CHANGE YOUR LIFE?**

*If you want to get involved in a campus activity that will make a difference, check out these courses!*

### **ADVANCED PEER LEADERSHIP (PLUS)**

Students in Advanced Peer Leadership are part of the PLUS (Peer Leaders Uniting Students) program and reach out to our campus and surrounding community through forums where students have the opportunity to explore the issues they are facing, including difficult ones such as peer pressure and discrimination. Through PLUS activities, students have a chance to build bridges and break down barriers between each other. The PLUS program is a critical part of our campus because it provides a unique opportunity for students to engage with and lead other students in fun activities as well as discussions where students get to talk about issues that impact their lives. Despite the importance of these issues, more often than not, students do not have a chance to address these in a traditional classroom setting, but in the PLUS class they do. See Mr. Dowden in WW28 or your counselor for more information. \*Interviews are needed and may be virtual this year.

### **AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)**

The AFJROTC program provides citizenship training and aerospace science and leadership education programs for grades 9 – 12. The course curriculum is based on the integration of five themes: aviation history, the physics of flight, space, careers, and leadership. Students receive physical education credit for two years and elective credit for two years for successful completion. There is no military obligation whatsoever for students enrolling in AFJROTC however, many college scholarships/academy opportunities exist for interested students. See Colonel Harrison in AF16 for more information.

### **AVID**

AVID (Advancement Via Individual Determination) is a yearlong program designed to increase school-wide learning and performance. As an elective course, AVID prepares students for entrance into four-year colleges by following a curriculum based on analytical writing, note-taking, organizational skills, study skills, college and career research, and test-taking strategies. Selection into the elective course consists of meeting program guidelines, completing the application process, and participating in a formal interview. See Mrs. Lane in EE12 for more information.

### **AVID TUTOR/ACADEMIC TUTOR**

AVID (Advancement Via Individual Determination) is a yearlong program designed to increase school-wide learning and performance. As an elective course, AVID prepares students for entrance into four-year colleges by following a curriculum based on analytical writing, note-taking, organizational skills, study skills, college and career research, and test-taking strategies. Selection into the elective course consists of meeting program guidelines, completing the application process, and participating in a formal interview. See Mrs. Lane in EE12 for more information.

### **LEADERSHIP & SENATE**

These courses are designed for students to learn about government, parliamentary procedure, service, and public relations in laboratory and practical school situations. Leadership students learn written and public speaking skills as well as conflict resolution and interpersonal skills. Emphasis is put on government and school procedures, elections, and running effective meetings. Students will learn service-learning skills such as presentation skills, community service, and citizenship in addition to business marketing, communications, and financial and accounting practices. While students meet in the classroom setting, the majority of practical learning situations are held outside the class and outside the regular school day. Students are required to maintain a 2.5 GPA while part of this program. See Mrs. Kush in P117 for more information \*interviews are needed.

## ***SPECIALTY COURSES*** continued

### **LINK CREW**

Link Crew is the freshmen leadership transition program. Junior and senior leaders are chosen to act as mentors for the freshmen class. Link Crew leaders are responsible for connecting freshmen to make their transition to high school truly successful and comfortable. Each leader is linked to approximately 10 freshmen for the entire year. The leaders are responsible for fulfilling their leader-initiated contacts. These contacts include monthly luncheons, phone calls, letters/congratulations, and face-to-face interactions. The other significant aspect is planning social events for just the freshmen class. Events include orientation, freshmen rally, luncheons, movie nights, and final review sessions. Students must have a 2.5 GPA to be part of Link Crew. Students must complete the application and interview process in order to be offered a position in Link Crew. See Mrs. Parsons in M114 for more information.

### **RENAISSANCE**

This is a school-wide, student-driven program designed to reward, recognize and reinforce academic images on campus. Through leadership training, Renaissance students design and implement rewards-based programs for students, teachers, and staff. Renaissance is a comprehensive change in attitude and an entirely new way of thinking that brings academic achievement to the forefront at school. It helps students experience the true joy of learning, recognizes our educators as dedicated and valued professionals, and increases the involvement of parents and businesses. Renaissance is a revival in the way students, staff, and communities perceive and approach education. It is a proven, viable solution to the scholastic challenge of making academics and academic achievement the primary focus. See Mrs. Lane in EE12 for more information. \*Interviews are needed.

### **YEARBOOK**

Want to be part of the group that takes the photographs, writes the text, designs, and creates the layouts, and chooses the pictures that are placed in the yearbook? Then you need to sign up for Yearbook class and join the Yearbook staff! Looking for a leadership position or a way to get involved? Get involved with everything that happens on campus by being a yearbook staff editor or photographer! See Mr. Bowen in E118 for more information. \*Interviews are needed.

### **BBC**

BBC (Bronco Bleacher Creatures) is a school-wide, student-driven program designed to maximize student participation and increase a positive school culture, climate, and school spirit. Through leadership training, students will learn public speaking skills as well as interpersonal and presentation skills as it relates to dealing with the school and community. Students will also engage in community service, in addition to business, marketing, communications, and financial and accounting practices. Through BBC activities students will support, recognize, and promote all athletics, arts, and student performances. See Ms. Terrazas in EE22 or Mr. Rucker in W120 for more information.

\*Interview needed.

**Get the signature(s) needed on your Course Selection Form and turn it in to your Counselor during pullouts.**



# VMHS CTE PATHWAYS

**P**repare your future by exploring careers and  
**A**cquire job specific skills through  
**T**echnical training  
**H**ands-on learning and participation in  
**W**ork-based learning activities. While obtaining  
**A**dvanced technical training and industry certification,  
**Y**ou can also receive college credit while in high school.  
**S**aving you time and money.

**Why Career and Technical Education (CTE)?** CTE gives high school students the chance to get a head start on preparing for college and careers. In CTE programs, students learn how core school subjects like Math, Science and Language Arts are applied in real-life. CTE students can participate in hands-on training and gain real-world experience through job shadows and internships. Many programs offer the opportunity to earn nationally recognized certifications and/or college credit which can be used to get a job that will help pay for college or start a career straight out of high school. Career and Technical Education (CTE) provides instruction in the technical skills and academic knowledge needed to prepare for life after high school such as a future employment and/or a successful transition to post-secondary education.

**For career readiness,** all students of MVUSD are expected to either be UC approved, A-G compliant (meeting minimum eligibility requirements for university admissions) OR complete a three- or four- course based on the selected CTE Pathway.

1. The year one class is a foundational course that gives students a basic understanding of the field they have chosen and prepare them for the more advanced courses they will take in the future.
2. The year two course is a concentrator course that focuses on specific concepts and skills that showcase the technical training requirements of the major fields of study.
3. The year three- and year four classes are capstone classes that dive into the more advanced training courses that will build on the knowledge and skills gained from the previous courses. Students can earn their status as a 3- or 4- year CTE completer from the previous courses while earning industry-specific certification, internships, work-based learning, and other job-shadowing opportunities.

## VMHS OFFERS CTE PATHWAYS IN 9 CAREER AREAS:

Audio Technology	Computer Science	Criminal Justice/Law Enforcement
Digital Film Production	Education	Engineering
Food, Beverage & Hospitality	Photography	Sports Medicine





# VMHS PATHWAYS



## ARTS, MEDIA & ENTERTAINMENT

Audio Technology  
Photography  
Video Production



## ENGINEERING & ARCHITECTURE

Engineering



## EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES

Education



## HEALTH SCIENCE AND MEDICAL TECHNOLOGY

Sports Medicine



## HOSPITALITY, TOURISM & RECREATION

Food and Beverage Production



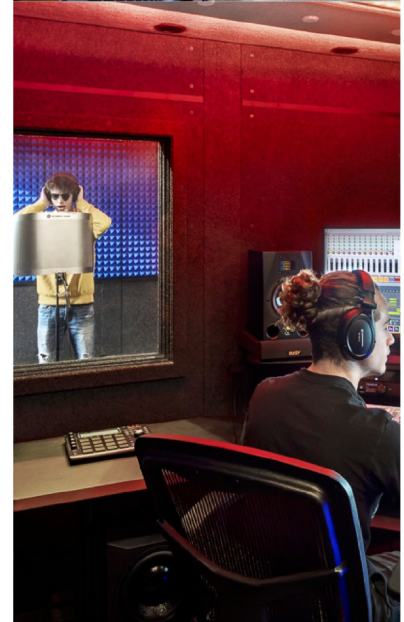
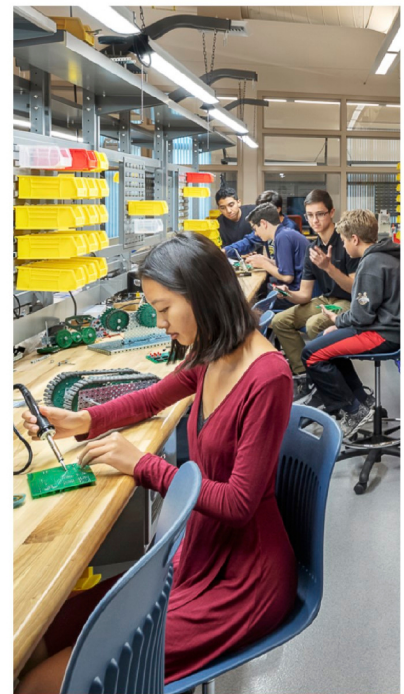
## INFORMATION & COMMUNICATION TECHNOLOGIES

Computer Science



## PUBLIC SERVICES

Law Enforcement





## CAREER TECHNICAL EDUCATION - COURSE TITLES AND SECTION NUMBERS



### ARTS MEDIA & ENTERTAINMENT SECTOR

Audio Technology 1 - Introductory #7938  
Audio Technology 2 - Concentrator #7947  
Audio Technology 3 - Capstone #7961



Photography 1 - Introductory #7800  
Photography 2 - Concentrator #7805  
Photography 3 - Capstone #7808



TV/Video ROP - Introductory #7902 RCOE  
Digital Film II - Concentrator #7969  
RCOE Digital Film III - Capstone #7762



### EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES SECTOR

Foundations of Education 1 - Introductory #5515  
Foundations of Education 2 - Concentrator #TBD  
Foundations of Education 3 - Capstone #TBD



### ENGINEERING & ARCHITECTURE SECTOR

Introduction to Design (Engineering) - Introductory #2445  
Principles to Engineering - Concentrator #2446  
Digital Electronics - Capstone #2448  
Engineering Design & Development - Capstone #2447



### HEALTH SCIENCE & MEDICAL TECH. SECTOR

RCOE Sports Medicine Fundamentals - Introductory #7921  
RCOE Kinesiology - Concentrator #7933  
Sports Medicine Clinical Practicum - Capstone #7959



### HOSPITALITY & TOURISM SECTOR

Foods & Nutrition - Introductory #5516  
Food & Beverage Production - Concentrator #5517  
Food Service & Hospitality - Capstone #5518



### INFORMATION & COMPUTER TECH. SECTOR

AP Computer Science - Introductory #7571  
Computer Programming - Concentrator #TBD  
Computer Science/Cybersecurity - Capstone #7573



### PUBLIC SERVICES SECTOR

Law Enforcement - Introductory #7931  
Forensic Science/CSI - Concentrator #7935  
Exploring Criminal Justice - Capstone #7960







## Food and Beverage Production

Foods & Nutrition - Introductory - #5516  
 Food & Beverage Production - Concentrator - #5517  
 Food Service & Hospitality - Capstone - #5518



## Law Enforcement

Law Enforcement - Concentrator - #7931  
 Forensic Science/CSI - Concentrator - #7935  
 Exploring Criminal Justice - Capstone - #7960



Vista Murrieta is proud to offer a great selection of Career & Technical Education Pathways. It is the mission of our CTE Program to develop students for a High Wage, High Demand, and High Skill jobs. Students have the opportunity to earn college credit and/or Industry Certification in several of the programs offered.

Prepare for your future by exploring careers and acquire job specific skills through:

- Technical training,
- Hands-on learning and participation in
- Work-based learning activities. While obtaining
- Advanced technical training
- You can receive college credit while in high school.

All programs of study will offer a complete 3 course sequence providing an Introductory Course, Concentrator Course, and Capstone Course. See your course catalogue for specific program descriptions and prerequisites or see your counselor or CTE Instructional Staff for additional information.

Congratulations on taking your first step toward your future careers.





## VISTA MURRIETA HIGH SCHOOL

**GRADE 9**

LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

SCHOOL CURRENTLY ATTENDING:

OTHER CONTACT #

**LIST OF COURSE REQUESTS FOR 2023-2024**I plan to attend: ☐ UC, ☐ CSU, ☐ private college, ☐ community college, ☐ vocational school or seek employment.

You will need to select 7 classes. The order of classes is assigned randomly.

Period requests are not accepted. Course conflicts are common.

**YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!****(B) ENGLISH**

English I #1001

Adv English I #1021

Teacher Signature:

**(C) MATH**Transitional Math #2214  
(counselor/admin approval only)

Math I #2212

Adv Math I #2213

Adv Math II #2217

Teacher Signature:

**(D) SCIENCE**

Biology #3025

Medical Biology #3550

**(E) WORLD LANGUAGE**

Spanish I #4100

Spanish for Spanish  
Speakers I #4150  
(counselor/admin approval  
only)Spanish II #4110  
(counselor/admin approval  
only)

French I #4200

ASL I #4050

**(F) VISUAL PERFORMING ARTS (VPA)**

Art/Design I #6000

Ceramics I #6060

Graphic Design I  
#6040Photography I  
#7800

Digital Film I #7902

Comp. Prog. Game  
Design I #7553

Audio Tech #7938

Intro to Design  
#2445  
(Engineering)Dance I #7220  
(must also take PE9)Tech Theatre  
#6565Choir I - Concert  
Choir #7151

Drama #6500

Wind Ensemble  
(Band) #7193Adv Marching Band  
#7200**REQUIRED**  
Select one

PE 9 #2700

AFJROTC #7965

**REQUIRED**  
You will take one course each semester  
that will be randomly assigned.

Health #8075

Computer/Careers #7560

**OTHER**AP Human Geography #1918  
(Prerequisite: completion of Advanced Language Arts 8 with  
an A and counselor signature required.)AP Computer Science #7571  
(Counselor signature required)**If you want to take AP Human Geography #1918 or AP Computer Science #7571,  
you must drop one of these classes: ☐ VPA or ☐ World Language (select one)**

Counselor Signature:

**Choose two (2) alternate courses. In the event that your choice of World Language or Visual and Performing Arts (VPA) courses are not available, your alternate(s) will replace those choices.**World Language  
Alternate #1

VPA Alternate #1

World Language  
Alternate #2

VPA Alternate #2

Parent/Guardian Signature:

**VISTA MURRIETA HIGH SCHOOL****GRADE 10**

LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

**LIST OF COURSE REQUESTS FOR 2023-2024**

OTHER CONTACT #

COUNSELOR

I plan to attend: ☐ UC, ☐ CSU, ☐ private college, ☐ community college, ☐ vocational school or seek employment.

You must select 7 classes. The order of classes is assigned randomly.

Period requests are not accepted. Course conflicts are common.

**YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!****(A) SOCIAL SCIENCE**

Modern World History #1501

AP World History #1503

AP Human Geography #1918

Teacher Signature:

**(B) ENGLISH**

English II #1002

Adv. English II #1022

Teacher Signature:

**(C) MATH**

Math I #2212

Math II #2216

DE Math 105 #2465 /  
DE Math 110 #2466  
(Must take both)

Adv Math II #2217

Adv Math III #2219

Teacher Signature:

**(D) SCIENCE**

Earth Science #3500

Chemistry #3525

AP Env. Sci. #3101  
(Co-enrollment in chemistry &  
Math II or higher)

Teacher Signature:

**(E) WORLD LANGUAGE**

Spanish I #4100

Spanish II #4110

Spanish III #4120

\*Spanish IV #4125  
(B or better in Spanish III or  
Spanish for Spanish  
Speaker II)\*AP Spanish Language  
#4130  
(Prerequisite: B or better in  
Spanish III, IV or Spanish for  
Spanish Speakers II)\*Spanish for Spanish  
Speaker II #4160

ASL I #4050

ASL II #4060

French I #4200

French II #4210

\*with teacher/department  
approval

Teacher Signature:

**2<sup>nd</sup> Year P.E. or JROTC**(See course catalog. 2<sup>nd</sup> year is required. List choices, below, in order of preference.)1<sup>st</sup>2<sup>nd</sup>3<sup>rd</sup>**ELECTIVE or CTE Pathway Option**

(See course catalog)

1<sup>st</sup>2<sup>nd</sup>3<sup>rd</sup>**Choose four (4) alternate courses. Your alternates may replace any course(s) that present a conflict in your schedule.**

Alternate #1

Alternate #3

Alternate #2

Alternate #4

**VISTA MURRIETA HIGH SCHOOL****GRADE 11**

LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

**LIST OF COURSE REQUESTS FOR 2023-2024**

OTHER CONTACT #

COUNSELOR

I plan to attend: ☐ UC, ☐ CSU, ☐ private college, ☐ community college, ☐ vocational school or seek employment.

You will need to select 6-7 classes. The order of classes is assigned randomly.

Period requests are not accepted. Course conflicts are common.

**YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!****(A) SOCIAL SCIENCE**

US History #1600

AP US History #1601

DE US History 111 #1505 /  
DE US History 112 #1515  
**Online**  
(Must take both)DE US History 111 #1501A /  
DE US History 112 #1501B  
**In-person**  
(Must take both)**Teacher Signature:****(B) ENGLISH**

English III #1018

Expo Reading/Writ Amer. Lit #1028

AP English Lang &amp; Comp #1005

**Teacher Signature:****(C) MATH**

Math II #2216

Math III #2218

Adv Math III #2219

AP Calculus AB #2400

DE Math 105 College Algebra #2465 /  
DE Math 110 Pre-Calculus #2466  
(Must take both)**Teacher Signature:****(D) SCIENCE**

Chemistry #3525

AP Chemistry #3528

AP Environmental  
Science #3101Anatomy & Physiology  
#3040DE Bio Human Heredity  
& Evolution #3024  
(Semester)

AP Biology #3031

Environmental Science  
#3100

Marine Biology #3010

AP Physics #3531

Physics #3530

**Teacher Signature:****(E) WORLD LANGUAGE**

Spanish II #4110

Spanish III #4120

Spanish IV #4125  
(B or better in Spanish III or  
Spanish for Spanish  
Speaker II)\*AP Spanish Language  
#4130

\*AP Spanish Lit #4133

Spanish for Spanish  
Speakers II #4160

\*Based on previous grades &amp; teacher approval

ASL II #4060

ASL III #4070

French II #4210

French III #4220

**Teacher Signature:****ELECTIVE**

(See Course Catalog)

AND/OR

**CTE Pathway Option**

(See Course Catalog)

**Choose four (4) alternate courses. Your alternates may replace any course(s) that present a conflict in your schedule.**

Alternate #1

Alternate #1

Alternate #2

Alternate #2



# VISTA MURRIETA HIGH SCHOOL



## GRADE 12

LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

### LIST OF COURSE REQUESTS FOR 2023-2024

OTHER CONTACT #

COUNSELOR

I plan to attend: ☐ UC, ☐ CSU, ☐ private college, ☐ community college, ☐ vocational school or seek employment.

**SENIORS** – Prepare yourself for college and enroll in: Math, Science, World Language & Visual or Performing Arts electives. You must have a minimum of 5 classes (not including Dual Enrollment)

The order of classes is assigned randomly. Period requests are not accepted. Course conflicts are common.

**YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!**

#### (A) SOCIAL SCIENCE

Gov #1700 / Econ #1702  
(You will take one each semester  
that will be randomly assigned.)

AP Government #1701

DE Political Science 101 #1703  
(One semester)

AP Macroeconomics #1705

AP Microeconomics #1712

Teacher Signature:

#### (B) ENGLISH

English IV #1082

CSU Expo Writing #1033

AP English Lit &amp; Comp #1008

DE English 101 Freshman Comp #1080  
(One semester)

DE English 103 Critical Thinking #1081  
(One semester. Must pass AP Lang with a 3 or better on  
AP exam.)

Teacher Signature:

#### (C) MATH

Math III #2218

MRWC #2355 (Math IV)

Prob &amp; Stats #2415

Calculus #2390

AP Statistics #2410

Algebra with Financial Applications  
#2215

AP Calculus BC #2405

AP Calculus AB #2400

College Math 90 #2475

DE Math 105 College Algebra #2465 /  
DE Math 110 College Pre-Cal #2466  
(Must take both)

Teacher Signature:

#### (D) SCIENCE

Marine Biology #3010

Earth Science #3500

Environmental Science  
#3100

Physics #3530

Anatomy & Physiology  
#3040

Adv Biomedical  
Science #3555

AP Biology #3031

AP Chemistry #3528

AP Enviro Science  
#3103

AP Physics #3531

DE Bio 134 Human  
Heredity & Evolution  
#3024  
(One semester)

Teacher Signature:

#### ELECTIVE

(See course catalog)

**REMINDER:** Seniors must have 7 classes listed. If you plan to TA or have early release/late start, please indicate that here.

**Choose four (4) alternate courses. Your alternates may replace any course(s) that present a conflict in your schedule.**

Alternate #1

Alternate #3

Alternate #2

Alternate #4

# SOCIAL SCIENCE – Area A

## MODERN WORLD HISTORY

*Course #1501*

*Grade Level: 10*

*Length: Year*

*Prerequisite: None*

This course meets UC/CSU (A) and District graduation requirements for social science credit. Students will demonstrate their understanding, assimilation, and utilization of the historical knowledge, opinions, conclusions, and techniques gained through a range of directed, cooperative and inquiry approaches. The students will examine major turning points in the shaping of the modern world. Students will be introduced to current world issues and the growing interdependence of people and cultures throughout the world.

## ADVANCED PLACEMENT WORLD HISTORY

*Course #1503*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Approval of Instructor*

This course meets UC/CSU (A) and District graduation requirements for social science credit. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 1200 CE to the present. Students will apply historical critical thinking skills. There are five themes within AP World History: the environment, cultures, state-building, economic systems, and social structures that provide areas of historical inquiry for investigation throughout this course. AP World History encompasses the history of the five geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Students attempting to receive college credit for Advanced Placement are required to pass the College Board exam with a three or higher which validates coursework. This exam is not a requirement. Student fees are allowable for Advanced Placement examinations for the possibility of college credit, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who.

## MODERN WORLD HISTORY ESSENTIALS

*Course #8152*

*Grade Level: 10*

*Length:*

*Year Prerequisite: IEP Team Placement*

This course meets District graduation requirements for social science credit and is categorized as a Specialized Academic Instruction (SAI) course. During this course, students will demonstrate their understanding, assimilation, and application of the historical knowledge, opinions, conclusions, and techniques gained through a range of directed, cooperative, and inquiry approaches taught through specialized curriculum. The students will examine major turning points in the shaping of the modern world. Students will be introduced to current world issues and the growing interdependence of people and cultures throughout the world.

## ADVANCED PLACEMENT HUMAN GEOGRAPHY

*Course #1918*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets UC/CSU (A) and District graduation requirements for social science or elective credit. It also meets the requirement for World History credit. AP Human Geography is a yearlong course that focuses on the distribution, processes, and effect of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. Student will be able to: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; characterize and analyze changing interconnections among places. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.



# SOCIAL SCIENCE – Area A (continued)

## U.S. HISTORY

*Course #1600*

*Grade Level: 11*

*Length: Year*

*Prerequisite: None*

This course meets UC/CSU (A) and District history requirements. Students will demonstrate their understanding, assimilation, and utilization of the historical knowledge, opinion, conclusions, and techniques gained through a range of directed, cooperative, and inquiry approaches. The students will examine major turning points in the shaping of twentieth century America.

## ADVANCED PLACEMENT U.S. HISTORY

*Course #1601*

*Grade Level: 11*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets UC/CSU (A) and District history requirements. Advanced Placement U.S. History is designed to be a survey course of American History. Students will demonstrate their understanding, assimilation, and utilization of the historical knowledge, opinions, conclusions, and techniques gained through a range of directed, cooperative, and inquiry approaches. The students will examine and master major turning points in the shaping of American history from 1608 - present. A heavy emphasis will be placed on timed essay writing. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## MSJC DUAL ENROLLMENT

### HISTORY 111 US HISTORY TO 1877

*Course #1505*

*Grade Level: 11-12*

*Length: Semester*

History 111 is the first course in a two-course sequence. Students must take both History 111 and 112 to meet District and State graduation requirements. A survey course that explores political, social, economic, and intellectual developments in the United States from colonization and settlement through the Civil War and Reconstruction. With successful completion, students will receive three (3) units of college credit. The course is UC/CSU transferable, meets Area 4 on IGETC, Area D6 on CSU-GE, and satisfies US History, and American Ideals graduation requirement through the CSU system.

## MSJC DUAL ENROLLMENT

### HISTORY 112 US HISTORY SINCE 1865

*Course #1515*

*Grade Level: 11-12*

*Length: Semester*

History 112 is the second course in a two-course sequence. Students must take both History 111 and 112 to meet District and State graduation requirements. History 112 is a survey course that explores political, social, economic, and intellectual developments in the United States from the end of the Civil War to the current period. With successful completion, students will receive three (3) units of college credit.

## U.S. HISTORY ESSENTIALS

*Course #8153*

*Grade Level: 11*

*Length: Year*

*Prerequisite: IEP Team Placement*

This course meets District graduation requirements for social science credit and is categorized as a Specialized Academic Instruction (SAI) course. During this course, students will demonstrate their understanding, assimilation and application of the historical knowledge, opinion, conclusions, and techniques gained through a range of directed, cooperative and inquiry approaches taught through specialized curriculum. The students will examine major turning points in the shaping of twentieth century America.

## U.S. GOVERNMENT

*Course #1700*

*Grade Level: 12*

*Length: Semester*

*Prerequisite: None*

This course meets UC/CSU (A) and District history requirements. Students will analyze the historical significance of the U.S. Constitution and how this document continues to be relevant today. Legislative, executive, and judiciary branches of government will be closely examined. The use of primary source documents is an integral part of this course. This course will help prepare students for their many responsibilities as a United States Citizen.

# SOCIAL SCIENCE – Area A (continued)

## ADVANCED PLACEMENT U.S. GOVERNMENT

*Course #1701*

*Grade Level: 12*

This course meets UC/CSU (A) and District history requirements. This course gives an analytical perspective of government and politics in the U.S. and involves the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute the reality of U.S. politics. This course encompasses the study of general concepts used to interpret the key political relationships found in virtually all national politics. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ECONOMICS

*Course #1702*

*Grade Level: 12*

*Length: Semester*

*Prerequisite: None*

This course meets UC/CSU (G) elective and District graduation requirements. Students will compare government and economic systems in the world today. Fundamental economic, business, and historical concepts will be blended to assist in the understanding of operations and institutions of economic systems. Basic economic principles of micro/macroeconomics and international economics will be examined. In addition, students develop an understanding of how government and economics affect businesses.

## ADVANCED PLACEMENT MACROECONOMICS

*Course #1705*

*Grade Level: 12*

*Length: Year*

*Prerequisite: A grade of C or higher in Math III*

This course meets UC/CSU (G) and District history requirements. This course provides students with a thorough understanding of macroeconomics that applies to economic systems as a whole, emphasizing the study of national income and price determination. This course develops a student's familiarity with economic performance measures, economic growth, and international economics. This is a graph-intensive course and requires a basic understanding of how to read graphs and charts. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT MICROECONOMICS

*Course #1712*

*Grade Level: 12*

*Length: Year*

*Prerequisite: A grade of B or better in Math III*

This course meets UC/CSU (G) credit. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. It will cover both microeconomic and macroeconomic theory. This Microeconomics course is a more advanced class than A.P. Macroeconomics, and at the end of the year students will be able to take both the Micro and Macro AP exam. Students with a strong math background are encouraged to take this class. Also, anyone who has taken A.P. Macroeconomics may take this class. This class will fulfill both the Economics and Government graduation requirement.

## MSJC DUAL ENROLLMENT

### POLITICAL SCIENCE 101 INTRO TO AMERICAN GOVERNMENT & POLITICS

*Course #1703*

*Grade Level: 12*

*Length: Semester Transfers to both UC/CSU*

This course is an introduction to the politics, principles, theories and practices of the governments of the United States and California. This course will fulfill your high school Gov/Econ requirement.

## CLIMB SOCIAL SCIENCE FOR LIFE SKILLS

*Course #8220*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: IEP Placement*

Students cover social science topics geared at personal interests, life skills, and individual academic, social and behavior needs. Curriculum will include Unique Learning Systems and Social Studies course materials as well as supplemental notes, projects and hands-on activities. Topics covered will include basic understanding of high school topics as well as prerequisite topics. Class may be repeated for credit.

# ENGLISH – Area B

## All English courses are aligned with the California English content standards.

### ENGLISH INTENSIVE

Course #1051

Grade Level: 9

Length: Year

*Prerequisite: Placement based on assessment results and teacher and counselor recommendations*

This course meets UC/CSU (B) and District requirements for English credit. It offers students scoring below proficient on California standardized tests individualized support in reading and writing. Using a technology-based reading inventory assessment, students are assigned a level at which their computer lessons and individual novel reading requirements are based. Class activities include silent reading, paragraph and essay composition, whole and small group instruction and interactive computer reading program work. The goal of this course is to raise students' literacy to grade level and prepare them for CP English II the following year.

### ENGLISH I

Course #1001

Grade Level: 9

Length: Year

*Prerequisite: None*

This course meets UC/CSU (b) and MVUSD graduation requirements for English. The objectives of English I are to learn to: (1) read fiction and non-fiction to infer, analyze and demonstrate ideas using citation from a text; (2) write and speak with a command of standard English conventions; (3) acquire and use accurately a range of general academic vocabulary; (4) write informative, argumentative and narrative texts using sources; (5) present information on a variety of subjects using supporting evidence, and (6) read and comprehend literature and informational texts of increasing complexity.

### ADVANCED ENGLISH I

Course #1021

Grade Level: 9

Length: Year

*Prerequisite: Placement based on assessment results, current English grade, and teacher recommendation.*

This course meets UC/CSU (b) and MVUSD graduation requirements for English. In addition to the curriculum supplied in English I, the advanced course helps students focus on independent, in-depth reading of challenging informational text, and challenging classical,

multicultural, and contemporary literary works with more emphasis on higher-level thinking skills. Advanced students are expected to read and write extensively, and to work at a more accelerated pace than a non-advanced course.

### ENGLISH I BASIC

Course #

Grade Level: 9

Length: Year

*Prerequisite: None*

This course is designed to provide instruction in basic language skills and integrates reading, writing, speaking, and listening while emphasizing individual student progress. Course content depends on the student's abilities entering the course. Instruction may include vocabulary building, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills.

### ENGLISH II

Course #1002

Grade Level: 10

Length: Year

*Prerequisite: Successful completion of English I*

This course meets UC/CSU (b) and MVUSD graduation requirements for English. It provides students, through their experiences in reading, writing, listening, and speaking, with the skills necessary to become informed and responsible citizens, productive and effective members of the workforce, and individuals dedicated to lifelong learning. The class focuses on developing skills in creating composition and analyzing literature. Students will demonstrate reading, writing, speaking, and listening skills using a wide variety of genres (fiction and nonfiction) and activities like Socratic seminars and oral presentations. Students will be introduced to a substantial amount of ongoing writing practice through journals, essays, creative writing, research-based writing, and extensive formal papers. The course is structured around the reading of classical and contemporary works of literature and nonfiction texts. Assessments will include performance-based assessments, conventional assessments (including standardized tests), and published products.



# ENGLISH – Area B (continued)

## ADVANCED ENGLISH II

*Course #1022*

*Grade Level:10*

*Length: Year*

*Prerequisite: Placement based on assessment results, current English grade, and teacher recommendation.*

This course meets UC/CSU (B) and District graduation requirements for English. In addition to the curriculum supplied in English II, this advanced course helps students focus on independent, in-depth reading of challenging classical, multicultural, and contemporary literary works with more emphasis on higher level thinking skills. Advanced students are expected to read and write extensively, and to work at a more accelerated pace than a non-advanced course. Additionally, this advanced course prepares students for advanced/accelerated classes in 11th grade.

## ENGLISH II BASIC

*Course #802*

*Grade Level: 10*

*Length: Year*

*Prerequisite: Placement is approved through IEP*

This course meets District English requirements. It gives students, through experiences in reading, writing, listening, and speaking, the skills necessary to become informed and responsible citizens, productive members of the work force and individuals dedicated to lifelong learning. In conjunction with the philosophy of the READ 180 program, this class focuses not only on developing skills in creating composition and analyzing literature, but also offers students who score below proficient on California standardized tests support in reading and writing. Using a technology-based reading inventory assessment students are assigned a level at which their computer lessons and individual novel reading requirements are based. Class activities include silent reading, paragraph and essay composition, whole and small group instruction and interactive computer reading program work. Furthermore, students will demonstrate skills using a variety of genres (poetry, drama, short stories, novels, and biographies). Students will be introduced to writing practice through dialectical journals, annotations, essays, creative writing, and a mini-research paper. Assessments include performance-based assessments, conventional assessments, and standardized tests. The goal of the course is to raise students' literacy to grade level and prepare them for CP English the following year.

## ENGLISH III

*Course #1018*

*Grade Level:11*

*Length: Year*

*Prerequisite: Successful completion of English II or Adv. English II*

This course meets the UC/CSU (B) and District graduation requirements. This course is designed to continue literacy and language development and to engage students in reading both literature and informational texts. Readings will include essays, memoirs, letters, speeches, short stories, novels, drama and poetry from various time periods and cultures, with an emphasis on American literature. The course will focus on the analysis, interpretation, evaluation, composition, and presentation of texts through reading, writing, and speaking and listening techniques. Students will develop skills to write effective narrative, argumentative, and informative/expository compositions. Students will also learn and apply rhetorical analysis. This course includes preparation for college entrance exams. **\*Course has mature content.**

## EXPOSITORY READING & WRITING AMERICAN LITERATURE (11)

*Course #1028*

*Grade Level:11*

*Length: Year*

*Prerequisite: Students must receive a 'B' or better in Sophomore English or be an AVID Participant.*

This course meets UC/CSU (B) and District graduation requirements for English. This course will prepare 11th grade students for college level work by requiring them to read extensively from challenging literature and non-fiction texts across the disciplines and to write analytically and critically about what they have read. Students will develop the skills to produce academic and analytical essays based upon expository readings. They will learn the features of the various rhetorical modes: description, illustration, comparison and contrast, analogy, definition, process analysis, argument and persuasion and casual analysis. They will use rhetorical strategies developed by the CSU system to support their explorations of non-fiction text. This learning will expand their repertoire for writing. A variety of essays will provide models for the rhetorical modes. Also included in the curriculum are full-length works from classical and contemporary American literature, including *The Crucible*, *Fahrenheit 451*, *The Catcher in the Rye*, *The Great Gatsby*, et al.

# ENGLISH – Area B (continued)

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Course # 1005

Grade Level: 11

Length: Year

*Prerequisite: Placement for juniors is determined by the student's previous English course performance (semester grades of B+ or higher are strongly recommended).*

*Additionally, a summer writing research assignment is due on the first day of class.*

This course meets UC/CSU (B) and District graduation requirements for English. It is a one-year course consisting of analysis and writing at the collegiate level. The majority of emphasis will be on the four modes of discourse (narration, description, exposition, and argumentation), and the majority of essays will focus on rhetorical analysis, argument, and synthesis.

Approximately 25-28 essays/papers are written throughout the course, all of them focused on a topic or prompt, all of them being graded on the essay's adherence to the topic/prompt, the essay's insightfulness, and the overall coherence and organization of the essay. Although fiction will be read, there is a large emphasis on non-fiction as well, the analysis of both occurring through a social, political (and sometimes economic) lens. Ultimately, the contents of this course will prepare the students for the AP Exam in May. 55% of the AP Exam's grade is derived from three timed essays and 45% of the AP Exam's grade is multiple choice questions. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students that do not take the AP Exam will be ineligible to receive college credit for the course. **Summer Assignment MUST be completed.**

## ENGLISH III BASIC

Course #8120

Grade Level: 11

Length: Year

*Prerequisite: Placement is approved through IEP*

This course meets and District English requirements. It gives students, through experiences in reading, writing, listening and speaking, the skills necessary to become informed and responsible citizens, productive members of the work force and individuals dedicated to lifelong learning. Class activities include silent reading, paragraph and essay composition, whole and small group instruction and interactive computer reading program work. Furthermore, students will demonstrate skills using a variety of genres (poetry, drama, short stories, novels and biographies). Students will be introduced to writing practice through dialectical journals,

annotations, essays, creative writing, and a mini-research paper. Assessments include performance-based assessments, conventional assessments, and standardized tests. The goal of the course is to raise students' literacy to grade level and prepare them for CP English the following year.

## ENGLISH IV

Course # 1082

Grade Level: 12

Length: Year

*Prerequisite: Three years of successful high school college preparatory English and/or counselor approval.*

This course meets UC/CSU (B) and District graduation requirements for English credit. This course is designed to continue literacy and language development and to engage students in reading both fiction and nonfiction texts. Readings will include essays, memoirs, letters, speeches, short stories, novels, drama and poetry from various time periods and cultures. The course will focus on the analysis, interpretation, evaluation, composition, and presentation of texts through reading, writing and speaking and listening techniques. Students will develop skills to write effective informational/explanatory and argument compositions. Students will also learn and apply rhetorical analysis.

## CSU EXPOSITORY WRITING

Course # 1033

Grade Level: 12

Length: Year

*Prerequisite: Successful completions of Expository 11, Themes in Am. Literature or AP Language and Composition.*

This course meets UC/CSU (B) and District graduation requirements for English credit. Expository Reading and Writing 12 will prepare twelfth grade students for college level work by requiring them to read extensively from challenging essays across the disciplines and to write analytically and critically about what they have read. Students will develop the skills to produce a variety of essays using rhetorical strategies based upon expository readings. They will learn the features of the various rhetorical modes: narration, description, illustration, comparison and contrast, definition, process analysis, argument and persuasion, and causal analysis. Also included in the curriculum may be (but not limited to) full-length works from classical and contemporary literature, such as, *Hamlet*, *Into the Wild*, 1984, *Frankenstein*, and *Candide*. At the completion of this year long senior class students should be prepared to meet the intellectual demands of the university.

# ENGLISH – AreaB (continued)

## ADVANCED PLACEMENT LITERATURE & COMPOSITION

Course #1008

Grade Level: 12

Length: Year

*Prerequisite: Placement determined by the student's previous English course performance (semester grades of B+ or higher are strongly recommended)*

This course meets UC/CSU (B) and District graduation requirements for English. It is a one-year course consisting of literary analysis and writing at the collegiate level. **There is NO summer assignment.** It is a one-year course for seniors who have demonstrated excellent academic competence in previous English courses. This course is an intensive study of various fictional genres, focusing on reading both poetry and prose, and on demonstrating literary analysis through composition. Students will interact with the literature by using collaborative techniques, visual and written interpretations, and sustained discussion groups. Students will also study works individually, analyzing diction, syntax, characters, themes, and author's purpose. Students will consider structure, meaning, and value of the work and its relationship to the times in which it was written as well as the relationship to contemporary times. Students who do not take the AP Exam will be ineligible to earn college credit for the course. **There is NO summer assignment.**

## MSJC DUAL ENROLLMENT

### ENGL 101 FRESHMAN COMPOSITION

Course #1080

Grade Level: 12

Length: Semester

*Prerequisite: MSJC Matriculation*

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to sources analytically, conduct academic-level research, and incorporate those sources into research papers. *Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.*

## MSJC DUAL ENROLLMENT

### ENGL 103 CRITICAL THINKING & WRITING

Course #1081

Grade Level :12

Length: Semester

*Prerequisite: ENGL-101 with a grade C or better*

This course meets UC/CSU (B) and District English requirements. Students will receive three (3) units of college credit. The course provides continuing practice in the analytical writing begun in English 101.

This course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts (literature and/or non-fiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required. *Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.*

## ENGLISH IV BASIC

Course# 8121

Grade Level:12

Length: Year

*Prerequisite: Placement is approved through IEP*

Designed to support students with learning disabilities, this class will utilize the core curriculum for 12<sup>th</sup>-grade English Literature and supplementary materials including reading, writing, and analyzing of short stories, novels, and poetry. Students will continue to work on written expression in the form of multi-paragraph papers and writing as a process, including research.



# ENGLISH – AreaB (continued)

## ENGLISH ESSENTIALS

*English 9 Essentials Course #8150*

*English 10 Essentials Course # 8171*

*English 11 Essentials Course # 8172*

*English 12 Essentials Course # 8173*

*Grade Level: 9-12*

*Prerequisite: IEP Team Placement*

This course gives students experiences in reading, writing, listening, and speaking to build the skills necessary to become informed and responsible citizens, productive members of the workforce, and individuals dedicated to lifelong learning. In conjunction with the philosophy of the READ 180 program, this class focuses not only on developing skills in creating composition and analyzing literature but also offers students who score below proficient on California standardized tests support in reading and writing. Using a technology-based reading inventory assessment students are assigned a level at which their computer lessons and individual novel reading requirements are based. Class activities include silent reading, paragraph, and essay composition, whole and small group instruction, and interactive computer reading program work. Furthermore, students will demonstrate skills using a variety of genres (poetry, drama, short stories, novels, and biographies). Students will be introduced to writing practice through dialectical journals, annotations, essays, creative writing, and a mini-research paper. Assessments include performance-based assessments, conventional assessments, and standardized tests. The goal of the course is to raise students' literacy to grade level and prepare them for CP English the following year.

## ENGLISH ESSENTIALS 1

*Course #8230*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: IEP Team Placement*

In this course, we will use the lessons from Unique Learning Systems (ULS) on n2y.com. With meaningful, age-respectful, and developmentally appropriate lessons, ULS helps students develop a love of reading, covering all the vital pillars of reading instruction, and the production and distribution of writing. Lessons provide consistent access to state ELA extended standards in various modified formats.

## ENGLISH ESSENTIALS 2

*Course #8230*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: IEP Team Placement*

In this course, we will use the lessons from Unique Learning Systems (ULS) on n2y.com. Lessons provide consistent access to state ELA extended standards in various modified formats. Students will focus on vital pillars of reading instruction, the production, editing, and distribution of writing as well as giving oral reports.

# MATH – Area C

## All Mathematics courses are aligned with the California Mathematics Common Core Standards

### MATH I

Course #2212

Grade Level: 9-10

Length: Year

*Prerequisite: By placement (C or better in Math 8, teacher recommendation, and/or District assessment results)*

This course meets UC/CSU (C) and district requirements for math credit. The critical areas of this course are: Relations and Functions, Linear Equations and Inequalities, Systems of Equations and Inequalities, Polynomial Expressions, Exponential Functions, Geometric Properties and Congruence, and Probability and Statistics. In addition, students will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

### ADVANCED MATH I

Course #2213

Grade Level: 9-10

Length: Year

*Prerequisite: By placement*

*(A in Math 8, B or better in Adv. Math 8, teacher recommendation, and/or District assessment results)*

This course meets UC/CSU (C) and district requirements for math credit. The critical areas of this course are: Relations and Functions, Linear Equations and Inequalities, Systems of Equations and Inequalities, Polynomial Expressions, Exponential Functions, Geometric Properties and Congruence, with an emphasis on geometric proofs. In addition, students will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems. This course, along with Adv. Math II and Adv. Math III, will provide the depth and scope of math instruction that will prepare students for Advanced Placement (AP) math course(s).

### TRANSITIONAL MATH

Course #2214

Grade Level: 9

Length: Year

*Prerequisite: By Counselor or Admin placement only*

Students will be solving equations and inequalities, linear equations, linear functions, systems of linear equations and inequalities, as well as working with exponents. This course is designed to work through the first half of the concepts in the Integrated Math 1 course while also reinforcing foundational skills. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems. This course is designed to reinforce foundational skills and preview concepts necessary for success in Math I.

### MATH 1A BASIC

Course #8126

Grade Level: 10-11

Length: Year

*Prerequisite: Transitional Math, Transitional Math Basic, and/or determined at IEP meeting.*

Math 1A Basic is the first half of the Integrated Math 1 course in a specialized academic instruction setting. Students will be solving equations and inequalities, linear equations, linear functions, systems of linear equations and inequalities, as well as working with exponents and exponential functions. This course is designed to work through the first half of the concepts in the Integrated Math 1 course while also reinforcing foundational skills. Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, algebraically, and will make verbal connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.



# MATH – Area C (continued)

## MATH 1B BASIC

Course #8127

Grade Level: 11-12

Length: Year

*Prerequisite: IEP Team Placement*

Math 1B Basic is open to all diploma bound students with an IEP, who have passed Math 1A Basic. This course meets/completes the state and district Algebra 1/Math 1 requirement for graduation. The purpose of Math 1B Basic is to continue to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Math 1B Basic will extend the mathematics students learned in Math 1A Basic and begin the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Probability and Statistics. The critical topics of this course are: Relations and Functions, Linear Equations and Inequalities, Systems of Equations and Inequalities, Arithmetic and Geometric Sequences, Polynomial Expressions, Exponential Functions, Geometric Properties and Congruence, and Modeling Data. Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, algebraically, and to make verbal connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

## MATH II

Course #2216

Grade Level: 9-10

Length: Year

*Prerequisite: By placement (C or better in Math I, teacher recommendation, and/or District assessment results)*

This course meets UC/CSU (C) and district requirements for math credit. The purpose of Math II is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Math II will extend the mathematics students learned in earlier grades and apply concepts in Number and quantity, Algebra, Functions, Modeling., Geometry, and Probability and Statistics. The critical topics of this course are: Linear, Quadratic, Exponential and Trigonometric Functions, Geometric Properties of Congruence, Similarity, Right Triangles and Trigonometry, Circles and Volume, Probability, and Modeling Data. Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, student will solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics and strategically use technology to analyze and solve real-world problems.

## ADVANCED MATH II

Course #2217

Grade Level: 9-10

Length: Year

*Prerequisite: By placement (B or better in Advanced Math I, teacher recommendation, and/or district assessment fluency in mathematics)*

This course meets UC/CSU (C) and district requirements for math credit. The purpose of Advanced Math II is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural.

# MATH – Area C (continued)

## **MATH III**

*Course #2218*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: By placement*

*(C or better in Math II, teacher recommendation and/or district assessment results)*

This course meets UC/CSU (C) and district requirements for math credit. The purpose of Math III is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Math III will extend the mathematics students learned in earlier grades and apply concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, Probability and Statistics. The critical topics of this course are: Inverse Functions, Logarithmic, Polynomial, Rational and Radical Functions, Modeling with Geometry and Functions, Trigonometric Functions, Statistics. Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real world problems.

## **ADVANCED MATH III**

*Course #2219*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: By placement*

*(B or better in Advanced Math II, teacher recommendation and/or district assessment results)*

This course meets UC/CSU (C) and district requirements for math credit. The purpose of Advanced Math III is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. This course, along with Advanced Math I and Advanced Math II, will provide the depth and scope of math instruction that will prepare students to take an Advanced Placement (AP) math class. Advanced Math III will extend the mathematics students earned in earlier grades and apply concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, Probability and Statistics, as well as Complex Numbers and Trigonometric Functions. The critical topics of this course are: Inverse Functions, Logarithmic, Polynomial, Rational and Radical Functions,

Modeling with Geometry and Functions, Trigonometric Functions, Statistics, and Complex Numbers and Trigonometric Functions (Pre-Calculus standards). Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

## **MATHEMATICAL REASONING WITH CONNECTIONS (MRWC) MATH IV**

*Course #2355*

*Grade Level: 12*

*Length: Year*

*Prerequisite: Grade of C or better in Math III or Advanced Math III or must score 2 or higher on CAASPP with "C" in Math III*

This course meets UC/CSU (C) and District math requirements. The MRWC is designed as a 4th year mathematics course following Math I-III that will provide a bridge into multiple college and career options, including STEM, CTE, and non-technical pathways. Students successfully completing MRWC will have acquired content skills and attitudes towards learning that will be expected in entry-level college mathematics.

## **CALCULUS**

*Course #2390*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: By placement only*

This course meets UC/CSU (C) and District math requirements. This is an introductory course in Calculus. This course includes the study of limits of functions, analysis of graphs, continuity of functions, derivatives of functions, applications of derivatives, indefinite and definite integrals, techniques of anti-differentiation, the Fundamental Theorem of Calculus, and applications of integrals.

# MATH – Area C (continued)

## ADVANCED PLACEMENT CALCULUS AB

Course #2400

Grade Level: 11-12

Prerequisite: By placement only

This course meets UC/CSU (C) and District math requirements. This course includes the study of limits, continuity, differentiation, applications of differentiation, integration, and applications of integrations. Definitions and theorems are rigorously explored and used to solve problems that require the use of these concepts. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT CALCULUS BC

Course #2405

Grade Level: 11-12

Length: Year

Prerequisite: By placement only

This course meets UC/CSU (C) and District math requirements. This course includes the study of the derivative and integral to include analysis of plane curves given in parametric, polar and vector form; solving differential equations, including separable differential equations, logistic differential equations, and Euler's method; integration by parts and using simple partial fractions; finding the length of a plane curve including curves given parametric form; the concept of series including types of series and convergence tests; Taylor series including polynomial approximation, power series, interval of convergence, and Lagrange error for Taylor polynomials. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## MSJC DUAL ENROLLMENT

### MATH 110 PRE-CALCULUS

Course #2466

Grade Level: 10-12

Length: Semester

Prerequisite: MATH 105 grade of C or better

This course meets UC/CSU (C) and District math requirements. Students will receive four (4) units of college credit. A course designed for the student who is planning to take calculus. Topics covered in depth will include: functions, graphs of polynomial and rational functions, trigonometric functions, theory of equations and inequalities, sequences and series and conic sections. Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.

## PROBABILITY & STATISTICS

Course #2415

Grade Level: 12

Length: Year

Prerequisite: Grade of C or better in Math III or Advanced Math III and/or Teacher Recommendation

This course meets UC/CSU (C) and District math requirements and is an approved UC/CSU 4th year math course. This course is an introduction to statistics that emphasizes working with data and statistical ideas. Students will learn the usefulness of data analysis and will be able to examine data in order to make formal and informal inferences. This course will emphasize the importance of hands-on experience with data and statistical ideas in order to create a better understanding of the unique world we live in. A statistical calculator or technology apps will be required.

## ADVANCED PLACEMENT STATISTICS

Course #2410

Grade Level: 12

Length: Year

Prerequisite: Grade of B or better in Math III or Advanced Math III.

*\*Grade 11 students enrolling in this course must be concurrently enrolled in Pre-Calculus or higher.*

This course meets UC/CSU (C) and District math requirements. This course is designed to provide students with an extensive and advanced study of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The AP Statistics course is built around four main concepts: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. A major research project and preparation for the AP exam is required. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.



# MATH – Area C (continued)

## COLLEGE MATH 90 - ELEMENTARY ALGEBRA

*Course #2475*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Three years of Math; appropriate assessment score and counselor or teacher recommendation.*

This course receives district math credit but is not a CSU/UC-approved Math course. This foundational community college course prepares students for Math 96 (Intermediate Algebra) but does not count as a dual enrollment course. This course is designed for students that assess at the “not college-ready” level in the area of Math. Students will solve linear equations, systems of linear equations, equations involving algebraic fractions, and quadratic equations by factoring and utilizing the Quadratic Formula. These skills will be applied to set up and solve application problems. Other topics include how to graph lines, perform arithmetic with both polynomial and rational expressions, and how to graph lines, perform arithmetic with both polynomial and rational expressions, and how to factor polynomial.

## ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

*Course #2215*

*Grade Level: 12*

*Length: Year*

*Prerequisite: Completion of Math II with a Grade of C” or better*

This course meets UC/CSU (C) Algebra II/Math III requirement. Advanced Algebra with Financial Applications (AAFA) provides students mathematical tools to become financially literate and responsible. Students will apply advanced mathematics to analyze and solve real-world problems in investments, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement. Field projects, computer spreadsheets, and graphing calculators are key components of this course. The interrelated instructional approach provides students with analytical understanding of fundamental business and finance issues while providing an engaging context to master the foundational Algebra II concepts. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

## MSJC DUAL ENROLLMENT

### MATH 105 COLLEGE ALGEBRA

*Course #2465*

*Grade Level: 10-12*

*Length: Semester*

*Prerequisite: teacher recommendation.*

This course meets UC/CSU (C) and District math requirements. Students will receive four (4) units of college credit. As the traditional transfer course in the algebra sequence, Math 105 covers graphing of polynomials, rational and transcendental functions, and conic sections, solving polynomial, rational, exponential, and logarithmic equations, solving systems of linear equations utilizing determinants, function theory including notation, combination, and composition as well as existence and formulation of inverses, sequences, and the Binomial Theorem. Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.

## TRANSITIONAL MATH BASIC

*Course #8100*

*Grade Level: 9-10*

*Length: Year*

*Prerequisite: Individualized Education Plan team meeting*

This course is designed to reinforce foundational skills and concepts necessary for transition and success in Math I. Students study real numbers, expressions and equations, congruency and similarity of figures, functions and linear relationships, the Pythagorean theorem, perimeter, area, and volume of shapes. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

# MATH – Area C (continued)

## MATH 1A BASIC

Course #8126

Grades 9-11

*Prerequisite: IEP Team Placement*

Math 1A Basic is the first half of the Integrated Math 1 course in a specialized academic instruction setting. Students will be solving equations and inequalities, linear equations, linear functions, systems of linear equations and inequalities, as well as working with exponents and exponential functions. This course is designed to work through the first half of the concepts in the Integrated Math 1 course while also reinforcing foundational skills. Extensive use of models (or real-world situations), manipulatives, graphs, and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, algebraically, and will make verbal connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

## MATH ESSENTIALS I

Course #8151

Grade 9-10

Length: Year

*Prerequisite: Individualized Education Plan team meeting*

This course meets district certificate of completion requirements for math credit and is categorized as a Specialized Academic Instruction (SAI) course. During this course, students will demonstrate their understanding of number sense through studying integers, combining like terms, place value, and one-step equations. This course is designed to reinforce foundational skills and concepts necessary to transfer to Transitional Math Basic.

## MATH ESSENTIALS II

Course #8122

Grade 11-12

Length: Year

*Prerequisite: Individualized Education Plan team meeting*

This course meets district certificate of completion requirements for math credit and is categorized as a Specialized Academic Instruction (SAI) course. During this course, students will demonstrate their understanding of practical math applications by studying money, measurement, and other real-life math concepts. This course is designed to reinforce foundational skills and concepts necessary to transfer to the Adult Transition Program.

## CLIMB MATH ESSENTIALS 1

Course #8200

Grade Level: 9-12

Length: Year

*Prerequisite: IEP Team Placement*

Using the Unique Learning Systems curriculum students access remedial activities such as math word problems covering the four basic mathematical operations (addition, subtraction, multiplication, and division), time, and money. Students will also have exposure to modified activities on grade-level topics such as geometry and algebra as well as life skills.

## CLIMB MATH ESSENTIALS II

Course #8200

Grade Level: 9-12

Length: Year

*Prerequisite: IEP Team Placement*

Using the Unique Learning Systems curriculum students complete modified activities on grade-level topics such as geometry and algebra. Students also access remedial activities such as math word problems covering the four basic mathematical operations (addition, subtraction, multiplication, and division), time, and money.

# SCIENCE – Area D

## All core Science courses are aligned to the California

### Science Content Standards

#### **COLLEGE PREPARATORY BIOLOGY (CP Biology)**

*Course #3025*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This course meets UC/CSU (D) laboratory and District life science graduation requirement. This course is designed to prepare the college-bound student for the rigors that they will encounter as they enter college science courses and satisfies the laboratory science requirement for entrance into most colleges. The emphasis of study will be on biological concepts and processes as they apply to various biological systems. Students will gain experience in the use of various scientific instruments, tools, and measuring devices as well as the proper techniques in their use. A minimum of 20% of class time will be spent on laboratory experiences. This course is in compliance with the Next Generation Science Standards and the scope and sequence this entails.

#### **MEDICAL BIOLOGY**

*Course #3550*

*Grade Level: 9*

*Length: Year*

*Prerequisite: Grade C or Better in Math I or Adv. Math I*

This course meets UC/CSU (D) laboratory and District life science graduation requirement. This course is designed to prepare the college-bound student for the rigors they will encounter as they enter college science courses and satisfies the laboratory science requirement for entrance into most colleges. The emphasis of study will be on human biological concepts and processes as they apply to various biological systems. This class differs from Biology in that there is an emphasis on human biological processes with lab activities based on medical-related subject matter such as disease processes, cellular metabolism, and medical laboratory testing. Students will gain experience in the use of various scientific instruments, tools, and measuring devices as well as the proper techniques for use. A minimum of 35% of class time will be spent on laboratory experiences.

#### **ADVANCED PLACEMENT BIOLOGY**

*Course #3031*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade B or better in Biology and Chemistry with teacher or Department Chair approval*

This course meets UC/CSU (D) laboratory science and District graduation requirements for science or elective credit. AP Biology is a rigorous course designed to be the equivalent of a college introductory Biology course usually taken by Biology majors as college freshman. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

#### **BIOLOGY ESSENTIALS**

*Course: #8156*

*Grade: 9*

*Length: Year*

*Prerequisite: Individualized Education Plan team meeting*

This course meets graduation requirements for science credit and is categorized as a Specialized Academic Instruction (SAI) course. During this course, students will demonstrate their understanding of biological concepts and processes as they apply to various biological systems. Students will gain experience in the use of various scientific instruments, tools, and measuring devices as well as the proper techniques in their use.

#### **EARTH SCIENCE**

*Course #3500*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: By placement*

This course meets District physical science graduation requirements. This course meets UC/CSU (G) requirements for elective credit. This course is designed to allow students to examine the Earth's dynamic geochemical processes as well as exploring Earth's relationship to the solar system and beyond. Students will learn topics such as geology, oceanography, climatology, and astronomy from a dynamic perspective which focuses on the processes that have and continue to shape our Earth. In addition to our broader perspective, students will learn about California's fascinating geologic history.



## SCIENCE – Area D (continued)

### EARTH SCIENCE ESSENTIALS

*Course #8111*

*Grade Level: 10*

*Length: Year*

*Prerequisite: IEP Team Placement*

This course meets graduation requirements for science credit and is categorized as a Specialized Academic Instruction (SAI) course. During this course, students will demonstrate their understanding of biological concepts and processes as they apply to various biological systems. Students will examine the Earth's dynamic geochemical processes as well as explore Earth's relationship to the solar system and beyond. Students will gain knowledge on topics such as geology, oceanography, climatology, and astronomy from a dynamic perspective which focuses on the processes that have a continued to shape our Earth.

### CHEMISTRY

*Course #3525*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade of C or better in CP Biology and concurrent enrollment in Math II*

This course meets UC/CSU (D) laboratory and District physical science graduation requirements. This course deals with the quantitative and qualitative study of elements, atomic structure, compounds, and molecules in the Earth's system. Students will study the basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, and equilibrium. Students will also practice thinking and writing critically while using evidence from data and graphs to support their claims. A minimum of 20% of class time will be spent on laboratory experiences.

### ACCELERATED CHEMISTRY

*Course #2608*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade B or better in CP Biology and B or better in Math II (or concurrent enrollment in Math II)*

This course meets UC/CSU (D) laboratory and MVUSD district physical science graduation requirement. Accelerated Chemistry is a fast-paced course with quantitative and qualitative study of atoms, compounds, and molecules. The study of chemistry will consist of chemical reactions, physical changes, stoichiometry, thermochemistry, chemical kinetics, acid-base reactions, and chemical equilibrium. Students will be challenged to think critically, analyze in depth, and solve chemistry problems mathematically. This course will provide a

strong foundation for students taking AP Chemistry, AP Biology, AP Physics, and AP Environmental Science in the future. A minimum of 25% of course will be spent on laboratory experiments.

### ADVANCED PLACEMENT CHEMISTRY

*Course #3528*

*Grade Level: 11-12 Length: Year*

*Prerequisite: Grade B or better in Biology and Chemistry, successful completion of Math III and teacher approval*

This course meets UC/CSU (D) physical science laboratory and District physical science requirements. The course covers quantitative/qualitative study of elements, compounds, and molecules and basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, electrochemistry, and acid-base theories. At least 20% of course will focus on laboratory activities. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

### ENVIRONMENTAL SCIENCE

*Course #3100*

*Grade Level: 11-12*

*Length: Year Prerequisite: Completion of 1 year Life Science AND 1-year Physical Science, both with Grade C or better and teacher approval*

This course meets UC/CSU (G) science elective credit and one year of District graduation requirements. In this course students will gain an understanding of ecological concepts and processes and how they apply to the natural world. They will learn how to identify present day environmental problems, evaluate the risks associated with these problems and propose possible solutions to prevent or resolve them. During the course students will gain practical knowledge in the use of scientific tools and instruments used for measurement and experimentation. A minimum of 20% of class time will be devoted to laboratory or class projects.

# SCIENCE – Area D (continued)

## ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Course #3103

Grade Level: 10-12

Length: Year

*Prerequisite: Completion of Biology and Algebra 1 and a co-current enrollment or completion of Chemistry with grades of B or better*

This course meets UC/CSU (D) laboratory science and District graduation requirements for science or elective credit. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. A minimum of 20% of class time will be devoted to laboratory experiences.

## ENVIRONMENTAL SCIENCE ESSENTIALS

Course #8165

Grade Level: 11

Length: Year

*Prerequisite: IEP Team Placement*

This course meets graduation requirements for science credit and is categorized as a Specialized Academic Instruction (SAI) course. During this course, students will demonstrate their understanding of ecological concepts and processes and how they apply to the natural world. They will learn how to identify present-day environmental problems and evaluate the risks associated with these problems. During the course, students will gain practical knowledge in the use of scientific tools and instruments used for measurement and experimentation.

## MARINE BIOLOGY

Course #3010

Grade Level: 11-12

Length: Year

*Prerequisite: Completion of 1 year Life Science AND 1-year of Physical Science, both with Grade C or better and teacher approval*

This course meets UC/CSU (G) science elective and District life science graduation requirements. This course fulfills the life science requirement for graduation. Marine Biology is a laboratory-based science elective studying our world's oceans and life within them. The first semester of the course focuses on oceanography, the study of the properties and processes that define the ocean realm. The second semester focuses on marine plant and animal life, from the smallest one cell organisms to the largest mammals on earth. This class is challenging and fun. Approximately 50 % of the course will include labs, dissections, simulations, and activities.

## ANATOMY & PHYSIOLOGY

Course #3040

Grade Level: 11-12

Length: Year

*Prerequisite: Grade C or better in Biology and Chemistry or concurrently enrolled in Chemistry with teacher approval.*

This course meets UC/CSU (D) laboratory and District life science graduation requirements. This course is designed to give students an understanding of the structure and function of the systems of the human body and their interrelationships. Students will examine the basic framework of the human body and study of the following systems: histology, skeletal, muscular, digestive, cardiovascular, and nervous. A minimum of 40% of class time will be spent on laboratory experiences including dissections.



# SCIENCE – Area D (continued)

## ADVANCED BIOMEDICAL SCIENCE

Course #3555

Grade Level: 11-12

Length: Year

*Prerequisite: Grade C or better in Anatomy and Physiology with teacher or Department Chair approval*

This course meets the UC/CSU (D) requirement and District graduation requirement for Science. Advanced Biomedical Science seeks to relate the biological sciences including biochemistry, biotechnology, genetics, cellular functions, and microbiology to the specialized health and medical disciplines of epidemiology, oncology, embryology, parasitology, kinesiology, and virology. Advanced Biomedical Science is a comprehensive examination of the interrelationships of biology and the health sciences which give students a contemporary look at these fields by utilizing the most current research and laboratory techniques. Classroom activities will include training in the use of medical equipment, sterilization techniques, comprehensive dissections, diagnostic tests, and laboratory procedures such as bacterial growth. Certain Biological and medical topics, equipment, and professions will be presented to students by professional guest lecturers from the medical field. In accordance with UC and CSU requirements, a minimum of 20% class time will include laboratory experiences.

## PHYSICS

Course #3530

Grade Level: 11-12

Length: Year

*Prerequisite: Grade C or better in Math II and Chemistry or with teacher approval*

This course meets UC/CSU (D) physical science laboratory and District physical science or elective credit requirements. Students study the physics of the universe through the study of mechanics, heat, light, sound, electromagnetism, and waves. This is a challenging course with an emphasis on problem solving and requires the student to have strong math skills. At least 20% of the course will include laboratory activities that reinforce the concepts that are part of the curriculum.

## ADVANCED PLACEMENT PHYSICS

Course #3531

Grade Level: 11-12

Length: Year

*Prerequisite: Grade B or better in Chemistry with concurrent enrollment in Math III or higher or teacher approval*

This course meets UC/CSU (D) physical science laboratory and District graduation science requirements. Advanced Placement Physics is a rigorous course designed to be the equivalent of a college introductory Physics course usually taken by non-calculus-based Physics majors. The focus is to provide students with a broad conceptual background in Physics and necessary problem-solving skills to apply those concepts in practical situations. This course is a laboratory-based course with an emphasis on practical hands-on experience. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## MSJC DUAL ENROLLMENT

### BIO 134 HUMAN HEREDITY AND EVOLUTION (3 units)

Course #3024

Grade Level: 11-12

Length: Semester

*Prerequisite: B or better in Biology*

This is an introductory course in basic human genetics and evolution. This course introduces students to central theories of the biological sciences using the chemical and biological aspects of human genetics as its main theme. In addition, students are introduced to the political, philosophical, and ethical implications of human heredity and evolution. This course is not intended for Biology majors.

# SCIENCE – Area D (continued)

## ADVANCED PLACEMENT COMPUTER SCIENCE

### PRINCIPLES

*Course #7571 Grade Level: 9-12 Length: Year*

*Prerequisite: Successful completion of Math 1 with teacher approval, or co-enrolled in Math 1 with counselor approval*

*UC/CSU (D)*

This course is the intermediate course for the Computer Science CTE Pathway. AP Computer Science Principles (AP CSP) introduces students to the foundations of modern computing. This course covers a wide range of foundational topics such as: programming, algorithms, the internet, big data, digital privacy/security and societal impacts. This course is unique in that it focuses on fostering student creativity and applying creative processes when developing computational artifacts. Students design and implement innovative solutions using an interactive process similar to what artists, writers, computer scientists and engineers use to bring ideas to life. AP CSP is designed to be an entry-level class equivalent to a first semester introductory college computer science course. Students will use computational tools to analyze and study data while working with large data sets to analyze, visualize and draw conclusions from trends. Students will also develop effective communication and collaboration skills. In addition, students will work individually and in peer groups to discuss and solve problems, write of the importance and impact of technology in their community, society and the world.

## PRINCIPLES OF ENGINEERING

*Course # 2446*

*Grade Level: 10-11*

*Length: Year*

*Prerequisite: Completion of Intro to Design—Engineering with a grade of “C” or better*

This course meets the UC/CSU (D) requirement and District graduation requirement for Science. This is the second course of the Engineering Pathway sequence. Principles of Engineering is the second course in the Project Lead the Way Engineering sequence. This course exposes students to some of the major concepts in the field of mechanical, electrical, civil, and computer engineering. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, pneumatics, and kinematics. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

## CLIMB SCIENCE ESSENTIALS

*Course #8210*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: IEP Team Placement*

In this course students have access to modified curriculum covering the high school social science standards topics to include world history, US history, and government and economics topics.



# WORLD LANGUAGES – Area E

## **SPANISH I**

*Course #4100*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Grade C or better in previous English course*

This course meets UC/CSU (E) and District graduation requirements. Students will learn to use the language and learn about the culture of Spanish-speaking countries. Introductory-level skills in listening, reading, writing, and speaking will be developed through a variety of instructional activities. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance student's linguistic abilities.

## **SPANISH II**

*Course #4110*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Grade C or better in Spanish I*

This course meets UC/CSU (E) and District graduation requirements. Students will learn to use the language and learn about the culture of Spanish-Speaking countries. Intermediate - level skills in listening, reading, writing, and speaking will be developed through a variety of instructional activities. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance student's linguistic abilities.

## **SPANISH III**

*Course #4120*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Grade C or better in Spanish II*

This course meets UC/CSU (E) and District graduation requirements. Students will learn to use the language and learn about culture of Spanish-Speaking countries. Intermediate-level skills in listening, reading, writing, and speaking will be developed through a variety of instructional activities. Emphasis will be placed on regular oral communication in the target language in order to enhance student's linguistic abilities.

## **SPANISH IV**

*Course #4125*

*Grade Level: 11-12*

*Prerequisite: Completion of Spanish III or Spanish for Spanish Speakers II with a grade of "B" or better and teacher approval.*

This course meets UC/CSU (E) and District graduation requirements. Spanish IV is designed to build upon the skills already acquired and will continue to progress toward a higher level of proficiency through reading, writing, listening, and speaking. This course will expand the students' Spanish language knowledge through the World Language Standards: Communication, Culture, and Connections. Our curriculum is theme-based on Families and Communities, Contemporary Life, Beauty, and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology. Our focus is to provide a path for students to become multilingual and multicultural citizens. This course of study will prepare students to earn their State Seal of Biliteracy.

## **SPANISH FOR SPANISH SPEAKERS I**

*Course #4150*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Teacher placement based on assessment*

This course meets UC/CSU (E) and District graduation requirements. Students further develop their Spanish language abilities and knowledge of the Hispanic culture. Intermediate-level skills in listening, reading, writing, and speaking will be developed through a variety of instructional activities. Emphasis will be placed on regular oral communication in the target language in order to enhance student's linguistic abilities. The amount of instructional time spent in Spanish and student use of the target language will begin at 75% and increase to 100% by the end of the year.

## **SPANISH FOR SPANISH SPEAKERS II**

*Course #4160*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Grade C or better in Spanish for Spanish Speakers I or teacher placement based on assessment*

This course meets UC/CSU (E) and District requirements for Language Other than English credit and is designed to further develop Spanish-speaking student's cognitive academic language proficiency through a literacy-based approach. Simple and complex grammatical structures, reading, and writing through Spanish literature are emphasized. It prepares students to transition into Spanish IV or Advanced Placement Spanish language.



# WORLD LANGUAGES – Area E (continued)

## **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

*Course #4130*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade B or better in Spanish III, IV or*

*Spanish for Spanish Speakers II, teacher approval*

This course meets UC/CSU (E) and District graduation requirements. The Advanced Placement Spanish language course seeks to develop language skills – listening, speaking, reading, and writing - that apply in many subject areas rather than any single subject matter. The AP course includes the study of the Spanish-speaking countries, people, and culture, inherent in the study of any language. Furthermore, the course will include a systematic review of the basic points of grammar and verb conjugations with emphasis on areas where Spanish and English conflict. The finer grammatical points that contribute to an increased ability to write and speak correctly, with minimal interference from the English language will also be addressed. Students can expect to spend an additional 4-5 hours per week outside of class on homework, review, research and/or practice. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course. Eligible students will take the exam for CA state of Biliteracy.

## **ADVANCED PLACEMENT SPANISH LITERATURE**

*Course #4133*

*Grade Level: 11-12 Length: Year*

*Prerequisite: Grade B in Spanish IV or Grade C or better in AP Spanish Language, teacher approval*

This course meets UC/CSU (E) and District approval for graduation requirements. This course prepares students to develop proficiency by analyzing and interpreting literary texts in Spanish. AP Literature places an emphasis on reading literature, thematic poetry, and text analysis. It also emphasizes composition of Spanish essays on a variety of literary topics requiring critical thinking, comparisons and contrasts. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## **FRENCH I**

*Course #4200*

*Grade Level: 9-12*

*Length: Year Prerequisite: Grade C or better in previous English course*

This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language

and culture of the French-speaking world. Introductory-level skills in listening, reading, writing, and speaking will be developed through a variety of instructional activities. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance student's linguistic abilities.

## **FRENCH II**

*Course #4210*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade C or better in French I recommended*

This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language and culture of the French-speaking world. Intermediate-level skills in listening, reading, writing, and speaking will be developed through a variety of instructional activities. Emphasis will be placed on regular oral communication in the target language in order to enhance student's linguistic abilities.

## **FRENCH III**

*Course #4220*

*Grade Level: 11- 12*

*Length: Year*

*Prerequisite: Grade C or better in French II recommended*

This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language and culture of the French-speaking world. Advanced intermediate-level skills in listening, reading, writing, and speaking will be developed through a variety of instructional activities. Emphasis will be placed on regular oral communication in the target language in order to enhance student's linguistic abilities.

## **FRENCH IV**

*Course #4225*

*Grade Level: 11- 12*

*Length: Year*

*Prerequisite: Grade C or better in French III recommended*

This course meets UC/CSU (E) and District graduation requirements. Students will further their knowledge of the language and culture of the French-speaking world by engaging in various reading sources and fine-tuning grammar skills. Advanced-level skills in listening, reading, writing, and speaking will be developed through a variety of themes and instructional activities. Emphasis will be placed on regular oral communication in the target language in order to enhance student's linguistic abilities. Eligible students will take the exam for the State Seal of Biliteracy.

# WORLD LANGUAGES – Area E (continued)

## AMERICAN SIGN LANGUAGE I

*Course #4050*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language and culture of the Deaf community. Introductory–level receptive and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance student’s linguistic abilities.

## AMERICAN SIGN LANGUAGE II

*Course #4060*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade C or better in ASL I recommended*

This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language and culture of the Deaf community. Intermediate–level receptive and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance student’s linguistic abilities.

## AMERICAN SIGN LANGUAGE III

*Course # 4070*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade C or better in ASL II recommended*

MSJC ARTICULATED

This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language and culture of the Deaf community. Advanced intermediate–level receptive and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance student’s linguistic abilities.

## AMERICAN SIGN LANGUAGE IV

*Course #*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Completion of American Sign Language III with a grade of A or B or instructor approval with a grade of C*

MSJC ARTICULATED

This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language and culture of the Deaf community. Advanced–level receptive and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance students’ linguistic abilities. This course of study will prepare students to earn their State Seal of Bi-literacy.

## INTRODUCTION TO WORLD LANGUAGE

*Course #4013*

*Prerequisite: Individualized Education Plan team meeting*

This course meets district graduation requirements for students with an Individualized Education Plan for their 1 year of Foreign Language. Emphasis will be placed on introducing fundamental oral communication for Spanish, French, Italian, and Japanese, the cultures of various regions of the world, and the world geography utilizing language.



# VISUAL & PERFORMING ARTS – Area F

## **BEGINNING JAZZ BAND**

*Course #7205*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Audition*

Meets District graduation requirements for Visual and Performing Arts. This course introduces jazz concepts; including jazz articulation and style, and beginning improvisation techniques. Performances outside of the regular school day are required as part of the grading policy.

## **ADVANCED MARCHING BAND (8th Period)**

*Course #7200*

*Grade Level: 9-12*

*Length: 1st Semester*

*Prerequisite: Instructor Approval*

Marching Band meets one semester of the 2nd year physical education requirement. This course meets UC/CSU (F) and District approval for graduation requirements when taken along with Advanced Concert Band or Wind Ensemble. Marching Band is open to all qualified wind, percussion and color guard members. The course is oriented toward preparation and performance of high-quality band literature as well as encouraging improvement of music fundamentals and technical playing skills. In addition, this ensemble meets outside the regular school day and performs at football games and parades. This class will meet after school; scheduled time to be announced.

## **ADVANCED CONCERT BAND**

*Course #7202*

*Grade Level: 9-12*

*Length: 2nd Semester Prerequisite: Instructor Approval*

Meets UC/CSU (F) and District graduation requirements for Visual & Performing Arts. Both Advanced Marching Band and Advanced Concert Band must be taken to fulfill the one year Visual and Performing Arts requirement. Concert Band is open to all qualified wind and percussion players. The course is oriented toward preparation and performance of high-quality band literature as well as encouraging improvement of music fundamentals and technical playing skills. In addition, this ensemble performs outside the regular school day.

## **ADVANCED JAZZ BAND**

*Course #7210*

*Grade Level: 10-12*

*Length: Year Prerequisite: Audition*

Meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This course is technically and qualitatively advanced and any student will be required to perform/develop improvisation skills. Performances outside of the regular school day are required as part of the grading policy.

## **CHOIR I - CONCERT CHOIR**

*Course #7151*

*Grade Level 9-12*

*Length: Year Prerequisite: None*

Meets the CSU/UC (F) and MVUSD graduation requirement in VPA or elective credit. This is the starting choir for all students new to high school choir. Students transferring from another high school choral program have the ability to move to Choir 2 or 3 at the director's discretion. In this course, students learn the fundamentals of reading music, sight singing, and working and performing with an ensemble. Additionally, students gain performance experience through concert performances and observation of advanced choral groups. Students will perform acapella and accompanied music centered around the enjoyment of singing with a healthy level of rigor. This course is for Soprano, Alto, Tenor, and Bass voices (SATB). Any student may enroll in this course without audition. To skip this course, students must audition and display a strong understanding of choral music basics as well as have at least 1 year of high school choir experience. This course can be repeated.

## **CHOIR 2 - TREBLE ENSEMBLE**

*Course #7152*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Audition and signature of the Director*

Meets UC/CSU (f) and MVUSD graduation requirements for VPA or elective credit. This choir is comprised of advanced treble voices (SSAA) who display a high understanding of choral music fundamentals and performance confidence. In this course, students perform on campus, in concerts, as well as travel festivals and occasionally out of state performances. Students will perform a variety of choral music both a cappella and accompanied. This course may be repeated. Students must have at least 1 year experience in any high school choir.



# VISUAL & PERFORMING ARTS – Area F (continued)

## CHOIR 3 - CHAMBER CHOIR

Course #7153

Grade Level: 10-12

Length: Year

Prerequisite: Audition and signature of the Director

Meets UC/CSU (F) and District graduation requirements for VPA. This choir is comprised of SATB students who display the highest level of choral music understanding and performance confidence. In this course, students perform in school events, school concerts, travel festivals, and out of state performances. Students perform advanced-level choral music primarily in an a cappella setting. This course may be repeated. Students must have at least 1 year experience in the VMHS Choir Program.

## JAZZ CHOIR

Course #7154

Grade Level 11-12

Prerequisite: Audition and signature of Director meets

District graduation requirements for VPA

This course brings together SATB singers with experience in solo singing to learn the stylistic components of vocal jazz music. Students do not need any previous choral experience to be in this class, however they must display their vocal capabilities through an audition. Students will perform throughout the school year as a group and solo performances are available but not mandatory. This course may be repeated.

## ADVANCED PLACEMENT MUSIC THEORY

Course #7007

Grade Level: 9-12

Prerequisite: Instructor approval and participation in an Advanced Music Ensemble

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This Course develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. This is a year-long course.

## WIND ENSEMBLE

Course #7193

Grade Level: 9-12

Prerequisite: Audition

Length: Year

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. The group prepares or performs high-level band works and transcriptions. These works are well suited for this smaller ensemble (35-45 musicians.) The Wind Ensemble represents the school as the finest they have to offer at district and regional festivals and concerts both on and off campus. This ensemble will perform band literature at the College level covering all genres of musical style.

## DRAMA I

Course #6500

Grade Level: 9-12

Prerequisite: None

Length: Year

This course meets the one-year UC/CSU (F) and District graduation requirement for Visual and Performing Arts. Drama activities focus on orientation to stage, performance standards, novice live improvisation and entry-level understanding of character development as well as theatrical terminology.

## DRAMA II / INTERMEDIATE ACTING

Course #6550

Grade Level: 9-12

Length: Year

Prerequisite: Drama I or audition with teacher

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. The course emphasizes the preparation of scenes and monologues for classroom presentation and study of period acting styles, stage direction and production techniques. Culminating projects may include: Puppet Theater performance at an elementary school and an 'Evening of Scenes' public performance. Assessment techniques include in-class performance, videotaping, written assignments and tests.

# VISUAL & PERFORMING ARTS – Area F (continued)

## DRAMA III / ADVANCED ACTING & COMPETITION

*Course #6560*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Drama II or audition with teacher*

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts and emphasizes preparation of one act and full length plays for classroom and public presentation. Individual scene study in combination with a study of period acting styles, stage direction and production techniques is included. Students in this class will compete at Fullerton College High School Theatre Festival and have opportunities to compete/perform at other festivals as well.

## DRAMA IV

*Course #6570*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Drama II, Drama III or audition with teacher*

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. Students in this course are required to participate in the current production which might be as an actor or technical support. This "hands-on" class includes a culminating project. This course demands time after school, some weekends and weekday evenings. Grade is affected by both class and after school participation. Students in this class will compete at Fullerton College High School Theatre Festival and have opportunities to compete/perform at other festivals as well.

## TECHNICAL THEATER I

*Course #6565*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None Meets UC/CSU "F" requirement*

This course meets the district and UC/CSU graduation requirement for (VPA) Visual Performing Art. Students will learn backstage skills including set design and construction, costuming, properties and sound and stage lighting. This is a hands-on class and students need to be willing to "get their hands dirty". After school and weekend work is required to help build stage sets for the school Drama Department productions and to run stage crew for rehearsals and performances.

## ART I & DESIGN

*Course #6000*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This course meets the one full-year UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This is a one-year foundation course introducing students to beginning art concepts, materials, skills and ideas. They will learn new ways to look at a variety of art forms and will create original works of art while exploring a variety of materials and techniques. In addition to skill development, they will learn to include personal experiences, research and planning in project development and will begin to explore the art of different historical periods and cultures. They are expected to keep a portfolio and notebook of projects and assignments and will participate in aesthetic critiques. Material fee and some supplies are required.

## ADVANCED DRAWING & PAINTING (ART II)

*Course #6030*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade C or better in Art I & Design, teacher approval*

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This second-year course builds and expands the experiences of Art I and Design. Students will continue to use their drawing and painting skills to create original works of art in a variety of traditional and non-traditional materials and techniques based on demonstrations, lectures and individual research and planning. Students will begin to explore and develop personal goals and philosophies that are reflected in their portfolio. Students will become familiar with major art movements that add to their understanding of different cultures, artists, and historical periods. Students will continue to apply what they have learned for individual growth and problem solving, and they will continue to practice time management and meeting deadlines. Writing assignments include artistic research, gallery reports and art criticisms. A material fee and some supplies will be collected to cover the cost of materials consumed in the production of all projects.

# VISUAL & PERFORMING ARTS – Area F (continued)

## STUDIO ART (ART III)

*Course #6165*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade B or better in Art I and Art II (Advanced Drawing & Painting), teacher approval*

This course meets UC/CSU (F) and District graduation visual art or elective credit requirements. This third-year course offers serious art students a wider range of visual experiences, building and expanding the student's drawing and painting skills creating original works in a wide range of art forms and techniques. Students will continue to apply what they have learned and explore and develop personal style. Portfolio developments, along with written assessments, will focus and explore individual interests and concentrate on skills and technique mastery. A material fee and some supplies will be collected to cover the costs of materials consumed during production of projects.

## ADVANCED PLACEMENT STUDIO ART

*Course #6150*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade B or better in Art 1 and Art 2 (Advanced Drawing & Painting) and recommend Studio Art*

This course meets UC/CSU (F) and District graduation requirements for Visual Art or elective credit requirements. The AP Studio Art program is offered to serious and highly motivated Art-interested students. AP Studio Art is not based on a written exam, but is based on the production of a fine arts portfolio. Students will be challenged to work at a college level and be expected to commit many hours beyond their regular school day towards their art. The portfolio will encompass quality pieces of a variety of art works as well as a number of very focused concentrated pieces representing one particular theme of interest. The successful portfolio, overall, will show, through both writing and production work, the process of investigation, growth, and discovery for each individual student. While it is not mandatory for students to take the AP exam in the Spring, it is required in order to receive any potential college credits. Students who enroll in this course will be expected to complete the course as though they are taking the final exam. A material fee and some supplies will be collected to cover the cost of materials consumed in the production of all products.

## YEARBOOK DESIGN

*Course #1875*

*Grade Level: 9- 12*

*Prerequisite: Teacher approval*

This course meets UC/CSU (F) and District graduation requirements for Visual Art or elective credit requirements. Yearbook Design is a yearlong course to develop students' understanding the role of visual art and design. In addition, this course will focus on impacts within society/culture and publication mediums. Yearbook Design will incorporate knowledge of a designer's target audience and stimulating creativity through a variety of two-dimensional media. Students will apply the artistic process to create designs for yearbook publication. Students will maintain the integrity of design through the editing process, while collaborating and communicating with yearbook peers. In this course, students will demonstrate the ability to apply principles of design and effectively communicate.

## CERAMICS I

*Course #6060*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This course meets the one full-year UC/CSU (F) and District graduation requirements for Visual and Performing Arts. The emphasis of this beginning course is to provide students with knowledge of ceramic techniques with an emphasis on the interpretation of ceramics as an art form. Students will gain knowledge in creative expression, artistic perception, aesthetic valuing, and historical and cultural context. Students will create personal works of art using pinch, coil, slab, and mold construction techniques. Students will also have the opportunity to create ceramic forms using the potter's wheel. An investigation of historical and cultural ceramic applications will provide students with comparative knowledge of form and decoration as well as function. Students are expected to keep a portfolio sketch-notebook of projects and assignments during both semesters. Material contribution and some supplies are required.



# VISUAL & PERFORMING ARTS – Area F (continued)

## CERAMICS II

*Course #6070*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade B or better in Ceramics I and teacher approval*

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This advanced course develops and refines skills in ceramic construction. Students create ceramic forms using hand building methods and the potter's wheel. Emphasis is placed on students developing a personal portfolio and submitting their work into regional art shows. Students will meet course goals in creative expression, artistic perception, aesthetic valuing, and historical/cultural context. Students are required to maintain a portfolio sketch-notebook (with slides) of their projects and assignments. A formal written critique is required of all Ceramic II students. Material fee and some supplies are required.

## CERAMICS III

*Course #6075*

*Grade Level: 11-12*

*Prerequisite: Completion of Ceramics II with a grade of A or B or instructor's approval with a grade of C.*

Advanced Ceramics uses the prior two years of ceramic courses as a foundation for students to build upon. While students are introduced to a variety of new processes and techniques, there is a focus on creative expression and aesthetic valuing at a more advanced level than in Ceramics I and II.

## BEGINNING GUITAR

*Course #7000*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Must provide own acoustic guitar*

This course meets UC/CSU (F) and District graduation requirements for Visual Art or elective credit requirements. Students will learn multiple styles of guitar techniques. Music fundamentals covered are music notation, meter, and note values, key signatures, and chords. Students will be able to read notation on all strings in first position, play basic chords and play basic songs.

## GRAPHIC DESIGN I

*Course #6040*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None (Art I and computer skills recommended)*

This course is recommended for those wishing to learn the fundamentals and basics of computer-generated design. The course meets the UC/CSU (F) and District requirements for Visual and Performing Arts credit. Graphic Design 1 is an exploratory art class where students will be introduced to a variety of careers and pathways in the design and art field. Projects and assignments build on the principles and elements of art and design and typography. Projects include logos/branding, posters, magazine covers, packaging and product design, advertising, screen printing and other 2D/print media. Students will learn the newest trends and software in the field, including use of the Adobe Creative Cloud suite of software, with emphasis in illustrator along with Photoshop and In Design. Projects will be on-going and build from unit to unit, culminating with a portfolio at the end of the school year.

## GRAPHIC DESIGN II

*Course #6050*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade C or better in Graphic Design I and teacher approval*

This course is recommended for those wishing to continue the exploration of computer-generated design. The course meets the UC/CSU (F) and District requirements for Visual and Performing Arts Elective credit. Graphic Design II is an intermediate art/design class where students will continue to learn about 2D design along with an introduction to motion design. Projects and assignments build on the principles and elements of art and design and typography as well as other concepts explored in Graphic Design I. Projects include advanced typography, analog design, principles of animation, advertising, kinetic typography, brochure design and design screen printing, along with other 2D projects. Students will continue to explore design trends, as well as focus on design history and methods. Continued use and knowledge of the Adobe Creative Cloud suite of software, with emphasis in illustrator along with Photoshop and In Design and After Effects, is also expected. Projects will be ongoing and built from unit to unit, culminating with a digital portfolio at the end of the school year.

# VISUAL & PERFORMING ARTS – Area F (continued)

## **GRAPHIC DESIGN III**

*Course #6055*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade C or better in Graphic Design II and teacher approval.*

This course is recommended for those wishing to pursue advanced knowledge in the field of computer-generated design. The course meets the requirement for UC/CSU (F) and District Credit for Visual and Performing Arts electives. Graphic Design III is an advanced art/design class where students will develop an advanced portfolio or work related to various aspects of the career pathway. Projects and assignments continue to build on the principles and elements of art and design and typography, with focus on advanced topics and methods. Projects include personal branding, motion design, screen printing, freelance work, and personal projects, culminating in an advanced digital portfolio. Students will continue the use of the Adobe Creative Cloud suite of software, with emphasis in illustrator, Photoshop, In Design, and After Effects. Projects will be ongoing and built from unit to unit.

## **INTRO TO DESIGN (ENGINEERING)**

*Course #2445*

*Grade Level: 9-10*

*Prerequisite: None Length: Year*

OPTION TO CONTINUE AS AN ENGINEERING PATHWAY.

This course is to be taken in Year 1 of the Engineering Pathway. This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Art credit. Introduction to Design is the first course in the Project Lead the Way Engineering sequence. The major focus for this course is to expose students to the elements and principles of visual design using the engineering design process. Projects will focus on design factors such as aesthetics, format, geometric shape & form, perspective drawing, scale, proportion, and presentation techniques. Students will use computers as a medium/tool for design of project components such as sketching techniques, orthographic drawing, 3D modeling, and rendering. Assignment requirements are based on color, form, and aesthetics with emphasis on the stages of the design process and critical thinking skills. In addition to the design process and principles of visual design, students will focus on research and analysis, teamwork, various communication methods, engineering standards, and technical documentation. Through hands-on projects, students will apply engineering standards while documenting their work and designs in an engineer's notebook. Students will design solutions to solve proposed problems and

communicate solutions to peers and members of the professional community. The course assumes no previous knowledge, but students should be concurrently enrolled in appropriate mathematics and science courses.

## **AUDIO TECHNOLOGY – INTRODUCTION TO AUDIO TECHNOLOGY**

*Course #7938*

*Prerequisite: None*

*Length: Year*

This course is to be taken in Year 1 or 2 of the Arts, Media & Entertainment Pathway. The audio technology course covers an extensive range of various aspects of the current audio industry. Topics covered will include: pre and post-recording techniques, speaker design, live audio reinforcement, microphones etc. This course offers some hands-on experience utilizing some of the most current industry-standard equipment. Software used during the year includes: Reason, Pro-Tools, and plug-ins from Antares and Waves.

## **COMPUTER PROGRAMMING/VIDEO GAME DESIGN I**

*Course #7553*

*Grade Level: 9-12*

*Length: Year*

This course meets UC/CSU (F Category) and District graduation requirements for Visual and Performing Art credit. This course introduces students to video game design and creation through computer hardware and software. Fundamentals of computer programming will be introduced that allows students to write and design computer programs for video games. This course material is an introductory-level course that engages students with project-based learning. Students will learn programming through object-orientated software, easy-to-follow material will take students from simple "drag-n-drop" programming to actually writing code and developing original computer games! Students will begin to build real working games. Students will learn the math and physics concepts used in game development, how the engineering cycle is used to design games, the components of a good game, color theory used in game design, how to create sprites and animation, and so much more. Additionally, students will have a "hands on" opportunity to use other computer application programs such as word processing, audio editing and development, presentation software, and animation software.

# VISUAL & PERFORMING ARTS – Area F (continued)

## **RCOE DIGITAL FILM I**

*Course #7902*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This course is the introductory course for the Digital Film Production CTE Pathway. This course meets UC/CSU A-G requirements (as an “F” Visual & Performing Arts Course or “G” Elective Course), as well as the Murrieta Valley Unified School District's graduation requirement for Visual & Performing Arts. This course is designed to provide students with an introduction into how the Digital Film Production Industry operates. Students will write story outlines, story treatments, and scripts, as well as design storyboards. Students will operate differing video cameras (HD, 4K, and DSLRs), differing microphones, and learn introductory photo-editing skills in Adobe's Photoshop, video-editing skills in Apple's Final Cut Pro, and music creation skills in Apple's Garageband. Students will be required to work collaboratively on most projects and must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. This course may be followed up with an advanced course (Digital Film Production—Level II focuses on creating daily content for a show) and concluded with a mastery course (Digital Film Production—Level III focuses on film as business and how to market films for real world clients).

This course is articulated with Riverside City College's FTV67 course. As such, students receiving a "B" grade or higher may receive 2 units of college credit upon successful completion.

## **RCOE DIGITAL FILM II**

*Course #7969*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade B or better in CTE Digital Film Production I or through audition with instructor.*

This course is the advanced course for the Digital Film Production CTE Pathway. This course meets UC/CSU A-G requirements (as an “F” Visual & Performing Arts Course or “G” Elective Course). This course is designed to provide students with the opportunity to apply advanced production skills as they relate to the Digital Film Production industry by creating and crafting films for outside clients and student film festivals. Students will demonstrate advanced skills by operating differing video cameras (HD, 4K, and DSLRs), differing microphones, and through actual real-world use of their photo-editing skills in Adobe's Photoshop, graphic design skills in Adobe's

Illustrator, video-editing skills in Apple's Final Cut Pro, special/visual effects in Adobe's After Effects, and music creation skills in Apple's Garageband. Students will be required to work both independently and collaboratively on projects, as well as pursue local client-based work that may count towards an internship opportunity. Students may even be paid as a result of their consultation and work. Students must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. Student production hours will be required outside of daily class time and provided by the course instructor.

This course is articulated with Riverside City College's FTV65 course. As such, students receiving a "B" grade or higher may receive 3 units of college credit upon successful completion.

## **RCOE DIGITAL FILM III**

*Course #7762*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade B or better in CTE Digital Production II or through audition with instructor.*

This course is the mastery course for the Digital Film Production CTE Pathway. This course meets UC/CSU “G” Requirements for A-G. This course is designed to provide students with the opportunity to apply their advanced personalized skills as they relate to the Digital Film Production industry by creating and crafting films for outside clients, as well as student film festivals. Students will demonstrate advanced skills by operating differing video cameras (HD, 4K, and DSLRs), differing microphones, and through actual real-world use of their photo-editing skills for in Adobe's Photoshop, graphic design skills in Adobe's Illustrator, video-editing skills in Apple's Final Cut Pro, special/visual effects in Adobe's After Effects, and music creation skills in Apple's Garageband. Students will be required to work both independently and collaboratively on projects, as well as pursue local client-based work that may count as an internship opportunity. Students may even be paid as a result of their consultation and work. Students must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. Student production hours will be required outside of daily class time and provided by the course instructor.

This course is articulated with Riverside City College's FTV52 course. As such, students receiving 108 laboratory/field production hours AND a "B" grade or higher may receive 2 units of college credit upon successful completion.



# VISUAL & PERFORMING ARTS – Area F (continued)

## PHOTOGRAPHY I

*Course #7800*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This first-year course meets the one full-year UC/CSU (as an “F” Visual & Performing Arts Course or “G” Elective Course) and District graduation requirement for Visual and Performing Arts. Photography I is a yearlong introductory course in photography. This course will provide students with opportunities to gain knowledge and practical skills used in the art and industry of photography. This course will familiarize the student with fundamentals of light, photographic equipment, advanced editing software including Photoshop, File Management, materials, methods, and processes often used in digital photography. The students will also study the history, principles of art, composition, presentation, peer critique, and potential careers of photography.

## PHOTOGRAPHY II

*Course #7805*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade C or better in Photography I and teacher approval.*

*MSJC ARTICULATED*

This course meets UC/CSU (as an “F” Visual & Performing Arts Course or “G” Elective Course) and District graduation requirements for Visual and Performing Arts. Students will continue to fine-tune their skills in art composition, image editing, camera, and artistic habits learned in Photography 1. The development of personal style and creativity will be stressed. In addition, students will explore photography as a career as they study the business side of photography including personal branding, marketing, digital workflow, client communication, and other skills required to get started in the photography industry. Students will submit to competitions as well as learn advanced editing, composition, and photography technique skills as they continue to use Photoshop and other industry standard software and equipment. Students will also learn digital asset management, printing and developing a personal style to create a portfolio archive of digital images. Pending approval students could earn 3 units of college credit through MSJC with a grade of B or better.

## PHOTOGRAPHY III

*Course #7808*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Completion of Photography I and II with a “C” or better and teacher approval.*

Photography III is the mastery course of the Photography CTE Pathway. This course meets UC/CSU (as an “F” Visual & Performing Arts Course or “G” Elective Course). This course is designed to provide students with the opportunity to apply their advanced photography skills as a working photographer by completing photoshoots for the school, collaborating on projects, submitting to competitions, and completing individual projects with a career focus. Students will also learn studio lighting as well as study historically important professional photographers and their professional work in depth and apply some of their techniques to their own work. Students will continue to refine their online portfolio, advance their technical and editing skills, and solidify their personal style. Students will be required to be self-motivated and accountable in their work habits. Students will also be required to take photographs and manage photoshoots outside of daily class time. A portfolio of collected finished works with public exhibition is a final goal of this class to prepare students for college and a career in photography.

# VISUAL & PERFORMING ARTS – Area F (continued)

## DANCE I

*Course #7220*

*Grade Level: 9 –12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9 or co-enrollment with PE 9.*

This course meets UC/CSU (F) and District requirements for the second year of Physical Education or Visual and Performing Arts. This course is designed to provide students with opportunities to explore dance as an art and physical exercise. Students will be introduced to a variety of styles of dance including jazz, lyrical, modern, ballet, musical theater, and multi-cultural. This course will also focus on the development of movement skills and movement knowledge, self-image and personal growth, and social evolution.

## DANCE II

*Course #7230*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade B or better in Dance I.*

This course meets UC/CSU (F) and District requirements for the second year of Physical Education or Visual & Performing Arts. This course is designed to provide students with opportunities to explore Dance as both art and physical exercise with opportunities for student performances of acquired skills with emphasis on exploring advanced dance forms including advanced jazz, lyrical, modern character and ballet. The components covered in dance include aesthetic perception, creative expression, dance heritage, and aesthetics valuing.

## ADVANCED DANCE CHOREOGRAPHY PRODUCTION

*Course #7231*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Audition only and teacher approval.*

This course meets UC/CSU (F) and District requirements for the second year of Physical Education or Visual and Performing Arts. This course is designed to provide students with opportunities to explore dance as an art form and includes performance, choreography, and competition with acquired skills.



# PHYSICAL EDUCATION

## PHYSICAL EDUCATION 9

*Course #2700*

*Grade Level: 9*

*Length: Year*

*Prerequisite: None*

This course meets District graduation requirements for Physical Education. This course will emphasize the development of movement skills and movement knowledge, self-image, personal growth, and social evolution. Students will be introduced to and participate in a variety of individual, dual, and team sports and activities. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. In addition, concepts in total personal fitness and wellness will be covered. State mandated physical fitness test will be administered in the spring semester.

### GRADES 10-12 MAY CHOOSE ANY 1 OF THE FOLLOWING

#### PE COURSES

#### (PREREQUISITE MUST BE MET TO ENROLL IN ADVANCED COURSES)

## AEROBIC CONDITIONING & FITNESS

*Course #2800*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9*

This course meets the second year of District graduation requirements for physical education or elective credit. This course is designed for the student interested in a total fitness program with an emphasis on aerobic activity. The student will use a variety of aerobic activities (aerobic dance, step aerobics, water aerobics, hip-hop, kick-boxing, jump rope, walking, jogging, light weights and resistance exercise) to increase cardiovascular endurance, flexibility, muscular strength and overall fitness. This course will also focus on the development of movement skills and movement knowledge, self-image and personal growth, and social evolution.

## BODY COMPOSITION & FITNESS

*Course #2810*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9*

This course meets the second year of District graduation requirements for physical education or elective credit. This course is designed for the student interested in total fitness with an emphasis in weight training. Students will be introduced to weight training as it applies to muscle toning, strength training and bodybuilding through a variety of training programs. This course will also focus on the development of movement skills and movement knowledge, self-image and personal growth and social evolution.

## RECREATIONAL & LIFETIME ACTIVITIES

*Course #2840*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9*

This course meets the second year of District graduation requirements for Physical Education or elective credit. This course is designed for students interested in participating in popular recreational activities such as bowling, tennis, archery, golf, Frisbee, over the line, pickle ball and other recreational activities. Basic skills and techniques along with rules and strategies for each activity will be covered. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. This course will also focus on the development of movement skills and movement knowledge, self-image and personal growth, and social evolution. Due to off campus field trips and activities, a lab fee will be assessed.



# PHYSICAL EDUCATION (continued)

## CARDIO FITNESS

*Course #2711*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9*

This course meets the second year of District graduation requirements for physical education or elective credit.

This course is designed for students interested in participating in Cardio-endurance activities related to the fitness Lab and outdoor cardio activities that include power walking and cross-fit workouts. Basic skills and techniques will be covered for units along with strategies for each activity. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. This course will also focus on the development of movement skills and knowledge, self-image and personal growth, and social evolution as they relate to Racquet Sports.

## COURT SPORTS

*Course #2820*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9*

This course meets the second year of District graduation requirements for physical education or elective credit.

This course is designed for students interested in participating in team court sports with an emphasis on basketball and volleyball. Basic skills and techniques along with rules and strategies for each sport will be covered. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. This course will also focus on the development of movement skills and movement knowledge, self-image and personal growth, and social evolution.

## TEAM FIELD SPORTS

*Course #2850*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9*

This course meets the second year of District graduation requirements for Physical Education or elective credit and is designed for students interested in participation in team field sports such as flag football, softball, lacrosse, speed ball, soccer and other team/field games. Basic skills and techniques along with rules and strategies for each sport are covered. Daily participation in exercises that improve flexibility, muscle strength and cardiovascular endurance will emphasize the benefits of lifetime health/fitness. Focus will also be on development of movement/knowledge skills, self-image, personal growth and social evolution.

## DANCE I

*Course #7220*

*Grade Level: 9 -12*

*Length: Year*

*Prerequisite: Successful completion of Physical Education 9 or co-enrollment with PE 9*

This course meets UC/CSU (F) and District requirements for the second year of Physical Education or Visual and Performing Arts. This course is designed to provide students with opportunities to explore dance as an art and physical exercise. Students will be introduced to a variety of styles of dance including jazz, lyrical, modern, ballet, musical theater, and multi-cultural. This course will also focus on the development of movement skills and movement knowledge, self-image and personal growth, and social evolution.

# PHYSICAL EDUCATION (continued)

## **DANCE II**

*Course #7230*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade B or better in Dance I*

This course meets UC/CSU (F) and District requirements for the second year of Physical Education or Visual & Performing Arts. This course is designed to provide students with opportunities to explore Dance as both art and physical exercise with opportunities for student performances of acquired skills with emphasis on exploring advanced dance forms including advanced jazz, lyrical, modern character, and ballet. The components covered in dance include aesthetic perception, creative expression, dance heritage, and aesthetics valuing.

## **ADVANCED DANCE CHOREOGRAPHY PRODUCTION**

*Course #7231*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Audition only and teacher approval*

This course meets UC/CSU (F) and District requirements for the second year of Physical Education or Visual and Performing Arts. This course is designed to provide students with opportunities to explore dance as an art form and includes performance, choreography, and competition with acquired skills.

## **UNIFIED PHYSICAL EDUCATION 1**

*Course #2715*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Teacher Recommendation*

This course is a fully inclusive program that combines students with disabilities and students without in a 50/50 ratio. Unified Physical Education combines all students to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sports. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Students without disabilities are not meant to serve as helpers or mentors, but to be equitable classmates. All students should be encouraged to use their unique skills to support each other.

## **AFJROTC**

*Course #7965 AFJROTC I*

*Course #7966 AFJROTC II*

*Course #7967 AFJROTC III*

*Course #7968 AFJROTC IV*

*Grade Level 9-12*

The AFJROTC (Air Force Junior Reserve Officer Training Corps) program provides citizenship training and aerospace science and leadership education programs for grades 9 – 12. The course curriculum is based on the integration of five themes: aviation history, the physics of flight, space, careers, and leadership. The students receive physical education credit for two years and elective credit for two years for successful completion. There is no military obligation whatsoever for students enrolling in AFJROTC however, many college scholarships/academy opportunities exist for interested students. See Colonel Harrison in the AFJROTC Building for more information.

# TECHNICAL EDUCATION

Career Technical Education (Regional Occupational Program) courses are designed to provide students with entry-level job training. Some courses include community site training in local businesses. CTE courses are available to all students. These courses provide: free job training, high school credit, certificates of training, career planning, job search skills and preparation for higher level training. For more information on CTE/ROP courses visit your counselor.

## LAW ENFORCEMENT

*Course #7931*

*Grade Level: 9-12*

*Length: Year Prerequisite: None*

*UC/CSU (A-G) Req: (G) Elective*

*MSJC ARTICULATED*

This course is to be taken in Year 1 of the Public Services Pathway. This course is designed to give qualified young men and women interested in a career in Law Enforcement an opportunity to receive training in various aspects of law enforcement. Areas covered include patrol procedures, self-defense, use of force, ethics, investigation, penal and vehicle codes, communications, clerical procedures, physical training, and safety. Students will be trained and certified in American Heart Association First Aid/CPR/AED.

## FORENSIC SCIENCE/CSI

*Course #7935*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: One Year Basic Science and passing grade in Law Enforcement*

*UC/CSU (A-G) Req: (G) Elective*

*MSJC ARTICULATED*

The forensic science program is designed to provide students with entry-level skills, as well as knowledge to build on, for future employment in law enforcement. The program provides a challenging environment in which students are introduced to crime scene investigation including: photographing, evidence collection, fingerprinting techniques and patterns identification, blood splatter analysis, and evidence casting. Students will be trained and certified in American Heart Association First Aid/CPR/AED.

## EXPLORING THE CRIMINAL JUSTICE SYSTEM

*Course #7960*

*Grade Level: 12*

*Prerequisite: Introduction to Law Enforcement and Forensic Science/CSIUC/CSU (A-G) Req: (G) Elective*

Exploring the Criminal Justice System is the study of the American legal and justice system. Emphasis is placed on the court system and how it relates to the criminal justice system. The United States Constitution, Bill of Rights, and landmark Supreme Court decisions are studied and critiqued in depth. The legislative (law making) process will be studied and analyzed. Students will distinguish how laws are carried out and how the American criminal justice system functions on the federal, state, and local levels. Students will explore the history of our federal and state courts, civil and criminal law, and its impact on police and corrections. Through research, students will discover how the criminal justice system has evolved to meet the changing needs of our modern society. Students will receive training and certification towards receiving a California State Security Guard Card.

## RCOE SPORTS MEDICINE FUNDAMENTALS

*Course #7921*

*Grade Level: 9-10*

*Length: Year*

*Prerequisite: None (G) Elective*

*RCC ARTICULATED*

This Level 1 course is designed to provide students with an overall introduction to allied health professions including vital signs, medical terminology, medical terminology, medical abbreviations, health and safety in healthcare, professionalism in healthcare, legal and ethical responsibilities of a medical professional, measurements and mathematics applied in healthcare careers, body systems along with anatomy and physiology, and will assist students in developing a career plan. Emphasis is placed on the skills necessary to enter the health-care field and exploration of the many different employment areas within healthcare.



# TECHNICAL EDUCATION (continued)

## RCOE KINESIOLOGY: SPORTS MEDICINE

*Course #7933*

*Prerequisite: completion of Sports Medicine Fundamentals with a "B" or better. (G) Elective*  
*RCC ARTICULATED*

In this level 2 course, students will receive an overview of health careers and foundational preparation for careers in the physical therapy, athletic training, sports medicine, exercise science, and other careers relating to Kinesiology or Exercise Science field. Students will learn everything from medical terminology, human anatomy and physiology, and the causes, symptoms, and management of common athletic injuries. Students will acquire practical hands-on experience in the recognition and assessment, prevention, treatment, and rehabilitation of sports injuries to the head and spine, upper extremities, chest and abdomen, the pelvis, and lower extremities. Students will be able to evaluate their patient and design a treatment and rehabilitation plan including various therapeutic exercises and modalities. There is a high level of rigor in the reading and decoding of the textbooks. Students will be examining and formulating their own conclusion of real-world medical research. The curriculum for this course includes very important 21st-century skills, such as effective communication, critical thinking, research, and collaboration that have been identified as foundational to success in this field.

## SPORTS MEDICINE CLINICAL PRACTICUM

*Course #7959*

*Prerequisite: Completion of Sport Medicine Fundamentals and Kinesiology with a "B" or better, Completion of Anatomy, Instructor approval to be enrolled. RCC ARTICULATED*

This Level 3 Clinical Practicum course is a two-part course that includes classroom instruction and community site training that is designed to help students practice their skills as a healthcare provider in the areas of athletic training, physical therapy, personal fitness training, medical and sports equipment sales, massage therapy, emergency medicine, and other sports medicine related occupations. Students will have the opportunity to apply the knowledge they have gained from previous coursework and continue to develop professional and employable skills. Subject matter will also include such items as ethics, legal concerns and insurance policies, administration in healthcare,

pharmacology in athletics, sports psychology, and the importance of strength and conditioning specialists/certifications. This course is rigorous and designed not only around the framework of the health profession in general but also around patient contact and care applications specifically.

## TV / VIDEO ROP

*Course #7902 Grade Level: 9-12 Length: Year*

*Prerequisite: None*

*MSJC ARTICULATED*

This course is the introductory course for the Digital Film Production CTE Pathway. This course meets UC/CSU A-G requirements (as an "F" Visual & Performing Arts Course or "G" Elective Course), as well as District graduation requirement for Visual & Performing Arts. This course is designed to provide students with an introduction into how the Digital Film Production Industry operates. Students will write story outlines, story treatments, and scripts, as well as design storyboards and film permits. Students will operate differing video cameras (HD, 4K, and DSLRs), differing microphones, and learn introductory photo-editing skills in Adobe Photoshop, video-editing skills in Final Cut Pro X, and music creation in Garageband. Students will be required to work collaboratively on most projects and must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. This course can be followed up with an advanced course (Digital Film Production—Level II focuses on creating daily content for a show) and concludes with a mastery course (Digital Film Production—Level III focuses on business and marketing films for real world clients).

# TECHNICAL EDUCATION (continued)

## RCOE DIGITAL FILM II

*Course #7969*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade B or better in CTE Digital Film Production I or through audition with instructor.*

This course is the advanced course for the Digital Film Production CTE Pathway. This course meets UC/CSU A-G requirements (as an "F" Visual & Performing Arts Course or "G" Elective Course). This course is designed to provide students with the opportunity to apply advanced production skills as they relate to the Digital Film Production industry by creating and crafting films for outside clients and student film festivals. Students will demonstrate advanced skills by operating differing video cameras (HD, 4K, and DSLRs), differing microphones, and through actual real-world use of their photo-editing skills in Adobe's Photoshop, graphic design skills in Adobe's Illustrator, video-editing skills in Apple's Final Cut Pro, special/visual effects in Adobe's After Effects, and music creation skills in Apple's Garageband. Students will be required to work both independently and collaboratively on projects, as well as pursue local client-based work that may count towards an internship opportunity. Students may even be paid as a result of their consultation and work. Students must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. Student production hours will be required outside of daily class time and provided by the course instructor.

This course is articulated with Riverside City College's FTV65 course. As such, students receiving a "B" grade or higher may receive 3 units of college credit upon successful completion.

## RCOE DIGITAL FILM III

*Course #7762*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade B or better in CTE Digital Film Production II or through audition with instructor.*

This course is the mastery course for the Digital Film Production CTE Pathway. This course meets UC/CSU "G" Requirements for A-G. This course is designed to provide students with the opportunity to apply their advanced personalized skills as they relate to the Digital Film Production industry by creating and crafting films for outside clients, as well as student film festivals. Students will demonstrate advanced skills by operating differing video cameras (HD, 4K, and DSLRs), differing microphones, and through actual real-world use of their photo-editing skills for in Adobe's Photoshop, graphic design skills in Adobe's Illustrator, video-editing skills in Apple's Final Cut Pro, special/visual effects in Adobe's After Effects, and music creation skills in Apple's Garageband. Students will be required to work both independently and collaboratively on projects, as well as pursue local client-based work that may count as an internship opportunity. Students may even be paid as a result of their consultation and work. Students must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. Student production hours will be required outside of daily class time and provided by the course instructor.

This course is articulated with Riverside City College's FTV52 course. As such, students receiving 108 laboratory/field production hours AND a "B" grade or higher may receive 2 units of college credit upon successful completion.

# TECHNICAL EDUCATION (continued)

## AUDIO TECHNOLOGY - Introduction to Audio

### Technology

*Course #7938*

*Length: Year*

*Prerequisite: None*

This course is to be taken in Year 1 or 2 of the Arts, Media & Entertainment Pathway. The audio technology course covers an extensive range of various aspects of the current audio industry. Topics covered will include: pre and post recording techniques, speaker design, live audio reinforcement, microphones etc. This course offers some hands-on experience utilizing some of the most current industry standard equipment. Software used during the year includes: Reason, Pro-Tools and plug-ins from Antares and Waves.

## AUDIO TECHNOLOGY II - Advanced Audio Production

*Course #7947*

*Grade Level: 10-12*

*Prerequisite: Completion of Audio Tech I with a "C" or better*

This course will focus on the aesthetic qualities of sound production in both the recording studio and live entertainment environments. Students will show creative expression and develop ideas individually and within groups, write compositions, proposals, budgets, and design & deploy the layout of commercial grade sound reinforcement systems. Students will study the impact audio and sound production has on our society from a social, economic, and political viewpoint. Study and training in this course will prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. This course is the concentrator course for the Audio Technology Pathway.

## AUDIO TECHNOLOGY III - Recording and Entertainment Management

*Course #7961*

*Grade Level: 11-12*

*Prerequisite: Completion of Audio Tech II with a "C" or better*

This course will explore the various elements of the recording industry and entertainment management. This course is designed as the Capstone to the Audio Technology sequence. Students in this course will further examine the aspects of music production and live sound reinforcement with an emphasis in management of the various production elements. Topics covered will include: Production Design, Event Operations, Entertainment & Media Marketing and Media Distribution. Students will take this hands-on class and become a vital element to all major productions on campus and in the community.

## DEVELOPMENTAL PSYCHOLOGY OF CHILDREN

*Course #5515*

*Grade Level: 9-12*

*Length: Year.*

*Prerequisite: NONE*

This course meets UC/CSU (G) and District approval for elective credit. This course will provide students with an understanding of physical, intellectual, emotional, social and moral development from conception through adolescence. Students will identify effective activities and skills and resources for helping children reach their full potential. Students will evaluate the skills needed for, and opportunities in, careers related to child development and education. The Fall Semester includes the Baby Think It Over program, which is a computer infant simulator. The program is designed to have the student act as the sole caretaker, the Bronco Baby will display sounds and behaviors to replicate the experience of caring for an infant. During the Spring Semester students will complete several site visits to local elementary schools where they will observe staff and students in an elementary setting. Material contribution and some supplies are required.



# TECHNICAL EDUCATION (continued)

## **FOODS & NUTRITION**

*Course #5516*

*Grade Level: 10-11*

*Length: Year*

*Prerequisite: None*

This course meets District requirements for elective credit. Students learn the fundamentals of safety, sanitation, measurement, and use of kitchen equipment. Laboratory experiences include preparing dishes in each of the food groups. An emphasis is given to preparation techniques, nutrition, cultural foods, and meal planning. Material fee and some supplies are required.

## **FOOD & BEVERAGE PRODUCTION**

*Course #5517*

*Grade level: 11-12*

*Length: Year*

*Prerequisite: Food and Nutrition and instructor approval*

This course meets District requirements for elective credit. Students develop skills to work as part of a team to plan menus, demonstrate proper food handling, preparation and serving techniques. Students select and use proper equipment, supplies and procedures to produce a variety of food products to be sold or served to others. Career opportunities in the food and beverage industry are identified and explored. Material contribution and some supplies are required.

## **FOOD SERVICE & HOSPITALITY**

*Course #5518*

*Grade Level: 12*

*Length: Year Prerequisite: Grade of C or better in Foods & Nutrition and Food & Beverage Production or instructor approval*

This course is designed to prepare students for entry level employment in the hospitality industry through exploring the scope of the industry and its' relationship to travel and tourism, examining hotel and lodging operations, including specialized segments of the industry. Industry leaders and businesses are profiled and students will be exposed to the variety of occupations within the field and introduced to tools for measuring financial results. Integrated throughout this course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

## **PHOTOGRAPHY I**

*Course #7800*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This first-year course meets the one full-year UC/CSU (as an "F" Visual & Performing Arts Course or "G" Elective Course) and District graduation requirement for Visual and Performing Arts. Photography I is a yearlong introductory course in photography. This course will provide students with opportunities to gain knowledge and practical skills used in the art and industry of photography. This course will familiarize the student with fundamentals of light, photographic equipment, advanced editing software including Photoshop, File Management, materials, methods, and processes often used in digital photography. The students will also study the history, principles of art, composition, presentation, peer critique, and potential careers of photography.

## **PHOTOGRAPHY II**

*Course #7805*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade C or better in Photography I and teacher approval.*

**MSJC ARTICULATED**

This course meets UC/CSU (as an "F" Visual & Performing Arts Course or "G" Elective Course) and District graduation requirements for Visual and Performing Arts. Students will continue to fine-tune their skills in art composition, image editing, camera, and artistic habits learned in Photography 1. The development of personal style and creativity will be stressed. In addition, students will explore photography as a career as they study the business side of photography including personal branding, marketing, digital workflow, client communication, and other skills required to get started in the photography industry. Students will submit to competitions as well as learn advanced editing, composition, and photography technique skills as they continue to use Photoshop and other industry standard software and equipment. Students will also learn digital asset management, printing and developing a personal style to create a portfolio archive of digital images. Pending approval students could earn 3 units of college credit through MSJC with a grade of B or better.

# TECHNICAL EDUCATION (continued)

## PHOTOGRAPHY III

*Course #7808*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Completion of Photography I and II with a "C" or better and teacher approval.*

Photography III is the mastery course of the Photography CTE Pathway. This course meets UC/CSU (as an "F" Visual & Performing Arts Course or "G" Elective Course). This course is designed to provide students with the opportunity to apply their advanced photography skills as a working photographer by completing photoshoots for the school, collaborating on projects, submitting to competitions, and completing individual projects with a career focus. Students will also learn studio lighting as well as study historically important professional photographers and their professional work in depth and apply some of their techniques to their own work. Students will continue to refine their online portfolio, advance their technical and editing skills, and solidify their personal style. Students will be required to be self-motivated and accountable in their work habits. Students will also be required to take photographs and manage photoshoots outside of daily class time. A portfolio of collected finished works with public exhibition is a final goal of this class to prepare students for college and a career in photography.

## INTRO TO DESIGN (ENGINEERING)

*Course #2445*

*Grade Level: 9-10*

*Length: Year*

*Prerequisite: None*

This course is to be taken in Year 1 of the Engineering Pathway. This course meets UC/CSU (F Category) and District graduation requirements for Visual and Performing Art credit. Introduction to Design is the first course in the Project Lead the Way Engineering sequence. The major focus for this course is to expose students to the elements and principles of visual design using the engineering design process. Projects will focus on design factors such as aesthetics, format, geometric shape & form, perspective drawing, scale, proportion, and presentation techniques. Students will use computers as a medium/tool for design of project components such as sketching techniques, orthographic drawing, 3D modeling and rendering. Assignment requirements are based on color, form and aesthetics with emphasis on the stages of the design process and critical thinking skills. In addition to the design process and principles of visual design, students will focus on research and analysis, teamwork, various communication methods, engineering standards, and

technical documentation. Through hands-on projects, students will apply engineering standards while documenting their work and designs in an engineer's notebook. Students will design solutions to solve proposed problems and communicate solutions to peers and members of the professional community. The course assumes no previous knowledge, but students should be concurrently enrolled in appropriate mathematics and science courses.

## PRINCIPLES OF ENGINEERING

*Course # 2446*

*Grade Level: 10-11*

*Length: Year*

*Prerequisite: Completion of Intro to Design—Engineering with a grade of "C" or better*

This course meets the UC/CSU (D) requirement and District graduation requirement for Science. This is the second course of the Engineering Pathway sequence. Principles of Engineering is the second course in the Project Lead the Way Engineering sequence. This course exposes students to some of the major concepts in the field of mechanical, electrical, civil, and computer engineering. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, pneumatics, and kinematics. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

## DIGITAL ELECTRONICS

*Course #2448*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade of C or better in both Intro to Design (Engineering) and Principles of Engineering*

This course is a capstone of the Engineering/Advanced Manufacturing Pathway. It is a study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for a greater signal speed and storage capabilities and has revolutionized the world of electronics.

# TECHNICAL EDUCATION (continued)

## ENGINEERING DESIGN AND DEVELOPMENT

Course #2447

Grade Level: 11-12

Length: Year

*Prerequisite: Grade of C or better in this course sequence of Intro to Design (Engineering), Principles of Engineering, and Digital Electronics; All courses 1-3 are required to enroll in this capstone class.*

This course is a capstone of the high school Engineering/Advanced Manufacturing Pathway. This course lets students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify a problem and then research, design, prototype, and test a solution, ultimately presenting their solution to a panel of practicing engineers. Students apply the professional skills they have developed to document a design process, and they complete EDD ready to take on any post-secondary program or career.

## ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Course #7571 Grade Level: 9-12 Length: Year

*Prerequisite: Successful completion of Math 1 with teacher approval, or co-enrolled in Math 1 with counselor approval*

UC/CSU (D)

This course is the intermediate course for the Computer Science CTE Pathway. AP Computer Science Principles (AP CSP) introduces students to the foundations of modern computing. This course covers a wide range of foundational topics such as programming, algorithms, the internet, big data, digital privacy/security, and societal impacts. This course is unique in that it focuses on fostering student creativity and applying creative processes when developing computational artifacts. Students design and implement innovative solutions using an interactive process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. AP CSP is designed to be an entry-level class equivalent to a first-semester introductory college computer science course. Students will use computational tools to analyze and study data while working with large data sets to analyze, visualize and draw conclusions from trends. Students will also develop effective communication and collaboration skills. In addition, students will work individually and in peer groups to discuss and solve problems and write of the importance and impact of technology in their community, society, and the world.

## CYBERSECURITY

Course #7573

Grade level 11-12

Length: Year

*Prerequisite: Successful completion of Exploring Computer Science and AP Computer Science Principles or Teacher approval*

The cybersecurity course prepares students for a career in network administration and technical support with a focus on cybersecurity. The course includes a series of technical subjects that provide hands-on knowledge and skills in computer hardware, operating systems, networking, and security concepts. Industry-based curricula are utilized in a networked environment to assist in preparing students for industry-recognized certifications. Students will engage in intricate problem-solving exercises that mimic real-world technical challenges. The program targets students preparing for careers in information and communications, technology, and cybersecurity. Activities in this course include work-based learning that connects students to industry and the local community.

## CTE COMPUTER PROGRAMMING

Course #7574

Grade level 10-12

Length: Year

*Prerequisite: AP Computer Science Principles UC/CSU (G)*

This course is designed to increase the knowledge base of computer applications related to mathematics, business, science, and social science. The major focus will be Object Orientated Languages: Python and Java, Classes and Objects, machine control, online applications. The course builds upon skills and practices from AP Computer Science Principles and is meant to prepare students for entry-level employment in the computer science field.



# GENERAL ELECTIVES

**Note:** Athletic Physical Education courses meet District graduation requirements for physical education credit for 10th grade. Athletic physical education courses meet district graduation requirements for elective credit for 10th, 11<sup>th</sup>, and 12th grades. All students must successfully complete try-outs before being placed on team rosters. Students must be eligible with an athletic physical, a minimum grade point average of 2.0 and have approval from the coach and Athletic Director before entering the class.

All students are invited to be a part of the Bronco Athletics Tradition. All Broncos will be called upon to build and keep the athletic traditions that are now standards for all Broncos. Incoming 9<sup>th</sup>-grade students are encouraged to get involved in activities and do their best in the classroom. We recommend that a 9<sup>th</sup>-grade student-athlete participate in 2 or 3 sports during their high school career. This is a great opportunity to be involved in as many sports as possible to find out about your skills as an athlete. The following is a list of sports offered at Vista Murrieta High School:

*NOTE: Athletes must maintain a minimum 2.0 GPA and pass at least 20 units each grading period to participate in athletic programs.*

## **BOYS ATHLETIC PE Grade Level: 10-12**

*Prerequisite: Must be listed on Coach's team roster*

*Length: Year*

Cross-Country (Fall Sport) Course #2906

JV Football (Fall Sport) Course #2910

Varsity Football (Fall Sport) Course #2909

Water Polo

Aquatic Conditioning (Fall Sport) Course #2918

Basketball (Winter Sport) Course #2903

Soccer (Winter Sport) Course #2919

Wrestling (Winter Sport) Course #2931

Baseball (Spring Sport) Course #2901

Swimming

Aquatic Conditioning (Spring Sport) Course #2918

Volleyball Course #2927

## **GIRLS ATHLETIC PE Grade Level:10-12**

*Prerequisite: Must be listed on Coach's team roster*

*Length: Year*

Cross-Country (Fall Sport) Course #2906

Volleyball (Fall Sport) Course #2927

Water Polo

Aquatic Conditioning (Winter Sport) Course #2918

Basketball (Winter Sport) Course #2904

Soccer (Winter Sport) Course #2920

Wrestling (Winter Sport) Course #2931

Softball (Spring Sport) Course #2929

Swimming

Aquatic Conditioning (Spring Sport) Course #2918

## **AVID**

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Approval of AVID Coordinator and/or Counselor*

*Course #1944 Freshman /*

*Course #1945 Sophomore*

*Course #1946 Junior*

*Course #1947 Senior Seminar*

All AVID courses meet District graduation requirements for elective credit, but AVID Senior Seminar also meets UC/CSU (G) elective credit. AVID (Advancement Via Individual Determination) is a program designed to increase school wide learning and performance. As an elective course, AVID prepares students for entrance into four-year colleges by following a curriculum based on analytical writing, note-taking, organizational skills, study skills, college and career research, and test taking strategies. Selection into the elective course consists of meeting program guidelines, completing the application process and participating in a formal interview.

# GENERAL ELECTIVES (continued)

## AVID TUTOR/ACADEMIC TUTOR

*Course #1950*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Approval of AVID Coordinator and/or Counselor*

This course meets District graduation requirements for elective credit. This is an elective course in which mature junior and senior students assist AVID teachers in the AVID 9 and/or AVID 10 classes. Students will lead and assess group inquiry/tutorial sessions and serve as role models for the AVID students. Students will learn about AVID methodologies and will complete certain clerical tasks. Consistent attendance is essential, and an AVID Tutor contract must be completed. This course is ideal for students who might want to become teachers or who wish to gain valuable leadership skills.

## HEALTH

*Course #8075*

*Grade Level: 9*

*Length: Semester*

*Prerequisite: None*

This course meets District and California State requirements for health and personal fitness. It is a requirement for graduation and is required of all freshmen. Students are presented with current research. The curriculum includes four unifying ideas from the nine major areas of health instruction: Personal Health, Consumer and Community Health, Injury Prevention and Safety, Tobacco, Alcohol and Other Drugs, Nutrition Education, Environmental Health, Family Living, Individual Growth and Development and Communicable and Chronic Diseases.

## ICT (INFORMATION, COMMUNICATION & TECHNOLOGY)

*Course # 7560*

*Grade Level: 9*

*Length: Semester*

*Prerequisite: None*

This course meets District graduation requirements. This course is required of all freshmen. ICT is a course that provides the student with base knowledge for learning in the 21st century. It incorporates defining, evaluating, managing, and communicating information, media literacy, and career development skills through the use of critical thinking, problem-solving, and career readiness skills. Students will learn how to locate, use, and evaluate the necessary information, programs, and technology required to complete a rigorous secondary education program.

## CINEMA AS LITERATURE

*Course #1876*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade C or better in English II*

This course meets UC/CSU (G) elective and District Visual and Performing Arts requirements. This course is designed to show students how film is a form of literature. By viewing classic and modern films, students will learn that good films, like good literature, have certain elements in common. They will be expected to understand motifs, symbols, metaphors, allusions, and plot elements as they relate to both film and literature and to develop an appreciation for the interaction of film elements such as scripting, directing, acting, producing, editing cinematography, music, lighting, sound, special effects, set design, and costuming. Students will learn to recognize such film genres as drama, comedy, western, musical, science fiction, horror, action/adventure, animation, and documentary.

## CREATIVE WRITING

*Course #1877*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Grade C or better in English II or concurrently enrolled in English II*

This course meets UC/CSU (G) and District graduation requirements for elective credit. Creative Writing is designed to help students explore writing as a tool for creative expression. Students will learn the process writers use to compose a variety of pieces, including short stories, essays, poems, and plays, and to discriminate between what is effective in their writing and that of their peers.

## BEGINNING GUITAR

*Course #7000*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Must provide own acoustic guitar*

This course meets UC/CSU (F) and District graduation requirements for Visual Art or elective credit requirements. Students will learn multiple styles of guitar techniques.

Music fundamentals covered are music notation, meter, and note values, key signatures, and chords. Students will be able to read notation on all strings in first position, play basic chords and play basic songs.

# GENERAL ELECTIVES (continued)

## INTERMEDIATE GUITAR

*Course #7001*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: "C" or better in Beginning Guitar and instructor's approval*

This course is a performance and music theory-based course. Students will perform solo and ensemble music pieces. Students will also enhance their sight-reading skills, improve their techniques, and learn advanced chords, alternate picking styles, and multi-octave scales.

## YEARBOOK

*Course #1870*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets District and UC/CSU requirements for Electives (G) and is designed to develop the skills and techniques in publishing, necessary to produce a high school yearbook publication from scratch. Students will participate in designing, photographing, writing and editing the yearbook over the course of the school year. Topics covered include layout, photojournalism, writing and other topics related to the publication of the "Stampede" yearbook. Students are expected to complete a variety of tasks, all year, both in and out of class, including after school. Class size is limited. Strong design, photography and writing skills are a plus.

## YEARBOOK DESIGN

*Course #1875*

*Grade Level 9-12*

*Prerequisite: Teacher approval*

Yearbook Design is a yearlong course to develop students' understanding of the role of visual art and design. In addition, this course will focus on impacts within society/culture and publication mediums. Yearbook Design will incorporate knowledge of a designer's target audience and stimulate creativity through a variety of two-dimensional media. Students will apply the artistic process to create designs for yearbook publication. Students will maintain the integrity of design through the editing process, while collaborating and communicating with yearbook peers. In this course, students will demonstrate the ability to apply principles of design and effectively communicate.

## PSYCHOLOGY

*Course #1900*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: None*

This course meets UC/CSU (G) and District graduation requirements for elective credit. This course explores the field of individual human behavior and how that behavior interacts with society. This course will explore current theories in areas such as personality development, learning, perception, and abnormal psychology, as well as cover the classic theorists and their contributions to the field. Research on the brain and behavior will also be studied. Assessment procedures will include performance-based and conventional assessments, research projects, and papers.

## ADVANCED PLACEMENT PSYCHOLOGY

*Course #1890*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets UC/CSU (G) and District graduation requirements for elective credit. The course will explore current theories in areas such as personality, development, learning, perception, and abnormal psychology, as well as cover the classic theorists and their contributions to the field. Brain research and behavior will also be studied. Assessment procedures will include performance-based and conventional assessments, research projects, and papers. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.



# GENERAL ELECTIVES (continued)

## MSJC DUAL ENROLLMENT PYSCH

### 101 INTRODUCTION TO PSYCHOLOGY 3 Units

*Course #1895*

*Grade Level: 11-12*

*Length: Semester*

*Prerequisite: MSJC Matriculation and an appropriate assessment test score of English 098*

This course is designed to introduce students to the core themes of introduction to psychology, the scientific study of behavior and mental processes in context.

Contemporary theories and research methods will be explored. Topics will range from the study of learning-cognitive principles to brain physiology and psychopathology. The aim of this course is to promote the intellectual development of students by broadening their understanding of the fundamental aspects of human behavior and cognitive processes.

## ADVANCED PLACEMENT HUMAN GEOGRAPHY

*Course #1918*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets UC/CSU (A) and District graduation requirements for social science or elective credit. It also meets the requirement for World History credit. AP Human Geography is a year-long course that focuses on the distribution, processes, and effect of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. The student will be able to: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; characterize and analyze changing interconnections among places. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT MUSIC THEORY

*Course #7007*

*Grade Level: 9-12*

*Length: year*

*Prerequisite: Instructor approval and participation in an Advanced Music Ensemble*

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This Course develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint or the realization of figured-bass notation.

## ETHNIC STUDIES

*Course #1925*

*Grade Level: 9 - 12*

*Length: Semester*

*Prerequisite: None*

The course is UC-approved and satisfies a "G" requirement. An interdisciplinary approach to the study of race and ethnicity, as understood through perspectives of major underrepresented racial groups in the United States. Ethnic Studies examines and addresses such issues as: changing demographics, civil rights, educational inequality, identity and empowerment, immigration, gender and intersectionality, media, music and popular culture, social movements, voting rights and political representation, and much more. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building.

# GENERAL ELECTIVES (continued)

## PEER ASSISTANCE LEADERSHIP: PLUS

Course # 5543

Grade Level: 10-12

Length: Year

*Prerequisite: Teacher recommendation, signature, and interview*

PLUS course meets District elective requirements. Students in Peer Assistance Leadership are part of the PLUS (Peer Leaders Uniting Students) program and reach out to our campus and surrounding community through forums where students explore issues they are facing, including difficult ones such as peer pressure and discrimination. Through PLUS activities, students have a chance to build bridges, break down barriers and better understand our diverse student population. The PLUS program is a critical part of campus life as it provides the unique opportunity for students to engage with and lead other students in activities and discussions about campus related issues that impact their lives. The PLUS class gives students the opportunity to promote better campus culture and student interaction. PLUS is a youth-led Participatory Action Research (YPAR) Program where students collect and analyze both quantitative and qualitative data from student voice and utilize critical thinking and problem-solving skills to develop activities corresponding with that data to promote a more positive culture and climate on campus. See Mr. Dowden for more information.

## PEER ASSISTANCE LEADERSHIP: BBC

Course # 5541

Grade Level: 10-12

*Prerequisite: Teacher recommendation, application, interview, and advisor approval.*

BBC (Bronco Bleacher Creatures) is a school-wide, student driven program designed to maximize student participation and increase a positive school culture, climate and school spirit. Through leadership training, students will learn public speaking skills as well as interpersonal and presentation skills as it relates to dealing with the school and community. Students will also engage in community service, in addition to business, marketing, communications and financial and accounting practices. Through BBC activities students will support, recognize, and promote all athletics, arts and student performances.

## LIFE MANAGEMENT

Course #TBD

Grade Level: 9-12

Prerequisite: None

This course is designed to give students skills they will need for personal and life management. Instruction in the content areas of child development and guidance; consumer education; family and human development; fashion, textiles, and apparel; food and nutrition; housing and furnishings; individual and family health; finances, budgeting, taxes, job applications, and interview skills; and leadership is designed to prepare students with the knowledge, skills, and attitudes to function effectively as family members, leaders, workers, and citizens.

## LEADERSHIP/SENATE

*LEADERSHIP: Course #1930*

*SENATE: Course #1932*

Grade Level: 9-12 Length: Year

*Prerequisite: Application and advisor approval*

This course meets District requirements for elective credit. Designed students interested in learning about government, parliamentary procedure, service and public relations in laboratory and practical school situations. Leadership students will learn written and public speaking skills as well as conflict resolution and interpersonal skills. Emphasis will be on government and school procedures, elections and running effective meetings. Students will learn service-learning skills such as presentation skills, community service, citizenship in addition to business marketing, communications and financial and accounting practices. While students meet in the classroom setting, the majority of the practical learning situations are held outside the class and outside the regular school day. Students are required to maintain a 2.5 GPA while part of this program.

# GENERAL ELECTIVES (continued)

## LEADERSHIP PROGRAM - LINK CREW

*Course #5542*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Teacher recommendation, signature, and interview*

Link Crew is the freshmen leadership transition program. Junior and senior leaders are chosen to act as mentors for the freshmen class. Link Crew leaders are responsible for connecting freshmen to make their transition to high school truly successful and comfortable. Each leader is linked to approximately 10 freshmen for the entire year. The leaders are responsible for fulfilling their leader-initiated contacts. These contacts include monthly luncheons, phone calls, letters/congratulations and face to face interactions. The other significant aspect is planning social events for just the freshmen class. Events include orientation, freshmen rally, luncheons, movie nights, and final review sessions. Students must have a 2.5 GPA or higher to be part of Link Crew. See Mrs. Parsons for more information.

## RENAISSANCE

*Course #1934*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Teacher recommendation, application, signature, and interview*

This course meets District requirements for elective credit. This is a school-wide, student driven program designed to reward, recognize, and reinforce academic images on campus. Through leadership training, Renaissance students will design and implement rewards-based programs for students, teachers, and staff. Renaissance is a comprehensive change in attitude and an entirely new way of thinking that brings academic achievement to the forefront at school. It helps students experience the true joy of learning, recognizes our educators as dedicated and valued professionals, and increases the involvement of parents and businesses. Renaissance is a revival in the way students, staff, and communities perceive and approach education. It is a proven, viable solution to the scholastic challenge of making academics and academic achievement the primary focus. See Mrs. Lane for more information.

## INCLUSIVE PEER MENTORING

*Course #5544*

*Grade Level 9-12*

*Length: year*

*Prerequisite: none UC/CSU (A-G)*

Students will learn about inclusive education, equity for all students, and strategies to support peer buddies and work directly with special and general education peers with unique needs. This course will provide students with an understanding of exceptionality and equip them with strategies to effectively mentor peers with unique needs. Students will gain understanding of equitable supports for students with varied abilities, accommodations, and modifications necessary to allow all students access opportunities to be successful in a variety of education settings aiming toward the least restrictive environment. Students will facilitate learning and relationship-building with peers in the classroom/school environment.

## AFJROTC AEROSPACE SCIENCE I

*Course #7965*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This course meets District graduation requirements for physical education credit for grades 9-12 and elective credit for grades 11-12. The AFJROTC is a leadership program that is designed to instill the value of citizenship, personal responsibility, and a sense of accomplishment to the student. All courses have two main curriculums, Aerospace Science and Leadership Education. The first year will focus on aviation history and the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomy and space exploration history. The student will also be introduced to the mission of Air Force Junior ROTC program, its organization, and philosophies. Students learn customs and courtesies associated with classroom activities, the United States flag, and the wear of the Air Force Junior ROTC uniform, to include attitude and discipline expectations. Basic military drill will also be taught.



# GENERAL ELECTIVES (continued)

## **AFJROTC AEROSPACE SCIENCE II**

*Course #7966*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Aerospace Science I*

This course meets District graduation requirements for physical education credit for grades 9-12 and elective credit for grades 11-12. The AFJROTC is a leadership program that is designed to instill the value of citizenship, personal responsibility, and a sense of accomplishment to the student. All courses have two main curriculums, Aerospace Science and Leadership Education. The second year will focus on world cultures. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. An underlying theme of the course emphasizes the impact that cultural perspectives have on interactions between people. Students will also be learning effective communication skills. Effective writing, speaking, and listening skills are emphasized. Students also develop an understanding of individual and group behavior, to include exercises in motivation, defense mechanisms, and individual responsibility. This course will present basic leadership concepts and principles, situational leadership activities, and techniques for effective teamwork. Additionally, military drill and wearing of the AFJROTC uniform will be part of this course.

## **AFJROTC AEROSPACE SCIENCE III**

*Course #7967*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Aerospace Science II*

This course meets District graduation requirements for physical education credit for grades 9-12 and elective credit for grades 11-12. The AFJROTC is a leadership program that is designed to instill the value of citizenship, personal responsibility, and a sense of accomplishment to the student. All courses have two main curriculums, Aerospace Science and Leadership Education. The third year will focus on the basic concepts of space flight. This curriculum will complement materials taught in high school math, physics, and other science-related courses. Our Leadership Education curriculum is titled "Life Skills and

Career Opportunities". This curriculum will teach students the fundamentals of financial planning, budgeting, how to choose a college, how to apply for a job, and other essential life skills lessons. Additionally, military drill and wearing of the AFJROTC uniform will be part of this course.

## **AFJROTC AEROSPACE SCIENCE IV**

*Course #7968*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Aerospace Science III*

This course meets District graduation requirements for physical education credit for grades 9-10 and elective credit for grades 11-12. The AFJROTC is a leadership program that is designed to instill the value of citizenship, personal responsibility, and a sense of accomplishment to the student. All courses have two main curriculums, Aerospace Science and Leadership Education. The fourth year is a customized course that teaches how to manage the cadet core. Students will complete real-world assignments assigned to them from the staff cadet core to ensure all activities and unit goals are fulfilled. They will plan, organize, and create committees to assist the staff cadet core. The student will be also taught principals of management. This revised course contains many leadership topics such as management in a working environment, establishing goals, and developing plans to achieve the goal and learning foundations of decision making. Throughout the course, there are many ethical dilemmas, case studies, and role-play activities built into the lessons. Additionally, military drill and wearing of the AFJROTC uniform will be part of this course.

# GENERAL ELECTIVES (continued)

## **AFJROTC EXECUTIVE LEADERSHIP**

*Course #7994*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Completion of AP AFJROTC and instructor approval*

This course meets District graduation requirements for physical education credit for grades 9-12 and elective credit for grades 11-12. The AFJROTC is a leadership program that is designed to instill the value of citizenship, personal responsibility, and a sense of accomplishment to the student. All courses have two main curriculums, Aerospace Science and Leadership Education. This is a customized course that selected students will manage and lead the cadet core. Students will complete real world assignments assigned to them from the instructors to ensure all activities and unit goals are fulfilled. They will plan, organize, and create committees as needed to complete all unit tasks. This is a student lead class by design. The student will be also taught principals of management. This revised course contains many leadership topics such as management in a working environment, establishing goals and developing plans to achieve the goal and learning foundations of decision-making. Additionally, military drill and wearing of the AFJROTC uniform will be part of this course.

## **AFJROTC DRILL AND CEREMONIES**

*Course #7980*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: None*

This course provides an in-depth introduction to drill and ceremonies and has the benefit of taking students to the advanced and intermediate drill and marching levels. The course concentrates on the elements of drill and describes individual and group precision movements, drill, ceremonies, reviews, parades, and development of the command voice. Students are provided detailed instruction on ceremonial performances and protocol for military and civilian events and have the opportunity to personally learn drill.

## **STUDY SKILLS**

*Course #8105*

*Grade Level: 9-12*

*Length: year*

*Prerequisite: determined at IEP meeting*

The Study Skills class is offered in the Specialized Academic Instruction Setting to assist students with their academic workload. The class is designed to complete homework and prepare for tests. The Education

Specialists and staff provide additional support for all academic classes and teach organizational skills. Throughout the class, students will participate in activities that will assist students in learning and/or recognizing their own learning styles. Students will be encouraged to become advocates for themselves and their education. Education Specialists and students will also discuss post-high school transition goals and work on individual goal setting.

## **SENIOR SEMINAR**

*Course #5531*

*Grade Level: 12*

*Length: Year*

This course meets District graduation requirements for elective credit. Senior Seminar is a year-long course and is offered only to 12th grade students who are bound to 4-year colleges. It will provide valuable instruction to senior students relating to their post-high school plans. Lessons will focus on identifying post-secondary options consistent with interest, achievement, aptitude, and abilities investigating college plans. Students will explore current and future career trends, properly submit college applications, identify, and apply for scholarships, understand financial aid and properly complete and submit the FAFSA form. Senior Seminar is designed for students enrolled in Dual/AP courses, as it includes collaborative Dual/AP support.

## **LATE START/EARLY RELEASE**

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: On track for graduation*

*\*Late Start/1st Period Course #9010*

*\*Late Start/2nd Period Course #9011*

*\*Early Release/6th Period Course #9007*

*\*Early Release/7th Period Course #9002*

Students who are on-track with enough credits for graduation and are not credit-deficient may request Late Start for periods 1-2, or Early Release for periods 6-7. Students must carry a minimum of five (5) VMHS (non-Dual) courses along with any Late Start/Early Release periods. Students must have Late Start/Early Release Contract with parent signature (see appendix). NO grade or credits are issued.

Early Release/Late Start is a privilege. Students must maintain passing grades, be on track for graduation, and adhere to all expectations.



# ADVANCED PLACEMENT PROGRAM

*What is AP?* AP courses are typically more demanding courses than regular high school courses. AP courses are COLLEGE LEVEL courses. VMHS offers 20 different subject courses that students can choose from throughout their high school careers. From May 6<sup>th</sup> through May 17<sup>th</sup>, 2024, the student will have the opportunity to participate in the AP exam corresponding to the subject studied. Participating in AP courses is favorably viewed by colleges and universities if the student proves to successfully pass a course and pass the AP exam.

Why take an AP course? The College Board states that, "The extra time a student will put into an AP course is definitely worth it. Consider these benefits: the student will have the opportunity to study a subject in-depth, at the college level, so he/she will be more prepared for college work and if the student receives a qualifying grade on an AP exam they may be eligible for advanced placement or course credits at a majority of colleges and universities in the U.S."

VMHS is committed to offering students every opportunity to advance learning by taking Advanced Placement (AP) courses. Some other facts about Advanced Placement courses:

1. AP course grades are weighted and earn an extra point towards your GPA i.e., an 'A' grade counts 5 points for an AP course instead of 4 points for an 'A' in a non-AP core class.
2. If a student chooses to take the AP exam at the end of the course, the approximate cost is \$100.00 for each exam. Price is subject to change, per CollegeBoard. Fee waivers may be available for those who qualify to help defray this cost. See the individual teacher for more information.
3. AP courses require students to commit to many hours of additional study and preparation time beyond the normal homework/project requirements. Many courses require summer reading.
4. Students may earn college credits for each class taken if they take and pass the AP exam at a certain level.
5. AP classes at VMHS have traditionally been open to all students. However, recently some AP classes have been impacted due to reduced staffing or limitations in staff qualified to teach a specific AP course. AP courses will continue to be accessible to students meeting the prerequisites; however, impacted courses will be offered based upon a priority list. Upperclassmen will receive the highest priority for admission to multi-grade AP classes.

To find out more about the Advanced Placement Program, visit The College Board web page at <http://apcentral.collegeboard.com> where you will learn current information about Advanced Placement courses. Or visit the VMHS AP webpage at [www.vmhs.net](http://www.vmhs.net) by clicking on Programs and Advanced Placement or see your Counselor for more information.

## *Advanced Placement Course Offerings*

AP English Language and Composition	AP World History
AP English Literature and Composition	AP United States History
AP Calculus AB	AP Government
AP Calculus BC	AP Macroeconomics
AP Statistics	AP Microeconomics
AP Biology	AP Psychology
AP Environmental Science	AP Computer Science Principles
AP Chemistry	AP Studio Art
AP Physics	AP Music Theory
AP Human Geography	AP Spanish Language



# AP EXAMS

## Important AP Exam 2023-2024 Memo:

In recent years, College Board, creators of Advanced Placement, announced significant changes to the AP exam ordering process, deadlines, late fees, and cancellation fees that will continue to be mandated for all schools and all students in the 2023-2024 school year.

All students will decide whether to take exams and order their exams by November 2023. All students in AP classes who register after November 2023, will be assessed a \$40.00/exam late fee. In addition, a \$40.00/exam cancellation fee will be assessed for any exam order canceled after November 2023. It is important that all families are aware of these fees and deadlines, especially as students begin registering for their 2023-2024 courses.

We understand that these deadlines may cause concern for students, parents, and teachers. Please keep in mind that this is being mandated by the College Board and was not decided by the school or school district.

Thank you,  
AP Coordinators  
Claudia Hill and Sandie Valenzuela



# ADVANCED PLACEMENT COURSES 2023/2024

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Course #1005

Grade Level: 11

Length: Year

*Prerequisite: Placement for juniors is determined by the student's previous English course performance (semester grades of B+ or higher recommended)*

This course meets UC/CSU (B) and District graduation requirements for English. It is a one-year course consisting of analysis and writing at the collegiate level. The majority of emphasis will be on the four modes of discourse (narration, description, exposition and argumentation), and the majority of essays will focus on rhetorical analysis, argument, and synthesis. Approximately 25-28 essays/papers are written throughout the course, all of them focused on a topic or prompt, all of them being graded on the essay's adherence to the topic/prompt, the essay's insightfulness, and the overall coherence and organization of the essay. Although fiction will be read, there is a large emphasis on non-fiction as well, the analysis of both occurring through a social, political (and sometimes economic) lens. Ultimately, the contents of this course will prepare the students for the AP Exam in May. 55% of the AP Exam's grade is derived from three timed essays and 45% of the AP Exam's grade is multiple choice questions. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students that do not take the AP Exam will be ineligible to receive college credit for the course. **Summer Assignment due.**

## ADVANCED PLACEMENT LITERATURE & COMPOSITION

Course #1008

Grade Level: 12

Length: Year

*Prerequisite: Placement determined by the student's previous English course performance (semester grades of B+ or higher are strongly recommended). This course meets UC/CSU (B) and District graduation requirements for English. It is a one-year course consisting of literary analysis and writing at the collegiate level. This course has mandatory summer assignments.*

This course meets UC/CSU and District English requirements. It is a one-year course for seniors who have demonstrated excellent academic competence in English. This course is an intensive study of various fictional genres, focusing on reading both poetry and prose, and on demonstrating literary analysis through composition. Students will interact with the literature by using collaborative techniques, visual and written interpretations, and sustained discussion groups. Students will also study works individually, analyzing diction, syntax, characters, themes, and author's purpose. Students will consider structure, meaning, and value of the work and its relationship to the times in which it was written as well as the relationship to contemporary times. Students who do not take the AP Exam will be ineligible to earn college credit for the course.

## ADVANCED PLACEMENT CALCULUS AB

Course #2400

Grade Level: 11-12

Length: Year

*Prerequisite: By placement only*

This course meets UC/CSU (C) and District math requirements. This course includes the study of limits, continuity, differentiation, applications of differentiation, integration, and applications of integrations. Definitions and theorems are rigorously explored and used to solve problems that require the use of these concepts. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

# ADVANCED PLACEMENT COURSES 2023/2024 (continued)

## ADVANCED PLACEMENT CALCULUS BC

Course #2405

Grade Level: 11-12

Length: Year

Prerequisite: By placement only

This course meets UC/CSU (C) and District math requirements. This course includes the study of the derivative and integral to include analysis of plane curves given in parametric, polar and vector form; solving differential equations, including separable differential equations, logistic differential equations and Euler's method; integration by parts and using simple partial fractions; finding the length of a plane curve including curves given parametric form; the concept of series including types of series and convergence tests; Taylor series including polynomial approximation, power series, interval of convergence and Lagrange error for Taylor polynomials. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT BIOLOGY

Course #3031

Grade Level: 11-12

Length: Year

Prerequisite: Grade B or better in Biology and Chemistry with teacher approval

This course meets UC/CSU (D) laboratory science and District graduation requirements for science or elective credit. AP Biology is a rigorous course designed to be the equivalent of a college introductory Biology course usually taken by Biology majors as college freshman. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Course #3103

Grade Level: 10-12

Length: Year

Prerequisite: Completion of Biology and Algebra 1 and a co-current enrollment or completion of Chemistry with grades of B or better

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. A minimum of 20% of class time will be devoted to laboratory experiences.

## ADVANCED PLACEMENT CHEMISTRY

Course #3528

Grade Level: 11-12

Length: Year

Prerequisite: Grade B or better in Biology and Chemistry, successful completion of Alg II/Trig and teacher or Department Chair approval

This course meets UC/CSU (D) physical science laboratory and District physical science requirements. The course covers quantitative/qualitative study of elements, compounds and molecules and basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, electrochemistry, and acid-base theories. At least 20% of the course will focus on laboratory activities. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.



# ADVANCED PLACEMENT COURSES 2023/2024 (continued)

## ADVANCED PLACEMENT PHYSICS

*Course #3531*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Grade B or better in Chemistry with concurrent enrollment in Pre-Calculus, Math Analysis or higher or teacher approval*

This course meets UC/CSU (D) physical science laboratory and District graduation science requirements. Advanced Placement Physics is a rigorous course designed to be the equivalent of a college introductory Physics course usually taken by non-calculus-based Physics majors. The focus is to provide students with a broad conceptual background in Physics and necessary problem-solving skills to apply those concepts in practical situations. This course is a laboratory-based course with an emphasis on practical hands-on experience. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT HUMAN GEOGRAPHY

*Course #1918*

*Grade Level: 9-12*

*Length: Year*

*Prerequisite: Teacher approval*

The course meets UC/CSU (A) and District graduation requirements for social science or elective credit. It also meets the requirement for World History credit. AP Human Geography is a yearlong course that focuses on the distribution, processes, and effect of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. Student will be able to: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; characterize and analyze changing interconnections among places. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT WORLD HISTORY

*Course #1503*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Approval of Instructor*

This course meets UC/CSU (A) and District history requirements. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present. Students will apply historical critical thinking skills. There are five themes within AP World History: the environment, cultures, state-building, economic systems, and social structures that provide areas of historical inquiry for investigation throughout this course. AP World History encompasses the history of the five geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Students attempting to receive college credit for Advanced Placement are required to pass the College Board exam with a three or higher which validates coursework. This exam is not a requirement. Student fees are allowable for Advanced Placement examinations for the possibility of college credit, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay the required AP reduced fees.

## ADVANCED PLACEMENT U.S. HISTORY

*Course #1601*

*Grade Level: 11*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets UC/CSU (A) and District history requirements. Advanced Placement U.S. History is designed to be a survey course of American History. Students will demonstrate their understanding, assimilation, and utilization of the historical knowledge, opinions, conclusions, and techniques gained through a range of directed, cooperative and inquiry approaches. The students will examine and master major turning points in the shaping of American history from 1608 - present. A heavy emphasis will be placed on timed essay writing. Regular after-school seminars will be held throughout the year. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

# ADVANCED PLACEMENT COURSES 2023/2024 (continued)

## ADVANCED PLACEMENT GOVERNMENT

*Course #1701*

*Grade Level: 12*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets UC/CSU (A) and District history requirements. This course gives an analytical perspective of government and politics in the U.S. and involves the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute the reality of U.S. politics. This course encompasses the study of general concepts used to interpret the key political relationships found in virtually all national politics. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT MACROECONOMICS

*Course #1705*

*Grade Level: 12*

*Length: Year*

*Prerequisite: A grade of C or higher in Algebra II*

This course meets UC/CSU (G) and District history requirements. This course provides students with a thorough understanding of macroeconomics that apply to economic systems as a whole, emphasizing the study of national income and price determination. This course develops a student's familiarity with economic performance measures, economic growth, and international economics. This is a graph-intensive course and requires a basic understanding of how to read graphs and charts. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## ADVANCED PLACEMENT MICROECONOMICS

*Course #1712*

*Grade Level: 12*

*Length: Year*

*Prerequisite: A grade of B or better in Algebra II.*

This course meets UC/CSU (G) credit. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. It will cover both microeconomic and macroeconomic theory. This Microeconomics course is a more advanced class than A.P. Macroeconomics, and at the end of the year students will be able to take both the Micro and Macro AP exam. Students with a strong math background are encouraged to take this class. Also, anyone who has taken A.P. Macroeconomics may take this class. This class will fulfill both the Economics and Government graduation requirement.

## ADVANCED PLACEMENT PSYCHOLOGY

*Course #1890*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Teacher approval*

This course meets UC/CSU (G) and District graduation requirements for elective credit. The course will explore current theories in areas such as personality, development, learning, perception, and abnormal psychology, as well as cover the classic theorists and their contributions to the field. Brain research and behavior will also be studied. Students will engage in hands-on experiments that will demonstrate concepts discussed throughout the year. Assessment procedures will include performance-based and conventional assessments. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

# ADVANCED PLACEMENT COURSES 2023/2024 (continued)

## ADVANCED PLACEMENT COMPUTER SCIENCE

### PRINCIPLES

*Course #7571*

*Grade Level: 10-12*

*Length: Year*

*Prerequisite: Successful completion of Math 1/Algebra 1 and Teacher approval*

*UC/CSU (D)*

AP Computer Science Principles (AP CSP) introduces students to the foundations of modern computing. This course covers a wide range of foundational topics such as: programming, algorithms, the internet, big data, digital privacy/security, and societal impacts. This course is unique in that it focuses on fostering student creativity and applying creative processes when developing computational artifacts. Students design and implement innovative solutions using an interactive process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. AP CSP is designed to be an entry-level class equivalent to a first-semester introductory college computer science course. Students will use computational tools to analyze and study data while working with large data sets to analyze, visualize and draw conclusions from trends. Students will also develop effective communication and collaboration skills. In addition, students will work individually and in peer groups to discuss and solve problems, write of the importance and impact of technology in their community, society, and the world.

## ADVANCED PLACEMENT STUDIO ART

*Course #6150*

*Grade Level: 11-12*

*Length: Year*

*Prerequisite: Teacher Approval and Grade B or better in Art 1 and Art 2 (Advanced Drawing & Painting) and recommend Studio Art*

This course meets UC/CSU (F) and District graduation requirements for Visual Art or elective credit requirements. The AP Studio Art program is offered to serious and highly motivated Art-interested students. AP Studio Art is not based on a written exam but is based on the production of a fine arts portfolio. Students will be challenged to work at a college level and be expected to commit many hours beyond their regular school day towards their art. The portfolio will encompass quality pieces of a variety of art works as well as a number of very focused concentrated pieces representing one particular theme of interest. The successful portfolio, overall, will show, through both writing and production work, the process of investigation, growth, and discovery for each individual student. While it is not mandatory for students to take the AP exam in the Spring, it is required

in order to receive any potential college credits. Students who enroll in this course will be expected to complete the course as though they are taking the final exam. A material fee and some supplies will be collected to cover the cost of materials consumed in the production of all products.

## ADVANCED PLACEMENT MUSIC THEORY

*Course #7007*

*Grade Level: 10-12*

*Length: year*

*Prerequisite: Instructor approval and participation in an Advanced Music Ensemble*

This Course develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint or the realization of figured-bass notation.

## ADVANCED PLACEMENT SPANISH LANGUAGE

*Course #4130*

*Grade Level: 10-12*

*Prerequisite: Grade B or better in Spanish III, IV or Spanish for Spanish Speakers II, teacher approval*

This course meets UC/CSU (E) and District graduation requirements. The Advanced Placement Spanish language course seeks to develop language skills – listening, speaking, reading, and writing - that apply in many subject areas rather than any single subject matter. The AP course includes the study of the Spanish-speaking countries, people, and culture, inherent in the study of any language. Furthermore, the course will include a systematic review of the basic points of grammar and verb conjugations with emphasis on areas where Spanish and English conflict. The finer grammatical points that contribute to an increased ability to write and speak correctly, with minimal interference from the English language will also be addressed. Students can expect to spend an additional 4-5 hours per week outside of class on homework, review, research and/or practice. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.



# DUAL ENROLLMENT

M.S.J.C and MVUSD combined resources...  
NOW offering college courses on VMHS campus!

## What is Dual Enrollment?

Dual Enrollment allows current high school students the opportunity to enroll in dual-credit courses, expand student access to affordable higher education, provide challenging academic and occupational experiences to qualified high school students during their Junior and Senior years.

Dual Enrollment allows students and families to decrease the cost of college education.

## Why Take Dual Enrollment Courses?

Successful completion of Dual Enrollment courses will enable students to simultaneously earn college credit transferable to two- and four-year colleges/universities and satisfy high school graduation requirements. Successful completion of occupational courses will allow students to simultaneously earn college credits, satisfy high school graduation requirements, and assist in the transition to community college or job opportunities or careers. The MSJC Process for all students to apply is the following:

- All students must be matriculated (11th/12th grade student) (online application and orientation)
- Submit a Student-Parent Agreement form on VMHS campus in both Spring and Fall semesters
- Students are recommended to have a 3.0 GPA

The student is responsible for completing the college registration process, which includes the completion of an application for admission, and completing an online orientation session. This process must be completed before VMHS staff meets with MSJC staff to register students in Dual Enrollment courses and submitting a MSJC student parent agreement form in May/June of each year. Students are also responsible for enrolling themselves in the proper courses online through their MSJC Self- Service account. Instructions are provided to students prior to scheduled enrollment dates.

## Proposed 2022-2023 Course Offerings:

English 101 Freshman Composition; English 103 Critical Thinking; Math 105 College Algebra; Math 110 Pre-Calculus; HS-121 Healthful Living; Psych 101 Introduction to Psychology; BIO 134 Human Heredity & Evolution History 111 US History to 1877; History 112 US History Since 1865 and Political Science 101. Students have an opportunity to earn 28 or more transferable college units along with high school requirements (3-4 units = 10 high school credits)

For more information about the Dual Enrollment program please contact counselors:

Mrs. Candaele or Mr. Peterson.

# DUAL ENROLLMENT (continued)

## Program Guidelines

- Dual enrollment courses are governed by the policies and regulations of Mt. San Jacinto College District and the Murrieta Valley Unified School District. These policies, regulations and standards apply to students, faculty, staff, instructional procedures, academic standards, and course offerings, whether courses are offered at the college campus, at off-campus sites, including distance learning and internet, or at secondary schools.
- All high school students must be fully matriculated to the college prior to taking MSJC courses (application and orientation).
- High school students who enroll in dual-credit courses taught at the high school will not be charged tuition, however, there are minor fees associated with taking these courses
- MVUSD will provide all books and materials associated with the courses the student is enrolled in.
- Student/Parent Agreement Contracts will be collected from each high school student participating in the dual-credit program and submitted as a group packet by the designated coordinator at the participating high school.
- A minimum enrollment of 12 students for dual-credit courses must be met to be taught at the high school.
- Academic advising will be the joint responsibility of the two institutions.
- Matters of discipline will be handled cooperatively between Mt. San Jacinto College and the high school administrators.
- Mt. San Jacinto College and MVUSD will jointly select dual-credit courses in transfer and/or occupational areas.
- A dual-credit course will be identified on both the college and high school transcript in the standard format and will not be identified as dual-credit.
- Dual enrolled students will have access to MSJC services, i.e., library, tutoring, student I.D. cards.
- In courses with limited capacity, students will be accepted based upon grade level, GPA, and if needed a lottery.

Dual Enrollment students taking academic transfer courses must complete the MSJC Matriculation Process which includes applying for admissions to MSJC, and an online orientation. It is recommended that students have a cumulative 3.0 GPA.

# DUAL ENROLLMENT COURSES 2023/2024

## Dual Enrollment Courses 2023/2024

M.S.J.C & MVUSD combined  
resources and are NOW offering  
college courses on VMHS  
campus!

### MSJC DUAL ENROLLMENT - ENGLISH 101 FRESHMAN COMPOSITION 4 Units

*Course #1080*

*Grade Level: 12*

*Length: Semester*

*Prerequisite: 3.0 GPA*

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides instruction in writing academic analytic essays. Students will learn to read and respond to sources analytically, conduct academic-level research and incorporate those sources into a research paper.

### MSJC DUAL ENROLLMENT - ENGLISH 103 CRITICAL THINKING & WRITING 3 Units

*Course #1081*

*Grade Level: 12*

*Length: Semester*

*Prerequisite: ENGL-101 with a grade C or better or AP Lang exam score 3 or higher*

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides continuing practice in analytical writing begun in English 101. This course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts (literature and/or nonfiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required.

### MSJC DUAL ENROLLMENT - MATH 105 COLLEGE ALGEBRA 4 Units

*Course #2465*

*Grade Level: 10-12*

*Length: Semester*

*Prerequisite: MSJC Matriculation and appropriate assessment test score of Math 105. 10th grade: completion of adv. Math 2 or teacher recommendation. 11th grade: Completion of "C" or better of math 3 or adv. Math 3*

This course meets UC/CSU (C) and District math requirements. Students will receive four (4) units of college credit. As the traditional transfer course in the algebra sequence, Math 105 covers graphing of polynomials, rational and transcendental functions, and conic sections, solving polynomial, rational, exponential, and logarithmic equations, solving systems of linear equations utilizing determinants, function theory including notation, combination, and composition as well as existence and formulation of inverses, sequences and the Binomial Theorem. Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus. \*Space permitting, 10<sup>th</sup>-grade students may apply if they are completing Algebra II or above and assess in Math 105.

### MSJC DUAL ENROLLMENT - MATH 110 PRE-CALCULUS 4 Units

*Course #2466*

*Grade Level: 10-12*

*Length: Semester*

*Prerequisite: MATH 105 or equivalent assessment score*

This course meets UC/CSU (C) and District math requirements. Students will receive five (5) units of college credit. A course designed for the student who is planning to take calculus. Topics covered in depth will include: functions, graphs of polynomial and rational functions, trigonometric functions, theory of equations and inequalities, sequences and series, and conic sections. Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.



# DUAL ENROLLMENT COURSES 2023/2024 (continued)

## **MSJC DUAL ENROLLMENT - BIO 134 HUMAN HEREDITY AND EVOLUTION 3 Units**

*Course #3024*

*Grade Level: 11-12*

*Length: Semester*

This is an introductory course in basic human genetics and evolution. This course introduces students to central theories of the biological sciences using the chemical and biological aspects of human genetics as its main theme. In addition, students are introduced to the political, philosophical, and ethical implications of human heredity and evolution. This course is not intended for Biology majors.

## **MSJC DUAL ENROLLMENT- PSYCHOLOGY 101 INTRODUCTION TO PSYCHOLOGY**

*Course #1895*

*Grade Level: 11-12*

*Length: Semester*

This course is designed to introduce students to the core themes of introduction to psychology, the scientific study of behavior and mental processes in context. Contemporary theories and research methods will be explored. Topics will range from the study of learning-cognitive principles to brain physiology and psychopathology. The aim of this course is to promote the intellectual development of students by broadening their understanding of the fundamental aspects of human behavior and cognitive processes.

## **MSJC DUAL ENROLLMENT - HISTORY 111 US HISTORY TO 1877 3 Units**

*Course #1505*

*Grade Level: 11-12*

*Length: Semester (first course in two-course sequence)*

A survey course that explores political, social, economic, and intellectual developments in the United States from colonization and settlement through the Civil War and Reconstruction. With successful completion, students will receive three (3) units of college credit. The course is UC/CSU transferable, meets Area 4 on IGETC, Area D6 on CSU-GE, and satisfies U.S. History, and American Ideals graduation requirements through the CSU system.

## **MSJC DUAL ENROLLMENT - HISTORY 112 US HISTORY SINCE 1865 3 Units**

*Course #1515*

*Grade Level: 11-12*

*Length: Semester (second course in two-course sequence)*

History 112 is a survey course that explores political, social, economic, and intellectual developments in the United States from the end of the Civil War to the current period. With successful completion, students will receive three (3) units of college credit.

## **MSJC DUAL POLITICAL SCIENCE -101 INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS**

*Course #1703*

*Grade Level: 12*

*Length: Semester*

Transfers to both UC/CSU. This course is an introduction to the politics, principles, theories, and practices of the governments of the United States and California. This course will fulfill your high school Gov/Econ requirement.

## **HEALTH SCIENCE HS-121 – FUNDAMENTALS OF HEALTHFUL LIVING**

*Course #8077*

*Grade Level: 11-12*

*Length: Semester*

This course offers a comprehensive overview of human health from a multidimensional perspective: physical, psychological, social, spiritual, intellectual, and environmental health. It provides students with an opportunity to learn about the maintenance and improvement of their health and wellness. Topics include psychological health/problems, stress management, physical fitness, nutrition, substance use and abuse, infectious/noninfectious diseases, cancer, cardiovascular disease, reproductive health, relationships, human sexuality, health and wellness related to the human lifecycle, and environmental health issues. – **Will fulfill Health requirement.**

# COLLEGE & CAREERS



CALIFORNIA  
COLLEGES .edu  
DISCOVER. PLAN. LAUNCH.

## California Career Guidance System and Support Links

[www.californiacolleges.edu](http://www.californiacolleges.edu)

Vista Murrieta's guidance program offers multiple methods to assist you with college and career planning. We will help you develop goals throughout each year. Our program is designed to guide and engage you. Through the California Colleges Guidance Online System to help ensure that you progress in your postsecondary planning. Each grade level receives guidance lessons within lab and classroom settings. We aspire to meet two or more milestones each year to assist you in building a progressive academic and career plan.

Following the proven principles of career planning, our program and resources offer you structured experiences with learning more about yourself, numerous career occupations, matching education and training schools, and career pathways. Listed below are key efforts to develop your plans for your future.

### Career Planning Steps:

- Career Assessments: Interests, work values, abilities, skills, and experience.
- Explore matching and related occupations, career clusters (similar occupations), and industries offering those occupations.

### College, Education, and Training Searches:

- University of California and California State Universities
- Private universities/colleges and universities/colleges outside of California
- California Community colleges, and vocational colleges/schools
- Military Branches
- Learn to match "programs of study and college majors" with your colleges and schools.
- Create a financial plan exploring the many forms of paying for college and training.

### Design an Action Plan:

- Develop and revise your four-year high school plan including goals and meeting A-G.
- Review and select the courses matching your goals.
- Meet with your counselor for assistance and resources.

### Web Resources:

[www.vmhs.net](http://www.vmhs.net) click on the Counseling Tab and then your grade level, scroll through the guidance events for that year and use the numerous career and college-related support links at each grade level.

# **CIF INFORMATION TO COME...**



# NCAA Division I or Division II Initial Eligibility Requirements

## Initial full time Collegiate Enrollment

- Sixteen (16) core courses are required (see list below for subject area requirements)
- For Division 1 only: Ten (10) core courses completed before the seventh semester, seven (7) of the 10 must be in English, Math or natural/physical Science.
  - These courses/grades are “locked in” at start of the seventh semester (cannot be repeated for grade point average, GPA, improvement to meet initial eligibility requirements for competition)
- *Students who do not meet core course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements.*

## Core Grade Point Average:

- Only core courses that appear on the high school’s list of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core course GPA.
- For Division 1, initial full time collegiate enrollment: core course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester, seven in English, Math or Science; “locked in”) and subject area requirements.

## Test Scores

- In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements for all student-athletes who initially enroll full time on or after August 1, 2023. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

### DIVISION I

#### Core Course Requirement (16) with a 2.3 GPA

- 4 Years of English
- 3 Years of Math
- 2 Years of natural/physical (1 year of lab if offered)
- 1 Year of additional English, Math, or Natural/Physical Science
- 2 Years of Social Science
- 4 Years of additional courses (any area above, Foreign Language or Comparative religion/Philosophy)

### DIVISION II

#### Core Course Requirement (16) with a 2.2 GPA

- 3 years of English
- 2 years of Math (Math I or higher)
- 2 years of natural/ Physical Science (1 year of lab if offered)
- 3 years of additional English, Mathematics or Natural/ Physical Science
- 2 years of Social Science
- 4 years of additional courses (any area above, Foreign Language or Comparative religion/Philosophy)

# ACTIVITIES, CLUBS & SCHOLARS

## PERFORMANCE GROUPS

Marching Band  
Concert Band  
Wind Ensemble  
Jazz Ensemble

Drum Line  
Color Guard  
Treble Ensemble  
Jazz Choir

Concert Choir  
Chamber Choir  
Dance Team

Drama Club  
Cheer Squad

## ACTIVITIES & CLUBS

Vista Murrieta High School offers a variety of currently chartered clubs that are listed below. A Club Rush Day is held twice a year, at the beginning of the first semester and second semester. Students can meet members, speak to advisors and sign up if interested. New clubs may be formed if they meet school and District guidelines. Contact the Activities Director or the Activities Secretary if you wish to start a new club. Listen to or read the daily *Bronco Banner* for meeting dates, times and locations or check out the VMHS website at [www.vmhs.net](http://www.vmhs.net) under the Activities tab.

4ever Karaoke Club  
A Helping Hand  
Alternative (Music & Fashion) Club  
Art Buttons S.S.  
Asian Student Union  
American Sign Language (ASL) Club  
AVID  
B.E.L.T. Broncos English Learners Tutors  
Badminton Club  
Ballet Folklorico  
Black Student Union  
Body & Mind Improvement  
Chess Club  
Christian Bible Study Club  
Class of 2024, 2025, 2026, & 2027  
California Scholarship Federation (CSF)  
Clay Club  
D.N.D. (dungeons)  
Dance Crew  
Dance Team  
Debate and Service Club

Drama Club  
Environmental Club  
F.C.A. Fellowship of Christian Athletes  
Fashion Club  
Fil-Am Club  
French Club  
Gay Straight Alliance (GSA)  
Haka  
Healthy Eating Club  
HOSA Health Occupations  
Innovation Club  
Interact Club  
Japanese Club  
JROTC Step Team  
Key Club  
K-Pop Club  
Latino Student Union  
Lego Club  
Marine Biology Club  
Math Club  
Medical Club  
NASA

NHS  
Ohana  
Pacific Island Club  
Pokemon Club  
Project Linus Club  
Roller Skating Appreciation Club  
Rugby Appreciation Club  
S.T.O.C. Save the Ocean Club  
SASA  
Science Olympiad  
Smash Bros Club  
Sports Med Club  
Spanish Club  
Sports Med Club  
Student Venture  
The Skillers Club  
The Trading Post  
Together WE Can:  
Changemakers  
Workability  
Yearbook

Each selected officer must have a 2.5 GPA for ASB or Senate or 2.0 GPA for any other club from the previous grading period.

## CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

The California Scholarship Federation is an organization which recognizes academic excellence. Membership is based on academic grades earned each semester. Students can apply for membership during the first three weeks of a semester, based on the previous semester's grades. Students must have a 3.5 GPA to apply. Membership is not possible with any 'D' or 'F' grade and is open to all students. If students qualify for 4 semesters (10th, 11th, 12th grade years), they will graduate as a CSF Life Member. Six (6) semesters will qualify students to graduate as a 100% CSF member. CSF membership is not automatic, mandatory, or retroactive. Students must reapply at the beginning of each semester for which they are eligible. The club is actively involved in tutoring and community service and raising money for scholarships.

## NATIONAL HONOR SOCIETY (NHS)

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. NHS honors those students who demonstrate excellence in the areas of scholarship, leadership, service, and character. Chapter membership recognizes students for their accomplishments, and challenges them to develop further through active involvement in school activities and community service. In order to apply to Vista Murrieta High School's NHS chapter, students must be in 10th or 11th grade, maintain a 3.85 GPA or higher, and exceed rigorous criteria involving character, leadership, public service and ethics. Once a member is accepted, the student must maintain their grade point average, pay annual chapter dues, attend weekly meetings, tutor their peers (minimum 20 hours each semester), participate in individual and group community service events, and participate in fundraising projects.

# COMMUNITY SERVICE HOURS

REQUIREMENT FOR GRADUATION (MVUSD)

Vista Murrieta High School

28251 Clinton Keith Rd, Murrieta, CA 92563 (951)894-5750

NAME \_\_\_\_\_ Class of \_\_\_\_\_  
(Please print)

Community Service at Vista Murrieta High School is **40 clock hours of volunteer work**.  
Students may not work for a family member or for money or for credit. Community Service must be completed for a **non-profit organization**. It can be for more than one organization. An adult overseeing the service must sign the community service form.

HOURS WORKED	TYPE OF WORK	AGENCY WORKED FOR	DATE	SUPERVISOR'S SIGNATURE/ PHONE #

*Supervisors: Please note your signature indicates compliance with our community service guidelines listed above.*

TOTAL HOURS THIS PAGE \_\_\_\_\_

COUNSELOR'S SIGNATURE \_\_\_\_\_

RECORDED BY \_\_\_\_\_ Date \_\_\_\_\_



## Murrieta Valley Unified School District



### 2023/2024 Early Release/Late Start Agreement

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Period Requested: \_\_\_\_\_

- Junior students are only eligible for one period of Early Release or Late Start
- Senior students may take up to 2 periods of Early Release and/or Late Start
- Students with Early Release must follow school guidelines for arrival and departure
- Students must be current on graduation credits in order to be eligible for Early Release and/or Late Start
- Students must maintain a 2.0 GPA each semester, good behavior and acceptable attendance to remain eligible for Early Release and/or Late Start

The student will benefit from Early Release and/or Late Start for the following reason:  
(Counselor completes this section)

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The initials of both Parent/Guardian and Counselor are required below:

PARENT/  
GUARDIAN

COUNSELOR

- \_\_\_\_\_ It has been determined that Early Release/Late Start will benefit the student.
- \_\_\_\_\_ The Early Release/Late Start option does not provide the student with credits toward graduation.
- \_\_\_\_\_ The student will not be assigned Early Release/Late Start unless all core class requirements have been met and the student is on track for graduation.
- \_\_\_\_\_ The student will not be assigned Early Release/Late Start due to insufficient course offerings during the relevant class period.

The signatures below indicate the student, parent/guardian and principal/assistant principal consent to and have determined that the student will benefit from Early Release/Late Start.

Student Name/Grade (PLEASE PRINT)

Student Signature

Parent/Guardian Name (PLEASE PRINT)

Parent/Guardian Signature

Counselor Signature

Principal/Assistant Principal Signature

Date

Date

# BRONCO ALMA MATER

*Vista Murrieta, Broncos true,  
We pledge our hearts and minds to you.  
Pursuing victory with class,  
Our pride in you will forever last.  
As we raise our colors blue and gold,  
We'll help our history to unfold.  
As we gaze across our valley wide,  
We'll blaze through life  
with Bronco pride!*



28251 Clinton Keith Road, Murrieta, CA 92563 Phone: (951) 894-5750 Administration Fax: (951) 304-1832  
The VMHS Course Catalog is also available on the Bronco Website at :<http://www.vmhs.net>

**C.L.A.S.S. ~ Character, Leadership, Attitude, Scholarship, Service**