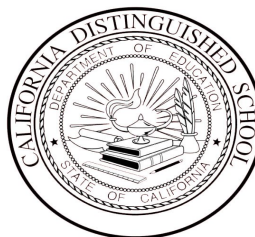


# Murrieta Valley High School

HOME OF THE NIGHTHAWKS



## 2019-2020 Course Catalog

Accredited by the Western Association of Schools and Colleges  
A California Distinguished School

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*Be sure to visit the MVHS website at [www.murrieta.k12.ca.us/mvhs](http://www.murrieta.k12.ca.us/mvhs) for  
up to date information*

42200 Nighthawk Way Murrieta, CA 92562 \* Tel: (951)696-1408 \* Fax: (951)304-1803 and (951) 304-1810

Updated: 2/19/2019

Dear Parents and Students,

In the past 29 years, Murrieta Valley has established a tradition of excellence, built upon our mantra of doing everything the RITE Way with respect, integrity, teamwork and excellence. Murrieta Valley is known for strong academic programs, an engaging culture and a variety of award winning co-curricular opportunities for our students. Murrieta Valley High School has consistently been one of the highest performing schools in Riverside County.

We look forward with great anticipation to the 2019-20 school year at Murrieta Valley High School. This will be an exciting year, with some new options for our students that have never before been offered. We will house an Mount San Jacinto College annex on our campus, where we will offer community college classes on campus that will count as both high school and college classes. These course offerings will be made available and MSJC courses will take place in the portable buildings north of our pool with access off of Nighthawk Way. It will be required for all students to take at least five MVHS classes, before taking these courses in the afternoon or evening.

We, also, will initiate the first Fire Science Pathway at a high school in Riverside County. This will be the first year of a three year program. The year one class will be made available to freshmen and sophomores, with the second and third year courses being added in the following years.

We desire to meet the needs of all of our students, whether that be in our International Baccalaureate program, our Advanced Placement courses or many of our Career Pathway programs. MVHS offers several Career Pathways such as Photography, Video Production, Business, Computer Programming, Foods, Engineering and Criminal Justice, along with our new Fire Science Pathway. MVHS offers award-winning Visual and Performing Arts programs with students competing in Robotics, Mock Trial, Science Olympiad, Virtual Enterprise, Choir, Drama, Art Competitions and Band Festivals. Students also participate in Peer Leaders Uniting Students (PLUS), Nighthawk Pride and Link Crew teams to assist incoming freshmen. Our Marine JROTC program has been a cornerstone program on our campus and in the Murrieta community. The Associated Student Body and Senate Students lead the student body in assemblies, rallies, activities, and creating a positive school atmosphere and culture. We continue to strive to make every student's experience a great one.

We encourage our students and parents to work closely with our counseling staff in preparing for the upcoming school year and developing an academic plan throughout high school. We hope that you use this course catalog as a valuable tool to gain a deeper understandings of the unique opportunities available to our students.

On behalf of our faculty and staff members, we extend an enthusiastic welcome to all of our students and families. We look forward to working with each of you this coming year. Thank you for your support of Murrieta Valley High School. Go Nighthawks!

Mark Pettengill Ed. D.  
Principal  
Murrieta Valley High School

### INTRODUCTION

As Murrieta Valley High School students make plans for their school career, they will want to consider individual interests, abilities, and life goals. To meet these individual differences, the school provides a variety of programs. With the help of parents, counselors and teachers, students will identify those courses which will assist them in meeting their aspirations and the requirements for graduation. This course catalog is designed by the school staff to assist in this planning.

### GRADUATION POLICY

All students who have successfully completed the required course of study, as outlined in the district's Graduation Board Policy, earned 230 credits in the specific subject areas and fulfilled their 40 hours of community service will participate in MVHS graduation ceremonies. Students must also complete the District Reflective Essay and the Senior Exit Interview. Please check with your counselor to ensure that all requirements have been met.

### TRANSCRIPTS

Official transcripts showing all grades and credits are available by request through Parchment Exchange. Parchment is the recommended & most efficient option complete with tracking and email notification. The link to request your transcript through Parchment is on the school's website <https://www.murrieta.k12.ca.us/Domain/1416>.

### SCHOOL DAY—ENROLLMENT REQUIREMENTS

MVHS has a seven period day with classes begin at 7:30 AM and end at 2:30 PM. All Freshman and Sophomore students must take seven classes. It is recommended that Juniors take seven classes. Seniors may enroll in a minimum of five classes but MVHS strongly encourages all Seniors to make the Senior year count by challenging themselves to higher level classes and adding electives, or Community College courses to prepare for college.

### SEMESTER SYSTEM

The year is divided into two eighteen week semesters. Five credits are earned for each class passed with a minimum grade of a "D" or higher. **Colleges and universities do not accept "D" grades** in courses required for college entrance. Progress report grades are processed at the six and twelve week time periods. Final semester grades from December and June are the only grades to be posted on transcripts.

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## COURSE REQUESTS INSTRUCTIONS

1. Current MVHS students will request their courses online. Use the Course Request Form found at the back of the Course Catalog as a guide. You should also refer to your 4-year plan.
2. **Current MVHS** students will request courses online using their Aeries Student Portal on the following dates from 6:00 AM - 11:00 PM: Juniors Mar 5th & 6th, Sophomores Mar 7th & 8th, Freshmen Mar 11th & 12th. **March 13th & 14th, 8th grade students will have the opportunity to request classes online using their Aeries Student Portal.**
3. In late spring, you will meet with your grade level counselor to review your course requests and 4-year Plan.
4. Remember that specialized classes (i.e. Leadership, Yearbook, Link Crew, AVID, Cheer, Athletics, Advanced Chorale, and other advanced classes) require you to either apply, try-out, or interview. You will not be enrolled in the class until you are approved for it.
5. Courses at MVHS are year-long. Choose electives wisely as you will be in them all year. Remember also to choose several alternatives for your elective choices as we are not always able to give you your first or even your second choice. Only juniors and seniors may TA. To be a TA, obtain written permission from the teacher and bring it to your counselor. You will also need to complete a TA contract.
6. If you miss your assigned window of time for online course request, your counselor will select your classes for you after all other students have completed the online process.

## NON-DISCRIMINATORY STATEMENT

The Murrieta Valley Unified School District is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sex, sexual orientation, pregnancy, parental/marital or family status, primary language, medical condition, genetic information, or association with a person or group with one or more of these actual or perceived characteristics. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the protected characteristics named above. (MVUSD [AR/BP 1312.3](#), [AR/BP 4030](#), [AR 4031](#), [AR/BP 5145.3](#), [BP5146](#), [BP5131.2](#))

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

Dale Velk, Director, Student Support  
Murrieta Valley Unified School District  
41870 McAlby Court  
Murrieta, CA 92562  
(951) 696-1600 X. 1155  
[dvelk@murrieta.k12.ca.us](mailto: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  
41870 McAlby Court  
Murrieta, CA 92562  
(951) 696-1600 X. 1037  
[hdimler@murrieta.k12.ca.us](mailto:hdimler@murrieta.k12.ca.us)

## Uniform Complaint Procedures

When a student, parent/guardian or community member has a complaint alleging that a specific action, policy, procedure or practice is discriminatory or wishes to file a formal complaint in another area of concern, the district and MVHS follows the uniform complaint code. Complaints are made in writing and submitted either 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 696-1600.

# MVHS MINIMUM GRADUATION REQUIREMENTS

## MVHS DIPLOMA

To earn a high school diploma from Murrieta Valley High School, a student must:

1. Successfully complete a minimum of **230** semester credits
2. Successfully complete the specific requirements as indicated below:

a.	ENGLISH	4 years	40 SEMESTER CREDITS
b.	MATHEMATICS <i>Math 1 required</i>	3 years	30 SEMESTER CREDITS
c.	SCIENCE	3 years	
	<i>Physical Science</i>		10 SEMESTER CREDITS
	<i>Life Science</i>		10 SEMESTER CREDITS
	<i>Additional Science</i>		10 SEMESTER CREDITS
d.	SOCIAL SCIENCE	3 years	
	<i>Modern World History—10th</i>		10 SEMESTER CREDITS
	<i>U.S. History-11th</i>		10 SEMESTER CREDITS
	<i>U.S. Government/Economics-12th</i>		10 SEMESTER CREDITS
e.	VISUAL AND PERFORMING ARTS	1 year	10 SEMESTER CREDITS
	<i>*UC/CSU requires one year of the same Visual/Performing Art from the A-G list</i>		
f.	WORLD LANGUAGES	1 year	10 SEMESTER CREDITS
g.	PHYSICAL EDUCATION	2 years	20 SEMESTER CREDITS
h.	HEALTH	1 semester	5 SEMESTER CREDITS
	ICT CAREER LITERACY	1 semester	5 SEMESTER CREDITS
i.	*GENERAL ELECTIVES		50 SEMESTER CREDITS
	<b>Total</b>		<b>230 SEMESTER CREDITS</b>

- ◆ **Community Service:** Each student must participate in 40 hours of volunteer work in an approved community service project/program.
- ◆ **Demonstrate Proficiency in Math I:** Math I is a graduation requirement.
- ◆ **Students will be expected to complete a Senior Culminating Project (SCP):** Students must successfully complete an oral and written presentation on personal, career and life goals that exhibits the student's creative ability, critical thinking and communication skills and demonstrate a clear understanding of the essential processes needed to achieve their career and life goals.
- ◆ **Complete the District Reflective Essay:** The essay is written during the junior year in the English classes.

## “a-g” Requirements

In order to be eligible to attend any school in the University of California (UC) or the California State University (CSU) systems as a freshman, you must take certain classes in high school. **These classes are known as the “a-g” subject requirements.**

Area	Subject	Years Required	Description
“a”	History/ Social Science	2	Two years of history/social science, including one year of U.S. History or one semester of U.S. History and one semester of American Government, <b>AND</b>
			<b>CSU:</b> 1 year of history/social science from the “a” or “g” subject area.
“b”	English	4	Four years of college-preparatory English composition/literature.
“c”	Mathematics	3 <i>4 years recommended</i>	Three years of college-preparatory mathematics (four years are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two- and three-dimensional geometry.
“d”	Laboratory Science	2 <i>3 years recommended</i>	Two years of laboratory science (three years are strongly recommended) providing fundamental knowledge in two of these three foundational subjects: biology, chemistry, and physics.
“e”	Language other than English (LOTE)	2 <i>3 years recommended</i>	Two years of the same language other than English.
“f”	Visual and Performing Arts (VPA)	1	One year chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.
“g”	College Preparatory Elective	1	One year of an elective chosen from any area on the approved “a-g” course list.

**All courses used to satisfy the “a-g” subject requirements must be passed with a “C” or better and must appear on your high school’s approved “a-g” course list.** For more information, visit University of California’s [Course List Search](#) to find your school’s approved “a-g” course list.

See [CSU-UC Comparison of Minimum Freshman Admission Requirements](#) for detailed information about subject requirements, repeated courses, validation rules, honors points, etc.

**APPROVED COLLEGE PREPARATORY CLASSES  
UC/CSU A-G Requirements**

**The following courses meet admission requirements for entrance to the UC/CSU system.**

**\*\*Please refer to the UC website for further information: <https://doorways.ucop.edu>**

**(a) HISTORY**

Modern World History  
AP European History  
US History  
AP US History  
US Government (Semester)  
AP Government/Politics  
AP Human Geography  
IB History of the Americas HL1 - (*Weighted by MVHS*)  
IB History of the Americas HL2

**(b) ENGLISH**

English I  
Advanced English I  
English I Intensive  
English II  
AP English Language and Composition  
AP English Literature and Composition  
Expository Reading and Writing 11  
CSU Expository Reading and Writing 12  
College English 92  
IB English HL1  
IB English HL2

**(c) MATHEMATICS** (\*May be used only for the 'c' req.)

Math 96  
Math I  
Adv Math I  
Math II  
Adv Math II  
Math III  
Adv Math III  
Adv Algebra with Financial App  
Mathematical Reasoning w/Connections (MRWC)  
AP Statistics  
AP Calculus AB  
AP Calculus BC  
IB Mathematical Studies SL  
IB Mathematics SL  
IB Math HL 2

**(d) LABORATORY SCIENCE**

Anatomy and Physiology  
CP Biology  
Chemistry  
Physics  
AP Biology  
AP Chemistry  
AP Physics 1  
IB Biology HL2  
IB Physics SL  
IB Physics HL2

**(e) WORLD LANGUAGE OTHER THAN ENGLISH**

American Sign Language I  
American Sign Language II  
American Sign Language III  
American Sign Language IV  
French I  
French II  
French III  
Adv. French III  
IB French SL  
IB French HL 2  
German I  
German II  
German III  
IB German SL  
Spanish for Spanish Speakers I  
Spanish I  
Spanish II  
Spanish III

AP Spanish Language

AP Spanish Literature

IB Spanish SL

IB Spanish HL2

**(f) VISUAL AND PERFORMING ARTS** (must complete a full year of the same visual/performing art)

Advanced Dance Choreography/Production  
Advanced Chamber Choir  
Advanced Chorale  
Advanced Jazz Band  
Advanced Marching/Concert Band  
Art I (Art and Design I)  
Art II Advanced Drawing and Painting  
Ceramics I  
Ceramics II  
Dance I  
Dance II  
Drama I  
Drama II  
Drama III  
Drama IV  
Graphic Design I  
Graphic Design II  
IB Music SL  
Intro to Design I  
Intro to Design II  
Men's Ensemble  
Multimedia I Design  
Photography I  
Photography II  
Photography III  
TV/Digital Video Production  
Yearbook Design  
Wind Ensemble  
Women's Ensemble

**(g) ELECTIVE COURSES** [Advanced courses listed on a school's "a-g" course list in the "a-f" areas that are above and beyond the minimal requirements for that subject area (e.g., Pre-Calculus, Spanish III, Wind Ensemble), may also be used by a student to fulfill the elective requirement]

AVID 9-11  
AVID Senior Seminar  
Earth Science  
Economics (sem.)  
Government (sem.)  
Marine Biology  
Psychology  
AP Psychology  
AP Computer Science Principles  
IB Business Management SL  
IB Economics SL  
IB Psychology SL  
IB Psychology HL 1 (*Weighted by MVHS*)  
IB Psychology HL 2  
IB Sports, Exercise and Health Science SL  
IB Theory of Knowledge  
Public Speaking (sem.)  
Academic Comp. (sem.)  
Robotics Technology  
Computer Integ. Manufacturing  
Exploring Computer Science  
Virtual Enterprise  
Yearbook  
Leadership  
Student Senate

*Underlined courses are  
given a weighted grade at  
the UC/CSU.*



# NCAA ELIGIBILITY CENTER REQUIREMENTS

## NCAA

The NCAA, National Collegiate Athletic Association, serves as the athletics governing body for more than 1300 colleges, universities, conference and organization. It has established rules regarding eligibility, recruiting and financial aid for three membership divisions: Division I, Division II and Division III. Institutions are members of a division according to the size and scope of the athletic program and whether or not scholarships are provided.

Recent studies have shown that the percentage of men and women being offered a NCAA Division I full scholarship is 0.08%. There are over 25,000 high schools in the nation with student-athletes pursuing collegiate athletic scholarships. In other words, it's easier to become a National Merit Scholar Finalist than to receive a **"full ride"** athletic scholarship. It is important to understand that high school coaches are not responsible for procuring student-athletes college scholarships. However, coaches are diligent in assisting students both academically and athletically.

## NCAA Eligibility Center

If a student is planning to enroll in college as a freshman and foresees participating in Division I or Division II athletics, one must be certified by the NCAA Eligibility Center. The Center ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student-athletes at all member institutions. It certifies the academic in addition to the amateur credentials of all potential college-bound student-athletes.

If you are planning to play a sport at the Division 1 or Division 2 level, you should set-up an account starting your 10th grade year.

**\*Non-traditional or online classes may not meet NCAA requirements.  
Please check with your counselor.**

**For more information, visit the NCAA Eligibility Center website at  
[www.eligibilitycenter.org](http://www.eligibilitycenter.org).**



# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

## CORE COURSES

Visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### DIVISION II

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

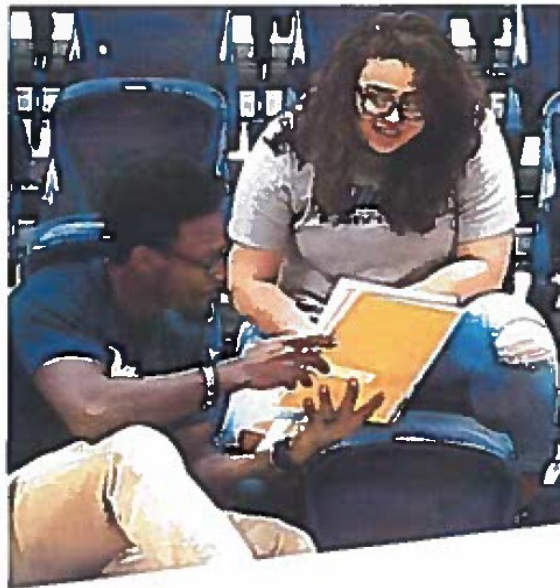
## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at [ncaa.org/student-athletes/future/test-scores](http://ncaa.org/student-athletes/future/test-scores).

## TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will use the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.





# HIGH SCHOOL TIMELINE

## GRADE 9

### Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist).

## GRADE 10

### Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

## GRADE 11

### Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code 9999.
- At the end of the year, ask your counselor to upload your official transcript.

## GRADE 12

### Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code 9999.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

## Core Courses

This simple formula will help you meet Divisions I and II core-course requirements.

$$4 \times 4 = 16$$

- + 4 English courses (one per year)
- + 4 math courses (one per year)
- + 4 science courses (one per year)
- + 4 social science courses (one per year)

**= 16 NCAA CORE COURSES**

## For more information:

[ncaa.org/playcollegesports](http://ncaa.org/playcollegesports)  
[eligibilitycenter.org](http://eligibilitycenter.org)

## Search Frequently Asked Questions

[ncaa.org/studentfaq](http://ncaa.org/studentfaq)

## Follow us:

 @NCAAEC

 @playcollegesports

# COURSE INFORMATION

Selecting appropriate courses that lead toward future goals is important. In planning for college, specific courses must be included to meet entrance requirements. Entering a particular career immediately after high school graduation may require preparation in other courses. After consulting with parents, counselors, and teachers, students should take time to make final choices thoughtfully.

## 1. Prerequisites

Some courses have a prerequisite or requirement that must be met prior to enrolling in that course. Students should check carefully to see that prerequisites for courses have been met and that courses are in the proper sequence.

## 2. Repeating Courses

Students may repeat a course to improve a grade, **BUT UNITS OF CREDIT WILL NOT BE AWARDED IN REPEATED COURSES** if the class was successfully completed the first time, or unless it is so stated in the course description. Students interested in raising a previously earned grade should check with their counselor before repeating a course. Courses in some electives, physical education and performing arts may sometimes be repeated for credit. Refer to the course descriptions in this book.

## 3. Grade Point Average

MVHS will update the transcript of every student at the completion of each semester. Included on this transcript are courses completed with grades and credits earned, and the current grade point average.

- a. Total GPA includes all subjects 9-12
- b. Academic 9-12 GPA includes all subjects **except physical education/athletics, ROTC and TA**
- c. Academic 10-12 GPA includes all courses in grades ten through twelve **except physical education, athletics, and ROTC.**
- d. Weighted and non-weighted GPA's are listed on each transcript.
- e. TA grades are Pass/Fail.

Murrieta Valley High School encourages students to take demanding, advanced academic courses in high school. The grades earned in courses that are certified by the high school as Advanced Placement (AP), designated IB level courses will be given extra weight in computing GPA. Grades will be counted as follows: A = 5 points, B= 4 points, C=3 points.

## 4. Schedule Change Policy

To support academic success and student learning at MVHS our goal is to have all students in appropriate classes as quickly as possible. Classes are based on a yearlong schedule. Schedule change requests will only be considered until the Friday following our first full week of school (Date will be posted on Schedule Change Request form). Requests for schedule changes will not be accepted after the date posted. Completed forms must be submitted to the appropriate Counselor. Schedule changes will be considered for the following four criteria:

- 1) An incomplete schedule
- 2) Course already completed
- 3) Prerequisite not met (includes level changes based upon prior academic performances)
- 4) Missing a graduation requirement

**\*\*All schedule change requests are subject to class size and master schedule availability.\*\***

## 5. Request for Teacher Change

At MVHS 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 at times they may become frustrated with their classroom performance. When these situations present themselves, we encourage students and parents to schedule a meeting with the teacher of the class in question. If the problem or concern has not been satisfactorily addressed after meeting with the teacher, please meet with the appropriate Assistant Principal and put your concerns in writing.

# INTERNATIONAL BACCALAUREATE PROGRAM



Students in MVUSD have a unique opportunity to participate in the International Baccalaureate (I.B.) program during their junior and senior years at MVHS. I.B. is a rigorous, comprehensive, college-prep program that seeks to develop caring students who will one day create a better, more peaceful world. It is intended for the student who has a thirst for learning, who enjoys a challenging academic program, and who wants to become more internationally minded. It is particularly beneficial for those who want to maximize their chances of gaining acceptance to competitive colleges and universities. I.B. students also have the opportunity to earn college credit as a result of their performance on I.B. exams and receive weighted grades in most I.B. courses.

Prospective I.B. students should express their interest in participating in the program as early as possible so that the appropriate courses can be taken in 9<sup>th</sup> and 10<sup>th</sup> grades. Students in 11<sup>th</sup> and 12<sup>th</sup> grade who want to take individual I.B. classes, can simply sign up for those courses during the normal registration period. For students who want to participate in the full diploma program, a formal application must be submitted by 10<sup>th</sup> grade. At that time, an interview will be conducted and a two-year plan for 11<sup>th</sup> and 12<sup>th</sup> grades will be created. I.B. Diploma candidates take classes and sit for exams in the following 6 subject areas:

- Group 1: English HL
- Group 2: French SL/HL, Spanish SL/HL, or German SL
- Group 3: History of the Americas HL or Economics SL (2019-2020)
- Group 4: Biology SL/HL, Physics SL/HL (2019-2020), Sports, Exercise and Health Science SL
- Group 5: Mathematical Studies and Mathematics SL, Mathematics HL
- Group 6: Music SL, Visual Arts SL/HL, Psychology SL/HL, Business and Management SL, or second I.B. Science

I.B. Diploma students must take a minimum of 3 courses at the Higher Level (HL) and 3 at the Standard Level (SL). The diploma courses are tied together by 3 required core elements: Theory of Knowledge (TOK), monthly Creativity, Activity, and Service (CAS) experiences, and the Extended Essay of approximately 12 pages. Exam registration occurs in October of the testing year. Students who enroll in I.B. courses are expected to sit for the exam in May. \*Formal scores awarded by IB for each course are determined by student performance on both in class assessments and comprehensive exams at the end of each course.

If the Diploma Candidate successfully completes the above requirements, he or she can be awarded the International Baccalaureate Diploma in addition to the MVHS diploma and will be well on his/her way to college success! If a student is unable to participate in the full diploma program, he/she can take individual I.B. courses.

If you are interested in becoming a part of this high-quality learning opportunity, please contact Mrs. Alanna Fields, I.B. Coordinator, or Mrs. Thornburg, I.B. Counselor. You may also find a more detailed description of the program on our school website. Please visit [www.murrieta.k12.ca.us/mvhs](http://www.murrieta.k12.ca.us/mvhs), and click on "Programs" and then on "International Baccalaureate."

Note: Student's who complete the full I.B. program satisfy the Senior Culmination Project through the I.B. core presentation.



*\*Students fees are allowable for Advanced Placement and **International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee. (EC sections 52240 -52244; 52920-52922.)*



# Sample of IB Course Sequencing Options

All options listed below are samples only. Students can choose any combination that meets their interests.

## BLENDING OPTION: English, Science, Individual/Societies and Elective HL

	9	10	11	12
1	CP / Adv. Eng 1	AP Lang*	IB English HL1*	IB English HL2*
2	World Language 1	World Language 2	World Language 3	IB World Language SL*
3	Health/ICT	World History or AP Euro*	IB History HL1	IB History HL2*
4	CP Biology	CP Chemistry	AP Biology* or AP Physics*	IB Biology HL2* or IB Physics HL2*
5	Math 1	Math 2	Math 3	IB Math SL or Math Studies
6	PE 9	PE	IB Psych HL1*	IB Psych HL2*
7	Elect / Visual-Perf Arts	Elect / Visual-Perf Arts	Elective	Elective
			IB TOK (Spring only Eve)	IB TOK (Fall only Eve)

## MATH/SCIENCE OPTION: English, Math and Science HL

	9	10	11	12
1	CP / Adv. Eng 1	AP Lang*	IB English HL1*	IB English HL2*
2	World Language 1	World Language 2	World Language 3	IB World Language SL*
3	Health/ICT	World History or AP Euro*	US or AP US History*	IB Economics SL*
4	CP Biology	CP Chemistry	AP Biology* or AP Physics*	IB Biology HL2* or IB Physics HL2*
5	Adv. Math 2	Adv. Math 3	AP Calculus AB*	IB Mathematics HL2*
6	PE 9	PE	IB elective or 2nd science SL	Elective
7	Elect. / Visual-Perf Arts	Elect / Visual-Perf Arts	Elective	Elective
			IB TOK (Spring only Eve)	IB TOK (Fall only Eve)

## HUMANITIES OPTION: English, World Language HL and Individual/Societies HL

	9	10	11	12
1	Adv. Eng 1	AP Lang*	IB English HL1*	IB English HL2*
2	Spanish 2	Spanish 3	AP Spanish Lang*	IB Spanish HL2*
3	Health/ICT	World History or AP Euro*	IB History HL1	IB History HL2*
4	CP Biology	CP Chemistry	IB Sports & Health Science SL	Any course
5	Math 1	Math 2	Math 3	IB Math SL or Math Studies
6	PE 9	PE	IB Elective SL or 2nd science	Any course
7	Elect. / Visual-Perf Arts	Visual-Perf Arts	Elective	Elective
			IB TOK (Spring only Eve)	IB TOK (Fall only Eve)

\*These courses receive weighted credit for calculating GPA at MVHS



Language Options	Elective Options	Science Options
Spanish SL*, HL*	Business Management SL*	Biology HL*
German SL*, HL*	Music SL*	Physics SL*, HL*
French SL*, HL*	Psychology SL*, HL*	Sports & Health Sci SL

Physics courses start 2019-2020  
Economics starts 2019-2020

CTE Pathways at Murrieta Valley High School	Course Title at MVHS	Introductory	Concentrator	Capstone
Entrepreneurship/Self-Employment Pathway 241	Entrepreneurship	X		
	Business and Management IB SL		X	
	Virtual Enterprise*			X
Design, Visual and Media Arts Pathway 111	Photography I	X		
	Photography II*		X	
	Photography III			X
Networking Pathway 172	Exploring Computer Science	X		
	AP Computer Science		X	
	Cybersecurity (Coming 2020/2021)			X
Hospitality, Tourism and Recreation Pathway 202	Foods and Nutrition	X		
	Food and Beverage Production		X	
	Food Service and Hospitality			X
Systems Diagnostics, Service and Repair Pathway 221	Maintenance and Light Repair I*	X		
	Maintenance and Light Repair II		X	
	Maintenance and Light Repair III			X
Public Safety Pathway 232	CTE Law Enforcement*	X		
	CTE Forensic Science/Crime Scene Investigation*		X	
	Exploring of the Criminal Justice System*			X
Engineering Design Pathway 152	Intro to Design*	X		
	Computer Integrated Manufacturing		X	
	Robotics I			X
	Robotics II			X
Emergency Response Pathway 233	CTE Fire Science & Technology I	X		
	CTE Fire Science & Technology II (Coming 2020/2021)		X	
	CTE Fire Science & Technology III (Coming 2021/2022)			X

**CTE (Career Technical Education)** courses provide early experiences for every student to gain exposure to, and explore, a full array of post-secondary, college and career choices. Several courses are articulated\* with community colleges. The majority of the courses in each pathway have been approved to meet University of California a-g eligibility for admissions.

\*articulated = college credit

**CTE** courses are sequenced according to knowledge and skills. Students need to complete the courses in sequence in order to progress from introductory to capstone curriculum.

*Introductory* = entry level course that contains concepts and skills to build foundational and general knowledge.

*Concentrator* = beyond the entry level, intended to provide more in-depth instruction and career exploration.

*Capstone* = final course in a planned pathway that provides rigorous and intensive culmination of study.

## Entrepreneurship/Self-Employment Pathway 241

### Entrepreneurship

**Course # 7647**

Grade Level: 9-11

Prerequisites: None

Length: Year

This course is the introductory course for the CTE Business Pathway. It is highly recommended for those students interested in **Virtual Enterprise**. Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. Entrepreneurship integrates the functional areas of business—accounting, finance, marketing, and management – and the legal and economic environments in which any new venture operates. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations.

### IB Business Management SL

Grade Level: 11-12

**Course #: 7630**

Prerequisites: none

Length: One year course

This course meets the UC/CSU elective requirement. Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. **This course meets the recommended courses for Virtual Enterprise. IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. Students will be prepared to take the Business and Management IB SL exam if they choose to do so.**

### Virtual Enterprise

**Course # 7650**

Grade Level: 11-12

Recommendation: Teacher recommendation and/or successful completion or con-current enrollment in IB Business Management, Graphic Design, Television/Digital Video Production.

Length: Year

This course meets UC/CSU and district graduation requirements for elective credit. The course teaches students how to set up a simulated business. Students are given the responsibility to run day-to-day business operations in order to prepare them for a real business environment. Students establish the products and/or services of the business, as well as develop its organizational structure. These tasks are accomplished under the guidance of a consultant (teacher) with support of real business partners in the community. Emphasis will be placed on the use of current software packages and the Internet for business transactions. A focus will be on general office operations, accounting, sales/marketing, teamwork, interpersonal relationships in the workplace, public speaking skills, and interviewing skills. Students will create/design a business name and logo, company catalog, a business plan, employee manual, business cards, flyers, company shirts, company website, commercial, company newsletter, and all other aspects pertaining to a start-up business venture. Students will also attend several trade fairs, where they will market their product/service and compete with other Virtual Enterprise teams in a variety of business related competitions. This course may be repeated for additional elective credit and business competency. **Students passing with a B or better on the year end final exam will receive 3 college units from Mt. San Jacinto Community College.**

## Design, Visual and Media Arts Pathway 111

### Photography I

**Course #7800**

Grade Level: 9-12

Prerequisite(s): Access to a smartphone camera is recommended. If not, a digital point and shoot camera can be provided for use during class.

Length: One (1) Year

This course meets UC/CSU and district graduation requirements for Visual and Performing Art credit. Photography I is a yearlong introductory course in the CTE Photography Pathway. 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 the fundamentals of digital cameras, photographic equipment, image capture, image editing and image output. Additionally, students will study the history, composition, critiquing, aesthetics and the presentation of photography. This course will also introduce students to the fundamentals of Adobe Photoshop and Lightroom.

### Photography II

**Course #: 7805**

Grade Level: 10-12

Prerequisite/s: Grade of C or better in Photography I and teacher recommendation. Access to a smartphone camera is recommended. A dSLR camera will be provided for use during class.

Length of Course: Year

This course meets UC/CSU and district graduation requirements for Visual and Performing Art credit. Photography II is a yearlong concentrator course in photography. It is articulated with MSJC and students will earn 3 units of college credit with a grade of B or better in the class and on the final exam. It is designed for students who want to further enhance their photographic knowledge and abilities. Students will continue to fine-tune their photographic and artistic composition, computer editing, camera and printing skills learned in photo I. Imagination and creativity will be stressed. Students will further study the history of photography both traditional and digital and how it has impacted our world. A variety of photographic genres and careers will be explored. Students will work on projects that include many commercial aspects of photography including: studio lighting, event and sport photography, exposure control techniques, image manipulation, digital asset management, printing and presentation methods to create a portfolio archive of digital images.

### Photography III

**Course #: 7808**

Grade Level: 11-12

Prerequisite: Grade of C or better in Photography I and II, and teacher recommendation. Access to a smartphone camera is recommended. A dSLR camera will be provided for use during class.

Length of Course: Year

This course meets UC/CSU (G) requirement and district graduation requirements for Visual and Performing Art credit. The purpose of this capstone course is to prepare photography students to pass the Adobe Certified Associate exam in Visual Design, using Adobe Photoshop CC. This is an industry-recognized certificate which demonstrates that an individual has the entry-level skills necessary to be hired into the Arts Media and Entertainment Industry Sector right out of high school. Additionally, students will work more independently with a focus on higher standards, advanced photographic techniques, with a personal career focus in mind. Students will begin to select a more defined and personalized form of visual expression. Students will be required to be more self-motivated and accountable in their work habits. Students will study important professional photographers and their work and apply some of their techniques to the student's own work. This will help prepare students for real life experiences in photography as well as being college and/or career ready. A portfolio of collected finished works with public exhibition is a goal of this class.



## Networking Pathway 172

### Exploring Computer Science

#### Course #7570

Grade Level: 9-12

Prerequisite: *ICT Careers and Math 1*

Length: Year

This course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of this course is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

### AP Computer Science Principles

#### Course #7571

Grade level: 10-12

Prerequisite: Successful completion of Math I/Algebra I and approval of instructor.

Length: Year

AP Computer Science Principles (AP CSP) introduces students to the foundations of modern computing. The 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 iterative process similar to what artists, writers, computer scientists and engineers use to bring ideas to life.

## Hospitality, Tourism and Recreation Pathway 202

### FOODS AND NUTRITION

#### Course # 5516

Grade Level: 9-12

Prerequisite: *None*

Length: Year

This course meets District requirements for elective credit. Students learn the fundamentals of food preparation safety, 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 donations are requested for food prepared and consumed in class.**

## Hospitality, Tourism and Recreation Pathway 202 (con't)

### FOOD AND BEVERAGE PRODUCTION

#### Course #5517

Grade Level: 10-12

Prerequisite: *Successful completion of Foods and Nutrition and teacher approval*

Length: Year

This course meets District requirements for elective credit. Students build upon skills taught in Foods and Nutrition to gain mastery while learning about career opportunities in the food service and hospitality industries. Students practice proper food handling to prepare, cost out, market and sell a variety of food and beverage products following industry standards. **Material donations are requested for food prepared and consumed in class.**

### FOOD SERVICE AND HOSPITALITY

#### Course #5518

Grade Level: 11-12

Prerequisite: Food and Beverage Production and Instructor Approval

Length: Year

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.

## Systems Diagnostic, Service and Repair Pathway 221

### Maintenance & Light Repair I

#### Course #: 7722

Grade Level 9-12

Prerequisite: *None*

Length: Year

This course meets District graduation requirements for elective credit. This course is an introductory course for those individuals who have little or no working knowledge of an automobile. The main objective of the course is to help the student identify the major components of a vehicle and understand how these units operate. The student will be able to identify the eight major areas of an automobile and state how they inter-relate. Principles and theory of operation will be stressed. This course is the foundation for future CTE automotive technology and transportation course offerings.

### MAINTENANCE & LIGHT REPAIR II (Offered at MVHS)

#### Course #: 7917

Grade Level 10-12

Prerequisite: *Refer to CTE prerequisites*

Length: Year

This course is designed to prepare the student for entry level employment in the automobile service industry. Instruction includes diagnostics, auto electronics and ignition systems, fuel systems, emissions control, and the use of diagnostic test equipment, troubleshooting, basic shop safety, basic engine repair and tune-up, tire mounting and balancing, lubrication, brakes, and suspension systems. Course includes classroom and lab exercises. This course is a prerequisite for the Automotive III course.

## Systems Diagnostic, Service and Repair Pathway 221 (con't)

### MAINTENANCE & LIGHT REPAIR III (Offered at MVHS)

**Course #: 7914**

Grade Level 11-12

Prerequisite: Refer to CTE prerequisites

Length: Year – Period 1-2 block

This course is offered in a two-period block and students can receive 10 credits per semester. This course is a continuation of Automotive Technology and is designed to prepare the student for entry-level positions in the auto service industry. Instruction will include diagnostics, auto electronics and ignition systems, fuel systems, emissions controls, and the use of computerized engine and emission diagnostic test equipment. Hands-on training will include troubleshooting, maintenance, and basic repair. **Students will gain on the job experience working as interns at auto repair shops in the community.**

## Public Safety Pathway 232

### LAW ENFORCEMENT

**Course # 7931**

Grade Level: 10-12

Length: Year

Prerequisite: One year of basic science. This course is designed to give qualified students interested in a career in law enforcement an opportunity to learn about various aspects of police work, and the career avenues available. Among units to be covered are patrol procedures, ethics, vehicle codes, communications systems, clerical procedures, physical training, safety, narcotics, gang awareness, penal codes, criminal law, and special teams. This course covers the constitutional amendments important to rules of arrest, search and seizure.

**This course has received approval from the University of California for entrance requirements in the "g" category.**

### FORENSIC SCIENCE

**Course # 7935**

Grade Level: 10-12

Length: Year

Prerequisite: One year of basic science and 16 years of age or older. This course is designed to give students both theory and hands-on experience in the skills and knowledge in the field of forensic science, including an introduction to crime scene investigation, crime scene photography, and diagrams as they are used in a criminal investigation. Students will learn the importance of physical evidence in solving crimes, dusting and lifting fingerprints, how to perform a gunshot residue test, evidence collecting and processing methods, and the use of forensic light sources technology. Emphasis will be placed on the importance of effective communication and interpersonal skills, professional development, strong academic skills, problem solving, safety and the use of technology.

### Exploring the Criminal Justice System

**Course #: 7960**

Grade Level: 10-12

Prerequisite: Two years of English/language arts. Successful completion of Math I or equivalent. Successful completion of CSI or Law Enforcement.

Length: Year

This one-year course focuses on understanding the American legal system and its importance to American life as it pertains to criminal justice. Students learn the principles of the criminal justice field including a working knowledge of state and federal laws and various segments of the judicial system. The course of study includes a historical perspective of American police agencies, with an emphasis on California law enforcement; philosophy of the origins of crime and the social impact on society; development of the criminal justice system, current trends and their relevance to local and state law enforcement agencies; hiring and testing processes for positions in law enforcement; laws of arrest, search and seizure laws; case process; penal and vehicle codes (what constitutes a crime); and related offenses. **This course has received approval from the University of California for entrance requirements in the "g" category.**

## Engineering Design Pathway 152

### INTRO TO DESIGN (PLTW)

**Course # 2445**

Grade Level: 9-12

Prerequisite: Concurrent enrollment in Math I or higher

Length: Year

This course meets UC/CSU 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 and 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.

\*Note - Introduction to Design is the same course as PLTW's Introduction to Engineering Design with the addition of supplemental units of instruction and projects that address California's Visual and Performing Arts content standards. These supplemental units can be found here - [http://www.pltwca.us/share/ID\\_Supplemental\\_Unit.pdf](http://www.pltwca.us/share/ID_Supplemental_Unit.pdf)

### Computer Integrated Manufacturing

**Course # 7705**

Grade Level: 10-12

Prerequisite: Introduction to Design

Length: Year

This course meets UC/CSU elective credit and district requirements for elective credit. Computer Integrated Manufacturing (CIM) is the second course in the Project Lead the Way Engineering sequence. Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing and automation. CIM is a specialized course that focuses on the fundamentals of computerized manufacturing, automation technologies, product design, and robotics. CIM builds on the solid-modeling skills developed in the **Introduction to Design** course. Students will use 3-D design software, CAM (Computer-Aided Manufacturing) software, CNC machinery, and robotics, to solve multiple design, manufacturing, and automation problems.

### ROBOTICS TECHNOLOGY /MECHATRONICS

**Course # 2500**

Grade Level: 11-12

Prerequisite: Successful completion of Intro to Design

Length: Year

This course meets UC/CSU elective credit and district requirements for elective credit. Robotics will introduce students to basic and advanced concepts in robotics along with science and technology. Students will work cooperatively to research, design, program, and construct robots and robotic devices. Students will perform specific tasks with their robots in addition to class competitions. Students will also be exposed to career standards that include academic skills, communication, interpersonal skills, problem solving, safety, technology, and employment literacy.

## Engineering Design Pathway 152 (con't)

### **ROBOTICS TECHNOLOGY II/MECHATRONICS (Robotics II)**

**Course # 2505**

Grade Level: 11-12

Prerequisite: *Mechatronics/Robotics Technology I*

Length: Year

The course meets district graduation requirements for elective credit. Robotics II will continue to explore the relations between science and technology with an emphasis on designing, building, and programming robots to compete in competitions against other high school students. Students will focus on advanced robotics concepts including becoming an advanced "C" programmer. The program is designed build upon basic concepts covered in Robotics I. A desired outcome is to design, build, and program robots for the official VEX game that is released at the beginning of each school year. In addition, involvement in the robotics program is intended to further motivate students to pursue advanced education in the engineering fields. Integrated throughout the course are career preparation standards which include basic academic skills, communicating individual and team ideas, interpersonal skills, problem solving abilities, safety, technology, and employment literacy.

## Emergency Response Pathway 233

### **Fire Science and Technology (FST) I**

**Course # 7995**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

This course meets District requirement for elective credit and is offered at Murrieta Valley High School. Fire Science and Technology I is the introductory course in the fire science pathway. Students will be introduced to fire behavior, fire suppression, firefighting techniques, and emergency medical response. Students will have the opportunity to participate in field trips and other fire service related experiences. The course is based on the three core values of the fire academy: Communication, Teamwork and Discipline. This course will prepare students for Fire Science and Technology II. In addition, the fire science pathway will prepare students for post-secondary fire science programs and the fire academy.





# ENGLISH

UC/CSU (B) Category

## ENGLISH I

Grade Level: 9

### Course # 1001

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements. 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 work force, and individuals dedicated to lifelong learning. The class focuses on developing skills in creating composition and analyzing literature. Students will demonstrate skills using a variety of genres (poetry, drama, short stories, novels and biographies). The students will be introduced to a substantial amount of ongoing writing practice through journals, essays, creative writing, a mini-research paper, and extensive formal papers. The course is structured around reading of classical and contemporary works of literature. Assessments will include performance-based assessments, conventional assessments, portfolios and published products including standardized tests.

## ADVANCED ENGLISH I

Grade Level: 9

### Course # 1021

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements. 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 work force, and individuals dedicated to lifelong learning. The class focuses on developing skills in creating composition and analyzing literature. Students will demonstrate skills using a variety of genres (poetry, drama, short stories, novels, and biographies). The students will be introduced to a substantial amount of ongoing writing practice through journals, essays, creative writing, a research paper, and extensive formal papers. The course is structured around in-depth reading of classical and contemporary works of literature. Assessment will include performance-based assessment, conventional assessment, portfolios, and published products. In the advanced course, students focus on independent, in-depth reading of challenging classical and contemporary literary works with more emphasis on higher level thinking skills. Advanced students are expected to read and write extensively. This course satisfies the prerequisite requirement for A.P. English Language and Composition

## ENGLISH II

Grade Level: 10

### Course # 1002

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District 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 work force, and individuals dedicated to lifelong learning. Students will demonstrate reading, writing, speaking and listening skills using a wide variety of genres (poetry, drama, short stories novels and biographies) and by using activities such as speeches debates, and oral presentations. Students will demonstrate the writing process through journals, short essays, creative writing, and formal papers. Assessments will include performance-based assessments, conventional assessments (including standardized tests), portfolios and published products.

## EXPOSITORY READING AND WRITING 11

### Course # 1028

Grade Level: 11

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements for English. Expository Reading and Writing 11 will prepare students to read and analyze non-fiction works representing the classical and modern modes of rhetorical discourse. Students will develop skills to write effective expository and persuasive compositions, and will also develop the ability to produce an effective research paper. Students will learn to use the Rhetorical Analysis Template, developed by the CSU system, for their analysis of essays and development of compositions. This will help prepare students for college level reading and writing, and for success on the Early Assessment Program portion of the CASSP. Also included in the curriculum are full-length works from classical and contemporary American literature, including: *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *Fahrenheit 451*.

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grade Level: 10-11

### Course # 1005

Prerequisite: *Grade of A or B in Advanced English I recommended or B or better in Advanced English II*

Length: Year

This course meets UC/CSU and District graduation requirements for English. It is a one-year course for sophomores juniors who have demonstrated excellent academic competence. The course focuses on composition and literature. Students will demonstrate advanced reading, writing, speaking, and listening skills using an extensive variety of classical and contemporary essays, short stories, poems, drama, and novels, with an emphasis on non-fiction prose in preparation for the AP exam. Students will engage in the analysis of core and extended reading, and essays representing the four modes of discourse: narration, description, exposition, and argumentation. Students will be expected to understand rhetorical structures, devices, and techniques employed by authors. Additionally, students will trace the evolution of American literature while exploring such themes as "The American Dream," "Coming of Age," and "The Pursuit of Happiness." Students will interact with the literature and the writing on a personal level by using collaborative techniques, visual and written interpretations, and oral presentations. Writing will be taught at the advanced composition level focusing on writing skills and strategies for the college level student, and for the Advanced Placement Language and Composition exam. Students will utilize the writing process to compose formal essays and research projects, and will practice timed essays. Upon successful completion of the national test for AP Language Composition, students MAY also qualify for college credit. ***\*All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***







# ENGLISH

Cont.

UC/CSU (B) Category

## **CSU EXPOSITORY READING AND WRITING 12**

**Course # 1033**

Grade: 12

Prerequisite: *Completion of Expo 11*

Length: Year

This course meets UC/CSU and District graduation requirements for English credit. Expository Reading and Writing 12 will prepare students for the intellectual demands of the university 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 an accomplished essays based upon required expository readings. They will complete advanced explorations of the various rhetorical modes, including description, illustration, comparison and contrast, analogy, definition, process analysis, argument and persuasion, and causal analysis. This course is designed to prepare students for college level reading and writing, as well as for success on college entrance exams. Also included in the curriculum are full-length works from classical and contemporary literature: *Hamlet*, *Native Son*, *John Adams*, and *Candide*.

## **ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

**Course # 1008**

Grade: 12

Prerequisite: *Grade of A in Expo 11, or successful completion of Advanced Placement English Language and Composition recommended.*

Length: Year

This course meets UC/CSU and District graduation requirements. There is an intensive study of various genres of British and World literature and composition. Designed to prepare students for the AP test, the course focuses on the connection between reading and writing mature prose of various styles. Students study the individual work, its language, characters, actions and themes. They consider the structure, meaning and value of the work and its relationship to contemporary experience as well as to the times in which it was written. The course work includes a research paper and AP testing preparation. Students assume considerable amount of responsibility for the amount of reading and writing they do. Extensive reading will be required. ***\*All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## **ENGLISH 92 ACCELERATED ENGLISH FUNDAMENTALS AND SKILLS**

**Course #: 1082**

Grade: 12

Prerequisite: *Expository Reading/Writing 11, placement or teacher/counselor recommendation*

Length: Year

This course will focus on critical reading, essays, the writing process, and an introduction to academic research fundamentals. The cornerstone of the course is the scaffolding of lessons to help students read, comprehend, and respond to nonfiction and literary texts. Units also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Grammar and paraphrasing will be reviewed as needed.

## **IB English HL1**

**Course # 1023**

Grade: 11

Prerequisite: Grade B or better in English II or Grade C with teacher recommendation or grade C or better in AP English Language

Length: First year of a two-year course

This course meets the UC/CSU and District graduation requirements for English credit. This is the first year of a two-year course. As prescribed by the IB curriculum, the English A1: Literature course assembles literature from four genres, three periods of time, and three places in the world. It supports the IB philosophy of international awareness with a rigorous course of study spanning culture, race, genre, time, and gender boundaries. Upon completion of this course, students will have developed healthy attitudes of tolerance, empathy, and a genuine respect for perspectives different than their own. The course prepares students to excel in literature or related studies at the university level. Assessments allow students to display their knowledge, critical thinking skills, and understanding of other cultures. The following IB assessment is conducted in the first year of the course: HL Essay; this assessment targets research, editing, and citation skills. The HL Essay asks students to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied in the course. This is a college level course, and as such, mature material may be read and discussed. The IB exam will be offered in the second year of the course. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. *\*All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## **IB English HL2**

**Course # 1024**

Grade: 12

Prerequisites: Grade C or better in IB English HL1

Length: Second year of a two year course

This course meets the UC/CSU and District graduation requirements for English credit. This is the second year of a two-year course. As prescribed by the IB curriculum, the English A1: Literature course assembles literature from four genres, three periods of time and three places in the world. It is divided into four units of study: Detailed Study and Literary Genre are studied in the second year. It supports the IB philosophy of international awareness with a rigorous course of study that spans culture, race, genre, time and gender boundaries. Upon completion of this course students will have developed healthy attitudes of tolerance, empathy, and a genuine respect for perspectives different than their own. The course prepares students to excel in literature or related studies at the university level. Assessments allow students to display their knowledge, critical thinking skills, and understanding of other cultures. The following assessments are conducted in the second year: Individual Oral Commentary and Paper 1 and 2. This is a college level course, and as such, mature material may be read and discussed. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. *\*All Students are expected to take the IB exam. If students choose not to test, an alternate assessment will be assigned by the teacher.***

*\*Fees are allowable for **Advanced Placement** and **International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee.  
(EC sections 52240 -52244; 52920-52922.)*



**ENGLISH  
ELECTIVES**  
UC/CSU (G) Category

**YEARBOOK**

Grade Level: 10-12

**Course # 1870**

Prerequisite: *Application, teacher approval, and grade B or higher in previous English course*

Length: Year

This course meets District and UC/CSU requirements for Elective credit (G). Yearbook is designed to develop the skills and techniques of desktop publishing and photojournalism. Students will be involved in every aspect of creating the yearbook including writing, producing, photographing and selling. Students will learn the basic concept of layout design and copy writing using the computer. Students work under a deadline system and planning, organization and responsibility are crucial skills necessary to meet these requirements. Students are expected to work outside the regular school day as necessary to facilitate meeting of deadlines. Some computer and photographic knowledge is helpful. Class size is limited.

**YEARBOOK DESIGN**

Grade Level: 11-12

**Course # 1875**

Prerequisite: *Application, teacher approval, and grade B or higher in previous English course*

Length: Year

This course meets UC/CSU and District requirements for Visual and Performance Arts credit. Yearbook Design is a year-long course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design.

**PUBLIC SPEAKING/ACADEMIC COMPETITIONS**

**Course # 1855 - Public Speaking**

**Course # 1840 - Academic Competitions**

**PUBLIC SPEAKING**

**Course # 1855**

Grade Level: 10-12

Prerequisite: *Grade C or better in English I*

Length: Semester

This course meets UC/CSU and District requirements for elective credit. This elective is designed to develop communication skills on an academic level. Students will develop the art of intellectual discussion, problem solving and public speaking. Students will be encouraged to participate in intramural competitions including oral interpretation, extemporaneous speaking and debate.

**ACADEMIC COMPETITIONS - MOCK TRIAL**

**Course # 1840**

Grade Level: 10-12

Prerequisite: *Teacher approval, commitment to compete and a signed contract*

Length: Semester

This course meets District graduation requirements for elective credit. **It includes Speech and Debate, Academic Decathlon, Model United Nations, Mock Trial, and other timely competitions that may occur.** This elective course will prepare the student to compete more effectively in various academic competitions and endeavors throughout the school year. Students will receive practical training and the opportunity to explore different areas of study in their endeavor to compete successfully. Students will increase effectiveness in speaking/listening/ writing situations and develop social and political awareness which will help them be successful in their student years, future careers and as members of their community. Expected/required to attend after school ASB sponsored activities.





# LEADERSHIP/STUDENT SUPPORT

## MCJROTC - LEADERSHIP EDUCATION I (LE I)

Grade Level: 9 -12

### **Course # 7975**

Prerequisite: None

Length: Year

This course meets District graduation requirements for elective or physical education credit. The MCJROTC program is designed to instill in students the values of citizenship, personal responsibility and a sense of accomplishment. LE I emphasizes followership and development of leadership traits. Cadets are introduced to Marine Corps history, military customs and courtesies, proper care and wearing of uniforms, drill, physical fitness conditioning techniques and study skills. Counts as PE 9 credit.

## MCJROTC - LEADERSHIP EDUCATION II (LE II)

Grade Level: 10 -12

### **Course # 7976**

Prerequisite: Successful completion of LE I

Length: Year

This course meets District graduation requirements for elective or physical education credit. The MCJROTC program is designed to instill in students the value of citizenship, personal responsibility and a sense of accomplishment. LE II emphasizes leadership theory, styles, and principles. Coursework includes military history and national security policies, first aid, basic land navigation, drills, and physical training. Cadets are given opportunities to develop their leadership skills.

## MCJROTC - LEADERSHIP EDUCATION III (LE III)

Grade Level: 11-12

### **Course # 7977**

Prerequisite: Successful completion of LE II

Length: Year

This course meets District graduation requirements for elective or physical education credit. The MCJROTC program is designed to instill in students the value of citizenship, personal responsibility and a sense of accomplishment. LE III emphasizes leadership training application. Cadets are placed in leadership and management roles. Coursework includes methods of instruction, performance and evaluation techniques, project planning, drills, and military history of western civilizations.

## MCJROTC - LEADERSHIP EDUCATION IV

Grade Level: 12

### **Course # 7978**

Prerequisite: Successful completion of LE III

Length: Year

This course meets District graduation requirements for elective or physical education credit. The MCJROTC program is designed to instill in students the value of citizenship, personal responsibility and a sense of accomplishment. LE IV emphasizes leadership training, application and organizational management. Cadets exercise leadership skills through daily operations and management of the JROTC unit, planning and execution of unit events and field trips, coordination with school clubs and organizations for JROTC participation, giving physical training, drill and academic instruction to underclassmen and leading extracurricular teams such as color guard and drill team.

## TEACHER/OFFICE/LIBRARY AIDE

Grade Level: 11-12

### **Course # 9999**

Prerequisite: Approval of Counselor or teacher.

Length: Year

Student aides perform clerical and other services for office, library, or teaching staff members. Students may earn a maximum of 20 credits in the student aide elective category. **The grade for this course is pass/**

## LEADERSHIP/SENATE

Grade Level: 9-12

### **Course # 1930 - Leadership**

### **Course # 1932 - Senate**

### **Course # 5541—Nighthawk Pride**

Prerequisite: Approval from ASB advisor

Length: Year

This course meets District graduation requirements for elective credit. The program is designed to serve three critical needs: the improvement of self, of school and of community. The students seek to know and improve themselves as individuals through classroom exercises, reading and activities. Students will become involved with committees charged with specific tasks to improve the school and community. The students will study and apply effective leadership strategies that are consistent with the most present leadership models/literature. These strategies include: communication skills, goal setting, project planning, implementation and evaluation. Students will learn the practical application of the ASB budget and will plan and develop a variety of school activities. Students will be expected/required to attend after school ASB sponsored activities.

## LINK CREW

Grade Level: 11-12

### **Course # 5542**

Prerequisite: Application and Interview

Length: Year

Link Crew is the freshmen leadership transition program. Sophomore, 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, luncheons, movie nights, and final review sessions. Students must have a 2.5 GPA to be part of Link Crew.

## PEER LEADERS UNITING STUDENTS (P.L.U.S)

### **Course #: 5543**

Grade Level: 10-12

Prerequisite: Application and Interview

Length: Year

The Peer Assistance Leadership class (PLUS Team) empowers students to lead, educate, influence and support their fellow peers. The PLUS Team students address issues that affect the learning environment at MVHS including cultural understanding and acceptance. Students learn peer assistance leadership skills and develop the attributes necessary to be a positive influence on the MVHS campus, elementary schools, middle schools and within the community. PLUS Team members learn to lead forums and participate in a variety of activities that promote student success at MVHS and at other schools in our district.

## AVID Classes

### **AVID**

Grade Level 9-11

### **AVID Senior Seminar**

Grade Level 12

### **Course # See Counselor**

Prerequisite: Approval of AVID Coordinator

Length: Year

This course meets District graduation requirements for elective credit and the "G" elective for the UC/CSU. This is a college preparatory program for first generation college students. Students are selected for the program based on need and ability. Students are expected to remain committed to the program throughout high school.

## AVID TUTOR

Grade Level: 11-12

### **Course # 1950**

Prerequisite: Approval of AVID Coordinator

Length: Year

This course meets District graduation requirements for elective credit. Mature junior and senior students assist AVID teachers in the AVID 9/10 classes. Opportunities may exist for tutoring at the eighth grade level. A two-day AVID tutor training is required. Students will lead and assess group inquiry/tutorial sessions and serve as role models for the AVID students. Students will learn about the AVID methodologies and will complete certain clerical tasks. Consistent attendance is essential and a contract must be completed. This course is ideal for students who might want to become teachers or who wish to gain valuable leadership skills.

# MATHEMATICS

UC/CSU (C) Category

## TRANSITIONAL MATH

Grade Level: 9

### **Course # 2214**

Prerequisite: *By placement only*

Length: Year

This course meets district requirements for math credit. 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. This course is designed to reinforce foundational skills and concepts necessary for success in Math I.

## MATH 1

### **Course # 2212**

Grade Level: 9-11

Prerequisite: *C or better in Math 8*

Length: Year

This course is awaiting UC/CSU (c) and district approval to meet college entrance and district graduation 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 1

Grade Level: 9

### **Course # 2213**

Prerequisite: *By placement (B or better in Math 8, standards met on CAASP)*

Length: Year

This course is awaiting UC/CSU (c) and district approval to meet college entrance and district graduation 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, and **Pre-Calculus standards (circular functions and trigonometry, matrices)**. 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 to take Advanced Placement (AP) math course(s).

## MATH 2

### **Course #: 2216**

Grade Level: 10

Prerequisite: *By placement: Grade C or better in Math 1 and/or district assessment results.*

Length: Year

This course meets UC/CSU 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, 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 2

### **Course: 2217**

Grade Level: 9-10

Length: Year

Prerequisite: *By Placement: Grade B or better in Math 1, teacher recommendation, and/or district assessment results.*

This course meets UC/CSU 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 fluency in mathematics. This course, along with Advanced Math I and Advanced Math III, will provide the depth and scope of math instruction that will prepare students to take an Advanced Placement (AP) math class. Advanced Math II will extend the mathematics students learned in earlier grades and apply concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, Probability and Statistics, as well as Complex Numbers, Conics, and Matrix Quantities. 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, Modeling Data, and Complex Numbers, Conics and Matrices (*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.

## ADV. ALGEBRA w/FINANCIAL APPLICATIONS

### **Course #: 2215**

Grade Level: 11-12

Prerequisite: *D or better in Math 2 (Priority for grade 12 Students)*

Length: Year

This course meets UC/CSU (c) and District requirements for math credit. Advanced Algebra with Financial Applications is a college-preparatory course that will use advanced mathematics to give you the tools to become a financially responsible young adult. The course uses all levels of mathematics to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.



# MATHEMATICS

cont.

UC/CSU (C) Category

## MATH 3

Grade Level: 10-11

### **Course #: 2218**

Prerequisite: C or better in Math 2 recommended.

Length: Year

This course meets UC/CSU 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 3

Grade Level: 10-11

### **Course #: 2219**

Prerequisite: B or better in Advanced Math 2, teacher recommendation and/or district assessment results)

Length: Year

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 learned 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.

*\*Student's fees are allowable for **Advanced Placement** and **International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee.  
(EC sections 52240 -52244; 52920-52922.)*

## MATHEMATICAL REASONING w/CONNECTIONS (MRWC)

Grade Level: 12

### **Course # 2355**

Prerequisite: *Grade of A or B in Math 3 is recommended*

Length: Year

The MRWC course is designed as a 4th year mathematics course that will prepare students for college-level mathematics including pre-calculus, calculus, and other quantitative reasoning courses. The MRWC curriculum includes standards listed in the Pre-calculus Chapter of the Mathematics Framework and combines concepts of trigonometry, geometry, and algebra that lead to the study of calculus in a way that is substantively different from the traditional curriculum.

## IB MATHEMATICAL STUDIES

### **Course # 2356**

Grade Level: 12

Prerequisites: Grade of C or better in Math 3.

Length: Year

This course meets UC/CSU and District graduation requirements for math credit. Students in this course will require a fundamental understanding of and ability to manipulate mathematical concepts in order to find success in this course. The course will follow the International Baccalaureate curriculum outlined for Mathematical Studies. Areas of focus will include number theory and algebra, geometry and trigonometry, probability, statistics, sets, critical thinking and logic, functions, and real world mathematics. In addition, students will be introduced to financial mathematics, graphic display calculators, and introductory differential calculus. Students' pursuit of these topics in practical terms will become well-rounded in their mathematical knowledge. Students are required to complete a project based on the topics covered in this course. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**







# MATHEMATICS

cont.  
UC/CSU (C) Category

## IB MATHEMATICS SL

**Course #2357**

Grade Level: 11-12

Prerequisite: *Grade C or better in Adv. Math 3; Grade B or better in Math 3; Grade 11 IB Diploma Candidates or instructor's recommendation.*

Length: Year

This course meets UC/CSU and District graduation requirements for math credit. This course will follow the International Baccalaureate curriculum outlined for Mathematics Standard Level (SL). Area of focus will include limits and continuity, derivatives and integration with applications, and vectors. Students will also study algebra, functions, trigonometry, matrices, and statistics and probability. Students are required to complete a portfolio of problems based on the topics covered in this course. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits.**

***\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## ADVANCED PLACEMENT CALCULUS AB

**Course # 2400**

Grade Level: 11-12

Prerequisite: *B or better in Adv. Math 3 or C or better in Mathematics SL.*

Length: Year

This course meets District and UC/CSU requirements for math credit. This course is designed to prepare students for the AP Calculus AB exam. 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. ***\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## IB MATHEMATICS HL2

**Course #2365**

Grade Level: 12

Prerequisites: *Grade of C or better in AP Calculus or teacher recommendation. A TI-83 Plus Graphing Calculator is highly recommended for this course*

Length: Year

This course is pending approval from UC/CSU system. The course meets District requirements for math credit. The second year of Math HL expands the calculus learned in the first year of the HL program (Calculus, AP Calculus or College Math 212) and reviews topics learned in previous courses. These topics include: logarithms, functions, polynomials, counting methods, trigonometry, vectors, complex numbers, descriptive statistics and probability, and statistical distributions. The option (Series and Differential Equations) topics include the following: advanced methods of solving differential equations, Euler's Method, sequences and series, convergence tests for series, Maclaurin and Taylor polynomials, power series, remainder estimation and L'Hopital's Rule. This is a rigorous, college level course. Successful completion should prepare the student for the third semester of calculus in college. It is the instructor's goal that all students achieve real and complete understanding of the processes and concepts presented. Accordingly student expectations are high, and students will be required to routinely demonstrate their understanding and proficiency not only by correctly solving the problem at hand, but also by explaining their reasoning either orally or in writing. Students will also be required to memorize certain definitions and theorems and recite them in writing. In addition, students will often be asked to explain their reasoning in solving problems. These explanations must be written using complete sentences. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. *\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## ADVANCED PLACEMENT STATISTICS

**Course # 2410**

Grade Level: 12

Prerequisite: *C or better in Adv. Math 3 or IB Mathematics SL.*

Length: Year

This course meets UC/CSU and District requirements for math credit. 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. ***\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## MATH 90

**Course # 2475**

Grade Level: 11-12

Prerequisite: 20 Math credits or by placement.

Length: Year

This course will cover solving 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, conic sections, and exponential functions as well as perform arithmetic with both polynomial and rational expressions, and how to factor polynomials.

This course, the first course in the algebra sequence, is a prerequisite for Mathematics 096. Students will solve equations, graph lines and work with polynomials.

## MATH 96

**Course #: 2476**

Grade Level: 12

Prerequisite: Math 2 with a grade of C or better (Required).

Appropriate assessment score

Length: Year

Intermediate Algebra (or College Math 96) incorporates the new California Common Core State Standards and Practice Standards in Mathematics and prepares students for work in college level Math courses. Topics for this class include solving absolute value inequalities and radical equations along with systems of equations involving three variables. Application problems are an essential part of the course. The graphing of conic sections and several types of functions including exponential functions will also be covered. Function notation, domain, range and determining if a relation is a function will be explored.



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(EC sections 52240 -52244; 52920-52922.)*



# PHYSICAL EDUCATION

## PHYSICAL EDUCATION 9

Grade Level: 9

### **Course # 2700**

Prerequisite: *None*

Length: Year

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.

## AEROBIC CONDITIONING AND FITNESS

### **Course # 2800**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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, hip-hop, kick-boxing, yoga, 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.

## RED CROSS LIFEGUARD AND WATER SAFETY INSTRUCTOR TRAINING

### **Course # 2797**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9, at least 15 years of age, must be able to swim 500 yards continuously, be able to surface dive retrieving a 10 lb. brick and swim with it 20 yards. Students must successfully complete the Lifeguarding portion of the course to be eligible for second semester (semesters must be taken concurrently).*

Length: 1 year (Fall Semester Lifeguard Certification; Spring Semester Water Safety Instructor Certification).

Both certifications are needed for employment. This course meets District graduation requirements for Physical Education or Elective credit. The first semester course provides instruction, demonstration of skills, and knowledge needed to prevent and respond to aquatic emergencies. This portion of the course fulfills the requirements for the American Red Cross certification in Lifeguard Training including CPR/AED, and First Aid. During the second semester students will be taught the Red Cross Water Safety Instructor course. This rigorous course of instruction includes stroke breakdown for all levels, games and motivational techniques, practice teaching for swim students of all ability levels, and working with special needs students. Upon successful completion of this semester the student will be Red Cross certified as a Water Safety Instructor. Students completing both the Lifeguarding and WSI certifications will be globally employable as a Lifeguard and Swim Instructor. Students must pay the materials and processing fees required by the American Red Cross for this class (approximate costs: \$50 for Lifeguard materials; \$75 for WSI materials).

## BODY COMPOSITION AND FITNESS

### **Course # 2810**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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.

## COURT SPORTS

Grade Level: 10-12

### **Course # 2820**

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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. 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.

## RECREATIONAL LIFETIME ACTIVITIES

### **Course # 2840**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

This course meets the second year of District graduation requirements for physical education or elective credit. Recreational Lifetime Activities/Unified Physical Education is a fully inclusive program that combines students with disabilities and students without disabilities in a 50/50 ratio. This course allows students of varying abilities and backgrounds to come together on equal terms through ongoing fitness, sports, leadership, and wellness activities. Students will participate in activities such as tennis, archery, golf, frisbee, pickle ball, table tennis, badminton, and other recreational activities. Basic skills and techniques along with rules and strategies for each activity will be covered. Students without disabilities are not helpers, mentors, or buddies, but are equitable classmates.

## UNIFIED PHYSICAL EDUCATION 1

### **Course #: 2715**

Grade level: 9-12

Prerequisite: Teacher recommendation

Length: Year

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.



# PHYSICAL EDUCATION

Cont.

## DANCE I

Grade Level: 10-12

### **Course # 7220**

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

This course meets UC/CSU Visual & Performing Arts and District requirements for 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

Grade Level: 10-12

### **Course # 7230**

Prerequisite: *Grade B or better in Dance I or teacher approval*

Length: Year

This course meets UC/CSU **Visual & Performing Arts** requirement and meets District requirements for Physical Education or Visual and 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. The emphasis in this course is on exploring advanced dance forms including advanced jazz, lyrical, character and ballet. The components covered in dance include aesthetic perception, creative expression, dance heritage, and aesthetics valuing.

## ADVANCED DANCE

### CHOREOGRAPHY/PRODUCTION Grade Level: 9-12

#### **Course # 7231**

Prerequisite: *Audition only and teacher approval*

Length: Year

This course meets UC/CSU Visual & Performing Arts requirement and meets District requirements for Physical Education or Visual and Performing Arts. This course is designed to provide students with opportunities to explore dance as an art form with opportunities for student performance, choreography, and competition.

## TEAMFIELD SPORTS

Grade Level: 10-12

### **Course # 2850**

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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

**NOTE:** First semester of **Marching Band** taken in the **Sophomore** and **Junior** year will count for 2nd year physical education credits

**ROTC** counts for PE credit.



# ATHLETIC PHYSICAL EDUCATION

**Note:** Athletic physical education courses meet district graduation requirements for physical education credit for 10th grade or for elective credit for 11th and 12th grade. All students must successfully complete try-outs before being placed on team rosters. Students must be eligible with an athletic physical, grade point average of a 2.0 and have approval from the coach and Athletic Director before entering the class. If there is no athletic PE specific to the student's sport offered during a semester. Students will be placed in Athletic PE (Conditioning) with other athletes.

**Note: Athletic PE is open to Junior Varsity or Varsity athletes only.**

Athletic PE (Conditioning)	Course #2900
Varsity Football	Course #2909
Tennis	Course #2921







## Sports Training Courses

~ Elective Credit Only ~

### SPORTS MEDICINE

Grade Level: 10-12

#### **Course # 2880**

Prerequisite: *Recommended enrollment in Anatomy and Physiology*

Length: Year

This course is designed to provide students with an introduction to athletic training and sports medicine. Students will learn the methods of prevention, evaluation, treatment, and rehabilitation of athletic injuries. Lectures and laboratory activities will provide an overview of musculoskeletal anatomy and physiology. Emphasis will be placed on the recognition of athletic injuries. Students will also learn the proper treatment and rehabilitation of injuries, including emergency procedures and basic first aid. Preventative taping and wrapping techniques will also be included. ***This course counts for elective credit only.***

### ADVANCED SPORTS MEDICINE

#### **Course # 2890**

Grade Level: 11 -12

Prerequisite: *Grade B or better in Sports Medicine*

Length: Year

This course is designed to provide students with the practical applications of sports medicine and athletic training. Students will apply the knowledge gained in the sports medicine class by working with athletes and athletic teams. Emphasis will be placed on preventative taping and wrapping, evaluation of actual injuries, and treating and rehabilitating injured athletes. Students will also learn athletic training room management skills such as records keeping, injury reporting, inventory, budgeting, and OSHA regulations. Students will have the opportunity to apply the skills and education obtained in the Sports Medicine class by working with MVHS athletes in the training room. This includes taping, wrapping, basic first aid, and rehabilitation programs. Students also work as student athletic trainers at MVHS practices and games. A requirement of the course is assisting in the Training Room and/or with practices and games after school hours. ***This course counts for elective credit only.***

## 9th Grade Required Classes for Graduation

### Career I.C.T. (Information, Communication, Technology)

Course # 7560

Grade Level: 9

Prerequisite: *None*

Length: Semester

This course meets District graduation requirements and it is required of all Freshmen. Career I.C.T. 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 research, critical thinking, self-exploration, problem solving, and career readiness skills. Students will learn how to locate, use, evaluate and access the information from the California College Guidance Initiative that aligns with the Senior Culminating Project and which encourages students to adapt, to change and pursue their life passions. Students not only learn about careers and postsecondary opportunities but learn basic operations in Microsoft Office Suite to effectively use the Internet and other applications necessary for future achievement.

***This course helps students build the foundation for subsequent grade level projects that ultimately lead to the Senior Culmination Project (SCP)***

### HEALTH

Course # 8075

Grade Level: 9

Prerequisite: *None*

Length: Semester

This course meets District and California State requirement for health and personal fitness. **This course is required of all MVHS graduates.** 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.



# SCIENCE

UC/CSU (D) Category

## BIOLOGY CP (COLLEGE PREP)

### Course # 3025

Grade Level: 9-12

Prerequisite: None

Length: Year

This course meets UC/CSU laboratory and District life science graduation requirement. This course 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.

## EARTH SCIENCE

### Course # 3500

Grade Level: 10-12

Prerequisite: *None*

Length: Year

This course meets District physical science graduation requirements. This course fulfills UC/CSU 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. A minimum of 20% of class time will be spent on laboratory experiences.

## CHEMISTRY

### Course # 3525

Grade Level: 10-12

Prerequisite: *Concurrent enrollment in Math 2 with a prior A or B in Math 1 recommended.*

Length: Year

This course meets UC/CSU laboratory and District physical science graduation requirements. This course deals with the quantitative and qualitative study of elements, compounds and molecules. Students will study the basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, electrochemistry and acid-base theories. A minimum of 20% of class time will be spent on laboratory experiences. ***Students who plan to enroll in I.B. Chemistry must enroll in this I.B. Prep course.***

## ADVANCED PLACEMENT CHEMISTRY

### Course # 3528

Grade Level: 11-12

Prerequisite:

Grade 11 - Must be concurrently enrolled in Physics or an IB Diploma Candidate

Grade 12 - Grade B or better in Biology and Chemistry

Length: Year

This course meets UC/CSU laboratory and District physical science graduation requirements. This course deals with the quantitative and qualitative study of elements, compounds and molecules. Students will study the basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, thermo chemistry, nuclear chemistry, organic chemistry, electrochemistry and acid-base theories. A minimum of 20% of class time will be spent on laboratory experiences. ***\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## ANATOMY AND PHYSIOLOGY

### Course # 3040

Grade Level: 11-12

Prerequisite:

Grade 11 - Must be concurrently enrolled in Physics

Grade 12 - Grade B or better in CP Biology

Length: Year

This course meets UC/CSU 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 system. A minimum of 20% of class time will be spent on laboratory experiences.

## PHYSICS

### Course # 3530

Grade Level: 11-12

Prerequisite: *Grade C or better in Math 3 and/or Chemistry*

Length: Year

This course meets UC/CSU laboratory and District graduation physical science or elective credit requirements. This course deals with 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. A minimum of 20% of class time will be spent on laboratory experiences.

## ADVANCED PLACEMENT PHYSICS 1

### Course # 3531

Grade Level: 11-12

Prerequisite: *Grade B or better in Chemistry*

Length: Year

This course meets UC/CSU laboratory and District physical science graduation 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. This course is designed to prepare students to take the AP Physics examination. Colleges may give AP and/or college credit based on the result of the examination. A minimum of 20% of class time will be spent on laboratory experiences. ***\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## IB PHYSICS SL

### Course # 3532

Grade Level: 11-12

Prerequisite: C or better in Chemistry

Length: Year

This course meets UC/CSU and district graduation requirements as a category D physical laboratory science. This is the single year physics course that will co-exist within the CP Physics class. Students will continue to explore both theoretical ideas and experimental results in the IB Physics SL course, which will allow students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics. In addition to the core concepts, students will investigate how engineering practices utilize different aspects of physics. All students will participate in practical activities, which provide students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The IB exam will be offered in May of the course.

*\*Student's fees are allowable for **Advanced Placement and International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee.  
(EC sections 52240 -52244; 52920-52922.)*



# SCIENCE

Cont.

UC/CSU (D) Category

## **IB PHYSICS HL2**

**Course # 3536**

Grade Level: 12

Prerequisite: C or better from CP physics, Physics IB SL or AP Physics

Length: 1 year (second year of 2)

This course meets UC/CSU and district graduation requirements as a category D physical laboratory science. This is the second year of a two-year physics sequence. Students will continue to explore both theoretical ideas and experimental results in the IB Physics HL course, which will allow students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics. In addition to the core concepts explored in the first year of the course, students will investigate the following: wave phenomena, fields, electromagnetic induction, and quantum nuclear physics. The focus on engineering physics will be expanded in the second year. All students will participate in practical activities, which provide students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The IB exam will be offered in May of the second year of the course.

## **MARINE BIOLOGY**

**Course # 3010**

Grade: 11-12

Prerequisite: None

Length: Year

This course meets UC/CSU elective and District life science graduation requirements. 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. A minimum of 20% of class time will be spent on laboratory experiences.

## **ADVANCED PLACEMENT BIOLOGY**

**Course # 3031**

Grade: 11-12

Prerequisite: *Grade B or better in Biology and Chemistry.*

Length: Year

This course meets UC/CSU laboratory and District graduation requirements for life science. Advanced Placement Biology is a rigorous course designed to be the equivalent of a college introductory Biology course usually taken by Biology majors in their first year of college. 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. The course is designed to prepare students to take the Advanced Placement Biology examination. Colleges may give advanced placement and/or college credit based on the result of the examination. A minimum of 20% of class time will be spent on laboratory experiences. ***\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

## **IB Biology HL2**

**Course # 3034**

Grade 12

Prerequisite – Completion of IB Biology HL1/AP Biology

Length: Second year of a two year course

This course is pending approval from UC/CSU system. The course meets District graduation requirements for life science credit (“d”). This is the second year of a two year course to meet the IB Diploma requirements. IB Biology HL2 builds on the concepts and curricula presented during the first year. In the second year, the class will focus on the IB HL options of Neurobiology, Behavior, Endocrinology, Digestion/Absorption, Liver function and the cardiovascular system with associated laboratory experiences. The class will also contain “additional higher level” core material designed as an extension to the curriculum presented in the first year. Laboratory work will be a key feature of the course as students will complete several (research based) open ended investigations to fulfill the internal assessment requirement of the course. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## **IB Sports, Exercise and Health Science SL**

**Course # 2882**

Grade Level: 11-12

Prerequisite: *C or better in Chemistry*

Length: Year

**This course meets the UC/CSU and District graduation requirements for elective credit (“G”).** Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills that satisfies the non-lab science G elective for the UC/CSU requirements. It is an applied science course with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

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(EC sections 52240 -52244; 52920-52922.)*



# SOCIAL SCIENCE

UC/CSU (A) Category

Approved Social Science Courses meets the (a) requirement for admission to the UC/CSU system.

All Social Science courses are aligned to the California Social Science Content Standards.

## MODERN WORLD HISTORY

Grade Level: 10

### Course # 1501

Prerequisite: None

Length: Year

This course meets UC/CSU and District graduation requirements. 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. Students study the development of democracy from ancient to modern times and its effect upon major turning points shaping the modern world. Students are introduced to current world issues and the growing interdependence of people and cultures throughout the world.

## ADVANCED PLACEMENT EUROPEAN HISTORY

### Course # 1510

Grade Level: 10-12

Prerequisite: Grade B or better in English 1 or Adv. English 1 recommended

Length: Year

This course meets UC/CSU and District graduation requirements. Advanced Placement European History is designed to be a survey course of European history. Students must 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 the major turning points in the shaping of contemporary Europe. Students will take in-depth looks at current European issues and the growing interdependence of people and cultures throughout the world. A heavy emphasis will be placed on timed essay writing. Regular after school seminars will be held throughout the year. **\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## UNITED STATES HISTORY

Grade Level: 11

### Course # 1600

Prerequisite: None

Length: Year

This course meets UC/CSU and District graduation 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 American history from the late 1800's to modern (or use current) times

## ADVANCED PLACEMENT UNITED STATES HISTORY

### Course # 1601

Grade Level: 11

Prerequisite: Grade B or better in English 2 or Adv. English 2 recommended

Length: Year

This course meets UC/CSU and District graduation 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. **\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## IB HISTORY OF THE AMERICAS HL1

Grade Level: 11

### Course # 1602

Prerequisite: A or B in World History recommended

Length: 1<sup>st</sup> year of two year course

This course meets both UC/CSU and District graduation requirements for History and Government/Economics credit. IB History of the Americas year one is part of a two-year Higher Level (HL) IB History course. The purpose of the course is to offer students a higher-level academic course that will prepare them for academics in college. The course will put a strong emphasis on critical thinking and analytical skills, including understand multiple interpretations of historical events. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The first year of the course will cover one Prescribed Subject and two 20<sup>th</sup> Century World History Topics. Topics covered under the first year of study will include: (1) The Move Towards Global War (2) Authoritarian States (3) The Cold War. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All students are expected to take the AP/IB test. If students choose not to test, an alternative assessment will be assignment by the teacher.**

## IB HISTORY OF THE AMERICAS HL2

### Course # 1603

Grade Level: 12

Prerequisite: Grade C or above in History of the Americas IB HL1

Length: 2nd year of two year course

This course meets both UC/CSU and District graduation requirements for History credit and Government/Economics credit. IB History of the Americas year two is part of a two-year Higher Level (HL) IB History course. The purpose of the course is to offer students a higher-level academic course that will prepare them for high level academics in college. The course will put a strong emphasis on critical thinking and analytical skills. The course emphasizes political, intellectual, social and economic history. The second year of the course will cover the regional option. The regional option selected will be the History of the Americas. Three topics covered under the first year of study include; 1) Emergence of the Americas in Global Affairs 1880-1929, 2) The Great Depression 1929-1939, and 3) The Cold War and the Americas 1945-1981. In the senior year, students will be required to complete a major research assignment (Internal Assessment or IA) that is evaluated by both the classroom teachers and the IB organization. Summer assignments are required. **IB Diploma students have priority enrollment in this class.**

**Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## UNITED STATES GOVERNMENT

Grade Level: 12

### Course # 1700

Prerequisite: None

Length: Semester

This course meets UC/CSU and District graduation requirements. Students will pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to Supreme Court decisions. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

## ECONOMICS

### Course # 1702

Grade Level: 12

Prerequisite: None

Length: Semester

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

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# SOCIAL SCIENCE

Cont.

Approved Elective Courses meet the (g) requirement for admission to the UC/CSU system.

## IB ECONOMICS SL

Course Number: 1711

Grade level: 12

Prerequisite: None

Length: Year

This course meets UC/CSU elective and District graduation requirements for elective credit. The IB Diploma Program economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. In addition to open-ended response assessments, students will produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.

## ADVANCED PLACEMENT HUMAN GEOGRAPHY

Course # 1918

Grade Level: 9-12

Prerequisite: None

Length: Year

The course meets UC/CSU (A) and District graduation requirements for elective credit. The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn the methods and tools geographers use in their science and practice. Students will develop skills that enable them to use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in places, and recognize and interpret at different scales the relationships among patterns and processes. 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 GOVERNMENT AND POLITICS

Course # 1701

Grade Level: 12

Prerequisite: Grade B or better in United States History recommended

Length: Year

This course meets UC/CSU and District graduation requirements. This course will give students an analytical perspective of government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will study a variety of theoretical perspectives and explanations for various behaviors and outcomes. Key principles of Economics will also be incorporated into the course. **\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## IB THEORY OF KNOWLEDGE

Course # 1892

Grade level: 11-12

Prerequisite: *Enrolled in 2 or more IB classes*

Length: Two semesters (Spring 11th, Fall 12th)

This course meets UC/CSU elective and District graduation requirements for elective credit. This course is required for the Full IB Diploma. T.O.K. is a course that examines the origins and validity of various forms of knowledge. The process of the course is a critical reflection on what the student claims to know. The focus of the class is on inquiry. The goals are to gain an understanding of what it means to know something as a scientist, an artist or historian, etc. and how the forms of knowledge relate to one another. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits.**

## ADVANCED PLACEMENT PSYCHOLOGY

Course # 1890

Grade Level: 10-12

Prerequisite: *Teacher approval*

Length: Year

Advanced Placement Psychology meets UC/CSU elective and also District graduation requirements for elective credit. CP Psychology is not a pre-requisite for AP Psychology or either IB Psychology course. AP Psychology is not a pre-requisite for any IB course. This course is designed to prepare students to take the Advanced Placement Test in Psychology offered by the College Board. A passing score on this test will earn the student credit at many colleges and universities worldwide. 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 be studied using the scientific method. Assessments will include performance-based and conventional assessments, research projects and papers. All AP courses are the equivalent of College Level courses. The content and requirements will reflect that accordingly. Upon enrollment, the teacher will email parents and students a list of topics – some of which may be considered controversial. Parents, please talk to your child about these topics and the importance of behaving in a mature and responsible manner. AP courses require more work than non-AP classes – the tests are harder than CP classes and the students are expected to eventually produce work at the level of college freshmen. **\*All Students are expected to take the AP Test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## IB PSYCHOLOGY SL

Course # 1891

Grade Level: 11-12

Prerequisite: None

Length: Year - May be 1st year of 2 year Psychology HL

This course meets UC/CSU elective and District graduation requirements for elective credit. This course satisfies the Group 6 requirement for those pursuing the IB Diploma. **Students do not need to be in the IB Program to take the course.** Students will explore how psychology can provide a unique approach to understanding modern society by developing an awareness that human attitudes and beliefs are widely diverse and by appreciating the role culture plays in human behavior. Students will analyze how the biological, cognitive and socio-cultural approaches interact in human behavior. Students will examine a variety of topics that include: brain functioning, genetics, evolutionary psychology, animal research, memory, decision-making and biases, emotion, culture, group identity, stereotypes, group conflict, research methodology and ethics. Also, this course explores options to investigate through applied psychology (options include: abnormal psychology, developmental psychology, psychology of human relationships and health psychology). Assessments will include projects, essay exams, and replication of an experimental study. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

*\*Student's fees are allowable for Advanced Placement and International Baccalaureate Diploma examinations for 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 \$5.00 of the fee. (EC sections 52240 -52244; 52920-52922.)*

# SOCIAL SCIENCE

Cont.

## IB PSYCHOLOGY HL1

**Course # 1893**

Grade Level: 11

Pre-requisites: None

Length: First year of a two year course

This course meets UC/CSU elective and District graduation requirements for elective credit. This is the first year of a two-year course. This course satisfies the Group 6 requirement for those pursuing the IB Diploma. **Students do not need to be in the IB Program to take the course.** Students will explore how psychology can provide a unique approach to understanding modern society by developing an awareness that human attitudes and beliefs are widely diverse and by appreciating the role culture plays in human behavior. Students will analyze how the biological, cognitive and socio-cultural approaches interact in human behavior. Students will examine a variety of topics that include: brain functioning, genetics, evolutionary psychology, animal research, memory, decision-making and biases, emotion, culture, group identity, stereotypes, group conflict, research methodology and ethics. Also, this course explores options to investigate through applied psychology (options include: abnormal psychology, developmental psychology, psychology of human relationships and health psychology). Assessments will include projects, essay exams, and replication of an experimental study. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## IB PSYCHOLOGY HL2

**Course # 1894**

Grade Level: 12

Pre-requisites: Completion of IB Psychology SL with a C or better

Length: Second year of a two year course

This course meets UC/CSU elective and District graduation requirements for elective credit. This is the second year of a two-year course. This course satisfies the Group 6 requirement for those pursuing the IB Diploma. **Students do not need to be in the IB Program to take the course.** Students will continue to explore how psychology can provide a unique approach to understanding modern society by developing an awareness that human attitudes and beliefs are widely diverse and by appreciating the role culture plays in human behavior. Students will further analyze the role of animal research in understanding human behavior and the role of globalization on human behavior. Students will investigate both quantitative and qualitative research methodologies, understanding the impact of research designs on our understanding of human behavior and generalization to the global community. Students will explore abnormal psychology, focusing on causes and treatments of various disorders. Assessments will include projects, essay exams, and presentations. **\*All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**



*\*Student's fees are allowable for **Advanced Placement** and **International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee.  
(EC sections 52240 -52244; 52920-52922.)*





## **VISUAL ARTS**

UC/CSU (F) Category

*Some of the courses will not meet the (F) requirement. Please read the course descriptions.*

### **ART I AND DESIGN (ART I)**

Grade Level: 9-12

#### **Course # 6000**

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirement for Visual and Performing Arts and incorporates the National Core Art Standards. This first pathway of the fine arts program introduces students to beginning art concepts, material, skills and ideas. Students will create original works of art while exploring a variety of materials and techniques and investigating art movements, cultures, artists, and historical periods to understand the influences they have on art. In addition to skill development they will learn to include personal experiences, research and planning of projects and assignments with an emphasis on portfolio development. Students will maintain an art journal that encompasses sketches, notes, and personal reflections of projects and assignments as well as participate in written and oral critiques and self-evaluations.

### **ADVANCED DRAWING AND PAINTING (ART II)**

#### **Course # 6030**

Grade Level: 10-12

Prerequisite: *Grade C or better in Art I with teacher approval*

Length: Year

This course meets UC/CSU and District graduation requirement for Visual and Performing Arts and incorporates the National Core Art Standards. This first pathway of the fine arts program introduces students to beginning art concepts, material, skills and ideas. Students will create original works of art while exploring a variety of materials and techniques and investigating art movements, cultures, artists, and historical periods to understand the influences they have on art. In addition to skill development they will learn to include personal experiences, research and planning of projects and assignments with an emphasis on portfolio development. Students will maintain an art journal that encompasses sketches, notes, and personal reflections of projects and assignments as well as participate in written and oral critiques and self-evaluations.



## **GRAPHIC DESIGN I**

### **Course # 6040**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

Graphic Design I meets UC/CSU and District graduation requirements for Visual and Performing Arts incorporating the National Core Art Standards and Career Technical Education Standards. This first pathway of the Graphic Design program develops beginning to intermediate computer graphic art concepts, skills and techniques. Adobe Photoshop and Adobe Illustrator are professional software programs explored through demonstration and studio practice. Emphasis of projects will include the elements and principles of art, composition, design, typography, illustration and photo manipulation to create visual communication associated with advertising art. Students will maintain an art journal that encompasses sketches, notes, and personal reflections of projects and assignments as well as participate in written and oral critiques and self-evaluations

## **GRAPHIC DESIGN II**

### **Course # 6050**

Grade Level: 10-12

Prerequisite: *Grade C or better in Graphic Design I with teacher recommendation.*

Length: Year

Graphic Design II meets UC/CSU and District graduation requirements for Visual and Performing Arts incorporating the National Core Art Standards and Career Technical Education Standards. This second pathway of the Graphic Design program builds and expands on the skills of visual communication learned in Graphic Design I, providing students with intermediate to advanced experience in computer generated print and beginning experience in multimedia, motion graphics and/or web design. Various programs in Adobe Creative Suite are explored through demonstration and studio practice. Strong emphasis will be on strengthening composition, design, typography, illustration, and photo manipulation. A digital portfolio and/or website of artwork is created that reflects refined craftsmanship, technical skill and personal style. Students will maintain an art journal that encompasses sketches, notes, and personal reflections of projects and assignments as well as participate in written and oral critiques, presentations and self-evaluations.

## **GRAPHIC DESIGN III**

### **Course # 6055**

Grade Level: 11-12

Prerequisite: Completion of Graphic Design I and Graphic Design II with teacher approval. Students considering this class should be interested in perusing a college education and/or a career in Graphic Arts. Students must be self-directed and highly motivated.

Length: Year

This third pathway of the Graphic Design program uses the prior two years of Graphic Design as a foundation for students to build on. While students are introduced to a variety of new processes and techniques, students' responsibility is to work independently and to develop personal goals and philosophies through the flexibility and creativity of projects and art mediums. Strong emphasis will be on further examining typography, design and layout in producing quality, professional print collateral, web design and /or motion graphics. Students will create a portfolio of artwork that reflects refined craftsmanship, technical skill and personal style for entrance into a college or career in the graphic arts. Students will keep an art journal that shows the processes and planning of assignments and projects including: sketches, notes, critiques, reflections and samples as well as participate in written and oral critiques, presentations and self-evaluations. Students will explore graphic art opportunities outside of school, working with the community or business sector with internship or contract possibilities. Students will have the opportunity to prepare and take exams for Adobe Certification.



## VISUAL ARTS

Cont.

UC/CSU (F) Category

*Some of the courses will not meet the (F) requirement.  
Please read the course descriptions.*

### Photography I

**Course #7800**

Grade Level: 9-12

Prerequisite: Access to a smartphone camera is recommended. If not, a digital point and shoot camera can be provided for use during class.

Length: One (1) Year

This course meets UC/CSU and district graduation requirements for Visual and Performing Art credit. Photography I is a yearlong introductory course in the CTE Photography Pathway. 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 the fundamentals of digital cameras, photographic equipment, image capture, image editing and image output. Additionally, students will study the history, composition, critiquing, aesthetics and the presentation of photography. This course will also introduce students to the fundamentals of Adobe Photoshop and Lightroom.

### Photography II

**Course #: 7805**

Grade Level: 10-12

Prerequisite: Grade of C or better in Photography I and teacher recommendation. Access to a smartphone camera is recommended. A dSLR camera will be provided for use during class.

Length of Course: Year

This course meets UC/CSU and district graduation requirements for Visual and Performing Art credit. Photography II is a yearlong concentrator course in photography. It is articulated with MSJC and students will earn 3 units of college credit with a grade of B or better in the class and on the final exam. It is designed for students who want to further enhance their photographic knowledge and abilities. Students will continue to fine-tune their photographic and artistic composition, computer editing, camera and printing skills learned in photo I. Imagination and creativity will be stressed. Students will further study the history of photography both traditional and digital and how it has impacted our world. A variety of photographic genres and careers will be explored. Students will work on projects that include many commercial aspects of photography including: studio lighting, event and sport photography, exposure control techniques, image manipulation, digital asset management, printing and presentation methods to create a portfolio archive of digital images.

### Photography III

**Course #: 7808**

Grade Level: 11-12

Prerequisite: Grade of C or better in Photography I and II, and teacher recommendation. Access to a smartphone camera is recommended. A dSLR camera will be provided for use during class.

Length of Course: Year

This course meets UC/CSU (G) requirement and district graduation requirements for Visual and Performing Art credit. The purpose of this capstone course is to prepare photography students to pass the Adobe Certified Associate exam in Visual Design, using Adobe Photoshop CC. This is an industry-recognized certificate which demonstrates that an individual has the entry-level skills necessary to be hired into the Arts Media and Entertainment Industry Sector right out of high school. Additionally, students will work more independently with a focus on higher standards, advanced photographic techniques, with a personal career focus in mind. Students will begin to select a more defined and personalized form of visual expression. Students will be required to be more self-motivated and accountable in their work habits. Students will study important professional photographers and their work and apply some of their techniques to the student's own work. This will help prepare students for real life experiences in photography as well as being college and/or career ready. A portfolio of collected finished works with public exhibition is a goal of this class.

### CERAMICS I

**Course # 6060**

Grade Level: 10 -12

Prerequisite: *None*

Length: Year

This course meets the one-year UC/CSU and District graduation requirements for Visual and Performing Arts. The major emphasis of this beginning ceramic course is to provide students with knowledge of ceramic techniques with an emphasis on the interpretation of ceramics as an art form. Students will create personal works of art using pinch, coil, slab, and mold construction methods. 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.

### CERAMICS II

**Course # 6070**

Grade Level: 11-12

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

Length: Year

This course meets the UC/CSU F elective requirement ( 1 unit maximum) and the District graduation requirements for Visual and Performing Arts. The major emphasis of Ceramics 2 is to extend the student's technical skills and conceptual approached to the medium of clay. Studio experiences will provide for advanced study in hand built and wheel formed ceramics, their appropriate design and decoration, methods of glaze application and firing. Stress is on craftsmanship, discipline, and originality. Reading, writing and the use of the Internet to gather research material and visual resources relating to ceramic history, studio artist in ceramics and the ceramic industry will be required. This course helps the student to further develop aesthetic criteria of the ceramic arts and to investigate potential vocational aptitudes.

### YEARBOOK DESIGN

**Course # 1875**

Grade Level: 11-12

Prerequisite: *Application, teacher approval, and grade B or higher in previous English course*

Length: Year

This course meets UC/CSU and District requirements for Visual and Performance Arts credit. Yearbook Design is a yearlong course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design.



## VISUAL ARTS

Cont.

UC/CSU (F) Category

*Some of the courses will not meet the (F) requirement.  
Please read the course descriptions.*

### TELEVISION/DIGITAL VIDEO PRODUCTION

#### (FILMMAKING)

Grade: 10-12

#### **Course # 7780**

Prerequisite: *None*

Length: Year

This course meets the UC/CSU requirement for Visual & Performing Arts and District graduation requirements for Visual & Performing Arts or elective credit. Filmmaking is designed to give students the opportunity to create presentations using Videography - the process of recording sound and visual images on electronic media. Fieldwork involving school activities and collaboration with classmates will provide students with experiences capturing video as well as interacting with others. Students develop skills in video production using the technologies of audio-video equipment and computer-based editing software, primarily Apple Final Cut Pro. These are implemented to produce digital media projects for all areas of everyday life. Principles of video basics, DV technology, the development and creative process, editing, production, effects and presentation are stressed. Opportunities for creativity, problem solving, individual and group interaction, and decision making are incorporated.

### ADVANCED TELEVISION AND VIDEO PRODUCTION

#### (FILMMAKING)

Grade: 11-12

#### **Course # 7781**

Prerequisite: *Grade of B or better in Filmmaking and teacher recommendation*

Length: Year

This course meets district Visual & Performing Arts requirement for graduation. The course meets district graduation requirements for High School Visual & Performing Arts credit or elective credit. This advanced course is designed for students who are considering television or film production as a career. Students will produce a variety of school and community video projects that reinforce knowledge of equipment, terminology, concepts and procedures used in professional video and television production studios. Students will assist in the production and broadcast of the Nighthawk Daily News. Students will study the history of television and film and will evaluate directors' styles, genres and social impact. Software programs such as Apple Final Cut Pro will be a secondary focal point to that of meeting the elements of art and principles of design, as well as the components in the state standards.





# **PERFORMING ARTS**

UC/CSU (F) Category

*Some of the courses will not meet the (F) requirement. Please read the course descriptions.*

## **WOMEN'S ENSEMBLE**

Grade Level: 9-12

### **Course # 7150**

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirement for Visual & Performing Arts. Music selected for study and performance is challenging and introduces singers to the best choral writing of all periods of music history. Each student will read music notation in treble and bass clefs, read basic rhythm notation accurately, demonstrate appropriate rehearsal discipline and performance skills. Students will be expected to spend additional hours beyond the regular class time. Students will be expected to attend all rehearsals and performances.

## **MEN'S ENSEMBLE**

Grade Level: 9-12

### **Course # 7170**

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirement for Visual & Performing Arts. Music selected for study and performance is challenging and introduces the singers to the best choral writing of all periods of music history. Each student will read music notation in treble and bass clefs, read basic rhythm notation accurately, demonstrate appropriate rehearsal discipline and performance skills. Students will be expected to spend additional hours beyond the regular class time. Students will be expected to attend all rehearsals and performances.

## **ADVANCED WOMEN'S ENSEMBLE**

### **Course # 7155**

Grade Level: 9-12

Prerequisite: Audition only and instructor approval

Length: Year

This Course meets District graduation requirements in Visual and Performing Arts. Music selected for study and performances is challenging and introduces singers to the best choral writing in all periods of music history. Singers will sing advanced three to five part women's literature. Each student will read music notation in treble and bass clefs, read basic rhythm notation accurately, demonstrate appropriate rehearsal discipline and performance skills. Students will be expected to spend additional hours beyond the regular class time. Students will be expected to attend all rehearsals and performances.

## **ADVANCED CHAMBER CHOIR**

Grade Level: 10-12

### **Course # 7105**

Prerequisite: *Audition and enrollment in Advanced Chorale*

Length: Year

This course meets UC/CSU and District graduation requirements for visual and performing arts. Chamber Choir is a mixed singing ensemble that specializes in performance of challenging literature of diverse genre. Student will demonstrate appropriate performance skills, appropriate singing techniques in a variety of styles, interpret music personally. Students must attend all rehearsals and performances, and demonstrate personal discipline that will contribute to the proper rehearsal and performance atmosphere. **All students in Advanced Chamber Choir must enroll in Advanced Chorale.**

## **ADVANCED CHORALE**

Grade Level: 10-12

### **Course # 7110**

Prerequisite: *Audition Only and signature of the Director*

Length: Year

This course meets UC/CSU and District graduation requirement for Visual & Performing Arts. Chorale is a mixed singing ensemble intended for singers of advanced ability. Selection for Chorale is dependent upon appropriate balance between sopranos, altos, tenors, and basses. Music selected for study and performance by Chorale must be challenging to each singer, offer suitable text, represent good compositional talent, and introduce the singer to the best choral writing of all periods of music history. Students will read music notation in treble and bass clefs, read basic rhythmic notation easily, demonstrate understanding of more complex notation, demonstrate knowledge of terminology pertinent to the performance of choral music, demonstrate and understand correct singing technique, and demonstrate appropriate rehearsal discipline and performance skills. Students will be expected to spend additional hours beyond the regular class time. Students will be expected to attend all rehearsals and performances.

## **IB MUSIC SL**

Grade Level: 11-12

### **Course # 7010**

Prerequisite: Co-enrolled in Wind Ensemble; teacher recommendation

Length: Year

This course meets UC/CSU and District graduation requirements for Visual and Performing Arts. Students will engage in scholarly research to clarify their understanding of music and music's place in the world. Research documents will include extensive genre comparisons from both a Western and World perspective. Students will work both individually and collaboratively to extend and enhance their knowledge and ability of music performance and the production of music, demonstrating an understanding of style, performance practice and interpretation, appropriate technical ability, and performer interaction through solo and group performances, and creation. Throughout the course, students will demonstrate an understanding of melodic and harmonic analysis, rhythm reading, transposition, composition, ear training, sight-singing, musical vocabulary, and basic piano skills. Students will further demonstrate the knowledge of the rudiments of music: scales, intervals, extended chords, tonality, modality, key signatures, meter, rhythm, and how each element is employed throughout the various eras and cultures studied including the evolution and interpretation of notational systems.

**IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

## **JAZZ CHOIR**

### **Course # 7160**

Grade Level: 11-12

Prerequisite: Audition and signature of Director

Length: Year

Jazz Choir is a mixed singing ensemble that specializes in performance of challenging jazz literature. Students will demonstrate appropriate performance skills, appropriate singing technique, and interpret music personally. Students must attend all rehearsals and performances and demonstrate personal discipline that will contribute to the proper rehearsal and performance atmosphere.

## **BEGINNING GUITAR**

### **Course # 7000**

Grade Level: 10-12

Prerequisite: Must provide own acoustic guitar

Length: Year

Beginning guitar presents instruction in classical, folk, and contemporary 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 and play basic chords.





## **PERFORMING ARTS**

Cont.  
UC/CSU (F) Category

*Some of the courses will not meet the (F) requirement.  
Please read the course descriptions.*

### **DRAMA I**

**Course # 6500**

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements for Visual and Performing Arts credit. Drama activities focus on orientation to the stage, performance standards, novice live improvisation, and entry-level understanding of character development as well as theatrical and historical terminology, etc. Activities also focus on an overview of technical theater and its' components. Students will perform in front of a live audience as well as complete a written final exam.

Grade: 9 -12

### **DRAMA II / INTERMEDIATE ACTING**

**Course # 6550**

Prerequisite: *Audition and instructor approval*

Length: Year

This course meets UC/CSU and District graduation requirement for Visual and Performing Arts. The course emphasizes the preparation of scenes and monologues for classroom presentation, competition and study of period acting styles, stage direction and production techniques. Theater history and vocabulary are also covered. Assessment techniques include in class performance in front of a live audience, video taping, written assignments and tests.

Grade: 10-12

### **DRAMA III/ ADVANCED ACTING AND COMPETITION**

**Course # 6560**

Prerequisite: *Audition and instructor approval*

Length: Year

This course meets the UC/CSU and District graduation requirement for Visual and Performing Arts. The course 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. Assessment is based in part on participation in the production of a three-act play for public presentation, which requires rehearsal time and set construction time outside of class. This course requires class and **after school** participation and is part of the grade for the course.

Grade: 10-12

### **DRAMA IV/ADVANCED ACTING AND COMPETITION**

**Course # 6570**

Prerequisite: *Audition and instructor approval*

Length: Year

This course meets UC/CSU and district graduation requirements for Visual and Performing Arts. Students in this course are required to participate in the current productions. Participation might be as an actor or as technical support. It is a "hands-on" class, which includes a culminating project. This course demands time after school, weekend rehearsals, and prep time. This course requires **after school** participation and is part of the grade for this course.

Grade: 10-12

### **TECHNICAL THEATER I**

**Course # 6565**

Grade Level: 10-12

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements for Visual and Performing Arts. Students will learn backstage skills including set design and construction, costuming, properties, 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 sets for the school Drama Department Productions and run stage crew for rehearsals and performances. After school participation is part of the courses curriculum.

### **TECHNICAL THEATER II**

**Course # 6566**

Grade Level: 11-12

Prerequisite: *Technical Theater I and instructor approval*

Length: Year

This course meets District graduation requirements for Visual and Performing Arts. Students will expand backstage skills and career opportunities in Technical Theater. This is a hands-on class with an emphasis on stage lighting, sound, stage management and scenic design. Students will be engaged in hands on set construction and leadership positions in the Drama Department's productions. After school and weekend crew is required for this course and is part of the final grade.

### **ADVANCED MARCHING/CONCERT BAND**

**Course # 7200**

Grade Level: 9-12

Prerequisite: *Instructor Approval*

Length: Year

This course meets UC/CSU and District graduation requirements for Visual & Performing Arts. First semester of Marching Band taken in the Sophomore and Junior year will count for 2nd year physical education credits. Marching Band is open to all qualified wind, percussion and color guard students. The Marching Band course revolves around the marching activity and will include arranged rehearsal and performance hours outside of class time. The Marching Band performs at all home football games, as well as parades and field competitions throughout Southern California. Advanced Concert Band must be taken for an entire year and is open to all qualified wind and percussion students based on instructor approval. The course curriculum features exposure to quality instrumental literature, as well as focusing on the improvement of individual performance skills relative to state and national standards for music education. The course may include additional arranged rehearsal and performance hours outside of class time.

### **JAZZ BAND/ADVANCED JAZZ BAND**

**Course #: 7205**

Grade level: 9-12

Prerequisite: *Audition with Jazz Director*

Length: Year

Jazz ensembles are formed based on ability level and instrumentation needs. This is assessed through an audition process. The class focuses on the development of jazz fundamentals through sight reading, improvisation, style, and performance. Jazz ensembles will perform at jazz festivals, home concerts, and various community events. Students will gain a fundamental understanding of the jazz style as it applies to their major instrument. They will also develop as an individual through various performance opportunities throughout the year.



## WORLD LANGUAGES

UC/CSU (E) Category

### INTRODUCTION TO WORLD LANGUAGES

#### **Course # 4013**

Grade Level: 11-12

Prerequisite: *None*

Length: Year

For Juniors and Seniors to meet minimum District graduation requirement in World Language. Introduction to World Languages is a yearlong course that emphasized World cultures and basic conversational skills. Languages covered may include: Spanish, French, German, and Italian.

### AMERICAN SIGN LANGUAGE I

#### **Course # 4050**

Grade Level: 9 -12

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements. Students develop novice level skills in signing and in comprehension of signs. The course provides students with the vocabulary and structures necessary for primary ASL proficiency. The course emphasizes "survival" language skills necessary to convey basic ideas to a deaf person. The student will also be exposed to Deaf Culture. 95% of the class will be taught in the target language.

### AMERICAN SIGN LANGUAGE II

#### **Course # 4060**

Grade Level: 10 -12

Prerequisite: *Grade C or better in ASL I*

Length: Year

This course meets UC/CSU and District graduation requirements. Students develop intermediate level skills in signing and in comprehension of signs while deepening their familiarity with grammatical features of ASL. The course expands expressive and receptive vocabulary necessary to increase ASL proficiency. It increases visual perception, visual memory, signed fluency and length of signed interactions to enable more prolonged conversations with a deaf person. The student will gain increased knowledge of Deaf Culture. 100% of the class will be taught in the target language.

### AMERICAN SIGN LANGUAGE III

#### **Course # 4070**

Grade Level: 11-12

Prerequisite: *Grade C or better in ASL II*

Length: Year

This course meets UC/CSU and District graduation requirements. This course is designed to further enhance the students' receptive and expressive sign vocabulary. It will continue to increase their visual perception, memory and fluency, while continuing to expose them to the Deaf culture. 100% of the class will be taught in the target language.

### AMERICAN SIGN LANGUAGE IV

#### **Course #: 4080**

Grade Level: 12

Prerequisite: *Grade of C or better in ASL 3*

Length: Year

This course meets UC/CSU and District graduation requirements. This course is designed to help students master receptive and expressive sign vocabulary. It will further increase their visual perception, memory and fluency, while continuing to expose them to the Deaf culture. 100% of the class will be taught in the target language.

### FRENCH I

#### **Course # 4200**

Grade Level: 9-12

Prerequisite: *Must have a strong understanding of English grammar and a grade of C or better in previous English course*

Length: Year

This course meets UC/CSU and District graduation requirements. It is required that 9<sup>th</sup> grade students have a 3.0 GPA in order to enroll. This course provides students with the vocabulary and structures necessary for primary French proficiency. The course emphasizes "survival" language skills necessary to convey basic needs to a native French speaker. Customs, geography and idiomatic expressions provide a basic exposure to French culture. The development of concepts used to understand the relativity inherent in virtually all cultures will be encouraged. At least **50%** of the class will be taught in the target language

### FRENCH II

#### **Course # 4210**

Grade Level: 10-12

Prerequisite: *Grade C or better in French I*

Length: Year

This course meets UC/CSU and District graduation requirements. This course intensifies the vocabulary and structural development necessary for French proficiency and basic fluency. A deeper exposure to culture examines customs, geography, and idiomatic expressions, as well as the political, historical and philosophical influences in the French world. Basic concepts used to interpret literary works, current events, film and history are introduced. At least **75%** of the class will be taught in the target language.

### FRENCH III

#### **Course # 4220**

Grade Level: 11- 12

Prerequisite: *Grade B or better in French II*

Length: Year

This 3rd year course meets UC/CSU and District graduation requirements. The course enhances fluency in the language and familiarity with French expression. Students continue to develop vocabulary and structures necessary to integrate as a traveler, student or resident in a French speaking country. Students enhance their knowledge of French culture and history. Study involves general concepts used to interpret oral dialogue, literary works, current events, film, philosophy and history. Students further develop communication skills through written and oral form. At least **85%** of the class will be taught in the target language. ***This course will also include I.B. Preparatory curriculum. Students who plan to enroll in the subsequent I.B. SL course for this subject must enroll in this I.B. Prep course. Enrollment priority is given to IB diploma candidates.***

### ADVANCED FRENCH III

#### **Course # 4240**

Grade Level: 11

Prerequisite: *Grade A in French II with intent to take IB French HL2 as a senior.*

Length: 1st year of a 2 year course.

This third year course meets UC/CSU and District graduation requirements. The Advanced French 3 course will provide an accelerated pace and rigor in curriculum for students intending to continue on to International Baccalaureate Standard Level French (IB French SL) during 12th grade. Students receive in-depth training in speaking and writing proficiency, they learn to use advanced grammatical and idiomatic structures, and they receive extensive practice expressing their critical thinking through oral and written French language as they analyze authentic French language through literature, periodicals and cinema. The course enriches written and oral language fluency and cultural understanding of the francophone world. IB Diploma students have priority enrollment in this class. Other students may enroll if space permits.



## WORLD LANGUAGES

cont.  
UC/CSU (E) Category

### IB FRENCH SL

**Course # 4226**

Grade Level: 12 only

Prerequisite: *Grade C or better in French III or Adv. French III.*

Length: 1 Year

This 4th year course meets UC/CSU and District graduation requirements. This course prepares students to take the French IB SL speaking, writing and reading assessments. The course enriches written and oral language fluency and cultural understanding of the francophone world. Students expand their capacity to integrate as a traveler, a student or a resident in a French speaking country.

General concepts studied encourage students to practice expressing their critical thinking through oral and written French language as they analyze authentic French language through literature, periodicals and cinema. At least 90% of the instruction is in French.

**IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the IB SL test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

### IB FRENCH HL2

**Course # 4228**

Grade Level: 12 only

Prerequisite: *Grade C or better in Adv. French III.*

Length: 2<sup>nd</sup> year of a 2 year course

This 4th year course meets UC/CSU and District graduation requirements. This course prepares students to take the French IB HL speaking, writing and reading assessments during the second year. Students receive in-depth training in speaking and writing proficiency, they learn to use advanced grammatical and idiomatic structures, and they receive extensive practice expressing their critical thinking through oral and written French language as they analyze authentic French language through literature, periodicals and cinema. The course enriches written and oral language fluency and cultural understanding of the francophone world. Students are required to participate in oral presentations as part of the Internal Assessments for IB. At least 95% of the instruction is in French. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

### GERMAN I

**Course # 4300**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements. It is required that 9th graders have a 3.0 GPA in order to enroll. Students will develop skills in listening, speaking, reading and writing in German. Students will acquire extensive vocabulary, grammar structure and will be exposed to history, geography and culture of the German speaking world. 95% of the class will be taught in the target language.

### GERMAN II

**Course # 4310**

Grade Level 10-12

Prerequisite: *Grade C or better in German I*

Length: Year

This course meets UC/CSU and District graduation requirements. German II focuses on communicating in everyday situations. Students develop proficiency in listening, speaking, reading, and writing in German. It also increases students' knowledge and appreciation of diverse cultures in German-speaking countries. 95% of the class will be taught in the target language.

### GERMAN III

**Course # 4320**

Grade Level: 11-12

Prerequisite: *Grade C or better in German II*

Length: Year

This course meets UC/CSU and District graduation requirements. Students will continue to further develop listening, speaking, reading and writing skills in the target language. The course will include exposure to German literature, history and culture. 95% of the class will be taught in the target language.

### IB GERMAN SL

**Course # 4330**

Grade Level: 11-12

Prerequisite: *Grade A or B in German 3, or Grade C with teacher approval*

Length: 1 year

This course meets UC/CSU and District requirements for world language credit. This course will provide students with the opportunity to build on their previous language experience. The purpose of this course is to develop moderate language skills in listening, reading, writing, and oral communication. In addition, students will explore the culture and contemporary issues in German-speaking countries. Materials used consist of a wide range of texts from the media, arts, leisure, international affairs, and new technologies. SL students will benefit from the flexible nature of a course without a prescribed text list. The course will be taught in the target language. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**



*\*Student's fees are allowable for **Advanced Placement** and **International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee.  
(EC sections 52240 -52244; 52920-52922.)*





## WORLD LANGUAGE

Cont.  
UC/CSU (E) Category

### ESPAÑOL PARA HISPANOHABLANTES NIVEL I

**Course # 4150** Grade Level: 9-12

Requisito: *Grado satisfactorio o recomendación del maestro*

Duración: un año

Este curso satisface los requisitos de UC/CSU y del distrito para dar crédito académico en lengua extranjera. Este curso está diseñado para desarrollar el nivel del lenguaje académico de los hispanohablantes. En esta clase, los estudiantes tendrán clases de lectura y escritura. En las lecturas de la literatura iberoamericana, se harán énfasis el uso del lenguaje, vocabulario, escritura y estructuras gramaticales. Con la conclusión de este curso, el estudiante podrá tomar Español para Hispanohablantes nivel II el siguiente año. La clase se presenta 100% en español.

### SPANISH FOR SPANISH SPEAKERS I

**Course # 4150** Grade Level: 9-12

Prerequisite: *Passing grade of 70% on the entrance exam and instructor approval*

Length: Year

This course meets US/CSU and District requirements for world language credit. This course is designed to develop Spanish speaking students' cognitive academic language proficiency through instruction in reading and writing. Spanish language literature, language usage, vocabulary, writing, reading and grammatical structures are emphasized. This course prepares students to transition into Spanish for Spanish Speakers II. 100% of the class will be taught in the target language.



### SPANISH I

Grade Level: 9-12

**Course # 4100**

Prerequisite: *None*

Length: Year

This course meets UC/CSU and District graduation requirements. It is recommended that 9th graders have a 3.0 GPA in order to enroll. Students will develop skills in listening, speaking, reading and writing in Spanish. Students will acquire extensive vocabulary, grammar structure and will be exposed to history, geography and culture of the Spanish speaking world. 50% of the class will be taught in the target language

### SPANISH II

Grade Level: 10-12

**Course # 4110**

Prerequisite: *Grade C or better in Spanish I*

Length: Year

This course meets UC/CSU and District graduation requirements. Spanish II is designed to give the student increased proficiency in communication skills. Students acquire extensive vocabulary, control of grammatical structures, and cultural awareness. 65% of the class will be taught in the target language.

### SPANISH III

Grade Level: 11-12

**Course # 4120**

Prerequisite: *Grade B or better in Spanish II is recommended*

Length: Year

This course meets UC/CSU and District graduation requirements. This course is designed to further refine listening, speaking, reading and writing skills. Exposure to literature, history and culture in the target language will be included. 85% of the class will be taught in the target language. ***This course will also include I.B. Preparatory curriculum. Students who plan to enroll in the subsequent I.B. course for this subject must enroll in this I.B. Prep course.***

### ADVANCED PLACEMENT

#### SPANISH LANGUAGE

Grade Level: 11-12

**Course # 4130**

Prerequisite: *Grade B or better in Spanish III is recommended*

Length: Year

This course meets UC/CSU 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. Students taking this course can expect to spend an additional four to five hours per week outside of class time on homework, review, research and/or practice. 100% of the class will be taught in the target language. ***\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.***

*\*Students fees are allowable for **Advanced Placement** and **International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee.  
(EC sections 52240 -52244; 52920-52922.)*





## WORLD LANGUAGE

Cont.  
UC/CSU (E) Category

### ADVANCED PLACEMENT SPANISH LITERATURE

Grade Level: 12

#### **Course # 4133**

Prerequisite: *Grade B or better in AP Spanish Language is recommended*

Length: Year

This course meets UC/CSU and District graduation requirements for world language. This course prepares students to take the AP Spanish Literature exam and develop proficiency by analyzing and interpreting literary texts in Spanish. There is an emphasis on reading literature, thematic poetry and text analysis. It also emphasizes the composition of Spanish essays on a variety of literary topics requiring critical thinking, comparisons and contrasts. Students taking this course can expect to spend an additional four to five hours per week outside of class time on homework, review, research and/or practice. 100% of the class will be taught in the target language. **\*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

### IB SPANISH SL

#### **Course # 4126**

Grade Level: 11-12

Prerequisite: C or better in Spanish 3

Length: 1 year

This course meets UC/CSU requirements for world language credit. The focus of this course will be on language acquisition and Spanish cultural awareness. The purpose is to develop moderate language skills in listening, speaking, reading and writing and for students to express themselves in a generally but culturally appropriate manner. By studying the language and culture within the context of Spanish speaking countries students will also be prepared to make a positive impact on humanity. During the course students will also study grammar within the context of the following IB themes: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. The majority of the class will be conducted in the target language. IB Diploma students have priority enrollment in this class.

### IB SPANISH HL1

#### **Course Number: 4127**

Grade Level: 11

Length: 1st year of a 2 year course

Prerequisite: Grade A or B in Spanish 3; Grade C with teacher's approval

This course meets UC/CSU and District graduation requirements for world language. The **Spanish B HL1** course is for 11th graders. **The focus** of this course will be on *language acquisition* and *Spanish cultural awareness*. **The purpose** is to develop language skills in *listening, speaking, reading and writing* and for students to *express themselves in a culturally appropriate manner*. The course will include the study of the Spanish-speaking countries, people, and culture. The chosen works will encourage the investigation of cultural awareness in literature and film and will promote tolerance, empathy, and a genuine respect for perspectives different than their own. The course will take an **interdisciplinary approach** whereby the instructor will work with other colleagues in different disciplines to help students create overlapping projects whose end result will be both synergistic and complementary. Target language exposure will increase every year. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment**

### IB SPANISH HL2

#### **Course # 4128**

Grade Level: 12

Prerequisite: Grade A or B in IB Spanish HL1; Grade C with teacher's approval Length: 2<sup>nd</sup> year of a 2 year course  
This course meets UC/CSU and District graduation requirements for world language. The **Spanish B HL2** course is the second year of the two-year sequence. **The focus** of this course will continue to be on *language acquisition* and *Spanish cultural awareness*. **The purpose** is to develop language skills in *listening, speaking, reading and writing* and for students to *express themselves in a culturally appropriate manner*. The course will include the study of the Spanish-speaking countries, people, and culture. The chosen works will encourage the investigation of cultural awareness in literature and film and will promote tolerance, empathy, and a genuine respect for perspectives different than their own. Students are required to participate in oral presentations as part of the Internal Assessment component of the IB curriculum. Target language exposure will increase every year. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. \*All Students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**



*\*Student's fees are allowable for **Advanced Placement** and **International Baccalaureate** Diploma examinations for 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 \$5.00 of the fee.  
(EC sections 52240 -52244; 52920-52922.)*

**Check out the following elective courses in the Electives Section:**

**\*\*Courses with asterisks (\*\* indicate 1 semester in length**

**BUSINESS**

- 7650 Virtual Enterprise (11-12)
- 7630 IB Business and Management SL (11-12)
- 7647 Entrepreneurship

**CAREER AND TECHNICAL EDUCATION (9-12)**

- 7722 Maintenance and Light Repair I (MVHS)
- 7917 Maintenance and Light Repair II (MVHS)
- 7914 Maintenance and Light Repair III (MVHS)
- 7931 Law Enforcement (MVHS)
- 7935 Forensic Science/CSI (MVHS)
- 7960 Exploring Criminal Justice System (MVHS)
- 7995 Fire Science and Technology - FST

**CONSUMER & FAMILY STUDIES**

- 5516 Foods & Nutrition I (10-12)
- 5517 Food & Beverage Production (11-12)
- 5518 Food Service & Hospitality (11-12)

**ENGLISH**

- \*\*1840 Academic Competitions - Mock Trial (10-12) Semester
- \*\*1855 Public Speaking (10-12) Semester
- 1870 Yearbook (10-12)

**LEADERSHIP/STUDENT SUPPORT**

- \*\*\*\* AVID (9-12)
- \*\*\*\* Leadership (9-12)
- \*\*\*\* Link Crew (11-12)
- \*\*\*\* Nighthawk Pride
- \*\*\*\* P.L.U.S.
- \*\*\*\* Senate (9-12)

\*\*\*\* Require Teacher Approval

- 7975 MJROTC Leadership Education I (9-11)
- 7976 MJROTC Leadership Education II (10-12)
- 7977 MJROTC Leadership Education III (11-12)
- 7978 MJROTC Leadership Education IV (11-12)
- 9999 Teacher/Office/Library Aide (11-12)

**PHYSICAL EDUCATION**

- 2880 Sports Medicine (10-12)
- 2890 Advanced Sports Medicine (10-12)
- The following courses are required PE courses that can be taken for elective credit once PE requirement is fulfilled:*

- 2797 Lifeguard Training (10-12)
- 2800 Aerobic Conditioning and Fitness (10-12)
- 2810 Body Composition and Fitness (10-12)
- 2820 Court Sports (10-12)
- 2830 Racket Sports (10-12)
- 2840 Recreational Lifetime Activities/ Unified Physical Ed. (10-12)
- 2850 Team field Sports (10-12)
- 7220 Dance I (10-12) (Counts as VAPA)
- 7230 Dance II (10-12) (Counts as VAPA)
- 7231 Advanced Dance Choreography/Production (10-12 Counts as VAPA)

**SOCIAL SCIENCE**

- 1890 AP Psychology (10-12)
- 1891 IB Psychology SL (11-12)
- 1892 IB Theory of Knowledge (11-12)
- 1893 IB Psychology HL 1 (11)
- 1894 IB Psychology HL 2 (12)
- 1918 AP Human Geography

**TECHNOLOGY EDUCATION**

- 2500 Robotics/Mechatronics (11-12)
- 2505 Robotics II (11-12)
- 7705 Computer Intg. Manufacturing (11-12)
- 7722 Introduction to Automotive Technology (9-12)
- 7780 Television/Digital Video Production (10-12)
- 7781 Advanced Television and Video Production (10-12)
- 7570 Exploring Computer Science (9-12)
- 7571 AP Computer Science (10-12)

**PERFORMING ARTS - MUSIC**

- 7010 IB Music SL (11-12)
- 7105 Advanced Chamber Choir (10-12)
- 7110 Advanced Chorale (10-12)
- 7150 Women's Ensemble (9-12)
- 7155 Advanced Women's Ensemble (9-12)
- 7170 Men's Ensemble (9-12)
- 7200 Advanced Marching/Concert Band (9-12)

**PERFORMING ARTS - DRAMA**

- 6500 Drama I (9-12)
- 6550 Drama II/Intermediate Acting (10-12)
- 6560 Drama III/Advanced Acting and Competition (10-12)
- 6570 Drama IV (10-12)
- 6565 Technical Theater I (10-12)
- 6566 Technical Theater II (11-12)
- 7220 Dance I (10-12)
- 7230 Dance II (10-12)

**VISUAL ARTS**

- 2445 Intro to Design I
- 6000 Art I - Art & Design I (9-12)
- 6030 Art II - Advanced Drawing and Painting (10-12)
- 6040 Graphic Design I - Intro to Digital Graphics (9-12)
- 6050 Graphic Design II Computer Graphics (10-12)
- 6060 Ceramics I (10-12)
- 6070 Ceramics II (11-12)
- 7800 Photography I (9-12)
- 7805 Photography II (10-12)

**WORLD LANGUAGES**

See Core Subjects (Page 42) for course selections

## CORE SUBJECTS

**\*\*Courses with asterisks (\*\*) indicate 1 semester in length**

### BUSINESS

7560 ICT Career Literacy\*\* (9)

### ENGLISH

1001 English I (9)  
1021 Advanced English I (9)  
1002 English II (10)  
1022 Advanced English II (10)  
1018 English III (11)  
1028 Expository Reading and Writing (11)  
1005 AP English Language and Composition (11)  
1023 IB English HL 1 (11)  
1024 IB English HL 2 (12)  
1082 College English 92  
1033 CSU Expository Reading and Writing (12)  
1008 AP Literature and Composition (12)

### MATHEMATICS

2212 Math I (9-11)  
2213 Adv. Math I (9)  
2216 Math II (10)  
2217 Adv. Math II (9-10)  
2251 Geometry 10-12 (10-12)  
2300 Algebra II/Trigonometry (9-12)  
2315 Advanced Algebra II/Trigonometry (9-11)  
2420 Math Analysis \*\*(10-12)  
2430 Advanced Trigonometry \*\*(10-12)  
2350 Pre-Calculus (10-12)  
2440 Technical Math (11-12)  
2390 Calculus (11-12)  
2356 IB Mathematical Studies SL (11-12)  
2357 IB Mathematics SL (11-12)  
2400 AP Calculus AB (11-12)  
2405 AP Calculus BC (11-12)  
2415 Probability and Statistics (12)  
2410 AP Statistics (12)  
2475 Math 90 (11-12)

### PHYSICAL EDUCATION/HEALTH

2700 Physical Education 9 (9)  
8075 Health\*\* (9)  
See Electives (Page 42 ) for PE 10-12 choices

### SCIENCE

3037 Life Science (9-12)  
3025 Biology CP (9-12)  
3500 Earth Science (10)  
3040 Anatomy and Physiology  
3525 Chemistry (10-12)  
3010 Marine Biology (11-12)  
3530 Physics (11-12)  
3528 AP Chemistry (11-12)  
3031 AP Biology (11-12)  
3531 AP Physics 1 (11-12)  
3034 IB Biology HL2 (12)  
2882 IB Sports, Exercise & Health Science  
3532 IB Physics SL (11-12)  
3536 IB Physics HL2 (12)

### SOCIAL STUDIES

1501 Modern World History (10)  
1510 AP European History (10)  
1600 United States History (11)  
1601 AP United States History (11)  
1602 IB History of the Americas HL 1 (11)  
1603 IB History of the Americas HL 2 (12)  
1700 U S Government \*\* (12)  
1702 Economics \*\* (12)  
1711 IB Economics SL (12)  
1701 AP Government and Politics (12)  
1918 AP Human Geography

### WORLD LANGUAGES

4200 French I (9-12)  
4210 French II (10-12)  
4240 Adv French III (11-12)  
4226 IB French SL (11-12)  
4228 IB French HL 2 (12)  
4300 German I (9-12)  
4310 German II (10-12)  
4320 German III (11-12)  
4330 IB German SL (11-12)  
4013 Introduction to World Languages ( 11-12)  
4050 American Sign Language I (9-12)  
4060 American Sign Language II (10-12)  
4070 American Sign Language III (11-12)  
4080 American Sign Language IV (11-12)  
4150 Spanish For Spanish Speakers I (9-12)  
4100 Spanish I (9-12)  
4110 Spanish II (10-12)  
4120 Spanish III (11-12)  
4130 AP Spanish language (11-12)  
4133 AP Spanish Literature (11-12)  
4126 IB Spanish SL (11-12)  
4128 IB Spanish HL 2 (12)

# Want college course credits?

Introducing our MSJC Murrieta Annex campus housed at Murrieta Valley High School



## Qualification:

- Cumulative grade point average of 3.0 or higher
- Current junior or senior (2019-2020)
- Must complete the enrollment process (application, orientation, and multiple measure evaluation)

## Courses offered are:

- English 101 Freshman Composition (4 units)
- English 103 Critical Thinking & Writing (4 units)
- CSIS 101 Intro to Computers & Data Processing (3 units)
- CSIS 201 System Analysis and Design (3 units)
- AJ 101 Criminal Law (3 units)
- AJ 102 Introduction to Criminal Justice (3 units)
- Hist 103 World History to 1500 (3 units)
- Hist 104 World History Since 1500 (3 units)



**Classes begin Fall 2019!**

**See your counselor with any questions or additional information needed.**



# **MSJC – MT. San Jacinto College**

## **Distance Education & Learning Technology Advancement**

### **2019-2020 Course Offerings**

#### **English 101 Freshman Composition (4 units) This is a General Education Course that fulfills your 1<sup>st</sup> college English Class for UC and Cal States**

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. This course satisfies graduation and transfer requirements.

#### **English 103 Critical Thinking and Writing (4 units) This is a General Education Course that fulfills your 2<sup>nd</sup> college English Class for UC and Cal States**

This course provides continuing practice in the analytic writing begun in English 101. The 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. *Prerequisite: ENGL-101 (with a grade of C or better).*

#### **CSIS 101 Introduction to Computers and Data Processing (3 units) This is a Major requirement for Computer Science degrees**

This course provides a general introduction to computers and information technology. Students will explore the information processing cycle, with an emphasis on understanding the role of input, output, processing, and storage in modern information systems. Topics for this class include the history of computers, and contemporary issues in information technology. Students will learn to use word processing, spreadsheets, and database applications as a tool for improving personal productivity in an organizational setting.

#### **CSIS 201 System Analysis and Design (3 units) This is a Major requirement for Computer Science degrees**

This course introduces the basic concepts and principles of information systems analysis and design within the content of an enterprise information architecture. Various systems development lifecycles will be studied and students will apply a systems methodology in modeling an information system. Project management techniques specific to information technology projects will also be covered.

#### **AJ 101 Criminal Law (3 units) This is a Major requirement for Administration / Criminal Justice degrees**

This course studies the history, philosophy, constitutional provisions of law, and the classification of crimes. This course also examines the application of criminal law in the criminal justice system through review of case-law, methodology, and concepts of law in society. Course material also categorizes and evaluates specific crimes and analyzes the most frequently used sections of the Penal Code.

#### **AJ-102 Introduction to Criminal Justice (3 units) This is a General Education Course that fulfills social science requirement that everyone needs and a major requirement for Administration / Criminal Justice degrees for UC and Cal States**

This course introduces students to the components of the criminal justice system in the United States. Crime measurement, theories on the causes and responses to crime, components of the system, and current challenges are examined. The course also examines the evolution of the principles, approaches, and the evolving forces which have shaped the criminal justice system. Students discover the origins and development of criminal law, legal process, and sentencing and incarceration policies.

#### **Hist 103 World History to 1500 (3 units) This is a General Education Course that fulfills a humanities or social science requirement that everyone needs for UC and Cal States**

This course is a survey of ancient history that explores the origin and development of human societies in the Near East, India, Asia, Africa, the Americas, and Europe. Using a comparative approach to study the world's major civilizations, students will examine their social structure and daily life, political systems, economic development, and cultural values.

#### **Hist 104 World History Since 1500 (3 units) This is a General Education Course that fulfills a humanities or social science requirement that everyone needs for UC and Cal States**

This course is a survey of the modern world from 1500 to the present. Using a comparative approach, students will examine interconnections between major European, Middle Eastern, African, South and North American, and Asian cultures and will explore social structure and daily life, industrialization, colonization, cultural development, revolutions and protests, and independence movements. Emphasis will be placed on structures, values, and inter-relationships.

# Murrieta Valley High School – 9<sup>th</sup> Grade Course Request Form

## Course Descriptions are available online in the MVHS Course Catalog

Student Last Name	Student First Name	Date of Birth	
Parent (1) Email		Primary Contact Phone #	Middle School Name

**Bubble in one option for each subject listed**

The order of class periods and teachers are assigned randomly – requests are not accepted. Freshmen take (7) classes: 5 required courses include English, Math, Science, Health/ICT, PE, 2 Elective courses. Please follow the directions for each category below, being sure to bubble in your choice clearly and attain the teacher signature if required.

### STEP ONE – Pick your (5) REQUIRED SUBJECTS

**English Required**

- Eng I-1001     
  Adv Eng 1-1021 (“A” in English 8 recommended)

X \_\_\_\_\_  
 8th Teacher signature for recommendation

**Math Required**

(Prerequisite requirement refers to *expected* grade/completion at the end of 8<sup>th</sup> grade)

<input checked="" type="radio"/> <b>Math 1</b> (Prerequisite: Completion Math 8)	<input type="radio"/> <b>Adv Math I</b> (“A” in Math 8 recommended) X _____ 8th Teacher signature for recommendation	<input type="radio"/> <b>Adv Math II</b> (Prerequisite Adv. Math 1) X _____ 8th Teacher signature for recommendation
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**Science Required**

- Biology-3025**

**PE Required**

- PE 9 - 2700**     
  JROTC I-7975

**Health/ICT Required**

- Health 8075** (one semester)     
  **ICT** (one semester)

### STEP TWO – Pick your World Language

**World Language**

If you are considering the I.B. program you must take a world language, but it **cannot be ASL**.

- Spanish I - 4100       German 1 - 4300  
 French 1 - 4200       Spanish for Span Speakers I

ASL I – 4050. Please write a brief explanation on why you want to take ASL? If you have Deaf relative, please include. \_\_\_\_\_  
 \_\_\_\_\_

- Spanish II (Must have completed Spanish 1 in 8<sup>th</sup> Grade with a B or higher)

### STEP THREE – Pick your Elective

**Pick your top 5** choices; designating order of preference by putting a 1, 2, 3, 4, 5 in the space next to your five selected options below.

- |                            |   |                           |   |
|----------------------------|---|---------------------------|---|
| __ AP Human Geography 1918 | __ Main. & Light Repair I - 7722<br>(Intro to Auto) | __ Photography -7800      | __ Fire Science -7995   |
| __ Graphic Design - 6040   | __ Men’s Ensmbl-7170                                | __ Drama I - 6500         | __ Symphonic Band/<br>Adv. Marching/Concert<br>Band – 7203 & 7200 |
| __ Women’s Ensmbl - 7150   | __ Art/Design - 6000                                | __ Intro to Design - 2445 | __ Exploring Computer<br>Science 7570                             |
|                            |   |                           | __ Entrepreneurship-<br>7647                                      |
|                            |   |                           | __ Foods & Nutri.-5516  |

### STEP FOUR – Special Program Options

Participation in specific classes **REQUIRES** approval or an audition. For example, Leadership, Senate, AVID, Advanced Women’s Ensemble, Advanced Marching/Concert Band, Advanced Dance, and other Athletic programs all require approval.

Will the student be trying out for a specific program?    Yes    No

**IF YES**, write the name of the class or program here: \_\_\_\_\_

**If accepted**, you will be dropped from your selection in “Step Three”

Does the student plan to enter the International Baccalaureate program in 11<sup>th</sup> grade?    Yes    No    Need More Info  
 I.B. program details are available on the school website: [www.murrieta.k12.ca.us/MVHS](http://www.murrieta.k12.ca.us/MVHS), then click on “programs” and “I.B”

Student Signature/Date:

Parent Signature (required)/Date:

**MURRIETA VALLEY HIGH SCHOOL**  
**Course Request Worksheet**  
**School Year \_\_\_\_\_**

**GRADE 10**

The order of classes is assigned randomly. Period and teacher requests are not accepted

LAST NAME	FIRST NAME	HOME PHONE #	DATE OF BIRTH
Parent's Email:		Student's Email:	

What are your career interests/goals:

\_\_\_\_\_

\_\_\_\_\_

What is your post-secondary plan:

4 year College/University     Military

2 Year Community College     Trade School

	Course #	Course Title	Teacher Signature if required
<b>English</b>	1002	English II	
<b>(or)</b>	1005	AP English Language	*
<b>Math</b>			
<b>Science</b>			
<b>Social Science</b>	1501	Modern World History	
<b>(or)</b>	1510	AP European History	*
<b>PE - 1st Choice</b>			
<b>PE - 2nd Choice</b>			

**ELECTIVES: Please list 5 electives in order of preference**

1st		
2nd		
3rd		
4th		
5th		

**Course placement is subject to change based on final grades in prerequisite courses.**

⇒ Check the following box if you are interested in the International Baccalaureate Diploma Program

⇒ Be sure to visit the MVHS website at [www.murrieta.k12.ca.us/mvhs](http://www.murrieta.k12.ca.us/mvhs) for our course catalog

Student Signature

Date

Parent Signature

Date

***Turn in the completed form to your counselor in the counseling office***

LAST NAME	FIRST NAME	BEST CONTACT #	DATE OF BIRTH
Parent's Email:		Student's Email:	

**Course Request Form - School Year \_\_\_\_\_**

I plan to attend:  UC  CSU  private college  community college  technical school or seek employment.

**Choosing non-college prep electives may jeopardize college admission.**

**Colleges and Universities do not recognize 'D' grades.**

**All MVHS Juniors must enroll in a third year of math and science.**

**Please choose and circle 5-7 courses:**

CTE classes can only be taken as the 6th or 7th course

- Remember to check your MVHS graduation requirements, and college entrance requirements for world language and visual/performing arts

The order of classes is assigned randomly. Period and teacher requests are not accepted.

	Course #	Course Title	Letter Grade	Teacher Signature, if required *
<b>ENGLISH</b>	1028	Expository Reading and Writing 11		
(or)	1005	AP English Language & Composition		*
(or)	1023	IB English HL1		*
				*
<b>SOC SCI</b>	1600	US History		
(or)	1601	AP US History		*
(or)	1602	IB History of the Americas HL1		*
<b>MATH</b>				*
<b>SCIENCE</b>				*

**ELECTIVES: Please list 5 electives in order of preference.**

<b>1st</b>				
<b>2nd</b>				
<b>3rd</b>				
<b>4th</b>				
<b>5th</b>				

Your signature on this form indicates you have reviewed and approved your student's course requests.

**Course placement is subject to change based on final grades in prerequisite courses.**

- ⇒ **This is only a worksheet** - course request must be completed online in your **ABI student account**
- ⇒ Be sure to visit the MVHS website at [www.murrieta.k12.ca.us/mvhs](http://www.murrieta.k12.ca.us/mvhs) for our course catalog
- ⇒ Update your 4 year plan at [www.californiacolleges.edu](http://www.californiacolleges.edu)

Student Signature

Date

Parent Signature

Date

***Be sure to visit the MVHS website at [www.murrieta.k12.ca.us/mvhs](http://www.murrieta.k12.ca.us/mvhs)***



LAST NAME	FIRST NAME	HOME PHONE #	DATE OF BIRTH
Parent's Email:		Student's Email:	

## Course Request Form - School Year \_\_\_\_\_

I plan to attend:  UC  CSU  private college  community college  technical school or seek employment.  
 Choosing non-college prep electives may jeopardize college admission. Colleges and Universities do not recognize 'D' grades.

Seniors are expected to enroll in a minimum of 5 classes.

Seniors : Remember to check your MVHS graduation requirements, and college entrance requirements for world language and visual/performing arts.

Please choose Math, Science, World Language, and Visual or Performing Arts electives

- CTE classes can only be taken as the 6th or 7th course

The order of classes is assigned randomly. Period and teacher requests are not accepted

	Course #	Course Title	Letter Grade	Teacher Signature if required *
ENGLISH	1033	CSU Expository Reading and Writing		
(or)	1008	AP English Literature		*
(or)	1082	College English 92		*
(or)	1024	IB English HL2		*
SOC SCI	1700 & 1702	Government & Economics		
(or)	1701	AP Government		*
(or)	1603	IB History of the Americas HL2		*
MATH				*
SCIENCE				*

### **ELECTIVES: Please list 5 electives in order of preference.**

1st				
2nd				
3rd				
4th				
5th				

Your signature on this form indicates you have reviewed and approved your student's course requests.

### **Course placement is subject to change based on final grades in prerequisite courses.**

- ⇒ **This is only a worksheet** - course request must be completed online in your **ABI student account**
- ⇒ Be sure to visit the MVHS website at [www.murrieta.k12.ca.us/mvhs](http://www.murrieta.k12.ca.us/mvhs) for our course catalog
- ⇒ Update your 4 year plan at [www.californiacolleges.edu](http://www.californiacolleges.edu)

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

*Be sure to visit the MVHS website at [www.murrieta.k12.ca.us/mvhs](http://www.murrieta.k12.ca.us/mvhs)*

# Do it R.I.T.E. THE NIGHTHAWK WAY

## Respect, Integrity, Teamwork & Excellence



*The mission of the Murrieta Valley High School is to inspire and empower all students to grow academically, emotionally, and socially in order to become productive citizens who serve others and meet challenges of the 21st century.*

## School-Wide Learning Objectives



### **Engaged Learners Who:**

- Create a positive vision for themselves and their future
- Work independently and collaboratively
- Understand how to organize their work
- Are self-directed and intrinsically motivated
- Produce quality work by using varied resources and technology
- Create artistic, practical, and authentic projects



### **Critical Thinkers Who:**

- Understand and use the Scientific Method
- Implement problem solving strategies
- Integrate information from across the curriculum
- Analyze, synthesize, and evaluate complex systems



### **Effective Communicators Who:**

- Read, write, speak, and listen reflectively and critically
- Receive, process, and interpret information
- Interpret and express concepts and ideas creatively



### **Responsible Twenty-First Century Citizens Who:**

- Think globally and understand, appreciate, and respect other cultures
- Improve the quality of life in their school and community
- Have compassion for and contribute to the success of others
- Adapt to a constantly changing world
- Balance social, mental, and physical wellness
- Access and use information and technology to enhance lifelong learning

# MVHS FIGHT SONG

Hail to the Victors Valiant  
Hail to the conquering heroes  
Hail Hail to Murrieta leaders and the best  
Go Hawks

Hail to the Victors Valiant  
Hail to the conquering heroes'  
Hail Hail to Murrieta  
Champions of the West

M xxx V xxx H xxx S xxx

M x V x H x S x fight fight fight  
(Claps)

## MVHS ALMA MATER

The Nighthawk difference is spirit  
Our Pride is tried and true  
Murrieta's red and black shines  
above all that we go through

The Nighthawk difference is loyalty  
Soaring over the land  
United we come together  
And against our trials we stand

With faithful voices we'll answer the call  
The best of schools we'll conquer all  
Now it's time for us to soar...  
**Nighthawks forever more!**