

2024-2025



MURRIETA VALLEY HIGH SCHOOL

COURSE CATALOG

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MISSION STATEMENT

The mission of Murrieta Valley High School is to inspire academic excellence, to create a caring and respectful community, and to foster integrity and character in our students.
"Service and Commitment to Every Student Every Day without predictions."

R.I.T.E.

Respect

R = Respect

- Nighthawks RESPECT the differences of others while encouraging others to do the same.

Integrity

I = Integrity

- Nighthawks display INTEGRITY by developing a strong moral compass in all we do.

Teamwork

T = Teamwork

- Nighthawks exhibit TEAMWORK by working together as an inclusive community to achieve a common goal.

Excellence

E = Excellence

- Nighthawks demonstrate EXCELLENCE by always giving their personal best.

EQUITY IN EDUCATION

Murrieta Valley High School believes the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

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

Our commitments include, but are not limited to:

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

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

For the complete Board Policy on Equity, please refer to the Murrieta Valley Unified School District Website:

BP 04515(a) EQUITY

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

Dale Velk

Director, Student Support

Murrieta Valley Unified School District

dvelk@murrieta.k12.ca.us

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

Howard Dimler

Executive Director, Student Support Services

Murrieta Valley Unified School District

hdimler@murrieta.k12.ca.us

UNIFORM COMPLAINT PROCEDURE

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

COURSE F•A•Q•S

SCHEDULE CHANGE POLICY: To support academic success, our goal is to have all students in appropriate classes as quickly as possible.

Schedule change will only be considered for the following criteria:

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

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

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

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

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

1. Meet with your counselor to:
 - a. Address accurate placement
 - b. Review Academic Indicators for Success
 - c. Review Gradebook Summary in particular class
 - d. Get counselor recommendations for next steps
2. Parent Teacher Conference
3. Possible Interventions: Attend office hours, tutoring, and teacher run interventions
4. Assistant principal approval for course change
5. Completion of A-G opt-out form

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 they may become frustrated or despondent regarding their classroom performance. When these situations present themselves, students and parents must schedule a meeting with the teacher of the class in question and counselor (if needed). If the problem has not been satisfactorily addressed after meeting with the teacher, please contact the appropriate counselor or Assistant Principal.

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

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

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

The Advanced Placement/IB/DE/Annex courses use five-point grading scale where:

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

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

MVHS Graduation Requirements *with grade D or higher		<u>Minimum Eligibility Requirements</u> for Freshman University Admissions (must complete all courses with grade C or higher)	
		California State University www.calstate.edu	University of California www.universityofcalifornia.edu
World History	1 year 10 credits	2 years U.S. History/World History/Government	2 years U.S. History/World History/Government
U.S. History	1 year 10 credits	2 years U.S. History/World History/Government	2 years U.S. History/World History/Government
Government/ Economics	1 year 10 credits	2 years U.S. History/World History/Government	2 years U.S. History/World History/Government
English	4 years 40 credits	4 years	4 years
Mathematics	3 years 30 credits	3 years including: Math I, Math II, and Math III 4 years math recommended	3 years including Math I, Math II, and Math III 4 years math recommended
Science	3 years 30 credits	1 year of lab science (including: Biology and Chemistry or Physics) and 1 year of lab or non-lab science 3 years recommended	2 years of lab science including: Biology and Chemistry or Physics 3 years recommended Biology, Chemistry, and Physics
World Language	1 year 10 credits	2 years of same language other than English	2 years of same language other than English 3 years recommended
Visual/ Performing Arts	1 year 10 credits	1 year of same UC/CSU approved Visual/Performing Art* (must be completed in same academic year) *refer to UC/CSU A-G list	1 year of same UC/CSU approved Visual/Performing Art* (must be completed in same academic year) *refer to UC/CSU A-G list
Health Computers/ Careers	1 semester 1 semester 10 credits		
Electives	50 credits	1 year UC/CSU approved Elective or can be any A-F course above minimum requirement	1 year UC/CSU approved Elective
Physical Education	2 years 20 credits		
TOTAL	230 Credits		

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
AP World History
IB History of the Americas HL1
IB History of the Americas HL2
MSJC History 103
MSJC History 104
MSJC History 111
MSJC History 112
MSJC Intro. to American Government and Politics

(b) ENGLISH

English I
Advanced English I
English II
AP English Language and Composition
AP English Literature and Composition
Expository Reading and Writing 11
CSU Expository Reading and Writing 12
English IV
IB English HL1
IB English HL2
MSJC English 101
MSJC English 103

(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 Calculus A/B
AP Calculus BC
AP Precalculus
IB Calculus (Analysis) SL
IB Statistics/PreCalc SL

(d) LABORATORY SCIENCE

Anatomy and Physiology
CP Biology
Acc Biology
Chemistry
Acc Chemistry
Physics
AP Biology
AP Chemistry
AP Physics 1
IB Sports, Exercise and Health Science SL
IB Environmental Sci 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 101
American Sign Language 201
French I
French II
French III
IB French SL
German I
German II
German III
IB German SL
Spanish I
Spanish II
Spanish III

AP Spanish Language
AP Spanish Literature
IB Spanish SL
IB Spanish HL2
Spanish for Spanish Speakers I

(f) VISUAL AND PERFORMING ARTS (must complete a full year of the same VPA)

Advanced Dance Choreography/Production
Advanced Jazz Band
Advanced Marching/Concert Band
Art I (Art and Design I)
Art II Advanced Drawing and Painting - Offered at MCA (Murrieta Canyon Academy)
Studio Art - Offered at MCA (Murrieta Canyon Academy)
Ceramics I
Ceramics II
Choir I
Choir II
Choir III
Dance I
Dance II
Drama I
Drama II
Drama III/IV
Graphic Design I
Graphic Design II
IB Music HL1
IB Music HL2
Intro to Design I
Photography I
Photography II
Multimedia I
Multimedia II
Multimedia III
Guitar
Yearbook Design
Wind Ensemble
MSJC Dance 100 - History and Appreciation of Dance

(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]

Maintenance and Repair I
Maintenance and Repair II
Maintenance and Repair III
AVID 9-11
AVID Senior Seminar
Earth Science
Economics (sem.)
Entrepreneurship
Exploring the Criminal Justice System
Fire Science & Technology FST 1
Fire Science & Technology FST 2
Fire Science and Technology (FST) 3 - Capstone
Forensic Science/Crime Scene Investigation
Government (sem.)
Law Enforcement
Marine Biology
AP Psychology
AP Computer Science Principles
IB Economics SL
IB Psychology SL
IB Psychology HL 1
IB Psychology HL 2
IB Theory of Knowledge
Public Speaking (sem.)
Academic Comp. (sem.)
Robotics Technology
Computer Integ. Manufacturing
Virtual Enterprise
Yearbook
Leadership
Student Senate
MSJC College Success and Career Readiness 100
MSJC Sociology 101

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

Check out the following elective courses in the Electives Section:

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

BUSINESS

7650 Virtual Enterprise (11-12)
7647 Entrepreneurship (9-12)
7629 Business Principles, Marketing and Finance (10-12)

CAREER AND TECHNICAL EDUCATION (9-12)

7722 Maintenance and Repair I (MVHS)
7917 Maintenance and Repair II (MVHS)
7914 Maintenance and Repair III (MVHS)
7931 Law Enforcement (MVHS)
7935 Forensic Science/CSI (MVHS)
7960 Exploring Criminal Justice System (MVHS)
7995 Fire Science and Technology 1 - FST (10-12)
7996 Fire Science and Technology 2 - FST (11-12)
7998 Fire Science and Technology 3 - FST (12)
7997 Fire Science EMT

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
**** N.E.S.T. - Nighthawks Engaging Students Together
**** P.L.U.S.
**** Senate (9-12)
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)

**** Application and Interview

PHYSICAL EDUCATION

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)
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 I/II (11-12)
7705 Computer Intg. Manufacturing (11-12)
7750 Multimedia I
7751 Multimedia II
7752 Multimedia III
7571 AP Computer Science (10-12)

PERFORMING ARTS - MUSIC

7012 IB Music HL1 (11)
7013 IB Music HL2 (12)
7151 Choir I (9-12)
7152 Choir II (10-12)
7153 Choir III (10-12)
7160 Jazz Choir (11-12)
7193 Wind Ensemble (9-12)
7200 Advanced Marching/Concert Band (9-12)
7202 Advance Concert Band (9-12)
7203 Symphonic Band (9-12)
7205 Jazz 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)
7220 Dance I (10-12)
7230 Dance II (10-12)
7231 Advance Dance (9-12)

VISUAL ARTS

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

WORLD LANGUAGES

4100 Spanish I
4110 Spanish II
4120 Spanish III
4150 Spanish for Spanish Speakers
4126 IB Spanish SL
4128 IB Spanish HL
4130 AP Spanish Language
4133 AP Spanish Literature
4210 French I
4210 French II
4220 French III
4426 IB French SL
4050 ASL I
4060 ASL II
4070 ASL III
4300 German I
4310 German II
4320 German III
4330 IB German SL

When you take an AP, IB,
or MSJC class, they are
"weighted" out of a 5.0
scale vs 4.0 scale.



COLLEGE CREDIT OPTIONS

These are ways you can earn college credit during high school

ADVANCED PLACEMENT (AP)

English

English Language
English Literature

Math

Precalculus
Calculus AB
Calculus BC

Computer Science

History

European History
US History
World History
Government/Politics
Human Geography

Psychology

World Language

Spanish Language
Spanish Literature

Science

Biology
Chemistry
Physics

INTERNATIONAL BACCALAURATE (IB)

(11th & 12th grade)

Calculus SL
Statistics SL
Economics SL
English HL 1/2
French SL
German SL
Spanish SL/HL2
History HL 1/2
Music HL 1/2
Psychology SL, HL 1/2
Physics HL
Environmental SS SL
Sports Science SL
Theory of Knowledge

MSJC DE/ANNEX

(10th-12th grade)

ASL 101/201
English 101/103
History 103/104
History 111/113
Dance 100
Sociology 101
Political Science 101
College Success and Career Readiness 100
CSIS 113A/123A

MVHS CTE PATHWAYS



PRODUCTION AND MANAGERIAL ARTS

Multimedia I
Multimedia II
Multimedia III



ENGINEERING DESIGN

Intro to Design
Computer Integrated Manufacturing
Robotics I & II



ENTREPRENUERSHIP/SELF-EMPLOYMENT

Entrepreneurship
Business Principals, Marketing and Finance
Virtual Enterprise



SYSTEMS DIAGNOSTICS, SERVICE AND REPAIR

Maintenance and Light Repair I
Maintenance and Light Repair II
Maintenance and Light Repair III



HOSPITALITY, TOURISM & RECREATION

Foods and Nutrition
Food and Beverage Production
Food Services and Hospitality



NETWORKING PATHWAY

AP Computer Science
CSIS 113 A
CSIS 123 A

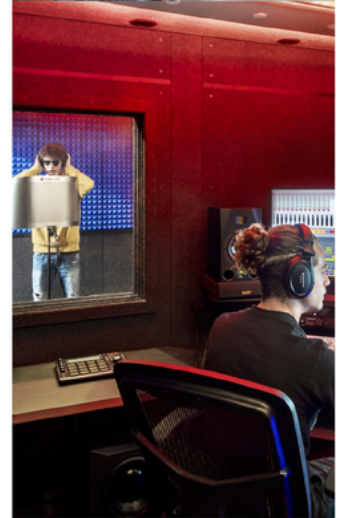


PUBLIC SAFETY

Law Enforcement
Forensic Science/Crime Scene Investigation
Exploring Criminal Justice

EMERGENCY RESPONSE

CTE Fire Science and Technology I
CTE Fire Science and Technology II
CTE Fire Science and Technology III
Fire Science EMT



SPECIALTY COURSES

ARE YOU LOOKING FOR SOMETHING
TO CHANGE YOUR LIFE?

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

ADVANCED PEER LEADERSHIP (PLUS)

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

MARINE JUNIOR RESERVE OFFICER TRAINING CORPS (MCJROTC)

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. *See Sgt. Major for more information.*

AVID

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

AVID TUTOR/ACADEMIC TUTOR

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

LEADERSHIP & SENATE

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

SPECIALTY COURSES (continued)

LINK CREW

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

UNIFIED LEADERSHIP

This class is in partnership with the MVHS ASB department and Special Olympics Southern California. Our Mission in Unified Leadership is to make the high school experience a meaningful one for both students with and without disabilities. We will do this by building a bridge between the General Education Students and Special Education Students and focus on all students only as Murrieta Valley High School Students! In this course, we'll explore the topic of meaningful inclusion and consider ways we can foster socially inclusive schools and communities for individuals with intellectual disabilities.

YEARBOOK

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

NIGHTHAWK PRIDE

Nighthawk Pride is a school-wide, student-driven program designed to maximize student participation and increase a positive school culture, climate, and school spirit. Through leadership training, students will learn public speaking skills as well as interpersonal and presentation skills as it relates to dealing with the school and community. Students will also engage in community service, in addition to business, marketing, communications, and financial and accounting practices. Through Nighthawk Pride activities students will support, recognize, and promote all athletics, arts, and student performances. *See Mr. Sohail for more information. Interview required.*

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

SOCIAL SCIENCE - AREA A

MODERN WORLD HISTORY

Course #1501

Grade Level: 10

Length: Year

Prerequisite: None

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

ADVANCED PLACEMENT WORLD HISTORY

Course #1503

Grade Level: 10-12

Length: Year

Prerequisite: Approval of Instructor

This course meets UC/CSU (A) and District graduation requirements for social science credit. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 1200 CE to the present. Students will apply historical-critical thinking skills. There are five themes within AP World History: the environment, cultures, state-building, economic systems, and social structures that provide areas of historical inquiry for investigation throughout this course. AP World History encompasses the history of the five geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with a special focus on historical developments and processes that cross multiple regions. Students attempting to receive college credit for Advanced Placement are required to pass the College Board exam with a three or higher which validates coursework. This exam is not a requirement. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

MSJC ANNEX HISTORY 103: WORLD HISTORY TO 1500 - 3 Units

Course #1516

Grade Level: 10

Length: Fall semester (first course in two-course sequence). Students must take both History 103 and 104 to meet District and State graduation requirements.

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.

MSJC ANNEX HISTORY 104: WORLD HISTORY SINCE 1500 - 3 Units

Course #1517

Grade Level: 10

Length: Spring semester (second course in two-course sequence). Students must take both History 103 and 104 to meet District and State graduation requirements.

This course is a survey of the modern world from 1500 to 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.

MODERN WORLD HISTORY ESSENTIALS

Course #8152

Grade Level: 10

Length: Year

Year Prerequisite: IEP Team Placement

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

ADVANCED PLACEMENT EUROPEAN HISTORY

Course #1510

Grade Level: 10-12

Length: Year

Prerequisite: Grade B or better in English 1 recommended

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 independence of people and cultures throughout the world. **All Students are encouraged 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

Course #1602

Grade Level: 11

Length: First year of two-year course

This course meets both UC/CSU and District graduation requirements for US History credit. IB History of the Americas year one is part of a two-year Higher Level (HL) IB History course. Students do not need to be in the IB Program to take this course; however, the expectation is that all students will take both years of this sequence. 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. This course involves the study of a variety of types of history, including political, foreign, economic, social, and cultural. This course is an in-depth study of one prescribed subject, The Move to Global War (WWII) and two 20th century world history topics, Authoritarian States (Mussolini, Stalin, Mao, and Nasser) and The Cold War (1945-1992). *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 assigned by the teacher.*

HISTORY OF THE AMERICAS HL2

Course #1603

Grade Level: 12

Length: Second year of two-year course

This course meets both UC/CSU and District graduation requirements Government and Economics credit. IB History of the Americas year two is part of a two-year Higher Level (HL) IB History course. Students must have been enrolled in and passed IB History of the Americas HL1 to be enrolled in this course. The purpose of the course is to offer students a higher-level academic course that will prepare them for academics in college. This course will put a strong emphasis on critical thinking and analytical skills, including understanding multiple perspectives. This course emphasizes the examination of history through political, foreign, social, cultural, and economic lenses. The second year of this course will cover the regional option, History of the Americas. Three topics will be covered in-depth in the second year of study, including: (1) The Second World War and the Americas, 1933-1945 (2) The Cold War and the Americas 1945-1981 (3) Civil Rights and Social Movements in the Americas Post-1945. In this year, students will be required to complete a major research assignment (Internal Assessment or IA) that is evaluated both by the classroom teacher and the IB organization. *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, and alternative assessment will be assigned by the teacher.*

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Course #1918

Grade Level: 9-12

Length: Year

Prerequisite: None

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. **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.*

U.S. HISTORY

Course #1600

Grade Level: 11

Length: Year

Prerequisite: None

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

ADVANCED PLACEMENT U.S. HISTORY

Course #1601

Grade Level: 11

Length: Year

Prerequisite: Grade B or better in English II or Advanced English II recommended

This course meets UC/CSU (A) and District graduation requirements for history credit. 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 direct, cooperative, and inquiry approaches. The students will examine and master major turning points in the shaping of American history from 1608 to the present. A heavy emphasis will be placed on timed essay writing. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

MSJC ANNEX HISTORY 111: US HISTORY TO 1877 - 3 Units

Course #1505

Grade Level: 11

Length: Fall semester (first course in two-course sequence). Students must take both History 111 and 112 to meet District and State graduation requirements.

A survey course that explores political, social, economic, and intellectual developments in the United States from colonization and settlement through the Civil War and Reconstruction. With successful completion, students will receive three (3) units of college credit. The course is UC/CSU transferable, meets Area 4 on IGETC, Area D6 on CSU-GE, and satisfies U.S. History, and American Ideals graduation requirements through the CSU system. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Annex courses through MVHS.

MSJC ANNEX HISTORY 112: US HISTORY SINCE 1865 - 3 Units

Course #1515

Grade Level: 11

Length: Spring semester (second course in two-course sequence). Students must take both History 111 and 112 to meet District and State graduation requirements.

This course explores political, social, economic, and intellectual developments in the United States from the end of the Civil War to the current period. With successful completion, students will receive three (3) units of college credit. The course is UC/CSU transferable, meets Area 4 on IGETC, Area D6 on CSU-GE, and satisfies U.S. History, and American Ideals graduation requirements through the CSU system. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Annex courses through MVHS.

U.S. HISTORY ESSENTIALS

Course #8153

Grade Level: 11

Length: Year

Prerequisite: IEP team placement

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

U.S. GOVERNMENT

Course #1700

Grade Level: 12

Length: Semester

Prerequisite: None

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

ADVANCED PLACEMENT U.S. GOVERNMENT

Course #1701

Grade Level: 12

Length: Year

This course meets UC/CSU (A) and District graduation requirements for history credit. This course gives an analytical perspective of government and politics in the U.S. and involves the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute the reality of U.S. politics. This course encompasses the study of general concepts used to interpret the key political relationships found in virtually all national politics. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. 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.

GOVERNMENT ESSENTIALS

Course #8190

Grade Level: 12

Length: Semester

Prerequisite: IEP team placement

Government is a semester course designed to provide students with a deeper understanding of how the institutions of American government work. This course will examine the philosophical, historical, and institutional underpinnings of our republican form of government and compare it to different systems in the world today. This course should help students understand the rights and responsibilities of citizenship and how to actively participate in the democratic process.

ECONOMICS

Course #1702

Grade Level: 12

Length: Semester

Prerequisite: None

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

IB ECONOMICS SL

Course # 1711

Grade Level: 12

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.

ECONOMICS ESSENTIALS

Course #8191

Grade Level: 12

Length: Semester

Prerequisite: IEP team placement

The study of twelfth-grade economics provides students with an opportunity to consider the impact of economic policy and choice on individuals, groups, and institutions. The study of economics allows for the analysis of human behavior and builds student's ability to make informed decisions based on relevant economic information. Indeed, this course provides rigorous and relevant learning experiences in an essentials class related to the following topics: the analysis of costs and benefits, the trade-offs between consumption, investment, and savings, the availability and allocation of natural resources, the distribution of resources among investors, managers, workers, and innovation, the role of the government in supporting, taxing, and investing in industries, and human and physical capital. Students explore how economic topics and phenomenon such as scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets affect us in our day-to-day lives. The course will focus on the fundamental concepts of economics including supply, demand and scarcity. Topics will include the organization of individual businesses and industries, the labor market, the role of government, money, banks, investing and the global economy. The course will culminate with a real life market experience allowing to students to put use the learned principles though out the semester.

MSJC ANNEX POLITICAL SCIENCE 101: INTRO TO AMERICAN GOVERNMENT & POLITICS

Course #1703

Grade Level: 12

Length: Semester

Prerequisite: None

This course meets UC/CSU (A) and District graduation requirements for government/economics credit. This course is an introduction to the politics, principles, theories, and practices of the governments of the United States and California. This course will fulfill your high school Gov/Econ requirement. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Annex courses through MVHS.

MSJC SOCIOLOGY 101 - PRINCIPLES OF SOCIOLOGY

Course #1902

Grade Level: 12

This course is an introduction to the politics, principles, theories and practices of the governments of the United States and California.

SOCIAL SCIENCE FOUNDATIONS

Course #8221

Grade Level: 9-12

Length: Year

Prerequisite: IEP Team Placement

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

ENGLISH - AREA B

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

ENGLISH I

Course #1001

Grade Level: 9

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

Course #1021

Grade Level: 9

Length: Year

Prerequisite: None

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 AP English Language and Composition.

ENGLISH I BASIC

Course #8101

Grade Level: 9

Length: Year

Prerequisite: None

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

ENGLISH II

Course #1002

Grade Level: 10

Length: Year

Prerequisite: Successful completion of English I

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

ENGLISH - AREA B (continued)

ENGLISH II BASIC

Course #8102

Grade Level: 10

Length: Year

Prerequisite: IEP team placement

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

EXPOSITORY READING & WRITING 11

Course #1028

Grade Level: 11

Length: Year

Prerequisite: None

This course meets UC/CSU and District graduation requirements for English. Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. The course utilizes instructional modules to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues. In addition, the course includes concept mini-modules

that address transferable skills applicable to conceptual development and practice across all modules. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced several culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Course #1005

Grade Level: 10-11

Length: Year

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

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 - AREA B (continued)

ENGLISH III BASIC

Course #8120

Grade Level: II

Length: Year

Prerequisite: IEP team placement

This course meets and District English requirements. It gives students, through experiences in reading, writing, listening and speaking, the skills necessary to become informed and responsible citizens, productive members of the workforce and individuals dedicated to lifelong learning. Class activities include silent reading, paragraph and essay composition, whole and small group instruction, and interactive computer reading program work. Furthermore, students will demonstrate skills using a variety of genres (poetry, drama, short stories, novels, and biographies). Students will be introduced to writing practice through dialectical journals, annotations, essays, creative writing, mini research paper. Assessments include performance-based assessments, conventional assessments, and standardized tests. The goal of the course is to raise students' literacy to grade level and prepare them for CP English the following year.

ENGLISH IV

Course # 1020

Grade Level: 12

Length: Year

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

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

CSU EXPOSITORY READING & WRITING

Course # 1033

Grade Level:12

Length: Year

Prerequisite: Successful completion of Expository 11, Themes in American Literature, or AP Language and Composition

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

ADVANCED PLACEMENT LITERATURE & COMPOSITION

Course #1008

Grade Level: 12

Length: Year

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

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 - AREA B (continued)

MSJC ANNEX

ENGL 101 COLLEGE COMPOSITION

Course #1080

Grade Level: 12

Length: Semester

Prerequisite: 2.6 GPA (3.0 GPA recommended)

This course meets UC/CSU (B) and District graduation requirements for English credit. Students will receive four (4) units of college credit. This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to sources analytically, conduct academic-level research, and incorporate those sources into research papers. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Annex courses through MVHS.

MSJC ANNEX

ENGL 103 CRITICAL THINKING & WRITING

Course #1081

Grade Level: 12

Length: Semester

Prerequisite: ENGL-101 with a grade of C or better or AP English Language exam score of three or higher

This course meets UC/CSU (B) and District graduation requirements for English credit. Students will receive three (3) units of college credit through continuing practice in analytical writing begun in English 101. This course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts (literature and/or nonfiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Annex courses through MVHS.

IB ENGLISH HL1

Course #1023

Grade Level: 11

Length: First year of a two-year course

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

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 three (3) areas of explorations (Readers, Writers, and texts, Time and Space, and Intertextuality), the seven (7) concepts which interact with the AOE: identity, culture, creativity, communication, perspective, transformation, and representation. In addition, there is also a focus on current global issues. 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 assessments are conducted in the first year of the course: 1) Individual Oral—spring semester; this assessment targets a verbal analysis of short extracts chosen by the student from two texts read the fall semester (one in translation and one in English) the analysis focuses on authorial choices expressing a current global issue; 2) HL Essay—spring semester; 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 (senior year), an alternate assessment will be assigned by the teacher.*

ENGLISH - AREA B (continued)

IB ENGLISH LITERATURE HL2

Course #1024

Grade Level: 12

Length: Second year of a two-year course

Prerequisite: Completion of IB English HL 1

This course meets both UC/CSU and District graduation requirements for English credit. 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. 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 assessments are conducted in the second year of the Course: Paper 1 and Paper 2 External Assessments. This is a college level course, and as such, mature material may be read and discussed. **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 IV BASIC

Course# 8121

Grade Level:12

Length: Year

Prerequisite: IEP team placement

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

ENGLISH ESSENTIALS

English 9 Essentials Course #8150

English 10 Essentials Course # 8171

English 11 Essentials Course # 8172

English 12 Essentials Course # 8173

Grade Level: 9-12

Prerequisite: IEP team placement

This course gives students experiences in reading, writing, listening, and speaking to build the skills necessary to become informed and responsible citizens, productive members of the workforce, and individuals dedicated to lifelong learning. In conjunction with the philosophy of the READ 180 program, this class focuses not only on developing skills in creating composition and analyzing literature but also offers students who score below proficient on California standardized tests support in reading and writing. Using a technology-based reading inventory assessment students are assigned a level at which their computer lessons and individual novel reading requirements are based. Class activities include silent reading, paragraph, and essay composition, whole and small group instruction, and interactive computer reading program work.

Furthermore, students will demonstrate skills using a variety of genres (poetry, drama, short stories, novels, and biographies). Students will be introduced to writing practice through dialectical journals, annotations, essays, creative writing, and a mini-research paper. Assessments include performance-based assessments, conventional assessments, and standardized tests. The goal of the course is to raise students' literacy to grade level and prepare them for CP English the following year.

ENGLISH FOUNDATIONS

Course #8231

Grade Level: 9-12

Length: Year

Prerequisite: IEP team placement

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

MATH - AREA C

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

MATH I

Course #2212

Grade Level: 9-10

Length: Year

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

This course meets UC/CSU (C) and district requirements for math credit. The critical areas of this course are: Relations and functions, linear equations and inequalities, systems of equations and inequalities, polynomial expressions, exponential functions, geometric properties and congruence, and probability and statistics. In addition, students will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

ADVANCED MATH I

Course #2213

Grade Level: 9-10

Length: Year

Prerequisite: By placement (A in Math 8, B or better in Adv. Math 8, teacher recommendation, and/or District assessment results)

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

MATH 1A BASIC

Course #8126

Grade Level: 10-11

Length: Year

Prerequisite: Transitional Math, Transitional Math Basic, and/or determined by IEP team placement

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

MATH 1B BASIC

Course #8127

Grade Level: 11-12

Length: Year

Prerequisite: IEP team placement

Math 1B Basic is open to all diploma-bound students with an IEP, who have passed Math 1A Basic. This course meets/completes the state and district Algebra 1/Math 1 requirement for graduation. The purpose of Math 1B Basic is to continue to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Math 1B Basic will extend the mathematics students learned in Math 1A Basic and begin the development of concepts in number and quantity, algebra, functions, modeling, geometry, and probability and statistics. The critical topics of this course are: relations and functions, linear equations and inequalities, systems of equations and inequalities, arithmetic and geometric sequences, polynomial expressions, exponential functions, geometric properties and congruence, and modeling data.

MATH - AREA C (continued)

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

MATH II

Course #2216

Grade Level: 10-12

Length: Year

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

This course meets UC/CSU (C) and district requirements for math credit. The purpose of Math II is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Math II will extend the mathematics students learned in earlier grades and apply concepts in number and quantity, algebra, functions, modeling, geometry, and probability and statistics. The critical topics of this course are: Linear, quadratic, exponential and trigonometric functions, geometric properties of congruence, similarity, right triangles and trigonometry, circles and volume, probability, and modeling data. Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, student will solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics and strategically use technology to analyze and solve real-world problems.

ADVANCED MATH II

Course #2217

Grade Level: 9-10

Length: Year

Prerequisite: By placement (B or better in Advanced Math I, teacher recommendation, and/or district assessment 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 and Logarithmic Functions. The critical topics of this course are: Linear, Quadratic, Exponential, Geometric Properties of Congruence, Similarity, Right Triangles and Trigonometry, Circles and Volume, Probability, Modeling Data, and Complex Numbers. 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.

MATH - AREA C (continued)

MATH III

Course #2218

Grade Level: 10-12

Length: Year

Prerequisite: By placement

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

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

ADVANCED MATH III

Course #2219

Grade Level: 10-12

Length: Year

Prerequisite: By placement

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

This course meets UC/CSU (C) and district requirements for math credit. The purpose of Advanced Math III is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. This course, along with Advanced Math I and Advanced Math II, will provide the depth and scope of math instruction that will prepare students to take an Advanced Placement (AP) math class. Advanced Math III will extend the mathematics students earned in earlier grades and apply concepts in number and quantity, algebra, functions, modeling, geometry, probability and statistics, as well as complex numbers and trigonometric functions. The critical topics of this course are: Inverse functions, logarithmic, polynomial, rational and radical functions,

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

MATH IV (MRWC)

Course #2355

Grade Level: 12

Length: Year

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

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.

ADVANCED PLACEMENT PRECALCULUS

Course #2352

Grade Level: 10-12

Length: Year

Prerequisite: By placement only

This course meets UC/CSU (C) and District math requirements. This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. This course is designed to prepare students for the AP Precalculus exam. This course expands on concepts learned in Math III and introduces new concepts such as polar functions, parametric functions, vectors, and matrices. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

MATH - AREA C (continued)

ADVANCED PLACEMENT CALCULUS AB

Course #2400

Grade Level: 11-12

Length: Year

Prerequisite: B or better in Advanced Math III or C or better in Math Analysis and Approaches IB SL

This course meets District and UC/CSU requirements for math. 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 exam. If students choose not to test, an alternate assessment will be assigned by the teacher.*

ADVANCED PLACEMENT CALCULUS BC

Course #2405

Grade Level: 12

Length: Year

Prerequisite: B or better in AP Calculus AB or Math Analysis and Approaches IB SL

This course meets District and UC/CSU requirements for math credit. This course is designed to prepare students for the AP Calculus BC exam. This course includes the study of the derivative and integral to include analysis of plane curves given in parametric, polar and vector form; solving differential equations, including separate differential equations, logistic differential equations and Euler's method; integration by parts and using simple partial fractions; finding the length of a plane curve including curves given in parametric form; the concept of series including types of series and convergence tests; Taylor series including polynomial approximation, power series, interval of convergence, and Lagrange error for Taylor polynomials. **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 CALCULUS (ANALYSIS) SL

Course #2359

Grade Level: 11-12

Length: Year

Prerequisite (if applicable): B or better in Advanced Math 3

This course meets both UC/CSU and District graduation requirements for Math credit. This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are

traditionally part of a pre-university mathematics course such as calculus and statistics. Students who choose Mathematics: Analysis and Approaches at SL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. In addition, students will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. Five main topics include: number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. **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 STATISTICS/PRECALCULUS SL

Course #2358

Grade Level: 11-12

Length: Year

Prerequisite (if applicable): B or better in Math 3 or C or better in Advanced Math 3

This course meets both UC/CSU and District graduation requirements for Math credit. This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Five main topics include: number and algebra, functions, geometry and trigonometry, probability and statistics, and a brief introduction to calculus. **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 - AREA C (continued)

COLLEGE MATH 90 - ELEMENTARY ALGEBRA

Course #2475

Grade Level: 11-12

Length: Year

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

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

MATH 96

Course #2476

Grade Level: 12

Length: Year

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

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.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

Course #2215

Grade Level: 11-12

Length: Year

Prerequisite: Completion of Math II with a grade of C or better

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

TRANSITIONAL MATH BASIC

Course #8100

Grade Level: 9-10

Length: Year

Prerequisite: IEP team placement meeting

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

MATH - AREA C (continued)

MATH ESSENTIALS I

Course #8151

Grade 9-10

Length: Year

Prerequisite: IEP team placement meeting

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

MATH ESSENTIALS II

Course #8122

Grade 11-12

Length: Year

Prerequisite: IEP team placement meeting

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

MATH FOUNDATIONS

Course #8201

Grade Level: 9-12

Length: Year

Prerequisite: IEP team placement

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

All core Science courses are aligned to the California Science Content Standards

COLLEGE PREPARATORY BIOLOGY (CP Biology)

Course #3025

Grade Level: 9-12

Length: Year

Prerequisite: None

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

ACCELERATED BIOLOGY

Course #

Grade Level: 9

Length: Year

Prerequisite: Currently enrolled in Advanced Math

This course meets UC/CSU laboratory and district graduation requirements for life science. Accelerated Biology is devoted to cover the freshmen biology course at a faster pace involving more math and prepare students for Advanced Placement Biology. This course encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. Through a combination of lectures and laboratory experiences, each student is expected to develop a solid foundation in the core concepts of biology (ecology, evolution, cell structure, metabolism, cell reproduction, Mendelian genetics) and develop an appreciation of the investigative nature of laboratory experimentation. Labs are more sophisticated than in the regular curriculum and students are expected to design and carry out experiments using appropriate methods and resources.

ADVANCED PLACEMENT BIOLOGY

Course #3031

Grade Level: 11-12

Length: Year

Prerequisite: Grade B or better in Biology and Chemistry

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.*

BIOLOGY ESSENTIALS

Course: #8156

Grade: 9

Length: Year

Prerequisite: IEP team placement

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

EARTH SCIENCE

Course #3500

Grade Level: 10-12

Length: Year

Prerequisite: None

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.

SCIENCE - AREA D (continued)

EARTH SCIENCE ESSENTIALS

Course #8111

Grade Level: 10

Length: Year

Prerequisite: IEP team placement

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

CHEMISTRY

Course #3525

Grade Level: 10-12

Length: Year

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

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

ACCELERATED CHEMISTRY

Course #3523

Grade Level: 10-12

Length: Year

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

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

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

ADVANCED PLACEMENT CHEMISTRY

Course #3528

Grade Level: 11-12 Length: Year

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

This course meets UC/CSU (D) physical science laboratory and District physical science requirements. The course covers quantitative/qualitative study of elements, compounds, and molecules and basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, electrochemistry, and acid-base theories. At least 20 percent of the course will focus on laboratory activities. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

ENVIRONMENTAL SCIENCE ESSENTIALS

Course #8165

Grade Level: 11

Length: Year

Prerequisite: IEP team placement

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

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SC

Course #3105

Grade Level: 11-12

Length: Year

Prerequisite: Grade C or better in Chemistry and Algebra 2

This course meets the UC/CSU and District graduation requirements for life science credit ("D"). Environmental Systems and Society is a rigorous, fast paced course intended to develop in-depth understandings of major global challenges, fostering student community involvement, and learning about practical sustainable solutions. Inquiry based, student designed labs are an essential component, in addition to activities, surveys and debates. It combines essential environmental science with social sciences such as geography and economics; and it combines demography with natural sciences such as biology, chemistry and physics. The major topics are: (1) systems and models, (2) ecosystems, (3) human populations and life support systems, (4) conservation biology, (5) pollution, (6) global climate change, and (7) environmental value 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.*

IB SPORTS, EXERCISE AND HEALTH SCIENCE SL

Course #2883

Grade Level: 11-12

Length: Year

Prerequisite: C or better in Chemistry

This course meets the UC/CSU laboratory (D) and District graduation requirements for 3rd year science. 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 lab science D elective for the UC/CSU. 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.*

MARINE BIOLOGY

Course #3010

Grade Level: 11-12

Length: Year

Prerequisite: None

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

SCIENCE - AREA D (continued)

ANATOMY & PHYSIOLOGY

Course #3040

Grade Level: 11-12

Length: Year

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

MSJC college credit (4 units) for Biology 100 is given when students pass the final with a C or higher.

This course meets UC/CSU (D) laboratory and District life science graduation requirements. This course is designed to give students an understanding of the structure and function of the systems of the human body and their interrelationships. Students will examine the basic framework of the human body and study of the following systems: histology, skeletal, muscular, digestive, cardiovascular, and nervous. A minimum of 20 percent of class time will be spent on laboratory experiences including dissections.

PHYSICS

Course #3530

Grade Level: 11-12

Length: Year

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

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

IB Physics HL2

Course #3536

Grade Level: 12

Length: Year

Prerequisite: Completion of CP Physics or AP Physics

This course meets the UC/CSU (D) requirement and District graduation requirement for science. Advanced Biomedical Science seeks to relate biological sciences including biochemistry, biotechnology, genetics, cellular functions, and microbiology to the specialized

health and medical disciplines of epidemiology, oncology, embryology, parasitology, kinesiology, and virology. Advanced Biomedical Science is a comprehensive examination of the interrelationships of biology and the health sciences which give students a contemporary look at these fields by utilizing the most current research and laboratory techniques. Classroom activities will include training in the use of medical equipment, sterilization techniques, comprehensive dissections, diagnostic tests, and laboratory procedures such as bacterial growth. Certain biological and medical topics, equipment, and professions will be presented to students by professional guest lecturers from the medical field. In accordance with UC and CSU requirements, a minimum of 20 percent of class time will include laboratory experiences.

ADVANCED PLACEMENT PHYSICS

Course #3531

Grade Level: 11-12

Length: Year

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

This course meets UC/CSU (D) physical science laboratory and District graduation science requirements. Advanced Placement Physics is a rigorous course designed to be the equivalent of a college introductory physics course is usually taken by non-calculus-based physics majors. The focus is to provide students with a broad conceptual background in Physics and the 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 AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. 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.

SCIENCE FOUNDATIONS

Course #8211

Grade Level: 9-12

Length: Year

Prerequisite: IEP team placement

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

SPANISH I

Course #4100

Grade Level: 9-12

Length: Year

Prerequisite: Grade C or better in previous English course

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

SPANISH II

Course #4110

Grade Level: 9-12

Length: Year

Prerequisite: Grade C or better in Spanish I

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

SPANISH III

Course #4120

Grade Level: 10-12

Length: Year

Prerequisite: Grade C or better in Spanish II

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

SPANISH FOR SPANISH SPEAKERS I

Course #4150

Grade Level: 9-12

Length: Year

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

This course meets UC/CSU (E) 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, grammatical structures are emphasized. This course prepares students to transition into Spanish III. 100% of the class will be taught in the target language.

ESPAÑOL PARA HISPANOHABLANTES NIVEL I

Curso #4150

Duración: Un año

Requisito: Grado satisfactorio o recomendación del maestro

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. La clase se presenta 100% en español.

IB SPANISH SL

Course #4126

Grade Level: 11-12

Length: Year

Prerequisite: C or better in Spanish 3

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. **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 HL2

Course # 4128

Grade Level: 12

Length: Second year of a two-year course

Prerequisite: Grade A or B in AP Spanish Language or Literature; Grade C with teacher's approval

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. Target language exposure will be 100%. 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 SPANISH LANGUAGE AND CULTURE

Course #4130

Grade Level: 11-12

Length: Year

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

This course meets UC/CSU (E) and District graduation requirements. The Advanced Placement Spanish Language course seeks to develop language skills - listening, speaking, reading, and writing - that apply in many subject areas rather than any single subject matter. The AP course includes the study of the Spanish-speaking countries, people, and culture, inherent in the study of any language. Furthermore, the course will include a systematic review of the basic points of grammar and verb conjugations with emphasis on areas where Spanish and English conflict. The finer grammatical points that contribute to an increased ability to write and speak correctly, with minimal interference from the English language will also be addressed. Students can expect to spend an additional 4-5 hours per week outside of class on homework, review, research and/or practice. Eligible students will take the exam for the CA State of Biliteracy. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. 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 SPANISH LITERATURE

Course #4133

Grade Level: 11-12

Length: Year

Prerequisite: Grade C or better in AP Spanish Language with teacher approval

This course meets UC/CSU (E) and District approval for graduation requirements. This course prepares students to develop proficiency by analyzing and interpreting literary texts in Spanish. AP Spanish Literature places 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. 100% of the class will be taught in the target language. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

FRENCH I

Course #4200

Grade Level: 9-12

Length: Year

Prerequisite: Grade C or better in previous English course

This course meets UC/CSU (E) and District graduation requirements. Students will develop skills in listening, speaking, reading and writing in French. Students will acquire extensive vocabulary, grammatical structure and will be exposed to the geography and culture of the French speaking world to allow them to communicate basic ideas in a Francophone country. Topics studied include greetings, ordering in a cafe, giving opinions and asking questions. At least 75% of this class will be taught in French.

FRENCH II

Course #4210

Grade Level: 10-12

Length: Year

Prerequisite: Grade C or better in French I and teacher approval

This course meets UC/CSU (E) and District graduation requirements. Students will continue to develop skills in listening, speaking, reading and writing in French and are expected to communicate solely in French as much as possible. Students will build on their knowledge of

grammatical structures and will read short novels in French. This course builds on topics including giving directions, Francophone cuisine and vacations. At least 90% of this class will be taught in French.

FRENCH III

Course #4220

Grade Level: 11- 12

Length: Year

Prerequisite: Grade B or better in French II and teacher approval

This course meets UC/CSU (E) and District graduation requirements. This course enhances fluency in French and familiarity with students continuing to develop the vocabulary and grammatical structures necessary to integrate as a traveler, student or resident in a French speaking country. This course builds on topics including technology, health, the environment, jobs and the arts. Students will be expected to communicate solely in French and up to 100% of this class will be taught in French.

IB FRENCH SL

Course #4426

Grade Level: 12

Length: Year

Prerequisite: Grade B or better in French III

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. 100% 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.*

AMERICAN SIGN LANGUAGE I

Course #4050

Grade Level: 9-12

Length: Year

Prerequisite: None

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. Up to 100% of the class will be taught in the target language.

AMERICAN SIGN LANGUAGE II

Course #4060

Grade Level: 10-12

Length: Year

Prerequisite: Grade C or better in ASL I recommended

This course meets UC/CSU 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. Up to 100% of the class will be taught in the target language.

AMERICAN SIGN LANGUAGE III

Course # 4070

Grade Level: 11-12

Length: Year

Prerequisite: Grade C or better in ASL II

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. Up to 100% of the class will be taught in the target language.

ASL - 101 AMERICAN SIGN LANGUAGE II - 4 units (LEC 64-72)

Length: Fall semester- MSJC Dual Enrollment

Prerequisite: ASL-100 (with a grade of C or better) or two years of high school American Sign Language.

This course covers intermediate skill in structure, vocabulary, and conversational strategies of American Sign Language as it is used within the Deaf culture. The course builds on topics including directions, monetary exchanges, family relations, personal qualities, occupations, and making requests. Transfers to both UC/CSU.

ASL-201 AMERICAN SIGN LANGUAGE III (FORMERLY ASL-103) - 4 UNITS (LEC 64-72)

Length: Spring semester- MSJC Dual Enrollment

Prerequisite: ASL-101 (with a grade of C or better)

This course studies the structure, vocabulary, and conversational strategies of American Sign Language as it is used within the Deaf culture. This course furthers students' conceptual understanding of American Sign Language linguistics by introducing more complex vocabulary and idioms. Students will also be exposed to more diversity within the community as subcultures are introduced. (formerly ASL 103). Transfers to both UC/CSU.

INTRODUCTION TO WORLD LANGUAGES

Course #4013

Grade Level: 11-12

Length: Year

Prerequisite: None

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, Italian and American Sign Language.

GERMAN I

Course #4300

Grade Level: 9-12

Length: Year

Prerequisite: None

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. Up to 100% of the class will be taught in the target language.

GERMAN II

Course #4310

Grade Level: 10-12

Length: Year

Prerequisite: Grade C or better in German I

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. Up to 100% of the class will be taught in the target language.

GERMAN III

Course #4320

Grade Level: 11-12

Length: Year

Prerequisite: Grade C or better in German II

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. Up to 100% of the class will be taught in the target language.

IB GERMAN SL

Course #4330

Grade Level: 11-12

Length: Year

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

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.*

VISUAL & PERFORMING ARTS - AREA F

ADVANCED CONCERT BAND

Course #7202

Grade Level: 9-12

Length: 2nd Semester

Prerequisite: Instructor Approval

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

JAZZ BAND

Course #7205

Grade Level: 10-12

Length: Year

Prerequisite: Audition

This course meets the one full-year UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This course introduces jazz concepts; including jazz articulation and style, and beginning improvisation techniques. Performances outside of the regular school days are required as part of the grading policy. *Must be taken concurrently with Advanced Concert Band #7202 or Wind Ensemble #7193 (audition dictates placement).*

ADVANCED MARCHING BAND (8th Period)

Course #7200

Grade Level: 9-12

Length: 1st Semester

Prerequisite: Instructor Approval

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

SYMPHONIC BAND

Course #7203

Grade Level: 9-12

Length: Year

Prerequisite: Instructor Approval; Participating students must also be enrolled in Advanced Marching/Concert Band

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

WIND ENSEMBLE

Course #7193

Grade Level: 9-12

Prerequisite: Audition

Length: Year

This course meets the one full-year UC/CSU (F) and District graduation requirements for Visual and Performing Arts or elective credit (G).

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

BEGINNING GUITAR

Course: #7000

Grade Level: 10-12

Length: Year

Prerequisite: None. Guitars are provided.

This course meets the one full-year UC/CSU (F) and District graduation requirements for Visual and Performing Arts. Students will learn multiple styles of guitar techniques. The 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 the first position, play basic chords, and play basic songs.

COLOR GUARD

Course #2750

Grade Level: 9-12

Length: Year

Prerequisite: Audition and/or Instructor Approval;

Participating students must also be enrolled in Advanced Marching/Concert Band

Color Guard is a year-long course in which students learn the technical skills involved in expressive dance, flag, rifle, and saber choreography, as they relate to the State Goals for Learning in Fine Arts. The course will prepare students for color guard performances with the marching band during the Fall semester and winter guard competitions during the Spring semester. Various styles of dance will be taught and explored, in addition to traditional color guard training techniques. Evening rehearsals, as well as weekend rehearsals, are a required part of this course. Competitions and travel are also a part of the course and required. Participation is permitted by audition or teacher recommendation only.

MUSIC IB HL 1

Course #7012

Grade Level: 11

Length: Year

Prerequisite: Co-enrollment in one or more music courses at MVHS

This course meets UC/CSU and district requirements for visual and performing arts credit. This is the first year of a two-year course. Participating students will follow the curriculum and assessments included in the IB Music Course Syllabus. Students will engage in scholarly listening, research, and analysis to clarify their understanding of music and music's place in the world. They 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 the playing and creation of music. Students will maintain a portfolio of both personal and provided musical content that spans various musical genres from Personal, Local, and Global Contexts. Throughout the course, students will demonstrate an understanding of melodic and harmonic analysis, rhythm reading, transposition, composition, improvisation, and musical vocabulary. 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. Since IB Music HL1 participants will be co-enrolled in either the Wind

Ensemble course or the Percussion (Advanced Concert Band) course, all Wind Ensemble and Percussion (Advanced Concert Band) course participation prerequisites and requirements (including rehearsals and performances that take place outside the regular school day) will also apply to this course. IB Diploma Program students have priority enrollment in this class. Other students may enroll if space permits. **All Students are expected to take the IB test at the end of this course's two-year duration. If students choose not to test, an alternate assessment will be assigned by the teacher.*

MUSIC IB HL 2

Course #7013

Grade Level: 12

Length: Year

Prerequisite: Co-enrolled in Wind Ensemble, completed IB Music HL1

This course meets UC/CSU and district requirements for visual and performing arts credit. This is the second year of a two-year course. Participating students will follow the curriculum and assessments included in the IB Music Course Syllabus. Students will engage in scholarly listening, research, and analysis to clarify their understanding of music and music's place in the world. They 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 the playing and creation of music. Students will maintain a portfolio of both personal and provided musical content that spans various musical genres from Personal, Local, and Global Contexts. Throughout the course, students will demonstrate an understanding of melodic and harmonic analysis, rhythm reading, transposition, composition, improvisation, and musical vocabulary. 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. Since IB Music HL1 participants will be co-enrolled in either the Wind Ensemble course or the Percussion (Advanced Concert Band) course, all Wind Ensemble and Percussion (Advanced Concert Band) course participation prerequisites and requirements (including rehearsals and performances that take place outside the regular school day) will also apply to this course. IB Diploma Programme students have priority enrollment in this class. Other students may enroll if space permits.

**All Students are expected to take the IB test at the end of this course's two-year duration. If students choose not to test, an alternate assessment will be assigned by the teacher.*

CHOIR I - CONCERT CHOIR

Course #7151

Grade Level: 9-12

Length: Year

Prerequisite: None

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

CHOIR II - TREBLE ENSEMBLE

Course #7152

Grade Level: 10-12

Length: Year

Prerequisite: Audition and signature of the Director

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

CHOIR III - CHAMBER CHOIR

Course #7153

Grade Level: 10-12

Length: Year

Prerequisite: Audition and signature of the Director

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

JAZZ CHOIR

Course #7160

Grade Level 11-12

Length: Year

Prerequisite: Audition and signature of Director

This course meets the one full-year UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This course brings together SATB singers with experience in solo singing to learn the stylistic components of vocal jazz music. Students do not need any previous choral experience to be in this class, however, they must display their vocal capabilities through an audition. Students will perform throughout the school year as a group and solo performances are available but not mandatory. This course may be repeated.

DANCE I

Course #7220

Grade Level: 9-12

Length: Year

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

This course meets UC/CSU (F) for Visual and Performing Arts or (G) elective credit and District requirements for the second year of physical education. 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, personal growth, and social evolution.

DANCE II

Course #7230

Grade Level: 10-12

Length: Year

Prerequisite: Grade B or better in Dance I

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

ADVANCED DANCE CHOREOGRAPHY PRODUCTION

Course #7231

Grade Level: 9-12

Length: Year

Prerequisite: Audition only and teacher approval

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

MSJC DANCE 100- HISTORY AND APPRECIATION OF DANCE

Course # 7221

Grade Level: 10-12

Length: Semester

This course explores the universal human activity known as dancing from a cross-cultural perspective, examining the myriad ways in which dance functions in societies. The histories, theories, techniques, and purposes of various theatrical, religious, and social dances from around the world are compared, contrasted, and interrelated. The culture-specific nature of the dancing body and its audiences are analyzed to discover the meanings carried within these dances.

DRAMA I

Course #6500

Grade Level: 9-12

Length: Year

Prerequisite: None

This course meets UC/ CSU and district graduation requirements for visual and performing arts. 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. Students will be introduced to musical theater, dance for theater, and introductory technical theater. Students are required to perform in a minimum of one full stage production in front of a live audience.

DRAMA II / INTERMEDIATE ACTING

Course #6550

Grade Level: 10-12

Length: Year

Prerequisite: Drama I or audition with teacher

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. Stage directing, study of multiple periods of acting styles, and production techniques are an emphasis in this class as well as vocabulary for production and stage. Assessments include written tests, recording, and all student must participate in a live audience stage musical and prepare an audition for the class presented play. The course will have required time outside of class time including evenings and weekends for rehearsals and productions.

DRAMA III/IV ADVANCED ACTING & COMPETITION

Course #6560

Grade Level: 10-12

Length: Year

Prerequisite: Drama I and II and audition with teacher

This course meets the UC/ CSU and district graduation requirement for Visual and Performing Arts. This class emphasizes preparation and planning for production of one act and full length plays for presentation in the Black Box theater and on the main stage. Students will focus on all aspects of producing a show, from marketing and backstage technical direction, to acting and directing the show. Assessment is based on class activities and participation in all stage productions as well as work on class produced productions. The course will have required time outside of class time including evenings and weekends for rehearsals and productions.

TECHNICAL THEATER I

Course #6565

Grade Level: 10-12

Length: Year

Prerequisite: None

This course meets the one full year UC/ CSU (F) and district requirement for Visual and performing arts or elective credit (G). Students need to be willing to get their hands dirty. Students will learn set design, costume design, make-up, and building sets. Weekend, and evening work is required and mandatory work during shows is part of the grade. Students will learn to work back stage and understand the basics of the inner workings of theater production.

ART I & DESIGN

Course #6000

Grade Level: 9-12

Length: Year

Prerequisite: None

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

ART II - ADVANCED DRAWING & PAINTING- Offered at MCA, Murrieta Canyon Academy

Course #6030

Grade Level: 10-12

Length: Year

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

This course meets the one full-year UC/CSU (F) and District graduation requirements for Visual and Performing Arts. This second-year course builds and expands the experiences of Art I and Design. Students will continue to use their drawing and painting skills to create original works of art in a variety of traditional and non-traditional materials and techniques based on demonstrations, lectures, and individual research and planning. Students will begin to explore and develop

personal goals and philosophies that are reflected in their portfolios. Students will become familiar with major art movements that add to their understanding of different cultures, artists, and historical periods. Students will continue to apply what they have learned for individual growth and problem-solving, and they will continue to practice time management and meeting deadlines. Writing assignments include artistic research, gallery reports, and art criticisms. A material fee and some supplies will be collected to cover the cost of materials consumed in the production of all projects.

ART III - STUDIO ART- Offered at MCA, Murrieta Canyon Academy

Course #6150

Grade Level: 11-12

Length: Year

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

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

CERAMICS I

Course #6060

Grade Level: 9-12

Length: Year

Prerequisite: None

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

as function. Students are expected to keep a portfolio sketch-notebook of projects and assignments during both semesters. Material contribution and some supplies are required.

CERAMICS II

Course #6070

Grade Level: 10-12

Length: Year

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

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

GRAPHIC DESIGN I

Course #6040

Grade Level: 9-12

Length: Year

Prerequisite: None (Art I and computer skills recommended)

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

GRAPHIC DESIGN II

Course #6050

Grade Level: 10-12

Length: Year

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

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

GRAPHIC DESIGN III

Course #6055

Grade Level: 11-12

Length: Year

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

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

INTRO TO DESIGN (ENGINEERING)

Course #2445

Grade Level: 9-10

Length: Year

Prerequisite: None

OPTION TO CONTINUE AS AN ENGINEERING PATHWAY. This course is to be taken in Year one of the Engineering Pathway. This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Art credit. Introduction to Design is the first course in the Project Lead the Way Engineering sequence. The major focus for this course is to expose students to the elements and principles of visual design using the engineering design process. Projects will focus on design factors such as aesthetics, format, geometric shape and form, perspective drawing, scale, proportion, and presentation techniques. Students will use computers as a medium/tool for the design of project components such as sketching techniques, orthographic drawing, 3D modeling, and rendering. Assignment requirements are based on color, form, and aesthetics with an 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.

PHOTOGRAPHY I

Course #7800

Grade Level: 9-12

Length: Year

Prerequisite: None

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

PHOTOGRAPHY II

Course #7805

Grade Level: 10-12

Length: Year

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

MSJC ARTICULATED

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

YEARBOOK DESIGN

Course #1875

Grade Level: 9- 12

Length: Year

Prerequisite: Teacher approval

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

PHYSICAL EDUCATION

PHYSICAL EDUCATION 9

Course #2700

Grade Level: 9

Length: Year

Prerequisite: None

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

GRADES 10-12 MAY CHOOSE ANY 1 OF THE FOLLOWING PE COURSES

(PREREQUISITE MUST BE MET TO ENROLL IN ADVANCED COURSES)

ADVANCED DANCE CHOREOGRAPHY PRODUCTION

Course #7231

Grade Level: 9-12

Length: Year

Prerequisite: Audition only and teacher approval

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

AEROBIC CONDITIONING & FITNESS

Course #2800

Grade Level: 10-12

Length: Year

Prerequisite: Successful completion of Physical Education 9

This course meets the second year of District graduation requirements for physical education or UC/CSU (G) elective credit. This course is designed for the student interested in a total fitness program with an emphasis on aerobic activity. The student will use a variety of aerobic activities (aerobic dance, step aerobics, water aerobics, hip-hop, kick-boxing, jump rope, walking, jogging, light weights, and resistance exercises) 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.

MCJROTC I- LEADERSHIP EDUCATION I (LE I)

Course #7975

Grade Level: 9-12

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 II- LEADERSHIP EDUCATION II (LE II)

Course #7976

Grade Level: 10-12

Length: Year

Prerequisite: Successful completion of LE I

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. ROTC counts for PE credit.

MCJROTC - LEADERSHIP EDUCATION III (LE III)

Course #7977

Grade Level: 11-12

Prerequisite: Successful completion of LE II

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. ROTC counts for PE credit.

MCJROTC - LEADERSHIP EDUCATION IV

Course #7978

Grade Level: 11-12

Length: Year

Prerequisite: Successful completion of LE III

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

PHYSICAL EDUCATION (continued)

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. ROTC counts for PE credit.

BODY COMPOSITION & FITNESS

Course #2810

Grade Level: 10-12

Length: Year

Prerequisite: Successful completion of Physical Education 9

This course meets the second year of District graduation requirements for physical education or UC/CSU (G) elective credit. This course is designed for the student interested in total fitness with an emphasis on 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, personal growth, and social evolution.

RED CROSS LIFEGUARD AND WATER SAFETY INSTRUCTOR TRAINING

Course #2797

Grade Level: 10-12

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

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).

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 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).

COURT SPORTS

Course #2820

Grade Level: 10-12

Length: Year

Prerequisite: Successful completion of Physical Education 9

This course meets the second year of District graduation requirements for physical education or UC/CSU (G) elective credit. This course is designed for students interested in participating in team-court sports with an emphasis on basketball and volleyball. Basic skills and techniques along with rules and strategies for each sport will be covered. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. This course will also focus on the development of movement skills and movement knowledge, self-image and personal growth, and social evolution.

DANCE I

Course #7220

Grade Level: 9 -12

Length: Year

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

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

PHYSICAL EDUCATION (continued)

DANCE II

Course #7230

Grade Level: 10-12

Length: Year

Prerequisite: Grade B or better in Dance I

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

RECREATIONAL & LIFETIME ACTIVITIES

Course #2840

Grade Level: 10-12

Length: Year

Prerequisite: Successful completion of Physical Education 9

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

TEAM FIELD SPORTS

Course #2850

Grade Level: 10-12

Length: Year

Prerequisite: Successful completion of Physical Education 9

This course meets the second year of District graduation requirements for physical education or UC/CSU (G) 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 are covered. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health/fitness. The focus will also be on the development of movement/knowledge skills, self-image, personal growth, and social evolution.

ADVANCED MARCHING BAND (8th Period)

Course #7200

Grade Level: 9-12

Length: 1st Semester

Prerequisite: Instructor Approval

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

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

UNIFIED PHYSICAL EDUCATION I

Course #2715

Grade Level: 9-12

Length: Year

Prerequisite: Teacher Recommendation

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

MVHS CTE PATHWAYS

Prepare your future by exploring careers and
Acquire job specific skills through
Technical training
Hands-on learning and participation in
Work-based learning activities. While obtaining
Advanced technical training and industry certification,
You can also receive college credit while in high school.
Saving you time and money.

WHY CAREER AND TECHNICAL EDUCATION (CTE)?

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

FOR CAREER READINESS...

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

THE YEAR ONE CLASS...

is a foundational course that gives students a basic understanding of the field they have chosen and prepares them for the more advanced courses they will take in the future.

THE YEAR TWO CLASS...

is a concentrator course that focuses on specific concepts and skills that showcase the technical training requirements of the major field of study.

THE YEAR THREE AND FOUR CLASSES...

are capstone classes that dive into the more advanced training courses that will build on the knowledge and skills gained from the previous courses. Students can earn their status as a three or four year CTE completer from the previous courses while earning industry-specific certification, internships, work-based learning, and other job-shadowing opportunities.

MVHS OFFERS CTE PATHWAYS IN EIGHT CAREER AREAS

Production & Managerial Arts
Engineering Design
Entrepreneurship

Networking
Public Safety
Emergency Response

Hospitality, Tourism & Recreation
System Diagnostics, Service &
Repair

CTE Pathways at Murrieta Valley High School	Course Title at MVHS	Articulation	Introductory	Concentrator	Capstone
Entrepreneurship/Self-Employment Pathway 241	Entrepreneurship		X		
	Business Principals, Marketing and Finance			X	
	Virtual Enterprise*	X			X
Production and Managerial Arts Pathway 113	Multimedia I (VPA credit)		X		
	Multimedia II (VPA credit)			X	
	Multimedia III				X
Networking Pathway 172	AP Computer Science*		X		
	MSJC CSIS 113A**			X	
	MSJC CSIS 123A**				X
Hospitality, Tourism and Recreation Pathway 202	Foods and Nutrition		X		
	Food and Beverage Production*	X		X	
	Food Service and Hospitality*	X			X
Systems Diagnostics, Service and Repair Pathway 221	Maintenance and Light Repair I*	X	X		
	Maintenance and Light Repair II			X	
	Maintenance and Light Repair III				X
Public Safety Pathway 232	CTE Law Enforcement*	X	X		
	CTE Forensic Science/Crime Scene Investigation*	X		X	
	Exploring of the Criminal Justice System*	X			X
Engineering Design Pathway 152	Intro to Design* (VPA credit)	X	X		
	Computer Integrated Manufacturing			X	
	Robotics Technology I				X
	Robotics II				X
Emergency Response Pathway 233	CTE Fire Science & Technology I*	X	X		
	CTE Fire Science & Technology II*	X		X	
	CTE Fire Science & Technology III				X
	Fire Science EMT *	X			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, **MSJC Annex College Course (weighted)**

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. (VPA credit)

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

PUBLIC SAFETY PATHWAY 232

LAW ENFORCEMENT

Course #7931

Grade Level: 10-12

Length: Year

Prerequisite: None

MSJC ARTICULATED

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

FORENSIC SCIENCE/CSI

Course #7935

Grade Level: 11-12

Length: Year

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

MSJC ARTICULATED

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

EXPLORING THE CRIMINAL JUSTICE SYSTEM

Course #7960

Grade Level: 12

Length: Year

Prerequisite: Introduction to Law Enforcement

MSJC ARTICULATED

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

HOSPITALITY, TOURISM AND RECREATION PATHWAY 202

FOODS & NUTRITION

Course #5516

Grade Level: 9-10

Length: Year

Prerequisite: None

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

FOOD & BEVERAGE PRODUCTION

Course #5517

Grade level: 10-12

Length: Year

Prerequisite: Food and Nutrition and instructor approval

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

FOOD SERVICE & HOSPITALITY

Course #5518

Grade Level: 11-12

Length: Year

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

This course is designed to prepare students for entry level employment in the hospitality industry through exploring the scope of the industry and its relationship to travel and tourism, examining hotel and lodging operations, including specialized segments of the industry. Industry leaders and businesses are profiled and students will be exposed to a 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. *Articulated course with SBVC (San Bernardino Valley College).*

NETWORKING PATHWAY 172

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Course #7571

Grade Level: 9-12

Length: Year

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

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

the importance and impact of technology in their community, society, and the world.

MSJC CSIS 113 A- C++ PROGRAMMING- Level 1-3 Units (Concurrent Enrollment)

This course introduces the principles of object-oriented programming using the C++ programming language. Students will investigate and evaluate various programming design methodologies and apply them to programming problems in C++. C++ features that will be covered include language syntax, class definitions, control structures, function definitions, and basic data structures. No prior programming experience required. UC/CSU

MSJC CSIS 123 A- C++ PROGRAMMING- Level 2-3 Units (Concurrent Enrollment)

This course presents advanced programming concepts in the C++ programming language. Advanced aspects of program design methodologies will be studied, evaluated, and applied in the design of complex C++ programs. C++ features that will be covered include classes and data abstraction, operator overloading, inheritance polymorphism, templates, exception handling, and file structures. No prior programming experience required. UC/CSU

ENGINEERING DESIGN PATHWAY 152

INTRO TO DESIGN: ENGINEERING

Course #2445

Grade Level: 9-10

Length: Year

Prerequisite: None

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

COMPUTER INTEGRATED MANUFACTURING

Course #7705

Grade Level: 10-12

Length: Year

Prerequisite: *Introduction to Design*

This course meets UC/CSU (G) 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 TECH I

Course #2500

Grade Level: 11-12

Length: Year

Prerequisite: *Successful completion of Intro to Design*

This course meets UC/CSU (G) 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.

ROBOTICS TECH II

Course #2505

Grade Level: 11-12

Length: Year

Prerequisite: *Mechatronics/Robotics Technology I*

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.

Business Entrepreneurship/Self-Employment Pathway 241

ENTREPRENEURSHIP

Course #7647

Grade Level: 9-12

Length: Year

Prerequisite: *None*

This course is the introductory course for the CTE Business Entrepreneurship 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.

BUSINESS PRINCIPLES, MARKETING AND FINANCE

Course #7629

Grade Level: 10-12

Length: Year

Prerequisite: Entrepreneurship (Students who have taken the Entrepreneurship course will have priority registration)

This course is the 2nd course (concentrator) in the Business – Entrepreneurship/Self Employment Pathway. In Principles of Business, Marketing and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. Students will also study Personal Finance and understand the importance of financial literacy. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

VIRTUAL ENTERPRISE

Course #7650

Grade Level: 11-12

Length: Year

Prerequisite: Teacher recommendation and/or successful completion of Entrepreneurship, IB Business Management, Graphic Design, Television/Digital Video Production. Students must complete Entrepreneurship (Introductory) and Business Principles, Marketing and Finance (Concentrator) prior to enrollment in Virtual Enterprise in order to complete the Business – Entrepreneurship/Self-Employment Pathway and get certification.

This course is the 3rd course (Capstone) in the Business – Entrepreneurship/Self-Employment Pathway. 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 shows, 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 “C” or better on the year end final exam will receive 3 college units from Mt. San Jacinto Community College.

SYSTEM DIAGNOSTICS, SERVICE AND REPAIR PATHWAY 221

MAINTENANCE AND REPAIR I

Course #7722

Grade Level: 9-12

Length: One year

Prerequisite: None

This course is first in a series of three courses which will lead to industry certification and provide a foundation for post-secondary education or training. AST 1 is designed as a beginning automotive mechanic course that introduces students to automobile service and repair, shop safety, engine repair, automatic transmissions and transaxles, manual drive train and axles, suspension and steering, brakes, electrical and electronic systems, heating and air conditioning, and engine performance. After completion of this course, students will be prepared for many entry level positions in today’s automotive service industry* and ready to advance to AST II. This course will also provide students with the opportunity to apply and extend concepts studied in their math and science classes (related to algebra, basic arithmetic, physics, and electrical, computer, and chemical sciences) to the automotive technology industry.

*Tire Installer, Battery & Tire Installer, Lot Porter, and Lube Technician

Articulated with MSJC AUME 100 (Basic Auto Mechanics) and AUME 126 (Automotive Electrical)

MAINTENANCE AND REPAIR II

Course # 7917

Grade Level: 10-12

Length: Year

Prerequisite:

Auto AST II (Automotive Service Technician II) is the second in a series of three courses which will lead to industry certification and provide a foundation for post-secondary education or training. AST II is designed as a concentrator/capstone automotive mechanics course that develops student skills with automotive brakes,

suspension-steering, and alignment service, diagnosis, and repair. After completion of this course, students will be prepared for student ASE Certification Exams as well as many entry-level positions in today's automotive service industry* and prepared to advance to AST III. This course will also provide students with the opportunity to apply and extend concepts studied in their science and math classes, such as Pascal's Law, Ohm's Law, Boyles Law, and Newton's laws of motion (related to physics, geometry, arithmetic, algebra, electrical, computer, and chemical sciences) to the automotive technology industry.

*Brakes Installation/Repair Technician, Suspension-Steering Technician, Front-End Technician, and Alignment Technician.

MAINTENANCE AND REPAIR III

Course #7914

Grade Level: 11-12

Length: Year

Prerequisite:

The Automobile Service Technology (AST) course prepares students for entry into Automobile Service Technology (AST). Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Automobile Service Technology (AST) courses, students may enter the automotive service industry as an ASE Certified AST Technician. Hours earned in Automobile Service Technology (AST) courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and California Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

EMERGENCY RESPONSE PATHWAY 233

FIRE SCIENCE AND TECHNOLOGY (FST) 1

Course #7995

Grade Level: 9-12

Length: Year

This course meets UC/CSU (G) elective credit and district requirements for elective credit. It 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.

FIRE SCIENCE AND TECHNOLOGY (FST) 2

Course # 7996

Grade Level: 10-12

Length: Year

Prerequisite: Completion of Fire Science and Technology 1

Fire Science Technology 2 (FST 2) is the concentrator course in the Fire Science Pathway. This course builds on the foundations of the RCOE Fire Science Technology 1 (FST 1) course in order to further the knowledge and skills necessary to be an entry-level firefighting candidate. Topics include fire dynamics, ground ladders, structural search and rescue, tactical ventilation, fire suppression, and conservation. The learning experience will be highlighted the presentation of theoretical principles reinforced through industry-specific practices to demonstrate student mastery.

FIRE SCIENCE AND TECHNOLOGY (FST) 3- CAPSTONE EMERGENCY MEDICAL TECHNICIAN EMS 501-

MSJC- 6 units

Course #7998

Length: Year

Prerequisite: Fire Science Technology 1 and Fire Science Technology 2 (Seniors only and 18 years old by March of school year)

Responding to the ill or critically injured requires a competent, skillful, and knowledgeable person. This non-transfer program is the first step for those individuals seeking professional training for a career as an Emergency Medical Technician. Students are taught how to perform a complete patient assessment and how to provide multiple lifesaving interventions. Those who successfully complete the course will be eligible to take the National Registry of Emergency Medical Technician examination; a state certification required for employment as an EMT.

RCOE- EMERGENCY MEDICAL TECHNICIAN - EMT

Course #7997

Length: Year

This course provides the skills and knowledge needed for the entry-level firefighter to perform his/her duties safely, effectively, and competently. The curriculum is based on CAL FIRE policy, the 2013 edition of NFPA 1001 Standard for Firefighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Firefighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of

Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the Basic Firefighter curriculum are: general knowledge pertinent to the profession, fire department communications, fireground operations, rescue operations, preparedness and maintenance, wildland fire suppression activities, and hazardous materials/WMD. Additional learning and activities can be found in the prerequisite courses: RCOE Fire Science Technology 1 & RCOE Fire Science Technology 2.

PRODUCTION AND MANAGERIAL ARTS PATHWAY 113

MULTIMEDIA DESIGN I

Course #7750

Grade Level: 9-10

Length: Year

This first-year course meets the MVUSD graduation requirements for Visual and Performing Arts and/or elective credit. This course meets the (f) requirement for admission to the UC/CSU systems. This one-year introductory level multimedia course's focus is based on a correlated curriculum that has a balanced emphasis on the VPA and Art Media and Entertainment standards. Students will convey creative expression through digital media applications. They learn the basic language and elements of art techniques to create interactive products to educate, inform, and entertain. The purpose is to enable students to understand and appreciate artistic expression and study the impact of multimedia on our society from a social economic and political viewpoint. Students will reflect, discuss, evaluate, and write with discrimination about the media and careers studied. History of photography, graphic design, animation, web development, and filmmaking will be studied. This course offers intensive hands-on production through project-based assignments and strives to nurture individual talents and skills. Students will meet Visual Art, Common Core State Writing Standards, and Art, Media, and Entertainment standards while encouraging students to become creative and thoughtful practitioners in the world of computer media. This course is aligned with the requirements for MSJC articulation with Multimedia 110. Students have the opportunity to earn 3 community and CSU college elective credits by passing the required exit exam.

MULTIMEDIA DESIGN II

Course # 7751

Grade Level: 10-11

Length: Year

Prerequisite: Successful completion of Intro to Multimedia Design, Graphic Design I

This course will include instruction based on the Visual Performing Arts and Career Technical Education Arts,

Media, and Entertainment Standards. The course will build upon the skills acquired from Multimedia Design I and students will learn advanced/professional digital image creation methods and investigate industry-related careers. Students will have the opportunity to further develop their skills with industry applications and receive more in-depth training for success in post-secondary education and/or an entry-level position in an industry field. Students will manage small crews and facilitate campus-wide multimedia support for school events. 24 This course meets MVUSD graduation requirements for elective credit. This course is an overview of the computer-based design industry, applying advanced digital image creation methods and output options. Multimedia Design II builds upon the skills acquired from Multimedia Design I or Graphic Design I, and also gives an overview of careers in the field. Media output topics include designing for print and web content and interactive media projects created will consider optimum audience interaction. Photographic skills, including camera function and aesthetics, will be used to create meaningful digital images for use in multimedia. Software titles include, but are not limited to: After Effects, Animate, Illustrator, Photoshop, Garageband / Logic, Premier / Final Cut Pro. Students will have the opportunity to further develop their skills with the Adobe Creative Cloud applications and get the training of necessary skills for success in a postsecondary education institution and/ or in an entry-level position in the field of Media Arts.

MULTIMEDIA DESIGN III

Course #7752

Grade Level: 11-12

Length: Year

Prerequisite: Successful completion of Multimedia Design II

This course will include instruction based on the Visual Performing Arts and Career Technical Education Arts, Media, and Entertainment Standards. The course will build upon the skills acquired from Multimedia Design II and students will learn advanced/professional digital image creation methods and investigate industry-related careers. Students will have the opportunity to further develop their skills with industry applications and receive more in-depth training for success in post-secondary education and/or an entry-level position in an industry field. Students will manage small crews and facilitate campus-wide multimedia support for school events.

GENERAL ELECTIVES

PHYSICAL EDUCATION

Note: Athletic physical education courses meet District graduation requirements for physical education credit for tenth grade. Athletic physical education courses meet district graduation requirements for elective credit for tenth, eleventh, and twelfth grades. All students must successfully complete tryouts before being placed on team rosters. Students must be eligible with an athletic physical, a minimum grade point average of 2.0, and have approval from the coach and Athletic Director before entering the class.

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

ATHLETIC PE

Grade Level: 10-12

Length: Year

Prerequisite: Must be listed on the coach's team roster

JV FOOTBALL (Fall Sport) Course #2910

VARSITY FOOTBALL (Fall Sport) Course #2909

WATER POLO II BOYS Course #2916

WATER POLO II GIRLS Course #2917

WRESTLING (Winter Sport) Course #2931

BASEBALL (Spring Sport) Course #2901

TENNIS Course #2921

SOCCER GIRLS (Winter Sport) Course #2920

HEALTH

Course #8075

Grade Level: 9

Length: Semester

Prerequisite: None

This course meets District graduation and California State requirements for health and personal fitness. It is a requirement for graduation and is required of all freshmen. Students are presented with current research. The curriculum includes six major areas of health instruction: body systems, fitness and nutrition, mental/consumer/social health, tobacco/drugs/alcohol, disease, and sex education.

LEADERSHIP/STUDENT SUPPORT

AVID

Grade Level: 9-12

Length: Year

Prerequisite: Approval of AVID Coordinator and/or Counselor

Course #1944 Freshman

Course #1945 Sophomore

Course #1946 Junior

Course #1947 Senior Seminar

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

AVID TUTOR/ACADEMIC TUTOR

Course #1950

Grade Level: 11-12

Length: Year

Prerequisite: Approval of AVID Coordinator and/or Counselor

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

UNIFIED LEADERSHIP

Course #5541

Grade Level: 9-12

Length: Year

Prerequisite: Application and advisor approval

This class is in partnership with the MVHS ASB department and Special Olympics Southern California. Our Mission in Unified Leadership is to make the high school experience a meaningful one for both students with and without disabilities. We will do this by building a bridge between the General Education Students and

GENERAL ELECTIVES (continued)

Special Education Students and focus on all students only as Murrieta Valley High School Students! In this course, we'll explore the topic of meaningful inclusion and consider ways we can foster socially inclusive schools and communities for individuals with intellectual disabilities.

LEADERSHIP/SENATE

LEADERSHIP: *Course #1930*

SENATE: *Course #1932*

Grade Level: 9-12 Length: Year

*Prerequisite: Application and advisor approval**

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

**Interview required.*

LEADERSHIP PROGRAM - LINK CREW

Course #5542

Grade Level: 11-12

Length: Year

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

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

TEACHER/OFFICE/LIBRARY AIDE

Course # 9999

Grade Level: 11-12

Length: Year

Prerequisite: Approval of Counselor or teacher

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/fail. Pre-approval by teacher or office staff member is required before enrollment. TA grades do not count in the calculation of grade point averages.

LATE START/EARLY RELEASE

Grade Level: 11-12

Length: Year

*Prerequisite: On track for graduation**

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

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

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

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

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

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

PEER ASSISTANCE LEADERSHIP: PLUS

Course #5543

Grade Level: 10-12

Length: Year

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

PLUS (Peer Leaders Uniting Students) meets UC/CSU (G) and District graduation requirements for elective credit. Students in Peer Assistance Leadership are part of the PLUS program and reach out to our campus and surrounding community through forums where students explore issues they are facing, including difficult ones such as peer pressure and discrimination. Through PLUS activities, students have a chance to build bridges, break down barriers, and better understand our diverse student population. The PLUS program is a critical part of campus life as it provides a

GENERAL ELECTIVES (continued)

unique opportunity for students to engage with and lead other students in activities and discussions about campus-related issues that impact their lives. The PLUS class gives students the opportunity to promote better campus culture and student interaction. PLUS is a youth-led Participatory Action Research (YPAR) Program where students collect and analyze both quantitative and qualitative data from the student voice and utilize critical thinking and problem-solving skills to develop activities corresponding with that data to promote a more positive culture and climate on campus.

**Interview required.*

PEER ASSISTANCE LEADERSHIP: NIGHTHAWK PRIDE

Course #5541

Grade Level: 10-12

Length: Year

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

This course meets UC/CSU (G) and District graduation requirements for elective credit. Nighthawk Pride is a school-wide, student-driven program designed to maximize student participation and increase a positive school culture, climate, and school spirit. Through leadership training, students will learn public speaking skills as well as interpersonal and presentation skills as they relate to dealing with the school and community. Students will also engage in community service, in addition to business, marketing, communications, and financial and accounting practices. Through Nighthawk Pride activities students will support, recognize, and promote all athletics, arts, and student performances. See Mr. Sohail for more information. **Interview required.*

MCJROTC I- LEADERSHIP EDUCATION I (LE I)

Course #7975

Grade Level: 9-12

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 II- LEADERSHIP EDUCATION II (LE II)

Course #7976

Grade Level: 10-12

Length: Year

Prerequisite: Successful completion of LE I

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)

Course #7977

Grade Level: 11-12

Prerequisite: Successful completion of LE II

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

Course #7978

Grade Level: 11-12

Length: Year Prerequisite: Successful completion of LE III

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.

GENERAL ELECTIVES (continued)

ENGLISH

ACADEMIC COMPETITIONS - MOCK TRIAL

Course #1840

Grade Level: 10-12

Length: Semester

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

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.

PUBLIC SPEAKING

Course #1855

Grade Level: 10-12

Length: Semester

Prerequisite: Grade C or better in English I

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.

YEARBOOK

Course #1870

Grade Level: 9-12

Length: Year

Prerequisite: Teacher approval

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

SOCIAL SCIENCE

See IB Courses (pages 61-66) for the following course descriptions:

IB THEORY OF KNOWLEDGE (11-12) *Course #1892*

ADVANCED PLACEMENT PSYCHOLOGY (10-12)

Course #1890

IB PSYCHOLOGY SL (11-12) *Course #1891*

ADVANCED PLACEMENT HUMAN GEOGRAPHY (9-12)

Course #1918

IB PSYCHOLOGY HL 1 (11th) *Course #1893*

IB PSYCHOLOGY HL 2 (12th) *Course #1894*

TECHNOLOGY EDUCATION

ICT (INFORMATION, COMMUNICATION & TECHNOLOGY)

Course # 7560

Grade Level: 9

Length: Semester

Prerequisite: None

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

See Technical Education courses (pages 48-49) for the following course descriptions:

ROBOTICS I (11-12) *Course #2500*

ROBOTICS II (11-12) *Course #2505*

COMPUTER INTG. MANUFACTURING (11-12)

Course #7705

MULTIMEDIA I *Course #7751*

MULTIMEDIA II *Course #7752*

MULTIMEDIA III *Course #7753*

AP COMPUTER SCIENCE (10-12) *Course #7571*

GENERAL ELECTIVES (continued)

VISUAL ARTS

See Visual Arts Courses (pages 39-41) for the following course descriptions:

YEARBOOK DESIGN (9-12) *Course #1875*

INTRO TO DESIGN I *Course #2445*

ART I- ART & DESIGN (9-12) *Course # 6000*

ART II- ADVANCED DRAWING & PAINTING (MCA)
(10-12) *Course #6030*

ART III- STUDIO ART (11-12) *Course #6150*

GRAPHIC DESIGN I- INTRO TO DIGITAL GRAPHICS
(9-12) *Course #6040*

GRAPHIC DESIGN II- COMPUTER GRAPHICS (10-12)
Course #6050

GRAPHIC DESIGN III (11-12) *Course #6055*

CERAMICS I (9-12) *Course # 6060*

CERAMICS II (10-12) *Course #6070*

PHOTOGRAPHY I (9-12) *Course #7800*

PHOTOGRAPHY II (10-12) *Course #7805*

CAREER AND TECHNICAL EDUCATION

See Technical Education Courses (pages 47-52) for the following course descriptions:

MAINTENANCE AND REPAIR I *Course #7722*

MAINTENANCE AND REPAIR II *Course #7917*

MAINTENANCE AND REPAIR III *Course #7914*

LAW ENFORCEMENT *Course #7931*

FORENSIC SCIENCE/CSI *Course #7935*

EXPLORING CRIMINAL JUSTICE SYSTEM *Course #7960*

FIRE SCIENCE AND TECHNOLOGY 1- FST (10-12)
Course #7995

FIRE SCIENCE AND TECHNOLOGY 2- FST (11-12)
Course #7996

FIRE SCIENCE AND TECHNOLOGY 3- FST (12th)
Course #7998

BUSINESS

See Technical Education Courses (pages 49-50) for the following course descriptions:

VIRTUAL ENTERPRISE (11-12) *Course #7650*

ENTREPRENEURSHIP (9-12) *Course #7647*

BUSINESS PRINCIPLES, MARKETING AND FINANCE
(10-12) *Course #7629*

CONSUMER & FAMILY STUDIES

See Technical Education Courses (pages 47-48) for the following course descriptions:

FOODS & NUTRITION (10-12) *Course #5516*

FOOD & BEVERAGE PRODUCTION (11-12) *Course #5517*

FOOD SERVICE & HOSPITALITY (11-12) *Course #5518*

PERFORMING ARTS- MUSIC

See Performing Arts Courses (pages 35-37) for the following course descriptions:

IB MUSIC HL 1 (12th) *Course #7012*

IB MUSIC HL 2 (12th) *Course #7013*

CHOIR I (9-12) *Course #7151*

CHOIR II (10-12) *Course #7152*

CHOIR III (10-12) *Course #7153*

JAZZ CHOIR (11-12) *Course #7160*

WIND ENSEMBLE (9-12) *Course #7193*

ADVANCED MARCHING/CONCERT BAND (9-12)
Course #7200

ADVANCED CONCERT BAND (9-12) *Course #7202*

SYMPHONIC BAND (9-12) *Course #7203*

JAZZ BAND (9-12) *Course #7025*

PERFORMING ARTS- DRAMA

See Performing Arts Courses (pages 37-39) for the following course descriptions:

DRAMA I (9-12) *Course #6500*

DRAMA II/INTERMEDIATE ACTING (10-12) *Course #6550*

DRAMA III/IV ADVANCED ACTING AND COMPETITION
(10-12) *Course #6560*

TECHNICAL THEATRE (10-12) *Course #6565*

DANCE I (10-12) *Course #7220*

DANCE II (10-12) *Course #7230*

ADVANCED DANCE CHOREOGRAPHY (9-12)
Course #7231

GENERAL ELECTIVES (continued)

WORLD LANGUAGES

See World Languages Courses (page 31-34) for the following course descriptions:

SPANISH I Course #4100

SPANISH II Course #4110

SPANISH III Course #4120

SPANISH FOR SPANISH SPEAKERS Course #4150

IB SPANISH SL Course #4126

IB SPANISH HL Course #4128

AP SPANISH LANGUAGE Course #4130

AP SPANISH LITERATURE Course #4133

FRENCH I Course #4200

FRENCH II Course #4210

FRENCH III Course #4220

IB FRENCH SL Course #4426

ASL I Course #4050

ASL II Course #4060

ASL III Course #4070

GERMAN I Course #4300

GERMAN II Course #4310

GERMAN III Course #4320

IB GERMAN SL Course #4330

STUDY SKILLS FOUNDATIONS

Course #8167

Grade Level: 9-12

Length: year

Prerequisite: IEP team placement

The Study Skills class is offered in the Specialized Academic Instruction Setting to assist students with their academic workload. The class is designed to complete homework and prepare for tests. The Education Specialists and staff provide additional support for all academic classes and teach organizational skills. Throughout the class, students will participate in activities that will assist students in learning and/or recognizing their own learning styles. Students will be encouraged to become advocates for themselves and their education. Education Specialists and students will also discuss post-high school transition goals and work on individual goal setting.

TPP VocED

Course #8170

Grade Level: 11-12

Length: Year

Prerequisite: IEP placement

T.P.P. is a two-semester course that includes decision-making skills, interest assessment, career exploration, job preparation and development of a post-secondary education/life plan. This course is taught in a cooperative partnership with RCOE (Riverside County Office of Education) & the California Department of Employment Rehab. (DOR) to plan, request and provide for educational and employment services after high school. It is open to senior students on track to graduate with a diploma. This elective course is intended to maximize student abilities and talents to help put in place a plan for their future.

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 9th and 10th grades. Students in 11th and 12th 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 Spring of 10th grade. At that time, an interview will be conducted and a two-year plan for 11th and 12th 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/, Spanish SL/HL, or German SL

Group 3: History of the Americas HL or Economics SL

Group 4: Physics HL, Environmental Systems and Societies SL; Sports, Exercise and Health Science SL

Group 5: Calculus (Analysis) SL, Statistics/PreCalc SL

Group 6: Music HL, Psychology SL/HL, 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 research paper 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 <https://www.murrieta.k12.ca.us/page/9435>

Note: Student's who complete the full I.B. Diploma 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 Physics*	IB Physics HL2*
5	Adv. Math 1	Adv. Math 2	Adv. Math 3	IB Calculus (Analysis) SL*
6	PE 9	PE	IB Psychology HL1*	IB Psychology HL2*
7	Elect. / Visual-Perf Arts	Elect. / Visual-Perf Arts	Any elective or early release IB TOK (Spring only Evening)	Any elective or early release IB TOK (Fall only Evening)

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*	CP or AP US History*	IB Economics SL*
4	CP Biology	CP Chemistry	AP Physics*	IB Physics HL2*
5	Adv. Math 2	Adv. Math 3	IB Calculus (Analysis) SL*	AP Calc BC* or any elective
6	PE 9	PE	IB Psychology HL1*	IB Psychology HL2*
7	Elect. / Visual-Perf Arts	Elect. / Visual-Perf Arts	2nd science option IB TOK (Spring only Evening)	Any elective or early release IB TOK (Fall only Evening)

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 Science SL*	Any elective or early release
5	Math 1	Math 2	Math 3	IB Statistics/PreCalc SL*
6	PE 9	PE	IB Elective SL or 2nd science	Any elective or early release
7	Elect. / Visual-Perf Arts	Visual-Perf Arts	Any elective or early release IB TOK (Spring only Evening)	Any elective or early release IB TOK (Fall only Evening)

*These courses receive weighted credit for calculating GPA at MVHS



World Language Options

Spanish SL*, HL*
German SL*
French SL*

Elective Options

Psychology SL*, HL*
Music HL*

Science Options

Physics HL*
Sports & Health Sciences SL*
Environmental Systems SL*

INTERNATIONAL BACCALAUREATE COURSES

IB ENGLISH HL 1

Course #1023

Grade Level: 11

Length: First year of a two-year course

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

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 three (3) areas of explorations (Readers, Writers, and texts, Time and Space, and Intertextuality), the seven (7) concepts which interact with the AOE: identity, culture, creativity, communication, perspective, transformation, and representation. In addition, there is also a focus on current global issues. 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 assessments are conducted in the first year of the course: 1) Individual Oral—spring semester; this assessment targets a verbal analysis of short extracts chosen by the student from two texts read the fall semester (one in translation and one in English) the analysis focuses on authorial choices expressing a current global issue; 2) HL Essay—spring semester; 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 (senior year), an alternate assessment will be assigned by the teacher.*

IB ENGLISH LITERATURE HL2

Course #1024

Grade Level: 12

Length: Second year of a two-year course

Prerequisite: Completion of IB English HL1

This course meets both UC/CSU and District graduation requirements for English credit. 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. 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 assessments are conducted in the second year of the Course: Paper 1 and Paper 2 External Assessments. This is a college level course, and as such, mature material may be read and discussed. **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 CALCULUS (ANALYSIS) SL

Course #2359

Grade Level:11-12

Length: Year

Prerequisite (if applicable): B or better in Advanced Math 3

This course meets both UC/CSU and District graduation requirements for Math credit. This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students who choose Mathematics: Analysis and Approaches at SL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. In addition, students will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. Five main topics include: number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. **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 COURSES (continued)

IB STATISTICS/PRECAL SL

Course #2358

Grade Level: 11-12

Length: Year

Prerequisite: B or better in Math 3 or C or better in Advanced Math 3

This course meets both UC/CSU and District graduation requirements for Math credit. This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Five main topics include: number and algebra, functions, geometry and trigonometry, probability and statistics, and a brief introduction to calculus. **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 ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

Course #3105

Grade Level: 11-12

Length: Year

Prerequisite: Grade C or better in Chemistry

This course meets UC/CSU and district requirements as a category D laboratory interdisciplinary science. Environmental Systems and Societies rigorous, fast paced course is intended to develop in-depth understanding of major global challenges, fostering student community involvement, and learning about practical sustainable solutions. Inquiry based, student designed labs are an essential component, in addition to activities, surveys and debates. It combines essential environmental science with social sciences such as geography and economics; and it combines demography with natural sciences such as biology, chemistry and physics. The major topics are: 1) systems and models, 2) ecosystems and ecology, 3) biodiversity and conservation, 4) water and aquatic food production, 5) soil systems, 6) atmospheric systems, 7) climate change and energy production, and 8) human systems.

IB PHYSICS HL2

Course #3536

Grade Level: 12

Prerequisite: Completion of CP Physics or AP Physics

Length: Second year of a two-year course

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

IB SPORTS, EXERCISE AND HEALTH SCIENCE SL

Course #2883

Grade Level: 11-12

Prerequisite: C or better in Chemistry

Length: Year

This course meets the UC/CSU laboratory (D) and District graduation requirements for 3rd year science. 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 lab science D 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)

IB COURSES (continued)

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.*

IB HISTORY OF THE AMERICAS HL1

Course #1602

Grade Level: 11

Length: First year of two-year course

Prerequisite: A or B in World History recommended

This course meets both UC/CSU and District graduation requirements for US History credit. IB History of the Americas year one is part of a two-year Higher Level (HL) IB History course. Students do not need to be in the IB Program to take this course; however, the expectation is that all students will take both years of this sequence. 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. This course involves the study of a variety of types of history, including political, foreign, economic, social, and cultural. This course is an in-depth study of one prescribed subject, The Move to Global War (WWII) and two 20th century world history topics, Authoritarian States (Mussolini, Stalin, Mao, and Nasser) and The Cold War (1945-1992). 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 assigned by the teacher.*

IB HISTORY OF THE AMERICAS HL2

Course #1603

Grade Level: 12

Length: Second year of two-year course

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

This course meets both UC/CSU and District graduation requirements Government and Economics credit. IB History of the Americas year two is part of a two-year Higher Level (HL) IB History course. Students must have been enrolled in and passed IB History of the Americas HL1 to be enrolled in this course. The purpose of the course is to offer students a higher-level academic

course that will prepare them for academics in college. This course will put a strong emphasis on critical thinking and analytical skills, including understanding multiple perspectives. This course emphasizes the examination of history through political, foreign, social, cultural, and economic lenses. The second year of this course will cover the regional option, History of the Americas. Three topics will be covered in-depth in the second year of study, including: (1) The Second World War and the Americas, 1933-1945 (2) The Cold War and the Americas 1945-1981 (3) Civil Rights and Social Movements in the Americas Post-1945. In this year, students will be required to complete a major research assignment (Internal Assessment or IA) that is evaluated both by the classroom teacher and the IB organization. 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, and alternative assessment will be assigned by the teacher.*

IB ECONOMICS SL

Course #1711

Grade level: 12

Length: Year

Prerequisite: None

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.

IB COURSES (continued)

IB THEORY OF KNOWLEDGE

Course #1892

Grade level: 11-12

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

Prerequisite: Enrolled in 2 or more IB classes

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.

IB PSYCHOLOGY SL

Course #1891

Grade Level: 11-12

Length: Year - May be first year of two-year Psychology HL

Prerequisite: None

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.*

IB PSYCHOLOGY HL1

Course #1893

Grade Level: 11

Length: First year of a two-year course

Prerequisite: None

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

Length: Second year of a two-year course

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

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.

IB COURSES (continued)

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.*

MUSIC IB HL1

Course #7012

Grade Level: 11

Length: Year

Prerequisite: Co-enrollment in one or more music courses at MVHS

This course meets UC/CSU and district requirements for visual and performing arts credit. This is the first year of a two-year course. Participating students will follow the curriculum and assessments included in the IB Music Course Syllabus. Students will engage in scholarly listening, research, and analysis to clarify their understanding of music and music's place in the world. They 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 the playing and creation of music. Students will maintain a portfolio of both personal and provided musical content that spans various musical genres from Personal, Local, and Global Contexts. Throughout the course, students will demonstrate an understanding of melodic and harmonic analysis, rhythm reading, transposition, composition, improvisation, and musical vocabulary. 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. Since IB Music HL1 participants will be co-enrolled in either the Wind Ensemble course or the Percussion (Advanced Concert Band) course, all Wind Ensemble and Percussion (Advanced Concert Band) course participation prerequisites and requirements (including rehearsals and performances that take place outside the regular school day) will also apply to this course. IB Diploma Programme students have priority enrollment in this class. Other students may enroll if space permits.

**All Students are expected to take the IB test at the end of this course's two-year duration. If students choose not to test, an alternate assessment will be assigned by the teacher.*

MUSIC IB HL2

Course #7013

Grade Level: 12

Length: Year

Prerequisite: Co-enrolled in Wind Ensemble, completed IB Music HL1

This course meets UC/CSU and district requirements for visual and performing arts credit. This is the second year of a two-year course. Participating students will follow the curriculum and assessments included in the IB Music Course Syllabus. Students will engage in scholarly listening, research, and analysis to clarify their understanding of music and music's place in the world. They 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 the playing and creation of music. Students will maintain a portfolio of both personal and provided musical content that spans various musical genres from Personal, Local, and Global Contexts. Throughout the course, students will demonstrate an understanding of melodic and harmonic analysis, rhythm reading, transposition, composition, improvisation, and musical vocabulary. 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. Since IB Music HL1 participants will be co-enrolled in either the Wind Ensemble course or the Percussion (Advanced Concert Band) course, all Wind Ensemble and Percussion (Advanced Concert Band) course participation prerequisites and requirements (including rehearsals and performances that take place outside the regular school day) will also apply to this course. IB Diploma Programme students have priority enrollment in this class. Other students may enroll if space permits. **All Students are expected to take the IB test at the end of this course's two-year duration. If students choose not to test, an alternate assessment will be assigned by the teacher.*

IB COURSES (continued)

IB FRENCH SL

Course #4226

Grade Level: 12 only

Length: 1 Year

Prerequisite: Grade B or better in French III or grade C or better in Adv. French III

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 GERMAN SL

Course #4330

Grade Level: 11-12

Length: 1 year

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

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.*

IB SPANISH SL

Course #4126

Grade Level: 11-12

Length: 1 year

Prerequisite: C or better in Spanish 3

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. 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.*

IB SPANISH HL2

Course #4128

Grade Level: 12

Length: 2nd year of a two-year course

Prerequisite: Grade A or B in AP Spanish Language or Literature; grade C with teacher's approval

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 be 100%. 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 PROGRAM

What is AP? Advanced Placement (AP) courses are typically more demanding than regular high school courses. AP courses are COLLEGE-LEVEL courses. MVHS offers 20 different subject courses that students can choose from throughout their high school careers. From May 5th through May 16th, 2025, the student will have the opportunity to participate in the AP exam corresponding to the subject studied. Participating in AP courses is favorably viewed by colleges and universities if the student proves to successfully pass a course and pass the AP exam.

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

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

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

To find out more about the Advanced Placement Program, visit The College Board web page at <http://apcentral.collegeboard.com> where you will learn current information about Advanced Placement courses. Or visit the MVHS AP webpage at <https://www.murrieta.k12.ca.us/Domain/1433> by clicking on Programs and Advanced Placement or see your Counselor for more information.

ADVANCED PLACEMENT COURSE OFFERINGS

AP English Language and Composition
AP English Literature
AP Precalculus
AP Calculus AB
AP Calculus BC
AP Biology

AP Chemistry
AP Physics
AP Human Geography
AP World History
AP United States History
AP Government
AP European History

AP Psychology
AP Computer Science Principles
AP Spanish Language
AP Spanish Literature

AP EXAMS

Important AP Exam 2024-2025 Memo:

In recent years, College Board, creators of Advanced Placement, announced significant changes to the AP exam ordering process, deadlines, late fees, and cancellation fees that will continue to be mandated for all schools and all students in the 2024-2025 school year.

All students will decide whether to take exams and order their exams by November 2024. All students in AP classes who register after November 2024, will be assessed a \$40.00/exam late fee. In addition, a \$40.00/exam cancellation fee will be assessed for any exam order canceled after November 2024. It is important that all families are aware of these fees and deadlines, especially as students begin registering for their 2024-2025 courses.

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

Thank you,
AP Coordinator
Nicole Castro

ADVANCED PLACEMENT COURSES 2024/2025

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Course #1005

Grade Level: 11

Length: Year

Prerequisite: Placement for juniors is determined by the student's previous English course performance (semester grades of B+ or higher recommended). Additionally, a summer assignment is due on the first day of class.

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

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

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Course #1008

Grade Level: 12

Length: Year

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

This course meets UC/CSU (B) and District graduation requirements for English credit. It is a one-year course consisting of literary analysis and writing at the collegiate level. There is NO summer assignment. It is a one-year course for seniors who have demonstrated excellent academic competence in previous English courses. This course is an intensive study of various fictional genres, focusing on reading poetry, prose, and

plays, and on demonstrating literary analysis through composition. Students will interact with literature by using collaborative techniques, visual and written interpretations, and sustained discussion groups. Students will also study works individually, analyzing diction, syntax, characters, themes, and the author's purpose. Students will consider the structure, meaning, and value of the work and its relationship to the times in which it was written as well as the relationship to contemporary times. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. 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. **There is NO summer assignment.**

ADVANCED PLACEMENT PRECALCULUS

Course #2352

Grade Level: 10-12

Length: Year

Prerequisite: By placement only

This course meets UC/CSU (C) and District math requirements. This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. This course is designed to prepare students for the AP Precalculus exam. This course expands on concepts learned in Math III and introduces new concepts such as polar functions, parametric functions, vectors, and matrices. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

ADVANCED PLACEMENT CALCULUS AB

Course #2400

Grade Level: 11-12

Length: Year

Prerequisite: By placement only

This course meets UC/CSU (C) and District math requirements. This course includes the study of limits, continuity, differentiation, applications of differentiation, integration, and applications of integrations. Definitions and theorems are rigorously explored and used to solve problems that require the use of these concepts. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional

AP COURSES 2024/2025 (continued)

grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT CALCULUS BC

Course #2405

Grade Level: 11-12

Length: Year

Prerequisite: By placement only

This course meets UC/CSU (C) and District math requirements. This course includes the study of the derivative and integral to include analysis of plane curves given in parametric, polar and vector form; solving differential equations, including separable differential equations, logistic differential equations and Euler's method; integration by parts and using simple partial fractions; finding the length of a plane curve including curves given parametric form; the concept of series including types of series and convergence tests; Taylor series including polynomial approximation, power series, interval of convergence and Lagrange error for Taylor polynomials. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT BIOLOGY

Course #3031

Grade Level: 11-12

Length: Year

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

This course meets UC/CSU (D) laboratory science and District graduation requirements for science or elective credit. AP Biology is a rigorous course designed to be the equivalent of a college introductory Biology course usually taken by Biology majors as a college freshmen. 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. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT CHEMISTRY

Course #3528

Grade Level: 11-12

Length: Year

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

successful completion of Alg II/Trig and teacher or Department Chair approval

This course meets UC/CSU (D) physical science laboratory and District physical science requirements. The course covers quantitative/qualitative study of elements, compounds and molecules, and basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, electrochemistry, and acid-base theories. At least 20 percent of the course will focus on laboratory activities. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT PHYSICS

Course #3531

Grade Level: 11-12

Length: Year

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

This course meets UC/CSU (D) physical science laboratory and District graduation requirements for science or elective credit. Advanced Placement Physics is a rigorous course designed to be the equivalent of a college introductory Physics course that is usually taken by non-calculus-based Physics majors. The focus is to provide students with a broad conceptual background in Physics and the 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 AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Course #1918

Grade Level: 9-12

Length: Year

Prerequisite: Teacher approval

The course meets UC/CSU (A) and District graduation requirements for social science or elective credit. It also meets the requirement for World History credit. AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. Students will be able to: interpret maps

AP COURSES 2024/2025 (continued)

and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; characterize and analyze changing interconnections among places. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT WORLD HISTORY

Course #1503

Grade Level: 10-12

Length: Year

Prerequisite: Approval of Instructor

This course meets UC/CSU (A) and District graduation requirements for history or elective credit. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present. Students will apply historical-critical thinking skills. There are five themes within AP World History: the environment, cultures, state-building, economic systems, and social structures that provide areas of historical inquiry for investigation throughout this course. AP World History encompasses the history of the five geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT U.S. HISTORY

Course #1601

Grade Level: 11

Length: Year

Prerequisite: Teacher approval

This course meets UC/CSU (A) and District graduation requirements for history or elective credit. Advanced Placement U.S. History is designed to be a survey course on American History. Students will demonstrate their understanding, assimilation, and utilization of historical knowledge, opinions, conclusions, and techniques gained through a range of direct, cooperative, and inquiry approaches. The students will examine and master major turning points in the shaping of American history from 1608 to the present. A heavy emphasis will be placed on timed essay writing. Regular after-school

seminars will be held throughout the year. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT GOVERNMENT

Course #1701

Grade Level: 12

Length: Year

Prerequisite: Teacher approval

This course meets UC/CSU (A) and District graduation requirements for history or elective credit. This course gives an analytical perspective of government and politics in the U.S. and involves the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute the reality of U.S. politics. This course encompasses the study of general concepts used to interpret the key political relationships found in virtually all national politics. This AP course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Students who do not take the AP exam will be ineligible to receive college credit for the course.

ADVANCED PLACEMENT EUROPEAN HISTORY

Course #1510

Grade Level: 10-12

Length: Year

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

English 1 recommended

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 independence of people and cultures throughout the world. **All Students are encouraged to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.*

AP COURSES 2024/2025 (continued)

ADVANCED PLACEMENT PSYCHOLOGY

Course #1890

Grade Level: 10-12

Length: Year

Prerequisite: Teacher approval

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

ADVANCED PLACEMENT COMPUTER SCIENCE

PRINCIPLES

Course #7571

Grade Level: 10-12

Length: Year

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

UC/CSU (D)

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

ADVANCED PLACEMENT SPANISH LANGUAGE

Course #4130

Grade Level: 10-12

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

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

ADVANCED PLACEMENT SPANISH LITERATURE

Course #4133

Grade Level: 12

Length: Year

Prerequisite: Grade B or better in Spanish Language is recommended

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.*

MSJC DUAL ENROLLMENT/ANNEX

What is MSJC Dual Enrollment/Annex?

Dual Enrollment (DE) allows current high school students the opportunity to enroll in dual-credit courses, expand student access to affordable higher education, and provide challenging academic and occupational experiences to qualified high school students during their junior and senior years. Dual Enrollment/Annex allows students and families to decrease the cost of college education.

Why Take MSJC Dual Enrollment/Annex Courses?

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

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

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

Proposed 2024-2025 DE/Annex Course Offerings:

English 101 Freshman Composition

English 103 Critical Thinking

ASL 101/201 American Sign Language

CSCR 100 College Success Career Readiness

CSIS 113A/ 123A C++ Programming

History 103/104 World History

Dance 100 History Appreciation Dance

History 111 US History to 1877

History 112 US History Since 1865

Political Science 101

Sociology 101

Students have an opportunity to earn 28 or more transferable college units along with high school requirements (3-4 units = 10 high school credits)

*For more information about the Dual Enrollment/Annex program
please contact counselor, Mr. Luevano.*

MSJC DE/ANNEX (continued)

Program Guidelines

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

Dual Enrollment/Annex students taking academic transfer courses must complete the MSJC matriculation process, which includes applying for admission to MSJC, and an online orientation. It is recommended that students have a cumulative 3.0 GPA.

ANNEX COURSES

Dual Enrollment/Annex Courses 2024-2025 M.S.J.C & MVUSD combined resources and are NOW offering college courses on MVHS campus!

MSJC ANNEX

ENGL 101: FRESHMAN COMPOSITION

Course #1080

Grade Level: 12

Length: Semester

Prerequisite: 2.6 GPA (3.0 GPA recommended)

This course meets UC/CSU (B) and District graduation requirements for English credit. Students will receive four (4) units of college credit. This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to sources analytically, conduct academic-level research, and incorporate those sources into research papers. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC ANNEX

ENGL 103: CRITICAL THINKING & WRITING

Course #1081

Grade Level: 12

Length: Semester

Prerequisite: ENGL-101 with a grade of C or better or AP English Language exam score of three or higher

This course meets UC/CSU (B) and District graduation requirements for English credit. Students will receive three (3) units of college credit through continuing practice in analytical writing begun in English 101. This course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts (literature and/or nonfiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC ANNEX HISTORY 103:

WORLD HISTORY TO 1500 - 3 Units

Course # See counselor

Grade Level: 10-12

Length: Semester; History 103 is the first course in a two-course sequence.

Students must take both History 103 and 104 to meet District and State requirements. 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. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC ANNEX HISTORY 104:

WORLD HISTORY SINCE 1500 - 3 Units

Course # See counselor

Grade Level: 10-12

Length: Semester; History 103 is the second course in a two-course sequence

Students must take both History 103 and 104 to meet District and State requirements.

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 American, 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. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

ANNEX COURSES (continued)

MSJC ANNEX POLITICAL SCIENCE 101: INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS - 3 Units

Course #1703

Grade Level: 12

Length: Semester

Transfers to both UC/CSU. This course is an introduction to the politics, principles, theories, and practices of the governments of the United States and California. This course will fulfill your high school Gov/Econ requirement. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC ANNEX HISTORY 111: US HISTORY TO 1877 - 3 Units

Course #1505

Grade Level: 11-12

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

A survey course that explores political, social, economic, and intellectual developments in the United States from colonization and settlement through the Civil War and Reconstruction. With successful completion, students will receive three (3) units of college credit. The course is UC/CSU transferable, meets Area 4 on IGETC, Area D6 on CSU-GE, and satisfies U.S. History, and American Ideals graduation requirements through the CSU system. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC ANNEX HISTORY 112: US HISTORY SINCE 1865 - 3 Units

Course #1515

Grade Level: 11-12

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

History 112 is a survey course that explores political, social, economic, and intellectual developments in the United States from the end of the Civil War to the current period. With successful completion, students will receive three (3) units of college credit. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC ANNEX DANCE 100:

HISTORY AND APPRECIATION OF DANCE - 3 units

Course # See counselor

Grade Level: 11-12

Length: Semester

This course explores the universal human activity known as dancing from a cross-cultural perspective, examining the myriad ways in which dance functions in societies. The histories, theories, techniques, and purposes of various theatrical, religious, and social dances from around the world are compared, contrasted, and interrelated. The culture-specific nature of the dancing body and its audiences are analyzed to discover the meanings carried within these dances. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC ANNEX SOCIOLOGY 101:

PRINCIPLES OF SOCIOLOGY - 3 Units

Course # See counselor

Grade Level: 11-12

Length: Semester

This course encompasses the scientific study and concepts, theoretical perspectives, research methods and observation of human societies, and social institutions. Students will develop the ability to understand and apply sociological concepts and theories to everyday life. The evaluation and analysis of social institutions, domestic and global social systems and dynamics, social structures, socialization, group dynamics, social stratification, society, the self, social movements, and social change are topics in this course. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

DE/ANNEX COURSES (continued)

MSJC ANNEX CSIS 113A:

C++ PROGRAMMING- LEVEL 1 - 3 units

Course # See counselor

Grade Level: 11-12

Length: Semester

This course introduces the principles of object-oriented programming using the C++ programming language. Students will investigate and evaluate various programming design methodologies and apply them to programming problems in C++. C++ features that will be covered include language syntax, class definitions, control structures, function definitions, and basic data structures.

MSJC ANNEX CSIS 123A:

C++ PROGRAMMING- LEVEL 2 - 3 units

Course # See counselor

Grade Level: 11-12

Length: Semester

This course presents advanced programming concepts in the C++ programming language. Advanced aspects of program design methodologies will be studied, evaluated, and applied in the design of complex C++ programs. C++ features that will be covered include classes and data abstraction, operator overloading, inheritance, polymorphism, templates, exception handling, and file structures.

MSJC ANNEX CSCR 100:

COLLEGE SUCCESS AND CAREER READINESS - 3 units

Course # See counselor

Grade Level: 11-12

Length: Semester

This course is a College Success course that prepares students for college expectations. It is a required course for students in the MSJC Promise Program and the First-year Experience Program. This course is designed to empower students with effective strategies for making wise choices in three areas: personal, academic, and career pathways. The course focuses on a strong clear reason for staying in school, more ability to cope with the challenges of transitioning into a new life, educational planning, learning styles, campus resources, and effective strategies for personal health and wellness. This Annex course uses the traditional grading scale of A, B, C, D, and F. Final semester grades of C and above receive an additional grade point. Grades of D's and F's do not. Extra grade weight is only offered to those taking Dual Enrollment/Annex courses on the MVHS campus.

MSJC DUAL ENROLLMENT ASL 101: AMERICAN SIGN LANGUAGE II- 3 units

Course # See counselor

Length: Fall semester- MSJC Dual Enrollment

Prerequisite: ASL-100 (with a grade of C or better) or two years of high school American Sign Language.

This course covers intermediate skill in structure, vocabulary, and conversational strategies of American Sign Language as it is used within the Deaf culture. The course build on topics including directions, monetary exchanges, family relations, personal qualities, occupations, and making requests.

MSJC DUAL ENROLLMENT ASL 201: AMERICAN SIGN LANGUAGE III- 3 units

Course # See counselor

Length: Spring semester- MSJC Dual Enrollment

Prerequisite: ASL-101 (with a grade of C or better)

This course studies the structure, vocabulary, and conversational strategies of American Sign Language as it is used within the Deaf culture. This course furthers students' conceptual understanding of American Sign Language linguistics by introducing more complex vocabulary and idioms. Students will also be exposed to more diversity within the community as subcultures are introduced.

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.



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. 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.

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 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.

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

DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or computer science or 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.

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.

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fell 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
eligibilitycenter.org

Search Frequently Asked Questions

ncaa.org/studentfaq

Follow us:

 @NCAAEC

 @playcollegesports

COLLEGE & CAREERS



California Career Guidance System and Support Links

www.californiacolleges.edu

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

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

Career Planning Steps:

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

College, Education, and Training Searches:

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

Design an Action Plan:

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

Activities, Clubs & Scholars

PERFORMANCE GROUPS

Marching Band	Wind Ensemble	Drum Line	Dance Team	Concert Choir
Concert Band	Jazz Ensemble	Color Guard	Drama Club	Jazz Choir

ACTIVITIES & CLUBS

Murrieta Valley High School offers a variety of currently chartered clubs that are listed below. A Club Rush Day is held twice a year, at the beginning of the first semester and second semester. Students can meet members, speak to advisors and sign up if interested. New clubs may be formed if they meet school and District guidelines. Contact the Activities Director or the Activities Secretary if you wish to start a new club. Watch MVTV for meeting dates, times and locations.

All Inclusive Gaming	Drama Club	Journey Club	Nighthawk Pride
Anime Club	E-Sports Club	Just Serve Club	Pickleball Club
Archery Club	Fencing Club	Latino Student Union	Pinoy Culture Club
Asian Student Union	FHA Hero	Leatherneck	PLUS
ASL Club	Film Club	Letter of Love	PRISM Club
Ballet Folklorico	Fire Science Technology	Link Crew	Robotics
Band Club	French Club	MEDC	Rock Climbing Club
Black Student Union	French Honor Society	Mock Trial	She Rise Connections
Bring Change to Mind	Garden Club	Model UN	Soccer-Futbol
Business Club	Girl Up	Mountain Bike Club	Student Venture
CSF	Girls on Fire	MTG Club	Study Buddies
Campus REV	HAAS	MV Barber Club	SWAG Club
Choir	Hawkabellas	MV Surfing Club	Virtual Enterprise
Club Monet	Hawkapella	National Honor Society	Wet Bottom
Curl Power	Herstory	Native American Club	Yearbook
Dance Club	IB Club	NEST	Yoga Club
Dirty Wheels Club	Interact Club	New Evolution Crew	Younglife
			Youth On Campus

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

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

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

NATIONAL HONOR SOCIETY (NHS)

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

COMMUNITY SERVICE HOURS

REQUIREMENT FOR GRADUATION AT MURRIETA VALLEY HIGH SCHOOL

42200 Nighthawk Way, Murrieta, CA 92562 (951) 696-1408 (951) 304-1803 FAX

NAME _____ GRADE _____

(Please print)

Community Service at Murrieta Valley High School is 40 clock hours of volunteer work. Students may not work for a family member or for money or for credit. This work must be completed for a non-profit organization that provides a service to the community. It can be for more than one organization. Colleges often look for students that have been involved in consistent long-term service with one organization. An adult overseeing the service must sign off the community service form. Sign below that you understand the purpose of community service.

Parent's signature _____ Student's signature _____

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

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

CURRENT

HOURS

(Below for office use only)

PREV. HOURS

School Counselor's Signature _____

TOTAL HOURS recorded by _____ date _____



Murrieta Valley Unified School District

Early Release/Late Start Request Form

Student Name: _____ **Grade:** _____ **School Year:** _____ **Period Requested:** _____

In order to qualify for an Early Release/Late Start, students must demonstrate College or Career Readiness. College or Career Readiness means completing rigorous coursework and passing challenging exams. 11th Grade students may be eligible for one period of Early Release/Late Start. 12th Grade students may be eligible for 2 periods of Early Release/Late Start.

Students must meet a minimum of 2 of the following criteria. Please check the following standards that you have met from the list below:

	Counselor Initial
<input type="checkbox"/> A-G Coursework (In progress to complete)	_____
<input type="checkbox"/> AP/IB exam passing score (AP=3 or higher, IB =4 or higher)	_____
<input type="checkbox"/> Career Pathway Sequence (In progress to complete)	_____
<input type="checkbox"/> CAASPP score of 3 in ELA and Mathematics (Grade 11)	_____
<input type="checkbox"/> JROTC (two years)	_____
<input type="checkbox"/> MSJC Annex Course (1 semester)	_____

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

PARENT/
GUARDIAN

COUNSELOR

_____	_____	It has been determined that student qualifies for Early Release/Late Start
_____	_____	Early Release/Late Start does not provide student with credit towards graduation.
_____	_____	Student will not be assigned Early Release/Late Start unless all course class requirements have been met and student is on track to graduate.
_____	_____	Student will not be assigned Early Release/Late Start due to insufficient course offerings during the relevant class period

The signatures below indicate the student, parent/guardian and principal/assistant principal consent to and have determined that the student has met the College or Career Readiness criteria and is eligible for Early Release/Late Start.

Student Name

Student Signature

Parent/Guardian Name

Parent/Guardian Signature

Counselor Signature

Principal/Assistant Principal Signature

Date

Date

MVHS Alma Matter

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!