

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



# VISTA MURRIETA HIGH SCHOOL

## Course Catalog

# 2020

# 2021

**Phone:**

(951) 894-5750

**Administration Fax:**

(951) 304-1832

**28251 Clinton Keith Rd.**

**Murrieta, CA 92563**

C.L.A.S.S. - Character - Leadership - Attitude - Scholarship - Service



# TABLE OF CONTENTS

Mission Statement & C.L.A.S.S.	4
Non-Discriminatory Statement	5
Course FAQs	6
College Requirements	7
UC/CSU Approved Courses	8
Specialized Course Information	9
VMHS Pathways	10-12
<b>2020/2021 Course Request Forms</b>	
<b>Grade 9</b> (white form)	13
<b>Grade 10</b> (green form)	14
<b>Grade 11</b> (yellow form)	15
<b>Grade 12</b> (blue form)	16
<b>COURSE DESCRIPTIONS</b>	
Social Science (section in yellow)	17-18
English	19-21
Mathematics (section in blue)	22-24
Science (section in orange)	25-26
World Languages (section in purple)	27-28
Visual & Performing Arts	29-34
Physical Education (section in green)	35-36
Career Technical Education (CTE)	37-41
General Electives	42-47
<b>OTHER INFORMATION</b>	
Advanced Placement Information	48-54
MSJC Dual Enrollment Information	54-58
On-Line Courses	59-60
Colleges & Careers	61
8th Grade Rally/Open House	62
CIF Eligibility Rules	63
NCAA Freshmen Eligibility Reference	64-65
Activities, Clubs & Scholarship Information	66
Community Service Hours	67
Late Start/Early Release Contract	68
Summer School Information/UC Summer Academy	69-71
VMHS Alma Mater	73

# MISSION STATEMENT

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

## C.L.A.S.S.

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

### *Character*

**C = Character by...**

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

### *Leadership*

**L = Leadership by...**

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

### *Attitude*

**A = Attitude by...**

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

### *Scholarship*

**S = Scholarship by...**

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

### *Service*

**S = Service by...**

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

## **NON-DISCRIMINATORY STATEMENT**

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

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

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

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

Howard Dimler, Executive Director, Student Support Services  
Murrieta Valley Unified School District  
41870 McAlby Court  
Murrieta, CA 92562  
(951) 696-1600 X. 1037

## **Uniform Complaint Procedures**

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

# COURSE F•A•Q•s

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

**Schedule adjustments:** Schedule adjustments for the next school year must be completed **by May 8th 2020**. Class Change Request Forms will not be accepted outside of these dates and must be submitted to the appropriate counselor on the **CLASS CHANGE REQUEST FORM** with parent/guardian signature.

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

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

1. Meet with your counselor to:
  - A. Address accurate placement
  - B. Review Academic Indicators for Success
  - C. Review Gradebook Summary in particular class
  - D. Get Counselor Recommendation for next steps
2. Parent Teacher Conference
3. Mandatory Intervention: Attend **Broncotrials**
4. Assistant Principal Approval for Course Change

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

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

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

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

The Advanced Placement classes taken during the Junior or Senior year use a five point grading scale where:

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

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

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

<b>VMHS Graduation Requirements</b> <i>* with grade D or higher</i>	<u>Minimum Eligibility Requirements for Freshman University Admissions</u> <i>( must complete all courses with grade C or higher )</i>	
	California State University <a href="http://www.calstate.edu">www.calstate.edu</a>	University of California <a href="http://www.universityofcalifornia.edu">www.universityofcalifornia.edu</a>

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

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

**VMHS students must complete 40 hours of community service before graduation. Students must complete and receive a passing grade for the Junior Reflective Essay, and complete the Senior Exit Interview in order to receive a diploma.**

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

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

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

## (A) HISTORY/SOCIAL SCIENCE

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

## (B) ENGLISH

English I  
Advanced English I  
English II  
Advanced English II  
College English 92  
English III Themes in American Literature  
Expository Reading and Writing-American Literature (11)  
CSU Exposition (12)  
\*(AP) English Language and Composition  
\*(AP) English Literature and Composition  
\*\*MSJC Dual Enrollment Freshman Composition 101  
\*\*MSJC Dual Enrollment Critical Thinking & Writing 103  
English I Intensive  
English II Intensive

## (C) MATHEMATICS \*May be used *only* for the 'C' requirement

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

## (D) LABORATORY SCIENCE

CP Biology  
\*\*MSJC Dual Enrollment Heredity & Evolution  
Chemistry  
Anatomy and Physiology  
Advanced Biomedical Science  
Physics  
\*(AP) Biology  
\*(AP) Chemistry  
\*(AP) Physics  
\*\*MSJC Dual Enrollment Chemistry  
\*(AP) Environmental Science

## (E) WORLD LANGUAGE

American Sign Language I, II, III  
\*\*MSJC Dual Enrollment American Sign Language  
French I, II, III, IV  
Spanish I, II, III, IV  
Spanish for Spanish Speakers I (Year 1)

Spanish for Spanish Speakers II (Year 2)

\*(AP) Spanish Language

## (F) VISUAL AND PERFORMING ARTS Must complete at least

1 full year of the same visual/performing art course

Photography I  
Photography II  
Guitar  
Digital Film Production I—TV/Video Production—ROP  
Computer Programming/Video Game Design I  
Audio Technology  
Tech Theater  
Intro to Design (Engineering)  
Graphic Design I  
Graphic Design II  
Art I and Design  
Advanced Drawing and Painting (Art II)  
Studio Art (Art III)  
\*(AP) Studio Art  
Yearbook Design  
Ceramics I  
Ceramics II  
Wind Ensemble  
Advanced Jazz Band  
Advanced Marching/Concert Band  
Women's Ensemble  
Advanced Chamber Choir  
Advanced Chorale  
\*(AP) Music Theory  
Dance I  
Dance II  
Advanced Dance Choreography/Production  
Drama I, II, III, IV  
\*\*MSJC Dual Enrollment Intro & Appreciation of Music

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

AVID Senior Seminar  
Cinema as Literature  
Creative Writing  
Economics  
Marine Biology  
Intro to Design/Engineering  
Principles of Engineering  
Earth Science  
Environmental Science  
Child Development  
Psychology  
\*(AP) Psychology  
\*\*MSJC Dual Enrollment Introduction to Psychology  
\*(AP) Macroeconomics  
\*(AP) Microeconomics  
Digital Film Production II (BNN)  
Digital Film Production III  
Yearbook Publication  
Digital Electronics  
RCOE Audio Technology II  
RCOE Audio Technology III-Recording & Entertainment Mgmt.  
RCOE Exploring the U.S. Criminal Justice System  
Student Leadership



# SPECIALIZED 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 the unique opportunity for students to engage with and lead other students in fun activities as well as discussions where students get to talk about issues that impact their lives. Despite the importance of these issues, more often than not, students do not have a chance to address these in a traditional classroom setting, but in the PLUS class they do. See Mr. Dowden in WW28 or your counselor for more information.

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

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

### **AVID**

AVID (Advancement Via Individual Determination) is a 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 Ms. Yup in W241 for more information.

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

This course is for mature junior and senior students to assist AVID teachers in the AVID (grade 9) and/or AVID (grade 10) classes. Students will lead and assess group inquiry and tutorial sessions and serve as role models for the younger AVID students. Students will learn about AVID methodologies and will complete certain clerical tasks. This course is ideal for students who might want to become teachers or who wish to gain valuable leadership skills. See Ms. Yup in room W241 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, citizenship in addition to business marketing, communications and financial and accounting practices. While students meet in the classroom setting, the majority of practical learning situations are held outside the class and outside the regular school day. Students are required to maintain a 2.5 GPA while part of this program. See Mrs. Kush in P117 for more information

### **LINK CREW**

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

### **RENAISSANCE**

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

### **YEARBOOK**

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



# CTE VMHS Pathways

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 writing are used in real-life. CTE students have the opportunity to participate in hands-on training and gain real-world experience through job shadows and internships. Many programs offer the opportunity to earn nationally recognized certifications and/or college credit, which can be used to get a job that will help pay for college or start a career straight out of high school.

Career and Technical Education (CTE) provides instruction in the technical skills and academic knowledge needed to prepare for life after high school—future employment and/or a successful transition to post-secondary education.

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







For college and career readiness all students of MVUSD are expected to either be A-G compliant (meeting minimum eligibility requirements for university admissions) OR complete a three course CTE Pathway.

1. The year one class gives students a basic understanding of the field they have chosen and lay a solid foundation for the more advanced courses they will take in the future.
2. The year two course in the pathway is the training-level course and will teach students more advanced technical skills used in the field.
3. The year three class is meant to be an advanced training course that will build on the knowledge and skills gained in the previous two courses. This third year course will be UC approved, earn articulated college credit or end in an industry specific certification. During this course students may also participate in internships or job shadow opportunities.

## VMHS OFFERS CTE PATHWAYS IN THE FOLLOWING 8 CAREER AREAS:

Engineering	Sports Medicine	Computer Science	Food Beverage & Hospitality
Law Enforcement	Digital Film Production	Audio Technology	Photography



-  ARTS MEDIA & ENTERTAINMENT SECTOR
-  ENGINEERING & ARCHITECTURE SECTOR
-  HEALTH SCIENCE & MEDICAL TECH. SECTOR
-  HOSPITALITY & TOURISM SECTOR
-  INFORMATION & COMPUTER TECH. SECTOR
-  PUBLIC SERVICES SECTOR

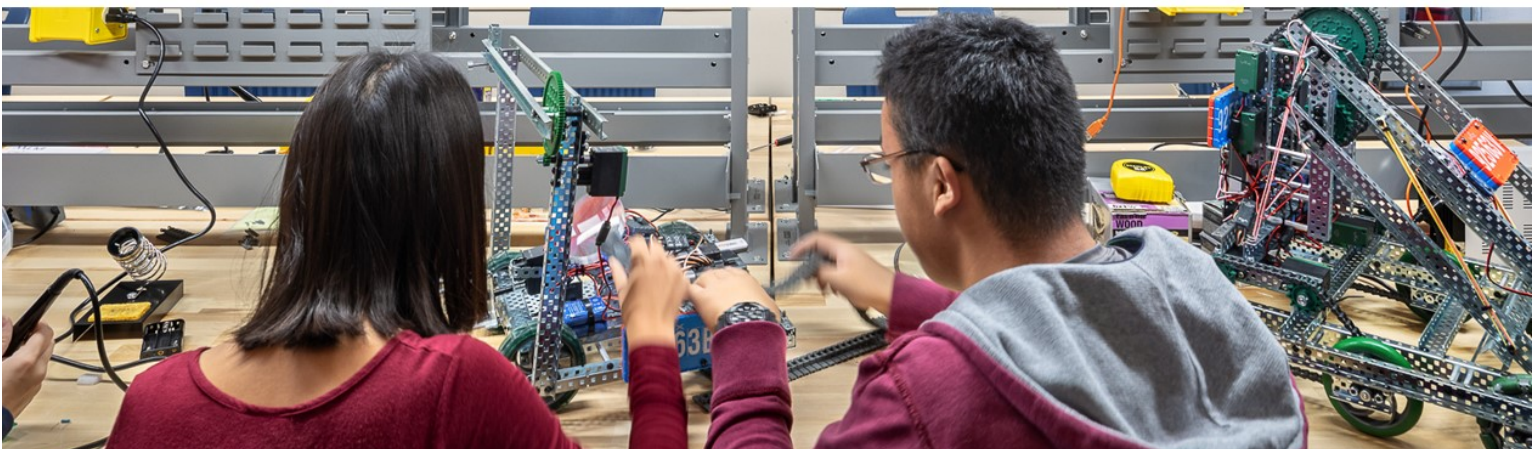
# CAREER TECHNICAL EDUCATION

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

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

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

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



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



# CAREER TECHNICAL EDUCATION - COURSE TITLES AND SECTION NUMBERS

## ARTS MEDIA & ENTERTAINMENT SECTOR



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



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



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

## ENGINEERING & ARCHITECTURE SECTOR



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

## HEALTH SCIENCE & MEDICAL TECH. SECTOR



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

## HOSPITALITY & TOURISM SECTOR



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

## INFORMATION & COMPUTER TECH. SECTOR

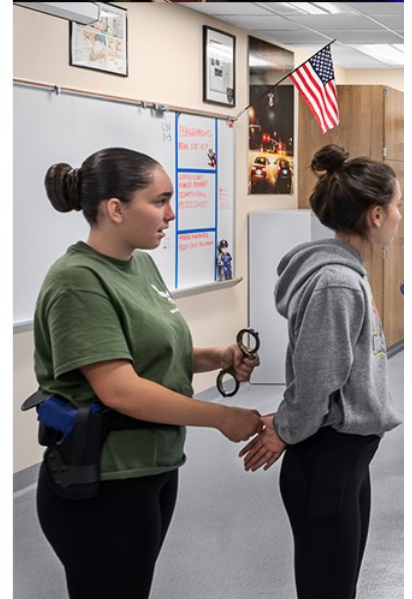
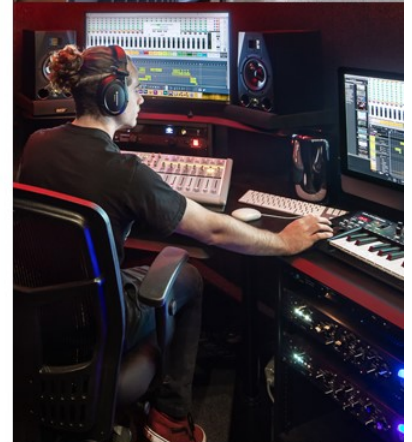
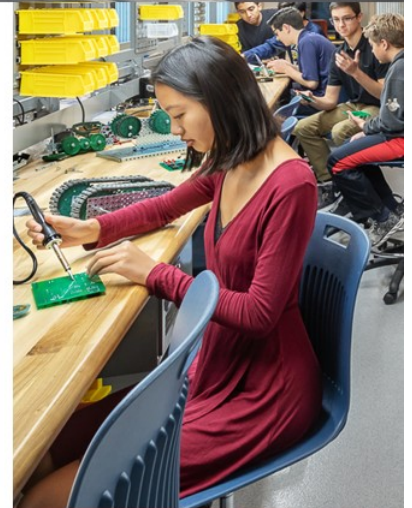


Exploring Computer Science - Introductory - #7570  
 AP Computer Science - Concentrator - #7571  
 Computer Science/ Cybersecurity - Capstone - # 7573

## PUBLIC SERVICES SECTOR



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



VISTA MURRIETA HIGH SCHOOL

**GRADE 9**

LAST NAME	FIRST NAME	Middle Initial	HOME PHONE #	DATE OF BIRTH
SCHOOL CURRENTLY ATTENDING:			OTHER CONTACT #	The order of classes is assigned randomly. Period requests are not accepted.

**LIST OF COURSE REQUESTS FOR 2020-2021**

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

You will need to select 7 classes. Please choose and circle one from each section below.

AREA Course Title/Course Number

<b>(B) English</b>	English I # 1001	Adv English I # 1021		
Teacher Signature:				
<b>(C) Math</b>	Transitional Math #2214 (counselor/admin approval only)	Math 1 # 2212	Adv Math 1 # 2213	Adv Math II # 2217
Teacher Signature:				
<b>(D) Science</b>	Biology # 3025			
<b>(E) World Language</b>	Spanish I # 4100	Spanish for Span. Speakers # 4150	French I # 4200	ASL I # 4050
		Spanish for Spanish Speaker II # 4160		
<b>(F) VPA</b>	Art/Design I # 6000	Ceramics I # 6060	Graphic Design I # 6040	Photography I #7800
	Women's Ensemble # 7150	Adv. Chorale # 7110	Comp. Prog. Game Design I Course # 7553	Audio Technology Course # 7938
	Drama I # 6500	Wind Ensemble # 7193	TV/Video ROP # 7902	
	Intro to Design # 2445 (Engineering)	Dance 1 #7220 (Must also take PE9)		
<b>REQUIRED</b>	Academic Seminar # 5562	<b>(Reserved for students with a C or lower Middle School average.)</b>		
<b>REQUIRED</b>	Select One:	PE 9 # 2700	AFJROTC # 7965	
<b>REQUIRED</b>	Health # 8075	Computer/Careers # 7560	One each Semester assigned randomly	
<b>OTHER</b>	AP Human Geography #1918 AP Computer Science Principles #7571	Prerequisite: successful completion of Adv. Language Arts 8 & Counselor signature Prerequisite: must be co-enrolled in Adv. Math 2		

**Course conflicts are common. YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!**

Choose two (2) alternate courses (unless you are taking Academic Seminar). In the event that your choice of World Language or Visual and Performing Arts (VPA) courses are not available, your alternate(s) will replace those choices.

World Lang Alt #1			
#2			
VPA Alt #1			
#2			

**VISTA MURRIETA HIGH SCHOOL**

**GRADE 10**

LAST NAME	FIRST NAME	Middle Initial	HOME PHONE #	DATE OF BIRTH
			OTHER CONTACT #	COUNSELOR:

**LIST OF COURSE REQUESTS FOR 2020-2021**

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

You will need to select 7 classes. The order of classes is assigned randomly. Period requests are not accepted.

(A) SOCIAL SCIENCE	Modern World History #1501	AP World History #1503	AP Human Geography #1918		
Teacher Signature:					

(B) ENGLISH	English II #1002	Adv. English II #1022			
Teacher Signature:					

( C ) MATH	Math I #2212	Math II #2216	Math III #2218	DE Math 105/110 # 2465/# 2466	
Teacher Signature:		Adv Math II #2217	Adv Math III #2219		

(D) SCIENCE	Earth Science #3500	Chemistry #3525			
Teacher Signature:					

( E ) World Language	Spanish I #4100	Span for Spanish Speaker II #4160	ASL I #4050	French I #4200	
Teacher Signature:		Spanish II #4110	ASL II #4060	French II #4210	

P.E.	See Course Catalog	P.E. (2nd year required)			
------	--------------------	--------------------------	--	--	--

ELECTIVE or CTE Pathway Option	See Course Catalog				

**Course conflicts are common. YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH !**

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

Alternate #1			
Alternate #2			
Alternate #3			
Alternate #4			

**GRADE 11**

LAST NAME	FIRST NAME	Middle Initial	CONTACT PHONE #	DATE OF BIRTH
-----------	------------	----------------	-----------------	---------------

**VISTA MURRIETA HIGH SCHOOL**

COUNSELOR:

**LIST OF COURSE REQUESTS FOR 2020-2021**

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

**You will need to select 5-7 courses.** The order of classes is assigned randomly. Period requests are not accepted.

**AREA COURSE TITLE/COURSE NUMBER**

<b>(A) SOCIAL SCIENCE</b>	US History # 1600	AP US History # 1601	DE US History 111/112 # 1505 / # 1515	
---------------------------	-------------------	----------------------	---------------------------------------	--

<b>(B) ENGLISH</b>	English III # 1018	Expo Reading/Writ Amer. Lit # 1028	AP English Lang & Comp # 1005	DE English 101 Freshman Comp/ Critical Thinking 103 # 1080/ # 1083
<b>Teacher Signature:</b>				

<b>(C) MATH</b>	Geometry # 2251 (Retake Only)	Algebra II # 2300	Calculus # 2390	DE Math 105 College Algebra /110 Coll Precal # 2465 /# 2466
		Math II # 2216	Math III # 2218	Advanced Math III # 2219
<b>Teacher Signature:</b>				
		Math Analysis #2420/Adv Trig # 2430	Pre-calculus # 2350	AP Calculus AB # 2400

<b>(D) SCIENCE</b>	Chemistry # 3525	DE Chemistry # 3526	AP Chemistry # 3528	AP Environmental Science # 3101
	Anatomy & Physiology # 3040	DE Biology # 3026	AP Biology # 3031	Physics # 3530
<b>Teacher Signature:</b>				
		Environmental Science # 3100	Earth Science # 3500	AP Physics # 3531

<b>(E) WORLD LANG</b>	Spanish II # 4110	Spanish III # 4120	AP Spanish Language # 4130	AP Spanish Literature # 4133
	Spanish for Spanish Speakers II # 4160	ASL II # 4060	ASL III # 4070	DE ASL 103/104 # 4091/# 4092
	French II # 4210	French III # 4220		

<b>ELECTIVE</b>	See Course Catalog			
<b>ELECTIVE</b>				

**Course conflicts are common. YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!**

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

Alternate #1			
Alternate #2			
Alternate #3			
Alternate #4			

VISTA MURRIETA HIGH SCHOOL

**GRADE 12**

LAST NAME	FIRST NAME	Middle Initial	CONTACT PHONE #	DATE OF BIRTH
-----------	------------	----------------	-----------------	---------------

COUNSELOR:
------------

**LIST OF COURSE REQUESTS FOR 2020-2021**

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

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

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

AREA	COURSE TITLE/COURSE NUMBER			
(A) SOCIAL SCIENCE	Government # 1700*	Economics #1702*	*One each Semester assigned randomly	(select both Government and Economics)
Teacher Signature:		AP Government #1701	AP Macroeconomics #1705	AP Microeconomics #1712

(B) ENGLISH	College English 092 #1082	CSU Expo Writing #1033	AP English Lit & Comp #1008	DE English 101 Freshman Comp # 1080 DE English 103 Critical Thinking # 1081
Teacher Signature:				

(C) MATH	Math III #2218	MRWC # 2355 (Math IV)	Probability & Stats #2415	AP Statistics #2410
	DE Math 105 College Algebra #2465 DE Math 110 College Pre-Cal #2466	Calculus #2390	AP Calculus AB #2400	AP Calculus BC #2405
Teacher Signature:		College Math 90 # 2475	Adv. Algebra with Financial Applications #2215	

(D) SCIENCE	Choose any elective science or an Area D science	See Course Catalog		
Teacher Signature:				

ELECTIVES (3) OR CTE PATHWAY OPTION	See Course Catalog			

Alternate #1			
Alternate #2			
Alternate #3			
Alternate #4			





## **SOCIAL SCIENCE - Area A**

### **MODERN WORLD HISTORY**

**Course # 1501**

Grade Level: 10

Prerequisite: *None*

Length: Year

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

### **ADVANCED PLACEMENT WORLD HISTORY**

**Course # 1503**

Grade Level: 10-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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

### **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

**Course # 1918**

Grade Level: 9-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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 year long course that focuses on the distribution, processes, and effect of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. Student will be able to: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; characterize and analyze changing interconnections among places. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

### **UNITED STATES HISTORY**

**Course # 1600**

Grade Level: 11

Prerequisite: *None*

Length: Year

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

### **ADVANCED PLACEMENT U.S. HISTORY**

**Course # 1601**

Grade Level: 11

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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



# SOCIAL SCIENCE –Area A continued

## MSJC DUAL ENROLLMENT - HISTORY 111

### US HISTORY TO 1877

**Course # 1505** Grade Level: 11-12

Prerequisite: Teacher / Counselor Approval

Length: Semester

History 111 is the first course in a two course sequence. Students must take both History 111 and 112 to meet District and State graduation requirements.

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

## MSJC DUAL ENROLLMENT - HISTORY 112

### US HISTORY SINCE 1865

**Course # 1515** Grade Level: 11-12

Prerequisite: Teacher / Counselor Approval

Length: Semester

History 112 is the second course in a two course sequence.

Students must take both History 111 and 112 to meet District and State graduation requirements.

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

## UNITED STATES GOVERNMENT

**Course # 1700** Grade Level: 12

Prerequisite: *None*

Length: Semester

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

## ECONOMICS

**Course # 1702** Grade Level: 12

Prerequisite: *None*

Length: Semester

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

## ADVANCED PLACEMENT GOVERNMENT

**Course # 1701** Grade Level: 12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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

## ADVANCED PLACEMENT MACROECONOMICS

**Course # 1705** Grade Level: 12

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

Length: Year

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

## ADVANCED PLACEMENT MICROECONOMICS

**Course # 1712** Grade Level: 12

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

Length: Year

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



## ENGLISH-Area B

All English courses are aligned to the California English Content Standards

### ENGLISH INTENSIVE (Read 180 Universal

Grade Level: 9-12

#### **ENGLISH I INTENSIVE Course # 1051**

#### **ENGLISH II INTENSIVE Course # 1052**

Prerequisite: *Placement based on assessment results*

Length: Year

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

### ENGLISH I

#### **Course # 1001**

Grade Level: 9

Prerequisite: *None*

Length: Year

This course meets UC/CSU (B) and District graduation requirements for English. It provides students, through their experiences in reading, writing, listening and speaking, with the skills necessary to become informed and responsible citizens, productive and effective members of the work force, and individuals dedicated to lifelong learning. The class focuses on developing skills in creating compositions and analyzing literature. Students will demonstrate reading, writing, speaking, and listening skills using a variety of genres (poetry, drama, short stories, novels and biographies) and by using activities such as speeches, debates and oral presentations. 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 reading of classical and contemporary works of literature. Assessments will include performance-based assessments, conventional assessments, (including standardized tests), portfolios and published products.

### ADVANCED ENGLISH I

#### **Course # 1021**

Grade Level: 9

Prerequisite: *By placement only that includes current English grade or Teacher/Counselor Approval*

Length: Year

This course meets UC/CSU (B) and District graduation requirements for English. In addition to the curriculum provided in English I, the advanced course helps 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.

### ENGLISH II

#### **Course # 1002**

Grade Level: 10

Prerequisite: *Successful completion of English I*

Length: Year

This course meets UC/CSU (B) and District graduation requirements for English. It provides students, through their experiences in reading, writing, listening, and speaking, with the skills necessary to become informed and responsible citizens, productive and effective members of the work force, and individuals dedicated to lifelong learning. 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 (poetry, drama, short stories novels and biographies) and by using activities such as speeches debates, and oral presentations. 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 reading of classical and contemporary works of literature. Assessments will include performance-based assessments, conventional assessments (including standardized tests), portfolios and published products.

### ADVANCED ENGLISH II

#### **Course # 1022**

Grade Level: 10

Prerequisite: *By placement only that includes current English grade and teacher recommendation.*

Length: Year

This course meets UC/CSU (B) and District graduation requirements for English. In addition to the curriculum supplied in English II, The advanced course helps students focus on independent, in-depth reading of challenging classical, multicultural and contemporary literary works with more emphasis on higher level thinking skills. Advanced students are expected to read and write extensively.

### ENGLISH III

#### **Course # 1018**

Grade Level: 11

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

Length: Year

This course meets the UC/CSU (B) and District graduation requirements. This course is designed to continue literacy and language development and to engage students in reading both fiction and nonfiction texts with an emphasis on nonfiction. Readings will include essays, memoirs, letters, speeches, short stories, novels, drama and poetry from various time periods and cultures, with an emphasis on American literature. Coursework will also include selections from the California State University (CSU) Expository Reading and Writing units. The course will focus on the analysis, interpretation, evaluation, composition and presentation of texts through the use of reading, writing and verbal techniques. Students will develop skills to write effective expository and persuasive compositions, and will also develop the ability to produce an effective research paper. Students will learn to use the Rhetorical Analysis Template, developed by the CSU system, for their analysis of essays and development of compositions. The course includes preparation for college entrance exams.



## ENGLISH-Area B

...Continued...

### **EXPOSITORY READING & WRITING AMERICAN LITERATURE (11)**

#### **Course # 1028**

Grade Level: 11

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

Length: Year

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

### **MSJC DUAL ENROLLMENT - ENGL 101 FRESHMAN COMPOSITION**

#### **Course # 1080**

Grade Level: 12

Prerequisite: *MSJC Matriculation and appropriate assessment test score of English 101*

Length: Semester

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

### **MSJC DUAL ENROLLMENT - ENGL 103 CRITICAL THINKING & WRITING**

#### **Course # 1081**

Grade Level: 12

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

Length: Semester

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides continuing practice in the analytical writing begun in English 101. This course develops critical thinking, reading and writing skills as they apply to the analysis of written texts (literature and/or non fiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required. *Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.*

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

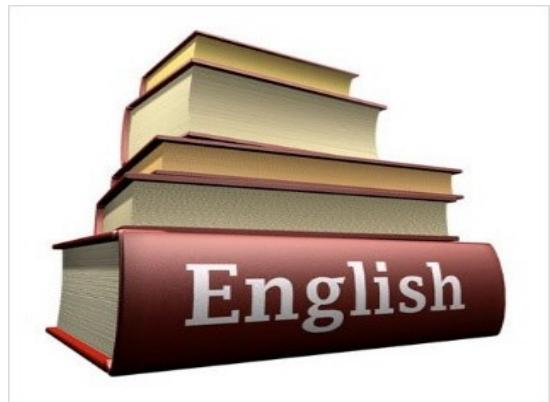
#### **Course # 1005**

Grade Level: 11-12

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

Length: Year

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





## ENGLISH-Area B

...Continued...

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

#### **Course # 1082**

Grade Level: 12

Prerequisite: *Three years of successful high school college preparatory English and/or Teacher / Counselor Approval.*

This course meets UC/CSU ( C ) and district approval for English credit. This community college course provides an accelerated route to English 101 at MSJC for students that assess at the "not college ready" level in the area of English. This course will focus on critical reading, essays, the writing process, and an introduction to academic research fundamentals. Grammar and paragraphing will be reviewed as needed.

### **CSU EXPOSITORY WRITING**

#### **Course # 1033**

Grade Level: 12

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

Length: Year

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, Heart of Darkness, and Candide. 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

Prerequisite: *Although this is a senior course, juniors who have successfully completed AP Language and Composition may be eligible. An in-depth summer assignment is due the first day of class. See teacher in June for the summer assignment. Failure to complete this assignment will not provide the student with an opportunity to drop the course; rather, it will negatively impact the student's overall course grade for the first semester.*

Length: Year

This course meets UC/CSU (B) and District English requirements. It is a one year course for seniors who have demonstrated excellent academic competence. This course is an intensive study of various genres of British and World literature and composition. This course focuses on the connection between reading and writing mature prose of various styles. Students will interact with the literature and the writing on a personal level by using collaborative techniques, visual and written interpretations, and oral presentations. 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 issues as well as to the times in which it was written. The course work includes intensive ongoing SAT testing preparation. Extensive reading will be required and students must assume the responsibility for the amount of reading and writing required. Writing will be taught at the advanced composition level focusing on writing skills and strategies for the college bound student. Students will utilize the writing process to compose formal and informal essays and research projects and will compose timed essays. It is not mandatory for students to take the AP exam, however, students who do not take the exam will not be eligible to receive college credit for the course.



## **MATHEMATICS-Area C**

**All Mathematics courses are aligned to the California Mathematics Common Core Standards**

### **TRANSITIONAL MATH**

#### **Course # 2214**

Grade Level: 9

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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

### **MATH I**

#### **Course # 2212**

Grade Level: 9-10

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

Length: Year

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

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

Length: Year

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, and Pre-Calculus standards (circular functions and trigonometry, matrices). In addition, students will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems. This course, along with Adv. Math II and Adv. Math III, will provide the depth and scope of math instruction that will prepare students for Advanced Placement (AP) math course(s).

### **MATH II**

#### **Course # 2216**

Grade Level: 9-10

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

Length: Year

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

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

Length: Year

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





## **MATHEMATICS-Area C**

...Continued...

### **MATH III**

Grade Level: 10-12

#### **Course # 2218**

Prerequisite: *By placement (C or better in Math II, Teacher / Counselor Approval and/or district assessment results)*

Length: Year

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**

Grade Level: 10-12

#### **Course # 2219**

Prerequisite: *By placement (B or better in Advanced Math II, Teacher / Counselor Approval and/or district assessment results)*

Length: Year

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 learned in earlier grades and apply concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, Probability and Statistics, as well as, Complex Numbers and Trigonometric Functions. The critical topics of this course are: Inverse Functions, Logarithmic, Polynomial, Rational and Radical Functions, Modeling with Geometry and Functions, Trigonometric Functions, Statistics, and Complex Numbers and Trigonometric Functions (Pre-Calculus standards). Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems.

## **MATHEMATICAL REASONING WITH CONNECTIONS**

### **(MRWC) MATH IV**

Grade Level: 12

#### **Course # 2355**

Prerequisite: *Grade of C or better in Math III or Advanced Math III*

Length: Year

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

## **COLLEGE MATH 90 - ELEMENTARY ALGEBRA**

### **Course # 2475**

Grade Level: 11-12

Prerequisite: *Three years of Math; appropriate assessment score and Teacher / Counselor Approval*

Length: Year

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.

## **ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS**

### **Course # 2215**

Grade Level: 11-12

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

Length: Year

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



# MATHEMATICS

...Continued...

## PROBABILITY & STATISTICS

### **Course # 2415**

Grade Level: 12

Prerequisite: *Grade of C or better in Math III or Advanced Math III and / or Teacher / Counselor Approval*

Length: Year

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

## ADVANCED PLACEMENT CALCULUS AB

### **Course # 2400**

Grade Level: 11-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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

## ADVANCED PLACEMENT CALCULUS BC

### **Course # 2405**

Grade Level: 11-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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

## ADVANCED PLACEMENT STATISTICS

### **Course # 2410**

Grade Level: 11-12\*\*

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

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

Length: Year

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

## MSJC DUAL ENROLLMENT - MATH 105

### COLLEGE ALGEBRA

#### **Course # 2465**

Grade Level: 10-12

Prerequisite: *Teacher / Counselor Approval*

Length: Semester

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

## MSJC DUAL ENROLLMENT - MATH 110

### PRE-CALCULUS

#### **Course # 2466**

Grade Level: 10-12

Prerequisite: *MATH 105 grade of C or better*

Length: Semester

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

## CALCULUS

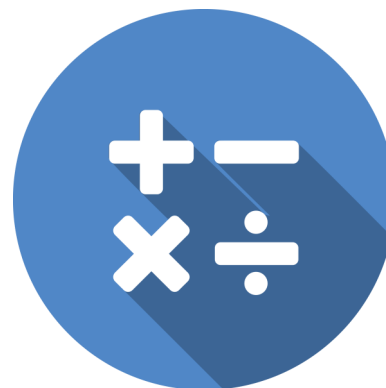
#### **Course # 2390**

Grade Level: 11-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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







## **SCIENCE-Area D**

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

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

**Course # 3025** Grade Level: 9-12

Length: Year

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

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

**Course # 3024** Grade Level: 11-12

*Prerequisite: B or better in Biology*

Length: Semester

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

### **ADVANCED PLACEMENT BIOLOGY**

**Course # 3031** Grade Level: 11-12

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

Length: Year

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

### **CHEMISTRY**

**Course # 3525** Grade Level: 10-12

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

Length: Year

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

### **ADVANCED PLACEMENT CHEMISTRY**

**Course # 3528** Grade Level: 11-12

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

Length: Year

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

### **DUAL ENROLLMENT CHEMISTRY** **4 Units** **INTRODUCTION TO CHEMISTRY**

**Course # 3526** Grade Level: 11-12

*Prerequisite: B or better in Chemistry*

Length:

This is an introductory course in the basic concepts of chemistry. Topics covered are: metric system and numbers, chemical view of matter, periodic table and elements, atomic theory, chemical bonds, stoichiometry and chemical equations, solutions and organic chemistry.

### **ENVIRONMENTAL SCIENCE**

**Course # 3100** Grade Level: 11-12

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

Length: Year

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

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Grade Level: 10-12

**Course # 3101**

*Prerequisite: Completion of Biology and Math I and co-current enrollment or completion of Chemistry with grades of B or better.*

Length: Year

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



## **SCIENCE-Area D** continued

### **EARTH SCIENCE**

#### **Course # 3500**

Grade Level: 10-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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

### **MARINE BIOLOGY**

#### **Course # 3010**

Grade Level: 11-12

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

Length: Year

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

### **ANATOMY & PHYSIOLOGY**

#### **Course # 3040**

Grade Level: 11-12

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

Length: Year

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

### **ADVANCED BIOMEDICAL SCIENCE**

#### **Course # 3555**

Grade Level: 11-12

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

Length: Year

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

### **PHYSICS**

#### **Course # 3530**

Grade Level: 11-12

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

Length: Year

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

### **ADVANCED PLACEMENT PHYSICS**

#### **Course # 3531**

Grade Level: 11-12

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

Length: Year

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



## **WORLD LANGUAGES-Area E**

### **SPANISH I**

#### **Course # 4100**

Grade Level: 9-12

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

Length: Year

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

Prerequisite: *Grade C or better in Spanish I*

Length: Year

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

### **SPANISH III**

#### **Course # 4120**

Grade Level: 9-12

Prerequisite: *Grade C or better in Spanish II*

Length: Year

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

### **SPANISH IV**

#### **Course # 4125**

Grade Level: 11-12

Prerequisite: *Completion of Spanish III or Spanish for Spanish Speakers II with a grade of "B" or better and Teacher / Counselor Approval.*

This course meets UC/CSU (E) and District graduation requirements. The Spanish IV course seeks to develop language skills – listening, speaking, reading and writing - that apply in many subject areas rather than any single subject matter. Spanish IV will focus on conversation in many social settings as well as Spanish speaking countries, people and culture. Spanish IV will review grammar and vocabulary from Spanish III and Spanish Speakers II and will also include several short stories from noted Hispanic authors, which will include new vocabulary and cultural components that reflect the origin of the author. Spanish IV will also focus upon writing in Spanish and fine tuning one's ability to write in the target language. Students can expect to spend 4 hours per week outside of class on homework, review, research and/or practice. Eligible students will take the exam for the State Seal of Biliteracy.

### **SPANISH FOR SPANISH SPEAKERS I**

#### **Course # 4150**

Grade Level: 9-12

Prerequisite: *Teacher / Counselor Approval.*

Length: Year

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

### **SPANISH FOR SPANISH SPEAKERS II**

#### **Course # 4160**

Grade Level: 9-12

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

Length: Year

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

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

#### **Course # 4130**

Grade Level: 10-12

Prerequisite: *Grade B or better in Spanish III, IV or Spanish for Spanish Speakers II, Teacher / Counselor Approval*

Length: Year

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

### **ADVANCED PLACEMENT SPANISH LITERATURE**

#### **Course # 4133**

Grade Level: 11-12

Prerequisite: *Grade B in Spanish IV or Grade C or better in AP Spanish Language, Teacher / Counselor Approval*

Length: Year

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



## WORLD LANGUAGES - Area E

...Continued...

### FRENCH I

#### **Course # 4200**

Grade Level: 9-12

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

Length: Year

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

### FRENCH II

#### **Course # 4210**

Grade Level: 10-12

Prerequisite: *Grade C or better in French I*

Length: Year

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

### FRENCH III

#### **Course # 4220**

Grade Level: 11- 12

Prerequisite: *Grade C or better in French II*

Length: Year

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

### FRENCH IV

#### **Course # 4225**

Grade Level: 11- 12

Prerequisite: *Grade C or better in French III*

Length: Year

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

### AMERICAN SIGN LANGUAGE I

#### **Course # 4050**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

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

### AMERICAN SIGN LANGUAGE II

#### **Course # 4060**

Grade Level: 10-12

Prerequisite: *Grade C or better in ASL I*

Length: Year

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

### AMERICAN SIGN LANGUAGE III

#### **Course # 4070**

Grade Level: 11-12

Prerequisite: *Grade C or better in ASL II*

Length: Year

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

### MSJC DUAL ENROLLMENT—

#### ASL 101 AMERICAN SIGN LANGUAGE

#### **Course # 4090**

Grade Level: 11-12

Prerequisite: *Grade C or better in ASL III*

This course meets UC/CSU (E) and District graduation requirements. 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.

### MSJC DUAL ENROLLMENT-

#### ASL 201 AMERICAN SIGN LANGUAGE

#### **Course # 4091**

Grade Level: 11-12

Prerequisite: *MSJC Matriculation and appropriate assessment test score*

Length: Semester

This course meets UC/CSU ( E ) and District graduation requirements. 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.

# VISUAL & PERFORMING ARTS - Area F

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

**Course # 7200** Grade Level: 9-12

Prerequisite: *Teacher / Counselor Approval*

Length: 1st Semester

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

## **ADVANCED CONCERT BAND** Grade Level: 9-12

**Course # 7202**

Prerequisite: *Teacher / Counselor Approval*

Length: 2nd Semester

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

## **ADVANCED JAZZ BAND** Grade Level: 10-12

**Course # 7210**

Prerequisite: *Audition*

Length: Year

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

## **WOMEN'S ENSEMBLE** Grade Level: 9-12

**Course # 7150**

Prerequisite: *None*

Length: Year

This course meets the CSU/UC (F) and MVUSD graduation requirement in Visual and Performing Arts or elective credit. Women's Ensemble is an intermediate level vocal ensemble open to females in all grades. This year long course is designed to increase the vocal skill and performance level of each student, build musicianship skills, and develop aesthetic and cultural values through critical listening. Students will sing a wide range of literature written for women's voices that represents a variety of period, continents, languages, texts, cultures and styles. Students will learn to read and analyze music and perform choral literature in concerts and festivals. Music selected for study and performance will be challenging to each singer and represent good compositional practices. Students will learn musical notation in treble and bass clef, read basic rhythmic notation accurately, demonstrate and understand correct vocal techniques, and demonstrate appropriate rehearsal discipline and performance skills. Students will be expected to attend specified rehearsals and performances beyond the regular school day.

## **ADVANCED WOMEN'S ENSEMBLE**

**Course # 7155** Grade Level: 10-12

Prerequisite: *Audition and signature of the Director*

Length: Year

This course meets UC/CSU (f) and MVUSD graduation requirements for Visual and Performing Arts or elective credit. Advanced Women's Ensemble is a treble ensemble that specializes in performance of challenging literature of diverse genres. Music selected for study and performance by the Advanced Women's Ensemble is challenging for each singer, offers suitable text, represents good compositional talent and introduces the singer to the best choral writing of all periods of music history. Students will read music notation in treble clef, read basic rhythmic notation easily, demonstrate understanding of more complex notation, understand correct vocal technique, appropriate rehearsal discipline and performance skills. Students are expected to spend additional hours practicing beyond regular class time as well as attend all rehearsals and performances.

## **ADVANCED CHORALE** Grade Level: 9-12

**Course # 7110**

Prerequisite: *Audition and signature of the Director*

Length: Year

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

## **ADVANCED CHAMBER CHOIR**

**Course # 7105** Grade Level: 10-12

Prerequisite: *Audition and signature of the Director*

Length: Year

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. Chamber Choir is a mixed singing ensemble that specializes in performance of challenging literature of diverse genre. Students will demonstrate appropriate performance skills and singing techniques in a variety of styles and interpret music personally. Students must attend all rehearsals and performances, and demonstrate personal discipline that will contribute to the proper rehearsal and performance atmosphere.

## **ADVANCED PLACEMENT MUSIC THEORY**

**Course #7007** Grade Level: 9-12

Prerequisite: *Teacher / Counselor Approval and participation in an Advanced Music Ensemble.*

Length: year

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

# VISUAL & PERFORMING ARTS - Area F (continued)

## WIND ENSEMBLE

Grade Level: 9-12

### **Course # 7193**

Prerequisite: *Audition*

Length: Year

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

## MSJC DUAL ENROLLMENT-MUSIC 103

### MUSIC THEORY

3 Units

### **Course # 7030**

Grade Level: 11-12

Prerequisite: *Must have knowledge of reading/playing music; MSJC Matriculation and appropriate assessment test score of English 098.*

Length: Semester

Includes review of pitch and rhythm notation, major and minor scales and key signatures, triads and V7 chords. Teaches 18th century Common Practice, including diatonic 4-part harmonic techniques, progressions, inversions and figured bass, voice leading, non-harmonics, introduction to basic language of counterpoint, cadences, phrase structures, and elementary analysis.

## MSJC DUAL ENROLLMENT—MUSIC 100

### INTRODUCTION & APPRECIATION OF MUSIC

3 Units

### **Course # 7020**

Grade Level: 12

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

This course provides students with a survey of European music styles concentrating on Baroque, Classical, Romantic, and Modern music. The purpose of the course is to develop an understanding of various styles, to develop an understanding of the elements of music; its history, and aesthetics. *Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.*

## DRAMA I

### **Course # 6500**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

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

## DRAMA II / INTERMEDIATE

### ACTING

### **Course # 6550**

Grade Level: 9-12

Prerequisite: *Drama I or audition with teacher*

Length: Year

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

## DRAMA III / ADVANCED ACTING & COMPETITION

### **Course # 6560**

Grade Level: 9-12

Prerequisite: *Drama II or audition with teacher*

Length: Year

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

## DRAMA IV

### **Course # 6570**

Grade Level: 9-12

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

Length: Year

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

## ART I & DESIGN

### **Course # 6000**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

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

## ADVANCED DRAWING & PAINTING (ART II)

### **Course # 6030**

Grade Level: 10-12

Prerequisite: *Grade C or better in Art I & Design, Teacher /*

*Counselor Approval*

Length: Year

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

# VISUAL & PERFORMING ARTS - Area F (continued)

## STUDIO ART (ART III)

### **Course # 6165**

Grade Level: 11-12

*Prerequisite: Grade B or better in Art I and Art II (Advanced Drawing & Painting), Teacher / Counselor Approval*  
Length: Year

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

## ADVANCED PLACEMENT STUDIO ART

### **Course # 6150**

Grade Level: 11-12

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

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

## YEARBOOK DESIGN

### **Course # 1875**

Grade Level 11-12

*Prerequisite: Successful completion of yearbook or yearbook publication.*

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

## CERAMICS I

### **Course # 6060**

Grade Level: 9-12

*Prerequisite: None*  
Length: Year

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

*Prerequisite: Grade B or better in Ceramics I and Teacher / Counselor Approval*  
Length: Year

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

## CERAMICS III

### **Course # 6075**

Grade Level: 11-12

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

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

## GRAPHIC DESIGN I

### **Course # 6040**

Grade Level: 9-12

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

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

# VISUAL & PERFORMING ARTS - Area F (continued)

## GRAPHIC DESIGN II

**Course # 6050**

Grade Level: 10-12

Prerequisite: *Grade C or better in Graphic Design I and Teacher / Counselor Approval*

Length: Year

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

## GRAPHIC DESIGN III

**Course # 6055**

Grade Level: 11-12

Prerequisite: *Grade C or better in Graphic Design II and Teacher / Counselor Approval*

Length: Year

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



## INTRO TO DESIGN (ENGINEERING)

**Course # 2445**

Grade Level: 9-10

Prerequisite: *None*

Length: Year

This course is to be taken in Year 1 of the Engineering Pathway. This course meets UC/CSU (F Category) and District graduation requirements for Visual and Performing Art credit. Introduction to Design is the first course in the Project Lead the Way Engineering sequence. The major focus for this course is to expose students to the elements and principles of visual design using the engineering design process. Projects will focus on design factors such as aesthetics, format, geometric shape & form, perspective drawing, scale, proportion, and presentation techniques. Students will use computers as a medium/tool for design of project components such as sketching techniques, orthographic drawing, 3D modeling and rendering. Assignment requirements are based on color, form and aesthetics with emphasis on the stages of the design process and critical thinking skills. In addition to the design process and principles of visual design, students will focus on research and analysis, teamwork, various communication methods, engineering standards, and technical documentation. Through hands-on projects, students will apply engineering standards while documenting their work and designs in an engineer's notebook. Students will design solutions to solve proposed problems and communicate solutions to peers and members of the professional community. The course assumes no previous knowledge, but students should be concurrently enrolled in appropriate mathematics and science courses.

## COMPUTER PROGRAMMING/VIDEO GAME DESIGN I

**Course # 7553**

Grade Level: 9-12

Length: Year

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



# VISUAL & PERFORMING ARTS - Area F (continued)

## TV /VIDEO ROP

### **Course # 7902**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

### **MSJC ARTICULATED**

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

## RCOE DIGITAL FILM II

### **Course # 7969**

Grade Level: 10-12

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

Length: Year

This course is the intermediate course for the Digital Film Production CTE Pathway. This course meets UC/CSU A-G requirements (as a "G" Elective Course). This course is designed to provide students with the application of the more advanced concepts of the Digital Film Production industry by creating and maintaining a daily news and entertainment program for the Bronco News Network (BNN). Students will utilize all concepts introduced in Digital Film Production—Level I by operating differing video cameras (HD, 4K, and DSLRs), differing microphones and continuing to expand on their photo editing skills in Adobe Photoshop, graphic design skills in Adobe illustrator, video-editing skills in Final Cut Pro X, special/visual effects in Adobe After Effects, and music-creation in Garageband. Students will be required to work both independently and collaboratively on projects and must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. Student production hours will be required outside of daily class time and provided by the course instructor. This course can be followed up with a mastery course (Digital Film Production—Level III focuses on business and marketing films for real world clients).

## RCOE DIGITAL FILM III

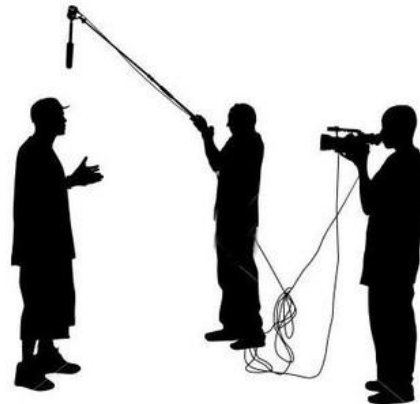
### **Course # 7762**

Grade Level: 11-12

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

Length: Year

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



# VISUAL & PERFORMING ARTS - Area F (continued)

## PHOTOGRAPHY I

**Course # 7800**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

This first-year course meets the one full-year UC/CSU (F) and District graduation requirement for Visual and Performing Arts. Photography I is a yearlong introductory course in photography. This course will provide students with opportunities to gain knowledge and practical skills used in the art and industry of photography. This course will familiarize the student with fundamentals of light, exposure control, photographic equipment, editing software, File management, materials, methods, and processes often used in digital photography. The students will also study the history, principles of art, composition, presentation, critiquing, aesthetics and potential careers of photography.

## PHOTOGRAPHY II

**Course # 7805**

Grade Level: 10-12

Prerequisite: *Grade C or better in Photography I and Teacher / Counselor Approval*

Length: Year

MSJC ARTICULATED

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. Students will continue to fine-tune their skills in art composition, image editing, camera, and artistic habits learned in Photography 1. Imagination and creativity will be stressed. Students will further study the history of photography both traditional and digital and how it has impacted our world. Students will explore commercial aspects of photography including: studio lighting, event and sport photography, exposure control techniques, image manipulation, 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 C or better.

## PHOTOGRAPHY III

**Course # 7808**

Grade Level: 11-12

Prerequisite: *Completion of Photography I and II with a "C" or better and/or Teacher / Counselor Approval*

Length: Year

This course meets UC/CSU "G" Requirements for A-G.

As the final course in the pathway, students work on more independent photography study with a focus on higher standards, advanced photographic techniques, and developing the essential skills needed to pursue a career in photography. Students gain more field experience as working photographers on campus as well as further develop their own visual style and process as artists. A portfolio of collected finished works with public exhibition is a final goal of this class to prepare students for college and a career in photography.



# PHYSICAL EDUCATION

## PHYSICAL EDUCATION 9

### **Course # 2700**

Grade Level: 9

Prerequisite: *None*

Length: Year

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

**\*Note: Athletic PE cannot be taken in lieu of PE 9.**

**GRADES 10-12 MAY CHOOSE ANY 1 OF  
THE FOLLOWING PE COURSES  
(PREREQUISITE MUST BE MET TO ENROLL IN  
ADVANCED COURSES)**

## AEROBIC CONDITIONING & FITNESS

### **Course # 2800**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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

## BODY COMPOSITION & FITNESS

### **Course # 2810**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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

## RECREATIONAL & LIFETIME ACTIVITIES

### **Course # 2840**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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

## BODY COMPOSITION: CARDIOVASCULAR ENDURANCE/FITNESS

### **Course # 2835**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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

## COURT SPORTS

### **Course # 2820**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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

## TEAM FIELD SPORTS

### **Course # 2850**

Grade Level: 10-12

Prerequisite: *Successful completion of Physical Education 9*

Length: Year

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



# PHYSICAL EDUCATION

...Continued...

## **DANCE I**

**Course # 7220**

Grade Level: 9 -12

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

Length: Year

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

## **DANCE II**

**Course # 7230**

Grade Level: 10-12

Prerequisite: *Grade B or better in Dance I*

Length: Year

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

## **ADVANCED DANCE CHOREOGRAPHY PRODUCTION**

**Course # 7231**

Grade Level: 9-12

Prerequisite: *Audition only and Teacher / Counselor Approval*

Length: Year

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

## **AFJROTC**

Grade Level 9-12

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

**Course # 7965 AFJROTC I**

**Course # 7966 AFJROTC II**

**Course # 7967 AFJROTC III**

**Course # 7968 AFJROTC IV**

**See Page 47 for details on AFJROTC courses.**



# CAREER TECHNICAL EDUCATION

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

## LAW ENFORCEMENT

**Course # 7931** Grade Level: 10-12

Prerequisite: None

Length: Year

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

### **MSJC ARTICULATED**

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

## FORENSIC SCIENCE/CSI

**Course # 7935** Grade Level: 10-12

Prerequisite: One Year Basic Science

Length: Year

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

### **MSJC ARTICULATED**

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

## EXPLORING THE CRIMINAL JUSTICE SYSTEM

**Course #: 7960** Grade Level: 12

Prerequisite: *Introduction to Law Enforcement or Forensic Science/CSI*

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

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

## RCOE SPORTS MEDICINE FUNDAMENTALS

**Course # 7921** Grade Level: 9-10

Prerequisite: None

Length: Year

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

## RCOE KINESIOLOGY: SPORTS MEDICINE

**Course # 7933**

Prerequisite: *completion of Sports Medicine Fundamentals with a "B" or better.*

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

## SPORTS MEDICINE CLINICAL PRACTICUM

**Course #**

Prerequisite: *Completion of Sport Medicine Fundamentals and Kinesiology with a "B" or better, Completion of Anatomy, Teacher / Counselor Approval*

This Level 3 Clinical Practicum course is a two part course that includes classroom instruction and community site training that is designed to help students practice their skills as a healthcare provider in the areas of athletic training, physical therapy, personal fitness training, medical and sports equipment sales, massage therapy, emergency medicine, and other sports medicine related occupations. Students will have the opportunity to apply the knowledge they have gained from previous course work and continue to develop professional and employable skills. Subject matter will also include such items as ethics, legal concerns and insurance policies, administration in healthcare, pharmacology in athletics, sports psychology, and importance of strength and conditioning specialists/certifications. This course is rigorous and designed not only around the framework of the health profession in general but also around patient contact and care applications specifically.

# CAREER TECHNICAL EDUCATION - continued

## TV / VIDEO ROP)

### **Course # 7902**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

#### **MSJC ARTICULATED**

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

## RCOE DIGITAL FILM PRODUCTION II

### **Course # 7969**

Grade Level: 10-12

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

Length: Year

This course is the intermediate course for the Digital Film Production CTE Pathway. This course meets UC/CSU A-G requirements (as a "G" Elective Course). This course is designed to provide students with the application of the more advanced concepts of the Digital Film Production industry by creating and maintaining a daily news and entertainment program for the Bronco News Network (BNN). Students will utilize all concepts introduced in Digital Film Production—Level I by operating differing video cameras (HD, 4K, and DSLRs), differing microphones and continuing to expand on their photo editing skills in Adobe Photoshop, graphic design skills in Adobe illustrator, video-editing skills in Final Cut Pro X, special/visual effects in Adobe After Effects, and music-creation in Garageband. Students will be required to work both independently and collaboratively on projects and must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. Student production hours will be required outside of daily class time and provided by the course instructor. This course can be followed up with a mastery course (Digital Film Production—Level III focuses on business and marketing films for real world clients).

## RCOE DIGITAL FILM PRODUCTION III

### **Course # 7762**

Grade Level: 11-12

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

Length: Year

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



# CAREER TECHNICAL EDUCATION-continued

## AUDIO TECHNOLOGY-Introduction to Audio Technology

### **Course # 7938**

Prerequisite: *None*

Length: Year

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

## AUDIO TECHNOLOGY II-Advanced Audio Production

### **Course # 7947**

Grade Level: 10-12

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

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

## AUDIO TECHNOLOGY III-Recording and Entertainment Management

### **Course # 7961**

Grade Level: 11-12

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

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



# CAREER TECHNICAL EDUCATION-continued

## FOODS & NUTRITION

### **Course # 5516**

Grade Level: 10-11

Prerequisite: *None*

Length: Year

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

## FOOD & BEVERAGE PRODUCTION

### **Course # 5517**

Grade level: 11-12

Prerequisite: *Food and Nutrition and Teacher / Counselor Approval*

Length: Year

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

## FOOD SERVICE & HOSPITALITY

### **Course # 5518**

Grade Level: 12

Prerequisite: *Grade of C or better in Foods & Nutrition and Food & Beverage Production or Teacher / Counselor Approval*

Length: Year

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

## PHOTOGRAPHY I

### **Course # 7800**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

This first-year course meets the one full-year UC/CSU (F) and District graduation requirement for Visual and Performing Arts. Photography I is a yearlong introductory course in photography. This course will provide students with opportunities to gain knowledge and practical skills used in the art and industry of photography. This course will familiarize the student with fundamentals of light, exposure control, photographic equipment, editing software, File management, materials, methods, and processes often used in digital photography. The students will also study the history, principles of art, composition, presentation, critiquing, aesthetics and potential careers of photography.

## PHOTOGRAPHY II

### **Course # 7805**

Grade Level: 10-12

Prerequisite: *Grade C or better in Photography I and teache*

Length: Year

MSJC ARTICULATED

This course meets UC/CSU (F) and District graduation requirements for Visual and Performing Arts. . Students will continue to fine-tune their skills in art composition, computer editing, camera and printing skills learned in photo 1. Imagination and creativity will be stressed. Students will further study the history of photography both traditional and digital and how it has impacted our world. Students will explore commercial aspects of photography including: studio lighting, event and sport photography, exposure control techniques, image manipulation, digital asset management, printing and presentation methods to create a portfolio archive of digital images. Pending approval students could earn 3 units of college credit through MSJC with a grade of C or better.

## PHOTOGRAPHY III

### **Course # 7808**

Grade Level: 11-12

Prerequisite: *Completion of Photography I and II with a "C" or better Teacher / Counselor Approval*

Length: Year

This course meets UC/CSU "G" Requirements for A-G.

The main goal of this course is to prepare photography students to pass the Adobe Certified Associate exam in Visual Design, using Adobe Photoshop C.C. This is an industry-recognized credential demonstrating that individuals have the entry-level skills to get their first job in the industry right out of high school. Students work on more independent photography study with a focus on higher standards, advanced photographic techniques, with a career focus. Students will begin to select a more defined and personalized form of visual expression. Students will be required to be more self-motivated and accountable in their work habits. Students will study in-depth historically important professional photographers and their professional work and apply some of their techniques to their own work. This will prepare students for real life experiences in photography. A portfolio of collected finished works with public exhibition is a final goal of this class to prepare students for college and a career in photography.

## INTRO TO DESIGN (ENGINEERING)

### **Course # 2445**

Grade Level: 9-10

Prerequisite: *None*

Length: Year

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



# CAREER TECHNICAL EDUCATION-continued

## PRINCIPLES OF ENGINEERING

### **Course # 2446**

Grade Level: 10-11

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

Length: Year

This is the second course of the Engineering Pathway sequence. Principles of Engineering is the second course in the Project Lead the Way Engineering sequence. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation/robotics. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

## DIGITAL ELECTRONICS

### **Course # 2448**

Grade Level: 11-12

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

Length: Year

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

## ENGINEERING DESIGN AND DEVELOPMENT

### **Course # 2447**

Grade Level: 11-12

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

Length: Year

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

## EXPLORING COMPUTER SCIENCE

### **Course # 7570**

Grade Level: 10-12

Prerequisite: *None*

Length: Year

This course is the introductory course for the Computer Science CTE Pathway. This course is shaped by four intertwined elements: curricular materials, professional development, assessments, and local policy support. This course forwards a new orientation to computer science classrooms, one shaped with an interweaving of learning foundational computer science concepts while developing the computational practices that support an inquiry approach to solving problems and creating artifacts.

## ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

### **Course # 7571**

Grade Level: 10-12

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

Length: Year

UC/CSU (A-G) Req: G (Pending)

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

## CYBERSECURITY

### **Course #7573**

Grade level 11-12

Prerequisite: *Successful completion of Exploring Computer Science and AP Computer Science Principles or Teacher / Counselor Approval*

Length: Year

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

# GENERAL ELECTIVES

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

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

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

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

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

Length: Year

<b>Cross-Country</b> (Fall Sport)	<b>Course #2906</b>
<b>JV Football</b> (Fall Sport)	<b>Course #2910</b>
<b>Varsity Football</b> (Fall Sport)	<b>Course #2909</b>
<b>Water Polo</b>	
<b>Aquatic Conditioning</b> (Fall Sport)	<b>Course #2918</b>
<b>Basketball</b> (Winter Sport)	<b>Course #2903</b>
<b>Soccer</b> (Winter Sport)	<b>Course #2919</b>
<b>Wrestling</b> (Winter Sport)	<b>Course #2931</b>
<b>Baseball</b> (Spring Sport)	<b>Course #2901</b>
<b>Swimming</b>	
<b>Aquatic Conditioning</b> (Spring Sport)	<b>Course #2918</b>
<b>Volleyball</b>	<b>Course #2927</b>

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

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

Length: Year

<b>Cross-Country</b> (Fall Sport)	<b>Course #2906</b>
<b>Volleyball</b> (Fall Sport)	<b>Course #2927</b>
<b>Water Polo</b>	
<b>Aquatic Conditioning</b> (Winter Sport)	<b>Course #2918</b>
<b>Basketball</b> (Winter Sport)	<b>Course #2904</b>
<b>Soccer</b> (Winter Sport)	<b>Course #2920</b>
<b>Wrestling</b> (Winter Sport)	<b>Course #2931</b>
<b>Softball</b> (Spring Sport)	<b>Course #2929</b>
<b>Swimming</b>	
<b>Aquatic Conditioning</b> (Spring Sport)	<b>Course #2918</b>

## **AVID**

Grade Level: 9-12

**Course # 1944 Freshman**

**Course # 1945 Sophomore**

**Course # 1946 Junior**

**Course # 1947 Senior Seminar**

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

Length: Year

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

## **AVID TUTOR/ACADEMIC TUTOR**

**Course # 1950**

Grade Level: 11-12

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

Length: Year

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

## **HEALTH**

**Course # 8075**

Grade Level: 9

Prerequisite: *None*

Length: Semester

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

## **ICT/INFORMATION, COMMUNICATION & TECHNOLOGY**

**Course # 7560**

Grade Level: 9

Prerequisite: *None*

Length: Semester

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

# GENERAL ELECTIVES-continued

## EXPLORING COMPUTER SCIENCE

**Course # 7570** Grade Level: 10-12

Prerequisite: *None*

Length: Year

This course is the introductory course for the Computer Science CTE Pathway. This course is shaped by four intertwined elements: curricular materials, professional development, assessments, and local policy support. This course forwards a new orientation to computer science classrooms, one shaped with an interweaving of learning foundational computer science concepts while developing the computational practices that support an inquiry approach to solving problems and creating artifacts.

## DEVELOPMENTAL PSYCHOLOGY OF CHILDREN

**Course # 5515** Grade Level: 11-12

Prerequisite: *Students must provide their own transportation off campus to and from the local elementary school site where they conduct their spring internship as part of this course.*

Length: Year

### **MSJC ARTICULATED**

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

## CINEMA AS LITERATURE

**Course # 1876** Grade Level: 11-12

Prerequisite: *Grade C or better in English II*

Length: Year

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

## CREATIVE WRITING

**Course # 1877** Grade Level: 10-12

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

Length: Year

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

## PUBLIC SPEAKING

**Course # 1855** Grade Level: 10-12

Prerequisite: *Grade C or better in English I*

Length: Semester

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

## BEGINNING GUITAR

**Course # 7000** Grade Level: 10-12

Prerequisite: *Must provide own acoustic guitar*

Length: Year

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

# GENERAL ELECTIVES-continued

## INTERMEDIATE GUITAR

### **Course # 7001**

Grade Level: 10-12

Prerequisite: "C" or better in *Beginning Guitar and Teacher / Counselor Approval*

Length: Year

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

## BEGINNING JAZZ BAND

### **Course # 7205**

Grade Level: 10-12

Prerequisite: *Audition*

Length: Year

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

## JAZZ CHOIR

### **Course # 7160**

Grade Level: 11-12

Prerequisite: *Audition and signature of Director*

Length: Year

This course meets District graduation requirements for Visual & Performing Arts. Jazz Choir is a mixed singing ensemble that specializes in performance of challenging jazz literature. Students will demonstrate appropriate performance skills, appropriate singing technique, and interpret music personally. Students must attend all rehearsals and performances and demonstrate personal discipline that will contribute to the proper rehearsal and performance atmosphere.

## TECHNICAL THEATER I

### **Course # 6565**

Grade Level: 9-12

Prerequisite: *None*

Length: Year

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

## YEARBOOK DESIGN

### **Course # 1875**

Grade Level 11-12

Prerequisite: *Successful completion of yearbook or yearbook publication.*

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

## YEARBOOK

### **Course # 1870**

Grade Level: 10-12

Prerequisite: Grade of B or better in Yearbook in a previous year and *Teacher / Counselor Approval*

Length: Year

This course meets District and UC/CSU requirements for Electives (G) and is designed to develop the skills and techniques in publishing, necessary to produce a high school yearbook publication from scratch. Students will participate in designing, photographing, writing and editing the yearbook over the course of the school year. Topics covered include layout, photojournalism, writing and other topics related to the publication of the "Stampede" yearbook. Student 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

## PSYCHOLOGY

### **Course # 1900**

Grade Level: 10-12

Prerequisite: *None*

Length: Year

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

## ADVANCED PLACEMENT PSYCHOLOGY

### **Course # 1890**

Grade Level: 10-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

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

## ADVANCED PLACEMENT EUROPEAN HISTORY

### **Course # 1510**

Grade Level: 10-12

Prerequisite: *Teacher / Counselor Approval*

Length: Year

This course meets UC/CSU (A) and District graduation requirements for social science credit. 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. A heavy emphasis will be placed on timed essay writing. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

# GENERAL ELECTIVES-continued

## MSJC DUAL ENROLLMENT

3 Units

### PYSC—101 INTRODUCTION TO PSYCHOLOGY

**Course # 1895**

Grade Level: 11-12

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

*Length: Semester*

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

## ADVANCED PLACEMENT HUMAN GEOGRAPHY

**Course # 1918**

Grade Level: 9-12

*Prerequisite: Teacher approval*

*Length: Year*

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

## ADVANCED PLACEMENT MUSIC THEORY

**Course #7007**

Grade Level: 9-12

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

*Length: year*

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

## WORLD RELIGIONS

**Course # 1906**

Grade Level: 10-12

*Prerequisite: Modern World History or AP Human Geography*

*Length: Semester*

This course meets UC/CSU (G) and District graduation requirements for elective credit. Students will consider today's active principal religions of the world - Judaism, Islam, Christianity, Hinduism and Buddhism. Students will deal with basic questions such as: What does humankind believe and what do they worship? How do they worship? What is their understanding of the ethical life? What influence does their religion have on culture? Rites and rituals, histories and key figures, orthodoxy and modern movements will be examined while looking at the sacred texts of each, as well as their respective scholars.

## INTRODUCTION TO PHILOSOPHY

**Course # 1506**

Grade Level: 10-12

*Prerequisite: Modern World History or AP Human Geography*

*Length: Semester*

This course is an introduction to the main themes and figures in the history of Western Philosophy. Study will include ancient philosophers from Socrates and Plato to the modern philosophers such as Camus, Sartre, and Nietzsche. The primary fields within philosophy will be explored including epistemology, metaphysics, ethics, social and political theory and logic. Students will be expected to practice and demonstrate ability to think and write reflectively and critically. Those who are interested in studying politics and law, improve their rhetorical ability, or become more self-aware should take this course.

## PEER ASSISTANCE LEADERSHIP: PLUS

**Course #: 5543**

Grade Level: 10-12

*Prerequisite: Teacher / Counselor Approval, signature and interview*

*Length: Year*

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

# GENERAL ELECTIVES-continued

## LEADERSHIP / SENATE

**LEADERSHIP: Course #1930** Grade Level: 9-12

**SENATE: Course #1932**

Prerequisite: Application and *Teacher / Counselor Approval*

Length: Year

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

## LEADERSHIP PROGRAM—LINK CREW

**Course # 5542** Grade Level: 11-12

Prerequisite: *Teacher / Counselor Approval, signature and interview*

Length: Year

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

## RENAISSANCE

**Course # 1934** Grade Level: 9-12

Prerequisite: *Teacher / Counselor Approval, application, signature, and interview.*

Length: Year

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

## AFJROTC AEROSPACE SCIENCE I

**Course # 7965** Grade Level: 9-12

Prerequisite: *None*

Length: Year

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

## AFJROTC AEROSPACE SCIENCE II

**Course # 7966** Grade Level: 10-12

Prerequisite: *Successful completion of Aerospace Science I*

Length: Year

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

## AFJROTC AEROSPACE SCIENCE III

**Course # 7967** Grade Level: 10-12

Prerequisite: *Successful completion of Aerospace Science II*

Length: Year

This course meets District graduation requirements for physical education credit for grades 9-12 and elective credit for grades 11-12. The AFJROTC is a leadership program that is designed to instill the value of citizenship, personal responsibility and a sense of accomplishment to the student. All courses have two main curriculums, Aerospace Science and Leadership Education. The third year will focus on the basic concepts of space flight. This curriculum will complement materials taught in high school math, physics, and other science-related courses. Our Leadership Education curriculum is titled "Life Skills and Career Opportunities". This curriculum will teach students the fundamentals of financial planning, budgeting, how to choose a college, how to apply for a job, and other essential life skills lessons. Additionally, military drill and wearing of the AFJROTC uniform will be part of this course.

# GENERAL ELECTIVES-continued

## AFJROTC AEROSPACE SCIENCE IV

**Course # 7968** Grade Level: 10-12

Prerequisite: *Successful completion of Aerospace Science III*

Length: Year

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

## AFJROTC EXECUTIVE LEADERSHIP

**Course # 7994** Grade Level: 10-12

Prerequisite: *Completion of AP AFJROTC and Teacher / Counselor Approval*

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

## AFJROTC DRILL AND CEREMONIES

**Course #7980** Grade Level: 9-12

Prerequisite: *None*

Length: Year

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

## ACADEMIC SEMINAR—FRESHMEN

**Course # 5562** Grade Level: 9

Length: Year

This course is designed to provide additional instructional time to be utilized as an instructional reinforcement opportunity between a collaborative teaching-team within the content areas. Instructional time will also be utilized to further develop essential skills needed to support student success. Essential skills include the development of: time management skills, goal-setting skills, note-taking skills, oral language skills, critical thinking, test-taking skills, vocabulary development, effective collaborative teamwork, and independent practice.

## SENIOR SEMINAR

**Course #5531** Grade Level: 12

Prerequisite: *Must be a 12th grade student*

Length: Year

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

## LATE START/EARLY RELEASE Grade Level: 11-12

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

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

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

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

Prerequisite: *On track for graduation*

Length: Year

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) non-CTE courses along with any Late Start/Early Release periods. Students must have Late Start/Early Release Contract with parent signature (form on page 11). **NO grade or credits are issued.**

## EXIT INTERVIEW SEMINAR

**Course # 5533** Grade Level: 11-12

Length: Semester

This course meets district graduation requirements as an elective. The course is designed for students to finalize the components of the Exit Interview with formalized instructions to complete the three requirements of: communication, project presentation and written reflective response. Part I incorporates refining the structure and organization of your presentation, developing vocal and physical expression and the overall purpose and creativity of the student project. Part II incorporates the features of multimedia, creativity, career/life goals and the overall appropriate impact of the presentation. Part II incorporates the written reflective response according to mechanics, critical thinking and MLA format.

# Advanced Placement Program

**What is AP?** AP courses are typically more demanding courses than regular high school courses. AP courses are COLLEGE LEVEL courses. VMHS offers 22 different subject courses that students can choose throughout their high school career. From May 3rd through May 14, 2021 the student will have the opportunity to participate in the AP exam corresponding to the subject studied. Participating in AP courses is favorably viewed by colleges and universities if the student proves to successfully pass a course and pass the AP exam.

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

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

1. AP course grades are weighted and earn an extra point towards your GPA i.e., an 'A' grade counts 5 points for an AP course instead of 4 points for an 'A' in a non-AP core class.
2. If a student chooses to take the AP exam at the end of the course, the approximate cost is \$94.00 for each exam. Price is subject to change, per CollegeBoard. Fee waivers may be available for those who qualify to help defray this cost. See the individual teacher for more information.
3. AP courses require students to commit to many hours of additional study and preparation time beyond the normal homework/project requirements. Many courses require summer reading.
4. Students may earn college credits for each class taken if they take and pass the AP exam at a certain level.
5. AP classes at VMHS have traditionally been open to all students. However, recently some AP classes have been impacted due to reduced staffing or limitations in staff qualified to teach a specific AP course. AP courses will continue to be accessible to students meeting the prerequisites; however, impacted courses will be offered based upon a priority list. Upperclassmen will receive the highest priority for admission to multi-grade AP classes.

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

## Advanced Placement Course Offerings

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



## Important AP Exam 2020-2021 Memo:

Last year, the 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 2020-2021 school year.

All students will decide whether to take exams and order their exams by Nov 13, 2020. All students in AP classes who register after Nov 13, 2020, will be assessed \$40.00/exam late fee. In addition, a \$40.00/exam cancellation fee will be assessed for any exam order canceled after Nov 13, 2020.

It is important that all families are aware of these Fees and deadlines, especially as students begin registering for their 2020-2021 courses. We understand that these deadlines may cause concern for students, parents and teachers. **Please keep in mind that this is being mandated by the College Board and was not decided by the school or school district.**

Thank you,  
AP Coordinators  
Diana Ruiz & Karen Candaele



# Murrieta Valley Unified School District High School Advanced Course Agreement

Murrieta Valley Unified School District (MVUSD) is committed to providing an environment in which all students have equal access to a rigorous academic experience. MVUSD's goal is to encourage all students to challenge themselves by taking advanced coursework, including Advanced Placement (AP) courses, Dual Enrollment (DE at VMHS), and International Baccalaureate (IB at MVHS) even if they have not experienced prior advanced coursework. All available AP, Dual Enrollment, and IB courses will be open to all students who have made an informed decision, which includes taking any prerequisite course and/or assessment, consultation with significant stakeholders, and review of the course expectations.

These advanced courses are college level courses in which students can possibly earn an extra grade point on their GPA for each AP, DE, or IB course they successfully complete, as well as possibly earning college credit. Students should expect 1 to 2 hours of homework for every hour spent in class. MVUSD believes that successful completion of an advanced course is attaining a letter grade of 'C' or above in that course. Students who successfully complete an advanced AP or IB course(s) will be prepared for the comprehensive exam in that course and subject. For most students, there is an adjustment period at the beginning of an advanced course. However, most students adjust to the rigor and learn to perform at a satisfactory level or above.

I plan on taking the following AP, DE or IB course(s):

By initialing below, I understand the requirements of enrolling in this/these advanced course(s) and my parent/guardian and I agree to the following terms:

- \_\_\_ 1. The demands of advanced courses exceed those of a general college preparatory course, and I am committed to the extra effort needed to succeed.
- \_\_\_ 2. I realize that the advanced course(s) may entail required summer assignments and failure to complete these assignments could significantly affect my performance and grade in the class.
- \_\_\_ 3. I realize that an advanced course is a semester or year-long commitment. I acknowledge that I must remain in the course for at least 3 weeks and will have up to 6 weeks to withdraw from the course and enroll in a subject equivalent course (if applicable). If I request to withdraw from the advanced course, I understand I will be required to meet with my counselor/administrator and advanced teacher before the withdrawal can be considered.
- \_\_\_ 4. I realize if I am struggling, I need to contact my teacher for additional support and outside of class tutoring sessions if available. In addition, I will attend out of school study sessions (i.e. UCR AP Readiness).
- \_\_\_ 5. I realize that exams for AP and IB courses will cost \$94 and \$116 respectively for each exam; with the possibility of a fee reduction if I qualify.
- \_\_\_ 6. I realize that I must abide by the conditions set forth in the course syllabus (e.g. attendance, grading and make-up policies).
- \_\_\_ 7. After reading the course description(s)/syllabus for each advanced course, I am confident that I will be successful in the course(s) of choice.

Student Name (Please Print): \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

# Advanced Placement Courses for 2020/21

## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

### **Course # 1005**

Grade Level: 11-12

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

Length: Year

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

## **ADVANCED PLACEMENT LITERATURE & COMPOSITION**

### **Course # 1008**

Grade Level: 12

Prerequisite: Although this is a senior course, juniors who have successfully completed AP Language and Composition may be eligible. An in-depth summer assignment is due the first day of class. See teacher in June for the summer assignment. Failure to complete this assignment will not provide the student with an opportunity to drop the course; rather, it will negatively impact the student's overall course grade for the first semester.

Length: Year

This course meets UC/CSU (B) and District English requirements. It is a one year course for seniors who have demonstrated excellent academic competence. This course is an intensive study of various genres of British and World literature and composition. This course focuses on the connection between reading and writing mature prose of various styles. Students will interact with the literature and the writing on a personal level by using collaborative techniques, visual and written interpretations, and oral presentations. 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 issues as well as to the times in which it was written. The course work includes intensive ongoing SAT testing preparation. Extensive reading will be required and students must assume the responsibility for the amount of reading and writing required. Writing will be taught at the advanced composition level focusing on writing skills and strategies for the college bound student. Students will utilize the writing process to compose formal and informal essays and research projects and will compose timed essays. It is not mandatory for students to take the AP exam, however, students who do 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

Prerequisite: *By placement only*

Length: Year

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

## **ADVANCED PLACEMENT CALCULUS BC**

### **Course # 2405**

Grade Level: 11-12

Prerequisite: *By placement only*

Length: Year

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

## **ADVANCED PLACEMENT STATISTICS**

### **Course # 2410**

Grade Level: 11-12\*\*

Prerequisite: *Grade of B or better in Math III or Advanced Math III . \*\*Grade 11 students enrolling in this course must be concurrently enrolled in Pre-Calculus or higher.*

Length: Year

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

## **ADVANCED PLACEMENT BIOLOGY**

### **Course # 3031**

Grade Level: 11-12

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

Length: Year

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

# Advanced Placement Courses for 2020/21 continued

## **ADVANCED PLACEMENT CHEMISTRY**

**Course # 3528** Grade Level: 11-12

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

Length: Year

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

## **ADVANCED PLACEMENT PHYSICS**

**Course # 3531** Grade Level: 11-12

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

Length: Year

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

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Grade Level: 10-12

**Course # 3101**

Prerequisite: *Completion of Biology and Algebra 1 and a concurrent enrollment or completion of Chemistry with grades of B or better.*

Length: Year

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

## **ADVANCED PLACEMENT WORLD HISTORY**

**Course # 1503** Grade Level: 10-12

Prerequisite: *Approval of Instructor*

Length: Year

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

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

**Course # 1510** Grade Level: 11-12

Prerequisite: *English Teacher approval*

Length: Year

This course meets UC/CSU (A) and District graduation requirements for social science credit. 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. A heavy emphasis will be placed on timed essay writing. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## **ADVANCED PLACEMENT U.S. HISTORY**

**Course # 1601** Grade Level: 11

Prerequisite: *Teacher approval*

Length: Year

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

# Advanced Placement Courses for 2020/21 continued

## **ADVANCED PLACEMENT GOVERNMENT**

### **Course # 1701**

Grade Level: 12

Prerequisite: *Teacher approval*

Length: Year

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

## **ADVANCED PLACEMENT MACROECONOMICS**

### **Course # 1705**

Grade Level: 12

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

Length: Year

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

## **ADVANCED PLACEMENT MICROECONOMICS**

### **Course # 1712**

Grade Level: 12

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

Length: Year

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

## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

### **Course # 1918**

Grade Level: 9-12

Prerequisite: *Teacher approval*

Length: Year

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 year long course that focuses on the distribution, processes, and effect of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. Student will be able to: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; characterize and analyze changing interconnections among places. It is not mandatory for students to take the AP exam, however, students who choose to not take the exam will not be eligible to receive college credit for the course.

## **ADVANCED PLACEMENT PSYCHOLOGY**

### **Course # 1890**

Grade Level: 10-12

Prerequisite: *Teacher approval*

Length: Year

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

# Advanced Placement Courses for 2020/21 continued

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

### **Course # 7571**

Grade Level: 10-12

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

Length: Year

UC/CSU (A-G) Req: G (Pending)

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

## **ADVANCED PLACEMENT STUDIO ART**

### **Course # 6150**

Grade Level: 11-12

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

Length: Year

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

## **ADVANCED PLACEMENT 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*

Length: Year

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: 11-12

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

Length: Year

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

## **ADVANCED PLACEMENT MUSIC THEORY**

### **Course #7007**

Grade Level: 9-12

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

Length: year

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

# DUAL ENROLLMENT

**MSJC & MVUSD combine resources...  
NOW offering college courses on VMHS campus!**

## *What is Dual Enrollment?*

It affords current high school students the opportunity to enroll in dual-credit courses, to expand student access, to affordable higher education, provide challenging academic and occupation experiences to qualified high school students during their Junior and Senior years, and reduce costs of a college education for students and their families.

## *Why Take Dual Enrollment Courses?*

Successful completion of transfer 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 the community college or job opportunities or careers.

The Process for all students to apply is the following:

- All students must be matriculated (11th/12th grade student)  
(Application, orientation)
- Submit a Student-Parent Agreement form
- A recommended 3.0 GPA

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

## **DUAL ENROLLMENT COURSES SAMPLE SCHEDULE:**

11th grade students may complete up to 15 college credits following this course plan:

Semester 1	Semester 2
US History 111: – 3 units	US History 112 – 3 units
MATH 105: College Algebra – 4 units	MATH 110: Pre-Calculus – 4 units

## **Proposed 2020-2021 Course offerings:**

**English 101 Freshman Composition; English 103 Critical Thinking; Math 105 College Algebra;  
Math 110 Pre-Calculus; ASL 101/201 American Sign Language; Pysc 101 Introduction to Psychology;  
Music 100 Introduction & Appreciation of Music; BIO 134 Human Heredity & Evolution  
History 111 US History to 1877; History 112 US History Since 1865**

Following this plan, students can earn a minimum of 28 or more transferable college units along with high school requirements  
(3-4 units = 10 high school credits and 5 units = 15 high school credits)

*For more information about the Dual Enrollment program please contact counselors, Mrs. Ruiz or Mr. Peterson*

# DUAL ENROLLMENT

The Dual Enrollment Program provides Murrieta Valley USD students an opportunity to enroll in and complete Mount San Jacinto Community College District (MSJC) courses that are taught on the high school campuses during the high school day.

The purpose of the MSJC-Murrieta Valley Unified School District Dual Enrollment Partnership is to afford current high school students the opportunity to enroll in dual-credit courses to expand student access to affordable higher education, provide challenging academic and occupational experiences to qualified high school students during their junior and senior years, and reduce the costs of a college education for students and their families. Successful completion of transfer courses will enable students to simultaneously earn college credit transferable to two- and four-year colleges and universities and satisfy high school graduation requirements. Successful completion of occupational courses will allow students to simultaneously earn college credits, to satisfy high school graduation requirements, and to assist in the transition to the community college or job opportunities or careers.

## **Program Guidelines:**

- Dual enrollment courses are governed by the policies and regulations of Mt. San Jacinto College District and the Murrieta Valley Unified School District. These policies, regulations and standards apply to students, faculty, staff, instructional procedures, academic standards and course offerings, whether courses are offered at the college campus, at off-campus sites, including distance learning and internet, or at secondary schools.
- All high school students must be fully matriculated to the college prior to taking MSJC courses (application, and orientation).
- High school students who enroll in dual-credit courses taught at the high school will not be charged tuition, with the exception of an RTA \$6.00 per semester fee Bus Pass.
- All participating students will purchase all books and materials. MVUSD students may request, based on need, required books to be loaned by the participating high school and/or district.
- Student/Parent Agreement Contracts will be collected from each high school student participating in the dual-credit program and submitted as a group packet by the designated coordinator at the participating high school.
- A minimum enrollment of 12 students for dual-credit courses must be met to be taught at the high school.
- Academic advising will be the joint responsibility of the two institutions.
- Matters of discipline will be handled cooperatively between Mt. San Jacinto College and the high school administrators.
- Mt. San Jacinto College and MVUSD will jointly select dual-credit courses in transfer and/or occupational areas.
- A dual-credit course will be identified on both the college and high school transcript in the standard format and will not be identified as dual-credit.
- Dual enrolled students will have access to MSJC services, i.e., library, tutoring, student I.D. cards
- In courses with limited capacity, students will be accepted based upon grade level, assessment score and GPA.

**Dual Enrollment students taking academic transfer courses must complete the MSJC Matriculation Process** which includes applying for admissions to MSJC, and recommended online orientation.

It is recommended that students have a cumulative 3.0 GPA.



# DUAL ENROLLMENT Courses for 2020/21

**M S J C & MVUSD combine resources...  
NOW offering college courses on VMHS campus!**

## **MSJC DUAL ENROLLMENT - 4 Units** **ENGL 101 FRESHMAN COMPOSITION**

**Course # 1080** Grade Level: 12

Prerequisite: 3.0 GPA

Length: Semester

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

## **MSJC DUAL ENROLLMENT - 4 Units** **ENGL 103 CRITICAL THINKING & WRITING**

**Course # 1081** Grade Level: 12

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

Length: Semester

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides continuing practice in the analytical writing begun in English 101. This course develops critical thinking, reading and writing skills as they apply to the analysis of written texts (literature and/or non fiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required. *Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.*

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

**Course # 2465** Grade Level: 10-12\*

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

Length: Semester

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

\*Space permitting, 10th grade students may apply if they are completing Algebra II or above and assess in Math 105.

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

**Course # 2466** Grade Level: 10-12

Prerequisite: MATH 105 or equivalent assessment score

Length: Semester

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

## **MSJC DUAL ENROLLMENT—MUSIC 100 3 Units** **INTRODUCTION & APPRECIATION OF MUSIC**

**Course # 7020** Grade Level: 11-12

Length: Semester

This course provides students with a survey of European music styles concentrating on Baroque, Classical, Romantic, and Modern music. The purpose of the course is to develop an understanding of various styles, to develop an understanding of the elements of music; it's history, and aesthetics. *Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.*



## DUAL ENROLLMENT Courses for 2020/21 continued

**M S J C & MVUSD combine resources...  
NOW offering college courses on VMHS campus!**

### **MSJC DUAL ENROLLMENT- ASL 101 AMERICAN SIGN LANGUAGE**

**Course # 4090** Grade Level: 11- 12

Prerequisite: *Grade C or better in ASL III or recommendation by instructor.*

This course meets UC/CSU (E) and District graduation requirements. 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.

### **MSJC DUAL ENROLLMENT - 4 Units ASL 201 AMERICAN SIGN LANGUAGE**

**Course # 4091** Grade Level: 11-12

Prerequisite: *Completion of ASL 101 with a "C" or better.*

Length: *Semester*

This course is a first in a series of ASL courses designed to introduce American Sign Language as it is used within the Deaf culture and introduce students to the basic structure, vocabulary and conversational strategies of the language. The culture of the Deaf community is also studied. This course is intended for students interested in learning to communicate with members of the Deaf community as well as in pursuing a competence in an additional language.

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

**Course #** Grade Level: 11-12

Length: *Semester*

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

### **MSJC DUAL ENROLLMENT- 3 Units PYSC—101 INTRODUCTION TO PSYCHOLOGY**

**Course # 1895** Grade Level: 11-12

Length: *Semester*

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

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

**Course # 1505** Grade Level: 11-12

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

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

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

**Course # 1515** Grade Level: 11-12

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

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

### **DUAL ENROLLMENT CHEMISTRY 4 Units INTRODUCTION TO CHEMISTRY 100**

**Course # 3526** Grade Level: 11-12

Prerequisite: *Completion of two years of High school Algebra with a grade of C or better.*

Length: *Semester*

This is an introductory course in the basic concepts of chemistry. Topics covered are: metric system and numbers, chemical view of matter, periodic table and elements, atomic theory, chemical bonds, stoichiometry and chemical equations, solutions and organic chemistry.

## Online Courses

The Murrieta Valley Unified School District believes that online courses provide important opportunities for our students that will prepare them for the demands of the 21<sup>st</sup> century. However, it is important to recognize that the quality of online learning opportunities can vary widely at both the secondary and post-secondary levels. In order to ensure we developed a quality online program, we conducted careful research and consulted with experts to identify key factors for successful online course implementation. As a result of this investigation, we identified three critical elements that must be an essential component of all MVUSD online courses:

- **Rigor:** Each online course must match the level of rigor found in our current courses.
- **Relevance:** Each online course must be designed to meet the learning goals and objectives of our current district courses while engaging students with meaningful, relevant content and activities, and rich, interactive digital resources.
- **Relationships:** Each online course must provide for substantial teacher-to-student and student-to-student interaction, with ongoing communication of expectations and progress with students and parents.

Rigor, relevance, and relationships are essential elements of an MVUSD online course and, we believe, to the successful online learning experience for our students. To achieve this, high quality content that includes a multimedia-rich and highly interactive learning experience, developed and delivered by MVUSD teachers, is essential. Our district online teachers are equipped and trained to provide this level of quality virtual instruction.

For more information and resources about online learning and the importance of providing quality online learning experiences for students, visit the [Why Online Learning?](#) page.

**Current Course Offerings:** Students are currently required to be in face-to-face courses for 240 minutes per day. Students may take an online course only after they have fulfilled this seat requirement. As a result, online courses, in most cases, are primarily geared toward upper division high school students who are able to have late start or early release, or students willing and able to take a course above and beyond their full schedule of regular classes. *Online courses can only be offered through a school site if there is sufficient enrollment, and if the course fits within a school site's master schedule--see your counselor for more information about site-based online course availability.*

It is our hope that additional online courses will be developed each year, with the initial focus on courses that fulfill high school graduation requirements and eventually expanding into other course work and grade levels. The online program currently includes 19 courses that are currently being taught or are in development. Some of the online courses are site-based, meaning they are offered at one of the particular high schools (see above paragraph), but most are offered as district-based classes, meaning they are available to any district student regardless of the high school he/she attends (subject to space availability--see "How to Register" section on next page).

**Please consult your counselor for course offerings.**

## **How to Register for District-Based Online Courses:**

Students taking district-based courses are co-enrolled in the course while remaining enrolled full time at their current high school. Students enrolling in district-based courses will be required to attend at least 3 onsite sessions, either at the teacher's high school or at a district location (TBD), each semester. These onsite sessions may take place before or after school or on a Saturday, so students who enroll in an online course ***must be able to arrange to attend and, if necessary, travel for these events.***

**The registration process can be initiated with the student's counselor. All students must submit the Online Learning Contract, which must be completed, signed by both the student and parent/guardian, and submitted prior to registration. Print, complete, and sign this document and return to your counselor in order to be considered for enrollment.**

**\*\*Any student taking an online course from a teacher who is not teaching at the student's high school site must also attend an additional onsite Online Learning Orientation. These sessions will be scheduled prior to the start of the fall semester and during the first two weeks of the semester.\*\***

### **Online Course Readiness:**

Student success in an online course is dependent on many factors. Academic ability, computer skills, habits of mind, parent support, and technology access are among these essential factors. GPA alone is not necessarily an indicator of student readiness. Students and their parents should carefully consider the factors we have identified before deciding whether to enroll in an online course. Please review the Online Course Student Readiness page for more information (Note that some courses have additional requirements for online enrollment).

**MVUSD uses the Haiku Learning Management System for its online courses and to support face-to-face instruction.** For more information about enrollment in district-based online courses, please contact your Counselor.

# COLLEGES & CAREERS

## Explore Your Choices

### California Career Guidance System and support links

<https://secure.californiacolleges.edu/Home/default.aspx>

Vista Murrieta's guidance program offers multiple methods to assist you with college and career planning. We will help you develop goals throughout each year. Our program is designed to guide and engage you, we use 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 your courses matching your goals

Meet with your counselor for assistance and resources

Get familiar with our college and career center services, and the guidance tech

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

**8th Grade Rally/Open House**  
(Incoming 9th Grade only)

**Monday - March 2, 2020**  
**7:00 PM VMHS Main Gymnasium**

**Information to include:**

- *Course Selection Process*
- *9th Grade Curriculum*
- *Graduation Requirements*
- *Athletics*
- *Meet Administration*
- *AVID Program*
- *PTSA*
- *Discipline Review*
- *Activities & Clubs*
- *Email Newsletter/Pony Express*
- *Meet Counseling Team*
- *Question & Answer Session*

*Performances by:*

*Jazz Band ♦ Choir ♦ Drum Line ♦ Cheer ♦ Dance Team ♦ BBC Spirit Group*  
*VMHS Fight Song and Alma Mater performed by the Band*

# ATTENTION STUDENT-ATHLETES

CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF Southern Section

Academics/Integrity/Athletics

## ELIGIBILITY RULES (CONDENSED)

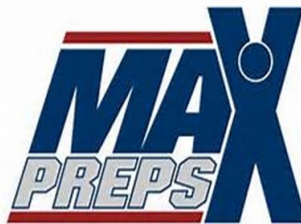
### STUDENTS, TO PROTECT YOUR ATHLETIC ELIGIBILITY YOU MUST:

- Be under nineteen years of age prior to June 15
- Have reached the ninth grade
- Participate in no more than four seasons of the same sport after enrolling in the ninth grade
- Be scholastically eligible
- File an Application for Residential Eligibility if you have transferred from another school without a corresponding bona-fide change of residence by your parents/guardians, or you are a foreign student
- Not be in your ninth semester of attendance since entering the ninth grade
- Meet citizenship requirements
- Maintain amateur standing
- Not have participated in any tryout for a professional team
- Maintain in your school files a yearly physical examination certifying that you are physically fit to try out and/or participate in athletic activities

### AND YOUR ELIGIBILITY IS SUBJECT TO SPECIAL RULES:

- Competition with an outside team during your high school season in the same sport is prohibited
- Participation on the varsity football team is prohibited until you have reached your 15<sup>th</sup> birthday (14 with a letter from your physician and parent)
- If you transfer from one school to another without a bona-fide change of residence by your parents/guardians, your eligibility will be subject to special rules which may include non-participation at the varsity level
- Students may participate in All-Star competition between conclusion of the Southern Section season of sport and September 1.

**YOU ARE URGED TO CHECK WITH THE ATHLETIC DIRECTOR OR COACH IF YOU HAVE ANY QUESTIONS REGARDING YOUR ELIGIBILITY. COMPETING WHEN YOU ARE NOT ELIGIBLE COULD SUBJECT YOUR TEAM TO FORFEITURE! IF YOU ARE IN DOUBT AS TO YOUR ELIGIBILITY STATUS—CHECK IT OUT!**



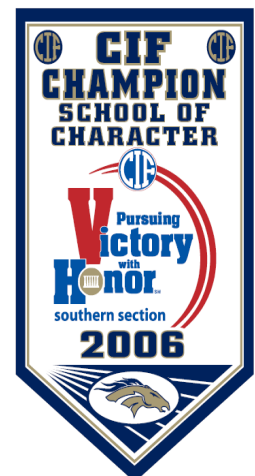
2008-2009  
&  
2009-2010  
**Max Preps**  
Most Spirited  
School in the  
Nation!!  
Two years in a row!!



### CIF CHAMPION SCHOOL OF CHARACTER AWARD

The CIF School of Character Award honors VMHS  
for the way in which our student-athletes play the game,  
the way our coaches coach,  
and the manner in which our fans  
(which includes students, staff and community) support our teams.  
The Broncos have earned *back-to-back*  
Character Awards for 2006 and 2007,  
And for 2010 and 2011!

This achievement is truly the culmination of Bronco *C.L.A.S.S.* which is practiced each day  
by every member of the Bronco family ~  
in the classroom, during competitions and in the community.



# NCAA Division I Initial-Eligibility Requirements

## Core Courses: (16)

### Initial full-time collegiate enrollment

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

## Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA .
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

## Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300)
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I	
<b>Core Course Requirement (16)</b>	
4 years of English	
3 years of math (Algebra I or higher)	
2 years of natural/physical science (1 year of lab if offered)	
1 year of additional English, math or natural/physical science	
2 years of social science	
4 years of additional courses (any area above, foreign language or c	

## DIVISION I Qualifier Requirements

*\*Athletics aid, practice and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/ physical science.
    - "Locked in" for core - course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core- course GPA ( minimum 2.300)
- Graduate from high school.

## DIVISION I Academic Redshirt Requirements

*\*Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in " (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT Combined score) and core-course GPA (minimum 2.000.
- Graduate from high school.



# NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

## Division II Initial-Eligibility Requirements

### Core Courses

. Division II currently requires **16 core courses**. See the chart below.

### Test Scores

- . Division II uses a sliding scale to match test scores and core-course grade-point averages (GPA).
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- . The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- . **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- . Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
  - . The current **Division II** core GPA requirement is a minimum of 2.200
  - . The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier is 2.000.
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

### DIVISION II 16 Core Courses

3 years of English	3 years of additional English, mathematics or natural/physical science
2 years of mathematics (Math I or higher)	2 years of Social Science
2 years of natural/physical (1 year of lab if offered by High school )	4 years of additional courses (from any area above, Foreign language or Comparative religion/Philosophy).

# ACTIVITIES, CLUBS & SCHOLARS

(Listed clubs are for the 2020 / 2021 school year and are subject to change for the 2020/2021 year)

## PERFORMANCE GROUPS

Marching Band  
Concert Band  
Wind Ensemble  
Jazz Ensemble

Drum Line  
Color Guard  
Women's Ensemble  
Jazz Choir

Adv. Chamber Choir  
Adv. Chorale  
Dance Ensemble  
Dance Team

Drama Club  
Cheer Squad

## ACTIVITIES & CLUBS

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

22 to Zero  
Airsoft Club  
Anime Club  
Arts, Music & Poetry (AMP)  
ASB  
ASL Club  
Audio Technology  
AVID  
Ballet Folklorico  
Black Coal & Roses Society  
Black Student Union  
Bronco Bleacher Creatures  
Bronco Poly League  
Bronco Productions  
Bronco Project  
Broncos Ordering Buttons Society (BOBS)  
Casa Esperanza  
Clay Club  
Club Now  
Connect 4  
Cosmetics Club  
Creative Writing Club  
Criminal Justice  
Crypto Club  
CSF

Culinary Club  
Cultural Recognition  
Drama Club  
Drone Engineering Club  
Dungeons & Dragons  
Encouragers  
Everyday Holiday Club  
Fashion Club  
Fellowship of Christian Athletes  
Feminist's United  
FIL-AM  
Food Critic Club  
French Cheese Club  
Gaming Club  
Gay-Straight Alliance  
Glam Girls  
Glee Club  
Graphic & Arts Society  
Green Team  
Group Skate Club  
Handball Club  
Inclusive Dance Club  
Innovation Club  
Interact Club  
Java Programming

K'Pop Club  
Key Club  
Kulture Club  
Latino Student Union  
Lead To Feed  
Lettuce Club  
Life Skills Club  
Link Crew  
Make A Wish  
Marine Biology Club  
Math Club  
Medical Club  
Mountain Bike Club  
NHS  
Ohana Ano Alakai  
Ohana Ano Alakai/  
Haka  
Ping Pong Club  
Pink Ribbon Club  
PLUS  
Reach Out  
Real Life Club  
Renaissance  
Robotics Club  
Rocketry Club  
Rowing Club

Rugby Club  
Science Olympiad  
Scrapbook Club  
Skiller's Club  
Snowboard Club  
Society of Women Engineers  
Sole Hope  
Speech & Debate Club  
Sports Medicine  
Student Venture  
Students Reaching Students  
Super Smash Bros  
Supernatural Fan Club  
Surfers Club  
Travel Club  
Vista View  
Wolves of Wall Street  
World Wildlife Fund  
Yearbook  
Young Americans for Freedom (YAF)  
Young Gentlemen's Leadership Club (YGLC)

## ACADEMIC ELIGIBILITY

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

## CALIFORNIA SCHOLARSHIP FEDERATION / CSF

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

## NATIONAL HONOR SOCIETY / NHS

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. NHS honors those students who demonstrate excellence in the areas of scholarship, leadership, service, and character. Chapter membership recognizes students for their accomplishments, and challenges them to develop further through active involvement in school activities and community service. In order to apply to Vista Murrieta High School's NHS chapter, students must be in 10<sup>th</sup> or 11<sup>th</sup> grade, maintain a 4.0 GPA or higher, and exceed rigorous criteria involving character, leadership, public service and ethics. Once a member is accepted, the student must maintain their grade point average, pay annual chapter dues, attend weekly meetings, tutor their peers (minimum 20 hours each semester), participate in individual and group community service events, and participate in fundraising projects.

# COMMUNITY SERVICE HOURS

## REQUIREMENT FOR GRADUATION (MVUSD)

Vista Murrieta High School

28251 Clinton Keith Rd, Murrieta, CA 92563 (951) 894-5750 (951) 304-1821 FAX

**NAME** \_\_\_\_\_  
(Please print)

**Class of** \_\_\_\_\_

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

Hours worked	Type of Work	Agency Worked For	Date	Supervisors Signature/ Phone #

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

**Total Hours this page:** \_\_\_\_\_

**Counselor's Signature** \_\_\_\_\_

**Recorded by** \_\_\_\_\_ **Date** \_\_\_\_\_

# Murrieta Valley Unified School District



## 2020/21 Early Release/Late Start Agreement

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ PERIOD/S REQUESTED: \_\_\_\_\_

Junior students are only eligible for one period of Early Release or Late Start

Senior students may take up to 2 periods of Early Release and/or Late Start

Students with Early Release must follow school guidelines for arrival and departure

Students must be current on graduation credits in order to be eligible for Early Release and/or Late Start

Students must maintain a 2.0 GPA each semester, good behavior and acceptable attendance to remain eligible for Early Release and/or Late Start

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

PARENT/  
GUARDIAN

COUNSELOR

\_\_\_\_\_ It has been determined that Early Release/Late Start will benefit the student.

\_\_\_\_\_ The Early Release/Late Start option does not provide the student with credits toward graduation.

\_\_\_\_\_ The student will not be assigned Early Release/Late Start unless all core class requirements have been met and the student is on track for graduation.

\_\_\_\_\_ The student will not be assigned Early Release/Late Start due to insufficient course offerings during the relevant class period.

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

\_\_\_\_\_  
Student Name/Grade

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

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Principal/Assistant Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Keep This Information Sheet**



# SUMMER SCHOOL 2020

**JUNE 22 - JULY 17, 2020**

For M.V.U.S.D. students currently enrolled

Grades 9 to 12

Summer Classes will be held on the

**Murrieta Valley High School Campus**

**42200 Nighthawk Way**

**Murrieta, California 92562**

## Enrollment Windows

Classes will be filled on a first come first served basis. You must have your counselor sign off on the application to be able to submit it for enrollment.

Registration will end no later than May 22nd

Students applying to Summer School submit pages 2 and 3

## DATES AND HOURS

June 22 – July 17 School will be closed 7/03/2019

Face to Face session times:

Morning session: 7:30-10:45 am

Afternoon session: 11:15-2:30 pm

APEX class times:

7:30-9:00 9:15-10:45 11:15-12:45 1:00-2:30

## FOOD AND TRANSPORTATION

Bus service will NOT be provided. Student drop off, pick up, and parking will be available. Cafeteria service will be available from 10:45 AM to 11:15 AM only.

## TRADITIONAL and APEX CLASS ATTENDANCE

Any student who is absent more than 8 hours per class session will be dropped. Illness, vacation, and family emergencies are absences and cannot be excused. Please Note: FOUR tardies = 1 hr. of absence.

## APPLICATION PROCESS

Students may submit applications until May 22 or until classes are filled.

Applications will not be accepted after May 22nd except for current Seniors who need summer school to graduate.

Students will be notified of their summer school course assignment by June 2nd.

## TRADITIONAL COURSES AVAILABLE

CREDIT RECOVERY – English 1 , Math 1 and Math 2 (all grade levels)

Original Credit: Art 1 (Art 1 will be offered to AVID students first.)

## APEX ONLINE CREDIT RECOVERY

Enrollment Priority: 1<sup>st</sup> Non graduating seniors needing 10 or fewer credits. The only online option open to Freshmen is Biology.

APEX (online) students are assigned a 90 minute per-day time slot in the computer lab. Students must attend the lab daily and work independently outside of class. All assessments will be administered on-site.

Students who complete a course by the 10<sup>th</sup> day of Summer School may attempt a 2<sup>nd</sup> course.

APEX summer school courses will meet UC/CSU requirements.

APEX summer school courses do not meet NCAA course requirements for eligibility.

Page 1

SUMMER SCHOOL  APEX online/Computer Lab  Traditional  Original Credit (check one)

Student Name: Last \_\_\_\_\_ First \_\_\_\_\_ Initial \_\_\_\_\_

Grade this year: 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> Current School: MVHS VMHS MMHS MCA Other: \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Birth Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex Male / Female

Parent / Guardian Name(s) \_\_\_\_\_

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email: \_\_\_\_\_

**EMERGENCY INFORMATION: Emergency contact other than Parent or Guardian**

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Doctor \_\_\_\_\_ Phone \_\_\_\_\_

Health Plan \_\_\_\_\_ ID # \_\_\_\_\_

Does the student have any allergies, medical problems or regular medication(s)?

YES \_\_\_\_\_ NO \_\_\_\_\_ (if YES, please explain) \_\_\_\_\_

**CREDIT RECOVERY** – Students who failed or got a D in an academic class may apply to retake the class in summer school. Students will be accepted and enrolled in courses based on space availability We will NOT do registration on the first day of summer school.

**Attendance Requirement for Online program:**

Students will be required to attend a 90-minute lab session daily. Students who miss more than 8 hours will be dropped. Additionally, Students who are not making satisfactory progress towards course completion will be withdrawn.

**ATTENDANCE AND DISCIPLINE**

**ATTENDANCE POLICY**

Summer school rules require full attendance. There are no excused absences. To indicate that you understand that students will be dropped from Summer School if they have more than 8 hours of absence per class session, **REGARDLESS OF THE EXCUSE**, please initial below:

**Please Note: Four tardies under 30 minutes or 1 tardy of 30 minutes or more will equal 1 hour of absence.**

(Parent/Guardian Initials) \_\_\_\_\_ (Student Initials) \_\_\_\_\_

**DISCIPLINE POLICY**

Summer School is an opportunity for students to recover credits. It is a privilege to attend. Students who commit an offense that would have led to suspension in the regular school year will be dropped from the program. Students who disrupt the learning process may be dismissed at the discretion of the administration. :

(Parent/Guardian Initials) \_\_\_\_\_ (Student Initials) \_\_\_\_\_

Page 2

Student Name: Last \_\_\_\_\_ First \_\_\_\_\_ Initial \_\_\_\_\_

Online Credit recovery Courses will be offered in core subject areas:

English I, II, III, IV                      World History, US History, Government, Economics                      Biology

Course(s) Needed: \_\_\_\_\_

Preferred Lab Assignment: (rank 1-4)    \_\_\_ 7:30-9:00    \_\_\_ 9:15-10:45    \_\_\_ 11:15-12:45    \_\_\_ 1:00-2:30

Student School Email: \_\_\_\_\_ Parent Email: \_\_\_\_\_

I have read and understand the discipline, attendance and assignment completion policy of the Online classes

Parent/Guardian Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**RETURN THIS FORM TO YOUR COUNSELOR DURING THE ENROLLMENT WINDOW**

Students taking APEX courses must have the following technical access and academic skill set:

- o Home computer with internet access
- o Computer skill set including:
  - Basic keyboarding
  - Attaching and sending documents
- o Independent worker capable of accessing grade level material without direct instruction

**Traditional COURSES REQUESTED: Open to all grade levels.**

Please CIRCLE your needs for summer school courses:

<b>SESSIONS: 1st Semester Class (7:30am-10:45am)</b>	<b>2nd Semester Class (11:15am-2:30pm)</b>
1st Choice: English I    Math 1    Math 2	1st Choice: English I    Math 1    Math 2
2nd Choice: English I    Math 1    Math 2	2nd Choice: English I    Math 1    Math 2

I have read and understand the discipline and attendance policy of summer school classes:

Parent/Guardian Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**Original Credit course request:** If you choose to enroll in Art I for original credit you will be in school from 7:30-2:30 each day and receive 10 credits for the class upon successful completion. Please circle your choice for original credit.

**Art I**

**OFFICE USE ONLY**

Counselor Signature: \_\_\_\_\_ Date Submitted \_\_\_\_\_

Additional Information: \_\_\_\_\_

Page 3





# **BRONCO ALMA MATER**

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



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

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