

VMHS COURSE — CATALOG —

The VMHS Course Catalog is available on the
Bronco website at: www.vmhs.net



2022-2023

28251 Clinton Keith Rd. Murrieta, CA 92563

Administration Fax: (951) 304-1832

Phone: (951) 894-5750

CLASS ~ Character, Leadership, Attitude, Scholarship, Service



TABLE OF CONTENTS

Mission Statement & C.L.A.S.S.	1
Equity in Education	2
Course FAQs	3
Graduation Requirements	4
UC/CSU Approved Courses	5
Specialized Course Information	6-7
VMHS Pathways	8-11
<u>2022-2023 COURSE REQUEST FORMS</u>	
Grade 9 (white form)	12
Grade 10 (green form)	13
Grade 11 (yellow form)	14
Grade 12 (blue form)	15
<u>COURSE DESCRIPTIONS</u>	
Social Science (section in BLUE)	16-18
English (section in ORANGE)	19-23
Mathematics (section in GREEN)	24-29
Science (section in PURPLE)	30-32
World Language	33-36
Visual & Performing Arts (VPA)	37-45
Physical Education	46-48
Career Technical Education (CTE)	49-55
General Electives	56-64
<u>OTHER INFORMATION</u>	
Advanced Placement (AP) Information	65
AP Exams Information	66
AP Courses	67-71
MSJC Dual Enrollment (DE) Information	72-73
DE Courses	74-75
College & Careers	76
CIF Eligibility Rules	77
NCAA Freshmen Eligibility Reference	78-79
Activities, Clubs & Scholarship Information	80
Community Service Hours	81
Late Start/Early Release Contract	82
Summer School Information	83
VMHS Alma Mater	84

MISSION STATEMENT

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

C.L.A.S.S.

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

Character

C = Character by...

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

Leadership

L = Leadership by...

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

Attitude

A = Attitude by...

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

Scholarship

S = Scholarship by...

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

Service

S = Service by...

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

EQUITY IN EDUCATION

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

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

Our commitments include, but are not limited to:

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

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

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

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

Dale Velk
Director, Student Support
Murrieta Valley Unified School District
dvelk@murrieta.k12.ca.us

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

Howard Dimler
Executive Director, Student Support Services
Murrieta Valley Unified School District
hdimler@murrieta.k12.ca.us

UNIFORM COMPLAINT PROCEDURE

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

COURSE F•A•Q•s

SCHEDULE CHANGE POLICY: To support academic success, our goal is to have all students in appropriate classes as quickly as possible. **Schedule 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 7th 2021**. 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 **Broncotorials**
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

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.

VMHS Graduation Requirements

** with grade D or higher*

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

California State University
www.calstate.edu

University of California
www.universityofcalifornia.edu

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

To see all UC/CSU approved courses, go to www.ucop.edu/doorways

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

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

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

UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY

VMHS APPROVED PREPARATORY CLASSES

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

(A) HISTORY/SOCIAL SCIENCE

Modern World History

(AP) World History

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

**MSJC Dual Enrollment Political Science

(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

(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

(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 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

Concert Choir

Jazz Choir/vocal project

Advanced 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 9-12

Cinema as Literature

Creative Writing

RCOE Exploring the U.S. Criminal Justice System

Marine Biology

Intro to Design/Engineering

Ethnic Studies

Child Development

Psychology

(AP) Psychology

**MSJC Dual Enrollment Introduction to Psychology

AP Macroeconomics

AP Microeconomics

Digital Film Production II (BNN)

Digital Film Production III

Yearbook Publication

Economics

Digital Electronics

RCOE Audio Technology II

Student Leadership

Earth Science

Enviro Science

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. *Interviews are needed and may be virtual this year.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

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

AVID

AVID (Advancement Via Individual Determination) is a 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

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.

SPECIALIZED COURSES CONTINUED A

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 *interviews are needed.

LINK CREW

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

RENAISSANCE

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

YEARBOOK

Want to be part of the group that takes the photographs, writes the text, designs and creates the layouts, and chooses the pictures that are placed in the year- book? 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. *Interview needed.

BBC

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

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

VMHS CTE 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.

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



VMHS PATHWAYS



ARTS, MEDIA & ENTERTAINMENT

Audio Technology
Photography
Video Production



ENGINEERING & ARCHITECTURE

Engineering



HEALTH SCIENCE AND MEDICAL TECHNOLOGY

Sports Medicine



HOSPITALITY, TOURISM & RECREATION

Food and Beverage Production



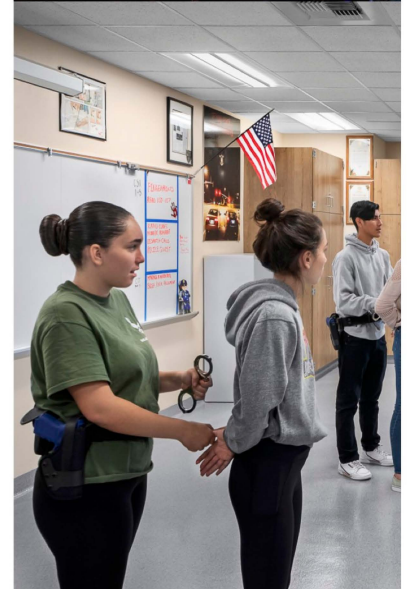
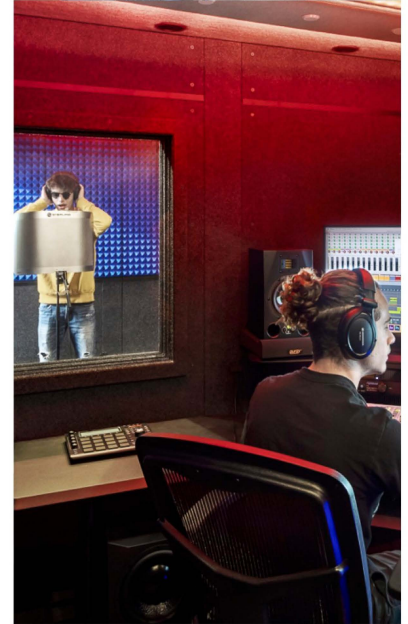
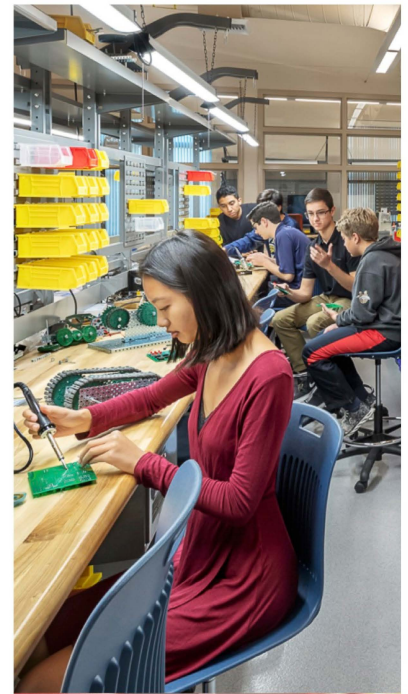
INFORMATION & COMMUNICATION TECHNOLOGIES

Computer Science



PUBLIC SERVICES

Law Enforcement





CAREER TECHNICAL EDUCATION - COURSE TITLES AND SECTION NUMBERS

ARTS MEDIA & ENTERTAINMENT SECTOR

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



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



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



ENGINEERING & ARCHITECTURE SECTOR

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



HEALTH SCIENCE & MEDICAL TECH. SECTOR

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



HOSPITALITY & TOURISM SECTOR

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



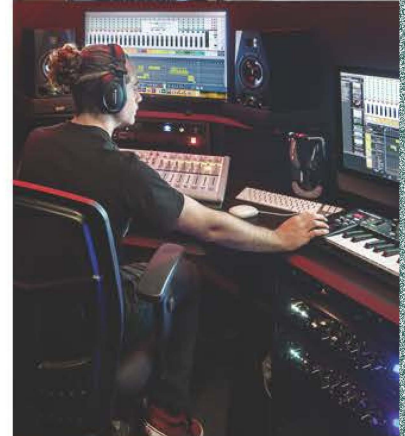
INFORMATION & COMPUTER TECH. SECTOR

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



PUBLIC SERVICES SECTOR

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





Food and Beverage Production

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



*Law Enforcement

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



** The Law Enforcement pathway is available to students from 10th through 12th grade only.*



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

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

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



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

Congratulations on taking your first step toward your future careers.



VISTA MURRIETA HIGH SCHOOL



GRADE 9

LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

SCHOOL CURRENTLY ATTENDING:

OTHER CONTACT #

LIST OF COURSE REQUESTS FOR 2022-2023

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

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

Period requests are not accepted. Course conflicts are common.

YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!

(B) ENGLISH

English I #1001

Adv English I #1021

Teacher Signature:

(C) MATH

Transitional Math #2214
(counselor/admin approval only)

Math I #2212

Adv Math I #2213

Adv Math II #2217

Teacher Signature:

(D) SCIENCE

Biology #3025

(E) WORLD LANGUAGE

Spanish I #4100

Spanish for Spanish
Speakers I #4150

Spanish II #4110

French I #4200

ASL I #4050

(F) VISUAL PERFORMING ARTS (VPA)

Art/Design I #6000

Ceramics I #6060

Graphic Design I
#6040

Photography I
#7800

Digital Film I #7902

Comp. Prog. Game
Design I #7553

Audio Tech #7938

Intro to Design
#2445 (Engineering)

Dance I #7220
(must also take PE9)

Tech Theatre #6565

Concert Choir
#7150

Drama #6500

Wind Ensemble
(Band) #7193

REQUIRED
Select one

PE 9 #2700

AFJROTC #7965

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

Health #8075

Computer/Careers #7560

OTHER

AP Human Geography #1918
(Prerequisite: completion of Advanced Language Arts 8
with an A and counselor signature required.)

AP Computer Science #7571
(Counselor signature required)

If you want to take AP Human Geography #1918 or AP Computer Science #7571,
you must drop one of these classes: VPA or World Language (select one)

Counselor Signature:

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

World Language
Alternate #1

VPA Alternate #1

World Language
Alternate #2

VPA Alternate #2

Parent/Guardian Signature:



VISTA MURRIETA HIGH SCHOOL



GRADE 10

LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

LIST OF COURSE REQUESTS FOR 2022-2023

OTHER CONTACT #

COUNSELOR

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

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

Period requests are not accepted. Course conflicts are common.

YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!

(A) SOCIAL SCIENCE

Modern World History #1501

AP World History #1503

AP Human Geography #1918

Teacher Signature:

(B) ENGLISH

English II #1002

Adv. English II #1022

Teacher Signature:

(C) MATH

Math I #2212

Math II #2216

Math III #2218

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

Adv Math II #2217

Adv Math III #2219

Teacher Signature:

(D) SCIENCE

Earth Science #3500

Chemistry #3525

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

Teacher Signature:

(E) WORLD LANGUAGE

Spanish I #4100

Spanish II #4110

Spanish III #4120

Spanish IV #4125
(B or better in Spanish III or
Spanish for Spanish
Speaker II)

AP Spanish Language
#4130
(Prerequisite: B or better in
Spanish III, IV or Spanish
for Spanish Speakers II)

Spanish for Spanish
Speaker II #4160

ASL I #4050

ASL II #4060

French I #4200

French II #4210

Teacher Signature:

2nd Year P.E. or JROTC

(See course catalog. 2nd year is required.)

ELECTIVE or CTE Pathway Option

(See course catalog)

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

Alternate #1

Alternate #3

Alternate #2

Alternate #4



LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

LIST OF COURSE REQUESTS FOR 2022-2023

OTHER CONTACT #

COUNSELOR

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

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

Period requests are not accepted. Course conflicts are common.

YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!

(A) SOCIAL SCIENCE

US History #1600

AP US History #1601

DE US History 111 #1505 /
DE US History 112 #1515
Online
(Must take both)

DE US History 111 #1501A /
DE US History 112 #1501B
In-person
(Must take both)

Teacher Signature:

(B) ENGLISH

English III #1018

Expo Reading/Writ Amer. Lit #1028

AP English Lang & Comp #1005

Teacher Signature:

(C) MATH

Math II #2216

Math III #2218

Adv Math III #2219

Calculus #2390

AP Calculus AB #2400

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

Teacher Signature:

(D) SCIENCE

Chemistry #3525

AP Chemistry #3528

AP Environmental
Science #3101

Anatomy & Physiology
#3040

DE Bio Human Heredity
& Evolution #3024
(Semester)

AP Biology #3031

Environmental Science
#3100

Marine Biology #3010

AP Physics #3531

Physics #3530

Teacher Signature:

(E) WORLD LANGUAGE

Spanish II #4110

Spanish III #4120

Spanish IV #4125
(B or better in Spanish III or
Spanish for Spanish
Speaker II)

AP Spanish Language
#4130

AP Spanish Lit #4133

Spanish for Spanish
Speakers II #4160

ASL II #4060

ASL III #4070

French II #4210

French III #4220

Teacher Signature:

ELECTIVE

(See Course Catalog)

CTE Pathway Option

(See Course Catalog)

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

Alternate #1

Alternate #3

Alternate #2

Alternate #4



VISTA MURRIETA HIGH SCHOOL



GRADE 12

LAST NAME

FIRST NAME

MIDDLE INITIAL

HOME PHONE #

DATE OF BIRTH

OTHER CONTACT #

COUNSELOR

LIST OF COURSE REQUESTS FOR 2022-2023

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

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

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

YOU MAY NOT CHANGE YOUR SCHEDULE TO CHANGE YOUR LUNCH!

(A) SOCIAL SCIENCE

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

AP Government #1701

DE Political Science 101 #1703
(One semester)

AP Macroeconomics #1705

AP Microeconomics #1712

Teacher Signature:

(B) ENGLISH

College English 092 (Eng. IV) #1082

CSU Expo Writing #1033

AP English Lit & Comp #1008

DE English 101 Freshman Comp #1080
(One semester)

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

Teacher Signature:

(C) MATH

Math III #2218

MRWC #2355 (Math IV)

Prob & Stats #2415

Calculus #2390

AP Statistics #2410

Algebra with Financial Applications #2215

AP Calculus BC #2405

AP Calculus AB #2400

College Math 90 #2475

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

Teacher Signature:

(D) SCIENCE

Marine Biology #3010

Earth Science #3500

Environmental Science #3100

Physics #3530

Anatomy & Physiology #3040

Adv Biomedical Science #3555

AP Biology #3031

AP Chemistry #3528

AP Enviro Science #3103

AP Physics #3531

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

Teacher Signature:

ELECTIVE

(See course catalog)

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

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

Alternate #1

Alternate #3

Alternate #2

Alternate #4

MODERN WORLD HISTORY

Course #1501 Grade Level: 10 Length: Year Prerequisite: None

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

ADVANCED PLACEMENT WORLD HISTORY

Course #1503 Grade Level: 10-12 Length: Year Prerequisite: Approval of Instructor

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.

MODERN WORLD HISTORY ESSENTIALS

Course #8152 Grade Level: 10 Length: Year Prerequisite: IEP Team Placement

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

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Course #1918 Grade Level: 9-12 Length: Year Prerequisite: Teacher approval

This course meets UC/CSU (A) and District graduation requirements for social science or elective credit. It also meets the requirement for World History credit. AP Human Geography is a 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.

U.S. HISTORY

Course #1600 Grade Level: 11 Length: Year Prerequisite: None

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

ADVANCED PLACEMENT U.S. HISTORY

Course #1601 Grade Level: 11 Length: Year Prerequisite: Teacher approval

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

MSJC DUAL ENROLLMENT - HISTORY 111 US HISTORY TO 1877

Course #1505 Grade Level: 11-12 Length: Semester

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

MSJC DUAL ENROLLMENT - HISTORY 112 US HISTORY SINCE 1865

Course #1515 Grade Level: 11-12 Length: Semester

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

U.S. HISTORY ESSENTIALS

Course #8153 Grade Level: 11 Length: Year Prerequisite: IEP Team Placement

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

U.S. GOVERNMENT

Course #1700 Grade Level: 12 Length: Semester Prerequisite: None

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

ADVANCED PLACEMENT U.S. GOVERNMENT

Course #1701 Grade Level: 12

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

ECONOMICS

Course #1702 Grade Level: 12 Length: Semester Prerequisite: None

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

ADVANCED PLACEMENT MACROECONOMICS

Course #1705 Grade Level: 12 Length: Year Prerequisite: A grade of C or higher in Math III

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

ADVANCED PLACEMENT MICROECONOMICS

Course #1712 Grade Level: 12 Length: Year Prerequisite: A grade of B or better in Math III

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

MSJC DUAL ENROLLMENT POLITICAL SCIENCE 101 INTRO TO AMERICAN GOVERNMENT & POLITICS

Course #1703 Grade Level: 12 Length: Semester Transfers to both UC/CSU

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

CLIMB SOCIAL SCIENCE FOR LIFE SKILLS

Course #8220 Grade Level: 9-12 Length: Year Prerequisite: IEP Placement

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

All English courses are aligned with the California English content standards**ENGLISH INTENSIVE (Read 180 Universal)**

Grade Level: 9-10 English Intensive I = Course #1051 English Intensive II = Course #1052 Length: Year
Prerequisite: Placement based on assessment results and teacher recommendations

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

ENGLISH I

Course #1001 Grade Level: 9 Length: Year Prerequisite: None

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. 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, and nonfiction pieces. Assessments will include performance-based assessments, conventional assessments, (including standardized tests), performance task essays and published products.

ADVANCED ENGLISH I

Course #1021 Grade Level: 9 Length: Year

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

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, and work at a more accelerated pace than a non-advanced course.

ENGLISH II

Course #1002 Grade Level: 10 Length: Year Prerequisite: Successful completion of English I

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. 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, and nonfiction pieces. Assessments will include performance-based assessments, conventional assessments, (including standardized tests), performance task essays and published products.

ADVANCED ENGLISH II**Course #1022 Grade Level:10 Length: Year***Prerequisite: By placement only that includes current English grade and teacher recommendation.*

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

ENGLISH II BASIC**Course #802 Grade Level: 10 Length: Year Prerequisite: Placement is approved through IEP**

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

ENGLISH III**Course #1018 Grade Level:11 Length: Year Prerequisite: Successful completion of English II or Adv. English II**

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

ENGLISH III BASIC**Course#8120 Grade level:11 Length: Year Prerequisite: Placement is approved through IEP**

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

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**Course #1005 Grade Level: 11 Length: Year*****Prerequisite: Placement for juniors is determined by the student's previous English course performance (semester grades of B+ or higher are strongly recommended).***

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. This course has mandatory summer assignments and summer writing research assignment is due the first day of class.

EXPOSITORY READING & WRITING AMERICAN LITERATURE (11)**Course #1028 Grade Level:11 Length: Year*****Prerequisite: Students must receive a 'B' or better in Sophomore English or be an AVID Participant***

This course meets UC/CSU (B) and District graduation requirements for English. This course will prepare 11th grade students for college level work by requiring them to read extensively from challenging literature and non-fiction texts across the disciplines and to write analytically and critically about what they have read. Students will develop the skills to produce academic and analytical essays based upon expository readings. They will learn the features of the various rhetorical modes: description, illustration, comparison and contrast, analogy, definition, process analysis, argument and persuasion and casual analysis. They will use 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*, *Fahrenheit 451*, *The Catcher in the Rye*, *The Great Gatsby*, et al.

COLLEGE ENGLISH 92/ ENGLISH IV**Course #1082 Grade Level: 12*****Prerequisite: Three years of successful high school college preparatory English and/or counselor approval.***

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

CSU EXPOSITORY WRITING***Course #1033 Grade Level:12 Length: Year******Prerequisite: Successful completions of Expository 11,
Themes in Am. Literature or AP Language and Composition.***

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

MSJC DUAL ENROLLMENT - ENGL 101 FRESHMAN COMPOSITION***Course #1080 Grade Level: 12 Length: Semester Prerequisite: MSJC Matriculation***

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides instruction in writing academic analytic essays. 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

ENGLISH IV BASIC***Course# 8121 Grade Level:12 Length: Year Prerequisite: Placement is approved through IEP***

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

ADVANCED PLACEMENT LITERATURE & COMPOSITION***Course #1008 Grade Level: 12 Length: Year******Prerequisite: Placement determined by the student's previous English course performance
(semester grades of B+ or higher are strongly recommended).***

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

MSJC DUAL ENROLLMENT - ENGL 103 CRITICAL THINKING & WRITING

Course #1081 Grade Level :12 Length: Semester Prerequisite: ENGL-101 with a grade C or better

This course meets UC/CSU (B) and District English requirements. Students will receive three (3) units of college credit. 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.

ENGLISH ESSENTIALS

Grade Level: 9-12 Prerequisite: IEP Team Placement

English 9 Essentials Course #8150

English 10 Essentials Course # 8171

English 11 Essentials Course # 8172

English 12 Essentials Course # 8173

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

CLIMB ENGLISH ESSENTIALS 1

Course #8230 Grade Level: 9-12 Length: Year Prerequisite: IEP Team Placement

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

CLIMB ENGLISH ESSENTIALS 2

Course #8230 Grade Level: 9-12 Length: Year Prerequisite: IEP Team Placement

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

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

MATH I

Course #2212

Grade Level: 9-10

Length: Year

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

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

ADVANCED MATH I

Course #2213

Grade Level: 9-10

Length: Year

Prerequisite: By placement

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

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

TRANSITIONAL MATH

Course #2214

Grade Level: 9

Length: Year

Prerequisite: By Counselor or Admin placement only

Students 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 1A BASIC

Course #8126

Grade Level: 10-11

Length: Year

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

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

MATH 1B BASIC

Course #8127 Grade Level: 11-12 Length: Year Prerequisite: IEP Team Placement

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

MATH II

Course #2216 Grade Level: 9-10 Length: Year

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

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

ADVANCED MATH II

Course #2217 Grade Level: 9-10 Length: Year Prerequisite: By placement (B or better in Advanced Math I, teacher recommendation, and/or district assessment fluency in mathematics)

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

MATH III

Course #2218 Grade Level: 10-12 Length: Year

Prerequisite: By placement

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

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

ADVANCED MATH III

Course #2219 Grade Level: 10-12 Length: Year

Prerequisite: By placement

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

This course meets UC/CSU (C) and district requirements for math credit. The purpose of Advanced Math III is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. This course, along with Advanced Math I and Advanced Math II, will provide the depth and scope of math instruction that will prepare students to take an Advanced Placement (AP) math class. Advanced Math III will extend the mathematics students 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

Course #2355 Grade Level: 12 Length: Year

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

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

CALCULUS

Course #2390 Grade Level: 11-12 Length: Year Prerequisite: By placement only

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

ADVANCED PLACEMENT CALCULUS AB

Course #2400 Grade Level: 11-12 Prerequisite: By placement only

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

ADVANCED PLACEMENT CALCULUS BC

Course #2405 Grade Level: 11-12 Length: Year Prerequisite: By placement only

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

MSJC DUAL ENROLLMENT - MATH 110 PRE-CALCULUS

Course #2466 Grade Level: 10-12 Length: Semester Prerequisite: MATH 105 grade of C or better

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

PROBABILITY & STATISTICS

Course #2415 Grade Level: 12 Length: Year

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

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

ADVANCED PLACEMENT STATISTICS

Course #2410 Grade Level: 12 Length: Year

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

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

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

COLLEGE MATH 90 - ELEMENTARY ALGEBRA

Course #2475 Grade Level: 11-12 Length: Year

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

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

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

Course #2215 Grade Level: 12 Length: Year

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

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

MSJC DUAL ENROLLMENT - MATH 105 COLLEGE ALGEBRA

Course #2465 Grade Level: 10-12 Length: Semester Prerequisite: teacher recommendation.

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

TRANSITIONAL MATH BASIC

Course #8100 Grade Level: 9-10 Length: Year

Prerequisite: Individualized Education Plan team meeting

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

MATH 1A BASIC

Course #8126 Grades 9-11 Prerequisite IEP Team Placement

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

MATH ESSENTIALS I

Course #8151 Grade 9-10 Length: Year

Prerequisite: Individualized Education Plan team meeting

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

MATH ESSENTIALS II

Course #8122 Grade 11-12 Length: Year

Prerequisite: Individualized Education Plan team meeting

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

CLIMB MATH ESSENTIALS 1

Course #8200 Grade Level: 9-12 Length: Year Prerequisite: IEP Team Placement

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

CLIMB MATH ESSENTIALS II

Course #8200 Grade Level: 9-12 Length: Year Prerequisite: IEP Team Placement

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

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.

ADVANCED PLACEMENT BIOLOGY**Course #3031 Grade Level: 11-12 Length: Year****Prerequisite: Grade B or better in Biology and Chemistry with teacher or Department Chair approval**

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

BIOLOGY ESSENTIALS**Course: #8156 Grade: 9 Length: Year Prerequisite: Individualized Education Plan team meeting**

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

EARTH SCIENCE**Course #3500 Grade Level: 10-12 Length: Year Prerequisite: By placement**

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

EARTH SCIENCE ESSENTIALS**Course #8111 Grade Level: 10 Length: Year Prerequisite: IEP Team Placement**

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

CHEMISTRY**Course #3525 Grade Level: 10-12 Length: Year****Prerequisite: Grade of C or better in CP Biology and concurrent enrollment in Math II**

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

ADVANCED PLACEMENT CHEMISTRY**Course #3528 Grade Level: 11-12 Length: Year Prerequisite: Grade B or better in Biology and Chemistry, successful completion of Math III and teacher approval**

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

ENVIRONMENTAL SCIENCE**Course #3100 Grade Level: 11-12 Length: Year Prerequisite: Completion of 1 year Life Science AND 1 year Physical Science, both with Grade C or better and teacher approval**

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**Course #3103 Grade Level: 10-12 Length: Year****Prerequisite: Completion of Biology and Algebra 1 and a co-current enrollment or completion of Chemistry with grades of B or better.**

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

ENVIRONMENTAL SCIENCE ESSENTIALS**Course #8165 Grade Level: 11 Length: Year Prerequisite: IEP Team Placement**

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

MARINE BIOLOGY

Course #3010 Grade Level: 11-12 Length: Year Prerequisite: Completion of 1 year Life Science AND 1 year Physical Science, both with Grade C or better and teacher approval

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

ANATOMY & PHYSIOLOGY

**Course #3040 Grade Level: 11-12 Length: Year
Prerequisite: Grade C or better in Biology and Chemistry or
concurrently enrolled in Chemistry with teacher approval.**

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

ADVANCED BIOMEDICAL SCIENCE

Course #3555 Grade Level: 11-12 Length: Year

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

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



PHYSICS**Course #3530 Grade Level: 11-12 Length: Year****Prerequisite: Grade C or better in Math II and Chemistry or with teacher approval**

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

ADVANCED PLACEMENT PHYSICS**Course #3531 Grade Level: 11-12 Length: Year****Prerequisite: Grade B or better in Chemistry with concurrent enrollment in Math III or higher or teacher approval**

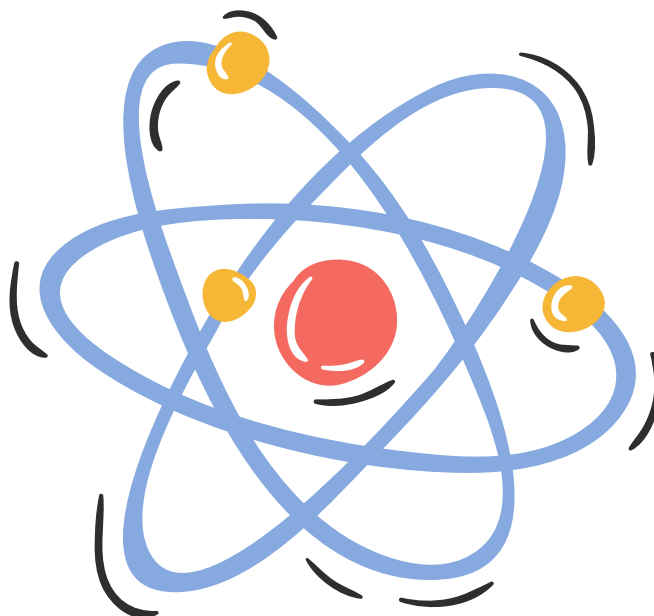
This course meets UC/CSU (D) physical science laboratory and District graduation science requirements. Advanced Placement Physics is a rigorous course designed to be the equivalent of a college introductory Physics course usually taken by non-calculus based Physics majors. The focus is to provide students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

MSJC DUAL ENROLLMENT BIO 134 HUMAN HEREDITY AND EVOLUTION (3 units)**Course #3024 Grade Level: 11-12 Length: Semester Prerequisite: B or better in Biology**

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

CLIMB SCIENCE ESSENTIALS**Course #8210 Grade Level: 9-12 Length: Year Prerequisite: IEP Team Placement**

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



SPANISH I

Course #4100 **Grade Level: 9-12** **Length: Year** **Prerequisite: Grade C or better in previous English course**

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

SPANISH II

Course #4110 **Grade Level: 9-12** **Length: Year** **Prerequisite: Grade C or better in Spanish I**

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

SPANISH III

Course #4120 **Grade Level: 9-12** **Length: Year** **Prerequisite: Grade C or better in Spanish II**

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

SPANISH IV

Course #4125 **Grade Level: 11-12** **Prerequisite: Completion of Spanish III or Spanish for Spanish Speakers II with a grade of "B" or better and teacher approval.**

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

SPANISH FOR SPANISH SPEAKERS I

Course #4150 **Grade Level: 9-12** **Length: Year** **Prerequisite: Teacher placement based on assessment**

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

SPANISH FOR SPANISH SPEAKERS II

Course #4160 **Grade Level: 9-12** **Length: Year**

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

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

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE***Course #4130 Grade Level: 10-12 Length: Year******Prerequisite: Grade B or better in Spanish III, IV or Spanish for Spanish Speakers II, teacher approval***

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

ADVANCED PLACEMENT SPANISH LITERATURE***Course #4133 Grade Level: 11-12 Length: Year******Prerequisite: Grade B in Spanish IV or Grade C or better in AP Spanish Language, teacher approval***

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

FRENCH I***Course #4200 Grade Level: 9-12 Length: Year Prerequisite: Grade C or better in previous English course***

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

FRENCH II***Course #4210 Grade Level: 10-12 Length: Year Prerequisite: Grade C or better in French I***

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

FRENCH III***Course #4220 Grade Level: 11- 12 Length: Year Prerequisite: Grade C or better in French II***

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

FRENCH IV***Course #4225 Grade Level: 11- 12 Length: Year Prerequisite: Grade C or better in French III***

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 Length: Year Prerequisite: None**

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

AMERICAN SIGN LANGUAGE II**Course #4060****Grade Level: 10-12****Length: Year****Prerequisite: Grade C or better in ASL I**

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

AMERICAN SIGN LANGUAGE III**Course #4070****Grade Level: 11-12****Length: Year****Prerequisite: Grade C or better in ASL II****MSJC ARTICULATED**

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

AMERICAN SIGN LANGUAGE IV

Course #4080 Grade Level 11-12 Length: Year Prerequisite: Completion of American Sign Language 3 with a grade of A or B or instructor approval with a grade of C.

This course meets UC/CSU (E) American Sign Language IV offers students an expanded series of informal and formal linguistic learning activities designed to empower students to acquire 'higher level' communicative skills and to develop the cultural competencies necessary to successfully interact with the Deaf community. Special emphasis is given to application of language skills for personal enjoyment and within a professional context, and exploration of post-high school opportunities related to American Sign Language.



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 Length: Semester

Prerequisite: MSJC Matriculation and appropriate assessment test score

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.

INTRODUCTION TO WORLD LANGUAGE

Course #4013 Prerequisite: Individualized Education Plan team meeting

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



BEGINNING JAZZ BAND

Course #7205 Grade Level: 10-12 Length: Year Prerequisite: Audition

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

ADVANCED MARCHING BAND (8th Period)

Course #7200 Grade Level: 9-12 Length: 1st Semester Prerequisite: Instructor Approval

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

ADVANCED CONCERT BAND

Course #7202 Grade Level: 9-12 Length: 2nd Semester Prerequisite: Instructor Approval

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

ADVANCED JAZZ BAND

Course #7210 Grade Level: 10-12 Length: Year Prerequisite: Audition

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

CONCERT CHOIR

Course #7150 Grade Level 9-12 Length: Year Prerequisite: None

Meets the CSU/UC (F) and MVUSD graduation requirement in VPA or elective credit. This is the starting choir for 95% of students. In this course, student learn the fundamentals of reading music, sight singing, and working and performing with an ensemble. Additionally, students gain performance experience through concert performances and observation of advanced choral groups. This course is for Soprano, Alto, Tenor, and Bass voices (SATB). Any student may enroll in this course without audition. To skip this course, students must audition and display a strong understanding of choral music basics as well as have at least 1 year of high school choir experience. This course is not repeated. Completion of concert choir guarantees enrollment into Advanced Chorale unless auditions prove readiness for Treble Ensemble or Chamber Choir.

ADVANCED WOMEN'S ENSEMBLE

Course #7155 Grade Level: 10-12 Length: Year Prerequisite: Audition and signature of the Director

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

ADVANCED CHORALE

Course #7110 Grade Level: 9-12 Length: Year Prerequisite: Audition and signature of the Director

Meets UC/CSU (F) and District graduation requirements for VPA. This choir is also a common starting ensemble for students transferring from a different choir program. In this course, students continue to strengthen their understanding of choral music fundamentals. Additionally, students perform in school concerts as well as one travel performance each year. The focus of this ensemble is variety, covering a myriad of genres of choral music from Gregorian chant to modern pop and musical theater. This course may be repeated.

ADVANCED CHAMBER CHOIR

Course #7105 Grade Level: 10-12 Length: Year Prerequisite: Audition and signature of the Director

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

ADVANCED PLACEMENT MUSIC THEORY

Course #7007 Grade Level: 9-12

Prerequisite: Instructor approval and participation in an Advanced Music Ensemble

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

JAZZ CHOIR/VOCAL PROJECT

Course #7160 Grade Level 11-12

Prerequisite: Audition and signature of Director meets District graduation requirements for VPA

This course is designed to build and develop the individual performer. Students develop and define their own solo style and sound through recording and performance projects. Students in Vocal Project perform in school concerts, school events, as well as travel competitions and festivals. Students also work and perform together as a group in both a cappella and accompanied pop music. Students audition separately for this ensemble. Students do not need previous choir experience to audition. This is a SATB ensemble. This course may be repeated.

WIND ENSEMBLE

Course #7193 Grade Level: 9-12 Prerequisite: Audition Length: Year

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

MSJC DUAL ENROLLMENT - MUSIC 100 INTRODUCTION & APPRECIATION OF MUSIC 3 Units

Course #7020 Grade Level: 11-12

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; it's history, and aesthetics. Extra grade weight is only offered to those taking Dual Enrollment courses on the VMHS campus.

MSJC DUAL ENROLLMENT - MUSIC 103 MUSIC THEORY 3 Units

Course #7030 Grade Level: 11-12 Length: Semester

Prerequisite: Must have knowledge of reading/playing music;

MSJC Matriculation and appropriate assessment test score of English 098.

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

DRAMA I

Course #6500 Grade Level: 9-12 Prerequisite: None Length: Year

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

DRAMA II / INTERMEDIATE ACTING

Course #6550 Grade Level: 9-12 Length: Year Prerequisite: Drama I or audition with teacher

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

DRAMA III / ADVANCED ACTING & COMPETITION

Course #6560 Grade Level: 9-12 Length: Year Prerequisite: Drama II or audition with teacher

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

DRAMA IV

Course #6570 Grade Level: 9-12 Length: Year Prerequisite: Drama II, Drama III or audition with teacher

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

TECHNICAL THEATER I

Course #6565 Grade Level: 9-12 Length: Year Prerequisite: None Meets UC/CSU "F" requirement

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

ART I & DESIGN**Course #6000 Grade Level: 9-12 Length: Year Prerequisite: None**

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

ADVANCED DRAWING & PAINTING (ART II)**Course #6030 Grade Level: 10-12 Length: Year****Prerequisite: Grade C or better in Art I & Design, teacher approval**

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

STUDIO ART (ART III)**Course #6165 Grade Level: 11-12 Length: Year****Prerequisite: Grade B or better in Art I and Art II (Advanced Drawing & Painting), teacher approval**

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

ADVANCED PLACEMENT STUDIO ART**Course #6150 Grade Level: 11-12 Length: Year****Prerequisite: Grade B or better in Art 1 and Art 2 (Advanced Drawing & Painting) and recommend Studio Art**

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

YEARBOOK DESIGN**Course #1875 Grade Level 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 Length: Year Prerequisite: None**

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

CERAMICS II**Course #6070 Grade Level: 10-12 Length: Year*****Prerequisite: Grade B or better in Ceramics I and teacher approval***

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

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

GRAPHIC DESIGN II**Course #6050****Grade Level: 10-12****Length: Year****Prerequisite: Grade C or better in Graphic Design I and teacher approval**

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

GRAPHIC DESIGN III**Course #6055****Grade Level: 11-12****Length: Year****Prerequisite: Grade C or better in Graphic Design II and teacher approval.**

This course is recommended for those wishing to pursue advanced knowledge in the field of computer-generated design. 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.

INTRO TO DESIGN (ENGINEERING)**Course #2445****Grade Level: 9-10****Prerequisite: None****Length: Year**

OPTION TO CONTINUE AS AN ENGINEERING PATHWAY. This course is to be taken in Year 1 of the Engineering Pathway. This course meets UC/CSU (F 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.

AUDIO TECHNOLOGY - Introduction to Audio Technology***Course #7938 Prerequisite: None Length: Year***

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

COMPUTER PROGRAMMING/VIDEO GAME DESIGN I***Course #7553 Grade Level: 9-12 Length: Year***

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

RCOE DIGITAL FILM I***Course #7902 Grade Level: 9-12 Length: Year Prerequisite: None***

This course is the introductory course for the Digital Film Production CTE Pathway. This course meets UC/CSU A-G requirements (as an "F" Visual & Performing Arts Course or "G" Elective Course), as well as 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. 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 Length: Year******Prerequisite: Grade B or better in CTE Digital Film Production I or through audition with instructor.***

This course is the mastery course for the Digital Film Production CTE Pathway. This course meets UC/CSU "G" Requirements for A-G. This course is designed to provide students with the opportunity to apply advanced production skills as they relate to the Digital Film Production industry by creating and crafting films for outside clients and student film festivals. Students will demonstrate advanced skills by operating differing video cameras (HD, 4K, and DSLRs), differing microphones, and through actual real-world use of their photo-editing skills in Adobe 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 towards an internship opportunity. Students may even be paid as a result of their consultation and work. Students must rely on intra-disciplinary craftsmanship with their peers to achieve the goals of the course. Student production hours will be required outside of daily class time and provided by the course instructor.

RCOE DIGITAL FILM III**Course #7762****Grade Level: 11-12****Length: Year****Prerequisite: Grade B or better in CTE Digital Production II or through audition with instructor.**

This course is the mastery course for the Digital Film Production CTE Pathway. This course meets UC/CSU "G" Requirements for A-G. This course is designed to provide students with the opportunity to apply their advanced personalized skills as they relate to the Digital Film Production industry by creating and crafting films for outside clients 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.

PHOTOGRAPHY I**Course #7800 Grade Level: 9-12 Length: Year Prerequisite: None**

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 Length: Year****Prerequisite: Grade C or better in Photography I and teacher approval . 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. The development of personal style and creativity will be stressed. In addition, students will explore photography as a career as they study the business side of photography including personal branding, marketing, digital workflow, client communication, and other skills required to get started in the photography industry. Students will 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 Length: Year****Prerequisite: Completion of Photography I and II with a "C" or better and/or teacher approval.**

Photography III is the mastery course of the Photography 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 photography skills as a working photographer by completing photoshoots for local clients, collaborating on projects, submitting to competitions, and completing individual projects with a career focus. Students will also study in-depth historically important professional photographers and their professional work and apply some of their techniques to their own work. Students will continue to refine their online portfolio, advance their technical and editing skills, and solidify their personal style. Students will be required to be self-motivated and accountable in their work habits. Students will also be required to take photographs and manage photoshoots outside of daily class time. A portfolio of collected finished works with public exhibition is a final goal of this class to prepare students for college and a career in photography.

DANCE I

Course #7220 Grade Level:9 -12 Length: Year

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

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

DANCE II

Course #7230 Grade Level: 10-12 Length: Year Prerequisite: Grade B or better in Dance I

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

ADVANCED DANCE CHOREOGRAPHY PRODUCTION

Course #7231 Grade Level: 9-12 Length: Year Prerequisite: Audition only and teacher approval

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



PHYSICAL EDUCATION

PHYSICAL EDUCATION 9

Course #2700 Grade Level: 9 Length: Year Prerequisite: None

This course meets District graduation requirements for Physical Education. This course will emphasize the development of movement skills and movement knowledge, self-image, personal growth, and social evolution. Students will be introduced to and participate in a variety of individual, dual, and team sports and activities. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. In addition, concepts in total personal fitness and wellness will be covered. State mandated physical fitness test will be administered in the spring semester. *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 Length: Year Prerequisite: Successful completion of Physical Education 9

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

BODY COMPOSITION & FITNESS

Course #2810 Grade Level: 10-12 Length: Year Prerequisite: Successful completion of Physical Education 9

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

RECREATIONAL & LIFETIME ACTIVITIES

Course #2840 Grade Level: 10-12 Length: Year Prerequisite: Successful completion of Physical Education 9

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

CARDIO FITNESS

Course #2711 Grade Level: 10-12 Length: Year Prerequisite: Successful completion of Physical Education 9

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

PHYSICAL EDUCATION

COURT SPORTS

Course #2820 Grade Level: 10-12 Length: Year Prerequisite: Successful completion of Physical Education 9

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

TEAM FIELD SPORTS

Course #2850 Grade Level: 10-12 Length: Year Prerequisite: Successful completion of Physical Education 9

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

DANCE I

Course #7220 Grade Level: 9 -12 Length: Year

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

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

DANCE II

Course #7230 Grade Level: 10-12 Length: Year Prerequisite: Grade B or better in Dance I

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

ADVANCED DANCE CHOREOGRAPHY PRODUCTION

Course #7231 Grade Level: 9-12 Length: Year Prerequisite: Audition only and teacher approval

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

UNIFIED PHYSICAL EDUCATION 1

Course #2715 Grade Level: 9 Length: Year Prerequisite/s: Teacher Recommendation

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

UNIFIED PHYSICAL EDUCATION 2

Course #2716 Grade Level: 10-12 Length: year Prerequisite/s: Teacher recommendation

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

AFJROTC

Course #7965 AFJROTC I

Course #7966 AFJROTC II

Course #7967 AFJROTC III

Course #7968 AFJROTC IV

Grade Level 9-12

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



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

LAW ENFORCEMENT

Course #7931 Grade Level: 10-12 Length: Year Prerequisite: None
UC/CSU (A-G) Req: (G) Elective MSJC ARTICULATED

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

FORENSIC SCIENCE/CSI

Course #7935 Grade Level: 10-12 Length: Year
Prerequisite: One Year Basic Science and passing grade in Law Enforcement
UC/CSU (A-G) Req: (G) Elective MSJC ARTICULATED

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

EXPLORING THE CRIMINAL JUSTICE SYSTEM

Course #7960 Grade Level: 12

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

RCOE SPORTS MEDICINE FUNDAMENTALS

Course #7921 Grade Level: 9-10 Length: Year Prerequisite: None (G) Elective RCC ARTICULATED

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

RCOE KINESIOLOGY: SPORTS MEDICINE**Course #7933 Prerequisite: completion of Sports Medicine Fundamentals with a "B" or better.****(G) Elective RCC ARTICULATED**

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

SPORTS MEDICINE CLINICAL PRACTICUM**Course #7959****Prerequisite: Completion of Sport Medicine Fundamentals and Kinesiology with a "B" or better, Completion of Anatomy, Instructor approval to be enrolled. RCC ARTICULATED**

This Level 3 Clinical Practicum course is a two part course that includes classroom instruction and community site training that is designed to help students practice their skills as a healthcare provider in the areas of athletic training, physical therapy, personal fitness training, medical and sports equipment sales, massage therapy, emergency medicine, and other sports medicine related occupations. Students will have the opportunity to apply the knowledge they have gained from previous 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.

TV / VIDEO ROP**Course #7902 Grade Level: 9-12 Length: Year Prerequisite: None****MSJC ARTICULATED**

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

RCOE DIGITAL FILM PRODUCTION II**Course #7969 Grade Level: 10-12 Length: Year*****Prerequisite: Grade B or better in Digital Production I or through audition with instructor.***

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

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 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.

AUDIO TECHNOLOGY - Introduction to Audio Technology**Course #7938 Prerequisite: None Length: Year**

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

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.

FOODS & NUTRITION**Course #5516 Grade Level: 10-11 Length: Year Prerequisite: None**

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

FOOD & BEVERAGE PRODUCTION**Course #5517 Grade level: 11-12 Length: Year Prerequisite: Food and Nutrition and Instructors Approval**

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

FOOD SERVICE & HOSPITALITY**Course #5518 Grade Level: 12 Length: Year Prerequisite: Grade of C or better in Foods & Nutrition and Food & Beverage Production or Instructor Approval.**

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

PHOTOGRAPHY I**Course #7800 Grade Level: 9-12 Length: Year Prerequisite: None**

This first-year course meets the one full-year UC/CSU (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 Length: Year****Prerequisite: Grade C or better in Photography I and teacher approval. 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 Length: Year****Prerequisite: Completion of Photography I and II with a "C" or better and/or teacher approval.*****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 Length: Year Prerequisite: None**

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

PRINCIPLES OF ENGINEERING**Course # 2446 Grade Level: 10-11 Length: Year****Prerequisite: Completion of Intro to Design—Engineering with a grade of “C” or better.**

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

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

ENGINEERING DESIGN AND DEVELOPMENT**Course #2447 Grade Level: 11-12 Length: Year****Prerequisite: Grade of C or better in both Intro to Design (Engineering) and Principles of Engineering**

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

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**Course #7571 Grade Level: 9-12 Length: Year**

**Prerequisite: Successful completion of Math 1 with teacher approval,
or co-enrolled in Math 1 with counselor approval
UC/CSU (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 Length: Year****Prerequisite: Successful completion of Exploring Computer Science and AP Computer Science Principles or Teacher approval.**

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

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

GIRLS ATHLETIC PE Grade Level:10-12

Prerequisite: Must be listed on Coach's team roster

Length: Year

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



AVID

Grade Level: 9-12 Length: Year Prerequisite: Approval of AVID Coordinator and/or Counselor
Course #1944 Freshman |
Course #1945 Sophomore
Course #1946 Junior
Course #1947 Senior Seminar

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

AVID TUTOR/ACADEMIC TUTOR

Course #1950 Grade Level: 11-12 Length: Year Prerequisite: Approval of AVID Coordinator and/or Counselor
 This course meets District graduation requirements for elective credit. This is an elective course in which mature junior and senior students assist AVID teachers in the AVID 9 and/or AVID 10 classes. Students will lead and assess group inquiry/tutorial sessions and serve as role models for the AVID students. Students will learn about AVID methodologies and will complete certain clerical tasks. Consistent attendance is essential and an AVID Tutor contract must be completed. This course is ideal for students who might want to become teachers or who wish to gain valuable leadership skills.

HEALTH

Course #8075 Grade Level: 9 Length: Semester Prerequisite: None

This course meets District and California State requirements for health and personal fitness. It is a requirement for graduation and is required of all 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 Length: Semester Prerequisite: None

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



CINEMA AS LITERATURE

Course #1876 Grade Level: 11-12 Length: Year Prerequisite: Grade C or better in English II

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

CREATIVE WRITING

Course #1877 Grade Level: 10-12 Length: Year

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

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

BEGINNING GUITAR

Course #7000 Grade Level: 10-12 Length: Year Prerequisite: Must provide own acoustic guitar

This course meets UC/CSU (F) and District graduation requirements for Visual Art or elective credit requirements. 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.

INTERMEDIATE GUITAR

Course #7001 Grade Level: 10-12 Length: Year

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

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

YEARBOOK

Course #1870 Grade Level: 10-12 Length: Year

Prerequisite: Grade of B or better in Yearbook in a previous year and Teacher approval

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

YEARBOOK DESIGN

Course #1875 Grade Level 11-12

Prerequisite: Successful completion of yearbook or yearbook publication and teacher approval

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.

DEVELOPMENTAL PSYCHOLOGY OF CHILDREN***Course #5515 Grade Level: 11-12 Length: Year.***

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. 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.

PSYCHOLOGY***Course #1900 Grade Level: 10-12 Length: Year Prerequisite: None***

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

ADVANCED PLACEMENT PSYCHOLOGY***Course #1890 Grade Level: 10-12 Length: Year Prerequisite: Teacher approval***

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

MSJC DUAL ENROLLMENT PYSC - 101 INTRODUCTION TO PSYCHOLOGY 3 Units***Course #1895 Grade Level: 11-12 Length: Semester******Prerequisite: MSJC Matriculation and appropriate assessment test score of English 098.***

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

ADVANCED PLACEMENT HUMAN GEOGRAPHY**Course #1918 Grade Level: 9-12 Length: Year Prerequisite: Teacher approval**

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

ADVANCED PLACEMENT MUSIC THEORY**Course #7007 Grade Level: 9-12 Length: year****Prerequisite: Instructor approval and participation in an Advanced Music Ensemble.**

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

ETHNIC STUDIES**Course #1925 Grade Level: 9 - 12 Length: Semester Prerequisite: None**

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

PEER ASSISTANCE LEADERSHIP: PLUS**Course # 5543 Grade Level: 10-12 Length: Year****Prerequisite: Teacher recommendation, signature and interview**

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

PEER ASSISTANCE LEADERSHIP: BBC**Course # 5541 Grade Level: 10-12*****Prerequisite: Teacher recommendation, Application, Interview and Advisor Approval.***

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

LIFE SKILLS**Course #1940 Grade Level: 9-12 Prerequisite: None**

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

LEADERSHIP / SENATE**Grade Level: 9-12 Length: Year****LEADERSHIP: Course #1930****SENATE: Course #1932*****Prerequisite: Application and advisor approval***

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

LEADERSHIP PROGRAM - LINK CREW**Course #5542 Grade Level: 11-12 Length: Year*****Prerequisite: Teacher recommendation, signature and interview***

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

RENAISSANCE**Course #1934 Grade Level: 9-12 Length: Year*****Prerequisite: Teacher recommendation, application, signature, and interview.***

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

INCLUSIVE PEER MENTORING**Course #5544 Grade Level 9-12 Length: year Prerequisite: none UC/CSU (A-G)**

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

AFJROTC AEROSPACE SCIENCE I**Course #7965 Grade Level: 9-12 Length: Year Prerequisite: None**

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

AFJROTC AEROSPACE SCIENCE II**Course #7966 Grade Level: 10-12 Length: Year*****Prerequisite: Successful completion of Aerospace Science I***

This course meets District graduation requirements for physical education credit for grades 9-12 and elective credit for grades 11-12. The AFJROTC is a leadership program that is designed to instill the value of citizenship, personal responsibility and a sense of accomplishment to the student. All courses have two main curriculums, Aerospace Science and Leadership Education. The second year will focus on world'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 Length: Year******Prerequisite: Successful completion of Aerospace Science II***

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

AFJROTC AEROSPACE SCIENCE IV***Course #7968 Grade Level: 10-12 Length: Year******Prerequisite: Successful completion of Aerospace Science III***

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

AFJROTC EXECUTIVE LEADERSHIP***Course #7994 Grade Level: 10-12******Prerequisite: Completion of AP AFJROTC and instructor approval.***

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

AFJROTC DRILL AND CEREMONIES***Course #7980 Grade Level: 9-12 Length: Year Prerequisite: None***

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

STUDY SKILLS***Course #8105 Grade Level: 9-12 Length: year Prerequisite: determined at IEP Meeting***

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

SENIOR SEMINAR***Course #5531 Grade Level: 12 Length: Year Prerequisite: Must be a 12th grade student***

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 Length: Year Prerequisite: On track for graduation******Late Start/1st Period Course #9010******Late Start/2nd Period Course #9011******Early Release/6th Period Course #9007******Early Release/7th Period Course #9002***

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



Advanced Placement Program

What is AP? AP courses are typically more demanding courses than regular high school courses. AP courses are COLLEGE LEVEL courses. VMHS offers 20 different subject courses that students can choose throughout their high school career. From May 2nd through May 13th, 2022 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 \$99.00 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 by clicking on *Programs* and *Advanced Placement* or see your Counselor for more information.

Advanced Placement Course Offerings

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

AP Exams

Important AP Exam 2022-2023 Memo:

In recent years, College Board, creators of Advanced Placement, announced significant changes to the AP exam ordering process, deadlines, late fees and cancellation fees that will continue to be mandated for all schools and all students in the 2022-2023 school year.

All students will decide whether to take exams and order their exams by November 2022. All students in AP classes who register after November 2022, 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 November 2022. It is important that all families are aware of these Fees and deadlines, especially as students begin registering for their 2022-2023 courses. We understand that these deadlines may cause concern for students, parents and teachers. Please keep in mind that this is being mandated by the College Board and was not decided by the school or school district.

Thank you,

AP Coordinators

Claudia Hill, Dione Tyler and Aurora Padilla

Advanced Placement Courses for 2022/2023

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Course #1005 Grade Level: 11 Length: Year

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

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

ADVANCED PLACEMENT LITERATURE & COMPOSITION

Course #1008 Grade Level: 12 Length: Year

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

This course has mandatory summer assignments.

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

ADVANCED PLACEMENT CALCULUS AB

Course #2400 Grade Level: 11-12 Length: Year Prerequisite: By placement only

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

ADVANCED PLACEMENT CALCULUS BC

Course #2405 Grade Level: 11-12 Length: Year Prerequisite: By placement only

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

Advanced Placement Courses for 2022/2023

ADVANCED PLACEMENT STATISTICS

Course #2410 Grade Level: 11-12 Length: Year

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

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

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

ADVANCED PLACEMENT BIOLOGY

Course #3031 Grade Level: 11-12 Length: Year

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

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Course #3103 Grade Level: 10-12 Length: Year

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

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

ADVANCED PLACEMENT CHEMISTRY

Course #3528 Grade Level: 11-12 Length: Year

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

This course meets UC/CSU (D) physical science laboratory and District physical science requirements. The course covers quantitative/qualitative study of elements, compounds and molecules and basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, electrochemistry and acid-base theories. At least 20% of 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 Length: Year

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

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

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Course #1918 Grade Level: 9-12 Length: Year Prerequisite: Teacher approval

The course meets UC/CSU (A) and District graduation requirements for social science or elective credit. It also meets the requirement for World History credit. AP Human Geography is a 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 WORLD HISTORY

Course #1503 Grade Level: 10-12 Length: Year Prerequisite: Approval of Instructor

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

ADVANCED PLACEMENT U.S. HISTORY

Course #1601 Grade Level: 11 Length: Year Prerequisite: Teacher approval

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

ADVANCED PLACEMENT GOVERNMENT

Course #1701 Grade Level: 12 Length: Year Prerequisite: Teacher approval

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

ADVANCED PLACEMENT MACROECONOMICS

Course #1705 Grade Level: 12 Length: Year Prerequisite: A grade of C or higher in Algebra II

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

ADVANCED PLACEMENT MICROECONOMICS

Course #1712 Grade Level: 12 Length: Year Prerequisite: A grade of B or better in Algebra II.

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

ADVANCED PLACEMENT PSYCHOLOGY

Course #1890 Grade Level: 10-12 Length: Year Prerequisite: Teacher approval

This course meets UC/CSU (G) and District graduation requirements for elective credit. The course will explore current theories in areas such as personality, development, learning, perception, and abnormal psychology, as well as cover the classic theorists and their contributions to the field. Brain research and behavior will also be studied. 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 COMPUTER SCIENCE PRINCIPLES

Course #7571 Grade Level: 10-12 Length: Year

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

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 Length: Year

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

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

ADVANCED PLACEMENT MUSIC THEORY

Course #7007 Grade Level: 10-12 Length: year

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

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

ADVANCED PLACEMENT SPANISH LANGUAGE

Course #4130 Grade Level: 10-12

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

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



Dual Enrollment

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

What is Dual Enrollment?

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

Why Take Dual Enrollment Courses?

Successful completion of Dual Enrollment courses will enable students to simultaneously earn college credit transferable to two- and four-year colleges/universities and satisfy high school graduation requirements. Successful completion of occupational courses will allow students to simultaneously earn college credits, satisfy high school graduation requirements, and assist in the transition to the community college or job opportunities or careers. The MSJC Process for all students to apply is the following: • All students must be matriculated (11th/12th grade student) (Application and 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 Self-Service account. Instructions are provided to students prior to scheduled enrollment dates.

Proposed 2022-2023 Course Offerings:

English 101 Freshman Composition; English 103 Critical Thinking; Math 105 College Algebra; Math 110 Pre-Calculus; HS-121 Healthful Living; Psych 101 Introduction to Psychology; Music 100 Introduction & Appreciation of Music; BIO 134 Human Heredity & Evolution History 111 US History to 1877; History 112 US History Since 1865 and Political Science 101 , students have an opportunity to earn 28 or more transferable college units along with high school requirements (3-4 units = 10 high school credits)

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

Mrs. Candaele, Mrs. Osorio or Mr. Peterson

Dual Enrollment

Program Guidelines:

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

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



DUAL ENROLLMENT Courses for 2022/23

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

MSJC DUAL ENROLLMENT - ENGLISH 101 FRESHMAN COMPOSITION 4 Units

Course #1080 Grade Level: 12 Length: Semester Prerequisite: 3.0 GPA

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides instruction in writing academic analytic essays. 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 - ENGLISH 103 CRITICAL THINKING & WRITING 3 Units

Course #1081 Grade Level: 12 Length: Semester

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

This course meets UC/CSU (B) and District English requirements. Students will receive four (4) units of college credit. This course provides continuing practice in 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 - MATH 105 COLLEGE ALGEBRA 4 Units

Course #2465 Grade Level: 10-12 Length: Semester

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

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

MSJC DUAL ENROLLMENT - MATH 110 PRE-CALCULUS 4 Units

Course #2466 Grade Level: 10-12 Length: Semester Prerequisite: MATH 105 or equivalent assessment score

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

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

Course #3024 Grade Level: 11-12 Length: Semester

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

DUAL ENROLLMENT Courses for 2021/22 *continued*

M.S.J.C & MVUSD combined resources and are
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 relation

MSJC DUAL ENROLLMENT - ASL 201 AMERICAN SIGN LANGUAGE 4 Units

Course #4091 Grade Level: 11-12 Length: Semester

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

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- PSYCHOLOGY 101 INTRODUCTION TO PSYCHOLOGY

Course #1895 Grade Level: 11-12 Length: Semester

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

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

Course #1505 Grade Level: 11-12 Length: Semester (first course in two course sequence)

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

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

Course #1703 Grade Level: 12 Length: semester

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

COLLEGES & CAREERS



California Career Guidance System and Support Links www.californiacolleges.edu

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

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

Career planning steps:

Career Assessments: Interests, work values, abilities, skills and experience

Explore matching and related occupations, career clusters (similar occupations), and industries offering those occupations.

College, education and training searches:

University of California and California State Universities

Private universities/colleges and universities/colleges outside of California

California Community colleges, and vocational colleges/schools

Military Branches

Learn to match "programs of study and college majors" with your colleges and schools

Create a financial plan exploring the many forms of paying for college and training

Design an Action Plan:

Develop and revise your four year high school plan including goals and meeting A-G

Review and select your courses matching your goals

Meet with your counselor for assistance and resources

Web Resources:

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.

ATTENTION STUDENT-ATHLETES

CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF Southern Section

Academics/Integrity/Athletics

ELIGIBILITY RULES (CONDENSED)

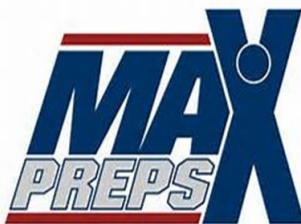
STUDENTS, TO PROTECT YOUR ATHLETIC ELIGIBILITY YOU MUST:

- 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 15th 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 IN 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!



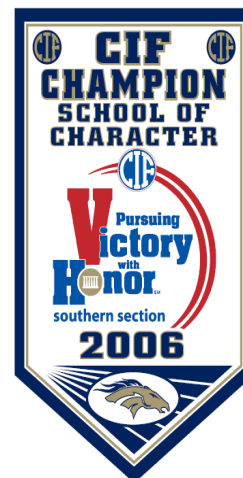
2008-2009
&
2009-2010
Max Preps
Most Spirited
School in the
Nation!!
Two years in a row!!



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) 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

Core Course Requirement (16)

- 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). 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

PERFORMANCE GROUPS

Marching Band	Drum Line	Adv. Chamber Choir	Drama Club
Concert Band	Color Guard	Adv. Chorale	Cheer Squad
Wind Ensemble	Women's Ensemble	Dance Team	
Jazz Ensemble	Jazz Choir		

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 under the Activities tab.

American Sign Language (ASL) Club	Let's Talk About It Discussion Club
Black Student Union (BSU)	Life Skills Club
Bronco Esports	Latino Student Union (LSU)
Color Our World	Make A Wish
Criminal Justice Club	Marine Biology Club
California Scholarship Federation (CSF)	Medical Club
Drama	Middle Eastern/North African Club (MENA)
Dungeons & Dragons (DnD)	Mountain Bike Club
Environmental Club	Native American Student Alliance (NASA)
Fellowship of Christian Athletes (FCA)	National Honor Society (NHS)
Fil Am	Ohana Ono Alakai/Haka
French Club	Polynesian Culture Club (PCC)
Gay Straight Alliance (GSA)	Photo Club
Hiking Club	Science Olympiad
Hockey Appreciation Club	Society of Women Engineers
Innovation Club	Super Smash Bros Club
Interact Club	The Social Experiment
Key Club International	Together We Can: Changemaker Club
Lead to Feed	

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

CALIFORNIA SCHOLARSHIP FEDERATION / CSF

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

NATIONAL HONOR SOCIETY / NHS

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. NHS honors those students who demonstrate excellence in the areas of scholarship, leadership, service, and character. Chapter membership recognizes students for their accomplishments, and challenges them to develop further through active involvement in school activities and community service. In order to apply to Vista Murrieta High School's NHS chapter, students must be in 10th or 11th grade, maintain a 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



2022/2023 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 (PLEASE PRINT)

Student Signature

Parent/Guardian Name (PLEASE PRINT)

Parent/Guardian Signature

Counselor Signature

Principal/Assistant Principal Signature

Date

Date

Summer School 2022



MVUSD

JUNE 13 - JULY 8

(off on July 4th)

Location: Vista Murrieta High School

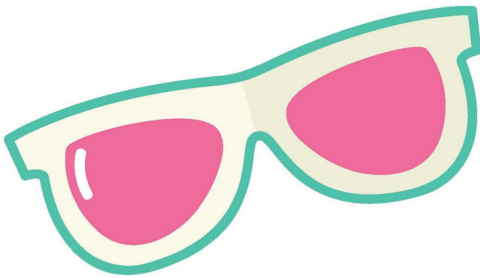
Hybrid Model (in person & online)

Courses MEET UC/CSU Requirements

Courses Do NOT MEET NCAA Requirements

(see your counselor for NCAA approved classes)

Summer School will be offered in a **Hybrid Model** that requires both in-person instructional days as well as Online/Virtual instructional days. Mondays and Tuesdays will be offered in person. Wednesdays through Fridays will be offered virtually except for the last week of summer school. The last four days of summer school (July 5th and 8th) will be in-person. Summer School Course Offerings (Both First and Second Semester): English 9-12, Math I, Math II, Modern World History, US History, Government, Economics, Biology, Earth Science, and VPA (Double Session: Course option not yet determined.) * VPA can count as initial credit.



METHODS

100% ONLINE

Meets NCAA Requirements

Courses MEET UC/CSU Requirements

Alternative Credit Form Required (see counselor)

STARTS JULY 1ST

Powered by Method Schools: UC a-g and NCAA **online** courses that are perfect for high school students who want to catch up, move ahead, or work at their own pace. Enrollment for 2022-23 (July 1 start) is open, and there is no cost to students.



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...