35 YEARS • 1989-2024

MURRIETA VALLEY
UNIFIED SCHOOL DISTRICT

HIGH SCHOOL
COURSE CATALOG
2025-2026

MURRIETA VALLEY | MURRIETA MESA | VISTA MURRIETA | MURRIETA CANYON ACADEMY

To inspire every student to think, to learn, to achieve, to care.

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT HIGH SCHOOL COURSE CATALOG
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Superintendent's Welcome

Dear Students, Parents, and Guardians,

As the Superintendent of Murrieta Valley Unified School District (MVUSD) it is my pleasure to introduce our comprehensive course catalog. This catalog is designed to provide you with a detailed overview of the diverse and enriching educational opportunities available at our high schools.

We are committed to preparing our students for success in both their academic and professional futures. Our curriculum is thoughtfully crafted to ensure that every student has the opportunity to explore their interests, develop essential skills, and achieve their full potential.

Career Readiness: A Key Focus

In today's rapidly evolving world, career readiness is more important than ever. We understand that the path to a successful career begins in school, and we are dedicated to equipping our students with the knowledge and skills they need to thrive in the workplace. Our course offerings include a wide range of career and technical education (CTE) programs, designed to provide hands-on experience and real-world applications in various fields such as healthcare, information technology, engineering, business, and emergency services.

These programs are developed in collaboration with industry partners and local businesses to ensure that our students are learning the most current and relevant skills. Additionally, we offer internships, apprenticeships, and job shadowing opportunities to give students a firsthand look at potential career paths and to build valuable professional networks.

Pathways to Success

We recognize that each student's journey is unique, and we are proud to offer multiple pathways to success. Whether your goal is to attend a college or university, pursue a career in the military, enroll in a trade school, or enter the workforce directly, we have resources and programs to support you. Our school counselors are available to help you navigate college applications, explore military careers, and find the right trade school or apprenticeship program that aligns with your interests and goals.

Academic Excellence and Personal Growth

While career readiness is a significant focus, we also prioritize academic excellence and personal growth. Our advanced placement (AP) courses, honors classes, and dual enrollment programs with local colleges provide rigorous academic challenges that prepare students for higher education. We also offer a variety of extracurricular activities, clubs, and sports to foster well-rounded development and to help students discover their passions.

Support and Guidance

We are committed to supporting every student on their educational journey. Our dedicated teachers, school counselors, and staff are here to provide guidance and assistance, ensuring that each student can navigate their academic and career pathways with confidence. We encourage students and parents to take advantage of the resources available and to actively engage in the planning process.

In closing, I invite you to explore this course catalog and to consider the many opportunities that await you in our award-winning high schools. Together, we can build a bright future for our students, inspiring them to achieve their dreams and to make meaningful contributions to our community and beyond.

Thank you for your continued support and partnership.

Sincerely,

Ward Andrus, Ed. D. Superintendent,

Murrieta Valley Unified School District

CONTACT INFORMATION

MVUSD DISTRICT OFFICE
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Murrieta, CA 92562
(951) 696-1600
Superintendent: Dr. Ward Andrus

HIGH SCHOOL SITES
Murrieta Mesa High School
24801 Monroe Ave.
Murrieta, CA 92562
(951) 677-0568
Principal: Scott Richards

Murrieta Valley High School
42200 Nighthawk Way
Murrieta, CA 92562
(951) 696-1408
Principal: Stephen Diephouse

Vista Murrieta High School
28252 Clinton Keith Road
Murrieta, CA 92563
(951) 894-5750
Principal: Celeste Scallion

Alternative Education Schools
Murrieta Canyon Academy
Murrieta Canyon Academy – Independent Study
Learn @ Home
Murrieta Options
24150 Hayes Ave.
Murrieta, CA 92562
Principal: Matthew Bean

CAREER READINESS

Career Readiness begins in the elementary grades with career awareness. Students in grades TK-5 learn about the different types of jobs in our neighborhoods and people who perform them. Career learning then continues in middle school with exploration where students take a deep dive into their own interests and hobbies. When students transition to high school, they begin to prepare and plan for life after graduation. Depending on their chosen path, students may work with an apprenticeship program or trade school, prepare for community college or university, or other prepare for entrance into the military with a recruiter and take the ASVAB test. Additionally, Career and Technical Education (CTE) pathway courses can provide early training in the student's career.

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Career Readiness Planning

9TH GRADE

Explore programs of study: Apprenticeship, College, Military, Trade School

Find your Interests: Complete YouScience Aptitude assessment and create your 10 year plan

Research different career and college options to start narrowing down potential career options

Meet with your counselor to plan coursework: Select challenging courses that align with your interests and future career goals. Explore JROTC, CTE, AP/IB, and Dual Enrollment programs

Volunteer: 40 hours community service is required for graduation

Create a basic resume to document academic achievements, extracurricular activities, and volunteer work

Develop good study habits and time management skills to manage coursework and extracurricular activities

10TH GRADE

Continue Exploring Career Interests in California Colleges

Build Relationships with teachers, counselors, and mentors who can provide guidance and support.

Take the ASVAB aptitude exam to explore career options

Take the PSAT/NMSQT as practice to prepare for SAT

Persist in sequence courses: JROTC, CTE, AP/IB, Dual Enrollment

Attend College Fairs and research Scholarship opportunities and requirements for financial aid

Continue working on community service and participate in work-based learning experiences

Update 10 year plan and resume with any new accomplishments, activities, or awards

Look into summer programs or internships related to your interests or potential career field

11TH GRADE

Review your program of study - apprenticeships, military careers, trade schools, and traditional college options

Persist in sequence courses: JROTC, CTE, AP/IB, Dual Enrollment

Standardized Testing: Take PSAT/NMSQT, SAT/ACT if you're aiming for college, or explore the ASVAB (Armed Services Vocational Aptitude Battery) if considering military careers.

Attend career and college Fairs and research Scholarship opportunities and requirements for financial aid.

Maintain involvement in extracurricular activities leadership roles, community service, and work-based learning opportunities relevant to your chosen career.

Ask teachers, counselors, or mentors for personalized letters of recommendation that align with your chosen career path.

Update 10 year plan and resume with any new accomplishments, activities, or awards.

Complete Junior Reflection Task

12TH GRADE

Solidify your post-high school plans, whether they involve apprenticeships, military service, trade school, or traditional college.

Complete sequence courses JROTC, CTE, AP/IB, Dual Enrollment

Complete FAFSA/CADAA application, CA graduation requirement

Continue researching scholarship opportunities

Update 10 year plan and resume with any new accomplishments, activities, or awards.

Request letter of recommendation

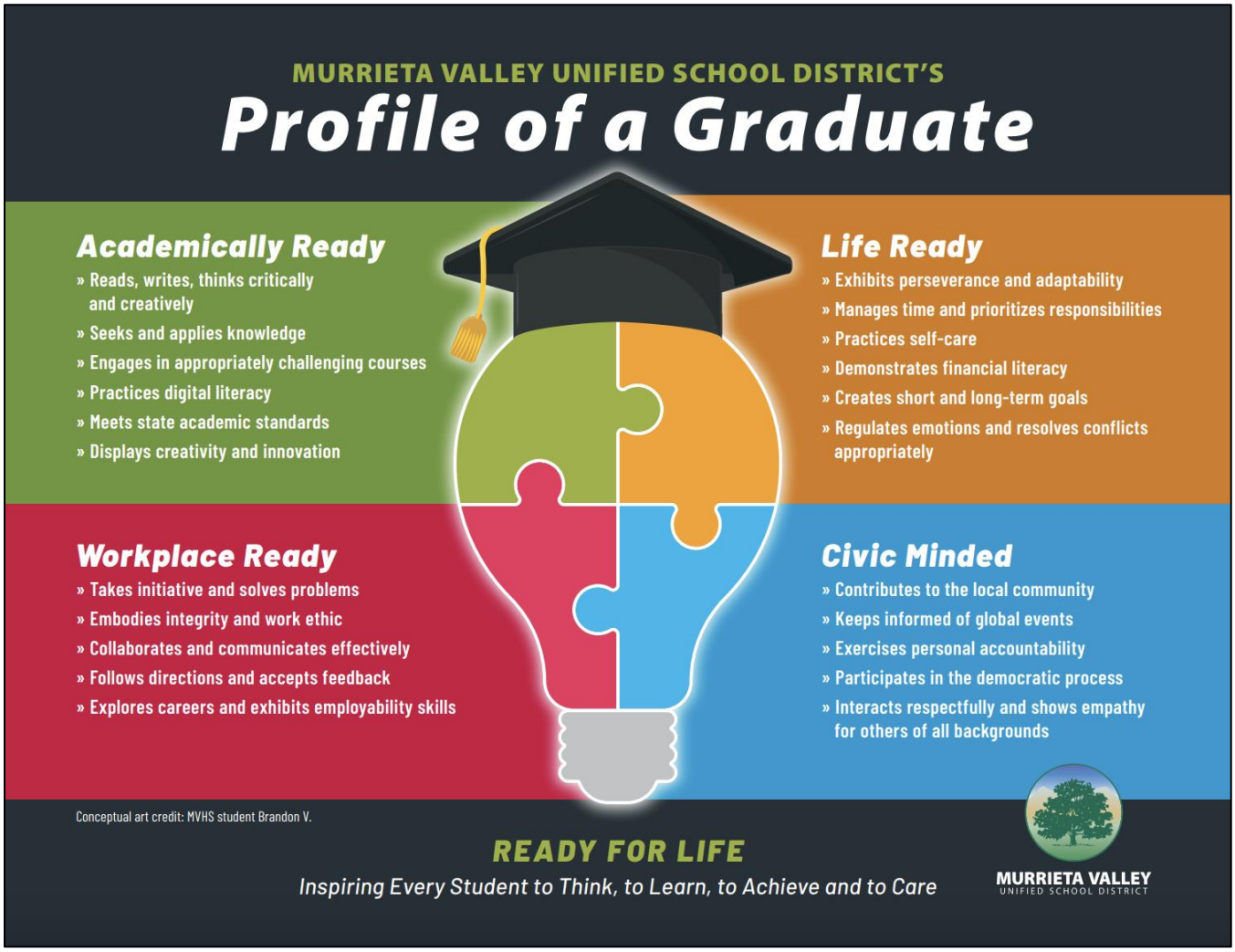
Complete Senior Culminating Project

Complete and submit college applications

Complete Community service requirement, 40 hours and participate in work-based learning experiences

PROFILE OF A GRADUATE

The Profile of a Graduate is a clear explanation of the knowledge, skills, and attributes a high school graduate should possess to be ready for postsecondary education and training, careers, and life. It is a simplified statement summarizing the work of the district and the broader community about its high school graduates. The profile sets forth four competencies—Academically Ready, Life Ready, Worklplace Ready, and Civic Minded—to which students can aspire and are foundational to a student's success in life beyond high school.



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GRADE LEVEL PROJECTS

Aligned with the Murrieta Valley Unified School District's *Profile of a Graduate,* the grade level project sequence guides students through a structured process of self-discovery, goal-setting, and personal growth throughout high school. This progression helps students answer these core questions: Who am I? What do I want? How do I get it? Students develop and demonstrate essential skills in self-awareness, communication, and planning while creating actionable roadmaps for their education, career, and personal lives.

9th Grade: Students will explore various careers, complete personality and aptitude assessments, and develop a comprehensive 10-year plan. This plan will cover four key areas: education and training, living arrangements, employment, and financial planning. This project aims to help students answer the essential questions: "Who am I? What do I want? How do I get it?"

10th Grade: Students create a 90-second video "elevator speech" where students reflect on their strengths, identify areas for improvement, and connect their experiences to their post-high school goals. Students will highlight two strength areas aligned with the Portrait of a Graduate competencies, using evidence from their classes, extracurriculars, or personal experiences. Additionally, they will identify one competency to improve upon and outline specific steps to address it over the next year. This project helps students develop self-awareness, communication skills, and a clear plan for personal growth.

11th Grade: The Junior Reflective Task is a formal written reflection completed by 11th-grade students to demonstrate their growth and readiness for post-high school goals through the Portrait of a Graduate framework. The final product is a 400–500-word multi-paragraph reflection that addresses the essential questions: Who am I?, What do I want?, and How am I going to get it? Students use evidence from their personal portfolios, My 10 Year Plan, California College lessons, YouScience profile, or classroom work to showcase their development in these areas.

12th Grade: The Senior Culminating Project is a formal multimedia presentation where students document and reflect on their high school journey and articulate their future plans. This final project demonstrates student growth in the four Portrait of a Graduate competencies, while addressing the essential questions: Who am I?, What do I want?, and How am I going to get it?

Students will provide evidence of their growth, referencing prior projects like the 10th Grade Elevator Pitch and the Junior Reflective Task. They will outline their post-secondary goals, create an actionable plan to achieve them, and discuss their preparedness, potential obstacles, and solutions. The live presentation is evaluated by a panel and serves as the capstone of the student's high school career.

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GRADUATION/A-G REQUIRMENTS

MVUSD High School Graduation Requirements*		***Minimum Eligibility Requirements*** for Freshman University Admissions (must complete all courses with grade C of higher)	
		California State University www.calstate.edu	**University of California** www.universityofcalifornia.edu
World History	1 year 10 credits	**1 year** of World History	**1 year** of World History
U.S. History	1 year 10 credits	**1 year** of US History or one-half year of U.S. history and one-half year of civics or American government	**1 year** of US History or one-half year of U.S. history and one-half year of civics or American government
Government/Economics	1 year 10 credits		
English	4 years 40 credits	**4 years**	**4 years**
Math	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** of lab science including: Biology and Chemistry or Physics **3 years recommended** Biology, Chemistry, and Physics
World Language	1 year 10 credits	**2 years** of same language other than English	**2 years** of same language other than English **3 years recommended**
Visual/Performing Art	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
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 or can be any A-F course above minimum requirement
Physical Education	2 years 20 credits	***Not Applicable***	
Careers/ICT Health	1 semester 1 semester 10 credits		
TOTAL	**230 Credits**		

***ADDITIONAL REQUIREMENTS:** In addition to completing the courses above for high school graduation, students are also required to successfully complete the **Junior Reflective Task (JRT)** and **Senior Culminating Project (SCP)** grade level projects, and also verify the completion of **40 hours of Community Service**.

EDUCATIONAL PROGRAMS

AVID

AVID (Advancement Via Individual Determination) is an exceptional program that begins in middle school and is designed to help students accomplish their dream of successfully attending a four-year college or university. AVID provides students with the skills they need to be successful in middle school and high school and the tools, guidance and courses necessary for college acceptance. Over the years, AVID seniors from the district's high schools have achieved an amazing 98% four-year college acceptance rate, which far exceeds the national college acceptance rate of 36%.

The AVID program gives day-to-day mentoring, creates a vision of college as attainable, and provides guidance on how to navigate the college preparatory system. AVID places students with a strong group of peers and adults who share a commitment to academic achievement. Ultimately, AVID provides structure and a sense of family to support students as they take on the academic challenges necessary to achieve their goal of acceptance to a four-year college or university.

Incoming students and parents interested in the High School AVID program for next year are encouraged to talk to the district's AVID Coordinator, Denise Guzman to learn more about the extraordinary AVID programs in the district.

College admission requirements are becoming more and more competitive each year, so all students are encouraged to learn how the AVID program can make their college application stand out above the rest.

COLLEGE CREDIT OPTIONS

Advanced Placement
Advanced Placement (AP) is a program offered by the College Board that provides high school students with the opportunity to take college-level courses while still in high school. AP courses cover a wide range of subjects, including sciences, math, history, languages, and the arts, and are designed to challenge students with more rigorous coursework.

At the end of the AP course, students are encouraged to take the AP exam. Based on their performance, students may earn college credit or advanced standing in college classes, which can help them save on tuition and potentially graduate sooner. Participation in AP courses also enhances students' college applications by demonstrating their ability to succeed in more demanding academic environments.

The district encourages students to take advantage of AP opportunities to better prepare for post-secondary education, develop critical thinking skills, and earn college credit while still in high school. These courses are open to students who are motivated to take on challenging material and are supported by our teachers and counselors to ensure success.

Articulated Courses
Secondary to post-secondary articulation provides a method by which college credit is awarded for the successful completion of equivalent high school and/or Career Technical Education (CTE) coursework. Articulation reduces the need for students to repeat coursework in college and facilitates a smooth transition from secondary to post-secondary education. It allows students to reach their educational and career goals more efficiently. Students will

be eligible to take the credit exam if they have an “A” or “B” in the course at the time the exam is offered. If they score a “C” or higher on the credit exam, students will earn credit at MSJC. Articulated credit is credit-by-exam, therefore, the score on the final credit exam determines the grade posted to the MSJC transcript. Examples of courses offering articulated credit are Anatomy, ASL III, and various CTE courses.

Concurrent Enrollment

High School students are eligible to enroll in MSJC courses for which they have been approved as a result of completing and submitting an approved School/Parent Agreement (SPA) form by MSJC deadline. These courses take place outside the traditional high school day (online, evenings, or weekends). For additional information, please visit the MSJC website: msjc.edu/enroll/high-school-students.html

Dual Enrollment

Dual Enrollment refers to a program that allows high school students to enroll in college courses and earn credit for both high school and college through our partnership with Mt. San Jacinto Community College (MSJC). The credits earned can be applied towards both their high school diploma and college degree.

Dual Enrollment can be a great option for students who are looking to challenge themselves academically and gain college-level experience before graduating from high school. It can also help students save time and money on their college education, as they can enter college with credits already completed. In addition, Dual Enrollment can improve a student's college application and give them an edge when applying to competitive universities.

Successful completion of dual enrollment courses will enable students to simultaneously complete high school graduation requirements and earn college credit transferable to two and four-year colleges and universities.

International Baccalaureate

The International Baccalaureate (IB) program (MVHS campus only) is a globally recognized educational framework that offers high school students a rigorous, well-rounded curriculum. The program emphasizes critical thinking, global awareness, and personal development across various subjects, including languages, sciences, mathematics, and the arts. It aims to develop students who are knowledgeable, inquiring, and compassionate, while also encouraging them to become engaged citizens of the world.

In the IB Diploma Program, students' complete coursework in six subject areas, engage in community service, write an extended essay, and take part in the Theory of Knowledge course, which fosters critical reflection on the nature of knowledge itself. Upon successful completion of IB exams, students may earn an internationally recognized diploma and may also receive college credit, advanced standing, or admission to competitive universities worldwide.

Our district is committed to providing access to the IB program as a way to offer students a challenging academic experience that prepares them for success in higher education and beyond. We encourage motivated students to explore the IB program to enhance their academic skills, foster personal growth, and gain a global perspective. Teachers and counselors are available to support students through this rigorous but rewarding educational journey.

CAREER TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) is an *applied* academic model that prepares students for high skill/wage/demand careers in 15 industry sectors. CTE educators and students collaborate with industry partners and multiple post-secondary training organizations to better prepare students by providing core academic skills, employability skills, and technical job-specific skills that are rigorous and relevant. The focus of CTE is a career, which may include the next steps of apprenticeships, college, military, or trade/vocational training.

SPECIAL EDUCATION

The Special Education program provides individualized support and instruction tailored to meet the unique needs of students with disabilities. Through a collaborative IEP team process, students receive accommodations, modifications, specialized instruction and services that promote academic achievement, social-emotional development, and independence. The program emphasizes skill-building, self-advocacy, employment, and community participation. With a focus on fostering strengths and addressing barriers, the program provides equitable access to learning while empowering students to be best prepared for post-school life.

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COURSE DESCRIPTIONS
(listed alphabetically by department)

CAREER TECHNICAL EDUCATION (CTE) PATHWAYS BY SCHOOL+

Murrieta Valley Unified School District CTE Pathways						
SITE	**INDUSTRY SECTOR**	**PATHWAY**	**Local Course Title**	**UC ✓**	**Possible College Credit (Articulation)**	**Possible Certifications**
MMHS	**Agriculture**	**Plant & Soil Sciences**	Agriscience I	D		
MVHS	Arts, Media & Entertainment	Design, Visual & Media Arts Pathway	Photography I	F		
			Photography II	F	Y	Commercial Photography 1 (Precision Exam)
			Photography III			Commercial Photography 2 (Precision Exam)
MCA	Arts, Media & Entertainment	Design, Visual & Media Arts Pathway	CTE Studio Art I	F		Commercial Art
			CTE Studio Art II	G		Commercial Art
			CTE Studio Art III	F		Commercial Art
	Arts, Media & Entertainment	Design, Visual & Media Arts Pathway	Photography I	F		Commercial Photography 1 (Precision Exam)
			Photography II	F	Y	Commercial Photography 2 (Precision Exam)
VMHS	Arts, Media & Entertainment	Design, Visual & Media Arts Pathway	Audio Technology I	F	Y	Dante 1 certification
			Audio Technology II	G		Dante 2 certification
			Audio Technology III	G		Dante 3 certification
	Arts, Media & Entertainment	Design, Visual & Media Arts Pathway	Photography I	F		
			Photography II	F	Y	Commercial Photography 1 (Precision Exam)
			Photography III			Commercial Photography 2 (Precision Exam)

	Arts, Media & Entertainment	Production & Managerial Arts Pathway	Digital Film Prod I	F	Y	
			Digital Film Prod II	F	Y	*Portfolio or demo reel*
			Digital Film Prod III	F	Y	*Portfolio or demo reel*
MMHS	Arts, Media & Entertainment	Production & Managerial Arts Pathway	Multimedia I	F		
			Multimedia II	F	Y	
			Multimedia III			
MVHS	Arts, Media & Entertainment	Production & Managerial Arts Pathway	Multimedia I	F		
			Multimedia II	F	Y	
			Multimedia III			
MCA	Building & Construction Trades	Residential & Commercial Construction Pathway	Construction Technology I	G		OSHA 10
VMHS	Education, Child Development & Family Services	Education Pathway	Education I: Foundations in Education	G		
			Education II: Introduction to Teaching	G		
			Education III: Teaching Practicum & Special Populations			
MMHS	Education, Child Development & Family Services	Education Pathway	Education I: Foundations in Education	G		
			Education II: Introduction to Teaching	G		
MVHS	Engineering & Design	Engineering Design Pathway	Intro to Design	F	Y	Precision Exams: Engineering Technology 615; CAD mechanical design 1-661; 21st Century Skills

			Computer Integrated Manufacturing	G		Manufacturing Technology, CAD Drawing II OSHA10 general industry focus on Manufacturing, Students may also receive a HAAS Mill Operator Certification
			Robotics Technology	G		Robotics II
			Robotics II			
MMHS	Engineering & Design	Engineering Design Pathway	Intro to Design	F	Y	Precision Exams--Engineering Technologies 615
			Principles of Engineering (POE)	D		Precision Exams-Engineering Principles 1&2
			Robotics Technology	G		Robotics I-Precision Exams
			Robotics II			
VMHS	Engineering & Design	Engineering Design Pathway	Intro to Design	F	Y	Precision Exams--Engineering Technologies 615
			Principles of Engineering (POE)	D		Precision Exams-Engineering Principles 1&2
			Digital Electronics (DE)	D		Precision Exams
			Engineering Design and Development (EDD)	D		Precision Exams--Engineering Technologies
	Health Science & Medical Technology	Patient Care Pathway	Sports Medicine Fundamentals	G	Y	
			Kinesiology	G		
			Clinical Practicum	G		AHA CPR/BLS and First Aid
MMHS	Health Science & Medical Technology	Patient Care Pathway	Health Careers I	G		AHA CPR
			Health Careers II			AHA First Aid
			Medical Terminology		Y	AHA BLS and Medical Terminology Certificate

MVHS	Hospitality, Tourism & Recreation	Food Service & Hospitality Pathway	Culinary I	G		Culinary 1
			Culinary II	G	Y	Culinary 2
			Culinary III	G	Y	Culinary 3 Food Handler's Card
VMHS	Hospitality, Tourism & Recreation	Food Service & Hospitality Pathway	Culinary I	G		Culinary 1
			Culinary II	G		Culinary 2
			Culinary III	G		Culinary 3 Food Handler's Card
MMHS	Hospitality, Tourism, & Recreation	Food Service & Hospitality Pathway	Culinary I	G		Culinary 1
			Culinary II	G	Y	Culinary 2
			Culinary Management	G	Y	Culinary 3 Food Handler's Card
MVHS	Software & Systems Development	Networking Pathway	Computer Programming I	G	Y	Computer Science Principals
VMHS	Software & Systems Development	Networking Pathway	Computer Programming I	G	X	
			Computer Programming II	G		
			Cyber Security			
MMHS	Software & Systems Development	Networking Pathway	Computer Programming I	G	Y	
			Computer Programming II	G		
			Cyber Security			MTA Security + and Networking+ (Certiport)
MMHS	Marketing, Sales, & Services	Entrepreneurship/ Self-Employment Pathway	Entrepreneurship	G		
			Business Principals, Marketing & Finance	G		Quickbooks certification by Intuit; Entrepreneurship (PE)
MVHS			Entrepreneurship	G		

	Marketing, Sales, & Services	Entrepreneurship/ Self-Employment Pathway	Business Principals, Marketing & Finance	G		Quickbooks certification by Intuit; Entrepreneurship (PE)
			Virtual Enterprise	G	Y	
MVHS	Public Services	Criminal Justice Pathway	CTE Law Enforcement	G	Y	Am Heart CPR/First Aid/AED
			CTE Forensic Science/Crime Scene Investigation	G	Y	Am Heart CPR/First Aid/AED
			Exploring Criminal Justice System	G	Y	RCOE Certificate of completion
VMHS	Public Services	Criminal Justice Pathway	CTE Law Enforcement	G	Y	
			CTE Forensic Science/Crime Scene Investigation	G	Y	
			Exploring of Criminal Justice System	G	Y	California Guard Card
MVHS	Public Services	Emergency Response Pathway	CTE Fire Science Technology 1	G	Y	FEMA 100 (Intro to Incident Command System system) FEMA 200 (Basic Incident Command System Initial Response)
			CTE Fire Science Technology 2	G	Y	FEMA 700 (Intro to National Incident Management System -- NIMS) FEMA 800 (National Response Framework)
			CTE Fire Science Technology 3	G	Y	NWCG S190 (Intro to wildland fire behavior) NWCG L180 (Human Factors in the Wildland Fire Service) NWCG S130 (Firefighter Training)

						CSTI (Confined Space Awareness)
			Emergency Medical Technician	G	Y	EMT Certification FEMA 5.A (Intro to Hazardous Materials) TEEX Weapons of Mass Destruction 160 Homeland Security Stop the Bleed Certification
MVHS	Transportation	Systems Diagnostics, Service & Repair Pathway	Maintenance & Light Repair I	G	Y	SP/2 (Safety; pollution; WD40/oil change; soft skills; ethics; resume) Valvoline (fluids, oil, and chemicals) NC3 (Starting and charging; preparing vehicle for services)
			Maintenance & Light Repair II	G	Y	SP/2 (Safety; Pollution; Lift certification; Electrical vehicle safety) NC3 (multimeter Certification; ShopKey Pro level 1)
			Maintenance & Light Repair III			SP2 (auto safety and pollution; resume; ethics; soft skills; electrical vehicle safety) NC3 (Pro-Cut; ShopKeyPro level 2; Apollo Scanner Toolbox Certification)

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CAREER TECHNICAL EDUCATION (CTE) COURSE DESCRIPTIONS

AUTOMOTIVE PATHWAY

AUTOMOTIVE SERVICE TECH I (MV)

Course #7723 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: N/A

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

AUTOMOTIVE SERVICE TECH II (MV)

Course #7724 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Automotive Service Tech I

Auto AST II (Automotive Service Technician II) is the second in a series of three courses which will lead to industry certification and provide a foundation for post-secondary education or training. AST II is designed as a concentrator/capstone automotive mechanics course that develops student skills with automotive brakes, suspension-steering, and alignment service, diagnosis, and repair. After completion of this course, students will be prepared for student ASE Certification Exams as well as many entry-level positions in today's automotive service industry and prepared to advance to AST III. This course will also provide students with the opportunity to apply and extend concepts studied in their science and math classes; such as Pascal's Law, Ohm's Law, Boyles Law, and Newton's laws of motion (related to physics, geometry, arithmetic, algebra, electrical, computer, and chemical sciences) to the automotive technology industry.

AUTOMOTIVE SERVICE TECH III (MV)

Course #7725 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Automotive Service Tech II

The Automobile Service Technology (AST) course prepares students for entry into Automobile Service Technology (AST). Students study automotive general electrical systems, starting and charging systems, batteries, lighting,

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

AUDIO TECH PATHWAY

AUDIO TECH I (VM)

Course #7938
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: MSJC Articulated Credit
CSU/UC A-G: F
NCAA: N/A

The Audio Production course focuses on the aesthetic qualities of sound production in the studio and live environment. It will analyze the impact of digital and analog audio technology as a vital part of communication in the world today. Students will creatively express and develop written ideas within groups and individuals including proposals, budgets and musical compositions. Students will also write and produce podcasts, webcasts and songs in a variety of formats. Instruction in the creative process that precedes any final project including writing, rewriting, collaboration and more rewrites will be a main focus. Students will also study the impact audio and sound production on our society from a social, economic, and political viewpoint. Students will learn the history of sound production and the technological advances in the art form. Knowledge and utilization of microphones, digital, analog and computer-based audio editing and recording equipment, and software programs such as Reason and Pro Tools will be a secondary focal point to that of meeting the elements of art and principles of design as well as the components in the state standards. Study and training in the Audio Production 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.

AUDIO TECH II (VM)

Course #7947
Grade Level: 10-12
Length: Year
Prerequisite: Successful completion of Audio Tech I

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

The Audio Technology II 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 as well as design and 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 the Audio Technology II 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 TECH III (VM)

Course #7961 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Audio Tech II

Audio Technology III is a capstone course of the audio technology pathway. This course will explore the various elements of the recording industry and entertainment management. Students in this course will further examine the aspects of music production and live sound reinforcement with an emphasis on management of the various production elements. Topics covered will include production design, event operations, entertainment & media marketing and media distribution. Students taking this hands-on class will become actively involved in all major productions on campus and in the community.

SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY

COMPUTER PROGRAMMING I (MM, MV, VM)
Course #7571 College Credit: Either AP score or articulated credit
Grade Level: 9-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Math I

This course introduces students to the foundations of modern computing. The course covers a wide range of foundational topics such as: programming, algorithms, the internet, big data, digital privacy/security and societal impacts. This course is unique in that it focuses on fostering student creativity and applying creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists and engineers use to bring ideas to life. This course 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 world.

COMPUTER PROGRAMMING II (MM, VM)
Course #7571 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Computer Science I

This course is designed to increase the knowledge base of computer applications related to mathematics, business, science, and social science. The major focus will be Python and Machine Controlling Languages using a structured programming style. Students will build upon skills and practices relevant to prepare for entry-level employment and post-secondary education in the computer science field.

CYBERSECURITY (MM, VM)
Course #7573 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G

Length: Year NCAA: N/A
Prerequisite: Successful completion of Computer Science II

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

CONSTRUCTION PATHWAY

CONSTRUCTION TECHNOLOGY I (MCA)

Course #7922 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: N/A

Construction Technology I is an overview of the Building Trades Industry that is competency-based designed to provide students with technical instruction and practical experience in basic residential and commercial construction through classroom instruction and applied practice of field skills. Instruction includes an introduction, workplace safety, safe and proper use of hand tools, power tools, trade specific instruction, reviews of resource management, construction trade mathematics, employability skills, and apprenticeship preparation. Students use safe and appropriate practices following construction processes and systems vital to the industry. Additionally, students will work with and maintain equipment used in the industry. Emphasis is placed on the techniques, tools, and materials required for the rough and finish carpentry, estimating, plumbing and electrical work, renewable energy, roofing, and painting. The competencies in this course are aligned with the California Career Technical Education Model Curriculum Standards and have incorporated rigor and writing through the key assignments. Students will have the opportunity to gain critical thinking skills as they manage and design construction projects from small to large and research possible materials and examine real-world building issues. Students will work in teams to develop communication skills, leadership skills, and the ability to gain skills in time management and production demands. The major impact this course can have is to prepare students for post-secondary education in the multitude of careers in engineering, build trades, utility development and management, and will provide the student the opportunity to use research and critical thinking skills as they develop fortitude in completing long-term projects.

CONSTRUCTION TECHNOLOGY II (MCA)

Course #7962 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Construction Technology I

This course has been developed to integrate skills and concepts from the building and construction trades with applied mathematics. This course is the second in a pathway series, students must have completed Construction Technology I. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real world connections between construction and math using construction documents that include creating construction drawings, detailed project plans, and student-centered construction assignments. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council.

CRIMINAL JUSTICE PATHWAY

CTE LAW ENFORCEMENT (MV, VM)

Course #7931 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: N/A

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

CTE FORENSIC SCIENCE (MV, VM)

Course #7935 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Introduction to Law Enforcement

This course is designed to give students both theoretical and experiential experience in a fast-paced, rigorous, multidisciplinary college preparatory course that provides an association between science-based inquiry and the criminal justice system. Emphasis is on understanding the underlying scientific theories of forensic science, with particular emphasis on biology and chemistry. This class will build upon the students' prior knowledge of biology and chemistry, learning laboratory techniques and procedures to analyze and identify trace physical evidence, including DNA. Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to crime scene investigation in the field of criminal justice

EXPLORING CRIMINAL JUSTICE

Course #7960 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Introduction to Law Enforcement or Forensic Science/CSI

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.

CTE STUDIO ART PATHWAY

CTE STUDIO ART (MCA)

Course #7908 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Art/Design I or Advanced Drawing and Painting

This course will prepare students for a post-secondary art education and/or career within the Arts, Media, and Entertainment sector. The CTE Studio Art course outline is aligned with the CTE Anchor and Pathway standards. Students will work with different mediums and types of technology which are up to date with commercial art industry standards. Students will have the chance to work alongside and observe industry professionals within the commercial arts. Throughout CTE Studio Art, students will build a portfolio that will reflect their strengths and interests. Students will experience both group and individual critiques using industry terminology and will work with other students to collaborate within the Arts, Media, and Entertainment sector.

CTE STUDIO ART II (MCA)

Course #7913 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Studio Art I

CTE Studio Art II is the second course of the CTE Studio Art Pathway. It is designed for students who are interested in pursuing a post-secondary education and/or career within the visual arts industry sector. Throughout this course students will continue to apply their knowledge of the Elements of Art, Principles of Design, art mediums, compositional techniques, and technology within different visual art career paths. The main goal of CTE Studio Art II is for students to home in on preferred genres and mediums to create a body of work that will prepare them for the third class in the CTE Studio Art pathway. Students will continue to work alongside their peers and industry professionals to learn about safety procedures, professional responsibility, teamwork, workplace standards, and problem solving within the visual arts. CTE Studio Art II is aligned with CTE anchor and pathway standards.

CTE STUDIO ART III (MCA)

Course #7915 College Credit: N/A
Grade Level: 12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Studio Art II

CTE Studio Art III is the third and final course in the CTE Studio Art Pathway. It is designed for students who are interested in pursuing a post-secondary education and/or career within the visual arts industry sector. Throughout this course students will complete their body of work and finalize visual art portfolios. Students will also focus on their post-secondary plan including portfolio submissions and college applications. Students will continue to work alongside peers, staff, counselors, and industry professionals to demonstrate their knowledge of career paths, safety procedures, professional responsibility, teamwork, workplace standards, and problem solving within the visual arts. CTE Studio Art III is aligned with CTE anchor and pathway standards.

CULINARY ARTS PATHWAY

CULINARY I (MM, MV, VM)

Course #5516 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: N/A

This introduction course is part of a comprehensive Culinary Arts Pathway based on the Hospitality, Tourism, and Recreation Industry Sector of the California Career Technical Education Model Curriculum Standards. The course exposes students to the skills of safety, sanitation, measurement and recipe conversions. Instruction includes food safety, sanitation, and meal management. This course provides introductory objectives in food preparation, storage and service. Students in this course may assist with Culinary Arts and International Cuisine students in catering and preparation for special events.

CULINARY II (MM, MV, VM)

Course #5517 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Culinary I

The purpose of this class is to emphasize the "Art" in a Culinary Program Pathway, applying the fundamental techniques learned in prior culinary arts courses students will use this course to develop and generate their own creative voice through the development of their own unique recipes, learn food styling techniques, and learn the advanced skills used in the aesthetic presentation of food. Instruction includes safety, sanitation, use of commercial equipment, buffet design, garde manager, entrée and sauce development, and design of decorative baked items. This course supports the disciplines of Language Arts, Mathematics, basic Science and Visual Artistic elements. This course will allow students the opportunity to be creative and expressive through food with the goal of sparking a passion for the "Art" of culinary preparation and service. This course will also support and integrate the development
of language arts.

CULINARY III (MV, VM)

Course #5519 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Culinary II

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.

CULINARY Management (MM)

Course #4362 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Culinary II

This capstone course offers a unique blend of hospitality management and advanced culinary arts training for high school students. Students with previous culinary arts experience will take part in developing management techniques used in work-based learning events such as dinner services, catering opportunities, and internships. Students will participate in activities to develop leadership and teamwork skills while collaborating with clients and classmates. Students will gain an understanding of the importance of professional ethics and the legal responsibilities while solving a variety of problems using critical thinking skills.

DIGITAL FILM PATHWAY

TV/VIDEO ROP (DIGITAL FILM PRODUCTION I) (VM)

Course #7902 College Credit: Articulated credit with MSJC
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: N/A

Digital Film Production I curriculum is aligned to the CTE Arts, Media and Entertainment Model Curriculum Standards. This course is designed to provide students with the opportunity to learn and explore the television and film/video industries and industry related careers. Students will be exposed to all facets of the film/video industry to include the areas of on-screen talent and production crew. Students will get a combination of classroom theory, as well as hands-on production training. Students will be responsible for all facets of production culminating with the demonstration of their skills by producing a short film. This is an introductory CTE pathway course that leads to Digital Film Production II and Digital Film Production III.

DIGITAL FILM PRODUCTION II (VM)

Course #7969 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Digital Film Production I

Digital Film Production II is aligned to the CTE Arts, Media and Entertainment Model Curriculum Standards. This course is designed to provide students with the opportunity to further explore the television and film/video industries and industry related careers. Students gain further training in all facets of the film/video industry to include the areas of on-screen talent and production crew. Students will experience mostly hands-on production training. Students will be responsible for all facets of production culminating with the demonstration of their skills through the production of daily/weekly news and entertainment shows. This is a concentrator CTE pathway course that leads to Digital Film Production III.

DIGITAL FILM PRODUCTION III (VM)

Course #7762 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Digital Film Production II

Digital Film Production III is designed to provide students with opportunities to apply their knowledge and skills of video and film production. Students will learn the following skills: careers in video and film, how to manage industry related video projects, marketing and business skills, and how to work with potential clients. Students will gain additional technical training in the design and critique of motion graphics and pictures. Students will understand the psychological impact of digital media on audiences. This course is the capstone course of the Digital Film Production Pathway.

EDUCATION PATHWAY

EDUCATION I (MM, VM)

Course #7505 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: N/A

This course is an introduction to the teaching profession. As such it is an overview of the many facets of teaching, including history, child development, classroom engagement, and factors that influence learning. Students will reflect on their own educational experiences, participate in multiple observations of current teaching examples, and research contemporary topics/trends/practices in the profession so they can be better prepared for a career in teaching.

EDUCATION II (MM, VM)

Course #7501 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: N/A

This course provides an overview of the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment.

EDUCATION III (pending board approval)
Course #7502
Grade Level: 11-12
Length: Year
Prerequisite: N/A
College Credit: N/A
CSU/UC A-G: G (pending)
NCAA: N/A

This course will provide an overview of educational practices that influence the identification, placement, and teaching of special populations (individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; English Language Learners; homeless individuals; youth who are in the foster care system; and youth with a parent who is on active duty in the military) with an emphasis on students with mild to moderate disabilities. The basic principles of special education, including its history, legal mandates, and descriptions of various types of disabling conditions will be examined. Learning problems will be addressed in terms of the specific categories related to mild to moderate disabilities.

ENGINEERING PATHWAY

INTRO TO DESIGN (MM, MV, VM)
Course #2445
Grade Level: 9-12
Length: Year
Prerequisite: N/A
College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

Introduction to Design is the first course in the Project Lead the Way (PLTW) 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, 2D+, 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 are to be concurrently enrolled in appropriate mathematics and science courses.

COMPUTER INTEGRATED MANUFACTURING (MV)
Course #7705
Grade Level: 10-12
Length: Year
Prerequisite: Successful completion of Intro to Design
College Credit: N/A
CSU/UC A-G: G
NCAA: N/A

Computer Integrated Manufacturing (CIM) will be the second course in the Project Lead the Way Engineering sequence. CIM is considered a specialty course and will focus on the high-tech, innovative nature of modern

manufacturing. CIM focuses on the fundamentals of computerized manufacturing, automation technologies, product design, and robotics. CIM builds on the solid-modeling skills developed in the Introduction to Design course. Students will use 3-D design software, CAM (Computer Aided Manufacturing) software, CNC (Computer Numeric Control) machinery, and robotics, to solve multiple design, manufacturing, and automation problems. 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 a solid understanding of topics covered in the Introduction to Design course and will further develop Computer Aided Design skills as tangible projects are produced on CNC machinery.

PRINCIPLES OF ENGINEERING (MM, VM)

Course #2446 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: D
Length: Year NCAA: Yes (VM)
Prerequisite: Successful completion of Intro to Design

Principles of Engineering (POE) is the second course in the Project Lead the Way (PLTW) Engineering pathway. This course exposes students to major concepts they will encounter in a postsecondary engineering course of study. Students will explore a broad range of engineering topics to include mechanisms, strength of materials and structures, automation, and kinematics. POE applies and further develops knowledge and skills in mathematics, science and technology. Students have the opportunity to develop skills and understanding of course concepts through activity, project and problem-based (APB) learning. By solving rigorous and relevant design problems, students will continually hone their interpersonal, creative and problem-solving skills. 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. Students will develop strategies to enable and direct their own learning, which is the ultimate goal of education.

DIGITAL ELECTRONICS (VM)

Course #2448 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: D
Length: Year NCAA: N/A
Prerequisite: Successful completion of Principals of Engineering

Digital Electronics (DE) is a capstone course of the engineering pathway. This course is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by 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. Students will learn about electronic circuits used to process and control digital signals.

ENGINEERING DESIGN AND DEVELOPMENT (VM)

Course #2447 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: D
Length: Year NCAA: N/A
Prerequisite: Successful completion of Principals of Engineering

Engineering Design and Development (EDD) is a capstone course of the engineering pathway. The knowledge and skills students acquire throughout the PLTW Engineering Pathway come together in this course as students identify a real-world issue or challenge. Students will research, design and test a solution to the issue or challenge. Students will present real-world challenges and associate solutions to a panel of engineers. Students will apply professional skills from the documentation of the design process as they enter a post-secondary program or career.

ROBOTICS TECHNOLOGY (MM, MV)

Course #2500 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Computer Integrated Manufacturing (at MV) or Principals of Engineering (at MM)

Robotics Technology will explore the relations between science and technology. The program is designed to introduce students to basic and advanced concepts in robotics. Course information will be tied to lab experiments where students will work in teams to build and test complex VEX-based mobile robots. Included in this instruction will be the historical development of robotics as a field, the importance of integrating sensors, effectors and control, basic control, the key approaches to mobile robot control (reactive, behavior-based, and hybrid), and discussion of robot learning and multi-robot systems history. Students will work in small teams to research, design, program, and construct robotic devices in competitions amongst each other and other schools in the area. Integrated throughout the course are career preparation standards which include basic academic skills, communicating individual and team ideas, interpersonal skills, problem solving abilities, safety, technology, and employment literacy.

ROBOTICS II (MV, MM)

Course #2505 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Robotics I

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

ENTREPRENEURSHIP PATHWAY

ENTREPRENEURSHIP (MM, MV)

Course #7647
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: G
NCAA: N/A

This course includes instruction based on the CTE business and finance standards. The course is the first/introductory course in the business pathway. Entrepreneurship recognizes the importance of a business opportunity. From the initial idea to the operating of and maintaining a business, this course explores every aspect of business ownership. Entrepreneurship is necessary not only for students who will become entrepreneurs, but also for individuals working in the increasingly competitive corporate world. In United States, small businesses make up close to 90% of all businesses. Entrepreneurship integrates the functional areas of business that include accounting, finance, marketing and management as well as the legal and economic environments in which any new venture operates.

BUSINESS PRINCIPLES, MARKETING, AND FINANCE (MM, MV)

Course #7629
Grade Level: 10-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: G
NCAA: N/A

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

VIRTUAL ENTERPRISE (MV)

Course #7650
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: G
NCAA: N/A

Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. Students learn about Economics--micro and macro—and its relationship to and impact on business operation in the private enterprise system. The students study supply and demand, the Federal Reserve System, taxation by local, state, and federal governments, business organizations, the stock market, and international transactions. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant with the support of a real business partner. They use current business software packages and the Internet for business transactions using Economics as a factor in decision making. This course is open to all students who have completed keyboarding with a C or better or teacher permission.

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FIRE SCIENCE/EMT PATHWAY

CTE FIRE SCIENCE & TECHNOLOGY I (MV)

Course #7995
Grade Level: 9-11
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: G
NCAA: N/A

Fire Science Technology 1 (FST1) is the introductory course in the Fire Science Pathway. The purpose of this course is to provide students with the knowledge and skills necessary to be an entry-level firefighting candidate. Topics include forestry service, firefighter safety, communication protocol, personal protective equipment (PPE), tools, and utilities specific to the industry needed when pursuing a career as a firefighter. As such, this course will present many theoretical principles as well as offer many hands-on activities to prepare students for the firefighting industry.

FIRE SCIENCE & TECHNOLOGY II (FST 2) (MV)

Course #7996
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of FST I

College Credit: N/A
CSU/UC A-G: G
NCAA: N/A

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

FIRE SCIENCE & TECHNOLOGY III (FST 3) (MV)

Course #7998
Grade Level: 10-12
Length: Year
Prerequisite: Successful completion of FST II

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course provides the skills and knowledge needed for the entry-level firefighter to perform his/her duties safely, effectively, and competently. The curriculum is based on CAL FIRE policy, the 2013 edition of NFPA 1001 Standard for Firefighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Firefighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the Basic Firefighter curriculum are: general knowledge pertinent to the profession, fire department communications, fireground operations, rescue operations, preparedness and maintenance, wildland fire suppression activities, and hazardous materials/WMD. Additional learning and activities can be found in the prerequisite courses: Fire Science Technology 1, and Fire Science Technology 2.

EMERGENCY MEDICAL TECHNICIAN (EMT) (MV)

Course #7997 College Credit: N/A
Grade Level: 12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Anatomy & Physiology and FST III

Emergency Medical Technician (EMT) (PUB 288) is a year-long academically challenging course that is designed to prepare students for entry-level positions in the pre-hospital healthcare industry. This course takes students on a fascinating journey beginning with history, future, and components of the emergency system, the well-being of the EMT, legal and ethical issues, and medical terminology. This course provides students with a comprehensive understanding of anatomy, physiology, and pathophysiology of the human body. These concepts solidify the foundational knowledge for specific medical emergencies. This course also gives students a genuine context for the application of the knowledge used to help critically ill and injured patients in the field. The course begins with basic knowledge of anatomy and physiology, first aid, CPR, safety practices and ends with a thorough understanding of medical emergencies. The course presents the tools for students to understand the importance of pre-hospital care and delivers a thorough understanding of the proper use of medical equipment necessary to provide appropriate care. The competencies in this course are aligned with the Common Core State Standards and the California Career Technical Education Model Curriculum
Standards. The course is also offered via "Distance Learning" and will meet in the classroom, twice a week in smaller groups, when given the authorization to resume "in-person" teaching by the Superintendent and Public Health Officer.

MULITMEDIA PATHWAY

MULTIMEDIA I (MM, MV)
Course #7750 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: N/A

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

MULTIMEDIA II (MM, MV)
Course #7751 College Credit: N/A

Grade Level: 10-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Multimedia I

This course is an overview of the computer-based design industry, applying advanced digital image creation methods and output options. It builds upon the skills acquired from Multimedia Design I or Graphic Design I and also provides an overview of careers in the field. Media output topics include designing for print and web content. Interactive media projects created will consider optimum audience interaction. Photographic skills, including camera to: function and aesthetics, will be used to create meaningful digital images for use in multimedia. Software titles include, but are not limited to After Effects, Flash, Illustrator, Photoshop, GarageBand/Audacity, Movie Maker/iMovie. Students will have the opportunity to further develop their skills with Adobe Creative Suite applications and receive training for success in post-secondary education institutions and/or in an entry-level position in the field of media arts.

MULTIMEDIA III (MM, MV)
Course #7752 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Multimedia II

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

PATIENT CARE PATHWAY

HEALTH CAREERS I (MM)
Course #5400 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: N/A

This introductory course investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, introduction to microbiology concepts, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/ client care regimens, career development, medical math and present and future technological innovations. Skills in science, communications, social studies and health are reinforced in this course. Certification in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) For Health Care Professionals through the American Heart Association will be offered with frequent CPR refresher module activities. Successful completion of this course results in eligibility to continue in the next companion course; Health Careers II.

HEALTH CAREERS II (MM)

Course #5402 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Health Careers I

This is the 2nd year course of a 4 year-long program which deepens its investigation of the health care delivery system, its services, occupations, and related sciences. Topics include the intermediate study of the language of medicine, medical application of the Metric System and Medical Math, Anatomy and Physiology, Diseases/Disorders, Diagnoses, Treatments, patient/ client care regimens, career development, and present and future technological innovations. Skills in science, mathematics, communications, social studies and health are reinforced in this course. Certification in First Responder First Aid and a refresher course in Basic Life Support for Health Care (BLS) for Professionals through the American Heart Association will be offered with frequent module activities.

MEDICAL TERMINOLOGY (MM)

Course #5403 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Health Careers II

This is the 3rd year course of a 4 year-long program which deepens its investigation of the language of medicine. This course is an introduction to medical terminology as used by health personnel, including physicians, nurses, dentists, medical secretaries, insurance clerks and medical office assistants. Medical terminology is a useful course in preparation for entrance into any medical course of study such as nursing, emergency medical technician or medical assisting. This course is articulated with Mt. San Jacinto Community College to provide a matriculated pathway to other science and health science related careers.

SPORTS MEDICINE FUNDAMENTALS (VM)

Course #7921 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: N/A

This course is designed to provide students with an overall introduction to allied health professions including vital signs, 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.

KINESIOLOGY (VM)

Course #7933 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: G
Length: Year NCAA: N/A

Prerequisite: Successful completion of Sports Medicine Fundamentals

In this course, students will receive an overview of health careers and foundational preparation for careers in 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 patients 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 (VM)

Course #7959 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G
Length: Year NCAA: N/A
Prerequisite: Successful completion of Kinesiology and Anatomy & Physiology

The 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.

PHOTOGRAPHY PATHWAY (See also Visual & Performing Arts)

PHOTOGRAPHY I (MCA, MV, VM)

Course #7800 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: N/A

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 visual storytelling, elements of art, composition, and advanced editing software including Photoshop. The students will also engage in peer critique and explore potential careers in photography.

PHOTOGRAPHY II (MCA, MV, VM)

Course #7805 | College Credit: Articulated credit with MSJC
Grade Level: 10-12 | CSU/UC A-G: F
Length: Year | NCAA: N/A
Prerequisite: Successful completion of Photography I

Photography II is a yearlong concentrator course in photography. It is articulated with MSJC and students will earn 3 units of college credit with a grade of B or better in the class and on the final exam. In this course, students will learn how to use digital cameras and exposure control techniques as well as other advanced photographic equipment including studio lighting. Students will continue to fine-tune their skills in visual storytelling, peer critique, composition, image editing, and artistic habits learned in Photography 1. The development of personal style and creativity will be stressed. A variety of photographic genres and careers will be explored including event, portrait, still life, and sports photography. Students will also submit to competitions as well as learn additional photographic software including Adobe Lightroom to enhance their digital workflow. Students who complete this course also complete the CTE Photography Pathway.

PHOTOGRAPHY III (VM)

Course #7808 | College Credit: N/A
Grade Level: 10-12 | CSU/UC A-G: N/A
Length: Year | NCAA: N/A
Prerequisite: Successful completion of Photography II

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

PLANT AND SOIL SCIENCES

AGRISCIENCE I (MM) (pending board approval)

Course #**** | College Credit: N/A
Grade Level: 9-11 | CSU/UC A-G: D (Pending approval)
Length: Year | NCAA: N/A
Prerequisite: N/A

This course will introduce students to the systems and concepts that define modern agriculture, including food systems and natural resources. This course is aligned to Agriculture, Food and Natural Resources (AFNR) standards, and provides practical information on building leadership, communication, and career-ready skills while integrating pedagogical tools designed for learner success. Students will learn about the diverse and

exciting world of agriscience and Future Farmers of America (FFA) opportunities, encouraging students to participate in their school, communities, and enroll in advanced courses.

CAPSTONE COURSE

YOUTH APPRENTICESHIP (pending board approval)

Course #****	College Credit: N/A
Grade Level: 11-12	CSU/UC A-G: N/A
Length: Year	NCAA: N/A

Prerequisite: CTE Pathway completion and instructor approval

Youth Apprenticeship should be considered the capstone of all career and technical education pathways. CTE pathways exist to give students the opportunity to learn industry fundamentals and skills which will prepare them to enter the workforce upon graduation and possibly continue college as part of that option. Youth Apprenticeship allows students to demonstrate readiness for workforce entry and further refine, develop, and expand skills learned in the educational setting.

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ENGLISH

Course Name	Course #	MMHS	MVHS	VMHS	MCA
English I	1001	X	X	X	X
English II	1002	X	X	X	X
English III	1018	X		X	X
English IV	1020	X		X	X
Adv English I	1021	X	X	X	
Adv English II	1022	X		X	
Expository Read/Writing 11	1028	X	X	X	
CSU Expository Read/Writing 12	1033	X	X	X	
English Basic I	8101	X	X	X	
English Basic II	8102	X	X	X	
English Basic III	8120	X	X	X	
English Basic IV	8121	X	X	X	
English Essentials I-IV	8150/8171/8172/ 8173	X	X	X	
Alt English I-IV (pending board approval)	****	X	X	X	
AP English Lang/Comp	1005	X	X	X	
AP English Lit/Comp	1008	X	X	X	
IB English HL1	1023		X		
IB English Literature HL2	1024		X		
DE English Comp 101/103 MSJC	1080/1081	X	X	X	X
English I Intensive (EL)	1051	X	X	X	
English II Intensive (EL)	1052	X	X	X	
Intensive English Support (EL)	1054	X	X	X	
ELL Support (EL) (See also "Other Electives")	1016	X	X	X	

ENGLISH I

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

College Credit: N/A
CSU/UC A-G: B (English)
NCAA: Yes

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

ADVANCED ENGLISH I

Course #1021 College Credit: N/A
Grade Level: 9 CSU/UC A-G: B (English)
Length: Year NCAA: Yes
Prerequisite: Placement based on assessment results, current English grade, and teacher recommendation.
In addition to the curriculum supplied in English I, the advanced course helps students focus on independent, in-depth reading of challenging informational text, and challenging classical, multicultural, and contemporary literary works with more emphasis on higher-level thinking skills. Advanced students are expected to read and write extensively, and to work at a more accelerated pace than a non-advanced course.

ENGLISH II

Course #1002 College Credit: N/A
Grade Level: 10 CSU/UC A-G: B (English)
Length: Year NCAA: Yes
Prerequisite: None

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

ADVANCED ENGLISH II

Course #1022 College Credit: N/A
Grade Level: 10 CSU/UC A-G: B (English)
Length: Year NCAA: Yes
Prerequisite: Placement based on assessment results, current English grade, and teacher recommendation.

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

ENGLISH III

Course #1018
Grade Level: 11
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: B (English)
NCAA: Yes

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 speaking and listening techniques. Students will develop skills to write effective narrative, argumentative and informative/expository compositions. Students will also learn and apply rhetorical analysis. This course includes preparation for college entrance exams. ***Course has mature content.**

EXPOSITORY READING AND WRITING 11

Course #1028
Grade Level: 11
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: B (English)
NCAA: Yes

This course meets UC/CSU and District graduation requirements for English. Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. The course utilizes instructional modules to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues. In addition, the course includes concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules. The core structure of all the modules— the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced several culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

ENGLISH IV

Course #1020
Grade Level: 12
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: B (English)
NCAA: Yes

ENGLISH IV Course # 1020 Grade Level: 12 Length: Year Prerequisite: Three years of successful high school college preparatory English and/or counselor approval This course meets UC/CSU (B) and District graduation requirements for English credit. This course is designed to continue literacy and language development and to

engage students in reading both fiction and nonfiction texts. Readings will include essays, memoirs, letters, speeches, short stories, novels, drama, and poetry from various time periods and cultures. The course will focus on the analysis, interpretation, evaluation, composition, and presentation of texts through reading, writing and speaking and listening techniques. Students will develop skills to write effective informational/explanatory and argument compositions. Students will also learn and apply rhetorical analysis.

CSU EXPOSITORY READING AND WRITING 12

Course #1033
Grade Level: 11
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: B (English)
NCAA: Yes

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

English Basic I, II, III, IV

Courses #8101, 8102, 8120, 8121
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets MVUSD graduation requirements for English and is a Specialized Academic Support (SAI) class designed to provide scaffolded strategies for student success. It offers comprehensive experiences in reading, writing, listening, and speaking, equipping students with the skills necessary to read fiction and non-fiction texts to infer, analyze, and demonstrate ideas using textual evidence. Students will write and speak with a command of standard English conventions, acquire and accurately use a range of academic vocabulary, and produce informative, argumentative, and narrative texts using credible sources. Class activities include exploring diverse genres such as poetry, drama, short stories, novels, and non-fiction articles. With an emphasis on scaffolded instruction, the course aims to elevate students' literacy, reading comprehension, writing proficiency, and listening/speaking skills.

English Essentials I, II, III, IV

Courses #8150, 8171, 8172, 8173
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets MVUSD graduation requirements for English and is a Specialized Academic Support (SAI) class designed with a modified or alternative curriculum designed to support student success in English. Focus areas include reading fiction and non-fiction texts, developing comprehension and analysis skills, writing in various formats, enhancing speaking and listening abilities, and building language and vocabulary proficiency. The course is tailored to meet individual learning needs, promoting growth in literacy and communication skills.

Alt English I-IV (pending board approval)

Courses #****
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

English USL I-IV are a required one-year courses designed for 9th-12th grade students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district-adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

AP English Language & Composition

Course #1005
Grade Level: 10 (MV only), 11
Length: Year
Prerequisite: Discuss with counselor for guidance

College Credit: Based on AP test results and college
CSU/UC A-G: B (English)
NCAA: Yes

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

AP English Literature & Composition

Course #1008
Grade Level: 11 (MV only), 12
Length: Year
Prerequisite: Discuss with counselor for guidance

College Credit: Based on AP test results and college
CSU/UC A-G: B (English)
NCAA: Yes

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

IB English HL1

Course #1023
Grade Level: 11
Length: Year
College Credit: Based on IB test results and college
CSU/UC A-G: B (English)
NCAA: Yes
Prerequisite: Grade B or better in English II or Grade C with teacher recommendation or grade C or better in AP English Language

This course meets the UC/CSU and District graduation requirements for English credit. This is the first year of a two-year course. As prescribed by the IB curriculum, the English A1: Literature course assembles literature from four genres, three periods of time, and three places in the world. It supports the IB philosophy of international awareness with a rigorous course of study spanning three (3) areas of explorations (Readers, Writers, and texts, Time and Space, and Intertextuality), the seven (7) concepts which interact with the AOEs: identity, culture, creativity, communication, perspective, transformation, and representation. In addition, there is also a focus on current global issues. The course prepares students to excel in literature or related studies at the university level. Assessments allow students to display their knowledge, critical thinking skills, and understanding of other cultures. The following IB assessments are conducted in the first year of the course: 1) Individual Oral—spring semester; this assessment targets a verbal analysis of short extracts chosen by the student from two texts read the fall semester (one in translation and one in English) the analysis focuses on authorial choices expressing a current global issue; 2) HL Essay—spring semester; this assessment targets research, editing, and citation skills. The HL Essay asks students to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied in the course. This is a college level course, and as such, mature material may be read and discussed. The IB exam will be offered in the second year of the course. **IB Diploma students have priority enrollment in this class. Other students may enroll if space permits. *All students are expected to take the AP/IB test. If students choose not to test (senior year), an alternate assessment will be assigned by the teacher.**

IB English Literature HL2

Course #1024
Grade Level: 12
Length: Year
Prerequisite: Completion of IB English HL1
College Credit: Based on IB test results and college
CSU/UC A-G: B (English)
NCAA: Yes

This course meets both UC/CSU and District graduation requirements for English credit. As prescribed by the IB curriculum, the English A1: Literature course assembles literature from four genres, three periods of time, and three places in the world. The course prepares students to excel in literature or related studies at the university level. Assessments allow students to display their knowledge, critical thinking skills, and understanding of other cultures. The following IB assessments are conducted in the second year of the Course: Paper 1 and Paper 2 External Assessments. This is a college level course, and as such, mature material may be read and discussed. ***All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.**

MSJC DE English 101 College Composition (Formerly Freshmen Composition)

Course #1080
Grade Level: 12
Length: Semester
College Credit: Four units upon successful completion
CSU/UC A-G: N/A
NCAA: N/A

Prerequisite: MSJC Matriculation

This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to sources analytically, conduct academic-level research, and incorporate those sources into research papers. This course satisfies graduation and transfer requirements. Extra grade weight is only offered to those taking Dual Enrollment courses on a MVUSD campus or via MSJC Annex.

MSJC DE English 103 Critical Thinking & Writing

Course #1080 College Credit: Three units upon completion of course
Grade Level: 12 CSU/UC A-G: N/A
Length: Semester NCAA: N/A
Prerequisite: ENG 101 (with a grade of C or better)

This course provides continuing practice in the analytic writing begun in English 101. The course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts (literature and/or non-fiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required. Extra grade weight is only offered to those taking Dual Enrollment courses on a MVUSD campus or via MSJC Annex.

English I Intensive

Course #1051 College Credit: N/A
Grade Level: 9 CSU/UC A-G: B (English)
Length: Year NCAA: Yes
Prerequisite: Placement based on ELPAC assessment results and placement

English I Intensive is a comprehensive course designed for 9th grade English learners (ELs) who require additional support to build the language proficiency and literacy skills necessary for success in high school English. Aligned with the California Common Core State Standards (CCSS) for English Language Arts and the English Language Development (ELD) Standards, this course integrates language development with grade-level English content. Students engage in reading, writing, speaking, and listening activities that emphasize vocabulary acquisition, grammar, literary analysis, and composition. Through scaffolded instruction, collaborative discussions, and culturally relevant materials, students develop the academic skills and confidence needed to meet the demands of English I while progressing toward fluency. This course provides a supportive, engaging environment tailored to meet the diverse needs of EL students.

English II Intensive

Course #1052 College Credit: N/A
Grade Level: 10 CSU/UC A-G: B (English)
Length: Year NCAA: Yes
Prerequisite: Placement based on ELPAC assessment results and placement

English II Intensive is an accelerated course designed for 10th grade English learners (ELs) who need focused language development while engaging with grade-level English content. Aligned with the California Common Core State Standards (CCSS) for English Language Arts and the English Language Development (ELD) Standards, this course builds upon foundational skills from English I Intensive, emphasizing advanced reading comprehension, academic writing, critical thinking, and oral communication. Students analyze complex texts, explore diverse literary genres, and develop structured essays with an emphasis on evidence-based arguments. With scaffolded instruction and targeted support,

the course strengthens vocabulary, grammar, and language structures, helping students bridge gaps in proficiency while meeting high academic expectations. The curriculum fosters both linguistic and cultural growth, preparing students for success in upper-level English courses and beyond.

Intensive English Support

Course #1054 College Credit: N/A
Grade Level: 9-10 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Placement based on ELPAC assessment results and placement

Intensive English Support is a course designed to accelerate English language development for high school students identified as English learners. This course provides targeted instruction in listening, speaking, reading, and writing to build language proficiency and academic literacy. Aligned with the California English Language Development (ELD) Standards, students engage in scaffolded activities that support the development of both social and academic English, with a focus on language structures, vocabulary acquisition, and critical thinking. Through collaborative discussions, structured writing tasks, and reading comprehension strategies, students gain the skills necessary to succeed in mainstream academic courses and meet graduation requirements. The course emphasizes individualized support and culturally responsive teaching to foster confidence, engagement, and overall language growth.

ELL Support

Course #1016 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Placement based on ELPAC assessment results

ELL Support is a supplementary course designed to provide English learners (ELs) with support for success across all content areas. This course also emphasizes study skills, critical thinking, and cultural responsiveness to help students navigate their core academic courses. ELL Support creates a supportive environment where students build confidence, refine their English language abilities, and progress toward meeting high school graduation requirements.

HEALTH AND CAREERS/ICT

Course Name	Course #	MMHS	MVHS	VMHS	MCA
Health	8075	X	X	X	X
DE MSJC Health 121	8077			X	
Health Essentials	8158		X	X	
Health BP Essentials	8179		X	X	
Career/ICT	7560	X	X	X	X
Computer/Career Essentials	8186		X	X	

Health

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

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets District and California State requirements. Health Education is designed to develop the students' knowledge and understanding of what it means to be healthy and how to maintain and improve health throughout their lifetime. Students will learn to develop positive attitudes towards being healthy by becoming problem solvers and to think critically regarding the six dimensions of wellness. A person's overall well-being is achieved by learning and understanding the six dimensions of wellness to include: physical, interpersonal (social), intellectual (mental), emotional, spiritual, and environmental health. The focus of this course is to develop self-directed learners who have the competence to maintain a balance among the dimensions of wellness and make informed decisions regarding their personal health now and in the future.

DE MSJC Health 121 – Fundamentals of Healthful Living

Course #8077
Grade Level: 9
Length: Semester
Prerequisite: None

College Credit: Three units upon successful completion
CSU/UC A-G: N/A
NCAA: N/A

This course offers a comprehensive overview of human health from a multidimensional perspective: physical, psychological, social, intellectual and environmental health. The course emphasizes personal health and promotes informed, positive health behaviors. Topics include physical fitness, nutrition, diseases, aging, mental health, stress management, reproductive health, healthcare, substance use and abuse, violence, and environmental health concerns.

Health Essentials

Course #8158
Grade Level: 9
Length: Semester
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets MVUSD graduation requirements for a diploma or certificate of completion. This course is categorized as a Specialized Academic Instruction (SAI) course. It is a requirement for graduation and is required of all freshmen. Students are presented with current research. The curriculum includes four unifying ideas from the nine major areas of health instruction: Personal Health, Consumer and Community Health, Injury Prevention and Safety, Tobacco, Alcohol and Other Drugs, Nutrition Education, Environmental Health, Family Living, Individual Growth and Development and Communicable and Chronic Diseases.

Career/ICT (Information Communication Technology)

Course #7560
Grade Level: 9
Length: Semester
Prerequisite: None

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets MVUSD graduation requirements, and it is required for all freshmen to take and pass. Career/ ICT is a one-semester course designed to help students learn and practice skills to be career and college ready. Students will demonstrate career readiness through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and essays. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools strengthen writing skills, learn goal setting, solidify research techniques, and write a 10-year plan for education/training, housing, finances, and employment. This course gets students aligned to the four (4) MVUSD Profile of a Graduate competencies as well as the subsequent grade level projects (including the senior culminating project).

Computer/Career Essentials

Course #8186
Grade Level: 9
Length: Semester
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets MVUSD graduation requirements for a diploma or certificate of completion. This course is categorized as a Specialized Academic Instruction (SAI) course. 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.

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JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

Junior Reserve Officers' Training Corps (JROTC) is a federal program sponsored by the United States Armed Forces and is offered at all three comprehensive high schools in the Murrieta Valley Unified School District. JROTC programs instill in students the values of citizenship, service, personal responsibility, and a sense of accomplishment. The program offers a comprehensive curriculum that integrates character development, leadership training, while promoting community service, physical fitness, and academic excellence. Students learn about the history and structure of the military branch sponsoring their program and acquire valuable skills in leadership, teamwork, communication, and critical thinking. Students can receive both physical education and elective credit for completing the four-year JROTC program. There is no military obligation for students who participate in JROTC, however, college scholarships and academy opportunities are available for interested students.

AIR FORCE JROTC—VISTA MURRIETA HIGH SCHOOL

AFJROTC I, II, III, IV

Courses #7965, 7966, 7967, 7968
Grade Level: 9-12
Length: Year
Prerequisite: Enrollment in AFJROTC I-IV

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

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.

AFJROTC Executive Leadership

Course #7994
Grade Level: 10-12
Length: Year
Prerequisite: Instructor approval

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This is a customized course where 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 students will also be 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 Honors Ground School

Course #7993
Grade Level: 12

College Credit: N/A
CSU/UC A-G: G (Elective)

Length: Year NCAA: N/A
Prerequisite: Instructor approval

This course and passage of a subsequent Federal Aviation Administration (FAA) exam will satisfy the FAA ground school for attainment of a private pilot's license. The material will include aerodynamics, weather, Federal Aviation Regulations, aircraft performance, and navigation. The course will include some off-site visits to a variety of aviation-related industries such as air traffic control facilities and logistics operations.

MARINE CORPS JROTC—MURRIETA VALLEY HIGH SCHOOL

JROTC Leadership Education I, II, III, IV
Courses #7975, 7976, 7977, 7978 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: N/A

This course meets District graduation requirements for elective or physical education credit. The MCJROTC program is designed to instill in students the values of citizenship, personal responsibility and a sense of accomplishment.

JROTC Drill
Courses #7980 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Enrollment in JROTC I-IV

The 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. Most of the work will be hands-on.

NAVY JROTC—MURRIETA MESA HIGH SCHOOL

NJROTC Naval Science I, II, III, IV
Courses #7985, 7986, 7987, 7988 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G (Elective)
Length: Year NCAA: N/A
Prerequisite: N/A

This course meets MVUSD/UC/CSU graduation requirements for elective or physical education credit. The NJROTC program is designed to instill in students the values of citizenship, patriotism, personal responsibility, and a sense of accomplishment.

NJROTC Drill/Ceremony

Courses #7980
Grade Level: 9-12
Length: Year
Prerequisite: Enrollment in NJROTC I-IV

College Credit: N/A
CSU/UC A-G: F (Interdisciplinary Arts)
NCAA: N/A

This course provides an in-depth introduction to drill and ceremonies, 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, reviews, parades, and development of the command voice. Students are provided detailed instructions on ceremonial performances and protocol for military and civilian events and have the opportunity to personally learn drill.

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MATH

Course Name	Course #	MMHS	MVHS	VMHS	MCA
Math I	2212	X	X	X	X
Math II	2216	X	X	X	X
Math III	2218	X	X	X	X
Adv Math I	2213	X	X	X	
Adv Math II	2217	X	X	X	
Adv Math III	2219	X	X	X	
Math Essentials I	8151	X	X	X	
Math Essentials II	8122	X	X	X	
Math BP	8164	X	X	X	
Alt Math I-IV (pending Board approval)	****	X	X	X	
Transitional Math Basic	8100	X	X	X	
Transitional Math	2214			X	
Math IA Basic	8126	X	X	X	
Math IB Basic	8127	X	X	X	
Accounting I	7600	X			
Advanced Algebra w/Financial Applications	2215	X	X	X	X
College Math 90	2475	X	X	X	X
Math 96 Intermediate Algebra	2476		X		
MRWC-Mathematical Reasoning w/Connect.	2355	X	X	X	
Introduction to Statistics	2320	X			
Probability and Statistics	2415	X		X	
Calculus	2390			X	
AP Precalculus	2352	X	X	X	
AP Statistics	2410	X	X	X	
AP Calculus AB	2400	X		X	
AP Calculus BC	2405	X	X	X	
IB Calculus (Analysis) SL	2359		X		

IB Statistics/Precal SL	2358		X		
DE MSJC College 105	2465			X	
DE MSJC College 110	2466			X	

Math I

Course #2212 College Credit: N/A
Grade Level: 9 CSU/UC A-G: C (Math)
Length: Year NCAA: Yes
Prerequisite: None

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 their 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 College Credit: N/A
Grade Level: 9 CSU/UC A-G: C (Math)
Length: Year NCAA: Yes
Prerequisite: By placement (B or better in Math 8, math standard met on CAASPP recommended)

The critical areas of this course are Relations and Functions, Linear Equations and Inequalities, Systems of Equations and Inequalities, Polynomial Expressions, Exponential Functions, Geometric Properties and Congruence, and Probability and Statistics, and introduction to Quadratics and Factoring. In addition, students will deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data. Students routinely use the standards for mathematical practice to make sense of problems, justify solutions and conclusions, model with mathematics, and strategically use technology to analyze and solve real-world problems. This course, along with Adv. Math II and Adv. Math III, will provide the depth and scope of math instruction that will prepare students to take Advanced Placement (AP) math course.

Math II

Course #2216 College Credit: N/A
Grade Level: 10 CSU/UC A-G: C (Math)
Length: Year NCAA: Yes
Prerequisite: Successful completion of Math I

The purpose of Math II is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Math II will extend the mathematics students learned in earlier grades and apply concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Probability and Statistics. The critical topics of this course are: Linear, Quadratic, Exponential, and Trigonometric Functions; Geometric Properties of Congruence; Similarity; Right Triangles and Trigonometry;

Circles and Volume; Probability; and Modeling Data. Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, algebraically, and 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.

Advanced Math II

Course #2217
Grade Level: 9-10
Length: Year
College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: Yes
Prerequisite: Grade of B or better in Advanced Math I or teacher recommendation and/or district assessment results

The purpose of Adv. Math II is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Adv. Math II will extend the mathematics students learned in earlier grades and begin the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry and Probability-Statistics, as well as Complex Numbers (*Pre-Calculus Standards*). The critical topics of this course are:

- Quadratic Functions
- Trigonometric Functions
- Similarity
- Right Triangles & Trigonometry
- Logarithms
- Rational Function
- Complex Numbers
- Circles & Volume
- Geometric Properties and Congruence
- Probability
- Modeling Data
- Unit Circle

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 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. This course, along with Adv. Math III, will provide the depth and scope of math instruction that will prepare students to take an Advanced Placement (AP) math course.

Math III

Course #2218
Grade Level: 11
Length: Year
Prerequisite: None
College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: Yes

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, Probability and Statistics. The critical topics of this course are: Linear Functions and Systems, Inverse Functions, Logarithmic, Polynomial, Rational and Radical Functions, Trigonometric Functions, and Statistics. Extensive use of models (or real-world situations), 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 College Credit: N/A
Grade Level: 11 CSU/UC A-G: C (Math)
Length: Year NCAA: Yes
Prerequisite: Successful completion of Math II with a grade of B or better

This advanced math course, designed for 10th and 11th grade students, aims to develop strong mathematical thinking, conceptual understanding, and procedural fluency. As part of a sequence with Advanced Math I and II, it readies students for Advanced Placement (AP) math courses. The course expands on prior mathematical knowledge, applying concepts from various mathematical areas, including Numbers and Quantity, Algebra, Functions, Modeling, Geometry, Probability, and Statistics. It also covers Complex Numbers and Trigonometric Functions. Key topics explored include Inverse Functions, Logarithmic, Polynomial, Rational and Radical Functions, along with Modeling with Geometry and Functions. The course emphasizes a holistic view of mathematics, showing how different areas are interconnected. Students learn to solve problems using graphical, numerical, algebraic, and verbal methods, and how to connect these representations. Practical applications of mathematical principles are emphasized through real-world problem-solving, using technology as a tool

Math IA Basic

Course #8126 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: No
Prerequisite: Placement by IEP team

This course meets district diploma requirements for math credit and is categorized as a Specialized Academic Instruction (SAI) course. Math 1A Basic is the first half of the Integrated Math 1 course in a specialized academic instruction setting. Assignments may be modified to meet student's learning goals, while still meeting Math 1 course requirements. 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 IB Basic

Course #8127 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: No
Prerequisite: Placement by IEP team

This course meets district diploma requirements for math credit and is categorized as a Specialized Academic Instruction (SAI) course. 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. Assignments may be modified to meet student's learning goals, while still meeting Math 1 course requirements. 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 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 I Essentials

Course #8151
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: No

This course meets district diploma or 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 II Essentials

Course #8122
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: No

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.

Alt Math I-IV ULS

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

College Credit: N/A
CSU/UC A-G: N/A
NCAA: No

Prerequisite: Placement by IEP team

Math ULS I-IV are one-year courses designed for 9th-12th grade students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. This course provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples.

Transitional Math

Course #2249 College Credit: N/A
Grade Level: 9 CSU/UC A-G: N/A
Length: Year NCAA: No
Prerequisite: By Counselor or Admin placement only

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

Transitional Math Basic

Course #8100 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: No
Prerequisite: Placement by IEP team

This course meets district diploma requirements for math credit and is categorized as a Specialized Academic Instruction (SAI) course. Students will be solving equations and inequalities, linear equations, linear functions, systems of linear equations and inequalities, as well as working with exponents. 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 prepare students for Math 1a Basic while also reinforcing foundational skills.

Accounting I

Course #7600 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Math I

This course meets District requirements for elective credit or one year of math after the successful completion of Math I and one additional math course. The course prepares individuals to perform any combination of the following and similar tasks: apply the accounting cycle for both a service and merchandising business through closing the books for a sole proprietorship, partnership, and corporation; select and use appropriate computer

hardware and software to develop, process, and maintain accounting records and create reports; create and maintain subsidiary ledgers; prepare, analyze, and interpret financial statements; apply procedures for asset acquisition and disposition and analyze and calculate depreciation methods; create budgets, design flexible budgets, and make capital budgeting decisions.

Advanced Algebra with Financial Applications

Course #2215
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: Yes

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.

College Math 90

Course #2475
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: No

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 factor polynomials. As the first course in the algebra sequence, Math 90 prepares the student for Math 96. Students will solve equations, graph lines, and work with polynomials.

Math 96 Intermediate Algebra

Course #2476
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: No

Math 96, Intermediate Algebra, incorporates the new California State Standards and Practice Standards in Mathematics and prepares students for college-level coursework and is aligned with Math 96 at Mt. San Jacinto College. This course is designed to provide students with a strong foundation in algebra, graphing and problem-solving skills. Course topics include linear, absolute value, quadratic, polynomial, exponential and logarithmic functions; relations and functions; systems of equations involving three variables; and conics. Successful completion of this course prepares students to take high school Pre-Calculus or a transfer level mathematics course, such as College Algebra, at community college. The purpose of Math 96 Intermediate Algebra is to delve

deeper into the mathematics presented in Math 2 (or Algebra 1-Geometry course sequence). Students will continue to learn higher mathematical topics such as Rational Expressions, Exponential, Logarithmic and Trigonometric Functions, in addition to Probability and Statistics. Students work closely with expressions that define functions, competently manipulate algebraic expressions, and model situations. Students solve quadratic equations over the set of complex numbers and solve exponential equations using properties of logarithms. Students will explore and present mathematical concepts graphically, numerically, algebraically and verbally. 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.

MRWC—Mathematical Reasoning with Connections

Course #2355
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of Math III

College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: Yes

Mathematical Reasoning with Connections (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 STEAM, 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, including pre-calculus, calculus, and other quantitative reasoning courses. MRWC curriculum includes standards listed in the Pre-Calculus chapter of the Mathematics Framework and combines concepts of trigonometry, geometry, and algebra that lead to the study of Calculus. The MRWC curriculum has been developed by a consortium of mathematics professors and math educators from CSU, UC, and CCC higher education systems, together with mathematics specialists from County Offices of Education and local school districts. Curriculum has been specifically designed to address the need for stronger mathematics preparation for transitioning from high school to college and career pathways. MRWC is structured to highlight conceptual connections in the more advanced study of topics leading to Calculus. Emphasis is given to conceptual understanding and making connections between numerical, symbolic, verbal, and graphical representations, discussion and analysis of alternative representations and multiple perspectives for approaching and understanding. The distinctiveness of MRWC lies in its unique design and topic sequencing, and in the emphasis on instructional delivery that promotes exploratory and collaborative student engagement. MRWC seamlessly interweaves the Mathematical Practice Standards throughout the curriculum and develops key Habits of Mind and a mathematical disposition required for mastering advanced, challenging college-level content knowledge.

Introduction to Statistics

Course #2320
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Introduction to Statistics is a year-long course that provides a basic introduction to statistics with an emphasis on working with data and statistical ideas. The course explores the practical applications of data analysis and teaches students how to examine data in various ways to make inferences. It incorporates hands-on experiences with data and statistical ideas to help students better understand the world.

Probability and Statistics

Course #2415
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: Yes

This course is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability theory and calculations and facility in processing statistical information. Topics include independent events, conditional probability, discrete random variables; standard distributions; mean, median, and mode; variance and standard deviation; and data organization.

Calculus

Course #2390
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: N/A
CSU/UC A-G: C (Math)
NCAA: Yes

Calculus is a course for students who completed pre-calculus objectives, including some combination of trigonometry, elementary functions, analytic geometry, and mathematics analysis, or pre-calculus. The course includes: the study of derivatives; anti-derivatives; differentiation; integration; the definite and indefinite integral; and applications of calculus. This high school course should have the same level of depth and rigor as an entry-level college and university calculus course.

AP Precalculus

Course #2352
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: Based on AP test results and college
CSU/UC A-G: C (Math)
NCAA: Yes

This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. This course is designed to prepare students for the AP Precalculus exam. This course expands on concepts learned in Math 3 and introduces new concepts such as polar functions, parametric functions, vectors, and matrices. Students are encouraged to take the AP exam.

AP Statistics

Course #2410
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: Based on AP test results and college
CSU/UC A-G: C (Math)
NCAA: Yes

This is a college-level course. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation,

and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. College Course Equivalent

AP Calculus AB

Course #2400
Grade Level: 11-12
Length: Year
Prerequisite: None

College Credit: Based on AP test results and college
CSU/UC A-G: C (Math)
NCAA: Yes

This is a college-level course. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

AP Calculus BC

Course #2405
Grade Level: 12
Length: Year
Prerequisite: None

College Credit: Based on AP test results and college
CSU/UC A-G: C (Math)
NCAA: Yes

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series

IB Calculus (Analysis) SL

Course #2359
Grade Level: 11-12
Length: Year
Prerequisite: B or better in Advanced Math III

College Credit: Based on IB test results and college
CSU/UC A-G: C (Math)
NCAA: Yes

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students who choose Mathematics: Analysis and Approaches at SL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. In addition, students will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. Five main topics include: number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. All students are expected to take the AP/IB test. If students choose not to test, an alternate assessment will be assigned by the teacher.

IB Statistics/Precalculus SL

Course #2358
Grade Level: 11-12
Length: Year
Prerequisite: Grade of B or better in Advanced Math III

College Credit: Based on IB test results and college
CSU/UC A-G: C (Math)
NCAA: Yes

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

MSJC Dual Enrollment Math 105

Course #2465
Grade Level: 11-12
Length: Year
Prerequisite: MSJC Matriculation

College Credit: Four units upon completion of course
CSU/UC A-G: Yes
NCAA: Yes

This course covers graphing of polynomial, rational and transcendental functions and conic sections, solving of polynomial, rational, exponential and logarithmic equations and related applications, solving of 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 a district campus or via MSJC Annex.

MSJC Dual Enrollment Math 110

Course #2466
Grade Level: 11-12
Length: Year
Prerequisite: MATH 105 (with a grade of C or better) or appropriate placement

College Credit: Four units upon completion of course
CSU/UC A-G: C (Math)
NCAA: Yes

This course is designed to prepare students for Calculus. The topics covered include a review of selected algebra topics: polynomial, rational, exponential, and logarithmic functions, conic sections, and sequences and series. The course also introduces students to new topics in analytic trigonometry: trigonometric functions and their graphs and applications. Extra grade weight is only offered to those taking Dual Enrollment courses on a district campus or via MSJC Annex.

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OTHER ELECTIVES/INTERVENTION/LEADERSHIP

Course Name	Course #	MMHS	MVHS	VMHS	MCA
Leadership (ASB/USB)	1930	X	X	X	X
Unified Leadership	1930	X	X		
Student Senate	1932	X	X	X	
Adv. Peer Assistant (Beast/BBC/Red Zone)	5541	X	X	X	
PLUS Program	5543		X	X	
Renaissance	1934	X		X	
PALS--Link Crew	5542	X	X	X	
Theory of Knowledge IB	1892		X		
Life Management	1939			X	
Personal Life Skills Foundations	1942	X	X	X	
AVID/9	1944	X	X	X	
AVID/10	1945	X	X	X	
AVID/11	1946	X	X	X	
AVID Senior Seminar	1947	X		X	
Senior Sem A	5531	X		X	
Academic Seminar	5562	X	X	X	X
Academic Seminar-CR (APEX)	5561	X	X	X	X
Intervention Studies	5565	X		X	X
Study Skills Basic	8105	X	X	X	X
Study Skills Essentials	8159	X	X	X	
Study Skills Foundations	8167			X	X
ELL Support	1016	X	X	X	X
Science Laboratory Assistant	3038	X	X	X	
Teacher's Assistant	9999	X	X	X	X
Teacher's Assistant—Admin	5590	X	X	X	X
Alt Transition I-IV (pending Board approval)	****	X	X	X	

Vocational Ed/TPP	8170	X	X	X	
Workability	8140	X	X	X	

Leadership (ASB/USB)

Course #1930 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G (Elective)
Length: Year NCAA: N/A
Prerequisite: Instructor approval through application/interview process

The program is designed to improve students' leadership skills, as well as their understanding of government, parliamentary procedure, service, and public relations. The course provides opportunities for students to develop speaking and writing skills, conflict resolution, interpersonal skills, and to learn about government and school procedures, elections, and running effective meetings. Students will also learn service-learning skills, including presentation skills, community service, and citizenship. The course may also cover business marketing, communications, and financial and accounting practices. While classroom instruction is provided, the majority of the practical learning happens outside of class and the regular school day. Students are required to maintain a 2.5 GPA while part of this program.

Unified Leadership

Course #1931 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G (Elective)
Length: Year NCAA: N/A
Prerequisite: Instructor approval through application/interview process

Unified Leadership teaches leaders of all abilities to value and learn from each other through meaningful leadership roles. Unified Leadership inspires change to create an environment on campus of inclusion where people with and without intellectual disabilities can succeed together by being leaders in the high school community. These leadership activities help students become change agents by promoting equity and acceptance. Students are required to maintain a 2.5 GPA while part of this program.

Student Senate

Course #1932 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: G (Elective)
Length: Year NCAA: N/A
Prerequisite: Instructor approval through application/interview process

This course focuses on teaching students about government and school procedures through practical experience, including working with administration, developing the student body budget, and planning and developing a variety of school activities. Students learn about leadership, government, parliamentary procedure, service, and public relations. They develop speaking and writing skills, as well as conflict resolution and interpersonal skills. The course emphasizes government and school procedures, elections, and running effective meetings, with opportunities for practical learning outside of class and the regular school day. Students are required to maintain a 2.5 GPA while part of this program.

Adv. Peer Assistant (Beast/BBC/Red Zone)

Course #5541 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Instructor approval through application/interview process

This course meets district requirements for elective credit. It focuses on improving school spirit and culture through student leadership and participation in school activities, including athletic events, rallies, and class competitions. Students develop their leadership skills through planning and implementing these activities. They also learn about public speaking, interpersonal skills, and presentation skills. Additionally, the course covers business, marketing, communication, financial, and accounting practices. Students are required to maintain a 2.5 GPA while part of this program.

PLUS Program

Course #5543 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Instructor approval through application/interview process

This course meets district elective requirements and focuses on student leadership and community outreach. Students in PLUS explore and address issues faced by the school community, such as peer pressure and discrimination, through forums and activities. The program emphasizes fostering a positive school culture, promoting inclusion and understanding, and inspiring change. Students develop leadership, critical thinking, and problem-solving skills by collecting and analyzing student feedback to plan and implement activities that improve the school environment.

Renaissance

Course #1934 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Instructor approval through application/interview process

This course aims to promote a positive school culture and academic achievement through student-led initiatives. Students in Renaissance develop leadership skills through designing and implementing reward-based programs for fellow students, teachers, and staff. This program emphasizes recognizing academic excellence and fostering a school environment that prioritizes learning and celebrates the contributions of educators. Students are required to maintain a 2.5 GPA while part of this program.

PALS--Link Crew

Course #5542 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Instructor approval through application/interview process

This course focuses on easing the transition to high school for incoming freshmen. Junior and senior leaders are chosen to act as mentors to freshmen, with each leader assigned approximately 10 freshmen for the year. The leaders connect with their assigned freshmen through monthly luncheons, phone calls, letters, and face-to-face interactions. They are also responsible for planning social events specifically for the freshmen class, including orientation, rallies, luncheons, movie nights, and final review sessions. Students must maintain a 2.5 GPA while part of this program.

Theory of Knowledge IB

Course #1892
Grade Level: 10-12
Length: Year
Prerequisite: Requires enrollment in two or more IB classes

College Credit: Pending IB test results and college
CSU/UC A-G: 1
NCAA: N/A

Obligatory for all diploma candidates, the Theory of Knowledge (ToK) is unique to the International Baccalaureate. Designed to be taught for a minimum of 100 teaching hours during the two-year program, students follow ToK in addition to their six diploma subjects. The purpose of the course is to stimulate reflection on the knowledge and the experience of students both inside and outside the classroom. Various areas of knowledge (e.g., mathematics, history, and science), truth, logic, value judgments, and the role of language and thought in knowledge are examined at different points in the course. ToK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence and expressed in rational arguments.

Life Management

Course #1939
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Personal Life Skills Foundations

Course #1942
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course is designed to give students essential skills they will need for personal and life management. Instruction will focus on a variety of content areas, including child development and guidance, consumer education, family and human development, finances, budgeting and taxes, job applications and interview skills, and leadership. The course will prepare students with the knowledge, skills, and attitudes to function effectively as family members, leaders, workers, and citizens.

AVID (Advancement Via Individual Determination) Grades 9, 10, 11

Courses #1944/1945/1946
Grade Level: 9
Length: Year
Prerequisite: Instructor Approval

College Credit: N/A
CSU/UC A-G: G (Elective)
NCAA: N/A

The AVID program is designed for first-generation college students and students who may face challenges in achieving their college goals. AVID focuses on developing the academic skills necessary for college success, including analytical writing, focused notetaking, organizational skills, study skills, college and career research, and test-taking strategies. The program offers academic support from trained teachers, college tutors, and peer tutors, and students participate in college campus visits to gain exposure to the college environment. Students are selected based on their need and ability and must meet program guidelines, complete an application, and participate in a formal interview. Students are expected to remain in the program throughout high school.

AVID Senior Seminar

Course #1947
Grade Level: 12
Length: Year
Prerequisite: Instructor Approval

College Credit: N/A
CSU/UC A-G: G (Elective)
NCAA: N/A

AVID Senior Seminar is the culminating year of the four-year AVID (Advancement Via Individual Determination) program for first-generation college students. AVID Senior Seminar focuses on refining the academic skills necessary for college success, including analytical writing, notetaking, organization, study strategies, and test-taking skills. Students also receive guidance in college and career planning, including application completion, financial aid exploration, and scholarship searches. They benefit from academic support provided by trained teachers and peer and college tutors, culminating in their preparation for a successful transition to post-secondary education.

Senior Sem A

Course #5531
Grade Level: 12
Length: Year
Prerequisite: Counselor Approval

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This year-long course is for senior students bound for four-year colleges. Senior Seminar focuses on post-high school planning, including identifying post-secondary options based on student interest, achievement, aptitude, and abilities. Students explore current and future career trends, learn how to properly submit college applications, identify and apply for scholarships, understand financial aid, and complete the FAFSA form. The course is designed for students enrolled in Dual Enrollment, AP, and IB courses, as it also provides collaborative support for those programs.

Academic Seminar-CR (APEX)

Course #5561
Grade Level: 11-12
Length: Year
Prerequisite: Counselor Placement

College Credit: N/A
CSU/UC A-G: Depending on course(s) assigned for recovery
NCAA: Depending on course(s) assigned for recover

This course is designed to support students in recovering high school credits across various academic subjects, ensuring they stay on track for graduation. Academic Seminar-CR provides a structured and supportive environment where students work on completing coursework tailored to their individual needs. Through

targeted instruction, personalized learning plans, and access to academic resources, this course empowers students to make meaningful progress toward meeting graduation requirements.

Academic Seminar

Course #5562
Grade Level: 9-10
Length: Year
Prerequisite: Counselor Placement

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Academic Seminar is a year-long elective course for 9th and 10th grade students that will satisfy graduation requirements. This course will help students improve many academic skills including goal setting, organization, note-taking, critical thinking, questioning, test preparation, and college and career research. Students in this class will receive academic support from their teachers and from college and peer tutors. Students will also have opportunities to visit local vocational and college sites. Additionally, students will have opportunities to learn from professional guest speakers and current college students.

Intervention Studies

Course #5565
Grade Level: 9-12
Length: Year
Prerequisite: Counselor Placement

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Course Description Needed**********

Study Skills Basic

Course #8105
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets MVUSD graduation requirements and is a Specialized Academic Support class (SAI) designed to support students in developing essential skills for academic success and future readiness. Students will learn to identify and utilize their individual learning styles to optimize study strategies and academic performance. Emphasis is placed on goal setting, with a focus on short-term academic objectives and long-term post-high school transition planning, including activities to explore and prepare for educational, career, and personal goals. The course also addresses executive functioning skills, such as organization, time management, and self-advocacy. Class sessions include guided support for completing homework, preparing for assessments, and providing opportunities for reteaching and reviewing lesson content. This structured and supportive environment empowers students to build confidence, develop independence, and achieve their academic and improves overall academic performance.

Study Skills Essentials

Course #8159
Grade Level: 9-12
Length: Year

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Prerequisite: Placement by IEP team

This course meets MVUSD graduation requirements and is a Specialized Academic Support class (SAI) designed to support students in developing essential skills for academic success and future readiness, with an emphasis on working toward achieving Individualized Education Program (IEP) goals. Students will learn to identify and utilize their individual learning styles to optimize study strategies and academic performance. Additionally, the course addresses executive functioning skills such as organization, time management, and self-advocacy. Class sessions include guided support for completing homework, preparing for assessments, and reinforcing IEP-specific skills and objectives. This structured and supportive environment empowers students to build confidence, develop independence, and achieve their academic and personal goals.

ELL Support

Course #1016
Grade Level: 9-12
Length: Year
Prerequisite: Counselor Placement

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

The ELL Support course is designed to help English Learners develop proficiency in listening, speaking, reading, and writing in English while building academic language skills across content areas. Aligned with California English Language Development (ELD) standards, this course provides targeted instruction tailored to students' language proficiency levels. Through scaffolded lessons, interactive activities, and individualized support, students gain the skills needed to access the core curriculum and succeed in their academic and personal goals. The course also emphasizes cultural understanding and self-advocacy, fostering confidence and independence in diverse learning environments.

Science Laboratory Assistant

Course #3038
Grade Level: 11-12
Length: Year
Prerequisite: Teacher Approval

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Science Laboratory Assistants (LA) must be high achieving students with a goal of becoming a science major or working in a laboratory. You must have teacher/staff approval with a signature on the Course Selection Form at the time of registration. A signed Lab Assistant Contract form must also be included. LAs support teachers in the science department with laboratory organization and design, setup and tear down of lab stations, cleaning tools/instruments, clerical duties and other general classroom support services. When applicable, LAs will also provide content knowledge to support students.

Teacher's Aide/TA Admin

Course #9999/5590
Grade Level: 9-12
Length: Year
Prerequisite: Teacher/Counselor Approval

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course provides students with practical experience by performing clerical and other support services for office, library, or teaching staff members. Students need pre-approval from the assigned teacher or office staff member prior to enrolling in the course. Students may earn a maximum of 20 credits in this course.

Alt Transition I-IV (pending Board approval)

Course #****
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Dynamic Transition is a course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. This course incorporates the four pillars of transition as students move into post K-12 systems. Students will receive instruction in the areas of employment, education, training and independent living skills. Students will engage with the content as they increase their ability to live as independent, contributing members of society.

Workability

Course #8140
Grade Level: 11-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course includes Community Based Instruction (CBI). The program offers students with an Individualized Education Program (IEP) the opportunity to develop marketable job skills. Provides students with an understanding of job-seeking and job-keeping skills.

Vocational Ed/TPP

Course #8170
Grade Level: 11-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

T.P.P Voc ED. is a one-year course for students with an IEP or 504 plan to meet transition goals. It covers decision-making, interest assessments, career exploration, job preparation, and post-secondary planning. The course is a partnership with RCOE and the California Department of Employment Rehab (DOR) to provide educational and employment services after high school. It's open to seniors on track to graduate with a diploma. This elective aims to maximize students' abilities and talents, helping them prepare for life after high school. Activities include developing a career path and plan, leading to employment through training or education opportunities like Career Technical Education, Community College, or on-site employer training. Each student's plan includes a life plan and educational goals, focusing on career goals, self-esteem, and understanding the adult working world.

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PHYSICAL EDUCATION

Course Name	Course #	MMHS	MVHS	VMHS	MCA
PE 9	2700	X	X	X	
Aerobics Conditioning & Fitness	2800		X	X	
Body Composition & Fitness	2810	X	X	X	
Recreational & Lifetime Activities	2840	X	X	X	
Cardio Fitness	2711			X	
Court Sports	2820	X	X	X	
Team Field Sports	2850	X	X	X	
Walking for Fitness	2835	X			
Dance I (PE)	7220	X	X	X	
Dance II	7230	X	X	X	
Adv Dance Choreography Production	7231	X	X	X	
Unified Physical Education I	2715	X	X	X	
Unified Physical Education II	2716	X	X	X	
Lifeguard Training	2797	X	X		
ATH PE	2900		X	X	
ATH Baseball	2901	X	X	X	
ATH Softball	2929	X		X	
ATH Basketball Male	2903		X	X	
ATH Basketball Female	2904		X	X	
ATH Cheer	2905	X			
ATH X Country	2906			X	
ATH Football JV	2910	X	X	X	
ATH Football Varsity	2909	X	X	X	
ATH Aquatics	2918	X		X	
ATH Water Polo	2928			X	
ATH Water Polo Male	2916	X	X		

ATH Water Polo Female	2917	X	X		
ATH Soccer Male	2919	X		X	
ATH Soccer Female	2920		X	X	
ATH Tennis	2921	X	X	X	
ATH Lacrosse Male	2925	X		X	
ATH Lacrosse Female	2930	X		X	
ATH Track & Field	2926		X	X	
ATH Volleyball	2927	X		X	
ATH Wrestling	2931			X	

Physical Education 9

Course #2700
Grade Level: 9
Length: Year

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Physical Education 9 meets the first year of District graduation requirements for Physical Education. Physical Education 9 is the introductory course for all entering students unless they are enrolled as a sophomore or above. This class must be successfully completed before advancing into any of the physical education course electives. This course will emphasize the development of movement skills and movement knowledge, self-image and personal growth, and social development. During the fall, Physical Education 9 will integrate the Fitness for Life program. Also included are uits in various activities including aquatics, self-defense/combatants, wrestling, tumbling, multicultural dance and physical fitness. During the spring semester, students are introduced to various individual dual, and team sports and activities. The state fitness test will also be included in the course. Instructional and assessment strategies will include cooperative learning, guided practice, interactive learning, demonstration, lecture, performance-based assessment, authentic assessment, tests, and projects.

Aerobics Conditioning & Fitness

Course #2800
Grade Level: 10-12
Length: Year

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

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, kickboxing, 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.

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Body Composition & Fitness

Course #2810 | College Credit: N/A
Grade Level: 10-12 | CSU/UC A-G: N/A
Length: Year | NCAA: No

This course fulfills the second year of district graduation requirements for physical education or elective credit. It is designed for students interested in total fitness with an emphasis on weight training. Students will learn about weight training and how it applies to muscle toning, strength training, and bodybuilding through various training programs. The course also focuses on developing movement skills and knowledge, self-image, personal growth, and social evolution.

Recreational & Lifetime Activities

Course #2840 | College Credit: N/A
Grade Level: 10-12 | CSU/UC A-G: N/A
Length: Year | NCAA: N/A

Recreational & Lifetime Activities meets the second year of District graduation requirements for Physical Education or upper-class elective credit. This course is designed for students interested in participating in popular recreational activities such as aquatics, tennis, archery, golf, frisbee, over the line, pickle ball, table tennis, 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 development. Instructional and assessment strategies will include cooperative learning, guided practice, interactive learning, demonstration, lecture, performance-based assessment, authentic assessment, tests, and projects.

Cardio Fitness

Course #2711 | College Credit: N/A
Grade Level: 10-12 | CSU/UC A-G: N/A
Length: Year | NCAA: N/A

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

Court Sports

Course #2810 | College Credit: N/A
Grade Level: 10-12 | CSU/UC A-G: N/A
Length: Year | NCAA: N/A

This course fulfills the second year of district graduation requirements for physical education or elective credit. Students will participate in team court sports, including basketball, volleyball, and badminton. The curriculum will cover basic skills and techniques, rules, and strategies for each sport. This course will also emphasize the benefits of lifetime health and fitness with daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance.

Team Field Sports

Course #2850 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A

This course meets the second year of district graduation requirements for physical education or elective credit at all three high schools. It is designed for students interested in participating in team field sports such as flag football, softball, lacrosse, speedball, soccer, and other team/field games. Instruction will cover basic skills, techniques, rules, and game strategies for each sport. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will be incorporated to emphasize the benefits of lifetime health and fitness.

Walking for Fitness

Course #2835 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A

This course meets district approval for the second year of physical education graduation requirements. It is designed for students interested in total fitness with an emphasis on fitness walking. Students will learn techniques to improve strength and stamina. The course will cover goal setting and staying motivated. Daily participation in exercises that improve flexibility, muscle strength, muscle endurance, and cardio-respiratory endurance will emphasize the benefits of lifetime health and fitness. Students are required to keep a journal.

Dance I

Course #7220 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A

Dance I meets the second and third year of the district graduation requirements for Physical Education and/or Visual and Performing Arts. This course is designed to provide students with opportunities to explore dance as an art as well as a fitness activity. Dance I provides students with a creative space and time. It promotes fitness and encourages a healthy lifestyle. Dance I is an expressive art form as well as an excellent form of physical activity and skill. Dance I affords the opportunity to see cultural differences through movement. Styles of dance studied will include jazz, lyrical, modern, ballet, musical theater, and multicultural dances. Emphasis will be placed on proper technique presented in a logical and sequential format. Students will be provided with the opportunity to perform newly acquired skills. Components will include aesthetic perception and values, creative expression, introduction to choreography, introduction to dance history, and performance and analysis. The course includes daily participation in exercises that include flexibility, muscular strength, dance techniques and cardiovascular

endurance emphasizing the benefits of lifetime health and fitness. This course will emphasize the development of movement skill and knowledge, self-image and personal growth, and social development.

Dance II

Course #7230 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Students must earn a grade of B or better in Dance I or have teacher approval to enroll

This course meets UC/CSU "F" Visual and Performing Arts requirements and district requirements for the second year of physical education or Visual and Performing Arts. Students will explore dance as both art and physical exercise and have opportunities to perform. The course emphasizes exploring more advanced dance forms such as intermediate/advanced jazz, lyrical, modern, character, and ballet. Students will also learn about aesthetic perception, creative expression, dance heritage, and aesthetics valuing.

Adv Dance Choreography Production

Course #7231 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Students must earn a grade of B or better in Dance II or have teacher approval to enroll

Dance III is designed for the highly motivated dance student. Students in the course will be exposed to advanced dance technique in the areas of ballet, modern, jazz, musical theater, and hip-hop. Through the introduction of these advanced techniques, the students will gain a working vocabulary of movement that will help them progress further with their improvisational skills and choreography. Classroom activities will include dance improvisation, student choreography, preparation for a spring dance production, and opportunities for student performance of acquired technical skill. Daily participation in exercises that improve flexibility, muscle strength, dance technique, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. Students will have the opportunity to see live performances and respond critically through written form. Dance theories in historical context and with an overview on cultural diversity will be taught. Injury prevention, health, nutrition for dancers, and postsecondary dance career and school opportunities will also be explored throughout the duration of this course.

Unified Physical Education I

Course #2715 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Counselor/teacher approval

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 II

Course #2716
Grade Level: 10-12
Length: Year
Prerequisite: Counselor/teacher approval

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

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.

Lifeguard Training

Course #2797
Grade Level: 10-12
Length: Year

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This year-long course meets the district graduation requirements for physical education or elective credit. To be eligible for the course, students must be at least 15 years old, have successfully completed Physical Education 9, and pass a swimming test. The first semester focuses on the American Red Cross Lifeguard Training certification, including CPR/AED and First Aid, and teaches students the skills and knowledge to prevent and respond to aquatic emergencies. The second semester is the Red Cross Water Safety Instructor certification, and students learn stroke breakdown for all levels, games and motivational techniques, practice teaching, and working with special needs students.

Athletic PE

Athletic PE courses meet district graduation requirements for physical education credit for 10th grade or elective credit for 11th and 12th grade. Students must try out for a team, be eligible with a sports physical, have a GPA of at least 2.0, and get approval from the coach and athletic director before they can take Athletic PE. Depending on multiple circumstances at your school site, not all sports will have Athletic PE available for your chosen sport. If a specific Athletic PE class for a student's sport is not offered, students may be able to take Athletic PE (Conditioning) with other athletes, if available.

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SCIENCE

Course Name	Course #	MMHS	MVHS	VMHS	MCA
Biology	3025	X	X	X	X
Earth Science	3500	X	X	X	X
Chemistry	3525	X	X	X	X
Accelerated Chemistry	3523		X	X	
Physics	3530	X	X	X	
Marine Biology	3010	X	X	X	
Environmental Science	3100	X		X	X
Environmental Horticulture Science	3030	X			
Anatomy & Physiology*	3040	X	X	X	
Advanced Biomedical Science	3555	X		X	
Biology Essentials	8156	X	X	X	
Earth Science Essentials	8111	X	X	X	
Environmental Science Essentials	8165		X	X	
Life Science Essentials	8155	X			
Science Foundations	8211	X	X	X	
Alt Science I-IV (pending Board approval)	****	X	X	X	
Life Science BP	8166		X	X	
Science BP	8176			X	
AP Biology	3031	X	X	X	
AP Chemistry	3528	X	X	X	
AP Physics	3531	X	X	X	
AP Environmental Science	3101	X		X	
AP Computer Science Principles	7571	X	X	X	
IB Physics SL	3532		X		
IB Physics HL2	3536		X		
IB Sports, Exercise & Health Science HL	2883		X		
DE MSJC Bio 134 Human Heredity	3024	X		X	

Biology

Course #3025
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: D (Lab Science)
NCAA: Yes

This course meets District life science graduation requirement. This course is designed to prepare the college-bound student for the rigors they will encounter as they enter college science courses and satisfies the laboratory science requirement for entrance into most colleges. The emphasis of study will be on the interactions between the biosphere and the rest of Earth's systems. Students will use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their understanding of core ideas in biological science and Earth and space sciences. A minimum of 35% of class time will be spent on laboratory experiences. This course complies with the Next Generation Science Standards.

Earth Science

Course #3500
Grade Level: 10-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: G (Elective)
NCAA: Yes

This course meets District physical science graduation requirements. 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.

Chemistry

Course #3525
Grade Level: 10-12
Length: Year
Prerequisite: Successful completion of Biology and Math I

College Credit: N/A
CSU/UC A-G: D (Lab Science)
NCAA: Yes

This course meets District physical science graduation requirements. This course deals with the quantitative and qualitative study of elements, compounds and molecules. Students will study the basic laws of chemistry, chemical bonds, chemical reactions, chemical equations and stoichiometry, chemical kinetics, equilibrium, electrochemistry and acid-base theories. A minimum of 20% of class time will be spent on laboratory experiences.

Accelerated Chemistry

Course #3523
Grade Level: 10-12
Length: Year
Prerequisite: Grade of B or better in CP Biology or Medical Biology and teacher approval

College Credit: N/A
CSU/UC A-G: D (Lab Science)
NCAA: Yes

Accelerated Chemistry is a fast-paced course with quantitative and qualitative study of atoms, compounds, and molecules. The study of chemistry will consist of chemical reactions, physical changes, stoichiometry, thermochemistry, chemical kinetics, acid-base reactions, and chemical equilibrium. Students will be challenged to think critically, analyze in depth, and solve chemistry problems mathematically. This course will provide a strong foundation for students taking AP Chemistry, AP Biology, AP Physics, and AP Environmental Science in the future. This course meets District physical science graduation requirement. A minimum of 25% of the course will be spent on laboratory experiments.

Physics

Course #3530 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: D (Lab Science)
Length: Year NCAA: Yes
Prerequisite: Successful completion of Math II and Chemistry

This course meets District graduation physical science or elective credit requirements. This course deals with the study of mechanics, heat, light, sound, electromagnetism, and waves. This is a challenging course with an emphasis on problem solving and requires the student to have strong math skills. A minimum of 20% of class time will be spent on laboratory experiences.

Marine Biology

Course #3510 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G (Elective)
Length: Year NCAA: Yes
Prerequisite: Successful completion of one year each of a life and physical science

Marine Biology is a year-long, laboratory-based, elective science course that fulfills the life science requirement for graduation and meets the UC/CSU science elective (G) requirement. The course studies our world's oceans and life within them. During the first semester, students focus on oceanography, learning about the properties and processes of the ocean. In the second semester, students study marine plant and animal life, ranging from single-cell organisms to large mammals.

Environmental Science

Course #3100 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: G (Elective)
Length: Year NCAA: Yes
Prerequisite: N/A

The students will gain an understanding of ecological concepts and processes and how they apply to the natural world. The students 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 the class time will be devoted to laboratory experiences.

Environmental Horticulture Science

Course #3030 College Credit: N/A

Grade Level: 11-12
Length: Year
Prerequisite: N/A

CSU/UC A-G: G (Elective)
NCAA: Yes

Environmental Horticulture is a hands-on approach to greenhouse/garden plant growth, production, and sales. This course is designed to provide students with exploration of the multitude of career options available in the green industry. Students will develop and maintain the foundations of modern plant science including: plant structure, growth, and environmental needs. This course will work collaboratively with Mesa's Culinary Academy to provide fruits/vegetables through the planting, propagation, pruning, and maintenance until they are ready for marketing. Environmental Horticulture will serve as a foundation to relevant biological principles and improvements regarding scientific literacy amongst students. This course will meet the Life Science District requirement for graduation.

Anatomy & Physiology

Course #3040
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of Biology and Chemistry

College Credit: Articulated credit with MSJC
CSU/UC A-G: D
NCAA: Yes

In the course, students examine the basic framework of the human body and study the following systems: histology, skeletal, muscular, digestive, cardiovascular, and nervous. A minimum of 20% of class time is dedicated to laboratory experiences, including dissections. Students may earn four (4) units of college credit for Biology 100 if they pass the final exam with a C or higher.

Advanced Biomedical Science

Course #3555
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of Anatomy & Physiology

College Credit: N/A
CSU/UC A-G: D
NCAA: Yes

Advanced Biomedical Science is a year-long, laboratory-based science course that connects biological sciences like biochemistry, biotechnology, genetics, cellular functions, and microbiology to specialized health and medical disciplines such as epidemiology, oncology, embryology, parasitology, kinesiology, and virology. The course provides students with a contemporary perspective on these fields by using current research and laboratory techniques. Students will be trained to use medical equipment, practice sterilization techniques, participate in comprehensive dissections, conduct diagnostic tests, and perform laboratory procedures. Guest speakers from the medical field will present various biological and medical topics. A minimum of 20% of class time will be spent in the laboratory.

Biology Essentials

Course #8156
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

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 Essentials

Course #8111
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

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

Environmental Science Essentials

Course #8111
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

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 them 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.

Life Science Essentials

Course #8155
Grade Level: 9-12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets graduation requirements for science credit and is categorized as a Specialized Academic Instruction (SAI) course. Life Science Essentials could provide students with a basic understanding of biological concepts and processes as they apply to various biological systems. Students learn about the interrelationships of organisms within ecosystems and apply the principles of conservation. Students use basic scientific instruments, tools, and measuring devices, developing a foundational understanding of scientific inquiry and applying that understanding to the study of living things.

AP Biology

Course #3031 College Credit: Based on AP test results and college
Grade Level: 11-12 CSU/UC A-G: D (Lab Science)
Length: Year NCAA: Yes
Prerequisite: A grade of B or better in CP Biology and Chemistry

This is a college-level course. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent on hands-on laboratory work.

AP Chemistry

Course #3528 College Credit: Based on AP test results and college
Grade Level: 11-12 CSU/UC A-G: D (Lab Science)
Length: Year NCAA: Yes
Prerequisite: Successful completion of Math II and Chemistry with a grade of B or better.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquirybased investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

AP Physics

Course #3531 College Credit: Based on AP test results and college
Grade Level: 11-12 CSU/UC A-G: D (Lab Science)
Length: Year NCAA: Yes
Prerequisite: Completion of Chemistry with a grade of “B” or better and concurrent enrollment or completion of Math III.

This is a college-level course. AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these content areas: kinematics; forces and translational dynamics; work, energy, and power; linear momentum; torque and rotational dynamics; energy and momentum of rotating systems; oscillations; and fluids

AP Environmental Science

Course #3101 College Credit: Based on AP test results and college
Grade Level: 11-12 CSU/UC A-G: D (Lab Science)
Length: Year NCAA: Yes
Prerequisite: Grade B or better in CP Biology and Chemistry

This is a college-level course. Advanced Placement Environmental Science is an interdisciplinary, lab-based class using critical thinking and data analysis to comprehend the cause, effect and possible solutions facing humans in our environment. Students focus on scientific concepts and learn field work techniques for data collection of local

biomes to understand our interaction with the natural world in our community and encourage human population sustainability.

AP Computer Science Principals

Course #7571
Grade Level: 9-12
Length: Year
Prerequisite: Successful completion of Math I

College Credit: Based on AP test results and college
CSU/UC A-G: D (Lab Science)
NCAA: Yes

This is a college-level course. AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.

IB Physics SL

Course #3532
Grade Level: 11-12
Length: Year
Prerequisite: Grade of C or better in Chemistry

College Credit: Based on AP test results and college
CSU/UC A-G: D (Lab Science)
NCAA: Yes

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

IB Physics HL 2

Course #3536
Grade Level: 11-12
Length: Year
Prerequisite: Grade of C or better in CP physics, Physics IB SL or AP Physics

College Credit: Based on AP test results and college
CSU/UC A-G: D (Lab Science)
NCAA: Yes

This course meets District graduation requirements as a physical laboratory science. This is the second year of a two-year physics sequence. Students will continue to explore both theoretical ideas and experimental results in the IB Physics HL course, which will allow students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics. In addition to the core concepts explored in the first year of the course, students will investigate the following: wave phenomena, fields, electromagnetic induction, and quantum nuclear physics. The focus on engineering physics will be expanded in the second year. All students will

participate in practical activities, which provide students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The IB exam will be offered in May of the second year of the course.

IB Sports, Exercise, and Health Science HL

Course #2883
Grade Level: 11-12
Length: Year
Prerequisite: Grade of C or better in Chemistry

College Credit: Based on AP test results and college
CSU/UC A-G: D (Lab Science)
NCAA: Yes

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. SEHS is a good preparation for further education courses related to sports fitness and health and will be useful for employment in sports and leisure industries. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will learn a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This course will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. When relevant, this course will address international issues and ethics by considering sports, exercise and health relative to the individual and in a global context.

DE MSJC Bio 134 Human Heredity

Course #3024
Grade Level: 10-12
Length: Year
Prerequisite: MSJC Matriculation

College Credit: Three units upon completion of course
CSU/UC A-G: Yes
NCAA: Yes

This is a college level 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.

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SOCIAL SCIENCE

Course Name	Course #	MMHS	MVHS	VMHS	MCA
Modern World History	1501	X	X	X	X
AP World History	1503	X	X	X	X
AP Human Geography	1918	X	X	X	
World History Essentials	8152	X	X	X	
World History BP Essentials	8184			X	
US History	1600	X	X	X	X
AP US History	1601	X	X	X	
DE College History 111/112	1505/1515	X	X	X	X
IB History of the Americas HL 1	1602		X		
IB History of the Americas HL 2	1603		X		
US History Essentials	8153	X	X	X	
US History BP Essentials	8188	X	X	X	
Government	1700	X	X	X	X
Economics	1702	X	X	X	X
AP Gov/Politics	1701	X	X	X	X
DE MSJC Political Science 101	1703		X	X	
Gov't Essential	8190	X	X	X	
AP Microeconomics	1712			X	
AP Macroeconomics	1705	X		X	
AP Psychology	1890	X	X	X	
Psychology	1900		X	X	
Economics IB SL	1711		X		
Ethnic Studies	1925	X	X	X	
Social Science Foundations	8221	X	X	X	
Alt Social Science IVA/IVB (pending Board approval)	****	X	X	X	

Modern World History

Course #1501
Grade Level: 10
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

This course examines major turning points in history that shaped the modern world. Through various instructional approaches, including directed, cooperative, and inquiry-based learning, students will develop an understanding of historical knowledge, opinions, conclusions, and techniques. Students will be introduced to current world issues and the growing interdependence of people and cultures globally.

AP World History

Course #1503
Grade Level: 10-12
Length: Year
Prerequisite: N/A

College Credit: Based on AP test results and college
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

This is a college-level course. In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP Human Geography

Course #1918
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: Based on AP test results and college
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

This is a college-level course. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

World History Essentials

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

College Credit: N/A
CSU/UC A-G: N/A
NCAA: No

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.

U.S. History

Course #1600
Grade Level: 11
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

In this course, students will learn about major turning points that have shaped 20th-century America. The course utilizes different learning approaches, including directed, cooperative, and inquiry-based learning. Through these approaches, students will enhance their understanding of historical knowledge, opinions, conclusions, and techniques.

AP U.S. History

Course #1601
Grade Level: 11
Length: Year
Prerequisite: N/A

College Credit: Based on AP test results and college
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

This is a college-level course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

DE College History 111

Course #1505
Grade Level: 11
Length: Semester
Prerequisite: N/A

College Credit: Three units upon successful completion
CSU/UC A-G: Yes
NCAA: Yes

This course explores social, cultural, political, economic, and intellectual developments in the United States from colonization and settlement through the Civil War and Reconstruction.

DE College History 112

Course #1515 College Credit: Three units upon successful completion
Grade Level: 11 CSU/UC A-G: Yes
Length: Semester NCAA: Yes
Prerequisite: Successful completion of DE College History 111

This course explores the political, social, cultural, economic, and intellectual developments in the United States from the Reconstruction Era to the present.

IB History of the Americas HL 1
Course #1602 College Credit: Based on IB test results and college
Grade Level: 11-12 CSU/UC A-G: A (History/Social Science)
Length: Year NCAA: Yes
Prerequisite: A grade of B or higher in World History is recommended

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. The first year of the course explores one prescribed subject and two world history topics and will prepare students for the HL exam in year 2 of the course.

IB History of the Americas HL 2
Course #1603 College Credit: Based on IB test results and college
Grade Level: 11-12 CSU/UC A-G: A (History/Social Science)
Length: Year NCAA: Yes
Prerequisite: A grade of C or higher in IB History of the Americas HL 1

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. The second year of the course studies three sections from one HL regional option: the Americas and completes a historical investigation for the internal assessment. Paper 1, 2, and 3 exams are in May.

US History Essentials
Course #8153 College Credit: N/A
Grade Level: 11 CSU/UC A-G: N/A
Length: Year NCAA: No
Prerequisite: Placement by IEP team

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: N/A

College Credit: N/A
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

This course analyzes the U.S. Constitution's historical significance and its continued relevance. Students will examine the legislative, executive, and judicial branches of government. The course emphasizes analyzing the relationship between federal, state, and local governments, with particular attention paid to Supreme Court decisions. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. The course will prepare students for their roles as U.S. citizens and help them understand the different branches of government. Primary source documents will be used in the course.

Economics

Course #1702
Grade Level: 12
Length: Semester
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

Students will compare various government and economic systems around the world. The course blends fundamental economic, business, and historical concepts to help students understand how economic systems operate and the institutions involved. Students will study the basic economic principles of microeconomics, macroeconomics, and international economics. Additionally, students will examine how government and economic factors impact businesses.

AP U.S. Government & Politics

Course #1701
Grade Level: 12
Length: Year
Prerequisite: N/A

College Credit: Based on AP test results and college
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

This is a college-level course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make

comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

DE MSJC Political Science 101

Course #1703
Grade Level: 1703
Length: Year
Prerequisite: N/A

College Credit: Three units upon successful completion
CSU/UC A-G: A (History/Social Science)
NCAA: Yes

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

Government Essentials

Course #8190
Grade Level: 12
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course meets District graduation requirements for social science credit and is categorized as a Specialized Academic Instruction (SAI) course Semester: Government is a semester course designed to provide students with a deeper understanding of how the institutions of American government work. This course will examine the philosophical, historical, and institutional underpinnings of our republican form of government and compare it to different systems in the world today. This course should help students understand the rights and responsibilities of citizenship and how to actively participate in the democratic process.

AP Microeconomics

Course #1712
Grade Level: 12
Length: Year
Prerequisite: N/A

College Credit: Based on AP test results and college
CSU/UC A-G: G (Elective)
NCAA: Yes

This is a college-level course. In Microeconomics, the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system will be covered. In addition, this course will provide an overview of Macroeconomics and compare theories of microeconomics. Extensive use of models (or real-world situations), manipulatives, graphs and diagrams will help students view how economics is a set of related topics as opposed to a set of discrete topics. In addition, students will solve problems graphically, numerically, and verbally to make connections between these representations. Students routinely use the standards for economic practice to make sense of problems, justify solutions and conclusions, model with economics, and strategically use technology to analyze and solve real-world problems for both business and government.

AP Macroeconomics

Course #1705
Grade Level: 12
Length: Year

College Credit: Based on AP test results and college
CSU/UC A-G: G (Elective)
NCAA: Yes

Prerequisite: N/A

This is a college-level course. The purpose of AP macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

Psychology

Course #1900
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: G (Elective)
NCAA: Yes

Psychology explores the field of individual human behavior and how that behavior interacts with society. The course will examine 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.

AP Psychology

Course #1890
Grade Level: 10-12
Length: Year
Prerequisite: N/A

College Credit: Based on AP test results and college
CSU/UC A-G: G (Elective)
NCAA: Yes

This is a college-level course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Economics IB SL

Course #1711
Grade Level: 12
Length: Year
Prerequisite: N/A

College Credit: Based on IB test results and college
CSU/UC A-G: G (Elective)
NCAA: Yes

This course meets UC/CSU elective and District graduation requirements for elective credit. The IB Diploma Program economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end goals and values. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level.

The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

In addition to open-ended response assessments, students will produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. The IB exam will be offered in May.

Ethnic Studies

Course #1925
Grade Level: 9-12
Length: Semester
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: G (Elective)
NCAA: N/A

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 to foster active social engagement and community building.

Alt Social Studies I—Geography (pending Board approval)

Course #****
Grade Level: 9
Length: Year
Prerequisite: Placement by IEP team

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

Geography is a one-year course that provides an accessible introduction to geography for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. Students will explore key ideas in geography, such as understanding different environments, how people live in various places, and how weather and seasons affect our world. Through hands-on activities, visuals, and simple maps, students will learn about their local community, other parts of the world, and how people and nature are connected. The course emphasizes everyday skills, such as reading basic maps and identifying important places in their community. Lessons are adapted to engage students with diverse needs and help them understand the world around them.

Alt Social Studies II—World History (pending Board approval)

Course #****
Grade Level: 10

College Credit: N/A
CSU/UC A-G: N/A

Length: Year NCAA: N/A
Prerequisite: Placement by IEP team

World History is a required one-year course designed to help students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31, access core content aligned subject matter material. This course begins with 1750, then covers a period of more than 250 years and highlights global history as people, products, knowledge, and ideas increasingly spread around the world. It examines dynamic forces such as democracy, nationalism, and economic competition and how these forces impacted the modern world. The course also considers the themes of war and conflict resolution, inclusiveness of governance, the concept of justice, and the growing importance of individual rights and liberties. The course ends with the evolution of a global society. Throughout the course, students develop reading, writing, speaking, and listening skills to enhance their understanding of the content. Students will gain an appreciation of history and become more informed citizens in their community, country, and the world. This course seeks to present non-European perspectives, primary sources, and texts as a means of shifting the narrative.

Alt Social Studies III—US History (pending Board approval)
Course #**** College Credit: N/A
Grade Level: 11 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Placement by IEP team

United States History is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. This course reviews US History from the late nineteenth through twenty-first century American history, starting with a brief review of democratic foundations and the impact of the Civil War. Students will analyze turning points and themes related to American identity, the role of the government, and the American experience. Skills such as reading, writing, speaking and listening, research, and media literacy will be emphasized. Aligning with the California H-Social Sciences Framework, students will engage with the content, practice inquiry skills, improve literacy, and develop values of citizenship through this course.

Alt Social Studies IVA—Government (pending Board approval)
Course #**** College Credit: N/A
Grade Level: 12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Placement by IEP team

Social Studies IVA (United States Government) is a required one-semester long course that studies the institutions of the American government. The course, designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through an alternative pathway in accordance with California Education Code 51225.31. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism.

Alt Social Studies ULS—Economics (pending Board approval)
Course #**** College Credit: N/A

Grade Level: 12
Length: Year
Prerequisite: Placement by IEP team

CSU/UC A-G: N/A
NCAA: N/A

Social Studies IVB (Economics) is a required one-semester course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31. The course will allow students to access core content aligned subject matter material. The course will cover how individuals and societies make decisions given scarce resources. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation's economy, and economic theory.

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VISUAL AND PERFORMING ARTS

Course Name	Course #	MMHS	MVHS	VMHS	MCA
VISUAL ARTS					
Art/Design I	6000	X	X	X	X
Adv Drawing and Painting	6030	X		X	
AP Studio Art	6150	X		X	X
CTE Studio Art I, II, III	7908/7913/7915				X
Ceramics I, II	6060/6070	X	X	X	
Ceramics III	6080		X	X	
Graphic Design I, II	6040/6050	X	X	X	
Graphic Design III	6055		X	X	
Photography (see also CTE)	7800		X	X	X
Photography II	7805		X	X	X
Photography III	7808			X	
PERFORMING ARTS					
BAND/STRINGS (INSTRUMENTAL MUSIC)					
Wind Ensemble	7193	X	X	X	
Symphonic Band	7203		X		
Marching Band	7200	X	X	X	
Adv Concert Band	7202	X	X	X	
Jazz Band	7205		X	X	
Adv. Jazz Band	7210			X	
Adv. Concert Orchestra (Strings)	7216	X			
CHOIR					
Choir I, II, III	7151/7152/7153	X	X	X	
Jazz Choir	7160		X		
DANCE					

Dance I (see also PE)	7220	X	X	X	
Dance II	7230	X	X	X	
Adv Dance Choreography	7231	X	X	X	
DRAMA					
Drama I-IV	6500/6550/6560/6570	X	X	X	
Tech Theater I	6565	X	X	X	
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GUITAR					
Guitar	7000	X	X	X	
Guitar II	7001			X	
OTHER					
DE College Music 100 Intro	7020			X	
Music IB HL I/II	7012/7013		X		

VISUAL ARTS

ART & DESIGN I

Course #6000
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: F
NCAA: Yes

In this course, students are introduced to fundamental art concepts, skills, and ideas, enabling them to experience a range of art forms. Students develop original artwork through a variety of media and techniques. By exploring art in different historical periods and cultures, students learn to incorporate their own experiences, research, and planning in their projects. The course highlights portfolio development, personal artistic growth, and understanding the impact of art on history and daily life. Students are required to maintain a portfolio, a notebook of terminology, and to participate in critiques. Students are also encouraged to document their work digitally.

ADVANCED DRAWING & PAINTING (ART II)

Course #6030
Grade Level: 10-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: F
NCAA: Yes

This advanced, year-long course expands on the foundation of Art I and Design. Students continue to produce original art while exploring a wider range of techniques and materials. They refine drawing and painting skills with the help of demonstrations, lectures, research, and project planning. The course introduces students to prominent art movements to better understand diverse cultures, artists, and historical periods. Students are encouraged to establish their own creative goals and philosophies, which are showcased in their portfolios. They further hone problem-solving, time management, and deadline adherence. Portfolio and sketchbook upkeep is required, along with documentation of finished work in digital format. Written assignments include artistic research papers, gallery reports, and art criticism.

AP Studio Art

Course #6150
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: Based on AP test results and college
CSU/UC A-G: F
NCAA: Yes

AP Studio Art, a college-level course, is designed for dedicated and highly motivated art students aiming to assemble a fine arts portfolio. This course challenges students to develop a portfolio showcasing diverse, high-quality artwork and a series of focused pieces centered around a specific theme. The portfolio should illustrate the process of exploration, development, and discovery unique to each student. Sketchbook assignments and written critiques are also integral components of the course. While taking the AP exam is not mandatory for high school credit, it is essential for potentially earning college credit. To be eligible for enrollment, students should possess a B or better in Advanced Drawing and Painting, secure approval from the art teacher, and sign an AP contract. Although not mandatory, completion of Ceramics I is recommended. AP Studio Art fulfills both UC/CSU and district graduation requirements for Visual Art.

CTE Studio Art (MCA)

Course #7908
Grade Level: 10-12
Length: Year
Prerequisite: Successful completion of Art/Design I or Advanced Drawing and Painting

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

This course will prepare students for a post-secondary art education and/or career within the Arts, Media, and Entertainment sector. The CTE Studio Art course outline is aligned with the CTE Anchor and Pathway standards. Students will work with different mediums and types of technology which are up to date with commercial art industry standards. Students will have the chance to work alongside and observe industry professionals within the commercial arts. Throughout CTE Studio Art, students will build a portfolio that will reflect their strengths and interests. Students will experience both group and individual critiques using industry terminology and will work with other students to collaborate within the Arts, Media, and Entertainment sector.

CTE Studio Art II (MCA)

Course #7913
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of Studio Art I

College Credit: N/A
CSU/UC A-G: G
NCAA: N/A

CTE Studio Art II is the second course of the CTE Studio Art Pathway. It is designed for students who are interested in pursuing a post-secondary education and/or career within the visual arts industry sector. Throughout this course students will continue to apply their knowledge of the Elements of Art, Principles of Design, art mediums, compositional techniques, and technology within different visual art career paths. The main goal of CTE Studio Art II is for students to hone in on preferred genres and mediums to create a body of work that will prepare them for the third class in the CTE Studio Art pathway. Students will continue to work alongside their peers and industry professionals to learn about safety procedures, professional responsibility, teamwork, workplace standards, and problem solving within the visual arts. CTE Studio Art II is aligned with CTE anchor and pathway standards.

CTE Studio Art III (MCA)

Course #7915 College Credit: N/A
Grade Level: 12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Studio Art II

CTE Studio Art III is the third and final course in the CTE Studio Art Pathway. It is designed for students who are interested in pursuing a post-secondary education and/or career within the visual arts industry sector. Throughout this course students will complete their body of work and finalize visual art portfolios. Students will also focus on their post-secondary plan including portfolio submissions and college applications. Students will continue to work alongside peers, staff, counselors, and industry professionals to demonstrate their knowledge of career paths, safety procedures, professional responsibility, teamwork, workplace standards, and problem solving within the visual arts. CTE Studio Art III is aligned with CTE anchor and pathway standards.

Ceramics I

Course #6060 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: N/A

Ceramics I is a foundational course in ceramics that introduces students to the fundamentals of the art form. Students learn different ceramic techniques and apply them to create personal works of art using methods like pinch, coil, slab, and mold construction. In addition to hand-building techniques, students will also have the opportunity to create ceramic forms using the potter's wheel. Through the exploration of historical and cultural ceramic applications, students will gain a comparative understanding of form, decoration, and function in ceramics. Students are required to maintain a portfolio sketchbook documenting their projects and assignments throughout both semesters.

Ceramics II

Course #6070 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Ceramics I

Ceramics II expands upon the foundational skills learned in Ceramics I, allowing students to refine their techniques in ceramic construction and develop a personal aesthetic style. Students will continue to create ceramic forms using hand-building methods and the potter's wheel. The course emphasizes craftsmanship, discipline, and originality in the creation of ceramic art. Students will also explore the historical and cultural context of ceramics through research using reading, writing, and internet resources. Additionally, they will have the opportunity to showcase their work by submitting it to regional art shows.

Ceramics III

Course #6080 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Ceramics II with a B or better or instructor approval

Ceramics III is an advanced ceramics course that builds on the skills and knowledge acquired in Ceramics I and II, focusing on creative expression and aesthetic valuing at a more advanced level. Students are introduced to a variety of new processes and techniques and are expected to work more independently.

Graphic Design I

Course #6040 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: N/A

Graphic Design I introduces students to the fundamental concepts, skills, and techniques of computer graphic art. Students will learn how to use Adobe Photoshop and Adobe Illustrator to create visual communications for advertising art. The course emphasizes the development of ideas and the practice of design, building upon the principles and elements of art and typography. Projects include logos and branding, posters, magazine covers, packaging and product design, advertising, and screen printing, among other two-dimensional print media.

Graphic Design II

Course #6050 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Graphic Design I

Graphic Design II builds upon the skills learned in Graphic Design I, providing students with intermediate to advanced experience in computer-generated print and beginning experience in multimedia, motion graphics, and/or web design. The course expands on visual communication skills, strengthening composition, design, typography, illustration, and photo manipulation. Various Adobe Creative Suite programs are explored through demonstrations and studio practice. Students will create a digital portfolio and/or website of artwork that shows refined craftsmanship, technical skill, and personal style. Graphic Design II fulfills UC/CSU and district graduation requirements for Visual and Performing Arts, incorporating the National Core Art Standards and Career Technical Education Standards.

Graphic Design III

Course #6050 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F

Length: Year NCAA: N/A
Prerequisite: Successful completion of Graphic Design I and II and instructor approval

Graphic Design III the final course in the Graphic Design program, utilizes the foundations established in Graphic Design I and II, providing students with opportunities to work independently and develop their personal goals and philosophies through creative projects. Students will be introduced to a variety of new processes and techniques related to typography, design, and layout to create high-quality, professional print collateral, web design, and/or motion graphics. They will assemble a portfolio showcasing their refined craftsmanship, technical skills, and personal style for entry into college or a career in the graphic arts. Throughout the course, students will maintain an art journal documenting the processes and planning of their projects, including proposals, sketches, notes, critiques, reflections, and samples. Students will also engage in written and oral critiques, presentations, and self-evaluations. Additionally, they will explore graphic art opportunities outside of school through internships or contract work within the community or business sector. Students may also prepare for and take the Adobe Certification exam. It is recommended that students considering this class have an interest in pursuing a college education and/or career in Graphic Arts. They must be self-directed and highly motivated.

PHOTOGRAPHY I
Course #7800 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: N/A

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 visual storytelling, elements of art, composition, and advanced editing software including Photoshop. The students will also engage in peer critique and explore potential careers in photography.

PHOTOGRAPHY II
Course #7805 College Credit: Articulated credit with MSJC
Grade Level: 10-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Photography I

Photography II is a yearlong concentrator course in photography. It is articulated with MSJC and students will earn 3 units of college credit with a grade of B or better in the class and on the final exam. In this course, students will learn how to use digital cameras and exposure control techniques as well as other advanced photographic equipment including studio lighting. Students will continue to fine-tune their skills in visual storytelling, peer critique, composition, image editing, and artistic habits learned in Photography 1. The development of personal style and creativity will be stressed. A variety of photographic genres and careers will be explored including event, portrait, still life, and sports photography. Students will also submit to competitions as well as learn additional photographic software including Adobe Lightroom to enhance their digital workflow. Students who complete this course also complete the CTE Photography Pathway.

PHOTOGRAPHY III (VM)

Course #7808 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: N/A
Length: Year NCAA: N/A
Prerequisite: Successful completion of Photography II

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

PERFORMING ARTS

WIND ENSEMBLE
Course #7193 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Student audition

In this course, students will prepare and perform high-level band works and transcriptions. The Wind Ensemble is a smaller ensemble of musicians and represents the school at district and regional festivals and concerts, both on and off campus. The ensemble will perform band literature at the college level, covering all genres of musical styles. Students must audition to participate in this course.

SYMPHONIC BAND
Course #7203 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Student audition

This course is oriented toward the preparation and performance of high-quality band literature as well as encouraging improvement of music fundamentals and technical playing skills. Students must also be enrolled in Advanced Marching/Concert Band in order to participate in Symphonic Band. In addition, this ensemble performs outside the regular school day.

MARCHING/ADVANCED CONCERT BAND
Course #7200 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Student Audition

This course is open to all qualified wind, percussion, and color guard students. Advanced Marching/Concert Band is oriented toward the preparation and performance of high-quality band literature as well as encouraging improvement of music fundamentals and technical playing skills. The first semester of Marching Band taken in the sophomore and junior year will count for second year physical education credits. The Marching Band performs at all home football games, as well as parades and field competitions throughout Southern California. This class will meet after school, and arranged rehearsal and performance hours outside of class time are required.

ADVANCED CONCERT BAND

Course #7202
Grade Level: 9-12
Length: Year
Prerequisite: Student Audition

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

The course is oriented toward the preparation and performance of high-quality band literature as well as encouraging improvement of music fundamentals and technical playing skills. This ensemble performs outside the regular school day. In order to fulfill the one year Visual and Performing Arts requirement, students must take both Marching/Advanced Concert Band and Advanced Concert Band.

JAZZ BAND

Course #7205
Grade Level: 9-12
Length: Year
Prerequisite: Student Audition

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

This course is oriented toward learning and performing quality band literature from various contemporary musical styles including jazz, funk, blues, swing, Latin, and fusion-rock. Any student enrolled in Jazz Band will be required to develop improvisation skills. In addition to arranged rehearsal and performance hours outside of class time, performances outside of the regular school day are required as part of the grading policy. Participation in Jazz Band is by audition only, and potential members must have at least one year of high school music ensemble experience, as well as be enrolled in either Symphonic Band, Wind Ensemble, or Percussion (Advanced Concert Band).

ADVANCED JAZZ BAND

Course #7202
Grade Level: 10-12
Length: Year
Prerequisite: Student audition

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

Advanced Jazz Band is a technically and qualitatively advanced course open to students in grades 10-12. Students will be required to perform and develop improvisation skills. Performances outside the regular school day are required as part of the grading policy. Participation is by audition only.

ADVANCED CONCERT ORCHESTRA (STRINGS)

Course #7216

College Credit: N/A

Grade Level: 9-12
Length: Year
Prerequisite: Student Audition

CSU/UC A-G: F
NCAA: N/A

This course revolves around orchestral activities and will include arranged rehearsal and performance hours outside of class time. The Advanced Concert Orchestra performs at concerts, community events, and other appropriate venues. This course is open to all qualified string instruments including violin, viola, cello, and string bass. The course is oriented around quality string literature as well as focusing on the improvement of individual and large group performance skills relative to the state and national standards for music education. This course may be repeated for credit.

CHOIR

CHOIR I

Course #7151
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

This is the starting choir for all students new to high school choir. In this course, students learn the fundamentals of reading music, sight-singing, and working and performing with an ensemble. Additionally, students gain performance experience through concert performances and observation of advanced choral groups. Students will perform a cappella and accompanied music centered around the enjoyment of singing with a healthy level of rigor. This course is for Soprano, Alto, Tenor, and Bass voices (SATB). Any student may enroll in this course without an audition. To skip this course, students must audition and display a strong understanding of choral music basics, as well as having at least one year of high school choir experience. This course can be repeated.

CHOIR II

Course #7152
Grade Level: 10-12
Length: Year
Prerequisite: Student Audition

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

This choir is comprised of advanced treble voices (SSAA) who display a high understanding of choral music fundamentals and performance confidence. Students will perform a variety of choral music both a cappella and accompanied. This course may be repeated. Students must have at least 1 year experience in any high school choir.

CHOIR III

Course #7153
Grade Level: 10-12
Length: Year
Prerequisite: Student Audition

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

This choir is comprised of SATB students who display the highest level of choral music understanding and performance confidence. In this course, students perform in school events, school concerts, travel festivals, and out-of-state performances. Students perform advanced-level choral music primarily in an a cappella setting. This course may be repeated. Students must have at least 1 year experience in the high school Choir Program.

JAZZ CHOIR

Course #7160 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Student Audition

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

DANCE

DANCE I

Course #7220 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion or concurrent enrollment in Physical Education 9.

This course is designed to provide students with opportunities to explore dance as both an art and a 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.123 Students must have successfully completed Physical Education 9 or be co-enrolled in Physical Education 9.

DANCE II

Course #7230 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Dance I with a grade of ‘B’ or higher.

This course will provide students with opportunities to explore dance as both art and physical exercise. Students will have opportunities to perform the skills they have acquired. The course focuses on advanced dance forms, including intermediate jazz, lyrical, modern character, and ballet. Students will learn about aesthetic perception, creative expression, dance heritage, choreography concepts, and aesthetics valuing.

ADVANCED DANCE CHOREOGRAPHY

Course #7231 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: F
Length: Year NCAA: N/A

Prerequisite: Student audition and teacher approval.

This course will provide students with opportunities to explore dance as an art form with opportunities for student performance, choreography, and competition. Students must audition and receive teacher approval to participate in this course

DRAMA

DRAMA I

Course #6500
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

Drama activities focus on orientation to the stage, performance standards, novice live improvisation, and entry-level understanding of character development, as well as theatrical and historical terminology. Activities also focus on an overview of technical theater and its components. Students will perform in front of a live audience as well as complete a written final exam.

DRAMA II

Course #6550
Grade Level: 9-12
Length: Year
Prerequisite: Student interview with teacher

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

Students in this course are required to participate in a current school production. This "hands-on" class includes a culminating project. This course demands time after school, some weekends, and weekday evenings. Grades are affected by both class and after-school participation. Students must interview with the drama teacher to enroll in this class.

DRAMA III

Course #6560
Grade Level: 9-12
Length: Year
Prerequisite: Student interview with teacher

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

This course emphasizes the 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.

DRAMA IV

Course #6570
Grade Level: 10-12
Length: Year

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

Prerequisite: Student interview with teacher

Students in this course are required to participate in a current school production. This "hands-on" class includes a culminating project. This course demands time after school, some weekends, and weekday evenings. Grades are affected by both class and after-school participation. Students must interview with the drama teacher to enroll in this class.

TECH THEATER I

Course #6565
Grade Level: 10-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

In this course, students will learn backstage skills including set design, construction, properties, lighting, sound, and special effects, as well as costuming. This is a "hands-on" course where students need to be willing to “get their hands dirty.” Students will be required to work on running crew during at least one production over the course of the season. Assessment is based on classroom participation, collaboration on building projects, portfolio, and running crew. After school and weekend work may be required to help build sets for school Drama Department productions and to run stage crew for rehearsals and performances.

TECH THEATER II

Course #6566
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of Tech Theater I

College Credit: N/A
CSU/UC A-G: N/A
NCAA: N/A

This course allows students to expand their backstage skills and explore career opportunities in Technical Theater. The hands-on class focuses on stage lighting, sound, stage management, and scenic design. Students will participate in set construction and take on leadership positions in the Drama Department’s productions. After-school and weekend crew work are required for this course and is factored into the grade.

GUITAR

GUITAR I

Course #7000
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: F
NCAA: N/A

Students will learn classical, folk, and contemporary guitar techniques. Music fundamentals covered are music notation, meter and note values, key signatures, and chords. Students will be able to read notation on all strings in first position and play basic chords. Students must provide their own acoustic guitar.

GUITAR II

Course #7001

College Credit: N/A

Grade Level: 10-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Successful completion of Guitar I and instructor approval

This performance and music theory-based course will enhance students' sight-reading skills, improve their techniques, and teach them advanced chords, alternate picking styles, and multi-octave scales. Students will perform solo and ensemble music pieces.

OTHER

DE COLLEGE MUSIC 100 INTRODUCTION & APPRECIATION OF MUSIC

Course #7020 College Credit: Three units upon completion of course
Grade Level: 11-12 CSU/UC A-G: F
Length: Semester NCAA: N/A
Prerequisite: N/A

This course provides a survey of European music styles, concentrating on Baroque, Classical, Romantic, and Modern music1. The purpose of the course is to help students understand various musical styles, elements, history, and aesthetics.

MUSIC IB HL I/II

Course #7012/7013 College Credit: Based on IB test results and college
Grade Level: 11-12 CSU/UC A-G: F
Length: Year NCAA: N/A
Prerequisite: Co-enrolled in either Wind Ensemble or Advanced Concert Band

IB Music HL1 and HL2 are the first and second years of a two-year course. Students will clarify their understanding of music and music's place in the world through scholarly listening, research, and analysis. Students will work independently and collaboratively to improve their knowledge and ability in music performance and production, demonstrating an understanding of style, performance practice and interpretation, appropriate technical ability, and performer interaction. Students will maintain a portfolio that includes both personal and provided musical content spanning a range of genres from Personal, Local, and Global Contexts. During the course, students will demonstrate an understanding of melodic and harmonic analysis, rhythm reading, transposition, composition, improvisation, and musical vocabulary. In addition, students will demonstrate knowledge of the rudiments of music: scales, intervals, extended chords, tonality, modality, key signatures, meter, rhythm, and how each element is employed throughout the various eras and cultures studied, including the evolution and interpretation of notational systems

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WORLD LANGUAGE

Course Name	Course #	MMHS	MVHS	VMHS	MCA
ASL I	4050	X	X	X	
ASL II	4060	X	X	X	
ASL III*	4070	X	X	X	
ASL IV	4080	X		X	
DE College ASL 101	4090		X		
DE College ASL 201	4091		X		
French I	4200	X	X	X	
French II	4210	X	X	X	
French III	4220		X	X	
Adv. French III	4240		X		
French IV	4225			X	
French IB SL	4226		X		
College French 101	4095	X			
College French 102	4096	X			
Spanish I	4100	X	X	X	X
Spanish II	4110	X	X	X	X
Spanish III	4120	X	X	X	X
Spanish IV	4125	X		X	X
Spanish for Spanish Speakers I	4150	X		X	X
Spanish for Spanish Speakers II	4160	X		X	X
AP Spanish Language	4130	X	X	X	
AP Spanish Literature	4133	X			
IB Spanish SL	4126		X		
IB Spanish HL 2	4128		X		
Foreign Language Essentials	8225		X		

Intro to World Language	4013	X	X	X	

ASL I

Course #4050
Grade Level: 9-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

Students will learn about the language and culture of the Deaf community. Novice–level comprehension 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 to enhance student's linguistic abilities. Up to 100% of the class will be taught in the target language.

ASL II

Course #4060
Grade Level: 10-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

Students will learn about the language and culture of the Deaf community. This course will expand the students' American Sign language knowledge through the World Language Standards: Communication, Culture, and Connections. Intermediate–level comprehension and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance students' linguistic abilities. Up to 100% of the class will be taught in the target language.

ASL III

Course #4070
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: Articulated
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

Students will learn about the language and culture of the Deaf community. This course will expand the students' American Sign language knowledge through the World Language Standards: Communication, Culture, and Connections. 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 students' linguistic abilities. Up to 100% of the class will be taught in the target language.

ASL IV

Course #4080
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

Students will learn about the language and culture of the Deaf community. This course will expand the students' American Sign language knowledge through the World Language Standards: Communication, Culture, and Connections. Advanced–level receptive and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance students' linguistic abilities. Up to 100% of the class will be taught in the target language. This course of study will prepare students to earn the CA State Seal of Biliteracy.

College ASL 101

Course #4090
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of ASL III

College Credit: Four units upon successful completion
CSU/UC A-G: N/A
NCAA: Yes

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 previously studied, including directions, monetary exchanges, family relations, personal qualities, occupations, and making requests.

College ASL 201

Course #4091
Grade Level: 11-12
Length: Year
Prerequisite: Successful completion of College ASL 101

College Credit: Four units upon successful completion
CSU/UC A-G: N/A
NCAA: Yes

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.

French I

Course #4200
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

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 to enhance students' linguistic abilities.

French II

Course #4210
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

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 to enhance students' linguistic abilities.

French III

Course #4220
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

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 to enhance students' linguistic abilities.

Advanced French III

Course #4240
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

he Advanced French 3 course will provide an accelerated pace and rigor in curriculum for students intending to continue to International Baccalaureate Standard Level French (IB French SL) during 12th grade. Students receive in-depth training in speaking and writing proficiency, they learn to use advanced grammatical and idiomatic structures, and they receive extensive practice expressing their critical thinking through oral and written French language as they analyze authentic French language through literature, periodicals and cinema. The course enriches written and oral language fluency and cultural understanding of the francophone world.

French IV

Course #4225
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

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 to enhance students' linguistic abilities.

French IB SL

Course #4226
Grade Level: 11-12
Length: Year
Prerequisite: N/A

College Credit: N/A
CSU/UC A-G: E (Language Other Than English)
NCAA: Yes

This course prepares students to take the French IB SL speaking, writing and reading assessments. The course enriches written and oral language fluency and cultural understanding of the francophone world. Students expand their capacity to integrate as a traveler, a student or a resident in a French speaking country. General concepts studied encourage students to practice expressing their critical thinking through oral and written French language as they analyze authentic French language through literature, periodicals and cinema. At least 90% of the instruction is in French.

College French 101

Course #4095 | College Credit: Four units upon successful completion
Grade Level: 11-12 | CSU/UC A-G: E (Language Other Than English)
Length: Semester | NCAA: N/A
Prerequisite: Two years of high school French (with a grade C or better)

This course introduces students to French language and culture. Students will learn basic grammar and vocabulary while studying pronunciation rules through oral and written practice. Students will also study basic aspects of French culture and civilization. Students earn both college and high school credits.

College French 102

Course #4096 | College Credit: Four units upon successful completion
Grade Level: 11-12 | CSU/UC A-G: E (Language Other Than English)
Length: Semester | NCAA: N/A
Prerequisite: French 101 (with a grade of C or better)

This course is a continuation of FRENCH 101. This course introduces students to more grammar and vocabulary with an emphasis on oral and written communication. Students will also study francophone culture and civilization in more depth. Students earn both college and high school credits.

Spanish I

Course #4100 | College Credit: N/A
Grade Level: 9-12 | CSU/UC A-G: E (Language Other Than English)
Length: Year | NCAA: Yes
Prerequisite: N/A

This course meets the UC/CSU and District graduation requirements. Students will develop introductory level skills in listening, speaking, reading, and writing in Spanish. Students will acquire vocabulary, grammar structure, and will be exposed to the different cultures of Spanish speaking countries. Emphasis will be placed on oral communication in the target language on a regular basis.

Spanish II

Course #4110 | College Credit: N/A
Grade Level: 9-12 | CSU/UC A-G: E (Language Other Than English)
Length: Year | NCAA: Yes
Prerequisite: Successful completion of Spanish I

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 students' linguistic abilities.

Spanish III

Course #4120 College Credit: N/A
Grade Level: 10-12 CSU/UC A-G: E (Language Other Than English)
Length: Year NCAA: Yes
Prerequisite: Successful completion of Spanish II

Students will build upon the fundamentals learned in both Spanish 1 and 2. Students will refine their ability to speak, write, read, and understand Spanish. Students will expand their vocabulary, grammar and cultural understanding. Emphasis will be placed on oral communication and writing in the target language.

Spanish IV

Course #4125 College Credit: N/A
Grade Level: 11-12 CSU/UC A-G: E (Language Other Than English)
Length: Year NCAA: Yes
Prerequisite: Successful completion of Spanish III or Spanish for Spanish Speakers II

Spanish IV builds upon skills acquired in previous Spanish courses to progress toward a higher level of proficiency in reading, writing, listening, and speaking**.** The course expands students' Spanish language knowledge through World Language Standards of Communication, Culture, and Connections. The curriculum focuses on themes of Families and Communities, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology. This course prepares students to earn the State Seal of Biliteracy.

Spanish for Spanish Speakers I

Course #4150 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: E (Language Other Than English)
Length: Year NCAA: Yes
Prerequisite: Placement by assessment

Spanish for Spanish Speakers I further develops Spanish-speaking students' existing language abilities by enhancing their academic language proficiency. This course, which prepares students to transition into Spanish for Spanish Speakers II, focuses on a literacy-based approach to reading and writing, covering language usage, vocabulary, and grammatical structures.

Spanish for Spanish Speakers II

Course #4160 College Credit: N/A
Grade Level: 9-12 CSU/UC A-G: E (Language Other Than English)
Length: Year NCAA: Yes
Prerequisite: Placement by assessment or successful completion of Spanish for Spanish Speakers I

This course 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.

AP Spanish Language

Course #4130 | College Credit: Based on AP test results and college
Grade Level: 10-12 | CSU/UC A-G: E (Language Other Than English)
Length: Year | NCAA: Yes
Prerequisite: Successful completion of Spanish III or Spanish for Spanish Speakers II

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

AP Spanish Literature

Course #4133 | College Credit: Based on AP test results and college
Grade Level: 10-12 | CSU/UC A-G: E (Language Other Than English)
Length: Year | NCAA: Yes
Prerequisite: Successful completion of Spanish III or Spanish for Spanish Speakers II

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

IB Spanish SL

Course #4126 | College Credit: Based on IB test results and college
Grade Level: 11-12 | CSU/UC A-G: E (Language Other Than English)
Length: Year | NCAA: Yes
Prerequisite: Successful completion of Spanish III with a grade of C or better

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

IB Spanish HL 1

Course #4127 | College Credit: Based on IB test results and college
Grade Level: 11 | CSU/UC A-G: E (Language Other Than English)
Length: Year | NCAA: Yes
Prerequisite: Grade A or B in Spanish III or grade C with teacher's approval

The focus of this course will be on language acquisition and Spanish cultural awareness. The purpose is to develop language skills in listening, speaking, reading and writing and for students to express themselves in a culturally appropriate manner. The course will include the study of the Spanish-speaking countries, people, and culture. The chosen works will encourage the investigation of cultural awareness in literature and film and will promote tolerance, empathy, and a genuine respect for perspectives different than their own. The course will take an interdisciplinary approach whereby the instructor will work with other colleagues in different disciplines to help students create overlapping projects whose end result will be both synergistic and complementary. Target language exposure will increase every year.

IB Spanish HL 2

Course #4128 | College Credit: Based on IB test results and college
Grade Level: 11 | CSU/UC A-G: E (Language Other Than English)
Length: Year | NCAA: Yes
Prerequisite: Grade A or B in Spanish III or grade C with teacher's approval

The Spanish B HL2 course is the second year of the two-year sequence. The focus of this course will continue to be on language acquisition and Spanish cultural awareness. The purpose is to develop language skills in listening, speaking, reading and writing and for students to express themselves in a culturally appropriate manner. The course will include the study of the Spanish-speaking countries, people, and culture. The chosen works will encourage the investigation of cultural awareness in literature and film and will promote tolerance, empathy, and a genuine respect for perspectives different than their own. Students are required to participate in oral presentations as part of the Internal Assessment component of the IB curriculum. Target language exposure will be 100%.

Intro to World Language

Course #4013 | College Credit: N/A
Grade Level: 9-12 | CSU/UC A-G: N/A
Length: Year | NCAA: N/A
Prerequisite: N/A

This course meets District graduation requirements for World Languages credit. Intro to World Language focuses on world cultures and basic conversational skills, helping students develop the learning strategies required for the acquisition of a second language. Languages covered may include Spanish, French, Sign Language, and others. Instruction focuses on the acquisition of discourse skills.

Intro to World Language Essentials

Course #8225 | College Credit: N/A
Grade Level: 9-12 | CSU/UC A-G: N/A

Length: Year NCAA: N/A
Prerequisite: Placement by IEP team

This course meets District graduation requirements for World Languages credit and is categorized as a Specialized Academic Instruction (SAI) course. Intro to World Language focuses on World cultures and basic conversational skills, helping students develop the learning strategies required for the acquisition of a second language. Languages covered may include Spanish, French, Sign Language, and others. Instruction focuses on the acquisition of discourse skills.

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GLOSSARY OF COMMON TERMS & ACRONYMS

AP (Advanced Placement): College-level courses offered in high schools that allow students to earn college credit by passing an AP exam. Administered by the College Board.

Articulated Course: A high school course that is linked with a college course, allowing students to earn college credit while still in high school**,** based on certain criteria agreed on between the district and college.

ASB (Associated Student Body): A student organization responsible for planning and organizing school events, activities, and fundraisers (see also USB).

CAASPP (California Assessment of Student Performance and Progress): A state-mandated system of assessments designed to measure student achievement in English Language Arts, Mathematics, and Science.

CCGI (California College Guidance Initiative): A program that helps students plan for college and careers by providing online tools and resources.

CIF (California Interscholastic Federation): The governing body for high school sports in California, overseeing rules, competitions, and athlete eligibility.

Concurrent Enrollment: A program that allows high school students to take college courses and earn both high school and college credit simultaneously.

CTE (Career and Technical Education): Courses and programs that prepare students for careers in various fields by combining academic and technical skills. Examples include pathways in healthcare, engineering, or culinary arts.

Dual Enrollment: A program that allows high school students to take college courses for both high school and college credit.

EL (English Learner): A student whose primary language is not English and who requires additional support to become proficient in English.

ELA (English Language Arts): A subject area focused on reading, writing, speaking, and listening skills.

Eligibility Index (UC/CSU): A formula combining GPA and standardized test scores to determine eligibility for admission to University of California and California State University campuses.

ELPAC (English Language Proficiency Assessments for California): The state assessment for measuring English language proficiency for students identified as English Learners.

ERWC: Expository Reading and Writing Course. A college preparatory English course that focuses on critical thinking, reading, and writing skills.

FAFSA (Free Application for Federal Student Aid): The application used by students to apply for federal and state financial aid for postsecondary education.

GPA (Grade Point Average): A measure of a student's academic performance, calculated on a scale (typically 0.0 to 4.0).

IB (International Baccalaureate): A rigorous, internationally recognized program of study that prepares students for college and beyond**.**

IEP (Individualized Education Program): A legally binding document outlining special education services and supports for a student with disabilities.

LCAP (Local Control and Accountability Plan): A three-year plan that outlines how districts will use state funding to improve student outcomes and meet local priorities.

NATEF (National Automotive Technicians Education Foundation): An organization that sets standards for automotive technician training programs**.**

MSJC (Mt. San Jacinto College): A local community college that has partnered with MVUSD to offer dual enrollment, articulated, and co-enrollment courses to high school students**.**

MTSS (Multi-Tiered System of Supports): A framework that provides varying levels of academic, behavioral, and social-emotional support to meet the needs of all students.

NCAA (National Collegiate Athletic Association): An organization that regulates college athletics.

NGSS (Next Generation Science Standards): A set of science standards emphasizing inquiry-based learning and real-world application of scientific concepts.

PLTW (Project Lead the Way): A nonprofit organization providing STEM (science, technology, engineering, and mathematics) curriculum and programs to schools.

Prerequisite: A course or requirement that must be met before a student can enroll in another course**.**

PSAT (Preliminary SAT): A standardized test that provides practice for the SAT and qualifies students for the National Merit Scholarship Program.

RCOE (Riverside County Office of Education): An organization that provides educational services to schools and districts in Riverside County**.**

SAT (Scholastic Assessment Test): A standardized college admissions test assessing skills in reading, writing, and mathematics. Administered by the College Board.

SEL (Social-Emotional Learning): The process of developing self-awareness, self-control, and interpersonal skills essential for school, work, and life success.

SSC (School Site Council): A group of parents, students, teachers, and administrators who develop and approve the school's plan for student achievement.

TA: Teacher Assistant**.**

UC (University of California): A public university system in California with 10 campuses offering undergraduate and graduate programs. (See also CSU.)

USB (United Student Body): A student organization responsible for planning and organizing school events, activities, and fundraisers. (See also ASB.)

VPA or VAPA (Visual and Performing Arts): A subject area that includes courses in fine and graphic arts, music, drama, dance, and choir.

WASC (Western Association of Schools and Colleges): An accrediting body that evaluates the quality and effectiveness of schools and colleges.

504 Plan: A plan developed under Section 504 of the Rehabilitation Act to provide accommodations for students with disabilities to ensure their academic success.

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