



## EL MONTE UNION HIGH SCHOOL DISTRICT Superintendent's Message

Dear Students:

I would like to welcome you to the El Monte Union High School District (EMUHSD). This registration manual will provide you with information about graduation requirements, a description of course offerings, and the instructional programs available at your high school.

EMUHSD serves over 8,100 students and provides robust educational opportunities to each and every student attending our high schools. We remain committed to providing students with a memorable high school experience while preparing them to be successful in their future endeavors. The District's Vision is "to cultivate and empower our students to be ethical, productive, successful, and contributing members of our global society."

As you carefully review this manual, please plan accordingly, and be prepared to explore future educational plans with your guidance counselor. EMUHSD provides a multitude of innovative educational programs and courses that you can select from. All programs offered focus on preparing every student for college and career readiness. There are a variety of options for students to choose from including college dual enrollment, college preparatory courses, AP courses, career technical education courses, STEM, electives, and specialized academy programs. The District's dedicated and highly qualified teachers and support personnel make students their number one priority.

Our Board of Trustees, together with our school staff and community partners, challenge you to work hard and perform to the best of your ability. Your commitment to learning during your high school career is a key factor in your future success. As a student, you have the personal responsibility to ensure that you attend school every day, pass all of your classes, and meet all A-G requirements. I challenge you to put forth your best effort in your educational goals.

I wish you the very best in your future endeavors and may your high school experience be one that is exciting and memorable.

Sincerely,

A handwritten signature in black ink, appearing to read "Edward A. Zuniga".

Edward A. Zuniga, Ed.D.  
Superintendent  
El Monte Union High School District

# Student Support Services

## COUNSELING SERVICES

The El Monte Union High School District offers a full program of guidance and counseling services to each student throughout his or her high school career. Students and their parents are urged to take advantage of these services.

Students are assigned to a counselor on an alphabetical basis. Except for slight adjustments each year in order to maintain a balance in the counselor-student ratio, a student may look forward to an unbroken relationship with the same counselor for four years.

The range of a counselor's contacts with his or her counsees is all-inclusive, extending from program changes to short term personal counseling. In conjunction with the parent and student, the major goals of the counseling program are to:

1. Develop a 4-year plan, including options for CTE or dual enrollment
2. Ensure completion of high school
3. Prepare for post-graduation choices
4. Prepare students for eligibility for entrance into the college/university of his or her choice
5. Assist in the search for scholarships and financial aid
6. Provide guidance in the personal growth and development of the counselee.

**Wise decisions made at registration time are of great importance. Once school begins in August, program changes will only be made by counselor recommendation or administrative necessity.**

## CAREER CENTER

The Career Center is an extension of the counseling program and offers services to aid students in preparing for their future. These services include guidance in the areas of college selection, availability of scholarships, career training, and financial aid. The Career Center houses resource materials on careers, colleges, vocational schools, and the military. The school counselors direct students to this valuable resource.

Assistance from the Career Guidance Coordinator is available in helping students become more aware of their interests, aptitudes, abilities, and values through a series of tests and inventories. This self-knowledge, when applied, becomes significant in determining the high school courses necessary to accomplish future plans.

A structured exposure to the career decision-making process including self-awareness, career exploration, and knowledge of the world of work is offered in specific courses or infused into various classes during the student's high school career.

The Career Center makes available guest speakers and plans college-oriented field trips for students. It is open daily from 8 a.m. to 4:30 p.m. All students are invited to make educational use of the Career Center's facilities. The Career Center and the counseling staff are excellent sources of information for college financial aid.

El Monte Union High School District  
**Guaranteed Guidance Services**

In an effort to acquaint you with the school, your counselor, the College and Career Center and the services available to you, the Guaranteed Guidance Services Program was instituted. You are GUARANTEED the following counseling services without bias on the basis of race, color, national origin, sexual orientation, or disability.

**9<sup>th</sup> Grade**

- An initial registration interview for each student
- Parent or student conferences, as requested
- Orientation to the school's College and Career Center
- A personalized four-year educational plan developed for the student
- Orientation meeting for parents and incoming 9<sup>th</sup> grade students
- Short-Term Personal counseling, as needed
- Registration, scheduling and program adjustments (school initiated)
- A special grade check for student progress, if requested by parents (Assist parents with analysis of student progress using PARENT VUE)
- A referral to an outside agency or other community resource, if requested by parents or students
- College and Career post-secondary advisement
- Pre-college testing information
- Invitation to parents and students to a District college planning night
- Presentation on graduation and college admission requirement
- Credit check and credit recovery options

**10<sup>th</sup> Grade** All services provided at 9<sup>th</sup> grade plus:

- College field trips
- Credit check and credit recovery options

**11<sup>th</sup> Grade** All services provided at the 9<sup>th</sup> and 10<sup>th</sup> grades plus:

College-bound students will be given through the Career Center:

- a. planning and financial aid information
  - b. opportunity to meet with college representatives
  - c. pre-college testing information - ACT, SAT, AP
- Counselors provide parents and students progress toward graduation if deficiencies are anticipated
  - Information provided to parents and students of student's progress toward graduation if deficiencies are anticipated
  - TES Information through the Career Center
  - Parent night workshops on college planning through the Career Center

**12<sup>th</sup> Grade** All services provided at the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades plus:

College-bound students will be given through the Career Center:

- a. SAT/ACT testing dates
  - b. assistance with applications for financial aid, scholarships, and admissions, as necessary
- Counselors hold Senior checks
  - Credit check and credit recovery options

## Academic Notes

Purpose: To encourage student enrollment in academically rigorous high school coursework.

Students taking college-prep courses beyond the minimum college admission standards will:

- Broaden university admission options
- Strengthen preparation for college admissions exams
- Develop strong academic skills
- Gain a higher probability of acceptance into competitive majors such as architecture, business, computer science, engineering, or nursing

### Grade Point Average (GPA)

Each semester course when issued a passing grade grants 5 credits towards the 220 credits required for graduation. It is recommended that students must meet the prerequisites for each course in which they enroll. Prerequisites may include the permission of the teacher or recommended counselor as well as the completion of specific courses. Honors courses that are approved by the University of California have the letter "H" and Advanced Placement (AP) courses are as follows for the purposes of computing grade point averages:

Courses are titled AP (Advanced Placement) and H (Honors). Classes must be approved by the University of California on an annual basis. Only 8 units of AP/Honors courses are allowed by UC/CSU. Only 2 of the 8 units can be in the 10th-grade year. A unit refers to 1 year of study in high school.

A	=	5 points
B	=	4 points
C	=	3 points
D	=	1 point
F	=	0 points

For Advanced Placement courses, the grade point computing system applies only if the student takes the AP exam. For dual enrollment courses this grade point computing system applies only to core classes taken for dual credit. The additional point for dual enrollment counts toward the college transcript. Otherwise, grade points will be A=4, B=3, C=2.

All other high school courses will be included in the GPA calculation as follows.

A	=	4 points	Excellent Achievement
B	=	3 points	Above Average Achievement
C	=	2 points	Average Achievement
D	=	1 point	Below Average Achievement
F	=	0 points	Little or No Achievement
I	=	0 points	*Incompletes are provided for students who have not been able to complete the required course work due to unavoidable absence, illness or accident. Note that, with few exceptions, the incomplete must be made up no later than the end of the next grading period.
W	=	0 points	Credit recovery course not completed

Citizenship evaluation is calculated as follows:

1	=	Outstanding
2	=	Satisfactory
3	=	Needs Improvement
4	=	Unsatisfactory

In addition, several specific positive and negative comments are available for teachers to include with the grade report. These comments cover work and study habits, attendance, and classroom conduct.

**Students should be aware of how GPAs are calculated and make informed class choices based on that knowledge. If in doubt, please contact your counselor or assistant principal.**

As a final note, students should also be aware that although GPAs are important for college admission, most colleges include factors in their analysis of candidates which may include both depth and breadth of high school preparation, community experiences, volunteer involvement, and/or special talents, needs, or interests.

#### Cal Grant Opt-Out Form

In order to be considered for a Cal Grant, California public high schools and charter schools are required to submit a high school Grade Point Average (GPA) to the California Student Aid Commission by October 1 for all graduating seniors, unless the student or parent has opted out. California Education Code section 69432.9 requires the school district or charter school, to notify all grade 11 pupils and their parent/guardian (if under the age of 18), in writing and no later than January 1 of a pupil's grade 11 academic year, that the pupil will be deemed a Cal Grant applicant unless the pupil has opted out prior to the date below (as specified by the high school). Students who do not opt out will have their GPA submitted to the Commission to be considered for a Cal Grant award. The Cal Grant Op-Out Form can be found on the following link:

[https://www.csac.ca.gov/sites/main/files/file-attachments/gpa\\_opt\\_out.pdf?1561753494](https://www.csac.ca.gov/sites/main/files/file-attachments/gpa_opt_out.pdf?1561753494)

#### **Credit for College Courses**

(Education Codes 48800 and 76001)

Students may take college courses while enrolled in high school. Dual credit classes offer students the chance to get college credit for classes at the same time as getting high school credit. Students who participate in these classes complete an online college application and a high school enrollment form for the college, and upon completion of the course with a C- or better, will receive college and high school credit for the class. College coursework will count for high school elective credit and some courses **may** satisfy a subject graduation requirement. College courses will be included in the GPA. The student shall receive the same letter grade for the high school credit as is granted by the college.

Students may also enroll in college credit courses after school or on Saturdays, with permission from their principal. In addition, some high school courses may articulate with a local community college. This means that passing the high school course with an A or B is the equivalent of passing the aligned college-level class. Articulated courses will be identified by the teacher and the counselor, and students wishing to accept the college credit will need to register with the college.

The intent of this section is to provide educational enrichment opportunities for eligible pupils, rather than to reduce current course requirements of elementary and secondary schools.

To participate in a college enrollment program, students must have the permission of the school principal, parent, counselors, and college dean.

## **Alternative Academic Programs**

Alternative programs for gifted and high potential students are encouraged in the El Monte Union High School District. These offerings may be in the form of Advanced Placement classes, Honors courses (if approved in advance by the University of California), courses through Rio Hondo Community College, Pasadena City College, or other community colleges, Upward Bound, and a variety of variable credit offerings made available through universities and colleges in the southland.

To participate in these programs, students must have the permission of the school principal, parent, counselor, and college dean as appropriate.

### **THE ADVANCED PLACEMENT AND HONORS PROGRAMS**

The Advanced Placement (AP) Program is based on the fact that many students can complete college-level studies in their secondary schools. Advanced Placement serves three groups: 1) students who wish to pursue college-level studies while still in secondary school, 2) schools that desire to offer these opportunities, and 3) colleges that wish to encourage and recognize such achievement. Advanced Placement provides services by providing descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the student's choice. Participating colleges, in turn, grant credit and appropriate placement, or one of these, to students who have done well on the examinations. Thus the Advanced Placement Program extends the educational opportunities available to students by effectively relating college-level courses at thousands of schools to appropriate credit and placement at the colleges that the students eventually attend.

Honors classes must be approved in advance by the University of California.

## English Learner Program

### INSTRUCTIONAL PROGRAM OPTIONS

The instructional programs for English learners are designed to help students of different English language levels develop English language proficiency as rapidly as possible. The programs are:

#### **STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM**

Designed for English learners with less than reasonable fluency in English.

Provides daily English instruction through Comprehensive English Language Development (ELD).

Provides grade-level academic instruction in math, science, and social science classes through the use of Specially Designed Academic Instruction in English (SDAIE) strategies.

Supports English language development through the use of supplemental materials and, if possible, the use of the student's primary language until the student transitions to the mainstream English instructional program.

#### **HOW ARE ENGLISH LEARNERS PLACED IN THESE PROGRAMS?**

English learners are placed in an instructional program based on the overall performance level on the English language proficiency assessment, and on the number of years the English learner has been enrolled in U.S. schools.

English learners who are participating in the Special Education program are placed in an instructional setting designed to meet the goals outlined in the Individual Education Plan (IEP).

## English Learner Program

### OPCIONES DE PROGRAMAS DE INSTRUCCIÓN

Los programas de instrucción para estudiantes de inglés como segunda lengua están diseñados para ayudar a los estudiantes de diferentes niveles del dominio del inglés a desarrollar el inglés lo mas rápido posible. Los programas son:

#### **PROGRAMA ESTRUCTURADO DE INMERSION EN INGLES**

Diseñado para estudiantes de inglés como segunda lengua con menos de razonable fluidez en inglés.

Provee instrucción diaria en inglés por medio del desarrollo de inglés exhaustivo (conocido en inglés como Comprehensive ELD).

Provee instrucción académica al nivel del grado en las áreas de matemáticas, ciencia, y ciencia social a través del uso de estrategias especialmente diseñadas para la instrucción académica en inglés (conocido en inglés como SDAIE).

Apoya el desarrollo del inglés a través del uso de materiales suplementarios y, si es posible, el uso de la lengua materna para clarificación hasta la transición del estudiante al programa regular de instrucción sólo en inglés

#### **¿Cómo SE COLOCAN A LOS ESTUDIANTES DE INGLES COMO SEGUNDA LENGUA EN ESTOS PROGRAMAS?**

Los estudiantes de inglés como segunda lengua se colocan en un programa de instrucción basado en el nivel de dominio del inglés en la evaluación y en el número de años que el estudiante ha estado matriculado en una escuela en los EE.UU. Los estudiantes de inglés como segunda lengua que participan en el programa de educación especial se colocan en un programa de instrucción diseñado para cumplir con los objetivos descritos en el plan de educación individual (IEP).

## ELD, Transitional English, Bilingual, and Sheltered Courses

Department	Title	Course or Methodology	Language Used in the Classroom	Purpose
English	ELD (English Language Development) ELD 1, ELD 1 Lab ELD 2, ELD 2 Lab ELD 3, ELD 3 Lab	Course: Language Arts for English Learners	English	To teach the English language  To gain proficiency in English
	Transitional English courses and Lab for Transition 1 courses	Course: Language Arts for English Learners	English	To teach the English language To gain proficiency in English To serve as a bridge from ELD into the regular English sequence of courses. To acquire the nuances of the English language (structure, idioms) that the native English speaker would learn in the natural course of learning the language. Literature may be abridged.
	College & Career I  College & Career II	Course: Academic language and skills for English learners	English	To support Academic English Language Development for long term English learners.
Departments other than English	Sheltered content classes may be offered in the following departments: Art Business Family and Consumer Science Health Industrial Technology Math Physical Education Science Social Science	Methodology: Specially Designed Academic Instruction in English (SDAIE) for English learners	English with primary language support as needed	To teach content area classes using English.  To achieve course goals including learning the course content to meet the course objectives, improving English language skills (reading, writing, listening, speaking), and participating in successful experiences

# Career Technical Education (CTE)

## WHAT IS CAREER TECHNICAL EDUCATION?

Career Technical Education (CTE) prepares students for college and career. Students take a sequence of courses, called a Pathway, within one of 15 industry sectors. The introductory courses offer introductions to the career opportunities within the sector, and then intermediate and capstone courses provide specialized training that can help students earn certificates or enter the workforce, or be ready to gain more expertise through a college program.

## WHO MAY ENROLL?

CTE courses are meant to be taken sequentially, to complete a Pathway within a specific Industry Sector. Students can start taking introductory courses in 9th grade, with the goal of completing at least two courses within the sequence, and preferably three or even four. Some classes are offered after school, and may have specific requirements or prerequisites.

## HOW DO YOU ENROLL?

1. Look over the CTE pathway options and course selections.
2. See the Career Guidance Coordinator in the Career Center on your high school campus.

## PROGRAM CREDIT & CERTIFICATES OF ACHIEVEMENT

Some classes that have articulation agreements with Rio Hondo receive college credit if the student attends Rio Hondo Community College. Some classes satisfy UC a-g requirements. A certificate of achievement that includes a list of all competencies achieved will be awarded upon the successful completion of a program. Students who complete a Pathway (two to four courses) earn College and Career Ready status, one of the indicators that El Monte Union High School District is fulfilling its commitment to the students in this community that they will be ready for college and career when they graduate.

## HOW DO I GET TO AFTER SCHOOL CTE CLASSES?

Transportation to and from your school and other sites may be provided. Check with your College and Career Coordinator at your high school for details.

## WORK PERMITS

All work permits must be renewed at the beginning of each school year. Students can obtain a work permit application on the EMUHSD District website, or at each school website, or at their school site Career Center. Completed applications must be submitted to the El Monte Union High School District Office for processing either in person at 3537 Johnson Ave. El Monte, CA 91731, or online, <https://www.emuhsd.org/Page/4019>. The district reserves the right to refuse to issue a work permit or revoke a work permit depending on circumstances.

## General Summary of Minors' Work Regulations

Minors 14-17 years of age must have a "Request for Work Permit" and "Statement of Intent to Employ a Minor" and a work permit- certificate of age (Form B1-4) on file with the school district of attendance when working on school days.

Generally, minors must attend school until age 18 unless they are 16 years of age or older and have graduated from high school or received a state Certificate of Proficiency.

Minors under the age of 18 may not work in occupations declared hazardous for young workers as listed below:

Explosives	Logging and sawmilling	Motor vehicle driving/outside helper	Power-driven hoists/forklifts	Power-driven metal forming, punching, and shearing machines
Power-driven meat slicing/processing	Power-driven woodworking machines	Power saws and shears	Radiation exposure	Roofing

For more information about hazardous occupations, contact the U.S. Department of Labor (Child Labor Bulletins 101 and 102) and the California Department of Industrial Relations, Divisions of Labor Standards Enforcement. Regional offices are located in several California cities. They are listed in the "Government Listings" sections of telephone directories.

### Hours of Work

	Age	School Days	Non School Days	Weekly Limit	Allowable Time
When school is in session	16-17	4 hours per day	8 hours per day*	48 hours per week	5:00 a.m. - 10:00 p.m.**
	14-15	3 hours per day	8 hours per day	18 hours per week	7:00 a.m. - 7:00 p.m.
When school is <u>not</u> in session	16-17	8 hours per day	8 hours per day	48 hours per week	5:00 a.m. - 10:00 p.m.**
	14-15	8 hours per day	8 hours per day	40 hours per week	7:00 a.m. - 7:00 p.m.

\*Or any day that precedes a nonschool day

\*\*Except that work may extend to 12:30 a.m. on nights preceding non school days

### Work Experience Education

Age 16-17 students in Work Experience Education programs may be permitted to work a maximum of 8 hours on school days and may be authorized to work until 12:30 a.m. on nights preceding school days with written permission.

Age 14-15 students in Work Experience Education and career exploration programs may work up to 23 hours per week and from June 1 to Labor Day work hours may be extended to 9:00 p.m.

## **Notice to Parents**

### **PARENT EDUCATION AND INVOLVEMENT**

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at grade levels 9-12 for parents/guardians to be involved in district and school activities, advisory, decision-making, and advocacy roles; and activities to support learning at home (see BP 5020 and AR 5020 for additional information).

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit participation

### **SEX EDUCATION IN CLASSES**

California State Law (Senate Bill 431) requires that parents or guardians be notified of any school classes in which the human reproductive organs and their functions and processes are described, illustrated, or discussed.

The El Monte Union High School District does not offer any courses in Sex Education; however, the following courses offered at our schools include or may include one or more class sessions and material in which the human reproductive organs may be described, illustrated, or discussed:

Biology	Parenting/Child Development
Fitness for Life	Physical Education
Health	Physiology

If your child is enrolled in one or more of the above courses and you wish him or her to be excused from class sessions in which the human reproductive organs may be described, illustrated, or discussed, it is necessary to send a written request to the school principal. Such requests shall be valid for the school year in which they are submitted and may be withdrawn by the parent or guardian at any time. Other activities will be scheduled for students excused from these class sessions.

If you wish your child to receive all the instruction within the courses in which he/she is enrolled, no special communication is required.

The audio-visual and written materials to be used in the class sessions during which the human reproductive organs, their functions, and processes are described, illustrated, or discussed shall be available for inspection by parents or guardians upon request.

# Suspension or Expulsion

**CALIFORNIA STATE LAW** (Education Code 48900) requires that parents be notified that the schools comply with state prescribed suspension/expulsion mandates. Below are excerpts of important parts of this law.

## SUSPENSION OR EXPULSION

Violation of any reasons listed below may result in suspension.

- a.1 *Caused attempted to cause, or threatened to cause physical injury to another person.* 501
- a.2 *Willfully used force or violence upon the person of another, except in self-defense.* 504
- b. *Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.* 101
- c. *Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of a controlled substance.* 202
- d. *Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.* 203
- e. *Committed or attempted to commit robbery or extortion.* 600
- f. *Caused or attempted to cause damage to school or private property.* 512
- g. *Stolen or attempted to seal school or private property.* 601
- h. *Possessed or used tobacco, or products containing tobacco or nicotine products.*
- i. *Committed an obscene act or engaged in habitual profanity or vulgarity.* 510
- j. *Unlawfully possess or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.* 204
- k. *Disrupted school activities or otherwise willfully defied the valid authority of school personnel.* 511
- l. *Knowingly received stolen school or private property.* 602
- m. *Possessed an imitation firearm.* 102
- n. *Committed or attempted to commit a sexual assault or sexual battery.* 400
- o. *Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.* 507
- p. *Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.* 205
- q. *Engaged in, or attempted to engage in hazing.* 509
- r. *Engaged in an act of bullying.* 513
- 48900.2 *Committed sexual harassment (Grades 4-12 only.)* 403
- 48900.3 *Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Grades 4-12 only.)* 505
- 48900.4 *Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4-12 only.)* 506
- 48900.7 *Made terroristic threats against school officials and/or school property.* 508

The following violations of EC 48915(c) require mandatory suspension and a recommendation for expulsion:	The following violations of EC 48915(a)(1) require mandatory suspension and expulsion shall be recommended:
1. <i>Possessing, selling or otherwise furnishing a firearm.</i> 100	A. <i>Caused serious physical injury to another person, except in self-defense.</i> 500
2. <i>Brandishing a knife at another person.</i> 103	B. <i>Possession of a knife, explosive or other dangerous object.</i> 104
3. <i>Unlawfully selling a controlled substance.</i> 200	C. <i>Unlawful possession of any controlled substance.</i> 201
4. <i>Committing or attempting to commit a sexual assault or sexual battery</i> 400	D. <i>Robbery or extortion.</i> 600
5. <i>Possession of an explosive.</i> 105	E. <i>Assault or battery on a school employee.</i> 503

Suspension/expulsion may result in student transfer to an approved alternative education program.

## Alternative Education Programs

Program	Attends	Ages	Schedule	Credits	Referred By	Enrolled	Length of Study
Fernando R. Ledesma	Continuation School	16-18	<ul style="list-style-type: none"> <li>• H.S. Diploma Classes</li> <li>• 15 hrs. Weekly</li> <li>• Modular Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based</li> </ul>	Home School	Fernando R. Ledesma	Graduation or Return to Home School
Opportunity	Fernando R. Ledesma High School	14-15	<ul style="list-style-type: none"> <li>• Minimum 3 Hours Daily</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based</li> <li>• 30 Credits a Semester</li> </ul>	Home School	Home School	Semester or Remainder of School Year
Independent Study	Alternative Ed. Site or Home School	14-18	<ul style="list-style-type: none"> <li>• 2 hrs. in Class Per Week</li> <li>• 18 hrs. Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based</li> <li>• Competency Work Completed</li> </ul>	Home School	Home School	Maximum 6 Months or Semester
Community Day School (CD)  (Including Mustang Center)	AHS Campus  Fernando R. Ledesma High School	14-18	<ul style="list-style-type: none"> <li>• H. S. Diploma Classes Daily</li> <li>• Parent-Student Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based</li> </ul>	Home School, Probation or Expulsion	CDS	Depends on Agreement
Online Credit Recovery	Home School Site or FRLHS	15-18	<ul style="list-style-type: none"> <li>• Make-up Credits</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Credits Per Course</li> <li>• Completion of Work</li> </ul>	Home School Counselor	Home School	Average of 6 (9) weeks, with exception of Science Labs which are 12 weeks

# Alternative Education Programs

## 1. FERNANDO R. LEDESMA

Fernando R. Ledesma High School is a continuation high school committed to providing its students with an alternative educational program designed to meet the individual needs and academic abilities of students who have not been successful in the program offered on the comprehensive high school campus. Alternative approaches to learning and flexible academic programs are utilized to better serve the special needs of these students. In addition to academics, the school offers extra-curricular activities including student government, co-ed sports, academic decathlon, and dances. Students also have access to some CTE and dual enrollment classes.

## 2. OPPORTUNITY

The Opportunity Program is for students who are freshmen or sophomores and are of the ages 14-15 who have experienced difficulties at the comprehensive high schools including: habitually truant, failing grades, insubordination and disorderly conduct, and irregular attendance. Students are assigned to this program with the goals of improving attendance, grades, attitude, and self-esteem. Students are returned to the comprehensive high schools as soon as possible. The Opportunity Program curriculum is based on the district's core curriculum and taught within a self-contained classroom. Coursework is individualized and students work at their own pace. The instructional methodology is a tutorial approach with some group work along with computers and projects to enhance the various subject areas. Students attend school for half of the day five days a week.

## 3. INDEPENDENT STUDY

The primary purpose of the Independent Study Program is to offer a means of individualizing the educational plan for pupils whose needs may best be met outside the regular classroom setting. Independent Study is optional for students. The curriculum is consistent with the school district's core curriculum. Multiple modes of instruction are utilized including: individual work, labs, oral presentations, discussions, projects, and computer assignments.

## 4. COMMUNITY DAY SCHOOL AND MUSTANG SITE

The Community Day School and Mustang Site are an alternative educational option for students who have been expelled from local districts or have had behavior problems at their high schools. Some students have previously been incarcerated or are in need of a structured environment. Students attend classes all day every day and follow the same curriculum as the comprehensive high schools. The curriculum follows district guidelines. Two instructors provide instruction in all disciplines. In addition, parents/guardians and students must attend counseling classes, and there is random drug testing for the students.

## 5. ONLINE CREDIT RECOVERY

High school counselors can enroll students into the Online Credit Recovery Program at the site. Details regarding this instructional option may be secured from the high school counselor. Students exercising this option must meet the graduation requirement format approved for comprehensive day school students and attend a minimum of 240 minutes a day in regular day classes.

1. Students must have earned a "D" or "F" in a course to enroll in the program.
2. Students must have completed a counseling session that involved the pupil, a certificated representative of the high school, and the pupil's parent or guardian. That session ensures that the student and parent are aware of program requirements.
3. Credit will be granted when all course requirements such as examinations and assignments are completed, and a passing grade is earned.
4. When a course is completed, an official credit slip will be emailed to the counselor and school registrar.

## 6. ONLINE AND PERSONALIZED LEARNING (OPL)

Students have the opportunity to take make-up courses online. Please contact your counselor to register for a course. The following is a list of courses available online:

A-G "P" Courses	
AMER DEMOCRACY P	US HIST GEO FALL P
BIOLOGY FALL P	US HIST GEO SPR P
BIOLOGY SPR P	VISUAL ARTS FALL P
ECONOMICS P	VISUAL ARTS SPR P
CHEMISTRY FALL P	WORLD HIST CULT GEO FALL P
CHEMISTRY SPR P	WORLD HIST CULT GEO SPR P
ELA 10 FALL P	WORLD AND REGIONAL GEOGRAPHY P
ELA 10 SPR P	
ELA 11 FALL P	
ELA 11 SPR P	
ELA 12 FALL P	
ELA 12 SPR P	
ELA 9 FALL P	
ELA 9 SPR P	
FINANCIAL MATH FALL P	
FINANCIAL MATH SPR P	
INTRO TO COMM AND SPEECH 1 P	
INTRO TO COMM AND SPEECH 2 P	
MATH I FALL P	
MATH I SPR P	
MATH II FALL P	
MATH II SPR P	
MATH III FALL P	
MATH III SPR P	
PERSONAL FINANCE P	
PHYSICAL SCIENCE FALL P	
PHYSICAL SCIENCE SPR P	
PRECALCULUS FALL P	
PRECALCULUS SPR P	
PSYCHOLOGY FALL P	
PSYCOLOGY SPR P	
SPANISH 1 FALL P	
SPANISH 1 SPR P	
SPANISH 2 FALL P	
SPANISH 2 SPR P	
SPANISH 3 FALL P	
SPANISH 3 SPR P	
A-G AP "P" Courses	

CALC AB AP FALL P		STATS AP FALL P
CALC AB AP SPR P		STATS AP SPR P
EN LNG&COMP AP FALL P		US HIST AP FALL P
EN LNG&COMP AP SPR P		US HIST AP SPR P
EN LIT&COMP AP FALL P		WORLD HIST AP SPR P
EN LIT&COMP AP SPR P		WORLD HIST AP SPR P
GOVT&PLTCS:US AP P FALL		
GOVT&PLTCS:US AP P SPR		
PSYCHOLOGY AP P FALL		
PSYCHOLOGY AP P SPR		

Non-A-G Courses		
DIGITAL LEARNING AND CITIZENSHIP		PHYSICAL EDUCATION
CAREER PLANNING AND DEVELOPMENT		STRATEGIES FOR SUCCESS
HEALTH		
INTRODUCTION TO ENVIRONMENTAL SCIENCE		



## Title IX

*“No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”*

Title IX of the Education Amendments of 1972

The El Monte Union High School District Board of Trustees is committed to equal opportunity for all individuals in education.

No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in...Section 422.6 of the California Penal Code (includes sexual orientation and gender identity as protected categories)...

California Education Code Section 220

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in education. Title IX law prohibits discrimination, harassment, exclusion, denial, limitation or separation based on sex or gender. Title IX applies to males and females in any educational institution receiving federal financial assistance.

California Education Code Sections 200 through 282 and El Monte Union High School District Board Policy prohibit discrimination on the basis of sex, sexual orientation or gender. Title IX requires that every school district or institution have a Title IX Coordinator (Compliance Officer) to whom concerns or complaints regarding sexual discrimination can be made.

### **Complaint Process (BP/AR/E 1312.3 Uniform Complaint Procedures)**

- Take your verbal or written Title IX complaint to a Compliance Officer within six (6) months from the date the incident occurred. This will begin the formal investigation process, which must be completely resolved within sixty (60) days of the receipt of the complaint.
- Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with all parties the possibility of using mediation. If mediation is not used, or if mediation does not resolve the problem within the parameters of the law, the Compliance Officer shall proceed with his/her investigation.
- Within ten (10) days of receiving the complaint, the Compliance Officer shall provide you and/or your representative with the opportunity to present your complaint and any evidence to support the allegations in the complaint.
- Within thirty (30) days of receiving the complaint, the Compliance Officer shall prepare and send to you a written report of the district's investigation and decision.
- If you are dissatisfied with the Compliance Officer's decision, you may file your complaint with the Board of Trustees within five (5) days of receiving the Compliance Officer's decision. If the Board hears the complaint, the Compliance Officer shall send the Board's decision to you within the 60-day timeline.
- If you are not satisfied with the District's response, you may appeal their decision by writing or calling the California Department of Education.

### **Where Can I Obtain Further Information Or Assistance?**

- **At Your School:**  
Contact your High School Principal.
- **At the District Office:**  
Call or write to:  
El Monte Union High School District  
3537 Johnson Avenue  
El Monte, California 91731  
(626) 444-9005

#### **Compliance Officers:**

Larry Cecil, Assistant Superintendent for Educational Services  
(for student matters)  
Phone: 626-444-9005 ext 9895  
Email: [larry.cecil@emuhsd.org](mailto:larry.cecil@emuhsd.org)

Robin Torres, Assistant Superintendent for Human Resources  
(for personnel matters)  
Phone: 626-444-9005 ext 9815  
Email: [robin.torres@emuhsd.org](mailto:robin.torres@emuhsd.org)



## Título IX

*“Ninguna persona...será, en base a su sexo, excluida de participar en, ser negada el beneficio de, o ser sujeta a discriminación bajo cualquier programa educativo o actividad que recibe fondos Federales.”*

### Título IX de Las Enmiendas de Educación de 1972

La Mesa Directiva de El Distrito Unión de Escuelas Secundarias de El Monte esta comprometido a la igualdad de oportunidad para todo individuo en la educación.

Ninguna persona será sujeta a la discriminación en base al sexo, identificación de grupo étnico, raza, origen nacional, religión, color, discapacidad mental o física, o en base a cualquier contenido en...Sección 422.6 del Código Penal de California (incluye orientación sexual e identidad de sexo como categorías protegidas)...”

### Sección 220 del Código de Educación de California

Título IX de Las Enmiendas de Educación de 1972 es solo una de varias leyes federales y estatales de anti-discriminación la cual asegura la calidad de educación. Título IX prohíbe discriminación, acoso, exclusión, negación, limitación, o separación en base al sexo. Título IX aplica a hombres y mujeres en cualquier institución educativa que recibe fondos federales.

Secciones 200 a 282 del Código de Educación de California y la póliza directiva de El Distrito Unión de Escuelas Secundarias de El Monte prohíben la discriminación en base al sexo o orientación sexual. Título IX requiere que cada distrito escolar o institución tenga un Coordinador de Título IX (Oficial de Cumplimiento) al cual se le pueden presentar preocupaciones o quejas de discriminación sexual.

### Proceso de Queja (BP/AR/E 1312.3 Proceso Uniforme de Quejas)

- Lleve su queja de Título IX, escrita o verbal, a un Oficial de Cumplimiento dentro de seis (6) meses de la fecha cuando ocurrió el incidente. Esto entablará un proceso de investigación formal, el cual será resuelto completamente dentro de sesenta (60) días a partir de cuando se recibió la queja.
- Dentro de tres (3) días de recibir la queja, el Oficial de Cumplimiento puede discutir informalmente con todos los interesados la posibilidad de mediación. Si la mediación no es usada, o si la mediación no resuelve el problema dentro de los parámetros de la ley, el Oficial de Cumplimiento procederá con su investigación.
- Dentro de diez (10) días de recibir la queja, el Oficial de Cumplimiento le proveerá a usted y/o a su representante la oportunidad de presentar su queja, como también cualquier evidencia que apoye las alegaciones en su queja.
- Dentro de treinta (30) días de recibir su queja, el Oficial de Cumplimiento preparará y le enviará un reporte por escrito de la investigación del distrito y de su decisión.
- Ni no esta satisfecho(a) con la decisión del Oficial de Cumplimiento, usted puede someter su queja con la Mesa Directiva dentro de cinco (5) días de recibir la decisión del Oficial de Cumplimiento. Si la Mesa Directiva revisa su queja, el Oficial de Cumplimiento le enviará la decisión de la Mesa Directiva dentro de los sesenta (60) días.
- Si no esta satisfecho(a) con la respuesta de la Mesa Directiva, puede apelar por escrito o llamando al Departamento de Educación de California.

### Donde Puedo Obtener Mas Información o Asistencia?

- **En Su Escuela:**  
Comuníquese con el director o directora de su escuela.
- **En La Oficina Del Distrito:**  
Llame o escriba a:  
El Monte Union High School District  
3537 Johnson Avenue  
El Monte, California 91731  
(626) 444-9005

#### **Oficiales de Cumplimiento:**

Larry Cecil, Superintendente Auxiliar Servicios Educativos  
(para asuntos de estudiantes)  
Numero telefónico: 626-444-9005 ext. 9845  
Correo electrónico: [larry.cecil@emuhsd.org](mailto:larry.cecil@emuhsd.org)

Robin Torres, Superintendente Auxiliar Recursos Humanos  
(para asuntos del personal)  
Numero telefónico: 626-444-9005 ext. 9815  
Correo electrónico: [robin.torres@emuhsd.org](mailto:robin.torres@emuhsd.org)



## 第 IX 章法

“沒有任何人在聯邦支助之教育計劃或活動中會因...性別而被排除參加，被拒絕受益，受到歧視。”

1972 年教育修改法第 IX 章法

El Monte 聯合高中學區理事會致力遵守對所有個人教育賦予平等機會。

沒有任何人會因性別，族群認同，種族，籍貫，宗教，膚色，精神或體力障礙，或任何在加州刑事法第 422.6 條所提場合...（包括性向及性別認同等獲保障場合...）而被歧視。

### 加州教育法第 220 條

1972 年教育修改法第 IX 章法是聯邦及州反歧視之法規其中之一保障賦予教育平等機會。第 IX 章法嚴禁因性別而歧視，騷擾，排除，拒絕，限制，或隔離。第 IX 章法適用於任何接受聯邦支助之教育機構的男女兩性。

加州教育法由 200 條至 282 條及 El Monte 聯合高中學區理事會政策嚴禁因性別，性向和性別認同而歧視。第 IX 章法要求每學區或機構有一第 IX 章法專員（實施法規專員）來處理性別歧視或申訴問題。

### 申訴程序（BP/AR/E 1312.3 統一申訴程序）

- 在事故發生日算起六(6)個月內把口頭或書面申訴呈送第 IX 章法專員。這將開啟正式調查程序，接受辦理申訴六十(60)天內要完成解決問題。
- 接受辦理申訴三(3)天內，實施法規專員可非正式地向所有各方討論調解的可能性。假如不能用調解，或調解不能解決法律範圍內的問題，實施法規專員將進行調查。
- 接受辦理申訴十(10)天內，實施法規專員將提供機會給台端或台端的代表呈上申訴及任何支持指控的證據。
- 接受辦理申訴三十(30)天內，實施法規專員將準備及寄給台端學區的調查及書面決定報告。
- 假如台端不滿意實施法規專員的決定，在接獲實施法規專員的決定五(5)天內，台端可呈稟向學區理事會申訴。假如理事會審理該申訴，實施法規專員將在六十(60)天內期限內寄知台端學區的決定。
- 假如台端不滿意學區的答復，台端可向加州教育局寫信或電話上訴其決定。

### 本人何處可得到更多資訊及援助？

- 在台端的學校：  
和高中學校校長聯絡
- 在學區辦公室：  
電話或寫信給：  
El Monte 聯合高中學區  
3537 Johnson Avenue  
El Monte, California 91731  
(626) 444-9005

#### 實施法規專員：

Larry Cecil 先生  
學務副監督  
(負責學生問題)  
Phone: 626-444-9005 ext 9895  
Email: larry.cecil@emuhsd.org

Robin Torres 先生人事副監督  
(負責人事問題)

Phone: 626-444-9005 ext 9815  
Email: robin.torres@emuhsd.org



## Pháp Lệnh Chương IX

*“Không ai...sẽ bị loại trừ tham gia, từ chối không được hưởng quyền lợi, bị kỳ thị vì phái trong bất cứ chương trình giáo dục hay hoạt động giáo dục nhận sự tài trợ của Liên Bang.”*

Pháp Lệnh Chương IX Luật Tu Chính Giáo Dục năm 1972

Ban Quản Trị Học Khu Liên Hiệp Học Khu Trung Học El Monte cam kết tuân hành mọi người có cơ hội bình đẳng trong lãnh vực giáo dục.

Không một ai sẽ bị kỳ thị vì phái, nhận dạng giống nòi, chủng tộc, nguyên quán, tôn giáo, màu da, tàn tật thể xác hay tinh thần, hay bất cứ điều gì... bao gồm trong Điều 422.6 Luật Hình Sự (bao gồm những trường hợp được bảo vệ như xu hướng về phái, nhận dạng về phái ...)

Luật Giáo Dục Điều 220

Pháp Lệnh Chương IX Luật Tu Chính Giáo Dục năm 1972 là một trong những luật Liên Bang và Tiểu Bang chống đối sự kỳ thị bảo đảm cơ hội bình đẳng trong lãnh vực giáo dục. Pháp Lệnh Chương IX nghiêm cấm sự kỳ thị, sách nhiễu tinh dục, bài trừ, từ chối, hạn chế, hay cách ly vì phái. Pháp Lệnh Chương IX áp dụng cho nam nữ trong bất cứ cơ quan giáo dục nhận sự tài trợ của Liên Bang.

Luật Giáo Dục California từ Điều 200 đến Điều 282 và Chính Sách của Liên Hiệp Học Khu Trung Học El Monte nghiêm cấm sự kỳ thị vì phái, xu hướng về phái, nhận dạng về phái. Pháp Lệnh Chương IX yêu cầu mọi học khu hay cơ quan phải có một chuyên viên phụ trách Pháp Lệnh Chương IX (chuyên viên thi hành pháp chế) để xử lý các vấn đề liên quan đến hay khiếu nại kỳ thị về phái.

### Thủ tục khiếu nại (BP/AR/E 1312.3 Thủ tục khiếu nại đồng nhất)

- Khiếu nại bằng miệng hay đệ đơn lên chuyên viên thi hành pháp chế Pháp Lệnh Chương IX về sự cố trong vòng sáu (6) tháng kể từ ngày xảy ra. Hành động này bắt đầu sự điều tra chính thức, khiếu nại phải được hoàn toàn giải quyết trong vòng sáu mươi (60) ngày kể từ ngày nhận được đơn khiếu nại.
- Trong vòng ba (3) ngày kể từ ngày nhận được đơn khiếu nại, chuyên viên thi hành pháp chế có thể thảo luận phi chính thức với mọi bên về khả năng của sự hòa giải. Nếu không thể hòa giải, hay sự hòa giải không thể giải quyết vấn đề trong phạm vi pháp lý, chuyên viên thi hành pháp chế sẽ tiến hành cuộc điều tra.
- Trong vòng mười (10) ngày kể từ ngày nhận được đơn khiếu nại, chuyên viên thi hành pháp chế sẽ cho quý vị hay đại diện quý vị có dịp trình bày khiếu nại cũng như xuất trình chứng cứ hỗ trợ cho sự khiếu nại.
- Trong vòng ba mươi (30) ngày kể từ ngày nhận được đơn khiếu nại, chuyên viên thi hành pháp chế sẽ chuẩn bị và gửi cho quý vị báo cáo về cuộc điều tra và quyết định của Học Khu.
- Nếu quý vị không hài lòng về quyết định của chuyên viên thi hành pháp chế, quý vị có thể đệ đơn khiếu nại lên Ban Quản Trị Học Khu trong vòng năm (5) ngày kể từ ngày nhận được quyết định của chuyên viên thi hành pháp chế. Nếu Ban Quản Trị Học Khu thẩm định đơn khiếu nại, chuyên viên thi hành pháp chế sẽ gửi cho quý vị quyết định của Ban Quản Trị Học Khu trong vòng sáu mươi (60) ngày.
- Nếu quý vị không hài lòng về sự trả lời của Học Khu, quý vị có thể chống án lên Bộ Giáo Dục California (CDE) bằng đơn từ hay điện thoại.

### Chỗ nào có thể tìm thêm thông tin hay giúp đỡ?

- **Tại trường học:**  
Liên lạc với Hiệu Trưởng Trường Trung Học.
- **Tại văn phòng Học Khu**  
Gọi điện thoại hay viết đơn cho  
Liên Hiệp Học Khu Trung Học El Monte  
3537 Johnson Avenue  
El Monte, California 91731  
(626) 444-9005

#### Chuyên viên thi hành pháp chế:

Ông Larry Cecil  
Phó Giám Đốc Học Vụ  
(cho vấn đề liên quan đến học sinh)  
Phone: 626-444-9005 ext 9895  
Email: larry.cecil@emuhsd.org

Robin Torres  
Phó Giám Đốc Nhân Sự  
(cho vấn đề liên quan đến nhân sự)  
Phone: 626-444-9005 ext 9815  
Email: robin.torres@emuhsd.org



## California Department of Education

### ***El Monte Union High School District*** **Uniform Complaint Procedures (UCP) Annual Notice** **2021-2022**

The *El Monte Union High School District* annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website at <https://www.emuhsd.org/Page/164>

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

#### **Programs and Activities Subject to the UCP**

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing



## California Department of Education

### **El Monte Union High School District Uniform Complaint Procedures (UCP) Annual Notice 2021-2022**

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

#### **Filing a UCP Complaint**

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

#### **Responsibilities of the El Monte Union High School District**

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

#### **Contact Information**

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Larry Cecil, Assistant Superintendent of Educational Services  
Robin Torres, Assistant Superintendent of Human Resources  
3537 Johnson Avenue  
El Monte, CA 91731  
(626) 444-9005  
[Larry.cecil@emuhsd.org](mailto:Larry.cecil@emuhsd.org)  
[Robin.torres@emuhsd.org](mailto:Robin.torres@emuhsd.org)

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in the El Monte Union High School District.



**Departamento de Educación de California**  
Distrito de escuelas secundarias de El Monte Union  
Notificación anual de procedimientos uniformes de quejas (UCP)  
2021-2022

El Distrito de Escuelas Preparatorias El Monte Union notifica anualmente a nuestros estudiantes, empleados, padres o tutores de sus estudiantes, el comité asesor del distrito, los comités asesores escolares, los funcionarios escolares privados apropiados y otras partes interesadas de nuestro proceso de Procedimientos Uniformes de Quejas (UCP).

El Aviso anual de UCP está disponible en nuestro sitio web en <https://www.emuhd.org/Page/164>

Somos los principales responsables del cumplimiento de las leyes y regulaciones federales y estatales, incluidas las relacionadas con la discriminación ilegal, el acoso, la intimidación o el acoso contra cualquier grupo protegido, y todos los programas y actividades que están sujetos a la UCP.

### **Programas y actividades sujetos a la UCP**

- Adaptaciones para alumnas embarazadas y con hijos.
- Educación de adultos.
- Educación y seguridad después de clases.
- Educación Técnica de Carrera Agrícola.
- Programas de Educación Profesional y Técnica y de Formación Profesional y Técnica.
- Programas de desarrollo y cuidado infantil.
- Educación compensatoria.
- Programas de ayuda categórica consolidados
- Periodos de curso sin contenido educativo.
- Discriminación, acoso, intimidación o acoso contra cualquier grupo protegido según se identifica en las secciones 200 y 220 y Sección 11135 del Código de Gobierno, incluida cualquier característica real o percibida como se establece en la Sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad realizada por una institución educativa, como se define en la Sección 210.3, que es financiado directamente por, o que recibe o se beneficia de, cualquier asistencia financiera estatal.
- Requisitos educativos y de graduación para alumnos en hogares de guarda, alumnos sin hogar, alumnos de familias militares y alumnos que anteriormente estaban en el Tribunal de Menores y ahora están inscritos en un distrito escolar.
- Ley de éxito de todos los estudiantes.
- Planes de control y rendición de cuentas locales (LCAP).
- Educación migrante.
- Minutos de instrucción de educación física.
- Tasas de alumnos.
- Adaptaciones razonables para una alumna lactante.
- Centros y programas ocupacionales regionales
- Planes escolares para el rendimiento estudiantil
- Planes de seguridad escolar
- Consejos escolares
- Preescolar estatal
- Asuntos de seguridad y salud preescolares estatales en las LEA exentos de licencias.



**Departamento de Educación de California**  
Distrito de escuelas secundarias de El Monte Union  
Notificación anual de procedimientos uniformes de quejas (UCP)  
2021-2022

Y cualquier otro programa educativo estatal o federal que el Superintendente Estatal de Instrucción Pública (SSPI) del Departamento de Educación de California (CDE) o su designado considere apropiado.

**Presentar una queja de UCP**

Una queja de UCP deberá presentarse a más tardar un año a partir de la fecha en que ocurrió la presunta violación. Para las quejas relacionadas con los Planes de Responsabilidad y Control Local (LCAP), la fecha de la supuesta infracción es la fecha en que la autoridad de revisión aprueba el LCAP o la actualización anual que fue adoptada por nuestra agencia.

Un alumno matriculado en cualquiera de nuestras escuelas públicas no deberá pagar una tarifa de alumno por participar en una actividad educativa.

Se puede presentar una queja sobre las tarifas de los alumnos ante el director de una escuela o nuestro superintendente o su designado.

Se puede presentar una tarifa de alumno o una queja LCAP de forma anónima, es decir, sin una firma de identificación, si el denunciante proporciona evidencia o información que conduzca a evidencia para respaldar una alegación de incumplimiento.

**Responsabilidades del Distrito de Escuelas Preparatorias El Monte Union**

Publicaremos un aviso estandarizado, además de este aviso, con los requisitos educativos y de graduación para los alumnos en cuidado de crianza, los alumnos sin hogar, los alumnos de familias militares y los alumnos que anteriormente estaban en el Tribunal de Menores y ahora están inscritos en un distrito escolar.

Aconsejamos a los denunciantes de la oportunidad de apelar un Informe de investigación de quejas sobre programas dentro del alcance de la UCP ante el Departamento de Educación (CDE).

Asesoramos a los denunciantes sobre los remedios de la ley civil, que incluyen mandatos judiciales, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, acoso, intimidación o acoso, si corresponde.

Las copias de nuestros procedimientos UCP estarán disponibles sin cargo.

**Información del contacto**

Las quejas en el ámbito de la UCP deben presentarse ante la persona responsable de procesar las quejas:

Larry Cecil, Asistente del Superintendente de Servicios Educativos  
Robin Torres, Asistente del Superintendente de Recursos Humanos  
3537 Johnson Avenue  
El Monte, CA 91731  
(626) 444-9005  
[Larry.cecil@emuhsd.org](mailto:Larry.cecil@emuhsd.org)  
[Robin.torres@emuhsd.org](mailto:Robin.torres@emuhsd.org)

El contacto anterior conoce las leyes y los programas que se les asignó para investigar en el Distrito Escolar de Preparatoria El Monte Union.



統一投訴程序 (Uniform Complaint Procedure, 簡稱 UCP) 年度通知  
2021-2022

艾爾蒙地聯合高中學區每年度會向其學生、職員、學生家長或監護人、學校和學區諮詢委員會成員、私校職員、和其他有關人仕提供統一投訴程序 (Uniform Complaint Procedure, 簡稱 UCP) 的通知。

UCP 年度通知可在我們的網站上取得：<https://www.emuhsd.org/Page/164>

我們的主要責任是遵守聯邦和州法律法規，讓所有受 UCP 約束的計劃和活動之中的被保護群體不受到非法歧視、騷擾、恐嚇或欺凌。

**UCP 適用於以下項目以及活動**

- 給孕婦和育兒學生的服務與協助
- 成年人教育課程
- 課後教育與安全
- 農業職業技術教育
- 職業技術及技術教育及技術培訓計畫
- 育兒及發展計畫
- 補償教育
- 綜合分類援助計畫
- 不帶教育內容的課程
- 《教育法》第 200 和 220 條以及《政府法》第 11135 款之下的被保護人士或群體在任何由第 210.3 條定義之國家財政援助或直接資助的計劃或活動中感知到或實際受到《刑法》第 422.55 款之下定義的任何一樣特徵或一樣以上特徵受到非法歧視、騷擾、恐嚇或欺凌
- 給寄養家庭兒童，無家可歸人士，新移民學生，軍人家庭以及前少年法庭學生的教育和畢業條件
- 所有學生成功法案(Every Student Succeeds Act)
- 地方性控制問責計畫(LCAP)
- 移民教育
- 體育教學紀要
- 學生費用
- 為哺乳學生提供的合理服務與協助
- 區域性職能中心及計畫
- 學校的學生成就計畫 (SPSA)
- 校園安全計畫
- 選址委員會
- 州立幼兒園
- 地方教育機構 (LEA) 免證許可之下的幼兒園學生健康與安全問題



## 加州教育局

### 艾爾蒙地聯合高中學區

## 統一投訴程序 (Uniform Complaint Procedure, 簡稱 UCP) 年度通知 2021-2022

以及加州教育部 (CDE) 的州立公共教育總監 (SSPI) 或指定人員認為合適的任何其它州或聯邦教育計劃。

### 提交 UCP 的投訴

UCP 投訴應在被指控的違規行為發生之日起一年內提出。

對於與地方控制和問責計劃 (LCAP) 相關的投訴，涉嫌違規的日期將依照審查機構批准 LCAP 的日期而定，或我們的機構採用的年度更新的日期而定。

在我們任何公立學校就讀的學生無需為參加教育活動支付學生費用。

學生費用投訴可向學校校長或我們的主管或其指定人員提出。

如果投訴人提供的證據或是資訊能夠支持學費投訴或是地方控制和問責計劃 (LCAP) 投訴的成立，投訴者則可以匿名提交投訴。

### 艾爾蒙地聯合高中學區的責任

除了本通知之外，我們應發布一份教育權利的標準化通知給寄養家庭青年和無家可歸青年，以及現在在學區註冊的前少年法庭學生。該標準化通知應包括投訴程序以及教育要求和畢業要求。

我們應告知投訴人他們可以向教育部局(CDE)對 UCP 範圍內的投訴調查報告提出上訴。

我們應告知投訴人關於民法的補救措施，包括但不限於禁令、限制令或其它補救措施或可能在州或聯邦歧視、騷擾、恐嚇或欺凌法律下可獲得的命令（如果適用）。

我們的 UCP 程序副本應免費提供。

### 聯絡資料

UCP 範圍內的投訴應提交給負責處理投訴的人員：

Larry Cecil, 教育服務助理總監  
Robin Torres, 人力資源部副部長  
3537 Johnson Avenue  
El Monte, CA 91731  
(626) 444-9005  
[Larry.cecil@emuhsd.org](mailto:Larry.cecil@emuhsd.org)  
[Robin.torres@emuhsd.org](mailto:Robin.torres@emuhsd.org)

上述聯繫人了解他們被指派在艾爾蒙地聯合高中學區調查的相關法律和教育計劃。



**Bộ Giáo dục California**  
**Học khu Thống nhất Trung học El Monte**  
**Thông báo Hàng năm về Thủ tục Khiếu nại Đồng bộ (UCP)**  
**2021-2022**

Học khu Thống nhất Trung học El Monte hàng năm thông báo cho học sinh, nhân viên, phụ huynh hoặc người giám hộ của học sinh, ủy ban cố vấn học khu, ủy ban cố vấn trường học, các quan chức trường tư thực thích hợp và các bên quan tâm khác về quy trình Thủ tục Khiếu nại Đồng bộ (UCP) của chúng tôi.

Thông báo hàng năm của UCP có sẵn trên trang mạng của chúng tôi tại <https://www.emuhsd.org/Page/164>

Chúng tôi chịu trách nhiệm chính về việc tuân thủ các luật và quy định của liên bang và tiểu bang, bao gồm cả những quy định liên quan đến phân biệt đối xử bất hợp pháp, quấy rối, đe dọa hoặc bắt nạt chống lại bất kỳ nhóm được bảo vệ nào cũng như tất cả các chương trình và hoạt động tuân theo UCP.

### **Các chương trình và Sinh hoạt tuân theo UCP**

- Các Tu chính cho học sinh Mang thai và Nuôi dạy Con cái
- Giáo dục Tráng niên
- Giáo dục Sau giờ học và An toàn
- Giáo dục Kỹ thuật Nghề nghiệp Nông nghiệp
- Giáo dục Kỹ thuật và Kỹ thuật Nghề nghiệp và các Chương trình Đào tạo Kỹ thuật và Kỹ thuật Nghề nghiệp
- Các Chương trình Chăm sóc và Phát triển Trẻ em
- Giáo dục Đền bù
- Các Chương trình Viện trợ Phân loại Hợp nhất
- Thời gian Khóa học không có Nội dung Giáo dục
- Phân biệt đối xử, quấy rối, đe dọa hoặc bắt nạt đối với bất kỳ nhóm được bảo vệ nào như được xác định theo mục 200 và 220 và Mục 11135 của Bộ luật Chính phủ, bao gồm bất kỳ đặc điểm thực tế hoặc nhận thức nào được nêu trong Mục 422.55 của Bộ luật Hình sự, hoặc trên cơ sở sự liên kết của một người với một người hoặc một nhóm có một hoặc nhiều trong số các đặc điểm thực tế hoặc nhận thức này, trong bất kỳ chương trình hoặc hoạt động nào được thực hiện bởi một cơ sở giáo dục, như được định nghĩa trong Mục 210.3, được tài trợ trực tiếp bởi, hoặc nhận hoặc lợi ích từ bất kỳ tiểu bang nào hỗ trợ tài chính.
- Yêu cầu về trình độ học vấn và tốt nghiệp đối với học sinh chăm sóc nuôi dưỡng, học sinh vô gia cư, học sinh từ các gia đình quân nhân và học sinh trước đây ở Tòa án Vị thành niên nay đã đăng ký vào một khu học chánh
- Đạo luật về mọi Thành công của Học sinh
- Các Kế hoạch kiểm soát và Trách nhiệm Giải trình tại Địa phương (LCAP)
- Giáo dục Di cư
- Huấn thị giảng dạy Giáo dục Thể chất
- Lệ phí Học sinh
- Những Tu chính Hợp lý cho Học sinh đang cho Con bú
- Các Trung tâm và Chương trình Nghề nghiệp Khu vực
- Kế hoạch Học đường cho Thành tích của Học sinh
- Kế hoạch An toàn Trường học
- Hội đồng Trường học
- Trường Mầm non Tiểu bang
- Các Vấn đề An toàn và Sức khỏe Mẫu giáo của Tiểu bang trong LEA Miễn cấp Giấy phép



**Bộ Giáo dục California**  
**Học khu Thống nhất Trung học El Monte**  
**Thông báo Hàng năm về Thủ tục Khiếu nại Đồng bộ (UCP)**  
**2021-2022**

Và bất kỳ chương trình giáo dục liên bang hoặc tiểu bang nào khác mà Giám đốc Giáo dục Công cộng (SSPI) của Bộ Giáo dục California (CDE) hoặc người được chỉ định cho là thích hợp.

### **Nộp đơn Khiếu nại UCP**

Đơn khiếu nại UCP sẽ được nộp chậm nhất là một năm kể từ ngày vi phạm bị cáo buộc xảy ra.

Đối với các khiếu nại liên quan đến Kế hoạch Kiểm soát và Giải trình tại Địa phương (LCAP), ngày vi phạm bị cáo buộc là ngày cơ quan đánh giá phê duyệt LCAP hoặc bản cập nhật hàng năm đã được cơ quan của chúng tôi thông qua.

Học sinh ghi danh vào bất kỳ trường công lập nào của chúng tôi sẽ không phải trả phí học sinh để tham gia vào một sinh hoạt giáo dục.

Khiếu nại về lệ phí học sinh có thể được nộp cho hiệu trưởng của một trường học hoặc giám đốc của chúng tôi hoặc người được chỉ định của họ.

Một khoản phí học sinh hoặc khiếu nại LCAP có thể được nộp một cách ẩn danh, nghĩa là, không có chữ ký xác định, nếu người khiếu nại cung cấp bằng chứng hoặc thông tin dẫn đến bằng chứng hỗ trợ cho cáo buộc không tuân thủ.

### **Trách nhiệm của Học khu Thống nhất Trung học El Monte**

Ngoài thông báo này, chúng tôi sẽ đăng một thông báo tiêu chuẩn với các yêu cầu về trình độ học vấn và tốt nghiệp cho học sinh chăm sóc nuôi dưỡng, học sinh vô gia cư, học sinh từ các gia đình quân nhân và học sinh trước đây ở Tòa án Vị thành niên nay đã ghi danh học tại một khu học chánh.

Chúng tôi khuyến khích những người khiếu nại có cơ hội khiếu nại Báo cáo Điều tra về các khiếu nại liên quan đến các chương trình trong phạm vi của UCP cho Bộ Giáo dục (CDE).

Chúng tôi tư vấn cho những người khiếu nại về các biện pháp xử lý theo luật dân sự, bao gồm lời chỉ dẫn, lệnh cấm, hoặc các biện pháp khắc phục hoặc lệnh khác có thể áp dụng theo luật phân biệt đối xử, quấy rối, đe dọa hoặc bắt nạt của tiểu bang hoặc liên bang, nếu áp dụng.

Các bản sao của các thủ tục UCP của chúng tôi sẽ được cung cấp miễn phí.

### **Thông tin Liên lạc**

Các khiếu nại trong phạm vi của UCP phải được gửi đến người chịu trách nhiệm xử lý các khiếu nại:

Larry Cecil, Trợ lý Giám đốc Dịch vụ Giáo dục  
Robin Torres, Trợ lý Giám đốc Nhân sự  
3537 Johnson Avenue  
El Monte, CA 91731  
(626) 444-9005  
[Larry.cecil@emuhsd.org](mailto:Larry.cecil@emuhsd.org)  
[Robin.torres@emuhsd.org](mailto:Robin.torres@emuhsd.org)

Người liên lạc ở trên có hiểu biết về luật và chương trình mà họ được chỉ định để điều tra ở Học khu Thống nhất Trung học El Monte.



## EL MONTE UNION HIGH SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURE FORM

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

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

Date of Alleged Violation: \_\_\_\_\_ Location of Alleged Violation: \_\_\_\_\_

Please Check:  Parent/Guardian  Student  District Employee  Other \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Adult Education                                     | <input type="checkbox"/> Compensatory Education   | <input type="checkbox"/> Local Control & Accountability Plan (LCAP) |
| <input type="checkbox"/> After School Education and Safety                   | <input type="checkbox"/> Consolidated Categorical Aid                                   | <input type="checkbox"/> Migrant Education                          |
| <input type="checkbox"/> Agricultural Vocational Education                   | <input type="checkbox"/> Course Periods Without Educational Content                     | <input type="checkbox"/> Physical Education Instructional Minutes   |
| <input type="checkbox"/> American Indian Education                           | <input type="checkbox"/> Economic Impact Aid  | <input type="checkbox"/> Regional Occupation                        |
| <input type="checkbox"/> Bilingual Education                                 | <input type="checkbox"/> English Learner Programs                                       | <input type="checkbox"/> School Safety Plans                        |
| <input type="checkbox"/> CA Peer Assistance and Review Programs for Teachers | <input type="checkbox"/> Every Student Succeeds Act/No Child Left Behind (Titles I-VII) | <input type="checkbox"/> Special Education                          |
| <input type="checkbox"/> Career Technical Education                          | <input type="checkbox"/> Foster/Homeless/Former Juvenile Court Pupils                   | <input type="checkbox"/> State Preschool                            |
| <input type="checkbox"/> Child Care and Development                          | <input type="checkbox"/> Lactating Student  | <input type="checkbox"/> Student Fees                               |
| <input type="checkbox"/> Child Nutrition                                     |   | <input type="checkbox"/> Tobacco-Use Prevention Education           |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of such as described in your complaint, if applicable:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)  |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> National Origin                              | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)   |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Race or Ethnicity                            | <input type="checkbox"/> Association with a person or group with one or more of actual or perceived characteristics above |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Religion                                     |   |
| <input type="checkbox"/> Ethnic Group Identification     |   |   |

1. Please provide facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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## EL MONTE UNION HIGH SCHOOL DISTRICT PROCEDIMIENTO UNIFORME DE QUEJAS

Apellido: \_\_\_\_\_ Nombre: \_\_\_\_\_

Nombre del Estudiante (*si aplica*): \_\_\_\_\_ Grado: \_\_\_\_\_ Fecha De Nacimiento: \_\_\_\_\_

Domicilio/# de Apartamento: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Codigo Postal: \_\_\_\_\_

Numero de Telefono: \_\_\_\_\_ Numero de Celular: \_\_\_\_\_ Número de Trabajo: \_\_\_\_\_

Correo Electrónico: \_\_\_\_\_

Fecha de Presunta Violación: \_\_\_\_\_ Ubicación de Presunta Violación: \_\_\_\_\_

Por Favor Marque Uno:  Padre/Tutor  Estudiante  Empleado del Distrito  Otro \_\_\_\_\_

**Para las alegaciones de incumplimiento, por favor marque el programa o actividad a que se refiere su queja, si es aplicable:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Educación de Adultos   | <input type="checkbox"/> Educación Compensatoria   | <input type="checkbox"/> Plan de Control Local y Rendimiento de Cuentas (LCAP) |
| <input type="checkbox"/> Educación y Seguridad Después de Escuela                               | <input type="checkbox"/> Ayuda Categórica Consolidada                                      | <input type="checkbox"/> Educación Migrante                                    |
| <input type="checkbox"/> Educación Vocacional Agrícola  | <input type="checkbox"/> Periodos de Cursos sin Contenido Educativo                        | <input type="checkbox"/> Minutos de Instrucción de Educación Física            |
| <input type="checkbox"/> Educación de los Indios Americanos                                     | <input type="checkbox"/> Ayuda de Impacto Económico  | <input type="checkbox"/> Ocupación Regional                                    |
| <input type="checkbox"/> Educación Bilingüe   | <input type="checkbox"/> Programas de Aprendices de Inglés                                 | <input type="checkbox"/> Planes de Seguridad Escolar                           |
| <input type="checkbox"/> Programas de Asistencia y Revisión de Compañeros de CA para Profesores | <input type="checkbox"/> Every Student Succeeds Act/ No Child Left Behind (Títulos I-VII)  | <input type="checkbox"/> Educación Especial                                    |
| <input type="checkbox"/> Educación de Carreras Técnicas   | <input type="checkbox"/> Estudiante de crianza/sin hogar/anteriormente de la corte juvenil | <input type="checkbox"/> Preescolar del Estado                                 |
| <input type="checkbox"/> Cuidado y Desarrollo Infantil  | <input type="checkbox"/> Estudiante Lactante   | <input type="checkbox"/> Honorarios de Estudiantes                             |
| <input type="checkbox"/> Nutrición Infantil   |  | <input type="checkbox"/> Educación para la Prevención del Consumo del Tabaco   |

**Para las alegaciones de discriminación ilícita, acoso, intimidación u hostigamiento, por favor verifique la base de tal como se describe en su queja, si es aplicable:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Edad                           | <input type="checkbox"/> Identificación de Grupos Étnicos               | <input type="checkbox"/> Sexo (Real o Percibido)  |
| <input type="checkbox"/> Ascendencia                    | <input type="checkbox"/> Género/Expresión de Género/Identidad de Género | <input type="checkbox"/> Orientación Sexual (Real o Percibida)  |
| <input type="checkbox"/> Color                          | <input type="checkbox"/> Origen Nacional                                | <input type="checkbox"/> Asociación con una persona o grupo con una o más de las características reales o percibidas arriba |
| <input type="checkbox"/> Discapacidad (Mental o Física) | <input type="checkbox"/> Raza o Etnicidad                               |   |
|   | <input type="checkbox"/> Religión                                       |   |

1. Por favor, proporcione datos sobre la queja. Proporcione detalles como los nombres de los involucrados, las fechas, si hubo testigos presentes, etc., que pueden ser útiles para el investigador de la queja.

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## EL MONTE 聯合高中學區 統一申訴程序表格

姓: \_\_\_\_\_ 名: \_\_\_\_\_  
 學生姓名(如果適用): \_\_\_\_\_ 年級: \_\_\_\_\_ 出生日期: \_\_\_\_\_

街道地址/公寓號碼: \_\_\_\_\_

城市: \_\_\_\_\_ 州: \_\_\_\_\_ 郵政編碼: \_\_\_\_\_

家裡電話: \_\_\_\_\_ 手機: \_\_\_\_\_ 工作電話: \_\_\_\_\_

電子郵件: \_\_\_\_\_

指控違規日期: \_\_\_\_\_ 指控違規地點: \_\_\_\_\_

請勾選:  家長/監護人  學生  學區員工  其他 \_\_\_\_\_

對於不合規的指控，請勾選您投訴中提到的計劃或活動，如果適用：

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> 成人教育          | <input type="checkbox"/> 補償教育                            | <input type="checkbox"/> 地方控制 & 責任計劃 (LCAP) |
| <input type="checkbox"/> 課後教育與安全       | <input type="checkbox"/> 合併分類援助                          | <input type="checkbox"/> 移民教育               |
| <input type="checkbox"/> 農業職業教育        | <input type="checkbox"/> 沒有教育內容的課程時間                     | <input type="checkbox"/> 體育教學時間             |
| <input type="checkbox"/> 美國印第安人教育      | <input type="checkbox"/> 經濟影響援助                          | <input type="checkbox"/> 區域職業               |
| <input type="checkbox"/> 雙語教育          | <input type="checkbox"/> 英語學習者項目                         | <input type="checkbox"/> 學校安全計劃             |
| <input type="checkbox"/> 加州教師同業互助及檢查計劃 | <input type="checkbox"/> 每個學生都成功法案/沒有孩子被放棄 (Title I-VII) | <input type="checkbox"/> 特殊教育               |
| <input type="checkbox"/> 職業技術教育        | <input type="checkbox"/> 領養/無家可歸者/前少年法庭學生                | <input type="checkbox"/> 州幼兒園               |
| <input type="checkbox"/> 兒童保育和發展       | <input type="checkbox"/> 哺乳期的學生                          | <input type="checkbox"/> 學費                 |
| <input type="checkbox"/> 兒童營養          |  | <input type="checkbox"/> 煙草使用預防教育           |

對於非法歧視，騷擾，恐嚇或欺凌行為的指控，請勾選您投訴中描述的依據（如適用）：

- |                                    |                                       |   |
|------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> 年齡        | <input type="checkbox"/> 性別/性別表達/性別認同 | <input type="checkbox"/> 性別（實際或感知）                  |
| <input type="checkbox"/> 祖先        | <input type="checkbox"/> 原本國家         | <input type="checkbox"/> 性取向（實際或感知）                 |
| <input type="checkbox"/> 膚色        | <input type="checkbox"/> 種族或民族        |   |
| <input type="checkbox"/> 殘疾（精神或身體） | <input type="checkbox"/> 宗教           | <input type="checkbox"/> 與具有以上一種或多種實際或感知特徵的個人或團體有關係 |
| <input type="checkbox"/> 族群認同      |                                       |   |

1. 請提供有關投訴的事實。提供詳細信息，例如涉案人員的姓名，日期，是否存在證人等，這些信息可能對投訴調查人員有幫助

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2. 你有沒有討論過你的投訴或將你的投訴帶到任何學校或學區的工作人員？ 如果你有，你是向誰投訴，結果如何？

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3. 請提供任何可能與您的投訴相關或支持您的投訴的書面文件。

我附上了支持文件。

有

沒有

簽名: \_\_\_\_\_ 日期: \_\_\_\_\_

將此表格和任何文件寄回:

學務助理監督/人力資源助理總監  
 Asst. Superintendent of Educational Services / Asst. Superintendent of Human Resources  
 El Monte Union High School District  
 3537 Johnson Avenue  
 El Monte, California 91731  
 電話: (626) 444-9005

*For office use:*

Received by: \_\_\_\_\_ Date: \_\_\_\_\_



## LIÊN HIỆP HỌC KHU TRUNG HỌC EL MONTE MẪU THỦ TỤC KHIẾU NẠI ĐỒNG NHẤT

Họ: \_\_\_\_\_ Tên: \_\_\_\_\_

Tên học sinh (nếu thích hợp): \_\_\_\_\_ Lớp: \_\_\_\_\_ Ngày sinh: \_\_\_\_\_

Địa chỉ đường phố / số Apt. : \_\_\_\_\_

Thành phố: \_\_\_\_\_ Tiểu bang: \_\_\_\_\_ Mã Bưu Chính: \_\_\_\_\_

Điện thoại nhà: \_\_\_\_\_ Điện thoại di động: \_\_\_\_\_ Điện thoại nơi làm việc: \_\_\_\_\_

E-mail: \_\_\_\_\_

Ngày vi phạm bị cáo buộc: \_\_\_\_\_ Vị trí của vi phạm bị cáo buộc: \_\_\_\_\_

Xin đánh dấu:  Cha mẹ / Người giám hộ  học sinh  Nhân viên học khu  Khác \_\_\_\_\_

**Đối với (các) cáo buộc về sự không tuân thủ, vui lòng đánh dấu chương trình hoặc hoạt động được đề cập trong đơn khiếu nại của bạn, nếu thích hợp:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Giáo dục thành nhân   | <input type="checkbox"/> Giáo dục bổ túc   | <input type="checkbox"/> Điều khiển & Trách nhiệm tài khoản địa phương (LCAP) |
| <input type="checkbox"/> Giáo dục và an toàn sau giờ học   | <input type="checkbox"/> Hỗ trợ phân loại hợp nhất   | <input type="checkbox"/> Giáo dục di dân                                      |
| <input type="checkbox"/> Giáo dục dạy nghề nông nghiệp   | <input type="checkbox"/> Thời gian khóa học không có nội dung giáo dục                                     | <input type="checkbox"/> Phút giảng dạy thẻ đục                               |
| <input type="checkbox"/> Giáo dục người Mỹ da đỏ   | <input type="checkbox"/> Hỗ trợ tác động kinh tế   | <input type="checkbox"/> Nghề nghiệp khu vực                                  |
| <input type="checkbox"/> Giáo dục song ngữ   | <input type="checkbox"/> Chương trình học tiếng Anh  | <input type="checkbox"/> Kế hoạch an toàn trường học                          |
| <input type="checkbox"/> Chương trình Hỗ trợ và đánh giá của đồng nghiệp dành cho giáo viên tại California | <input type="checkbox"/> Đạo luật mọi học sinh đều hành công / Không có trẻ em nào bị bỏ lại (Title I-VII) | <input type="checkbox"/> Giáo dục đặc biệt                                    |
| <input type="checkbox"/> Giáo dục kỹ thuật nghề nghiệp   | <input type="checkbox"/> Nuôi dưỡng / Vô gia cư / Cựu học sinh Tòa án vị thành niên                        | <input type="checkbox"/> Trường mầm non tiểu bang                             |
| <input type="checkbox"/> Chăm sóc và Phát triển Trẻ em   | <input type="checkbox"/> Học Sinh cho con bú   | <input type="checkbox"/> Học phí  |
| <input type="checkbox"/> Dinh dưỡng trẻ em   |  | <input type="checkbox"/> Giáo dục phòng chống sử dụng thuốc lá                |

**Đối với cáo buộc (s) phân biệt đối xử bất hợp pháp, quấy rối, đe dọa hoặc bắt nạt, vui lòng đánh dấu cơ sở như được mô tả trong đơn khiếu nại của bạn, nếu thích hợp:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Tuổi tác                           | <input type="checkbox"/> Giới tính / Biểu hiện giới tính / Nhận dạng giới tính | <input type="checkbox"/> Giới tính (Thực tế hoặc Nhận thức)  |
| <input type="checkbox"/> Tổ tiên                            | <input type="checkbox"/> Nguồn gốc quốc gia                                    | <input type="checkbox"/> Định hướng tình dục (Thực tế hoặc Nhận thức)  |
| <input type="checkbox"/> Màu da                             | <input type="checkbox"/> Chủng tộc hoặc sắc tộc                                | <input type="checkbox"/> Liên kết với một người hoặc một nhóm có một hoặc nhiều đặc điểm thực tế hoặc nhận thức ở trên |
| <input type="checkbox"/> Khuyết tật (Tâm thần hoặc thể xác) | <input type="checkbox"/> Tôn giáo  |  |
| <input type="checkbox"/> Nhận dạng nhóm dân tộc             |  |  |

1. Vui lòng cung cấp thông tin về khiếu nại. Cung cấp các chi tiết như tên của những người liên quan, ngày tháng, phải chăng nhân chứng đã có mặt, v.v...có thể hữu ích cho điều tra viên khiếu nại.

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2. Có phải bạn đã thảo luận về khiếu nại của bạn hoặc mang khiếu nại của bạn đến bất kỳ trường học hoặc nhân viên học khu? Nếu bạn có, bạn đã khiếu nại với ai, và kết quả ra sao?

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3. Vui lòng cung cấp bản sao của bất kỳ tài liệu văn bản nào có thể có liên quan hoặc hỗ trợ khiếu nại của bạn.

Tôi đã đính kèm các tài liệu hỗ trợ.  Có  Không

Chữ ký: \_\_\_\_\_ Ngày: \_\_\_\_\_

Gửi lại biểu mẫu này và bất kỳ tài liệu nào đến:

Phó Giám Đốc Học Vụ / Phó Giám Đốc Nhân Sự  
 Asst. Superintendent of Educational Services / Asst. Superintendent of Human Resources  
 El Monte Union High School District  
 3537 Johnson Avenue  
 El Monte, California 91731  
 Điện thoại: (626) 444-9005

*For office use:*

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## PROHIBITION OF UNLAWFUL HARASSMENT OF STUDENTS

### NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Prohibited discrimination, harassment, intimidation, cyber bullying or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Students who engage in discrimination, harassment, intimidation, bullying, cyber bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequences or discipline. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, cyber bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, cyber bullying or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

*Assistant Superintendent of Educational Services  
El Monte Union High School District  
3537 Johnson Avenue  
El Monte, CA 91731  
(626) 444-9005*

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and

information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, cyber bullying or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)

*Note: Item #7 below is optional and should be revised to reflect district practice. In some situations, the district may need to provide individualized accommodation to a student to protect him/her from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved.*

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, cyber bullying or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, cyber bullying or bullying or to whom such an incident is reported shall immediately report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, cyber bullying or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

### **Transgender and Gender-Nonconforming Students**

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.

As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

2. Determining a Student's Gender Identity: The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

4. Accessibility to Sex-segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the

use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

<b>Suggested Course of Study for High School Graduation</b>	<b>Graduation Requirements</b>
<p>The course of study outlined on this page indicates the specific required subjects offered at each grade level. Each student has the opportunity to supplement these requirements with appropriate electives from the various departmental offerings. These electives should be selected carefully in keeping with a student's post-graduate college and career plans, including Career Technical Education (CTE) courses leading to a Certificate in a CTE pathway.</p> <p>Freshmen and Sophomores enroll in 6 classes (periods) sites with traditional class schedules, and 7 classes (periods) for sites having block schedules. Credits toward graduation are earned at the rate of five (5) per semester** for each course completed with a passing grade. A total of 220 credits are required for graduation.</p> <p><b>9<sup>th</sup> Grade (Freshman)</b>  English I  Mathematics** (see note #2)  Physical Education  Science**  Ethnic Studies / Health  Fine Arts or World Language**  Elective or Career Technical Education (CTE)</p> <p><b>10<sup>th</sup> Grade (Sophomore)</b>  English 2  Mathematics (see note #2)  Physical Education  World History  Ethnic Studies / Health  Elective or Career Technical Education (CTE)  Science  World Language</p> <p><b>11<sup>th</sup> Grade (Junior)</b>  English 3  United States History  Mathematics (2 years math required – 20 units)  (See note #2)  Science  Elective or Career Technical Education (CTE)</p> <p><b>12<sup>th</sup> Grade (Senior)</b>  U. S. Government/Economics  English 4  Four Electives, including Career Technical Education (CTE)</p>	<p>The high school graduation requirements represent a combination of courses prescribed by the State of California and by the Board of Trustees of the El Monte Union High School District.</p> <p>Note #2 - Integrated Math 1 is required for all students. (This requirement can be satisfied in 7<sup>th</sup> or 8<sup>th</sup> grade). Integrated Math 1 is followed by Integrated Math 2 and Integrated Math 3 in subsequent years</p>

(10 credits per course per year, 5 credits per course per semester)

\*Some dual enrollment courses may be worth 10 credits per semester

\*\* If a student earned a D or F the course may be repeated for a higher grade but the student will not earn additional credits.

## Graduation Requirements

(10 credits per course per year; 5 credits per course per semester)

English*.....	40
Science (Biological and Physical)**.....	20
Health.....	5
Mathematics***.....	20
World History.....	10
U.S. History.....	10
Economics/U.S. Government.....	10
Physical Education.....	20
Ethnic Studies.....	5
Fine Arts or Career Technical Education or World Language.....	10
<b>Sub-total</b>	<b>150</b>
Elective Subjects.....	70
<b>Total credits required for graduation.....</b>	<b>220</b>

\*English taken in another country where it is considered a foreign language will be used for elective credit--not English graduation requirement credit.

\*\*All students must complete, at a minimum, two semesters of physical science and two semesters of life science.

\*\*\*All students must complete Integrated Math 1 (may be satisfied in 7<sup>th</sup> or 8<sup>th</sup> grade).

### NOTES:

- (1) Students must complete all requirements and 220 credits.
- (2) All 9<sup>th</sup> and 10<sup>th</sup> Grade students are required to enroll in six (6) classes per semester with the exception of South El Monte (SEM) and Mountain View (MV), which requires seven (7) classes per semester.
- (3) Summer School is subject to funding availability.
- (4) Students must pass Integrated Math 1.
- (5) All students must complete, at a minimum, two semesters of life science and two semesters of physical science.
- (6) The 20 math credits required for graduation must be satisfied by credits in Integrated Math 1 (or equivalent) and higher-level math classes.
- (7) The various curricula established shall be based upon the educational needs, interest, and capacities of the pupils of the district. The Governing Board expects students to progress through each grade within one school year. To accomplish this expectation, instruction should accommodate the varying interests and growth patterns of individual students and, when needed, include strategies for addressing academic deficiencies. When a student is identified as being at-risk of becoming credit deficient, the Principal or designee shall notify the student's parents/guardians as early as practicable in the school year.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. By graduation the student must also meet the minimum proficiency requirements set by the Board and the State of California. Beginning with the class of 2001 and thereafter, all grade level privileges will be based solely on the grade level of the student. This standing will be determined at the end of summer school for all class privileges. However, class standing for fall registration priority will be determined after the spring grades are issued.

Designation for actual grade level (determined by credits earned):

- 9<sup>th</sup> grade - up to 49 credits having successfully completed all core requirements\*[i]
- 10<sup>th</sup> grade - 50 to 99 credits having successfully completed all core requirements\*[ii]
- 11<sup>th</sup> grade - 100 to 159 credits having successfully completed all core requirements\*
- 12<sup>th</sup> grade - 160 to 220 credits having successfully completed all core requirements\*

Core requirements are defined as those classes required for graduation by grade level in the subject areas of English, mathematics, science and social science, in which the student has officially enrolled. All ninth and tenth graders are required to have a full day schedule.

# High School Fine Arts Requirement

The following classes meet the arts requirement of Senate Bill SB1123 for high school graduation. One year of fine arts or foreign language is required.

Department and Course	AHS	EMHS	MVHS	RHS	SEMHS	FRLHS
<b>VISUAL ARTS DEPARTMENT</b> Art 1, 2, 3, 4 (including sheltered)	X	X	X	X	X	X
Ceramics 1, 2, 3, 4		X	X	X		
Commercial Art						X
<b>CAREER TECHNICAL EDUCATION DEPARTMENT</b> Digital Video Production			X			
Introduction to Graphic Design	X			X		
Intermediate Graphic Design	X			X		
Advanced Graphic Design	X			X		
Intermediate Stage Technology	X		X	X	X	
Advanced Stage Technology	X		X	X*	X	
Introduction to Theatre	X		X		X	
Intermediate Professional Theatre	X		X		X	
Advanced Professional Theatre	X		X		X	
<b>ENGLISH DEPARTMENT</b> Drama 1, 2, 3, 4 (Performing Arts Dept. at AHS & MVHS)	X	X	X	X*	X	
Speech 1	X				X	
<b>PERFORMING ARTS DEPARTMENT</b> A'Cappella	X	X	X	X	X	
Advanced Guitar		X				
Aeolian Choir		X	X	X	X	
Beginning Instruments			X	X	X	
Chamber Choir	X		X	X	X	
Chamber Jazz Ensemble	X		X	X	X	
Dance Prop Production	X		X	X	X	
Glee	X	X			X	
Guitar		X				
Music Appreciation					X	
Percussion Techniques					X	
Piano 1, 2, 3, 4		X	X	X	X	
Senior Band	X	X	X	X	X	
Stage Band					X	
String Orchestra	X	X	X	X		

Treble Choir	X	X	X	X	X	
<b>WORLD LANGUAGE DEPARTMENT</b> Chinese 1, 2, 3	X		X	X	X	
Chinese Language and Culture AP	X		X	X		
French 1, 2, 3, 4 (French Language AP)		X	X			
Spanish 1, 2, 3	X	X	X	X	X	
Spanish Language AP, Spanish Literature AP	X	X	X	X	X	
Spanish 1X	X	X	X	X	X	
Spanish 2X	X	X	X	X	X	
<b>SPECIALS</b> Yearbook Production	X	X	X	X	X	

\*Dual enrollment class

# Summer School

**Summer School is subject to funding.** Registration for Summer School is done during the spring and all classes offered are subject to change and/or cancellation. The dates for Summer School are subject to change. It is anticipated that the following courses will be offered during the 2021 summer session depending upon the availability of funds and staff. Most courses are offered for students needing to make-up lost credit.

## Potential 2023 Summer School Course Offerings

Department and Course	AHS	EMHS	MVHS	RHS	SEMHS	FRLHS
<b>BUSINESS DEPARTMENT</b> Business Tech Core / Computer Information Technology	X	X	X	X	X	X
<b>ENGLISH DEPARTMENT</b> ELD 1, 2, 3	X	X		X	X	
Transitional English	X	X			X	
Critical Thinking 1	X	X		X		
English 1	X	X	X	X	X	
English 2	X	X	X	X	X	
English 3	X	X	X	X	X	
English 4	X	X	X	X	X	
<b>HEALTH DEPARTMENT</b> Health	X	X	X	X	X	
<b>MATH DEPARTMENT</b> Integrated Math Bridge 1 (for incoming 9th graders ONLY)	X	X	X	X	X	
Integrated Math Readiness (for incoming 9th graders ONLY)	X	X	X	X	X	
Integrated Math 1	X	X	X	X	X	
Integrated Math 2	X	X	X	X	X	
Integrated Math 3	X	X	X	X	X	
PreCalculus/Trigonometry	X	X	X	X	X	
<b>SCIENCE DEPARTMENT</b> Physical Science Accelerated					X	
Physical Science	X	X	X			
Biology	X	X	X	X	X	
Chemistry				X	X	
<b>SOCIAL SCIENCE DEPARTMENT</b> World History	X	X	X		X	
U.S. History	X	X			X	
U.S. Government	X	X	X	X	X	
Economics	X	X	X	X	X	
Ethnic Studies						
<b>WORLD LANGUAGE DEPARTMENT</b> Spanish 1				X		
<b>SPECIALS</b> Summer Bridge Program (for incoming 9th graders ONLY)	X	X		X	X	

# University and College Entrance Requirements

## Community College

In order to enroll in community college, either a high school diploma or 18 years of age is required. Entrance exams are no longer required, but Math and English placement tests may be required.

Applicants must:

1. Submit your application online with the Office of Admissions and Records. The deadline for filing new applications may be obtained by calling the community college or looking online at the admissions website.
  2. Have a transcript of high school records sent directly to the Office of Admissions and Records. Transcripts are not accepted from the students. All transcripts become the property of the college.
- Fulfill residency requirements.

NOTE: A student wishing to take college level classes at Rio Hondo College, Pasadena City College, or LA Trade Tech College while attending El Monte Union High School District schools should see his/her counselor for details on Community College Dual Enrollment.

## Pasadena City College

On behalf of the entire faculty and staff, I warmly invite you to Pasadena City College. Here you will encounter a patient, nurturing faculty and staff who stand ready to help you turn your dreams into reality.

Enrolling at PCC will make you a part of a long, 86-year tradition of excellence. Since 1924, the good people of Pasadena City College have dedicated themselves to student success while educating more than a million students. Indeed, the roll call of PCC alumni reads like a "Who's Who" of American success stories, including the pioneering Jackie Robinson who helped change the course of American history.

Pasadena City College offers outstanding educational opportunities, whether your goal is to transfer to a four-year institution or acquire vocational training to enter a competitive workforce. Additionally, with the permission of your parents and your school, you may earn college credits while still attending high school. Take the first step in becoming a proud PCC alumnus by calling the numbers listed below for complete information on registration, financial aid, assessment, and classes or contact us on-line at [www.pasadena.edu](http://www.pasadena.edu). I look forward to meeting you on campus.

Dr. Erika Endrijonas  
Superintendent-President

Enroll Today!  
Call us for details:

Admissions..... (626) 585-7395  
Counseling..... (626) 585-7251  
Financial Aid..... (626) 585-7401  
EOP&S..... (626) 585-7439  
Assessment Center.....(626) 585-7272

## Rio Hondo College

Rio Hondo College is one of the top community colleges in the state at transferring underrepresented minorities to University of California campuses and was named among the top 25 community colleges for Hispanic students nationwide. The College offers 31 associate degrees for transfer that guarantee admission to the California State University System, a four-year bachelor's degree in automotive technology, 50 associate degrees, and 60 certificates.

Conveniently located in Whittier near the intersection of the Pomona (60) and San Gabriel River (605) freeways, with panoramic views of the San Gabriel Valley/Los Angeles area, Rio Hondo College served more than 1 million students since it was founded in the early 1960's.

The College is noted for its Pathway to Law School Program, for its outstanding transfer courses, state-of-the-art career training courses, and for its student-centered services. There is a full range of campus clubs and student government, as well as 14 intercollegiate athletic teams and a wide array of opportunities in the performing arts.

With the permission of your school and your parents, you can enrich your education by taking Rio Hondo College courses while still in high school, and the tuition fees are waived if you have not yet graduated from high school. Graduating high school seniors will find that compared to four-year institutions, the current tuition of \$46.00 per unit for California residents, plus some minor additional costs, such as parking, books, and Student Representation Fee, makes Rio Hondo an inexpensive choice for higher education and career success.

For complete information on enrollment, financial aid, assessment testing, and class scheduling, contact the College at [www.riohondo.edu](http://www.riohondo.edu)

Counseling Department.....(562) 908-3410  
Admissions & Records.....(562) 908-3415  
Financial Aid.....(562) 908-3411  
EOP&S.....(562) 908-3423

We hope that you will take advantage of the world of opportunities waiting for you at Rio Hondo College. Remember, "Start Rio, Go Anywhere!"

Dr. Teresa Dreyfuss  
Superintendent/President

## Other local community colleges

- **Citrus Community College**  
1000 W. Foothill Blvd.  
Glendora, CA 91741-1899  
(626) 963-0323
- **Mount San Antonio Community College**  
1100 N. Grand Ave.  
Walnut, CA 91789  
(909) 274-7500
- **East Los Angeles College**  
1301 Avenida Cesar Chavez  
Monterey Park, CA 91754  
(323) 265-8650

# University of California (UC) / California State University (CSU)

## Freshman Admission Requirements

To establish minimum eligibility for admission as a first-time freshman, an applicant is required to: (1) be a high school graduate; (2) have completed, with grades of C or better, each of the courses in the A-G comprehensive pattern of college preparatory subject requirements.

## A-G College Entrance Course Requirements

a. History/Social Science	2 years required
b. English	4 years required
c. Mathematics (Including Integrated Math I, II, & III)	3 years required / 4 years recommended
d. Science with Laboratory (Biology, Chemistry, Physics or one Physical/one Life Science)	2 years required / 3 years recommended
e. Language Other Than English (LOTE)	2 years required / 3 years recommended
f. Visual and Performing Arts (Art, Dance, Drama / Theater, or Music) Must be UC/CSU Approved.	1 year required
g. College preparatory electives (chosed from the subjects listed above or another course approved by UC/CSU)	1 year required

\*or equivalent to the 2nd level of high school instruction

To satisfy the UC minimum admission eligibility criteria, students must earn a grade point average (GPA) of 3.0 or better in these courses with no grade lower than a C. For the CSU System, to satisfy minimum admission eligibility, students must earn a GPA of 2.0 or better in these courses with no grade lower than a "C". Satisfying UC and CSU minimum eligibility does not guarantee admission. Applying to universities is a competitive process which often requires an A-G GPA above the minimum eligibility. Both the UC and CSU System are not requiring college entrance exams, the SAT or ACT, for college admission decisions for the Class of 2023.

## Determining A-G GPA for UC/CSU

The UC/CSU GPA is taken from all A-G coursework starting in students' 10th grade year. The UC & CSU University Systems assign extra points for up to eight units (a unit refers to one semester of study in high school) of certified Honors level and Advanced Placement courses taken in the 10th and 11th grades of high school: A=5 points, B=4 points, and C=3 points. No more than four units of certified Honor and/or AP level courses taken in the 10th grade may be assigned extra points.

Grades of D earned in Honors and AP courses are not assigned extra points. D and F Grades: If a student earns a D or F in an "a-g" course, the course must be repeated with a grade of C or better in order to apply it toward the subject requirement. The UC and CSU systems will vary slightly when it comes to calculating GPA for repeated courses. Students should seek more information from their College and Career Coordinators if this applies to them.

## UNIVERSITY OF CALIFORNIA A-G REQUIREMENTS

### CALIFORNIA STATE UNIVERSITY A-G REQUIREMENTS

<b>a-g Subject Requirements</b>
<b>a. HISTORY/SOCIAL SCIENCE - (2 years required)</b> Two years of history/social science, including one year of world history, cultures and geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
<b>b. ENGLISH - (4 years required)</b> Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
<b>c. MATHEMATICS - (3 years required-4 recommended)</b> Three years of college-preparatory Mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.
<b>d. LABORATORY SCIENCE - (2 years required-3 recommended)</b> Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects; biology, chemistry, and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.
<b>e. WORLD LANGUAGE - (2 years of same language required - 3 recommended)</b> Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
<b>f. VISUAL AND PERFORMING ARTS - (1 year required, or Two 1-semester classes in the same discipline)</b> One year long course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.
<b>g. COLLEGE PREPARATORY ELECTIVES - (1 year required)</b> One year (two semesters), in addition to those required in a "a-f" above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science and language other than English ( third year in the language used for the "e" requirement or two years of another language)

Grades earned in required academic courses taken in the 9th grade or earlier will not be used in calculating the grade-point average for admission.

The University of California is one of the world's largest and most renowned centers of higher education. The University recognizes and values the intellectual and cultural contributions that result from a diverse student population. It seeks a heterogeneous environment which reflects the rich diversity of the State of California. Without this diversity, the University would lose a great deal of its intellectual vitality, and the quality of its educational experience would be diminished.

The University recognizes its responsibility to develop leadership among low-income and minority groups and has, therefore, established programs which identify promising low-income and underrepresented minority students, and encourages and supports their attendance at the University's campuses. The Educational Opportunity Program (EOP) and Student Affirmative Action (SAA) Program are instrumental in encouraging minority student enrollment at the University.

- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

## ARTS - VISUAL DEPARTMENT

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
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A-2	EM-2	MV-2	R-2	SEM-2	<b>1. ART 1 (P) (Any grade level eligible)</b>
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Prerequisite(s): None

This course is designed to provide the beginning art student with an understanding and an appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing and 5) Connections, Relationships and Application. The students will be introduced to artistic experiences utilizing a variety of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study. Taught at FRLHS.

A-2

### 2. ART 1 (Supportive)

Prerequisite(s): The student must be receiving Specialized Academic Instruction, must have an Individual Educational Program and recommendation from Special Education Department.

The purpose of this course is to meet the unique and individual learning needs of beginning art students with various learning disabilities. Students will gain an understanding and appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the California Visual Arts Content Standards. Strategies implemented are designed to address the diverse learning needs and implement modifications to the curriculum presented, to address multi-learning modalities. Individual learning needs will be supported to meet graduation requirements. The student will be introduced to artistic experiences utilizing a variety of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study. Sheltered Art 1 class supports student with an IEP to gain the knowledge and skills in a smaller class size to effectively scaffold and adapt content instruction so that our growing population of students that need specialized instruction can access curriculum, achieve academic success, and contribute to multicultural resources as participants and future leaders in the 21st century.

A-2	EM-2	MV-2	R-2	SEM-2	<b>3. ART 2 (P)</b>
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Recommended prerequisite(s): Art 1 P with grade "B" or better or teacher recommendation.

This course is designed to provide the continuing art student with an understanding and an appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing and 5) Connections, Relationships and Application. The students will continue to develop their artistic experiences utilizing a variety of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study. Taught at FRLHS.

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A-2

EM-2

MV-2

SEM-2

**4. ART 3 (P)**

Prerequisite(s): Art 2 P or teacher recommendation

This course is designed to provide the continuing art student with an even deeper understanding and an appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing and 5) Connections, Relationships and Application. The students will continue to be introduced to new artistic experiences as well as utilizing their artistic repertoire. Historical aspects and an appreciation of the arts are incorporated into each area of study.

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A-2

EM-2

MV-2

SEM-2

**5. ART 4 (P)**

Prerequisite(s): Art 3 P or teacher recommendation

This course is designed to provide the continuing art student with an advanced understanding and a more complex appreciation of traditional and contemporary art forms. The course will continue to emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing and 5) Connections, Relationships and Application. The students will be challenged to produce art utilizing a more creative use of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study.

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SEM-2

**6. ART HISTORY AP (P)**

Prerequisite(s): None. Strongly recommended to have completed World History or its equivalent with a grade of B or better.

The AP Art History course is equivalent to a two-semester introductory art history survey course in college. Designed to prepare students for the AP Art History exam late Spring semester, the course covers the entire span of human history through a rigorous and critical engagement with the artifacts our species has created. Through reading, writing, listening, and speaking, coupled above all with critical perceptual analysis, students will be immersed in the entirety of artistic expression of the world's diverse cultures. The AP Art History exam and course were completely redesigned in 2015, with the inclusion of diverse cultural traditions other than the western and European being the primary reason for the change. All cultures make art, and all students should have access to it in a variety of meaningful and appropriate ways. Per SEMHS

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MV-2

R-2

**7. CERAMICS 1 (P)**

Prerequisite(s): None

This course is a technical and aesthetic exploration of 3-dimensional design through the medium of clay. The course will also include 2-dimensional basic drawing and layout skills. The student will participate in wide range of experiences using additive or subtractive sculpture techniques, designed to build artistic and creative confidence. The produces created in this course may serve as functional items or fine art works.

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EM-2

MV-2

R-2

**8. CERAMICS 2 (P)**

Prerequisite(s): Recommended grade of "B" or better in Ceramics 1 and no less than a 2 in citizenship.

This course is designed to help students develop mental qualities through activities in the ceramics class observation, perseverance, concentration, and evaluation. The size of the projects will vary as different techniques are used. Advanced students are expected to exhibit more creativity and better quality in their projects from previous semesters.

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R-2

SEM-2

**9. STUDIO ART 2D DESIGN AP (P)**

Prerequisite(s): Grade of "A" in Art 1 and instructor's approval

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to: graphic design, digital imaging, photography, collage, drawing, painting, and printmaking. Students create a portfolio 15-20 works of art showing sustaining investigation, (concentration), and quality at college level. This class also qualifies as the capston course for the Graphic Design CTE pathway.

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- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**BUSINESS EDUCATOIN DEPARTMENT**

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
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EM-1

**1. BUSINESS TECHNOLOGY CORE**

Prerequisite(s): None

Business Technology Core is the foundation course for all business sequences. It is the introductory course for all business pathways. The course emphasizes business communication, basic economic concepts, basic financial concepts, functions of business, business technology, career preparation, and job acquisition. Business Technology Core provides students with a foundation of business skills and knowledge necessary to pursue a major in business at postsecondary institutions. It will also prepare students for entry-level employment upon high school graduation. The class reinforces academic concepts through real-life applications in the business environment. As part of the course, students will be introduced to various types of business software such as word processing, and spreadsheet. Business Technology Core encompasses computer literacy and keyboarding.

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 Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length  
 Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length  
 Key - (P) = Class meets University of California entrance requirements

**CAREER TECHNICAL EDUCATION DEPARTMENT**

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2		MV-2		SEM-2	<p><b>1. INTRODUCTION TO THEATRE (INTRODUCTION TO ARTS, MEDIA, AND ENTERTAINMENT (P))</b></p> <p>Prerequisite(s): None</p> <p>This course introduces the variety of careers in both professional theater and stage technology. Students will study a range of professional theatre models from Broadway, to regional, to community theatre in order to identify established practices and basic competencies required to create professional theatre. The program develops basic acting and construction techniques; and provides an overview of related occupations in stage, radio, film, and television. Students will be introduced to the techniques and processes involved in rehearsal, performance, production, design, and stage management.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>2. INTRODUCTION TO BUSINESS AND FINANCE (P)</b></p> <p>Prerequisite(s): None</p> <p>This course introduces students to key business concepts found in the Business Management, Financial Services, and International Business pathways. Students are introduced to the financial world and develop financial literacy through the study of income and wealth; financial institutions; how businesses raise capital; and study key investment-related terms and concepts. Students learn key concepts for managerial accounting, including manufacturing and cost accounting and budgeting. Students develop an understanding of how and why businesses choose to expand operations into other countries. Students examine careers in business, both as employees and as business owners.</p>
A-2	EM-2	MV-2 CT170-Zoo Crew			<p><b>3. INTRODUCTION TO ENGINEERING AND ARCHITECTURE (P)</b></p> <p>Prerequisite(s): None</p> <p>This introduction course provides students with the foundation concepts required for pursuing career pathways within this industry sector. The skills and content knowledge helps prepare students to continue their education in multiple pathway concentrator courses within this industry sector.</p>
		MV-2			<p><b>4. INTRODUCTION TO FILM/VIDEO PRODUCTION (P)</b></p> <p>Prerequisite(s): Enrollment in the VISTA Academy</p>

This is an introductory course to films video production. This course trains students to use film as a tool for communication and self-expression in entertainment and industry. Students will study the history and aesthetics of film as a complex, collaborative art form. They will explore the foundational elements of writing, photography, visual perception, and elements of design as they apply to cinematic expression. Students will analyze the use of film and video to share ideas and influence culture. They will also be trained in the multiple technical competencies required to communicate through film and the rich variety of employment opportunities available in the field.

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A-1-2

R-1-2

**5. INTRODUCTION TO GRAPHIC DESIGN (P)**

Prerequisite(s): None

This course provides students with foundational understanding of digital design, tools, processes and systems common to careers in graphic arts and digital production. Exploration topics include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, printing, and digital production. This course serves as an introductory course to a variety of Arts, Media, and Entertainment Pathways including, Graphic Arts, Professional Photography, Animation, and Game Design.

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SEM-2

**6. INTRODUCTION TO MANUFACTURING AND PRODUCT DEVELOPMENT**

Prerequisite(s): None

This introduction course provides students with the foundation concepts required for pursuing career pathways within this industry sector. The skills and content knowledge helps prepare students to continue their education in multiple pathway concentrator courses within this industry sector.

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EM-2

**7. INTRODUCTION TO PATIENT CARE**

Prerequisite(s): None

This introductory course is designed to provide students the necessary foundational technical skills of Health Sciences and integrated subject matter in science, mathematics, and English/language arts required to move to advanced curriculum and content in Health Science and Medical Technology. Students have the opportunity to experience a variety of options leading to the broad career selection of a specific pathways with in Health Science and Medical Technology. Students will be introduced to the requirements of working in patient care careers, understanding all aspects of the interactions and responsibilities in working with people in diagnostic and therapeutic areas of health care.

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R-2

SEM-2

**8. INTRODUCTION TO SOFTWARE & SYSTEMS DEVELOPMENT, CTE PYTHON 1: EXPLORING COMPUTER SCIENCE**

Prerequisite(s): None

This course provides an -indepth introduction to coding in Python. Upon completon, students will master fundamental coding concepts such as statements, variables, expressions, conditionals, and loops. Students will aslo gain proficiency with advanced topics including software libraries, automation, and sprite-based graphics. In addition, students will learn how to plan and track the process of large coding projects, debug errors, and improve the readability of their code. Throughout the course, students will continuously demonstrate their knowledge through both traditional assessments and coding projects such as games, animations, and other interactive programs. (TechSmart)

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	SEM-1	<p><b>9. INTRODUCTION TO SUSTAINABLE AGRICULTURE</b></p> <p>Prerequisite(s): None</p> <p>Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability crates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations.</p>
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EM-2		<p><b>10. INTRODUCTION SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR</b></p> <p>Prerequisite(s): None</p> <p>This is an introductory course designed to provide the student with the fundamentals of the engine and its subsystems of the modern automobile. Students will learn basic automotive tool and equipment use and how to safely perform basic repair and maintenance operations. Students will have the opportunity to perform minor repair work on their own vehicles to complete required tasks.</p>
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EM-2	RHS-2	SEM-2	<p><b>11. INTRODUCTION TO SYSTEMS PROGRAMMING</b></p> <p>Prerequisite(s): None</p> <p>This course provides an -indepth introduction to coding in Python. Upon completon, students will master fundamental coding concepts such as statements, variables, expressions, conditionals, and loops. Students will aslo gain proficiency with advanced topics including software libraries, automation, and sprite-based graphics. In addition, students will learn how to plan and track the process of large coding projects, debug errors, and improve the readability of their code as well as learn industry practices such as pair programming, code reviews, and role-based project devleopment. Throughout the course, students will continuously demonstrate their knowledge through both traditional assessments and coding projects such as games, animations, and other interactive programs, and rea-world coding projects, crafting the foundations of their professional portfolio.</p>
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A-2		<p><b>12. INTERMEDIATE CABINETRY, MILLWORKING AND WOODWORKING (P)</b></p> <p>Prerequisite(s): Integrated Math 1</p>
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This course will serve as an intermediate course under the California Career Technical Education Standards of Cabinetry, Millwork and Woodworking Pathway. Additionally it has been written to meet A-G requirements as an Art Elective. Students will learn the basics of cabinetry and furniture making. They will be able to square up stock, make a variety of standard joints. They will be able to prepare materials for finishing, apply stains, and finish coats. Using wood and wood by-products as the primary artistic medium, students will be provided with experiences in artistic perception, aesthetic valuing, creative expression and connections, and applications by designing wood furnishings, and objects with various wood species. Students will learn the concepts of positive and negative space, symmetry and asymmetry, proportion color value and contrast; and they will produce woodworking projects to demonstrate these concepts.

A-2                      EM-2                      MV-2  
 CT477-Zoo Crew

**13. INTERMEDIATE ENGINEERING DESIGN (P)**

Prerequisite(s): Introduction to Engineering and Architecture

This concentrator course builds upon the Engineering and Architecture introduction course and provides students with additional concepts and experiences required for career readiness and to pursue further education in the Engineering Design career pathway. This concentrator course leads to the capstone course in the Engineering Design pathway's sequence of courses.

A-2    MV-2

**14. INTERMEDIATE FINANCIAL SERVICES AND BANKING (P)**

Prerequisite(s): Passing of Introduction to Business and Finance

This course introduces students to the financial world through the study of income and wealth; financial institutions; how businesses raise capital; and study key investment-related terms and concepts. Students learn the history of how banking practice evolved and how businesses operate, grow, and thrive in our ever-changing world. This course includes principles on how to make good personal financial decisions and will cover major functions of financial institutions. Related topics in the course include modern trend in finance industry, credit functions, loan creation, debt collection, and stocks and bonds. Student will learn the importance of integrity and professional ethics in business relationships; and the tools effective leaders use to instill an ethical workplace culture.

EM-2    R-2    SEM-2

**15. INTERMEDIATE FINANCIAL SERVICES MANAGEMENT AND BUSINESS ECONOMICS (P)**

Prerequisite(s): Introduction to Business and Finance, and Algebra I

This course discusses the economy and the factors that influence the success of businesses and products. Students will understand the roles of citizens, workers and consumers and the importance of planning, organizing, and controlling the monetary resources of a business. This course describes forms of business ownership, discusses the relationship of labor and business, and applies techniques for managing human resources to maximize operational efficiencies and effectiveness. Students will demonstrate characteristics of professionalism in working relationships with customers and employees. This course integrates economic principals with entrepreneurship/business concepts.

MV-2

**16. INTERMEDIATE FILM/VIDEO PRODUCTION (P)**

Prerequisite(s): Enrollment in the VISTA Academy, Intro to Film/Video Production

This course trains students to use film as a tool for communication and self-expression in entertainment and industry. Students will study the history and aesthetics of film as a complex, collaborative art form. They will explore the foundational elements of writing, photography, visual perception, and elements of design as they apply to cinematic expression. Students will analyze the use of film and video to share ideas and influence culture. They will also be trained in the multiple technical competencies required to communicate through film and the rich variety of employment opportunities available in the field.

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A-2

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**17. INTERMEDIATE FOOD SCIENCE, DIETETICS, AND NUTRITION**

Prerequisite(s): Introduction to Hospitality

This concentration course includes instruction in researching information to evaluate an individual's diet, and adequacy of essential nutrients supplied in the diet, physiology and utilization of nutrients by the body; contribution of nutrients to general health; dietary needs during the life cycle; food regulations by government agencies; impact of additives, environmental contaminants, food-borne illnesses, food faddism and quackery; cultural factors in food choices; new food technology; and the chemical and biological relation of food. This course provides a strong background for nutritional science, dietetics, as well as careers related to the food industry.

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MV-2

R-2

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**18. INTERMEDIATE FOOD SERVICE AND HOSPITALITY (P)**

Prerequisite(s): None

This is a course in foods. The students will study the basic skills of food selection, preparation, and meal planning and serving. Through lab experiences students will study units including a wide variety of foods and have first hand experience preparing and evaluating these items. This course will also be helpful for anyone interested in the culinary arts field or in pursuing a career in the food service industry.

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A-2

R-1-2

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**19. INTERMEDIATE GRAPHIC DESIGN (P)**

Prerequisite(s): Introduction to Graphic Design with a grade "C" "B" or better

This course provides students with an in-depth experience with includes digital design tools, processes and systems common to careers in graphic arts and digital production. Career examination and skill building include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and/or finishing related to digital imaging, printing, and digital production.

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EM-2

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**20. INTERMEDIATE HEALTHCARE OPERATIONAL SUPPORT**

Prerequisite(s): Health Education and Careers

This concentrator course is designed to provide students specific content knowledge within the Mental and Behavioral Health pathway. Courses are aligned to the basic knowledge levels necessary to learn and recognize word roots, prefixes, and suffixes used in medical language, understand the prevention, wellness and disease process, and the associated skill application consistent with the mental and Behavioral health pathways scope and practice in either direct or indirect client/patient services including short term certifications such as cardiopulmonary resuscitation, and automated external defibrillation. Also offered previously as afterschool, Medical Assistant.

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EM-2

**21. INTERMEDIATE PATIENT CARE**

Prerequisite(s): None

This concentrator course is designed to provide students specific content knowledge with industry skills and leadership development within the Patient Care pathway. Courses are aligned to the basic knowledge levels necessary to learn and recognize word roots, prefixes, and suffixes used in medical language, understand the prevention, wellness, and disease process, and the associated skill application consistent with the Patient Care pathways scope and practice in either direct or indirect client/patient services including short term certifications such as cardiopulmonary resuscitation, and automated external defibrillation. Also offered previously as afterschool, Pharmacy Tech.

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A-2

MV-2

SEM-2

**22. INTERMEDIATE PROFESSIONAL THEATRE (P)**

Prerequisite(s): None

Prerequisite(s): For MVHS, Introduction to Theatre

Prerequisite(s): For AHS, Drama 1 or Introduction to Theatre or Theatre Audition

This course will build on the foundational skills in a variety of directorial and performance disciplines to create project-based live performances in theatre and musical theater. Students will explore portfolio preparation for live and film performance. Students will also be introduced to the business/managerial careers associated with live theatrical performance.

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A-2

MV-2

R-2

**23. INTERMEDIATE STAGE TECHNOLOGY (P)**

Prerequisite(s): Drama 1 and Introduction to Stage Technology

Prerequisite(s): None

Prerequisite(s): For AHS, Drama 1 or Introduction to Theatre or Theatre Audition

This course will train students in the use and management of the various elements of technical production during a dance, music, or theatrical performance. These elements include the rigging and movement of sets, scenery, and lighting equipment, the use of computerized switching systems for lighting and sound, the management and distribution of stage properties, etc. Students will also be taught to manage the complex support tasks that are involved in a performance. They will explore apprenticeship, higher education options career training and professional placement.

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A-2

**24. ADVANCED CABINETRY, MILLWORKING AND WOODWORKING (P)**

Prerequisite(s): Integrated Math 1

This course will serve as a capstone course under the California Career Technical Education Standards of Cabinetry, Millwork and Woodworking Pathway. Additionally it has been written to meet A-G requirements as an Art Elective. Students will demonstrate mastery of cabinetry and furniture making. They will be able to square up stock, make a variety of standard joints. They will be able to prepare materials for finishing, apply stains and square up stock, make a variety of standard joints. They will be able to prepare materials for finishing, apply stains, and finish coats. Using wood and wood by-products as the primary artistic medium, students will be provided with experiences in artistic perception, aesthetic valuing, creative expression and connections, and applications by designing wood furnishing, and objects with various wood species. Students will learn the concepts of positive and negative space, symmetry and asymmetry, proportion, color value and contrast; and they will produce woodworking projects to demonstrate these concepts.

A-2

MV-2  
CT777-Zoo Crew

**25. ADVANCED ENGINEERING DESIGN (P)**

Prerequisite(s): Intermediate Engineering Design

This capstone course further builds upon the Engineering and Architecture introduction course, and Engineering Design pathway concentrator course/s, in this sector. The capstone is the final course taken in the complete sequence of courses. This career technical education capstone course provides content, skill development and leadership training which prepare students for the world of work and to pursue further education such as industry certifications and a postsecondary degree.

MV-1-2

**26. ADVANCED FILM/VIDEO PRODUCTION (P)**

Prerequisite(s): Enrollment in the VISTA Academy, Intermediate Film/Video Production

This course covers the history and development of the cinema, documentaries, and other new media and film technologies. Students learn skills and practices in various aspects of cinema and video production by applying the elements of art, principles of design, integration of technology for the effective visual communication of their ideas, feelings, and values. Students develop skills, including camera/recording operation, framing and composition, manipulations of space and time, idea development and communication, the mechanics and psychology of editing, script writing or text creation, light and sound, and impact.

A-2

EM-2

MV-2

R-2

SEM-2

**27. ADVANCED FINANCIAL SERVICES BUSINESS ACCOUNTING (P)**

Prerequisite(s): Algebra 1 with a grade of "C" or better, Introduction to Business and Finance with a grade of "C" or better, and Intermediate Financial Services Management and Business Economics

This course provides students with an understanding of how accounting processes are used to provide important financial information to internal and external stakeholders. Students 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. Students complete accounting simulations and business case studies and analyze revenue streams and revenue forecasting. Related topics include: subsidiary ledgers, financial statements, asset acquisition and disposition, depreciation methods, flexible budgets, and capital budgeting decisions. Students are provided work-based learning through professional organizations like the American Institute of CPAs (certified public accountants) and earn industry certifications to demonstrate their mastery of career-ready skills.

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A-2

**28. ADVANCED FOOD SCIENCE AND NUTRITION**

Prerequisite(s): Intermediate Food Science and Nutrition

This course is designed to focus on the science of food and nutrition. Experiences related to food safety, sanitation, culinary technology, food preparation and dietary analysis are develop in this course. Further exploration in plant-based diet is encouraged in order to help promote a health lifestyle.

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MV-2

R-2

**29. ADVANCED FOOD SERVICE AND HOSPITALITY (P)**

Prerequisite(s): Have successfully completed Intermediate Food Service and Hospitality

This course is designed to continue building on the foundation skills of first year. Emphasis will be placed on the fundamental skills of Culinary Arts. Twenty percent of the class will be spent in the classroom studying the theories of Culinary Arts. Eighty percent of class time will be spent in the lab exercising the theories that were introduced and showing connection to the past exercises providing introduction for upcoming exercises. This is also a student run café where students prepare, serve and sell food items. Upon completion of the requirements for this class, the student will be prepared for a food service position. Students with a grade of B or higher will be given a food handler exam proctored by Teacher.

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A-2

R-2

**30. ADVANCED GRAPHIC DESIGN (AP 2D STUDIO ART)**

Prerequisite(s): Introduction to Graphic Design and Intermediate Graphic Design.

AP Studio Art is not based on a written exam; instead, students submit portfolio requires student to produce a minimum of 15 works of art that reflect issues related to 2-D designed. These works may include traditional as well as experimental approaches to 2-D design. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, and problem solving. Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision. Their portfolio will include a sustained Investigation and Selected Works of art that investigates an idea of personal interest to them. Graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and printmaking, are all appropriate means for expressing design principles. The AP Studio Art Portfolio course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas.

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SEM-2

**31. ADVANCED HEALTHCARE OPERATIONAL SUPPORT**

Prerequisite(s): Health Education and Careers. Medical Billing and Coding.

This capstone course prepares students within a specific career in the various areas of healthcare Operational Support that will enable them to complete the requirements for licensure, certification, or other industry recognized credentials; or students are prepared to enter into postsecondary education or training programs in the selected Healthcare Operational Support pathway. If applicable, course content will provide the knowledge and skills consistent with legislative requirements and the level or proficiency to perform skills within their identified scope of practice specific to employment.

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A-2

EM-2

MV-2

SEM-2

**32. ADVANCED PROFESSIONAL THEATRE**

Prerequisite(s): Intermediate Professional Theatre

This course will apply skills in theatrical performance to create project based performances in theater, musical theatre, film and video production. Students will prepare audition or direction portfolios, learn business/managerial skills, and develop a professional career plan.

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A-2

MV-2

R-2

**33. ADVANCED STAGE TECHNOLOGY (P)**

Prerequisite(s): intermediate Stage Technology

This course will be build on fondational skills in Stage Technology to include design, construction, and operations for stage productions. Students will design and crate scenery, props, costumes, makeup, lighting plots, and other designs for the school productions. They will also beocme familiar with the diverse array of production materials and techniques used to augment live theatrical productions. Students will fulfil various foles for interships, partnerships, or school related performances. Students will be required to serve a minimum number of hours as a production team member for these perfromances. It is recommended that students be available to work evening performances to obtain these lab hours.

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- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**DUAL ENROLLMENT**

*Please check with your Assistant Principal of Student Services regarding Dual Enrollment courses.*

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
	EM-1			SEM-1	<p><b>1. INTRO TO ADMINISTRATION OF JUSTICE [AJ101 RHC]</b></p> <p>Prerequisite(s): Principal recommendation.</p> <p>This course This course introduces students to the characteristics of the criminal justice system of the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the criminal justice system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped these principles and approaches. Although justice structure and process is examined in a cross-cultural context, emphasis is placed on the justice system of the United States, and particularly the structure and function of the police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, sentencing, and incarceration policies</p>
	EM-1			SEM-1	<p><b>2. CRIMINAL PROCEDURES [AJ102 RHC]</b></p> <p>Prerequisite(s): Principal recommendation.</p> <p>This course is designed to provide Administration of Justice or other interested students with an in-depth study of evidence rules. An emphasis will be placed on the application of rules in preparing and presenting evidence. The course will discuss the history and approach to the study of evidence. Topics include proof by evidence and substitutes, general admissibility tests, evidence by way of witness testimony, documents, real evidence, and exclusion of evidence on constitutional grounds. For a better understanding of the evidence rules, judicial decisions are cited and students will be required to brief cases.</p>
	EM-1			SEM-1	<p><b>3. COMMUNITY RELATIONS/MULTICULTURAL ISSUES WITHIN PUBLIC SERVICE [AJ105 RHC]</b></p> <p>Prerequisite(s): Principal recommendation.</p> <p>This course provides students with an in-depth study of the legal responsibilities of law enforcement. Emphasis is placed on the judicial segment of the administration of justice system. Topics include laws of arrest, custody, and analyses of the past, present, and future procedures for each subsystem within the administration of justice system, from initial entry to final disposition. The relationship each segment maintains with system members is also covered.</p>
	EM-1	MV-1		SEM-1	<p><b>4. AMERICAN SIGN LANGUAGE 1 [ASL101 RHC]</b></p> <p>Prerequisite(s): Principal recommendation.</p>

This course will provide an introduction to American Sign Language emphasizing receptive and expressive skills. The use of facial expressions during signing will also be addressed. Students will be exposed to deaf culture experiences both in the classroom and in other environments. In addition to classroom discussion, students will receive intensive individualized practice in the language laboratory via interactive websites, video programs, and CD ROMs. The course is designed for people who wish to learn to communicate with those who are deaf and hard of hearing.

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SEM-1

**5. AMERICAN SIGN LANGUAGE 2 [ASL102 RHC]**

Prerequisite(s): Principal recommendation.

This course will provide a continuation to American Sign Language I (ASL 101), emphasizing receptive and expressive skills. The use of facial expressions during signing will also be addressed. Students will be exposed to deaf culture experiences in the classroom and other environments. In addition to classroom discussion, students will receive intensive individualized practice in the language laboratory via interactive websites, video programs, and CD-ROMs. This course is designed for students who want to learn how to communicate with people who are deaf and hard of hearing.

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EM-2

**6. INTRODUCTION TO AUTOMOTIVE SERVICE AND REPAIR: UNDER CAR SERVICE [AUTO103 RHC]**

Prerequisite(s): Principal recommendation.

This is an introductory course designed to provide the student with the fundamentals of the transmission, brakes, suspension, heating and air conditioning, engine performance, and emission control systems of the modern automobile. Students will learn basic automotive tool and equipment use and how to safely perform basic repair and maintenance operations. Students will have the opportunity to perform minor repair work on their own vehicles to complete required tasks. (EMHS)

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EM-1

**7. INTRODUCTION TO AUTOMOTIVE SERVICE AND REPAIR: UNDERHOOD SERVICE [AUTO101 RHC]**

Prerequisite(s): Principal recommendation.

This is an introductory course designed to provide the student with the fundamentals of the engine and its subsystems of the modern automobile. Students will learn basic automotive tool and equipment use and how to safely perform basic repair and maintenance operations. Students will have the opportunity to perform minor repair work on their own vehicles to complete required tasks. (EMHS)

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**8. CALCULATIONS AND MEASUREMENT FOR WOODWORKING STUDENTS 1 [CRPNTRY 105 LATTC]**

Prerequisite(s): Principal recommendation.

This course covers the basic math skills needed to perform in the construction field. Emphasis is placed on the basic operations and how they are applied to carpentry. Measurement calculations will be performed in both standard and metric measurements. **Offered at FRLHS.**

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SEM-1

**9. HAND AND POWER TOOL APPLICATION [CRPNTRY 114 LATTC]**

Prerequisite(s): Principal recommendation.

This course focuses on the safe use of hand and power tools used in the carpentry and construction industry. Operation and safety instruction will be given on both portable and stationary power tools including skills saws, tables saw, jointers planers, band saws, etc. Students will use hand and power tools to complete woodworking and carpentry projects.

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SEM-1

**10. BASIC BLUEPRINT READING AND CORE CONSTRUCTION SKILLS [CRPNTRY 115 LATTC]**

Prerequisite(s): Principal recommendation.

Students will be familiarized with the basic terms for construction drawings, components, and symbols. Emphasis is placed on the different types of drawings and how to interpret and use the information. Students will also complete core construction training in safety, hand tools, power tools, communications, and material handling.

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**11. NUTRITION, HEALTH AND SAFETY FOR CHILDREN [CD102 RHC]**

Prerequisite(s): Principal recommendation.

This course is designed for students interested in working in group care and educational programs that enroll children from infancy to early adolescence. The course focuses on preventive health and safety practices in group care environments for both children and adults and integration of these practices into everyday program planning and development. Introduction will also be provided regarding the laws, regulations, standards, policies and procedures and child development curriculum related to child nutrition, health and safety. Topics will include prevention and recognition of infectious disease, immunization, dental and mental health, child nutrition, menu planning, sanitary food handling, prevention of injury, emergency preparedness and evacuation, providing services for children with special needs and child abuse prevention, identification and reporting responsibilities. The importance of program collaboration with families and health professionals will also be addressed. The course meets the Department of Social Services Classification Indicator DS7 and the State of California Department of Education Title 5 Child Development Permit.

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MV-1

SEM-1

**12. CHILD GROWTH AND DEVELOPMENT [CD106 RHC]**

Prerequisite(s): Principal recommendation.

Rio Hondo Course. This course provides an overview of human growth from conception to adolescence. The theories of development relevant to life through the teenage years are introduced and the social, emotional, cognitive and physical aspects of these early stages of life are addressed. This course is appropriate for students preparing for a profession working with children and their families or those interested in furthering their understanding of child and adolescent development. This course is also designed to meet the Department of Social Service Classification DS1 and applies toward the State of California Title 5 requirement for the Child Development Permit.

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EM-1

MV-1

SEM-1

**13. INTRODUCTION TO CHICANO STUDIES [CHST101 RHC]**

Prerequisite(s): Principal recommendation.

This is an introductory course that examines the cultural, economic, educational and political issues as they impact the Chicana/o in the U.S. Topics include Chicana/o identity, ethnic/racial paradigms, gender, language, race, educational attainment, immigration, labor, and poverty. Students interested in this course may include individuals with familial or personal connections to the Chicano (Mexican-American) community and/or those intending to work in environments with high concentrations of this population.

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R-1

**14. INTRODUCTION TO PROGRAMMING [CIT111 RHC]**

Prerequisite(s): Principal recommendation.

This course is designed to develop the problem-solving abilities of the student who intends to continue in the computer field. Various techniques used will include hierarchy diagrams, data flow diagrams, flow-charting, data diagrams, and pseudo code. This course will also include information on Microsoft Visual Studio.NET's integrated development environment (IDE).

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R-1

**15. INTRODUCTION TO CLOUD COMPUTING [CIT114 RHC]**

Prerequisite(s): Principal recommendation.

This course is an examination of information systems as it relates to developer operations (DevOps), cloud computing, and their role in business. It will focus on information systems, security, database management systems, networking, operating systems, cloud computing, project management strategies, version control, and programming methodologies. It will apply these concepts and methods through hands-on projects developing computer-based solutions to business problems.

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R-1

**16. PROGRAMMING CONCEPTS AND METHODOLOGY I WITH PYTHON [CIT127 RHC]**

Prerequisite(s): Principal recommendation.

This course is an introduction to the discipline of computer science, with a focus on the design and implementation of algorithms to solve simple problems using Python. Topics include fundamental programming constructs, problem-solving strategies, debugging techniques, declaration models, and an overview of procedural and object-oriented programming languages. Students will learn to design, implement, test, and debug algorithms using pseudocode and Python.

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R-1

**17. DATABASE ESSENTIALS IN AMAZON WEB SERVICES [CIT172 RHC]**

Prerequisite(s): Principal recommendation.

The is course provides the students with an introduction to the core concepts in data and information management in traditional and cloud systems. It is centered around the core skills of identifying organizational information requirements, modeling them using conceptual data modeling techniques, converting the conceptual data models into relational data models and verifying its structural characteristics with normalization techniques, and implementing and utilizing a relational database using an industrial-strength database management system in Amazon Web Services. The course will also include coverage of basic database administration tasks and key concepts of data quality and data security. In addition to developing database applications, the course helps the students understand how large-scale packaged systems are highly dependent on the use of Database Management Systems (DBMSs) .Building on the transactional database understanding, the course provides an introduction to data and information management technologies that provide decision support capabilities under the broad business intelligence umbrella

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EM-1

MV-1

SEM-1

**18. COLLEGE AND LIFE SUCCESS [COUN101 RHC]**

Prerequisite(s): Principal recommendation. This course is also offered at FRLHS.

This course provides an exploration of cognitive, psychological, social, and physical factors influencing success in college and in life. Topics include personal responsibility, critical thinking, motivation, self-efficacy, personal awareness, life-long learning, self-management, health and wellness, interpersonal communication in a diverse world, and introduction to career and educational planning. Students will learn about the purpose, demands, requirements, and support services of higher education including both Rio Hondo College and four-year institutions.

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SEM-1

**19. INTRODUCTION TO THE TRANSFER PROCESS [COUN102 RHC]**

Prerequisite(s): Principal recommendation.

This course is designed to develop and enhance decision-making strategies for students interested in transferring. Students will develop critical thinking skills by identifying, comparing, and analyzing the differences in university entrance and major requirements as related to their educational and career goals. Students will examine the requirements of the universities and complete a comprehensive educational plan. Onsite research/field study at universities required.

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SEM-1

**20. INTRODUCTION TO STUDENT LEADERSHIP DEVELOPMENT [COUN103 RHC]**

Prerequisite(s): Principal recommendation.

This course will focus on building a student's leadership potential. It will examine foundational leadership theories and application in student government and organizations. Students will develop their own personal leadership philosophy that includes an understanding of self, others, and community. Some topics to be covered include: leadership theories, characteristics and competencies, ethics, diversity in leadership, decision-making, program development, parliamentary procedure, and team building.

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**21. STRESS AND ANXIETY MANAGEMENT FOR EMOTIONAL WELL-BEING [COUN104 RHC]**

Prerequisite(s): Principal recommendation.

This course is designed to increase a student's awareness of the effects of stress and anxiety on academic performance and daily life. Topics include the impact of stress on behavioral, cognitive, physical, and social-emotional well-being. Emphasis will be placed on understanding effective and ineffective responses to stress and anxiety, as well as on planning a personal stress and anxiety management program. Students will explore and develop a variety of practical coping skills and management techniques.

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**22. CAREER EXPLORATION AND LIFE PLANNING  
[COUN151 RHC]**

Prerequisite(s): Principal recommendation.

Career exploration and life planning: Students compare and contrast decision-making, factors that contribute to college success, life skills, competencies, values, labor market trends, and more for successful job search and workplace behaviors.

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SEM-1 **23. FUNDAMENTALS OF LIBRARY RESEARCH  
[LIB101 RHC]**

Prerequisite(s): Principal recommendation.

This course promotes information literacy by introducing students to the resources available in an academic library, including books, online catalogs, online databases, and Web sources. Students learn how to define their research problem, apply appropriate search tools, analyze and evaluate information and search strategies, and use information ethically and legally. The critical thinking skills and research strategies learned in this class will benefit students who need to find information for college-level research assignments, career demands, and lifelong learning.

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**24. CINEMA AS LITERATURE [LIT147 RHC]**

Prerequisite(s): Principal recommendation.

RHC: Art 115 This introductory course explores film as an art form, its basic components, and its relation to the styles and movements of other visual arts forms. An understanding of cinematic language is emphasized by focusing upon film's manipulation of time and space, its use of visual metaphors, montages, and explicit/implicit messages. The collaborative nature of filmmaking is studied by examining the role of cinematography, lighting, film editing, visual effects, art direction, and the use of sound and music to enhance the script and create style. Through discussion and written assignments, students develop the ability to analyze the impact of films viewed both in and out of class.

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MV-1

**25. INTRODUCTION TO BUSINESS [MGMT101 RHC]**

Prerequisite(s): Principal recommendation.

This course is a survey course designed for the student who has an interest in a career in business. Topics cover business operation, strategies for both, domestic and international markets, economic factor, legal regulations, management, leadership, marketing, financial operations, accounting controls, and e-commerce.

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MV-1

**26. SMALL BUSINESS MANAGEMENT-  
ENTREPRENEURSHIP [MGMT130 RHC]**

Prerequisite(s): Principal recommendation.

This course is a survey course designed for the students interested in small business, either in a domestic or international market. Topics include start-up methods and techniques, management and operations, marketing, financing and cash management, location strategies, personnel practices, buying and selling strategies, and e-commerce. This course will also provide students with an opportunity to develop a business plan as it pertains to their small business interest.

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SEM-1

**27. MASS MEDIA AND MODERN SOCIETY [MSCM128 RHC]**

Prerequisite(s): Principal recommendation.

This course in mass media surveys the history, format, laws, and significant contributors in American mass communications. Through projects and readings, students research and discuss such issues as free press, fair trial, foreign communications systems, and the relationship between free media and a democratic society.

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EM-1

**28. HISTORY OF ROCK AND ROLL [MUS132 RHC]**

Prerequisite(s): Principal recommendation.

This course is a survey course designed for the student who seeks an introduction to rock and roll. The course will focus on rock and roll music, its origins and its many sub-styles. The social, political, and economic influence the music has had on society and other types of music will also be examined.

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EM-1

**29. MUSIC APPRECIATION [MUS133 RHC]**

Prerequisite(s): Principal recommendation.

RHC: Music 133 is a survey of musical practices from various periods of music history with an emphasis on social, political, and commercial contexts. Types of music to be covered will include Classical, Jazz, Rock, Blues and World Music.

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**30. INTRODUCTORY PSYCHOLOGY [PSY101 RHC]**

Prerequisite(s): Principal recommendation.

This course is designed as a general introduction to psychology for psychology majors, those with an interest in psychology, or anyone with a desire to further their understanding of human behavior. It provides an overview of the field of psychology, introducing students to the research methods used to advance the science of psychology and the various areas that comprise this diverse discipline. Research and theories are presented, discussed, and evaluated. Topics covered include biological psychology, sensation and perception, life span development, learning, memory, motivation and emotion, cognition, personality, psychopathology and social psychology.

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**31. LIFESPAN DEVELOPMENT [PSY112 RHC]**

Prerequisite(s): Principal recommendation.

This course provides an overview of human psychological development across the lifespan. The physical, cognitive, social, and emotional changes that occur from the prenatal period through old age are addressed. In addition, current research findings and their applicability to ongoing developmental problems are explored. This course is appropriate for the student seeking to develop a better understanding of the development gains and losses that occur throughout

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A-1

EM-1

SEM-1

**32. INTRO TO SOCIOLOGY [SOC101 RHC]**

Prerequisite(s): Principal recommendation.

This course is designed for those with an interest in Sociology, or anyone with a desire to further their understanding of human group behavior and the organization of society. The student, using several theoretical points of view, will study and analyze: (1) the organization of social life; (2) problems of inequality - of age, sex, race and ethnicity social class and life style; (3) the basic social institutions: family, education, politics, economics, and religion; and (4) global issues of population, technology, social movements and social change.

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A-1

**33. MAJOR SOCIAL PROBLEMS [SOC102 RHC]**

Prerequisite(s): Principal recommendation.

This course is designed to provide students with an understanding of the definition, development, reduction and elimination of major social problems in contemporary society. Topics addressed include problems of mental and physical health including addictions, crime and violence, social inequality, terrorism and war, as well as technology and the environment. Various social theories and relevant empirical research are critically examined throughout the course.

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SEM-1

**34. SPANISH 1 [SPANISH101 RHC]**

Prerequisite(s): Principal recommendation.

This course is an introduction to the essentials of Spanish language: reading, listening, speaking, and writing skills. Various facets of Spanish-speaking cultures will be analyzed via cross-cultural comparisons. In addition to classroom discussion, students are required to complete at least 27 hours of intensive individualized oral-aural practice in the Language Laboratory via interactive websites, audio CDs, video programs and films. The Language Laboratory work focuses on vocabulary, grammar, and cultural practices. This class is designed for those students who do not have a Spanish language background who wish to learn to speak Spanish or who seek a degree in the Spanish language.

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SEM-1

**35. SPANISH 2 [SPANISH102 RHC]**

Prerequisite(s): Principal recommendation.



Prerequisite(s): Principal recommendation and THRT 012A

Advanced practical applicatoin of technical theater and in the creation of scenic elements involved in department productions. Includes continuing concepts of design, set movement, prop constructina nd procurement, backstage organization and career possibilities. Students are required to assume technical and production responsibility for all department productions approved by the instructor. Also includes stage management, lighting and/or sound techniques.

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R-1

**41. STAGE TECHNIQUES [THRT 030 PCC]**

Prerequisite(s): Principal recommendation.

Students will gain practical experience in the application of production responsibilities in any of the following: stage management, house management, construction, scenery, properties, costume, lighting, sound, and running crews for the Theatre Department productions.

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R-1

**42. FUNDAMENTALS OF STAGE LIGHTING [THRT 041 PCC]**

Prerequisite(s): Principal recommendation.

This course involves the study and execution of stage lighting with emphasis on equipemnt, control, color and their relationship to design.

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- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**ENGLISH DEPARTMENT**

*Your success in high depends leargely upon your ability to listen attentively, to think clearly, and to read, write and speak well. No learning takes place without the use of these skills. Your English classes will help you to develop them and, in doing so, will help you in your other classes as well.*

*In your English classes, you wil have the opportunity to express ideas orally and in writing. The study of grammar usage and vocabulary will help you to do this more skillfully.*

*Since the ability to read well is basic to learning, reading activities of various kinds are an important part of the courses. The reading selections vary from study-type materials to deep thought-provling leterature. All should contribute to improved reading ability, to a braodened outlook, and to intellectual maturity. Forty (40) units of English are required. Classes in Speech, Journalism, T.V. Production, or English Lab Assistant can be taken for elective credit only. Drama can be taken for Performing Arts credit. Refer to the Vocational Education (VE) section for additional course offerings.*

**Basic: Non College Prep**

**ACC = Accelerated P**

**P = Accepted by UC**

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
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A-2

EM-2

MV-2

R-2

SEM-2

**1. ACADEMIC LANGUAGE DEVELOPMENT (ALD)**

Prerequisite(s):

- 10TH - 11th grade
- Long-term English Learner (LTEL): EL for 6 years or more
- Reading Inventory Score – less than 900
- ELPAC Level 2, 3 or
- CAASPP – Standard Not Met or Standard Nearly Met

ALD is designed to continue the development of student skills in reading, writing, and speaking. The primary function of the course is to develop academic language skills for long-term English learners.

- o Accelerate the development of academic language and literacy skills
- o Support progress towards meeting the reclassification criteria
- o Provide access to the standards-based curriculum
- o Support successful completion of graduation requirements
- o Prepare English learners to be college- and career - ready

A-1

**2. CRITICAL THINKING**

Recommended Prerequisite(s): Successful completion of 8-11th grade English course with "C" or better or teacher/counselor recommendation (summer included.)

Through investigative learning in conjunction with fiction and nonfiction prose, students will explore multiple points of view of controversial issues, using critical thinking, reading, and writing skills to discuss and manipulate ideas in a progression of argumentative essays. Students will focus on informational materials, as well as analytical, vocabulary, listening, speaking, writing, and grammar skills outlined in the California Content Standards for grades 9-12.

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**3. DRAMA (SEE PERFORMING ARTS)**

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A-2                      EM-2                      MV-2                      R-2                      SEM-2

**4. ENGLISH LANGUAGE DEVELOPMENT (ELD) 1**

Prerequisite(s): Non-English or limited English speaking ability or scoring at the appropriate level on the English Language Assessments for California (ELPAC)

The purpose of ELD 1 is to develop basic survival vocabulary, communication skills, and academic abilities in non-English speaking students. The course places emphasis on the development of language and communication skills, reading and writing skills, academic concepts and vocabulary, and life skills. Students will explore a variety of literature genre, learn cognitive academic skills (i.e. strategies for reading comprehension, vocabulary development, test-taking, critical thinking, and research), and develop their writing, grammar, language usage, mechanics, and spelling. Students will utilize technology and media to support the development of vocabulary, fluency, and comprehension. Unit themes, essential questions, relevant literature, and extended learning activities also help to motivate students and increase multicultural awareness and appreciation.

An ELD 1 Lab section is required for each ELD 1 course. The lab reinforces and supports the ELD course with supplementary materials and extended oral and writing practice.

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A-2                      EM-2                      MV-2                      R-2                      SEM-2

**5. ENGLISH LANGUAGE DEVELOPMENT (ELD) 2**

Prerequisite(s): Successful completion of ELD 1 or scoring at the appropriate level on the English Language Assessments for California (ELPAC) and the Edge Program Placement test.

The purpose of ELD 2 is to further develop vocabulary, communication skills, and academic abilities in non-English speaking students. The course places emphasis on the development of language and communication skills, reading and writing skills, academic concepts and vocabulary, and life skills. Students will explore a variety of literature genre, learn cognitive academic skills (i.e. strategies for reading comprehension, vocabulary development, test-taking, critical thinking, and research), and develop their writing, grammar, language usage, mechanics, and spelling. Students will utilize technology and media to support the development of vocabulary, fluency, and comprehension. Unit themes, essential questions, relevant literature, and extended learning activities also help to motivate students and increase multicultural awareness and appreciation.

An ELD 2 Lab section is required for each ELD 2 course. The lab reinforces and supports the ELD course with supplementary materials and extended oral and writing practice.

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A-2                      EM-2                      MV-2                      R-2                      SEM-2

**6. ENGLISH LANGUAGE DEVELOPMENT (ELD) 3 (P)**

Prerequisite(s): Successful completion of ELD 2 or scoring at the appropriate level on the English Language Assessments for California (ELPAC) and the Edge Program Placement test.

The purpose of ELD 3 is to further develop vocabulary, communication skills, and academic abilities in non-English speaking students. The course places emphasis on the development of language and communication skills, reading and writing skills, academic concepts and vocabulary, and life skills. Students will explore a variety of literature genre, learn cognitive academic skills (i.e. strategies for reading comprehension, vocabulary development, test-taking, critical thinking, and research), and develop their writing, grammar, language usage, mechanics, and spelling. Students will utilize technology and media to support the development of vocabulary, fluency, and comprehension. Unit themes, essential questions, relevant literature, and extended learning activities also help to motivate students and increase multicultural awareness and appreciation.

An ELD 3 Lab section is required for each ELD 3 course. The lab reinforces and supports the ELD course with supplementary materials and extended oral and writing practice.

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A-2	EM-2	MV-2	R-2	<b>7. ENGLISH LANGUAGE DEVELOPMENT (ELD) WORKSHOP 1, 2, 3</b>
<p>Prerequisite(s): Identified ELD students.</p> <p>ELD workshop will supplement the student's skills in reading, writing, listening, speaking and survival skills. Only elective credit is earned. <u>The course is offered during summer only.</u></p>				

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A-2	EM-2	MV-2	R-2	SEM-2	<b>8. ENGLISH 1 (P)/ACCELERATED (P)</b>
<p>Prerequisite(s): A freshman level course; For Accelerated courses, the following criteria may be used: Teacher recommendation, and/or student choice.</p> <p>English 1P is designed to continue the development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on the English Language Arts California State Content Standards and the CA Common Core State Standards. The course incorporates the various genre found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational text and workplace documents are embedded in the chapter organization of the text. Strategies such as AVID, Marzano, and STRP (The Strategic Reading Project) are used to increase reading and critical thinking skills.</p> <p>English 1 Accelerated is designed for students who have the intentions of moving to English 2 Accelerated the following year.</p>					

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A-2	EM-2	MV-2	R-2	<b>9. ENGLISH 1 INTENSIVE (P)</b>
<p>Prerequisite(s): Freshman level course; CST ELA below 325; Gates McGinite Lexile score between 400 and 849</p> <p>English 1 Intensive is a course that blends a rigorous English Language Arts Curriculum and support for struggling readers. This University of California A-G approved course will fulfill the B requirement. With the integration of Scholastic's READ 180 Universal and a college prep curriculum, comes a unique opportunity for at risk students to develop strong literacy skills, yet remain on track for university admittance.</p>				

English I Intensive is a yearlong course presented in a daily 90-108 minute (specific to site schedules) instructional model. The research-based practices of whole group instruction, computer assisted support using READ 180 instructional software, small group instruction, and modeled and independent reading have a proven track record of improving students' literacy skills. Integrated with grade level appropriate literature, students are able to transition their skills into the higher levels of learning for a college prep course.

A-2

EM-2

MV-2

R-2

**10. ENGLISH 1 INTENSIVE LAB**

Prerequisite(s): freshman enrolled in English 1 Intensive

English 1 Intensive Lab is designed to continue the development of student skills in reading and writing and serves as a reinforcement class for English 1P Intensive. The READ 180 program will be used.

A-2

EM-2

MV-2

**11. ENGLISH 1 TRANSITIONAL (P)**

Prerequisite(s): Fulfillment of any of the following -  
 a. Completion of ELD 3 with a passing grade and/or teacher's recommendation.  
 b. Passing score on the ELD 3 exit test.  
 c. Placement by state English language proficiency assessment.

English 1 Transitional P is designed to continue the process of English language acquisition and the development of academic skills in the areas of reading, writing, listening, and speaking. The curriculum for this college preparatory course is based on the English Language Arts Common Core State Standards (CCSS) and incorporates the various genres found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational text and workplace documents are embedded in the chapter organization of the text. Strategies, such as those presented in SIOP (Sheltered Instruction Observation Protocol), as well as AVID (Advancement Via Individual Determination), Marzano, and STRP (The Strategic Reading Project), are used to increase reading and critical thinking skills.

An English 1 Transitional Lab section is required for each English 1 Transitional course.

A-2

EM-2

MV-2

**12. ENGLISH 1 TRANSITIONAL LAB**

Prerequisite(s): Enrollment in English 1 Transitional

The lab reinforces and supports the English 1 Transitional course with supplementary materials and extended oral and writing practice.

A-2

R-2

**13. PRE-AP ENGLISH 1**

Prerequisite(s): Proficient or Advanced scores on the RI test, SBAC test for 8th grade, or teacher's recommendation.

This course designed to train students to read critically and analyze a wide range of literature across genres, themes, and contexts. Through close critical analysis students learn to read a work while focusing on structure, style, and themes, and investigate and understand how a writer uses the tools of figurative language, literary devise, rhetoric and other elements of language to create meaning.

A-2	EM-2	MV-2	R-2	SEM-2	<p><b>14. ENGLISH 2 (P)/ACCELERATED (P)</b></p> <p>Prerequisite(s): A sophomore level course: Successful completion of English 1P is recommended. For Accelerated courses, the following criteria may be used: Teacher recommendation, completion grade in English 1 Accelerated, and/or student choice.</p> <p>English 2P is designed to continue the development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on CCSS Common Core State Standards. The course incorporates the various genres found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational and workplace documents are embedded in the chapter organization of the text. Strategies such as AVID, Marzano, and STRP (The Strategic Reading Project) are used to increase reading and critical thinking skills.</p> <p>English 2 Accelerated is designed to give students the needed skills to move on to English Language and Composition (AP).</p>
	EM-2				<p><b>15. ENGLISH 2 LAB</b></p> <p>Prerequisite(s): Any combination of two of the following: Reading Advancement, 9th grade ELA CST below 325, SRI Lexile measure below 1045.</p> <p>English 2 Lab is designed to continue the development of student skills in reading and writing and serves as a reinforcement class for English 2.</p>
A-2	EM-2	MV-2	R-2		<p><b>16. ENGLISH 3 (P)</b></p> <p>Prerequisite(s): A junior level course: Successful completion of English 2P is recommended. For Accelerated courses, the following criteria may be used: Teacher recommendation, completion grade in English 2 Accelerated, and/or student choice.</p> <p>English 3P focuses on a historical approach to the study of American literature and the continued development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on the California State Content Standards-English Language Arts and the CA Common Core State Standards. The course incorporates the various genres found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational texts and workplace documents are embedded in the chapter organization of the textbook. All students will write an editorial, an autobiographical/reflective narrative, a descriptive essay, an expository essay, a literary response, and a major research paper following MLA guidelines.</p>
A-2	EM-2		R-2		<p><b>17. ENGLISH 4 (P)</b></p> <p>Prerequisite(s): A senior level course: Successful completion of English 3P is recommended.</p> <p>English 4P focuses on a historical approach to the study of British and World literature and the continued development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on the California State Content Standards for English Language Arts (CSCS-ELA) and the CA Common Core State Standards. The course incorporates the various genres found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational texts and workplace documents are embedded in the chapter organization of the textbook. All students will write a descriptive essay, a literary analysis, compare/contrast essay, a reflective essay, and a major research project.</p>

A-2	EM-2	MV-2	R-2	SEM-2	<p><b>18. ENGLISH LANGUAGE AND COMPOSITION AP (P)</b></p> <p>Prerequisite(s): Successful completion of English 2P Accelerated or English 2P.</p> <p>This class is designed to aid students in developing an individual writing style adaptable to different occasions for writing in college. Included in the course will be examination and practice of specific kinds of writing and writing styles appropriate for various assignments. Students will study examples of recognized American authors as a basis for different writing experiences. One goal of Junior English Seminar AP is to enable students to pass the Language and Composition AP Exam at the end of the year. A high score on this exam makes it possible for student to receive freshman English credit for this course at many universities and colleges around the United States.</p> <p>Although the work is demanding, that fact is recognized in the grading system; most colleges allow a 25% bonus for all Advanced Placement grades (e.g., A=5 points; B=4 points; etc.) Emphasis is placed upon English literature and analytical writing.</p>
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A-2	EM-2	MV-2	R-2	SEM-2	<p><b>19. ENGLISH LITERATURE AND COMPOSITION AP (P)</b></p> <p>Prerequisite(s): Successful completion of English Language and Composition AP or an "A" or "B" in Eng 3P is recommended</p> <p>This course is intended primarily for those students who plan to attend highly competitive colleges and universities. One of the important purposes of the course is to enable participants to improve the skills necessary to succeed on the Advanced Placement Literature &amp; Composition Examination. A high score on this exam makes it possible for student to receive freshman English credit for this course at many universities and colleges around the United States.</p> <p>Although the work is demanding, that fact is recognized in the grading system; most colleges allow a 25% bonus for all Advanced Placement grades (e.g. / A=5 points; B=4 points; etc.) Emphasis is placed upon English literature and analytical writing.</p>
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A-2	EM-2	MV-2	R-2	SEM-2	<p><b>20. EXPOSITORY READING AND WRITING COURSE (ERWC) (P)</b></p> <p>Prerequisite(s): Seniors with a grade of "C" or better in English 1P, 2P, and 3P. A selection process will be followed which includes:</p> <ul style="list-style-type: none"> <li>- student interest</li> <li>- completion of "a-g" requirements appropriate for grade level</li> </ul>
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The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

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EM-2

R-2

SEM-2

**21. CSU Expository Reading and Writing 3**

Prerequisite(s): Completion of 10th grade English course (Recommended)

The grade 11 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. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting students interest and motivation.

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**21. JOURNALISM 1 (P)**

Prerequisite(s): Grade of "C" in Regular English.

Journalism 1P is the pre-requisite course for both Journalism 2 and Yearbook Production.

Journalism 1P is a one-year course covering the techniques of writing news articles, feature articles, editorials/opinions, and sports articles for both the newspaper and the yearbook. This course also give the student an understanding of media literacy.

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A-2

EM-2

MV-2

SEM-2

**22. JOURNALISM 2,3,4**

Prerequisite(s): Grade of "D" in Journalism 1 or instructor's approval.

A student with a genuine "nose for news" will find an opportunity to try his/her design wings at editing and reporting in Journalism 2, as it is in this class that the editorial and reporting of the school papers' are trained. Students have an opportunity to actually edit, report and produce the school newspaper. In addition, they find out about the interesting careers in the newspaper field.

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A-2

**23. INTERMEDIATE JOURNALISM P**

Prerequisite(s): Grade of "B" in Journalism 1 and instructor's approval.

Intermediate Journalism is a laboratory course in which students write, edit and prepare the online student newspaper. Students will develop research and reporting skills, as well as being responsible for editing, proofreading, and photography. Students learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning, and give them confidence in their ability to see their creative ideas to completion. Students must be highly motivated, self-disciplined individuals who are capable of working independently in a productive, creative manner.

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A-2

#### **24. ADVANCED JOURNALISM P**

Prerequisite(s): Grade of "B" in intermediate Journalism and instructor's approval.

Advanced Journalism is a laboratory course in which students write, edit and prepare the online student newspaper. Students will develop research and reporting skills, as well as being responsible for editing, proofreading, photography, art, graphics and page design. Students in Advanced Journalism are responsible for maintaining the student newspaper website. These students are given the responsibility of editors. Students learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning, and give them confidence in their ability to see their creative ideas to completion. Students must be highly motivated, self-disciplined individuals who are capable of working independently in a productive, creative manner.

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#### **25. YEARBOOK PRODUCTION (SEE SPECIALITY DEPARTMENT)**

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- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**HEALTH DEPARTMENT**

*Refer to the Vocational Education (VE) section for additional course offerings*

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-1	EM-1	MV-1	R-1	SEM-1	<b>1. HEALTH</b>

Prerequisite(s): None

Health is a semester course that is a requirement for high school graduation. The goals and objectives of the course are based upon the Health Framework for California Public Schools California Health Standards and Education Codes for instruction in substance abuse, human sexuality, sexually transmitted infections, including AIDS education. The course also includes California state legislation, SB 1165- Pupil instruction: Sexual Abuse and Sex Trafficking Prevention Education. In addition the course also covers the Safely Surrender Law and HIV Instruction as per SB 2817. This course offers a comprehensive curriculum that covers major concepts in health, safety, nutrition, mental health, body systems, and first aid. Health class connects with everyday real-life issues and situations such as, drug abuse, sexually active teens, pregnancy, sexually transmitted diseases, contagious and non-contagious diseases, alcohol and tobacco use, drunk driving, accidents, injuries, violence, bullying, cyberbullying, physical abuse, date rape, and other pertinent health and safety issues. Taught at FRLHS.

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- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**LIBRARY SCIENCE DEPARTMENT**

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<b>1. LIBRARY SCIENCE 1 &amp; 2</b>

Prerequisite(s): Grade "B" or better in English, Approval of librarian and counselor, Basic computer competency. Library Science 2 students must complete Library Science 1 before enrolled.

A one or two year course in Library Science designed to give students a thorough understanding of how to access, and appreciate information, books and libraries as well as to promote skills that parallel those needed college-level research as well as career and life situations. Students learn skills that prepare them for college success and future jobs requiring accuracy and attention to detail. Students will be exposed to a variety of subjects and materials that will promote library skills including information literacy, personal reading, computer literacy, and life-long learning.

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- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length  
 Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length  
 Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length  
 Key - (P) = Class meets University of California entrance requirements

### MATHEMATICS DEPARTMENT

*Two years of mathematics and completion of Integrated Math 1 (or equivalent) are required for graduation; four years are suggested for most college-bound students. The information in the registration manual is to help you plan. Today more fields are using more math than ever before. Your career will extend over many years. THE TIME TO PREPARE FOR IT IS NOW!*

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
					All students in the district must have two (2) courses of mathematics in order to graduate. Students must have Integrated Math 1 (or equivalent) or higher math class to graduate from high school. (one course = one full year)
A-2	EM-2		R-2	SEM-2	<p><b>1. CALCULUS (P)/CALCULUS AB AP (P)/CALCULUS BC AP (P)</b></p> <p>Prerequisite(s): Successful completion of Pre-Calculus or teacher recommendation. For Calculus BC AP (P) successful completion of Calculus AB AP (P).</p> <p>Prerequisite(s): At AHS successful completion of Pre-Calculus with a "C" or better.</p> <p>The topics will include limits, continuity, derivatives and integrals of polynomials, trigonometric and log exponential functions, curve sketching, and applications.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>2. CALCULUS AB AP (P)</b></p> <p>Prerequisite(s): Precalculus Trigonometry or Precalculus Trigonometry Honors with a "C" or better.</p> <p>Prerequisite(s): At AHS Recommended completion of Precalculus Trigonometry or Precalculus Trigonometry Honors with a "B" or better. - Per AHS</p> <p>AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of different and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>3. CALCULUS BC AP (P)</b></p> <p>Prerequisite(s): Passed Calculus AB AP (P)</p>

AP Calculus BC is a full year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics described in the College Board course description. Topics covered include functions and graphs, limits and continuity, derivatives and applications, definite integrals and applications, anti-differentiation and Euler's Method, differential equations and slope fields, mathematical modeling, L'Hôpital's Rule, improper integrals, partial fractions, infinite series including power series and Taylor series, parametric, vector, and polar functions. Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations. This course utilizes technology through the use of graphing calculators. Critical thinking skills and problem solving skills are applied to both symbolic manipulation and real world situations.

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MV-2

#### 4. AP COMPUTER SCIENCE A (P)

Prerequisite(s): Completed Computer Programming 1 with a "B" or better, or teacher recommendation.

The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science

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A-2

EM-2

SEM-2

#### 5. COMPUTER SCIENCE PRINCIPLES AP (P)

Prerequisite(s): Algebra 1 or Integrated Math 1

The course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. This course also counts as the introductory course for the CTE Information Technology Pathway at SEMHS.

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R-2

#### 6. FINITE MATHEMATICS (P)

Prerequisite(s): Successful completion of Integrated Math 3

Short description of course which may also be used in the registration manual: Finite math is an applied math course comparable to the Finite Math courses taught at the college level. We will use algebra to solve real world problems in business, economics, life sciences, and the social sciences. The course consists of units in the study of Linear Functions, Matrices, Linear Programming, Finance, Counting Techniques, Probability and Statistics. Concepts are introduced with concrete, real-life examples, chosen from current topics and issues in the media. Special emphasis is placed on helping students formulate, solve, and interpret the results of applied mathematics problems. A graphing calculator (TI-84+ or higher) is recommended, but at a minimum, a scientific calculator is required.

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R-2

#### 7. INTEGRATED MATH 1 LAB

Prerequisite(s): 9th or 10th grade student. "C" or Below grade in 8th grade Math class. Math SBAC Proficiency level: Standards Nearly Met or Standards Not Met. 200-500 Quantile\*score – Tier 1 (3rd – 5th grade level skills), 501-800 Quantile\* score – Tier 2 (6th – 8th grade level skills. \*Quantile score will be obtained through Scholastic math Inventory (SMI)

Corerequisite(s): Integrated Math 1 or equivalent OR SUP Integrated Math 1A/1B or equivalent.

The Integrated Math 1 Lab is designed to narrow student learning gap and support the development of student skills in (a) concepts and procedures – students apply mathematical concepts and procedures, (b) problem solving and modeling/data analysis – students use appropriate tools and strategies to solve real world and mathematical problems and (c) communicate reasoning – students demonstrate ability to support mathematical conclusions. The course also serves as a support class for Integrated Math 1 (IM1). The primary functions of the course are to develop deeper understanding, strengthen reasoning and analytical skills an support conceptual and mathematical foundation to accelerate and develop academic language and content in mathematics. Students in Integrated Math 1 Lab must also be enrolled in IM1 with the same instructor if possible. The course follows a specific curriculum for Intervention that supports the Integrated Math 1 core curriculum, and will focus on various targeted mathematical concepts and skills.

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EM-2

MV-2

R-2

SEM-2

**8. INTEGRATED MATH I (P) /SHELTERED**

Prerequisite(s): None (Sheltered offered at EMHS)

This UC approved college preparatory course follows an approach typically seen internationally (integrated) that consists of a sequence of three courses, each of which includes number, algebra, geometry, probability and statistics. The fundamental purpose of Integrated Math I is to formalize and extend the mathematics that students learn in the middle schools. The critical areas, organized into units, deepen and extend understanding of linear relationships in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that make use of their ability to make sense of problem situations.

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EM-2

MV-2

R-2

SEM-2

**9. INTEGRATED MATH II (P) / SHELTERED**

Prerequisite(s): Recommended (not required per Administrative Regulation 5121):

- Completion of 2nd semester of Integrated Math 1 or equivalent with a C- or better or
- Completion of Integrated Math Bridge 1 summer course with a C or better
- Completion of 2nd semester of Integrated math 1 or equivalent with a D- or better AND one of the following:
  - o 8th grade Math CAASPP achievement Level Scale Score of 2586 or higher (Standard Met or Exceeded)
  - o End-of-Year Math Inventory Quantile score of 1000Q
  - o Math teacher recommendation

This course is designed to meet the Common Core State Standards for high schools following the Integrated Math Pathway. Standards for the 8 mathematical practices are also addressed throughout the course.

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A-2

EM-2

MV-2

R-2

SEM-2

**10. INTEGRATED MATH III (P)**

Prerequisite(s): C or better in Integrated Math 2 or equivalent.

Integrated Math 3 students integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time should focus on four critical areas:

- Apply methods from probability and statistics to draw inferences and conclusions from data
- Expand understanding of functions to include polynomial, rational, and radical functions
- Expand right triangle trigonometry to include general triangles
- Consolidate functions and geometry to create models and solve contextual problems

This course is designed to meet the Common Core State Standards for high schools following the Integrated Math Pathway. Standards for the 8 mathematical practices are also addressed throughout the course.

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A-1 Summer

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**11. INTEGRATED MATH BRIDGE 1**

Prerequisite(s):

1. B or better in 8th Grade Common Core Math
    - AND
  2. Incoming 9th Grade students only
    - AND
  3. Have not successfully passed Integrated math 1 or equivalent with a C or better in the 8th Grade
- NOTE: Recommended for incoming 9th grade students who have met the above prerequisites and with to advance to Integrated Math 2.

Integrated Math Bridge 1 is a one-semester summer course intended to provide incoming 9th grade students an opportunity to advance to Integrated math 2 without taking Integrated math 1. This course covers the majority of key concepts and standards from Integrated Math 1 to ensure students are successful in Integrated Math 2.

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A-1 Summer

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**12. INTEGRATED MATH READINESS**

Prerequisite(s):

- a) C or below in 8th Grade Common Core Math
    - AND
  - b) Incoming 9th Grade students only
- NOTE: Not recommended for incoming 9th grade students who have previously taken Integrated math 1 in the 8th grade.

Integrated Math Readiness is a one semester summer course intended to offer incoming 9th grade students additional support in mathematics by covering conceptual understanding of interger operations and solving one-step equations.

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SEM-2

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**13. INTRO TO COMPUTER SCIENCE**

Prerequisite(s): 9TH graders, "C" or better grade in 8th grade Math class. Math SBA Proficiency level: Standards Nearly Met or Standards Not Met.

Introduction to Computer Science (ICS) is designed to be implemented as a full-year high school course using a PLTW Gateway modules. In each module, student teams create an Android interface to solve a problem the team defines. Students learn fundamental computer science (CS) concepts using MIT App Inventor. The course aims to develop computational thinking and build student excitement. Several days in each module are targeted to build career awareness about computing skills in all fields and to improve students' cyber hygiene.

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A-2

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**14. MATHEMATICAL REASONING WITH CONNECTIONS (MRWC) (P)**

Prerequisite(s): Grade C or higher in Integrated Math III / Algebra 2

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. It has been specifically designed to address the need for stronger mathematics preparation for transitioning from high school to college and career pathways. Based on the Common Core State Standards viewpoint that mathematics is a cohesive and connected body of work, the 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 CCSS Mathematical Practices throughout the curriculum and develops key Habits of Mind and a mathematical disposition required for mastering advanced, challenging college-level content knowledge. MRWC uses non-traditional instructional approach emphasizing collaboration and exploration through mathematical activities, problem posing, and the use of technology that will address diverse learning styles. Instruction is designed to challenge students to approach mathematics as sense-making through a focus on questioning and probing deeper. Teacher-led instruction and student explorations will focus on discovering the conceptual basis for standard procedures. It will facilitate the development of students' ability to choose strategically among multiple solutions options, and to articulate the reasons for those decisions. Students will use informal and formal justifications to defend their understandings and critique the reasoning of others. Instruction will emphasize the use of and fluency in the full range of the language of mathematics. Content topics will be approached through six instructional modalities i.e. verbal, numeric, symbolic, graphical, geometric, and technological.

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A-2

EM-2

MV-2

SEM-2

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**15. MATHEMATICS WITH LIFE APPLICATIONS (P)**

Prerequisite(s): 11th and 12TH grade students only. Grade D- or higher in Integrated Math 1.

The Mathematics with Life Applications course will guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of money and finance in their daily lives. Students will use technology that will allow them to present the skills and knowledge they gain from this course and apply them to real-life situations. Students are introduced to such everyday life skills as calculating retail discounts, budgeting expenses, making cost comparisons, buying and renting a home, calculating the cost of operating a motor vehicle, and many others related to real-world finances. Basic business matters, including borrowing money, investing, and calculating business profits and losses are also included.

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EM-2

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**16. PRECALCULUS HONORS (P)**

Prerequisite(s): Grade "B" or better in Integrated Math III or

Precalculus Honors is a year course which focus on mathematics they have learned from Integrated Math 1-3, Trigonometry, some Mathematical Analysis and Linear Algebra. This course will cover 11 chapters in 36 weeks and relies heavily on individual effort and individual learning process. Technology, including the use of internet, is incorporated into the course work to encourage discover, problem solving and to apply mathematics to real life situations, and the use of a graphing calculator (TI 84 or above) required. The goals of the course are, to develop the skills within the student to move directly into a college level calculus course. To develop a strong foundation in Precalculus concepts to aid the student in successfully completing a year of calculus in the following year at the high school. Students will study the theory of functions and graphs, including algebraic and polynomial functions, exponential and logarithmic functions, and trigonometric identities and equations, and the concept of analytic geometry.

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A-2                      EM-2                      MV-2                      R-2                      SEM-2                      **17. PRECALCULUS/TRIGONOMETRY (P)**

Prerequisite(s): Integrated Math III with a "C" or better grade, or with "C-" and teacher's recommendation, or Integrated Math III Honors with "C" or better grade.

Precalculus is a year course which focuses on latter Integrated Math III concepts, Trigonometry, some Mathematical Analysis and Linear Algebra. This course relies heavily on individual effort and individual learning process. Technology, including the use of internet, is incorporated in the course work, and the use of a graphing calculator (TI 84 or above such as DESMOS) is a must. The goal of the course is to develop the skills within the student to move directly into a college level calculus course at a college or to aid the student in successfully completing a year of calculus in the following year at the high school. - Per AHS

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A-2                      EM-2                      MV-2                      R-2                      SEM-2                      **18. STATISTICS AP (P)**

Prerequisite(s): Grade "B" or better in Integrated Math III or equivalent or teachers' recommendation.

The AP Statistics course is equivalent to an introductory, non-calculus-Based college level course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

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A-2                      EM-2                      MV-2                      R-2                      SEM-2                      **19. STATISTICS (P)**

Prerequisite(s): "C- "or better in Integrated Math III or equivalent.

This course provides an introduction to statistics and probability that will prepare students for a college-level statistics course and life in a world filled with data. Major topics include: analyzing distributions of univariate data; analyzing relationships in bivariate data; collecting data using sampling and experimentation; probability and random variables; sampling distributions/ and confidence intervals and significance tests for means and proportions from one or two samples, along with chi-square tests and inference for the slope of a least-squares regression line. Use of technology, including online applets and the graphing calculator will be prominent in the course.

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Key - A-1 = Class is taught at Arroyo High School, 1 semester in length  
 Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length  
 Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length  
 Key - (P) = Class meets University of California entrance requirements

### PERFORMING ARTS DEPARTMENT

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>1. A CAPPELLA CHOIR (P)</b></p> <p>Prerequisite(s): Admission to this group is granted only by the instructor. At least one year of previous choir experience is preferred.</p> <p>A Cappella Choir is the advanced vocal ensemble of the Music Department. Its repertoire includes all advanced choral literature from four to eight-parts. This choir performs both for the school and the community. There are performances and rehearsals that take place after school hours. Performances include assemblies, festivals, and several concerts.</p>
	EM-1-2				<p><b>2. ADVANCED GUITAR (P)</b></p> <p>Prerequisite(s): All students who have successfully completed Guitar are eligible to enroll in Advanced Guitar with the permission of the instructor.</p> <p>A continuation of the first-year course in guitar, Advanced Guitar offers the student advanced training in more complex rhythms, note reading and chord patterns as well as a greater variety of strums. Opportunities for individual projects will be encouraged. Scale patterns and methods for improvisation are introduced.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>3. AEOLIAN CHOIR (P)</b></p> <p>Prerequisite(s): This course is open to all students.</p> <p>Beginning unison, medium and difficult two and three-part music will be studied for performance at assemblies, concerts, and music festivals. MVHS Treble only.</p>
	EM-2		R-2	SEM-2	<p><b>4. AUXILIARY BAND UNITS</b></p> <p>Prerequisite(s): Tryouts for these groups are held each spring for the following school year.</p> <p>This class is for members of (depending upon high school) FLAGS, TALL FLAGS, DRILL TEAM, MAJORETTES, SOLO TWIRLER, DRUM MAJORS, BANNERS, SONGLEADERS, CHEERS, and/or RIFLES.</p> <p>Each group is required to perform with the band at football games and/or parades, and must perform individually at pep rallies, competitions, and other special occasions. After school rehearsals will be scheduled and these students will be required to attend all activities.</p>
A-2			R-2	SEM-2	<p><b>5. BEGINNING INSTRUMENTS OR JUNIOR BAND</b></p> <p>Prerequisite(s): None.</p>

Class instruction begins with the very basic fundamentals of note reading and instrumental techniques; also a small amount of music theory is gradually introduced.

It is advisable to own or rent your own instrument. However, the Music Department has a few instruments which may include Sousaphones, double basses, percussion and French horns, which may be used in class. After school practices and activities may be scheduled.

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A-2

MV-2

R-2

SEM-2

**6. CHAMBER CHOIR (P)**

Prerequisite(s): Admission to this group is granted by the instructor only. At least one year of previous choir experience is preferred.

The choir is the major performing ensemble of the Music Department. Its repertoire includes all advanced vocal material, including four-part to eight-part music. This choir is a performing group both for the school and the community. This group has many extra-curricular activities including regular and individual practices after school hours and numerous social events. Performances include assemblies, festivals, and several concerts.

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A-2

SEM-2

**7. CHAMBER JAZZ ENSEMBLE (P)**

Prerequisite(s): Two years high school performance experience or successful audition.

Jazz Ensemble is a performance based class in instrumental music. Only highly advanced students would be eligible, as the repertoire is technically very demanding. Students cover jazz styles including: ragtime, Dixieland, blues, swing, big band, be-bop, techno, fusion, rock, Latin, funk and popular styles of today. Students are encouraged to solo and work on improvisations modeling famous artists studied in class. Students take a written final on Jazz History and present an oral presentation along with a written paper on a famous artist covered in class that they then have to research further. Performances are numerous and attendance to all events is mandatory.

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A-2

MV-2

R-2

SEM-2

**8. DANCE PROP PRODUCTION (P)**

Prerequisite(s): Successful audition or instructor approval

Dance Prop Production involves student participation in various aspects of movement and equipment techniques. The student will obtain aesthetic perception and valuing, creative expression, and will study the heritage and history of dance. Those goals will be accomplished by various activities and performance throughout the course. Expression of movement style, equipment techniques and forms will take place through creative development of space, time, and force. The students will also focus on the ability to work in a group situation while developing performance and composition skills. This course is for members of Flags, Tall Flags, Drill Team, Drum Majors, Banners, and/or Rifles. This course is aligned to the State of California Visual & Performing Arts Standards.

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EM-2

R-2

**9. DRAMA 1 (P)**

Prerequisite(s): Grade of "C" in Regular English at RHS. No prerequisite at EMHS.

Drama 1 provides students with an opportunity to develop poise and personality by engaging in dramatic activities. The course includes studying dramatic literature as well as giving sound training in the techniques of good acting, listening and theatrical design. This course is in the English Department at EMHS. There are at least 50 extra hours of extracurricular activity required. CTE courses Introduction to Theatre (Intro to Arts, Media and Entertainment), and Intermediate Professional Theatre are offered to AHS, MVHS, and SEMHS.

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EM-2

R-2

**10. DRAMA 2, 3, 4, (P)**

Prerequisite(s): Drama 1 or instructor's approval. At AHS, Drama 2 and 3 or instructor's approval for Drama 3 and 4.

These courses are open to students who show promise of further improvement in their dramatic ability. In these courses more extensive reading of plays is done, and play production is practiced. In addition to the regular class schedule, the class has extra-curricular requirements, especially during all-school play productions. These intensive rehearsal periods require the actors' and staff members' after-school time (a minimum of 50 hours a semester at RHS). CTE courses Intermediate Professional Theatre, and Advanced Professional Theatre are offered to AHS, MVHS, and SEMHS.

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A-2

EM-2

MV-2

SEM-2

**11. GLEE (P)**

Prerequisite(s): This class is open to all students who have vocal ranges in the bass clef. This class is preparatory for other advanced choral groups. Continued participation may be granted upon approval of instructor.

The members of this singing group will study choral music in one to three parts. Vocal tone production and music literacy is emphasized. Performances include assemblies, programs, and musical festivals.

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EM-2

MV-2

SEM-2

**12. GUITAR (P)**

Prerequisite(s): None.

This course is a two-semester course, which serves as an introduction to reading notation on the treble clef and performing music on the guitar.

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MV-2

SEM-2

**13. MUSIC TECHNOLOGY (P)**

Prerequisite(s): Class is open to sophomores, juniors, and seniors, as the class requires comfortable navigation of the internet and school loop.

This is an introductory course that exposes students to basic music concepts and applies them to real-world applications of music technology using digital audio and multimedia applications. GarageBand, Audacity, GoogleDocs, iPhoto, iMovie, and Noteflight are studied. Students learn the skills necessary to orchestrate a commercial, develop film scoring skills, create a podcast, work with live musicians to mic and record, and maintain a listening journal.

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A-2 (2nd Semester Only)

R-2

SEM-2

**14. PERCUSSION TECHNIQUES**

Prerequisite(s): Recommendation of instructor

Percussion Techniques is for the instruction of proper playing technique of percussion instruments. Emphasis is placed upon the reading and notation of percussion music, and the unique performance techniques for each specific percussion instrument. Additional emphasis is placed on the historical and cultural significance of percussion instruments.

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A-2      EM-2      MV-2      R-2      SEM-2      **15. PIANO 1 (P)**

Prerequisite(s): None

Piano 1 is designed to provide musical experiences in keyboard performances and appreciation for excellent piano literature and performance through listening. For those students participating in other musical groups, this course offers an opportunity to further musical training. Emphasis is placed on reading music notation and is structured on individual teaching sessions. Access to a piano for individual practice outside of class time is suggested. This course serves as an introduction to reading and performing music notation on a music keyboard at an elementary level.

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EM-2      R-2      SEM-2      **16. PIANO 2 (P)**

Prerequisite(s): Completion of Piano 1 or previous private piano lessons demonstrated through audition.

This is a continuation of Piano 1 at a more advanced level. This course serves as a concentrator course which is designed to help students progress from elementary to late intermediate level in music reading and performance

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EM-2      **17. PIANO 3 (P)**

Prerequisite(s): Permission of instructor is necessary for enrollment.

This is a continuation of Piano 2, and serves as a concentrator course which is designed to help students progress to late intermediate level in music reading and performance.

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EM-2      **18. PIANO 4 (P)**

Prerequisite(s): Permission of instructor is necessary for enrollment.

This is a continuation of Piano 3, and serves as a concentrator course which is designed to help students progress to advanced level in music reading and performance.

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A-2      EM-2      MV-2      R-2      SEM-2      **19. SENIOR BAND (P)**

Prerequisite(s): Spring auditions along with permission of instructor at AHS and SEMHS.

Although this course meets on a regular class schedule, it has extra-curricular activities that require after-school time. Individual and group practices before or after school are scheduled. Performance is essential. Attendance to rehearsal and performance is required.

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A-2      EM-2      R-2      **20. STRING ORCHESTRA (P)**

Prerequisite(s): None

String Orchestra is an instrumental ensemble in which performance skills are developed through a logical sequence of instruction in rehearsals, performance of literature in the medium, sectional rehearsals and one-on-one instruction. Students will receive instruction on string instruments: violin, viola, cello or string bass. Repertoire will be developed throughout the year to perform for the community and/or festivals and competitions. Performances will be the culminating experiences of the learning process. Attendance may be required at rehearsals and events outside of class time. This class will accommodate all skill levels, beginning through advanced.

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A-2

EM-2

SEM-2

**21. TREBLE CHOIR**

Prerequisite(s): Open to all students who have a vocal range from middle C and above. Continued participation may be granted upon approval of instructor.

Members of Treble Choir will study choral music in one to three parts. Vocal tone production and music literacy are emphasized. Performances include assemblies, concerts and festivals. This group might participate in assemblies or music events as determined by site. It is a preparatory class for the advanced performing groups in Vocal Music.

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- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**PHYSICAL EDUCATION DEPARTMENT**

*If a student in grade nine does not satisfactorily meet five of the six standards of the physical performance test (PFT), the student is not eligible for exemption from physical education courses under EC Section 51241(b)(1). Unless otherwise exempted, the student will need to take a physical education course in grade ten. If the student passes the FITNESSGRAM® in grade ten, the local governing board or county superintendent may exempt the student from physical education for two years, grades eleven and twelve. Pursuant to EC Section 51241 (e), local districts may administer the FITNESSGRAM® to students in grades ten to twelve, inclusive, and students who pass the FITNESSGRAM® in any of grades ten to twelve, inclusive, are eligible for an exemption pursuant to EC Section 51241(b).*

Refer to the Vocational Education (VE) section for additional course offerings

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>1. ATHLETICS</b></p> <p>Prerequisite(s): PE 9 Prerequisite(s): None for SEMHS</p> <p>The athletic program offers opportunities for students who desire a superior level of skill development and competition in interscholastic sports. Teams are organized to ensure the opportunity for all levels of competition.</p> <p>Students are enrolled in this class if they are participating on a CIF team provided through our Athletic Department.</p>
R-2					<p><b>2. BADMINTON</b></p> <p>Prerequisite(s): PE 9</p> <p>This course will teach the fundamental skills of badminton. Basic strokes; the overhead and the underhand clears, the high, low, flick and drive serves, drive, drop, and smash; history, rules, scoring, and court etiquette. Basic singles and doubles court play and game strategies. In addition, warm-up and cool-down procedures, as well as conditioning and nutrition for sport participation will be covered.</p>
R-2					<p><b>3. BASKETBALL</b></p> <p>Prerequisite(s): None</p> <p>To develop efficient and effective motor skills, to understand the principles involved and to develop an appreciation for the aesthetic quality of movement. To develop and maintain the best possible level of performance, understanding and appreciation for physical fitness to meet the demands of wholesome living. To develop a positive self-image which includes awareness and understanding of the performance of one's body. To develop socially desirable behavior involving movement in interactions with others. To develop interest and proficiency in using the skills essential for successful participation in worthwhile physical reaction activities. To develop a knowledge and understanding of rules, techniques and terminology of all activities taught.</p>
A-2	EM-2	MV-2			<p><b>4. BODY CONDITIONING</b></p>

Recommended Prerequisite(s): Grades 10-12 only at AHS, EMHS, MVHS Teacher permission required at AHS and MVHS.

This course is designed to give students a better understanding of the problems involved in developing and maintaining good posture and body control. Daily lessons include self-evaluation, exercise instruction for figure development, aerobics, diet control for weight loss or gain, and correct use of the body for developing poise and posture. At MVHS and EMHS this course teaches the concepts of physical fitness and challenges the student to develop optimum levels of fitness. Self-evaluation and laboratory are used with aerobics, calisthenics, and weight training to attain these goals. An individual fitness folio is maintained throughout the course.

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R-2

**5. DANCE 1**

Prerequisite(s): PE 9

This beginning class offers an introduction to basic dance movement and the basic elements of music and rhythm. This course includes rhythmic, isolated and expressive movement as well as elemental concepts of space, time and force. This course is for students with little or no previous dance training. Classes will cover a variety of dances from line-dancing, Swing, Salsa, Cha Cha, Freestyle and Hip-hop.

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R-1

**6. DANCE 2**

Prerequisite(s): PE 9 and/or Dance 1

This advanced class offers an advanced introduction to basic dance movement and the basic elements of music and rhythm. The course includes rhythmic, isolated and expressive movement as well as elemental concepts of space, time and force. The course is for students with previous dance training. Classes will cover a variety of dances from Line-dancing, Sing, Salsa, Cha-Cha, Freestyle and Hip-hop.

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MV-1-2

**7. INDIVIDUAL ACTIVITIES**

Prerequisite(s): 10-12 grade students at MVHS

This course concentrates upon the techniques and strategies of individual sports. A variety of activities are offered from which students may select every 6 weeks those which are of the greatest interest and appeal to them. Included in the activities are archery, badminton, bowling, body conditioning, golf, paddle tennis, tennis, and weight training.

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EM-2

R-2

SEM-2

**8. LIFETIME RECREATIONAL**

Prerequisite(s): PE 9

Lifetime Recreation is a 10-12 grade course, 11-12 grade students at EMHS. It is designed to encourage students to participate in physical activities for their entire life. Activities are chosen that are appropriate for this goal and will include some or all of the following; tennis, badminton, Frisbee, volleyball, basketball, soccer, and softball. In addition, student will also participate in improving upper body and abdominal strength. Activities to help improve the cardiovascular system such as jogging, bleachers, and agility drills will also be included. Fitbits will also be used to teach students how to monitor their workouts at RHS. Data obtained from the Fitbit will include: heart rate, calories burned and steps taken.

A-2

EM-2

MV-2

R-2

SEM-2

**9. PHYSICAL EDUCATION 9**

Prerequisite(s): None

The goal of 9th grade physical education is to incorporate the California State Standards while providing a developmental appropriate sequence of instruction including the effects of physical activity upon dynamic health, the mechanics of body movement aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports and combative. (California Code Regulations Title 5 section 10060).

A-2

EM-2

MV-2

R-2

SEM-2

**10. PHYSICAL EDUCATION 10**

Prerequisite(s): None

The goal of 10th grade physical education is to incorporate the California State Standards while providing a developmental appropriate sequence of instruction including the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, individual and dual sports, rhythms and dance, team sports and combatives (California Code of Regulations Title 5 Section 10060).

A-2

EM-2

**11. P.E. PHYSICAL FITNESS TESTING (PFT)**

Prerequisite(s): This is a coed course for all students grade 10 – 12 who have not met their California State Mandated Physical Fitness testing requirements.

The goal of Physical Fitness Testing course is to incorporate the California State Standards while providing a developmentally appropriate sequence of instruction that includes the physical and behavioral skills students will need to be active for life. Components would include the effects of physical activity upon dynamic health, body composition, flexibility, and strength. Instruction would also include nutritional information.

R-2

**12. SPORTS MEDICINE**

Prerequisite(s): Recommended grade of "C" or better in Biology, must have completed PÉ 9 with a "C" or better, and must be credit current.

Sports Medicine is a coeducational physical education course designed for sophomores, juniors and seniors who have basic knowledge of health-related fitness, training principles, nutrition, and anatomy. Students will gain an understanding of principles involved with first aid, CPR, and sports medicine through group and individual activities. They will gain confidence in knowledge and technique through practical application on models, fellow students and athletes. They will demonstrate expertise through written, oral, and practical application. They will gain insight into the occupational opportunities related to sports medicine and explore the possibilities in that career path. They will learn to access information through the Internet.

A-2	MV-2	SEM-2	<b>13. TEAM SPORTS</b>		
			Prerequisite(s): This course is open to all 10th, 11th and 12th grade students		
			This course offers students the opportunity to improve their skills in such sports as basketball, football, soccer, softball, speedball, swimming, and volleyball. Students select a new activity approximately every 3 weeks.		
R-2			<b>14. TENNIS</b>		
			Prerequisite(s): PE 9		
			This course teaches the fundamental skills of tennis. Basic strokes; the forehand and the backhand drives, the flat and spin serve, volley, lob, and smash; history, rules, scoring, and court etiquette. Basic singles and doubles court play and game strategies. In addition, warm-up and cool-down procedures, as well as conditioning and nutrition for sport participation will be covered.		
A-2-1-2			<b>15. VOLLEYBALL</b>		
			Prerequisite(s): Grades 10-12. Recommended to pass PFT and Teacher recommendation required.		
			Volleyball introduces needed basic skills such as volley, bump pass, set, serve and spike. Team strategy, offensive and defensive techniques will be taught. Rules and tournament play will be involved throughout the course.		
A-2-1-2	EM-2	MV-2	R-2	SEM-2	<b>16. WEIGHT TRAINING</b>
					Prerequisite(s): PE 9. At AHS it is recommended for students to pass PFT and need Teacher recommendation.
					The weightlifting class is designed to provide each student with the knowledge needed to understand the importance of strength and fitness training. The emphasis in this course is on muscular strength, endurance, and flexibility. Weight room safety, warm-up/cool-down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are also important components in this course.

- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

## SCIENCE DEPARTMENT

*Please check with your Assistant Principal of Student Services regarding Dual Enrollment courses. credits (2 semesters) of biological science and 10 credits (2 semesters) of physical science. \*These courses may be renamed to align with the new Next Generation Science Standards*

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>1. BIOLOGY 1 (P)</b></p> <p>Prerequisite(s): None. Available to all students.</p> <p>This course is based on the Next Generation Science Standards (NGSS) and the California State Standards for Biology. To provide a well-rounded background in science, this course gives insight into the living world. The course provides demonstrations and experiments with all forms of life from the smallest, single-celled organism to humans, their health, heredity, reproduction and future. This is a lab science class which fulfills the University of California lab science college entrance requirement.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>2. BIOLOGY 1 ACCELERATED (P)</b></p> <p>Prerequisite(s): The course is recommended for advanced students with ELA CST performance level of 4 or 5.</p> <p>The course is a one-year lecture/laboratory course emphasizing life science. The course provides demonstrations and experiments with all forms of life from the microscopic to the multicellular. Topics include cell biology, genetics, ecology, evolution and physiology. The course is designed to instill a knowledge of the facts, principles and processes of biology. This is a lab science class which fulfills the University of California lab science college entrance requirement. Instruction is at a much faster pace and exams test for much more in-depth knowledge.</p>
A-2	EM-2		R-2	SEM-2	<p><b>3. BIOLOGY AP (P)</b></p> <p>Prerequisite(s): Successful completion of Biology 1P. Chemistry 1P recommended.</p> <p>This is a one-year lecture/laboratory course, which emphasizes the investigative approach to the study of living systems, their chemistry, structure, function, genetics, origins, ecology and behavior. The course will involve special projects and research. The course is designed to instill a knowledge of the facts, principles and processes of biology. Biology will help the student to become more aware of the implications and application of science and technology so that he or she may learn to live more efficiently; to develop increased scientific literacy, and meet the Biology Science Content Standards for California public schools. This course uses a college text. Students are required to take the AP exam given in the spring semester. This is a lab science course, which meets the University of California lab science requirement.</p>

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A-2

**4. BIOLOGY PRE-AP (P)**

Prerequisite(s): None

The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Rather than seeking to cover all topics traditionally included in a standard biology textbook, this course focuses on the foundational biology knowledge and skills that matter most for college and career readiness. The components of this course have been crafted to prepare not only the next generation of biologists but also a broader base of biology-informed citizens who are well equipped to respond to the array of science-related issues that impact our lives at the personal, local, and global levels. The four big ideas that are central to deep and productive understanding in Pre-AP Biology are: The process of evolution drives the diversity and unity of life. Growth and reproduction in biological systems are dependent upon the cycling of matter and the transformation of energy. Biological systems, occurring at various scales, respond and adapt to stimuli in order to maintain dynamic homeostasis. Genetic mechanisms are essential to maintaining biological systems.

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A-2

EM-2

MV-2

R-2

SEM-2

**5. CHEMISTRY 1 (P)**

Prerequisite(s): Recommended Grade of "C" in Integrated Math 1(P)

Laboratory experience will be combined with class work in order to study materials and the principles by which materials may undergo change. The students will be expected to do problem solving based on scientific principles. The major topics include: the organization and use of the Periodic Table; conservation of matter; theory of atoms; principles of chemical reactions; study of liquids, solids and gases; kinetic theory; solutions, solubility and ions; chemical bonding; equilibrium and energy effects in chemical reactions; and acids, bases and salts. Organic Chemistry and Biochemistry are introduced as well. This class fulfills the University of California lab science requirement and covers the California Content Standards for Chemistry. A scientific calculator is recommended.

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A-2

EM-2

MV-2

R-2

SEM-2

**6. CHEMISTRY 1 HONORS (P)**

Prerequisite(s): Successful completion of one year of a laboratory science course (ex. Biology) and completion of integrated Mathematics with a grade of "B" or better, or permission of instructor.

Chemistry Honors is a one year introductory course comprised of units on Chemical Foundations/Atomic Theory, Stoichiometry, Types of chemical Reactions/Solution Stoichiometry, Gases, Thermochemistry, Atomic Structure/Periodicity, Bonding, Liquids/Solids/Solutions, Chemical Kinetics/Equilibrium, Acids/Bases & Aqueous Equilibria, Electrochemistry, Radiochemistry and Organic Biochemistry. The course will be built around lectures coordinated with laboratory exercise, involving a lab report for each lab. The material will be covered at a more rapid pace and in greater depth than might be expected in a regular chemistry course.

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EM-2

R-2

SEM-2

**7. CHEMISTRY AP (P)**

Prerequisite(s): Grade of "C" in both semesters of a high school chemistry course Students should be taking Integrated Math II (P) or an equivalent course concurrently with AP Chemistry. A scientific calculator is recommended.

This course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics including: Atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics and equilibrium. This course requires extensive laboratory work including a minimum of 16 hands-on investigations, as least six of which are inquiry based. These college level laboratory investigations may require more than allotted single high school class period; therefore, time outside of class may be required to complete come labs. This course fulfills the University of California lab science requirement.

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EM-2

### 8. CONCEPTUAL PHYSICAL SCIENCE 1 (P)

Prerequisite(s): Algebra 1 or Integrated Math 1

This one-year introductory Conceptual Physical Science course offers a more conceptual approach to the study of physical science covering physics, earth and chemistry standards outlined in the California Science Content Standards as well as the physics, earth and chemistry standards included in the Next Generation Science Standards. Science equation calculations will be taught with more guidance for the students, but the focus will be how the variables interact with each other in the equation. For example,  $v=d/t$  problems will be calculated, but the focus will be on the relationships between  $v$ ,  $d$ , and  $t$ . Such as, if the velocity increases, either the distance traveled must increase or the time traveled must decrease. Labs will be emphasized to help develop critical thinking and problems solving skills. Students wishing to apply to UC/CSU must achieve a minimum grade of "C" in this course to meet P elective credit.

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A-2

EM-2

SEM-2

### 9. EARTH SCIENCE (P)

Prerequisite(s): None

This course is designed to introduce the high school student to Earth Science through lecture and laboratory activities. It will provide a balance between the study of physical and historical geology, meteorology, oceanography, and astronomy. Students will also explore societal issues such as energy shortages, earthquake and hurricane prediction, and resource management. Students wishing to apply to a UC/CSU must achieve a minimum grade of "C" in this course to meet P elective credit.

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A-2

R-2

SEM-2

### 10. ENVIRONMENTAL SCIENCE AP (P)

Prerequisite(s): Successful completion of one year of Biology and one year of Chemistry with a grade of a B or better.

This is an interdisciplinary course, which will involve the fields of, but not be limited to ecology, biology, ocean and atmospheric science, climatology, chemistry, geology, toxicology, geography, statistics, economics, politics and ethics. This course is designed to be the equivalent of a college introductory environmental science course. The goals of the AP Environmental Science course are to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships in the natural world and to identify and analyze environmental problems or challenges (both natural and manmade). This course will also teach students how to evaluate the relative risks associated with these problems and to examine the alternative solutions for resolving and/or preventing them.

While this course explores many different topics, the following themes serve as a foundation for the course. They include the following: Interconnectedness - Earth is one interconnected system, Sustainability - The environment functioning indefinitely without decline due to overuse, Energy Conversions - Underlie all ecological processes, Environmental Challenges - Problems often have a social and cultural context, Human Beings Affect/Alter Natural Systems, and Environmental Science as a Process – Experimental Design. This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in Environmental Science.

EM-2

**11. PHYSICAL SCIENCE 1 ACCELERATED (P)**

Prerequisite(s): It is recommended that advanced freshmen students take this course. They may do so with the recommendation of the 8th grade science teacher and approval of the Assistant Principal for Student Services. Criteria shall include 9th grade reading ability and enrollment in Integrated Math 1(P) or higher at the 9th grade level. The previous math grade should be a "B" or better. A scientific calculator is required.

The purpose of this course is to give all students a beginning knowledge of physics, earth science and chemistry and to offer some insight into the means by which scientific knowledge is acquired. Topics of study include the California Physical Science Standards, Earth's Place in the Universe, Dynamic Earth Processes, Chemical Bonds, Conservation of Matter, Chemical Thermodynamics, Reaction Rates, and Investigation and Experimentation. The student will learn these concepts by experimentation and problem solving techniques. The student must complete both semesters in order to receive credit for this course.

A-2

EM-2

MV-2

R-2

SEM-2

**12. PHYSICAL SCIENCE 1 (P)**

Prerequisite(s): Algebra 1 or Integrated Math 1

This is a one-year introductory physical science course covering physics, earth and chemistry standards outlined in the California Science Content Standards as well as the physics, earth and chemistry standards included in the Science & Engineering Common Core Next Generation Standards. In addition to providing students a strong foundation in the fundamentals of physical science, this course, will also emphasize measurements, unit analysis, data analysis and computational skills necessary for students to be successful in subsequent chemistry and physics courses. Labs will be emphasized to help develop critical thinking and problems solving skills. Students wishing to apply to UC/CSU must achieve a minimum grade of "C" in this course to meet P elective credit.

A-2

EM-2

MV-2

R-2

SEM-2

**13. PHYSICS 1 (P)**

Prerequisite(s): Successful completion of previous science course. Integrated Math II (P) recommended.

Physics is an elective course offered to all that meet the prerequisite. The course will be useful to those who plan to study any science or engineering. The course will include studies of measurement, forces and machines, sound, light, electricity and electronics, nuclear physics, and heat and wave mechanics. This course fulfills the University of California lab science requirement in Physical Science. A scientific or graphing calculator is recommended.

A-2

EM-2

MV-2

R-2

SEM-2

**14. PHYSICS 1 AP (P)**

Prerequisite(s): Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. In addition to providing students a strong foundation in the fundamentals of physics, this course, will also emphasize measurements, unit analysis, data analysis and computational skills necessary for students to be successful in college. Labs will be emphasized to help develop critical thinking and problems solving skills

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A-2

EM-2

MV-2

R-2

SEM-2

**15. PHYSICS C Mechanics AP (P)**

Prerequisite(s): Pass the AP Calculus AB exam with a 3 or better or concurrently taking AP Calculus AB. All students will be required to take the AP Physics C Mechanics exam in May.

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences, engineering, or math. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used whenever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter is principally mechanics, electricity, and magnetism. First semester is devoted to mechanics. Use of calculus in problem solving and in derivations is expected to increase as the course progresses. In the second semester, the primary emphasis is on classical electricity and magnetism. Calculus is used freely in formulating principles and in solving problems. Students will be expected to take the Advanced Placement Physics Exam in May. A graphing calculator is recommended.

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A-2

EM-2

R-2

SEM-2

**16. PHYSIOLOGY (P)**

Prerequisite(s): Grade of "C" or higher in both semesters of Biology 1P or a grade of "B." Grade of "C" or higher in Chemistry, or Chemistry Honors is recommended.

Physiology is for upper division students in grades 11 or 12 that meet the prerequisites. The human body and its functions are studied from the anatomical and physiological aspects through use of animal dissection, lecture, discussion, research, films, and charts. Fetal pigs, cats, and body parts may be dissected. This is a lab science course which fulfills the requirements of the University of California for college applications.

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- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

## SOCIAL SCIENCE DEPARTMENT

**H = HONORS**

**P = Accepted by University of California**

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-1	EM-1	MV-1	R-1	SEM-1	<p><b>1. ECONOMICS (P)</b></p> <p>Prerequisite(s): Grade 12 (Sheltered not offered at MVHS, RHS or SEMHS)</p> <p>Economics is the study of how people and countries use their resources to produce, distribute and consume goods and services. By understanding economics, students will be helped to make better economic decisions in a modern world. Students will learn fundamental economic concepts and terminology, be exposed to the various economic systems in the world, and be fully acquainted with the U.S. economy and the forces that influence it.</p>
A-1	EM-1	MV-1	R-1	SEM-1	<p><b>2. ETHNIC STUDIES (P)</b></p> <p>Prerequisite(s): N/A</p> <p>This interdisciplinary course is designed for students to identify, interpret, confront and explicate social and historical constructs of identity, race, class, ethnicity, gender, and sexuality in order to dissect their existence and position in the world. To empower students to engage socially and politically and to think critically about the world around them, Ethnic Studies documents the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Students will develop a respect for cultural diversity and see the advantages of inclusion.</p>
	EM-2			SEM-2	<p><b>3. EUROPEAN HISTORY AP (P)</b></p> <p>Prerequisite(s): None. Recommended pass English 9, and English Teacher recommendation.</p> <p>The AP European History course meets the EMUHSD graduation requirement for World History and develops an understanding of the main themes in modern European History. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, their reliability, and their importance-and to weigh the evidence and interpretations presented in historical scholarship. An AP European History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The covers European history from 1450 to the present.</p>
	EM-2	MV-2	R-2		<p><b>4. MACROECONOMICS AP (P)</b></p>

Prerequisite(s): 12th grade and instructor's approval. A grade of "C" or better in the following courses: World History P, AP World History, US History P, and AP US History. (no prerequisite at RHS)

This one-semester course (two semesters EMHS) in macroeconomics will include a simulation which will tie in microeconomic concerns through individual economic decision making. This course is intended to give the student an in-depth view of the economic issues and processes which are of vital importance to our world. Students will analyze such issues as competition, supply and demand, unemployment and inflation, income and spending, and many more. We will also examine the role of the Federal Reserve System, the process by which money is created, and the challenges to capitalist economic systems. This intensive course will be comparable to a college economics class in reading levels and conceptual content.

Macro Economics is a study of how economic decision-makers affect the economy as a whole in terms of employment, price stability, and economic growth. After defining and analyzing tools and models that describe the conditions of our national economy, our fundamental purpose will be to analyze how fiscal and monetary policies may be used to promote full employment, price stability, and economic growth. Competing economic theories and models will be used to test the conventional Classical and Keynesian conclusions. While international economics formally concludes the study in Macro Economics, an integration of international topics through the entire course will complete the study of economy in dealing with macro problems. Moreover, throughout the course, learning emphasis is placed on reasoned, logical argument. As the quote by Keynes suggests, the purpose of this course is not to develop or solicit a normative or political point of view, but rather use economics as a method and model for decision-making. Since this is the students' first introduction of any kind of economics; both micro and macro concepts will run throughout the school year. This course will help students understand the concepts tested in the Advanced Placement Exam in economics. It will teach students to think like an economist and gain some very crucial insights into human behavior. You should never forget that economics is, first and foremost, a study of human behavior. An understanding of human behavior is a necessary prerequisite to attaining your personal goals and to fulfilling any goals that you might have of helping other people.

This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in Macroeconomics.

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MV-2

SEM-2

**5. PSYCHOLOGY (P)**

Prerequisite(s): 10th, 11th and 12th graders.

This class is designed to give the student a general introduction to psychology, the study of human behavior. This course seeks to help people understand their own behavior and how they relate to others. Emphasis is on the individual and the processes through which one develops. Areas of study include: psychology as a behavioral science; developmental psychology; personality development and theories; intelligence and learning theory; the influences of both heredity and environment; emotional conflicts and defense mechanisms; and the types of mental illnesses and treatments for mental illness. This class is only offered at SEMHS to students in the Public Safety Academy.

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A-2

EM-2

MV-2

SEM-2

**6. PSYCHOLOGY AP (P)**

Prerequisite(s): Recommendation by teacher

The advanced placement course in psychology will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists' use in their science and practice. Students are expected to take the psychology AP exam for which they may receive college credit. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses

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A-1                      EM-1                      MV-1                      R-1                      SEM-1                      **7. UNITED STATES GOVERNMENT (P)**

Prerequisite(s): 12th Grade (Sheltered not offered at MVHS, RHS or SEMHS)

All three aspects of the American governmental system-- federal, state, and local--are studied in this course. Particular emphasis is given to the development of responsible active citizenship. This class fulfills one semester of the senior social science requirement. The Senior Career Research Project is required for passing at SEMHS.

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A-2                      EM-2                      MV-2                      R-2                      SEM-2                      **8. UNITED STATES GOVERNMENT AP (P)**

Prerequisite(s): EMHS students who received a "C" grade will be required to enroll concurrently in AVID 4.

EMHS Students must complete U.S. Government in summer school, or be an intern in Washington D.C or Sacramento, and have a grade of "C" or better in Honors U.S. History.

The AP course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in United States Government.

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A-2                      EM-2                      MV-2                      R-2                      SEM-2                      **9. UNITED STATES HISTORY (P)**

Prerequisite(s): 11th grade. (Sheltered not offered at MVHS, SEMH and Sheltered/Bilingual not offered at RHS)

A study of the development of our nation during the 19th and 20th Centuries, the course fulfills the junior social science requirement.

EMHS and MVHS offer a bilingual section, which carries the (P) designation.

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A-2                      EM-2                      MV-2                      R-2                      SEM-2                      **10. UNITED STATES HISTORY AP (P)**

Prerequisite(s): 11th grade students only

AP U.S. History is a one-year comprehensive survey course in which students examine U.S. History in detail and in depth. The course emphasizes historical thinking skills as well as reading and writing at college level. The course has two major goals: to prepare students for the Advanced Placement exam and to prepare students for college-level discourse, particularly with respect to historical thinking and understanding of U.S. History and its relation to our present-day world. The course involves students in examining nine time periods of U.S. history, from 1491 - present. Students also engage in college-level historical thinking as they analyze primary and secondary documents and practice historical thinking skills such as analyzing continuity and change over time.

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A-2

EM-2

MV-2

R-2

SEM-2

**11. WORLD HISTORY (P)**

Prerequisite(s): Grade 10. (Sheltered not offered at MVHS, and Bilingual/Sheltered not offered at RHS)

This course presents an accurate reflection of the world's past. The course is designed to give students the widest panorama of world history with a greater emphasis devoted to modern times. World History and Geography covers traditional societies in the West and societies in Asia, Africa, Latin America, and the Middle East. The course is presented chronologically and permits the study of parallel developments in different parts of the world during each major period of history. This course gives a balanced presentation of political, economic, social, and cultural history, while describing how people lived in other times and places by in-depth focus units.

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A-2

MV-2

R-2

**12. WORLD HISTORY AP (P)**

Prerequisite(s): A grade of "A" or "B" in Freshman English with English teacher recommendation. Students with a strong desire to take the WHG AP with less than a "B" grade in Freshman English must enroll concurrently in the AVID 2 course. (no prerequisite at AHS, MVHS & RHS)

A rigorous, year long, college-level course offering a thematic survey of World History and Cultures. This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in World History.

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A-2

**13. WORLD HISTORY PRE-AP (P)**

Prerequisite(s): None

A rigorous, year long, college-level course offering a thematic survey of World History and Cultures. This course follows the AP College Board course outline and is a college equivalent course.

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## SPECIAL EDUCATION DEPARTMENT

**Individual Education Plan (IEP) is required for all students registering in any of these courses**

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
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### *ADAPTED COURSES*

*Prerequisite(s): Recommendation from the Individualized Education Program (IEP) Planning Team. The Adapted Course is a program which offers maximum support to students who have more involved learning disabilities.*

This course offering varies from year to year as determined by need at each site.

#### **1. HEALTH**

Prerequisite(s): Active IEP

This Adapted Class is designed to provide students with an individualized program of study in alignment with the student's IEP. Health is a semester course that is a requirement for high school graduation. The goals and objectives of the course are based upon the Health Framework for California Public Schools and Education Codes for instruction in substance abuse, human sexuality, sexually transmitted diseases, including AIDS education.

MV-1

#### **2. INTEGRATED MATH 1A**

Prerequisite(s): An active Individualized Education Program (IEP) with this course name or inferred by the IEP team in accordance to each student's educational needs.

This course follows an approach typically seen internationally (integrated) that consists of a sequence of three courses (Integrated Math 1, Integrated Math 2, and Integrated Math 3), each of which includes number sense, algebra, geometry, probability and statistics. The fundamental purpose of Integrated Math I is to formalized and extend the mathematics that students learned in the middle schools. The critical areas, organized into units, deepen and extend understanding of linear relationships in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that make use of their ability to make sense of problem situations.

#### **3. ADAPTED INTEGRATED MATH 1B**

Prerequisite(s): Successful completion of Adaptive Integrated Math 1A with a grade "C" or better. Or teacher recommendation per IEP team.

This course follows an approach typically seen internationally (integrated) that consists of a sequence of three courses (Integrated Math 1, Integrated Math 2, and Integrated Math 3), each of which includes number sense, algebra, geometry, probability and statistics. The fundamental purpose of Integrated Math I is to formalized and extend the mathematics that students learned in the middle schools. The critical areas, organized into units, deepen and extend understanding of linear relationships in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that make use of their ability to make sense of problem situations. Adapted Integrated Math 1B is a one-year course that covers Linear Functions, Forms of Linear Functions, and Linear Equations and Inequalities from the regular Integrated Math 1 curriculum. This curriculum is designed with a tiered intervention. This will also allow Special Education students access to the core curriculum in preparation for the regular Integrated Math 1 course.

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#### **CAREER SKILLS PREP ACADEMY (CSPA) COURSES**

*Prerequisite(s): Recommendation from the Individualized Education Program (IEP) Planning Team. The CSPA program offers maximum support to students who have more involved learning disabilities. CSPA is a program established to offer a certificate of completion.*

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#### **4. COMPUTER CONCEPTS FOR LIFE (CSPA)**

Prerequisite(s): Active IEP

This is a semester course designed to teach basic keyboarding skills, Microsoft Office, Powerpoint as well as expose students to a variety of online resources and information.

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#### **5. CONSUMER MATH A (CSPA)**

Prerequisite(s): Active IEP

This course emphasizes foundational skills necessary for consumer mathematics. Content is based on skills required for the California Alternative Performance Assessment (CAPA).

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#### **6. CONSUMER MATH B (CSPA)**

Prerequisite(s): Active IEP

This course emphasizes foundational skills necessary for consumer mathematics. Students will continue to build on skills which include: higher order thinking skills, problem solving skills, and applying math for personal use as well as in a career setting. Students will apply content that is based on skills required for the California Alternative Performance Assessment (CAPA).

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#### **7. HEALTH (CSPA)**

Prerequisite(s): Student should be in the 11th or 12th grade with an active IEP or referred by the IEP team in accordance to each students educational need.

The goals and objectives of the course are based upon the Health Framework for California Public Schools and Education Codes for instruction to students in substance abuse, human sexuality, sexually transmitted diseases, including AIDS education. A district approved textbook and Keeping Safe from HIV curricula are resources for instructional content. This is a comprehensive health curriculum. This class is designed to provide students with an individualized program of study in alignment with the student's IEP.

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MV-2

## **8. LIFE SKILLS (CSPA) (CBI)**

Prerequisite(s): Active IEP.

This course is designed to teach students functional math skills, functional language art skills and practical skills that will assist them with independent living. Also offered through Alternative Center (AC).

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## **9. PRACTICAL GOVERNMENT/ECONOMICS SOCIAL SCIENCE**

Prerequisite(s): Active IEP

This course is designed to teach students practical skills that will assist them in everyday decisions as it relates to government and economic applications and how to use their resources.

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## **10. PRE-ALGEBRA (CSPA)**

Prerequisite(s): An active Individualized Education Program (IEP) with this course name or inferred by the IEP team in accordance to each students educational needs.

The Pre-Algebra course is designed to prepare students to enter the Algebra course by strengthening basic skills, expanding higher order thinking skills, developing problem solving skills, and exploring applications of math for personal use as well as in career settings. The Pre-Algebra course is designed to encourage exploration and interest in mathematics and learning. Students should be able to apply mathematics as a powerful tool in new, as well as, familiar situations. Special Education Pre-Algebra is a one-year course, which is designed to provide Special Education students with an individualized course of study.

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## **11. RELATIONSHIPS (CSPA)**

Prerequisite(s): Student should be in the 11th or 12th grade with an active IEP.

The course includes an understanding of the self, personality development, and multiple intelligences. Students will learn about values, decision making, goal setting and working with others in a variety of settings. They will study the concept of emotional intelligence and how to cope with different feelings. They will learn communication skills and conflict resolution. These concepts will be applicable to their personal life and personal development. Also offered through Alternative Center (AC).

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**12. SENIOR SEMINAR CAREER PORTFOLIO  
SUMMARY OF PERFORMANCE (SOP)**

Prerequisite(s): Active IEP

This course is designed to help students with special needs experience and research post-secondary programs, as well as give them "hands-on" experiences to develop a post-secondary plan, learn about financial aid, the department of rehabilitation and other services that are available to assist them as they transition from the secondary setting.

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MV-2

**13. STUDY SKILLS**

Prerequisite(s): Active IEP

Study skills designed to enable students to be more successful in their general education classes. Specific strategies will be taught including organization, text structure, note taking, test taking, communication, time management, and social skills. Strategies will be taught by indirect and direct instruction with generalized use of general education content materials.

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**14. TRANSITION (JUNIOR) (CSPA)**

Prerequisite(s): Active IEP

This course is designed to help students with disabilities develop a portfolio that will include career interest assessments, and post secondary goals.

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**15. VOCATIONAL ENGLISH (CSPA)**

Prerequisite(s): Active IEP. Open to 11th and 12th grade students.

This course is designed to develop knowledge regarding the world of work and those skills necessary in vocational environments. Job specific vocational skills will be explored and developed. Personal management skills to further prepare students from high school to community will be emphasized. Students will be required to complete a portfolio and participate in job shadowing. Students are encouraged to enroll in an ROP class of their own choice.

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**SUPPORT COURSES**

*Prerequisite(s): Recommendation from the Individualized Education Program (IEP) Planning Team. The Support Course is a program, which offers maximum support to students who have more involved learning disabilities.*

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MV-2

**16. LIFE SKILLS (CBI)**

Prerequisite(s): Active IEP.

This course is designed to teach students functional math skills, functional language art skills and practical skills that will assist them with independent living.

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MV-2

**17. BIOLOGY**

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Prerequisite(s): Active IEP.

This Support Class is designed to provide students with an individualized program of study in alignment with the student's IEP, core curriculum and state standards which introduces practical topics in Biology. Lecture, demonstrations, diagrams and hands-on activities are also incorporated into the program.

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## 18. EARTH SCIENCE

Prerequisite(s): Active IEP.

This support course is designed to provide students with an individualized program in alignment with the student's IEP, core curriculum and state standards, which introduces Earth Science through lecture and laboratory activities. It will provide a balance between the study of physical and historical geology, meteorology, oceanography, and astronomy. Students will also explore societal issues such as energy shortages, earthquake and hurricane predictions, and resource management.

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MV-2

## 19. ECONOMICS

Prerequisite(s): Students should be in the 10th, 11th, or 12th grade with an active IEP (Individualized Education Program) with this course name or referred by the IEP team in accordance to each students' educational needs.

Support Economics is a one-semester course that provides SWD's (students with disabilities) with the basic principles of economics and how they work. An emphasis will be placed on the production, distribution, and consumption of goods and services, international trade, economic systems, and the role of government in the economy.

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MV-2

## 20. ENGLISH 1

Prerequisite(s): Active IEP.

The purpose of Support English 1 is to develop student skills of reading, writing, listening, and speaking for SAI (Specialized Academic Instruction) students who require instruction with support that the General Education curriculum cannot provide. The course incorporates various literary genres, non-fiction text and workplace documents, as well as supplementary materials that assist students in developing crucial literacy skills (reading skills through differentiated selections, writing across genres, vocabulary and grammar development) Strategies such as those presented in SIOP and AVID may be utilized concurrently with scaffolding and structure necessary to allow students access and support in grade level materials. This SAI course is designed to provide students with an individualized program of study, in alignment with student's IEP, core curriculum and state standards. Accommodations and/or modifications per student's IEP may be utilized throughout the course to help meet the requirements of the course.

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MV-2

## 21. ENGLISH 2

Prerequisite(s): Successful completion of Sup English 1 is recommended. Students must have an active Individualized Education Program (IEP) to be placed in this class.

The purpose of Support English 2 is to develop student skills of reading writing, listening, and speaking for SAI (Specialized Academic Instruction) students who require instruction with support that the General Education curriculum cannot provide. The course incorporates various literary genres, non-fiction text and workplace documents, as well as supplementary materials that assist students in developing crucial literacy skills (reading skills through differentiated selections, writing across genres, vocabulary and grammar development). Strategies such as those presented in SIOP and AVID may be utilized concurrently with scaffolding and structure necessary to allow students access and support in grade level materials. This SAI course is designed to provide students with an individualized program of study, in alignment with student's IEP, core curriculum and state standards. Accommodations and/or modifications per a student's IEP may be utilized throughout the course to help meet the requirements of the course.

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MV-2

## 22. ENGLISH 3

Prerequisite(s): Active IEP.

The purpose of Support English 3 is to develop foundational vocabulary, communication skills, and academic abilities for SAI (Specialized Academic Instruction) students who require instruction at a level that the general education class cannot provide. Support English 3 focused on the study of American literature and the continued of student skills in reading, writing, listening, and speaking for SAI students who require differentiated instruction and support that the General Education curriculum cannot provide. The curriculum is based on the English Language Arts Common Core State Standards (CCSS) along with English Language Development Standards (ELD). The course incorporates the various genres found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational texts and workplace documents as well as supplementary materials that assist students in developing crucial literacy skills. Strategies such as those presented in SIOP, as well as AVID, Marzano, and STRP (The Strategic Reading Project) strategies are used to increase reading and critical thinking skills. Additionally, students will develop their writing, grammar, language usage, mechanics, and spelling. Student will utilize technology and media to support the development of vocabulary, fluency, and comprehension. This SAI course is designed to provide students with an individualized program of study, in alignment with student's IEP, core curriculum and state standards. Accommodations and/or modifications per a student's IEP may be utilized through the course to help meet the requirements of the course.

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MV-2

## 23. ENGLISH 4

Prerequisite(s): Active IEP.

English 4 focuses on the continued development of student skills in reading, writing, listening, and speaking; while using a historical approach to the study of British and World literature. The course develops foundational vocabulary, communication skills and academic abilities for SAI (Specialized Academic Instruction) students who require instruction at a level that the General Education curriculum cannot provide, with the curriculum based on English Language Arts Common Core State Standards (CCSS). The course incorporates the various genres found in literature: short story, novel, drama, poetry, non-fiction, and work place document. Students will acquire crucial cognitive skills (i.e. differentiated reading strategies, higher – order thinking, and research). Strategies such as those presented in SIOP, as well as AVID, and Marzano strategies maybe utilized concurrently with scaffolding and structure necessary to allow students access and support in grade level materials. This SAI course is designed to provide students with an individualized program of study, in alignment with student's IEP, core curriculum and state standards. Accommodations and/or modifications per a student's IEP may be utilized throughout the course to help meet the requirements of the course.

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#### **24. GOVERNMENT**

Prerequisite(s): Student should be in the 12th grade with an active IEP identifying their need to be enrolled in a Special Education Social Science course.

Support U.S. Government is a one-semester course that provides students with a deeper understanding of the institutions of American government. Students will compare systems of government in the world today while analyzing the Constitution, Bill of Rights, and the current legislative, executive, and judiciary branches of activities, and assume the responsibilities of citizenship.

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MV-2

#### **25. PHYSICAL SCIENCE**

Prerequisite(s): Active IEP.

This support course is designed to provide students with an individual program in an alignment with the students IEP, core curriculum and state standards which introduces practical topics in Physical Science. Lecture, demonstrations, diagrams, math equations, and laboratory activities are incorporated in the program.

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#### **26. U.S. HISTORY**

Prerequisite(s): Students should be in the 11th grade with an active Individualized Education Program (IEP) with this course named or referred by the IEP team in accordance to each students' educational needs.

SUP U. S. History is a one-year course that studies the development of the United States as a nation. It reviews the nation's beginnings, growth and expansion. The major turning points in American history in the 20th century is studied as well as the social, economic, and political changes following WWII and the Cold War.

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MV-2

#### **27. WORLD HISTORY**

Prerequisite(s): Students should be in the 10th grade with an active Individual Education Program (IEP) with this course named or referred by the IEP team in accordance to each student's educational need.

Support World History is a one-year course that allows students to see the relevance of world history in their lives. Students will study the major turning points that shaped the modern world from the late 18th century through the present.

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- Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
- Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**WORLD LANGUAGE DEPARTMENT**

<b>AHS</b>	<b>EMHS</b>	<b>MVHS</b>	<b>RHS</b>	<b>SEMHS</b>	<b>CLASS DESCRIPTION</b>
A-2	EM-2	MV-2	R-2		<p><b>1. CHINESE 1 (P)</b></p> <p>Prerequisite(s): None</p> <p>This is a beginning level course in Modern Standard Mandarin Chinese. It will focus on the knowledge of Mandarin Chinese phonetics---pinyin, and train the students how to use this phonetic system to pronounce and type the Chinese characters on a computer. Rules of order of strokes in writing Chinese characters will be another essential practice in this class. When students finish this course, they will have a solid foundation of Chinese language both in pronunciation and character writing. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>
A-2	EM-2	MV-2	R-2		<p><b>2. CHINESE 2 (P)</b></p> <p>Prerequisite(s): Recommended completion of Chinese 1P with grade of "C" or better, or pass a replacement test with a score 80% and higher.</p> <p>This is a beginning medium level course in Modern Standard Mandarin Chinese for those who successfully complete Chinese. It will provide students with a broader knowledge of Chinese language, history, geography, and culture. It will continue to provide the knowledge of Mandarin Chinese phonetics, (pinyin) and rules of order of strokes in writing as well. When students finish this course, they will have a good foundation of Chinese language and fundamental knowledge of Chinese culture, history and geography. They will learn how to talk about colors, weather, conditions, clothes, history and geography. They will learn how to talk about colors, weather, conditions, clothes, and hobbies. They will be able to describe a city's weather, an individual's clothes, and hobbies, subjects they took in high school. This course can be used for partial fulfillment of the University of California college entrance requirement. They will be able to identify and discuss appearance, discuss prices and discounts, negotiate a bargain, express choices, preferences, opinions, and advice.</p>
A-2	EM-2	MV-2	R-2		<p><b>3. CHINESE 3 (P)</b></p> <p>Prerequisite(s): Completion of Chinese 2P with grade of "C" or better, or placement by Chinese Challenge Test.</p>

This is a medium level course in Modern Standard Mandarin Chinese for those who successfully complete Chinese 2P or has the equivalent level to learn Mandarin Chinese. It will provide students with a deeper knowledge of Chinese language, history, geography, and culture. It will also continue to provide the knowledge of Mandarin Chinese phonetics, (pinyin) and rules of order of strokes in writing as well. After students finish this course, they will have a good foundation of Chinese language and a broad knowledge of Chinese culture, history, and geography. They will be able to tell two Chinese stories, talk about simple symptoms of illnesses to a doctor, describe a person, describe a house, give and follow directions. This course also will help students to express personal moods, interests, comments, opinions and make invitations. This course can be used for partial fulfillment of the University of California college entrance requirement.

A-2

EM-2

R-2

**4. CHINESE LANGUAGE AND CULTURE AP (P)**

Prerequisite(s): Completion of Chinese 2P or 3P with a grade of "C" or better, teacher recommendation, and/or successful completion of special entrance procedures.

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. This course will deepen students' immersion into the language and culture of the Chinese-speaking world. Course work reflects the proficiencies exhibited throughout the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Class is taught entirely in Chinese. This course can be used for partial fulfillment of the University of California college entrance requirement.

A-2

EM-2

MV-2

**5. FRENCH 1 (P)**

Prerequisite(s): No prerequisite. Grade of "B" or better in English is recommended.

An introductory course in French, designed to present skills in understanding, speaking, reading, and writing on the first year level. Goals are to understand, speak, read, and write elementary French as a basis for further study on the intermediate level. To develop a basic understanding and appreciation of the countries and cultures of French-speaking people throughout the world.

A-2

EM-2

MV-2

**6. FRENCH 2 (P)**

Prerequisite(s): Recommended grade of "C" or better in French 1

A continued introductory course in French designed to present skills in understanding, speaking, reading, and writing on the second year level. Goals are to understand, speak, read, and write elementary French as a basis for further study on the intermediate level. To develop a basic understanding and appreciation of the countries and cultures of French-speaking people throughout the world.

**7. FRENCH 3P**

Prerequisite(s): French 1P and French 2P with a C- (70%) or better.

A continued intermediate course in French, designed to present skills in understanding, speaking, reading, and writing on the third year level. Goals are to understand, speak, read, and write intermediate French as a basis for further study on the advanced level. To develop a more developed understanding and appreciation of the countries and cultures of French-speaking people throughout the world.

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### 8. FRENCH 4P

Prerequisite(s): C or better in French 1, 2, and 3.

A continued pre-advanced to advanced course in French, designed to present skills in understanding, speaking, reading, and writing on the fourth year level. Goals are to understand, speak, read, and write intermediate French as a basis for further study on the tertiary level. To develop a more developed understanding and appreciation of the countries and cultures of French-speaking people throughout the world.

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MV-2

### 9. FRENCH LANGUAGE & CULTURE AP (P)

Prerequisite(s): A grade of "B" or better in French 3 P French 1P, French 2P, & French 3P with a "B" or better.

This course is the fourth in a sequence of classes for the development of proficiency in the skills of reading, writing, speaking and comprehending French. It is a college-level with all the inherent difficulties and expectations. As the most advanced of French courses offered, its focus is linguistic fluency with near-native insights into culture and literature. Students who take this course will be required to take the French language test. This course can be used for partial fulfillment of the University of California college entrance requirement. Students will explore themes that reflect daily life in today's world, i.e. global challenges, science and technology, contemporary life, personal and public identities, family and community, and beauty and aesthetics. View analyze and discuss Francophone films and film excerpts that address different themes and context-dependent vocabulary and grammar. Listen to, evaluate, and confer about audio stimuli, such as songs, radio programs, and recorded conversations and debates. Read, interpret, and discuss authentic written texts on various topics, including articles, literature, short stories, web sites, song lyrics, and poems. Express facts, ideas, viewpoints, and concerns in classroom. Present information, analyses, perspectives and solutions through writing tasks. Compare and contrast between linguistic and cultural products, practices, and beliefs from Francophone countries and those from the students' own backgrounds.

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A-2

EM-2

MV-2

R-2

SEM-2

### 10. SPANISH 1 (P)

Prerequisite(s): None

Spanish 1P is a standards based course intended for students with little or no previous knowledge of the Spanish language. Spanish 1P is an introduction to the Spanish language and culture. The four basic skills of listening, speaking, reading, and writing are taught throughout the course. Students will develop the necessary skills for basic communication in Spanish. Students will be able to listen to and understand, speak, read, and write simple statements, questions and answers in Spanish. Communication skills, cultural and linguistic awareness are emphasized with the use of CDs, videos, DVDs, music, research, and other culturally related assignments and projects. This course can be used for partial fulfillment of the University of California college entrance requirement.

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A-2

EM-2

MV-2

R-2

SEM-2

### 11. SPANISH 1X (P)

Prerequisite(s): Students must be native speakers of Spanish and/or must have received an appropriate score on a Spanish Challenge Exam.

Spanish 1X is a first year course for native Spanish speakers who have an oral/ aural command of Spanish, but need to refine and further develop reading and writing skills. A special emphasis will be given to academic vocabulary, culture, and in helping students improve their ability to communicate effectively in a variety of formal and informal situations. This class is taught entirely in Spanish. This course can be used for partial fulfillment of the University of California college entrance requirement.

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A-2	EM-2	MV-2	R-2	SEM-2	<b>12. SPANISH 2 (P)</b>
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Prerequisite(s): Spanish 1P or placement by Spanish Challenge Exam

Spanish 2P is a standards based course intended for students with little or no previous knowledge of the Spanish language. Spanish 2P is an introduction to the Spanish language and culture. The four basic skills of listening, speaking, reading, and writing are taught throughout the course. Communication skills, cultural and linguistic awareness are emphasized with the use of CDs, videos, DVDs, music, research, and other culturally related assignments and projects. Students will develop the necessary skills for basic communication in Spanish. Students will be able to listen to and understand, speak, read, and write simple statements, questions and answers in Spanish. This course can be used for partial fulfillment of the University of California college entrance requirement.

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A-2	EM-2	MV-2	R-2	SEM-2	<b>13. SPANISH 2X (P)</b>
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Prerequisite(s): Grade of "C" or better in Spanish 1X or appropriate placement on Spanish Challenge Exam.

This accelerated class in Spanish is designed for students who speak and understand Spanish and have writing and reading skills. Students in this class will become more proficient in all aspects of Spanish reading, writing, speaking and understanding. This is the second course in preparation for the Advanced Placement (AP) Spanish course. This class is taught entirely in Spanish. This course can be used for partial fulfillment of the University of California college entrance requirement.

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A-2	EM-2	MV-2	R-2	SEM-2	<b>14. SPANISH 3 (P)</b>
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Prerequisite(s): Completion of Spanish 2P. Appropriate score on the Spanish Placement Test and/or Teacher recommendation.

The third year course offers the advanced student a concise, but thorough review of Spanish grammar. Considerable emphasis is placed upon an expanded Spanish vocabulary, fluency of speech, and accuracy of writing. The student is introduced to representative examples of the literature of the Spanish-speaking people including plays, short stories and/or abridged novels. The student may be given opportunities for original work from reports, both oral and written, to the creation of short plays and skits for classroom presentation. This course can be used for partial fulfillment of the University of California college entrance requirement. At the end of the course students will be able to maintain and further develop Spanish language skills in listening, speaking, reading and writing. They will develop an openness, understanding and appreciation for other cultures and their traditions, while focusing on the diversity and richness of the Spanish-speaking/Hispanic/Latino culture. Students will develop the necessary skills for functional oral and written communication in Spanish.

A-2	EM-2	MV-2	R-2	SEM-2	<p><b>15. SPANISH LANGUAGE AND CULTURE AP (P)</b></p> <p>Prerequisite(s): Performance of "B" or better in Spanish 2, 2X, or 3 and recommendation of Spanish 2 or 3 teacher, or placement by Spanish Challenge Test. Recommendation of Spanish 2X teacher required at MVHS and SEMHS. Performance grade of "C" or better in Spanish 2 or 2X or 3 at AHS and MVHS. Students are expected to take the AP test if enrolled in the AP class.</p> <p>The course will be conducted with a higher degree of expectation than a regular Spanish 3 class. The level of this course work is above the California State Model Curriculum Standards. The goals are: listening--the skills will be at a level to comprehend normal conversation of the media (radio, T.V., movies, etc.); speaking--student will be able to communicate with a pronunciation and intonation acceptable to a native speaker and to participate in a conversation or group discussion; reading--the student will be able to read newspapers, magazines and selected words with comprehension; writing--the student will be able to create organized persuasive essays using correct grammatical tenses and cite resources; culture--the student will develop a sensitivity to other culture's value systems and behavior patterns. Students may take the Advanced Placement Spanish language test at the end of the course. AHS, EMHS and SEMHS require students to take the Advanced Placement Spanish language test at the end of the course. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>
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A-2	EM-2	MV-2	R-2	SEM-2	<p><b>16. SPANISH LITERATURE AND CULTURE AP (P)</b></p> <p>Prerequisite(s): Grade of "B" or better in Spanish Language and Culture AP and recommendation by Spanish Language and Composition teacher. AP students are expected to take the AP test.</p> <p>The goal of the Advanced Placement Spanish literature class is to help students read and analyze Spanish literature while maintaining or improving their writing skills, aural comprehension, grammar use, and depth of vocabulary. The course is based on a required reading list of the works of various authors from different time periods and countries of the Spanish speaking world in accordance with the requirements for the AP Spanish Literature Exam. This course is intended to replace a third-year college "Introduction to Hispanic Literature" course.</p>
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- Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
- Key - (P) = Class meets University of California entrance requirements

**SPECIAL OFFERINGS**

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p><b>1. ACADEMIC DECATHLON P</b></p> <p>Prerequisite(s): None</p> <p>An academically rigorous opportunity extended to all students who have demonstrated exceptional scholarship in and outside of the classroom. Through teacher nominations, performance on Advanced Placement and State exams, cumulative GPAs, and possible interviews, a minimum of nine (9) students are selected to compete yearly. In turn, they become "Renaissance Scholars" through the exploration and investigation of a rotating theme surrounding ten (10) pre-designated fields (art, science, history, math, economics, music, essay, speech, interview, language &amp; literature).</p>
A-2	EM-2			SEM-2	<p><b>2. ACADEMIC MENTOR</b></p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>· Must be in 11th or 12th grade</li> <li>· Must have a GPA of a 2.75 or higher</li> <li>· Must have steady attendance</li> <li>· Must have a minimal to no discipline issues</li> <li>· One recommendation from a teacher at the high school of attendance</li> <li>· Must participate in an interview process and be approved</li> </ul> <p>This course is designed for students who have been successful in high school and want to help support upcoming freshman through academic and social struggles as they embark into their freshman year. The student enrolled in Academic Mentor will receive training as a tutor so they can assist students with their academic classes, work habits, organizational techniques, along with helping them develop personal pride and self motivation.</p> <p>The student enrolled in the Academic Mentor course will make a difference in fellow students' lives as well as develop skills to work as a paid academic tutor after graduation.</p> <p>Benefits:</p> <ul style="list-style-type: none"> <li>· Being part of a positive culture at your high school</li> <li>· Letter of recommendation from your principal</li> <li>· Looks good on transcripts and college applications</li> <li>· Developing skills to work as a paid academic tutor</li> </ul>
A-1	EM-1	MV-1	R-2	SEM-1	<p><b>3. ACADEMIC TUTOR</b></p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> <li>· Must be in 11th or 12th grade</li> <li>· Must have a GPA of a 2.75 or higher</li> <li>· Must have steady attendance</li> <li>· Must have a minimal to no discipline issues</li> <li>· One recommendation from a teacher at the high school of attendance</li> <li>· Must participate in an interview process and be approved</li> </ul>

This course is designed for students who have been successful in high school and want to help support upcoming freshman and sophomores through academic and social struggles as they embark into their freshman and sophomore years. The student enrolled in Academic Tutor will receive training as a tutor so they can assist Guided Study or AVID students with their academic classes, work habits, organizational techniques, along with helping them develop personal pride and self motivation. The student enrolled in the Academic Tutor course will make a difference in fellow students' lives as well as develop skills to work as a paid academic tutor after graduation.

Benefits:

- Being part of a positive culture at your high school
- Letter of recommendation from your principal
- Looks good on transcripts and college applications
- Developing skills to work as a paid academic tutor

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A-2	EM-2	MV-2	R-2	SEM-2	<b>4. AVID 9P (Advancement Via Individual Determination)</b>
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Prerequisite(s): Teacher recommendation, GPA, Academic Potential and Interview. Other: Students must be entering 9th grade and may be from minority or low income families to enter the program. They must demonstrate academic potential and have teacher recommendations. Although students may have low scores in language due to the fact that they have English as a second language, they should have math scores that are average or above. Students should at least have at least a 2.0 GPA at the 8th grade level and be highly motivated to attend a four-year college.

AVID is an academic elective class that attempts to prepare minority and economically disadvantaged students for college through a rigorous, tutorial program that focuses on writing skills, collaborative learning techniques, standardized test preparation, and note-taking, as well as awareness of college admissions and application procedures. Other major components of the program include parental support and input, classroom tutors, and various motivational activities. The selected students will have demonstrated academic potential which is determined by the AVID coordinator(s), teacher(s), counselor(s) and administrator(s), but may not, to this point, have the GPA that reflects this potential.

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A-2	EM-2	MV-2	R-2	SEM-2	<b>5. AVID 10P, 11P (Advancement Via Individual Determination)</b>
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Prerequisite(s): Previous AVID class or Teacher / Counselor recommendation, GPA, Academic Potential and Interview.

AVID is an academic elective class that attempts to prepare minority and economically disadvantaged students for college through a rigorous, tutorial program that focuses on writing skills, collaborative learning techniques, standardized test preparation, and note-taking, as well as awareness of college admissions and application procedures. Other major components of the program include parental support and input, classroom tutors, and various motivational activities. The selected students will have demonstrated academic potential which is determined by the AVID coordinator(s), teacher(s), counselor(s) and administrator(s), but may not, to this point, have the GPA that reflects this potential.

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A-2	EM-2	MV-2	R-2	SEM-2	<b>6. AVID 12 (P) (UC Elective Credit)</b>
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Prerequisite(s): Previous AVID class or Teacher / Counselor recommendation, GPA, Academic Potential and Interview.

AVID is an academic elective class that attempts to prepare minority and economically disadvantaged students for college through a rigorous, tutorial program that focuses on writing skills, collaborative learning techniques, standardized test preparation, and note-taking, as well as awareness of college admissions and application procedures. Other major components of the program include parental support and input, classroom tutors, and various motivational activities. The selected students will have demonstrated academic potential which is determined by the AVID coordinator(s), teacher(s), counselor(s) and administrator(s), but may not, to this point, have the GPA that reflects this potential.

A-1

**7. COMPUTER INFORMATION TECHNOLOGY (CIT)**

Prerequisite(s): None

Class will encompass the technology skills that students need to complete the required overall curriculum of the EMUHSD. The course emphasizes acquiring proper keyboarding technique as well as mastering basic computer concepts, word processing, database, spreadsheet, desktop publishing, and presentation skills. Students will also learn how to determine the validity and relevance of Internet sources and sites. Student will also read contemporary non-fiction technology related articles covering such topics as cyber-bullying, proper and effective use of social media, and ethical use of software.

To be determined

**8. GUIDED STUDIES**

Prerequisite(s): Students will be selected using any of the following criteria: Academic difficulty in the 8th grade ("D" and/or "F" grades in courses), GPA of 1.0 or less in 8th grade is recommended, Counselor/Teacher/Parent recommendation. Priority should be given to English learners (ELs).

To teach and provide student with guidance, time, resources, and life skills toward a positive and successful high school experience by instilling the importance of organization, structure, consistency, and self-discipline with the assistance of all stakeholders (parents, students, teachers, mentors, staff).

A-2

MV-2

R-2

SEM-2

**9. LEADERSHIP**

Prerequisite(s): Elected ASB or Class Officer or teacher approval.

This class is composed of the officers of the Associated Student Body and teacher-approved students and meets one period every other day. The Leadership course develops the qualities and skills needed for effective student government. Emphasis is placed on learning through study, discussion, and direct experience in such areas as parliamentary procedure, group leadership, student activities, and the Associated Student Body budget. It is an opportunity for the class members to learn more about themselves as well as others.

R-2

SEM-1

**10. LIFE DESIGN FOR 21ST CENTURY**

Prerequisite(s): Counselor/Teacher/Parent recommendation. Students eligible would be non-AVID and non-Accelerated students

The strategies and activities within this course provide an integrated career decision-making methodology that hinges on education plan development and the completion of academic/life goals that support the successful launch into a career path. Life and occupational preparation; establish a dynamic 10-year plan which integrates goal setting, identity formation, decision making, budget projection, online career research, skills identification, and life-long learning.

A-2

**11. NETWORKING FUNDAMENTALS AND MAINTENANCE 1-4**

Prerequisite(s): Web page design experience. At least one year of experience using computers. Strong desire to learn about network administration, computer maintenance and repair. Approval of instructor is required.

This course introduces students to computer networking, computer maintenance and repair. Students will use their knowledge and skills to create Web pages for the school. Students will be shown how to maintain and repair computers in order to keep the computers at school working properly. In the more advanced courses, students will continue to master concepts of computer networking, computer maintenance and repair. Students will continue to learn about different networks, computers, and operating systems. Students will continue to receive updated training on how to manage and troubleshoot problems on the school's LAN and its access to the District's WAN. Students will learn new features of updated versions of software applications associated with network installation, management, and repair and computer troubleshooting and repair. Students will learn new features of updated and improved hardware associated with network installation, management and repair and computer troubleshooting and repair.

A-2

EM-2

MV-2

R-2

SEM-2

**12. PEER SUPPORT**

Prerequisite(s): Students must be core and credit current, 10th, 11th, 12th grade only. Satisfactory grade in citizenship. Satisfactory school attendance. No period or full day truanancies. Content knowledge mastery. Teacher approval.

This course is designed for 10th, 11th, and 12th grade students with core and credit current status. This course is an avenue for students to apply and develop their competencies in technology, enhance their initiative and critical thinking skills in assisting their peers, and the teacher. When working with peers, students will display ethical values, respect, responsiveness, encouragement and support. Student is expected to be an active participant in the classroom.

R-2

**13. AP SEMINAR**

Prerequisite(s): None.

This course is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

A-2

EM-2

MV-2

R-2

SEM-2

**14. SERVICE LEARNING**

Prerequisite(s): Students must be core and credit current. 11th and 12th grade only. Satisfactory grade in citizenship. Satisfactory school attendance. No period or full day truanancies. Counselor/Administrative or teacher approval required.

This course is designed for 11th and 12th grade students with core and credit current status. This course is an avenue for students to apply and develop their competencies in technology, enhance their initiative and critical thinking skills in assisting their teacher/supervisor, exercise ethical values and respectable behavior, and becoming an active participant in the classroom.

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A-2

EM-2

SEM-2

**15. STUDENT TUTOR**

Prerequisite(s): Teacher recommendation. Junior or senior student plus a "B" grade or better in the subject to be tutored.

The student tutor will perform duties which will assist other students, under the direct supervision of a teacher, with basic skills development and refinement. The tutor will work daily in small groups or on an individual basis. A maximum of ten (10) elective credits may be earned in this class. Student must be enrolled in a 6-period day. Enrollment must be completed within the first 2 weeks of the semester.

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A-1

EM-1

MV-1

R-1

SEM-1

**16. SUMMER BRIDGE PROGRAM**

Prerequisite(s): Incoming 9th grader. Suggested criteria as follows: history of poor grades, non-promotion from 8th grade, history of lack of motivation, high absenteeism as a result of "not liking school"

The Summer Bridge Program is designed to provide at-risk students with the necessary skills needed for a smooth transition into high school. Enrichment activities will be presented that focus on time management, organization and study skills. Additionally, students will be presented with survival skills in the area of academics, high school expectations, and requirements and goal setting. Other activities will focus on character building, school connectedness, and the life-long learning skills necessary for a successful high school career. Offered for summer only.

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**17. TECHNOLOGY SUPPORT**

Prerequisite(s): Students must be core and credit current. 11th and 12th Grade only. Satisfactory grade in citizenship and school attendance. No period or full day truanancies and teacher approval.

This course is recognized basic traditional classroom management practices, emerging classroom routines and rituals, and assist in classroom systems as needed. Practice leadership and communication skills in educational environments, including groups, teams and conflict resolution. Exercise ethical behavior on and off campus. Manage the trends and challenges of classroom network systems as a result of new technology. Demonstrate effectiveness in assisting, executing, and follow up of activities with the teacher and students. Demonstrate effective feedback and reflective observation regarding classroom activities and events.

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A-2

EM-2

MV-2

R-2

SEM-2

**18. YEARBOOK PRODUCTION (P)**

Prerequisite(s): C or better in English in the preceding semester. Interview with the teacher. Recommendation from English teacher. Grade of B or better in Journalism 1P. Instructor approval.

Yearbook is a two-semester course that combines the high-level critical thinking, reading, and writing skills of print with the artistic, creative, and aesthetic skills of the visual and graphic arts. Students master the writing and reading of the most common forms of nonfiction stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning, and give them confidence in their ability to see their creative ideas to completion.

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