

# Center High School

3111 Center Court Lane, Antelope, CA 95843  
Phone: (916) 338-6420 • Fax: (916) 338-6370

## 2021 – 2022 Course Catalog

Revised February 2, 2021

*“Home of Scholars and Champions”*

[www.chs.centerusd.org](http://www.chs.centerusd.org)

This catalog is also available online at [www.chs.centerusd.org](http://www.chs.centerusd.org)

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## CONTINUOUS NON-DISCRIMINATION NOTICE

The Center Joint Unified School District is committed to equal opportunity for all individuals in education. School and district programs, activities and services shall be free from unlawful discrimination based on actual or perceived sex, race, color, national origin, religion, age, sexual orientation, ancestry, ethnic group identification, gender, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or sexual harassment in any district service, program and/or activity that receives or benefits from state financial assistance. The district shall promote programs, which ensure that unlawful discriminatory practices are eliminated in all school and district activities.

# CENTER JOINT UNIFIED SCHOOL DISTRICT INFORMATION

**Board of Trustees**  
Kelly Kelley, President  
Steve Bruno, Clerk  
Dr. Tabia Lee, Representative  
Delrae Pope  
Nancy Anderson



**District Administration**  
Scott Loehr, Superintendent  
Craig Deason, Assistant Superintendent  
David Grimes, Director  
Lisa Coronado, Director  
Mike Jordan, Director

## DISTRICT COORDINATORS

**Title IX Coordinator**  
David Grimes  
916-338-6413  
[davidgrimes@centerusd.org](mailto:davidgrimes@centerusd.org)  
CJUSD District Office  
8408 Watt Avenue  
Antelope, CA 95843

**Title 5 Coordinator**  
David Grimes  
916-338-6413  
[davidgrimes@centerusd.org](mailto:davidgrimes@centerusd.org)  
CJUSD District Office  
8408 Watt Avenue  
Antelope, CA 95843

**Title II Coordinator**  
Mike Jordan  
916-339-4697  
[mikejordan@centerusd.org](mailto:mikejordan@centerusd.org)  
CJUSD District Annex  
3243 Center Court Lane  
Antelope, CA 95843

**504 Coordinator**  
Mike Jordan  
916-339-4697  
[mikejordan@centerusd.org](mailto:mikejordan@centerusd.org)  
CJUSD District Annex  
3243 Center Court Lane  
Antelope, CA 95843

**ADA Coordinator**  
Craig Deason  
916 338-6337  
[cdeason@centerusd.org](mailto:cdeason@centerusd.org)  
CJUSD District Office  
8408 Watt Avenue  
Antelope, CA 95843

## DISTRICT SCHOOLS

**Center High School**  
3111 Center Court Lane  
Antelope, CA 95843  
Office: (916) 338-6420  
Fax: (916) 338-6370  
Principal: Jerald Ferguson  
[chs.centerusd.org](http://chs.centerusd.org)

**McClellan High School**  
8725 Watt Avenue  
Antelope, CA 95843  
Office: (916) 338-6440  
Fax: (916) 338-7535  
Principal: David French  
[mhs.centerusd.org](http://mhs.centerusd.org)

**Wilson C Riles Middle School**  
4747 PFE Road  
Roseville, CA 95747  
Office: (916) 787-8100  
Fax: (916) 773-4131  
Principal: Chris Borasi  
[wcr.centerusd.org](http://wcr.centerusd.org)

**Dudley Elementary**  
8000 Aztec Way  
Antelope, CA 95843  
Office: (916) 338-6470  
Fax: (916) 338-6472  
Principal: Steve Jackson  
[dudley.centerusd.org](http://dudley.centerusd.org)

**North Country Elementary**  
3901 Little Rock Drive  
Antelope, CA 95843  
Office: (916) 338-6480  
Fax: (916) 338-6488  
Principal: Jason Farrel  
[northcountry.centerusd.org](http://northcountry.centerusd.org)

**Oak Hill Elementary**  
3909 North Loop Boulevard  
Antelope, CA 95843  
Office: (916) 338-6460  
Fax: (916) 338-7538  
Principal: Patty Spore  
[oakhill.centerusd.org](http://oakhill.centerusd.org)

**Spinelli Elementary**  
3401 Scotland Drive  
Antelope, CA 95843  
Office: (916) 338-6490  
Fax: (916) 338-6386  
Principal: Julie Opfer  
[spinelli.centerusd.org](http://spinelli.centerusd.org)

## **INTRODUCTION**

The Center High School Course Catalog serves as an educational tool to assist students and parents/guardians in making informed decisions in order to prepare students for successful academic achievement during high school and after. The CHS staff encourages students and parents to make thoughtful decisions during the course selection process. Counselors are available to advise students and parents regarding course selection and college/career preparation. In addition, the College and Career Center serves as a resource for students exploring post-high school education and employment opportunities.

Center High School is a four-year comprehensive high school, fully accredited by the Western Association of Schools and Colleges (WASC), serving students in the Center Joint Unified School District. The curriculum at Center High School is based on the Common Core State Standards (CCSS) and the a-g requirements of the California State University and the University of California systems. Center High School students can participate in a wide selection of academic, co-curricular, and extracurricular activities including MCA, Advanced Placement (AP) courses, Project Lead the Way (PLTW) biomedical and engineering programs, Advancement via Individual Determination (AVID), Link Crew, athletics, and a variety of clubs. Center High School's academic year is based on two semesters, each of which is approximately eighteen weeks long. The regular school day consists of four 90 minute periods alternating A-days (periods 1-4) and B-days (periods 5-8). Each semester students take up to 8 classes. A student earns five credits for each semester of completed coursework, provided the student earns a passing grade.

## **GENERAL INFORMATION**

### **CENTER HIGH SCHOOL**

3111 Center Court Lane  
Antelope, CA 95843

[www.chs.centerusd.org](http://www.chs.centerusd.org)

## **ADMINISTRATION, COUNSELORS, OFFICE STAFF, AND DIRECTORS**

### **Principal**

Jerald Ferguson

### **Assistant Principals**

Charles Chauvin  
Shirley McNichols

### **Counselors**

Ana Perez  
Kim Biancalana  
Dulce Ramirez

### **College/Career Coordinator**

Mauricio Camarena

### **School Secretary**

Bernadette Poor

### **Registrar**

Sabrina Carden

### **Office Assistants**

Barbara Violette  
Ester Cortez

### **Activities Director**

Jennifer Winborne

### **Attendance Secretary**

Rose Mendoza

### **ASB Bookkeeper**

Yelena Leontieff

### **Athletic Director**

Digol J'Beily

## **CONTACT NUMBERS**

Main Office 338-6420  
Main Office Fax 338-6370  
ASB Office 338-6435

Student Center 338-6428  
Student Center Fax 338-6373  
Athletics 338-6366

Registrar 338-6363  
Attendance Office 338-6427 /  
338-6424

## **SCHOOL-WIDE LEARNING OUTCOMES (SLOs)**

### **SELF-DIRECTED LEARNER**

- Develops and pursues personal, academic, and career goals
- Accepts responsibility for one's own learning
- Seeks and evaluates information effectively

### **CRITICAL THINKER**

- Effectively identifies, organizes and analyzes problems
- Selects appropriate strategies and technologies to demonstrate understanding

### **EFFECTIVE COMMUNICATOR**

- Demonstrates effective communication using a variety of appropriate methods: speaking, media, arts, reading, technology, listening, and writing

### **QUALITY PRODUCER**

- Plans to create a project that meets or exceeds established standards
- Constructs, evaluates, and revises a product using available technology
- Presents a product that reflects the standards and goals
- Works collaboratively when appropriate

### **RESPONSIBLE CITIZEN**

- Follows all rules: school, society, and community
- Participates in community service
- Respects the differences of others
- Demonstrates honesty, integrity, and respect

## **CLASS CHANGES AND ADD/DROP POLICY**

**Students must select courses carefully and are responsible for the selections they request. Please note the following course-change policy when selecting classes:**

A Center High School student is expected to stay in a year-long class the entire year, both semesters—fall and spring. Changing students' courses mid-year is disruptive to the established classes, the education of the student(s), and staffing. Staffing levels and courses offered for the entire school year are based on the courses students select in the spring of the preceding school year.

### **Possible exceptions to this rule are:**

- A student has already completed the course (for example in either summer school or other credit recovery program) after the course was requested or student was enrolled.
- A student does not meet the recommendation(s) or requirement(s) to be in the class.
- A senior is missing a course needed for graduation or admission to college.

### **Program changes only at semester:**

- If a student is to be added to or removed from a program.
- Physical Education classes within the same period may be switched if class numbers permit.

### **If a schedule change is required, the following will occur:**

- If the course is either 4<sup>th</sup> or 8<sup>th</sup> period, an early dismissal (juniors and seniors only) may be changed with the class.
- Every effort will be made to keep the students with their current teachers.

This policy is subject to change per administrative discretion and **all requests must be made through the counseling department within the first ten (10) days of the school year.**

# CHS GRADUATION REQUIREMENTS

In order to earn a diploma from Center High School, students must:

1. Earn 260 credits out of a possible 320 credits
2. Complete the coursework in the subject areas listed below with a passing grade:

SUBJECT	CREDITS	YEAR REQUIREMENT
English	40	Four (4) Years
Physical Science	10	One (1) Year
Biological Science	10	One (1) Year
American History	10	One (1) Year: Junior Year
World History	10	One (1) Year: Sophomore Year
Economics	5	One (1) Semester: Senior Year
Consumer Finance	5	One (1) Semester: Senior Year
US Government (including 16 hours Community Service)	10	One (1) Year: Senior Year
Math (including Algebra Requirement)	30	Three (3) Years
Visual and Performing Arts, World Languages (other than English), or Career Technical Education (CTE)	10	One (1) Year
Physical Education	20	Two (2) Years: Freshman/Sophomore Years
Health	5	One (1) Semester: Freshman Year
Electives	95	Available Each Year
<b>Total</b>	<b>260</b>	<b>Graduation</b>

## FOUR YEAR PLAN WORKSHEET

Students are advised to use the elective boxes to complete the necessary UC/CSU or graduation requirements.

Class	Grade 9		Grade 10	Grade 11	Grade 12
1	English 9		English 10	English 11	English 12
2	Health	Elective	Modern World History	US History	US Government
3	Math (as appropriate)		Math (as appropriate)	Math (as appropriate)	Elective / <b>Math</b> * (as appropriate)
4	Science (as appropriate)		Science (as appropriate)	Elective / <b>Science</b> * (as appropriate)	Consumer Finance      Economics
5	Physical Education		Physical Education	Elective / <b>World Language</b> * / VAPA / CTE / Intervention	Elective / World Language / VAPA / CTE / Intervention
6	Elective / <b>World Language</b> * / VAPA / CTE / Intervention		Elective / <b>World Language</b> * / VAPA / CTE / Intervention	Elective / World Language / VAPA / CTE / Intervention	Elective / World Language / VAPA / CTE / Intervention
7	Elective / World Language / <b>VAPA</b> * / CTE / Intervention		Elective / World Language / <b>VAPA</b> * / CTE / Intervention	Elective / Early Dismissal	Elective / Early Dismissal
8	Elective / World Language / VAPA / CTE / Intervention		Elective / World Language / VAPA / CTE / Intervention	Elective / Early Dismissal	Elective / Early Dismissal

(\*) Recommended class for UC or CSU admissions

## CHS COURSES MEETING a-g COLLEGE PREP REQUIREMENTS

a – g category	Discipline	Classes offered at CHS
a	History / Social Science (2 years required)	American History; AP® Government & Politics United States; AP® United States History; Geography; Modern World History; Modern World History (Honors); U.S. Government - Pending: Honors Geography
b	English (4 years required)	Advanced ELD; AP® English Language and Composition; AP® English Literature and Composition; Designing the American Dream: English 11 and Media Arts; English 9; English 10; English 11; English 12; Honors English 9; Honors English 10; Language Takes the Stage: English 9 and the Performing Arts; MCA English 10: English and Digital Media; MCA Literature & Media
c	Mathematics (3 years required, 4 recommended)	AP® Calculus AB; AP® Statistics; Geometry in Construction; Honors Integrated Math II; Honors Integrated Math III; Integrated Math I; Integrated Math II; Integrated Math III; Pre-Calculus
d	Laboratory Science (2 years required, physical and life, 3 years recommended)	AP® Biology, Astronomy, Biology, Chemistry, Human Body Systems (PLTW), Medical Interventions (PLTW), Physics, Physics Honors, Principles of Biomedical Sciences (PLTW) - Pending: Honors Biology, Introduction to Physical Science
e	Foreign Language (2 years required, 3 recommended)	AP® Spanish, Russian I, Russian II, Russian III, Russian IV, Spanish I, Spanish II, Spanish III, Spanish IV
f	Visual and Performing Arts (VAPA) (1 year required)	Advanced Animation, Advanced Broadcasting, Advanced Graphic Design, Advanced Guitar, AP® 2D Art and Design, Art I, Art II, Beginning Broadcast, Beginning Guitar, Concert Band, Concert Choir, Graphic Design, Intermediate Animation, Intermediate Dance, Jazz Band, Sports Video Production and Broadcasting, String Orchestra, Theatre Arts I - Pending: Advanced Drama, Advanced Orchestra
g	College Prep Electives (1 year)	Advanced Journalism and Productions (Yearbook); AP® Computer Science Principles (PLTW); AP® Macroeconomics; AP® Microeconomics; AP® Psychology; AVID 9; AVID 10; AVID 11; AVID 12; Creative Technical Writing for Critical Thinking (Part A/B); Criminal Justice; Digital Electronics; Economics; Environmental Science; History of American Sports; Introduction to Arts, Media and Entertainment; Introduction to Engineering Design (PLTW); Introduction to Film Studies; Mythology, Legends, and Folklore (Parts A/B); Principles of Engineering (PLTW); Psychology; Sociology; Sports Writing





The list of CHS a-g courses approved by the University of California can be found at:  
<http://hs-articulation.ucop.edu/agcourselist/institution/2707>

### AP® COURSES / EXAMS OFFERED AT CENTER HIGH SCHOOL

AP 2D Art and Design  
 AP Biology  
 AP Calculus A/B  
 AP Computer Science Principles  
 AP English Language and Composition  
 AP English Literature and Composition  
 AP Macroeconomics

AP Microeconomics  
 AP Psychology  
 AP Spanish  
 AP Statistics  
 AP United States History  
 AP US Government and Politics

## CTE PATHWAYS AT CENTER HIGH SCHOOL

INDUSTRY SECTOR	PATHWAY	COURSES	
Arts, Media, and Entertainment 	Media and Design Arts: Graphic Design	Introduction to Arts, Media, and Entertainment	
		Graphic Design	
		Advanced Graphic Design	
	Media and Design Arts: Animation	Introduction to Arts, Media, and Entertainment	
		Intermediate Animation	
		Advanced Animation	
Media and Design Arts: Broadcasting	Introduction to Arts, Media, and Entertainment		
	Beginning Broadcasting		
	Advanced Broadcasting	Sports Video Production and Broadcasting	
Building Trades and Construction 	Residential and Commercial Construction	Geometry in Construction	
		Construction in Geometry	
		Construction in Geometry Foreperson	
Engineering and Design 	Engineering Design	Introduction to Engineering Design (PLTW)	
		Principles of Engineering (PLTW)	
		Digital Electronics	AP® Computer Science Principles
Marketing, Sales, and Service 	Entrepreneurship / Self-Employment	Entrepreneurship Through Marketing Creativity and Innovation 1	
		Entrepreneurship Through Marketing Creativity and Innovation 2	

## OTHER PROGRAMS / COURSES AVAILABLE

Pharmacy Technician  
 Dispatcher / Call Center / Customer Service Training I  
 Dispatcher / Call Center / Customer Service Training II  
 Principles of Biomedical Science (PLTW)  
 Human Body System (PLTW)  
 Medical Interventions (PLTW)



## MID-YEAR GRADUATION

Students must petition for mid-year graduation through their counselor by March of the junior year. The petition is presented to the Student Guidance Team for acceptance or denial. All coursework must be completed by the end of the first semester of senior year. Please note there is only one graduation ceremony which occurs at the end of the second semester each year.

## CREDIT FOR COURSES TAKEN AT COMMUNITY COLLEGES

Students planning to take a community college course must meet with their counselor. The Los Rios Community College District requires the Advanced Education Application and Sierra College requires the Academic Enrichment Application. Students must currently possess a 2.70 GPA for the Los Rios Community College District and a 3.00 GPA for Sierra College. Note: The application will be reviewed and approved or denied by your counselor based on the eligibility criteria described above. You must meet the college's minimum requirements in order for your counselor to sign off. One community college unit is equivalent to 3.33 high school credits. The course will be documented on your HS transcript when an official community college transcript is provided. No honor status is given for any community college course.

## CALIFORNIA PUBLIC COLLEGES

[www.californiacolleges.edu](http://www.californiacolleges.edu)

California has a three-tiered system of state-financed universities and colleges. Many consider this system to be the nation's best public higher-education network. Here is a snapshot:

### University of California

[www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

Top 12.5% of high school graduates.

**Background:** The UC system combines the education of undergraduates with a strong emphasis on graduate programs and world-class research in the sciences & humanities.

**Students:** Over 238,000

**Campuses:** 10

**Entrance Requirements:** 3.00 GPA and above, plus have completed a-g UC/CSU approved courses with a C or better grades, (NO D's) and SAT or ACT test scores.

**Campus Locations:** Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz.

### California State University

[www2.calstate.edu](http://www2.calstate.edu)

Top 33% of high school graduates.

**Background:** The CSU system emphasizes undergraduate education, leading to a bachelor's, master's, and a limited number of doctoral degrees.

**Students:** Over 480,000

**Campuses:** 23

**Entrance Requirements:** 2.00 GPA and above plus have completed a-g UC/CSU approved courses with a C or better grades, (NO D's) and SAT or ACT test scores.

**Campus Locations:** Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma and Stanislaus.

### Community Colleges

[www.cccco.edu](http://www.cccco.edu)

100% of high school graduates.

**Background:** Colleges offer a wide range of academic and vocational programs leading to an occupational certificate, a two-year associate of arts degree, or a transfer program.

**Students:** Over 2.1 million

**Campuses:** 115

**Entrance Requirements:** These colleges are open to all California residents, including those without a high school diploma and who are 18. A California resident may attend a community college anywhere in the state.

**Campus Locations:** Closest: Los Rios Community College District: American River College or Sierra College, 55 in southern California and 54 in central and northern California.

## UC / CSU a-g COLLEGE PREP COURSEWORK COMPARISON

UC / CSU admissions requirements include a minimum of 15 year-long or 30 semester college preparatory a-g courses with a letter grade of C or better in the following areas:

Subject Area	California State University	University of California
<b>a. Social Studies</b>	2 years	2 years (including 1 year of World History)
<b>b. English</b>	4 years	
<b>c. Mathematics</b>	3 years through Algebra II/ Integrated Math III	
<b>d. Laboratory Science (Physical and Biological)</b>	2 years (including at least 1 year of biological science)	2 years (must include at least two of the three foundational subjects of biology, chemistry, and physics)
<b>e. Language Other Than English</b>	2 years (courses must be in the same language)	
<b>f. Visual and Performing Arts</b>	1 year	
<b>g. College Prep Elective</b>	1 year	

The list of CHS a-g courses approved by the University of California can be found at:  
[hs-articulation.ucop.edu/agcourselist/institution/2707](http://hs-articulation.ucop.edu/agcourselist/institution/2707)

Admission requirements for private and out-of-state colleges are generally similar to that of the UC and CSU systems. Students should contact individual institutions to confirm specific requirements.

### COLLEGE & CAREER CENTER

The College & Career Center, located in the CHS library, provides a variety of college and career exploration materials, activities, and services including, but not limited to: college catalogs/resources, PSAT/SAT, PreACT/ACT, and ASVAB test preparation, Career Technical Education (CTE), college tours and CTE field trips/workshops, academic advising, employment opportunities, scholarships, Educational Talent Search (ETS), Upward Bound, and Armed Services information. In addition, the College and Career Center partners with local community colleges to provide access to dual enrollment courses through Advanced Education and Academic Enrichment programs.

The College and Career Center also hosts events such as the College and Career Fair, Purple Cord Dinner, guest speakers, and multiple financial aid nights. The College and Career Coordinator issues work permits and provides assistance with pre-employment skills such as the following: job search, applications, resume workshops, interview practice, intern and job shadowing placement, and resume building.

## TESTING FOR COLLEGE-BOUND STUDENTS

**PSAT – Preliminary Scholastic Aptitude Test:** The PSAT is generally taken during the junior year, but sophomores and freshmen may also participate in the test. In addition to providing information about aptitude for college level studies, the PSAT scores are used by the National Merit Scholarship Test Service to determine scholarship winners during the junior year. This test is administered at Center High School in October. Fee required.

**SAT Reasoning Test:** This test measures verbal, written, and mathematics abilities. SAT scores help indicate how prepared students are to do the kind of academic work most colleges require. Many colleges may require this test for admission. Students are advised to take this test in their junior year. Fee required.

**SAT Subject Tests:** These tests are used to determine competency levels in a number of school areas: English, History, Mathematics, Foreign Language, or Science. Some colleges may require these tests for admission or placement purposes. Students are advised to take these tests in their junior year. Fee required.

**AP – Advanced Placement Examinations:** The Advanced Placement exams are given every year during two weeks in May. There is a fee required for each exam. A limited number of fee reductions are available to students with financial needs.

**ACT – American College Test:** This test measures educational development in four areas: English, Mathematics, Social Studies and Natural Sciences. Many colleges require this test for admission. Students are advised to take this test in their junior year. Fee required.

## OPTIONAL TESTING FOR HIGH SCHOOL STUDENTS

**ASVAB – The Armed Services Vocational Aptitude** is a group of twelve tests that measures aptitude in five separate career fields and provides an indication of academic aptitude. It is administered to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students during the fall semester. Additional information is available in the Career Center.

**CHSPE – California High School Proficiency Exam** - This test is offered by the State Board of Education to eligible persons to demonstrate proficiency in the basic skills taught in California public high schools as defined by the average performance of second semester seniors in those schools. Each person who passes the CHSPE is awarded a Certificate of Proficiency, which is legally equivalent to a high school diploma in California. Test information is available in the Counseling Center.

**GED® – General Educational Development:** The GED® test is designed to measure the skills and knowledge equivalent to a high school course of study. Passing the GED test gives those who do not complete high school, or who do not meet requirements for high school diploma, the opportunity to earn their high school equivalency credentials. The GED® test has four content areas: Language Arts, Mathematical Reasoning, Social Studies, and Science. It takes roughly seven and a half hours and is offered in English and Spanish.

**HISSET®–High School Equivalency Test:** The HISSET® exam, the new alternative to the GED® test, can help students achieve this important state-issued high school equivalency credential. The HISSET® exam measures the academic knowledge and proficiency equivalent to those of a high school graduate. It covers five content areas: Language Arts – Reading, Language Arts – Writing, Mathematics, Social Studies and Science. Passing the HISSET® exam shows that students have attained the academic knowledge and proficiency equivalent to those of a high school graduate.

# FAMILY RESOURCE CENTER



The mission of the **Center Joint Unified School District** Family Resource Center is to help eliminate barriers to school success and help ensure a positive outcome for every CJUSD student by serving and supporting students, families, and schools through services, resources, and referrals that are integrated, comprehensive, and responsive to the identified needs.

Students & Families  
in Transition

Foster Youth Services

Family Resources &  
Referrals

Program Support

**ASK ABOUT OUR  
RESOURCE GUIDE**

Basic Needs  
Educational Support  
Health & Wellness  
Support  
School & Community  
Linkage

## **Contact The Family Resource Center**

3243 Center Court Lane  
Antelope, CA 95843  
916-338-6387

[rmiranda@centerusd.org](mailto:rmiranda@centerusd.org)

<https://www.centerusd.org/Families/Family-Resources/index.html>

## HELPLINES: HOW TO HELP IN A CRISIS

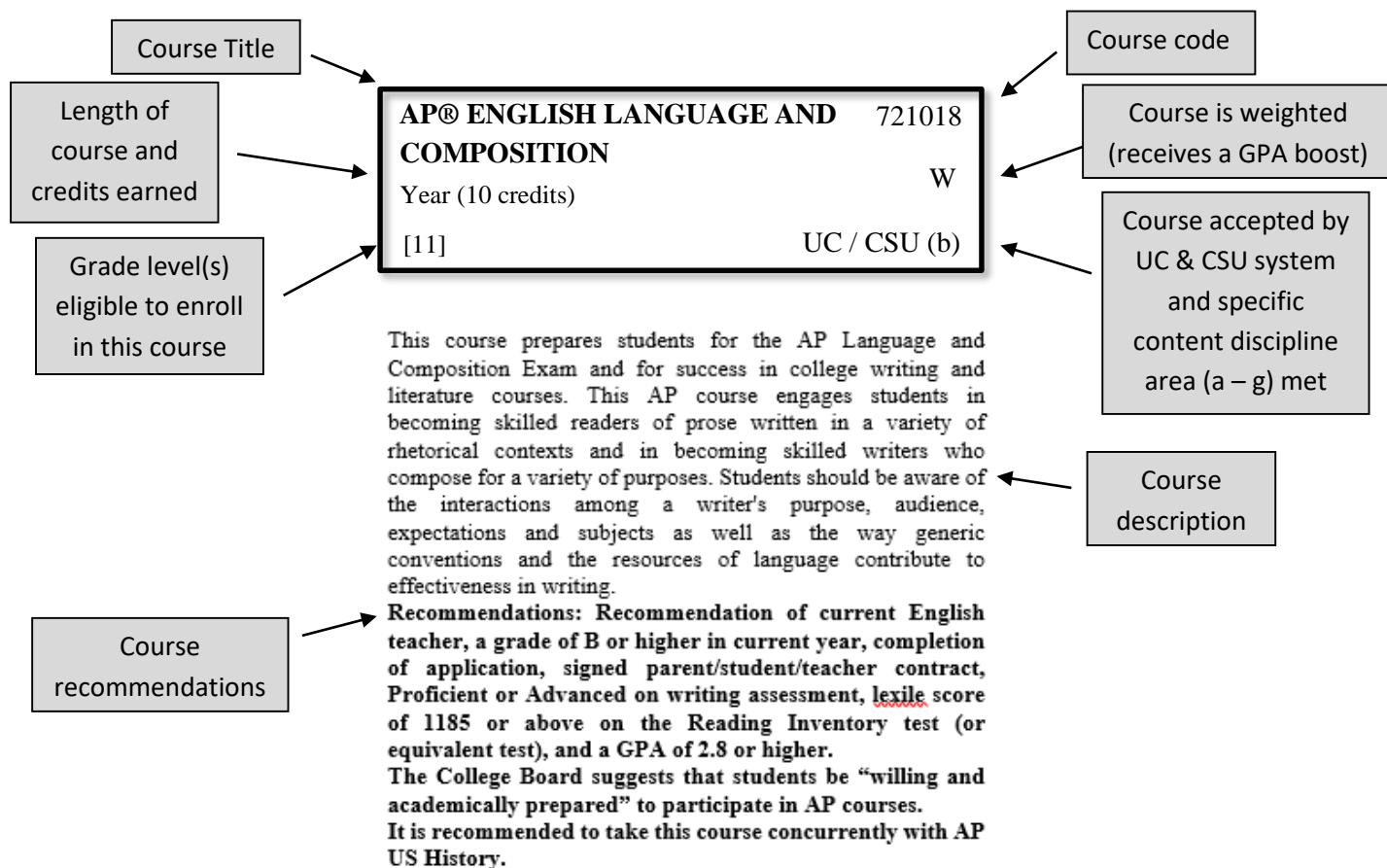
<b>LOOK FOR THE SIGNS</b>	<b>LISTEN FOR THE FEELINGS</b>
<ul style="list-style-type: none"> <li>• Withdrawn from friends/family</li> <li>• Hopelessness</li> <li>• Trouble concentrating</li> <li>• Giving belongings away</li> <li>• Not sleeping / sleeping a lot</li> <li>• Change in eating habits</li> <li>• Intense behavior changes</li> </ul>	<ul style="list-style-type: none"> <li>• Don't agree to keep the secret; you can help by getting them help!</li> <li>• <b>ACT</b>, seek adult help</li> <li>• Discuss the problem openly</li> <li>• Show interest and support</li> <li>• Seek others for help: teacher, religious figure, coach, counselor, parent, etc.</li> </ul>
<b>ACCESS MENTAL HEALTH AGENCY</b>	<b>CHILD PROTECTIVE SERVICES</b>
Provides triage, assessments and referrals: (916) 875-1055	(916) 875-5437
<b>LA FAMILIA</b>	<b>WEAVE</b>
Provides psychiatric, MFT and MSW services (916) 452-3601	(916) 920-2952 <a href="http://www.weaveinc.org">www.weaveinc.org</a>
<b>MENTAL HEALTH AMERICA OF NORTHERN CALIFORNIA</b>	<b>DOMESTIC VIOLENCE AND SEXUAL ASSAULT</b>
(916) 366-4600	(916) 371-1907
<b>WELLSPACE HEALTH:</b>	<b>NATIONAL SEXUAL ASSAULT NETWORK:</b>
6015 Watt Avenue #2 (916) 325-5556	1-800-656-4673
<b>NATIONAL ALLIANCE ON MENTAL HEALTH (NAMI)</b>	<b>CALCAA: AGAINST SEXUAL ASSAULT</b>
(916) 364-1642	(916)446-2520 <a href="http://calcasa.org">http://calcasa.org</a>
<b>MENTAL HEALTH URGENT CARE CLINIC</b>	<b>AL ANON FAMILY GROUPS</b>
(916) 520-2460	(916) 334-2970
<b>WIND YOUTH CENTER</b>	<b>RECOVERY HAPPENS</b>
(916) 561-4900 <a href="http://www.windyouth.org">www.windyouth.org</a> Adolescent Emergency Shelter: (916) 628-1492	916-276-0626 <a href="http://Recoveryhappens.com">Recoveryhappens.com</a>
<b>2-1-1 SACRAMENTO</b>	<b>YOUTH HELP NETWORK</b>
Dial 2-1-1 (800) 500-4931 (916) 498-1000	(833) 333-2946
<b>SUICIDE PREVENTION AND CRISIS HOTLINE</b>	<b>TWIN RIVERS SCHOOL RESOURCE OFFICER</b>
Toll Free: (800) 273-8255 Sacramento: (916) 368-3111 Roseville: (916) 773-3111 CA Youth Crisis Line: (800) 843-5200	(916) 275-0184 Dispatch:

# COURSE DESCRIPTIONS

Course offerings are subject to change based on student enrollment.

*\*\*Courses labeled with “pending” next to UC / CSU do not currently count toward UC/CSU requirements.*

## READING YOUR COURSE CATALOG



# BUSINESS and TECHNOLOGY DEPARTMENT

All courses offered by the Business Department are aligned with the Career and Technical Education Standards and Framework published by the State of California and the United States Department of Education.

## CONSUMER FINANCE 720505

Semester (5 credits)

[12]

## DISPATCHER / CALL CENTER / CUST. SERV. TRAINING I 720911

Year (10 credits)

[11 / 12]

This is a one-semester course for seniors and is **REQUIRED FOR GRADUATION** from Center High School. This course is a practical approach to personal finance principles and offers basic understanding of the following: spending, saving, budgeting, borrowing, lending, and investing money; credit and debit cards; credit reports/scores; identity theft; insurance; compound interest; retirement; and investments. Students will create a personal finance plan including goals, budgets, and a savings plan. Additional hours are dedicated to college and career readiness. This includes, but is not limited to, personality testing, career matching, college exploration, merit based scholarship submission, FAFSA submission, and Cal Grant submission. Guest speakers will include industry experts, college admission representatives, and military officers and enlisted recruits.

Some sections of this course are offered as dual-enrollment with Sierra College and are titled **PERSONAL MONEY MANAGEMENT**. A dual enrollment course provides senior students the opportunity to earn credit for their high school diploma and simultaneously earn credit toward a college transcript if placed in a designated section.

## PERSONAL MONEY MANAGEMENT (DUAL-ENROLLMENT) 720505

Semester (5 credits)

[12]

pending UC / CSU

Students will be trained for direct entry into a career as a 911 Dispatcher, a Call Center Dispatcher (AAA or OnStar), alarm companies call-taker (ADT, First Response), or as a Customer Service call center representative (Verizon, J. C. Penney). Successful completion of this program would offer entry into a job that pays over \$20 per hour to start (\$38,534 to \$41,510) as a 911 Dispatcher (before overtime!) or as a call center, alarm center, or customer service call-taker. This program prepares the student to meet the minimum qualifications for a call-center employee: 35 wpm typing certificate, high school diploma, and passage of a written test, background check, psychological evaluation, and interview. Course activities will provide the student with real-life simulation training to be prepared for the environment of a multi-tasking job using telephone, radio, and alarm-system communications while accessing a response computer program (ordering or dispatching) and taking information from a caller into a second computer program simultaneously. All of this is done while the trainee gives life-saving information to the caller until the response arrives.

**Juniors who take DCCCST 1 may take DCCCST 2 as a senior, qualifying for supervisory-level training.**

This one-semester course is a practical approach to personal finance principles and offers a basic understanding of spending, saving, budgeting, borrowing, lending and investing money. This course also covers credit and debit cards, credit reports and scores, identity theft, insurance, compound interest, retirement, and investments. Students will create a personal financial plan including goals, budgets, and a savings plan. This course is offered as a dual-enrollment with Sierra College. A dual enrollment course provides senior students the opportunity to earn credit for their high school diploma and simultaneously earn credit toward a college transcript. This class earns 3 CSU transferable units.

**DISPATCHER / CALL CENTER /  
CUST. SERV. TRAINING II**

720912

Year (10 credits)

[12]

**PHARMACY TECHNICIAN  
TRAINING**

724609

Year (10 credits)

[12]

Students act as supervisors in the DCCCST 1 course and receive supervisory training to greatly enhance their employability and refresh their skills before applying to the call centers in the summer following graduation. Students will be responsible for "live call" training, where the supervisory student trains the first year students on the dispatcher stations, using a general script for a call rather than a recorded call simulation. Students will also refresh their call-taking skills, showing the first year students correct call-taking procedures, and will refresh their typing skills, since many call centers require above the 35 wpm minimum typing speed. Course activities will enhance the first-year activities, which provide the student with real-life simulation training to be prepared for the environment of a multi-tasking job, using telephone, radio, and alarm-system communications while accessing a response computer program (ordering or dispatching) and taking information from a caller into a second computer program simultaneously. All this is done while the trainee gives life-saving information to the caller until the response arrives.

**Recommendation: Successful completion of DCCCST I.**

The Pharmacy Technician Program will prepare students for entry-level pharmacy technician positions by teaching students medical and pharmaceutical terminology, basic anatomy related to the pharmacology of medications, and pharmaceutical calculations. The Pharmacy Technician Pro-gram will provide students hands-on practice in retail pharmacy procedures through an online lab module. Students learn what information is necessary to process prescriptions and physician orders and apply that knowledge to fill mock prescriptions. The curriculum also includes the ethics of pharmacy practice and education about prescription medications, patient care and interaction, and charges and reimbursement. Coursework is done online in a computer lab. 240 hours of coursework are required for certification. Approximately 175 hours are spent in class, and 65 hours are spent outside of class in homework, review, and study.

**Recommendation: Senior standing and successful completion of Integrated Math 1 or higher.**

## ENGLISH DEPARTMENT

**ENGLISH 9**

721019

Year (10 credits)

[9]

UC / CSU (b)

**LANGUAGE TAKES THE  
STAGE: ENGLISH 9 AND THE  
PERFORMING ARTS**

721021

Year (10 credits)

[9]

UC / CSU (b)

This course is designed to develop critical thinking, vocabulary, study skills, and to address the progressive steps of the writing process. The study of literature will involve literary analysis, reading, discussing, and writing about the works in the text and on the core literature list. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards.

Who are we and what do we contribute to the stage of life? In Language Takes the Stage, we consider what theatre is and why people feel compelled to create it. In addition to analyzing, researching, and writing about text, students take an active role in transforming text to actual performances. Language, theater, culture, and self are the driving themes of this course. We compose monologues, write narratives, act, argue character interpretation, invent, improvise, and otherwise consider how the story is told and how the story is used to influence and communicate with the world around us. Quite simply, we travel the path from page to stage. This class is recommended for students who see themselves either going into performing arts or following the Media Communications Academy pathway beginning their 10th grade year.



<b>HONORS ENGLISH 9</b>	721029
Year (10 credits)	W
[9]	UC / CSU (b)

This course introduces advanced students to critical thinking and critical analysis of literature through essay writing and oral responses. The emphasis of the course is on analytical thinking and writing. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards. The course curriculum assessments of both oral and written components are primarily designed to prepare students for future Honors English and AP coursework.

**Recommendations: Recommendation of current English teacher, a grade of B or higher in current year in Honors English or GATE, or an A in eighth grade English, completion of application, signed parent/student/teacher contract, Proficient or Advanced on writing assessment, lexile score of 1010 or above on the Reading Inventory test (or equivalent test), and a GPA of 2.8 or higher.**

<b>ENGLISH 10</b>	721010
Year (10 credits)	
[10]	UC / CSU (b)

This course presents world literature in historical and cultural contexts. Reading, writing, and analysis of literature will be required as students further develop critical thinking skills, work cooperatively, and develop an understanding and respect of diverse views. In addition, the study of literature will involve reading, discussing, and writing about the works in the text in accordance with state standards. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards.

<b>HONORS ENGLISH 10</b>	721013
Year (10 credits)	W
[10]	UC / CSU (b)

This college-preparatory course provides an academically accelerated curriculum for students desiring advances, challenging studies. Students will practice close reading and literary analysis, develop their writing skills, improve their knowledge of English grammar and usage, expand their

vocabularies, hone their speaking skills, and become perceptive and articulate readers and thinkers. The course curriculum assessments of both oral and written components are primarily designed to prepare students for future AP coursework.

**Recommendations: Recommendation of current English teacher, a grade of B or higher in current year, completion of application, signed parent/student/teacher contract, Proficient or Advanced on writing assessment, lexile score of 1080 or above on the Reading Inventory test (or equivalent test), and a GPA of 2.8 or higher.**

<b>ENGLISH 11</b>	721011
Year (10 credits)	
[11]	UC / CSU (b)

This course promotes analysis and evaluation of American literature from the Colonial period forward while examining the historical influences. Critical reading, writing, and collaboration are required to further develop higher-level thinking skills. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards.

<b>AP® ENGLISH LANGUAGE AND COMPOSITION</b>	721018
Year (10 credits)	W
[11]	UC / CSU (b)

This course prepares students for the AP Language and Composition Exam and for success in college writing and literature courses. This AP course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students should be aware of the interactions among a writer's purpose, audience, expectations and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

**Recommendations: Recommendation of current English teacher, a grade of B or higher in current year, completion of application, signed parent/student/teacher contract, Proficient or Advanced on writing assessment, lexile score of 1185 or above on the Reading Inventory test (or equivalent test), and a GPA of 2.8 or higher.**

**The College Board suggests that students be “willing and academically prepared” to participate in AP courses. It is recommended to take this course concurrently with AP US History.**

**ENGLISH 12**

721012

Year (10 credits)

[12]

UC / CSU (b)

The purpose of this course is to prepare seniors for the demands of a college English course and for many of the linguistic and cognitive demands of the post-secondary workplace. It is also intended to reinforce mastery of the California Language Standards for the twelfth grade. Strengths in critical thinking, vocabulary acquisition and development, speaking, reading for meaning, and writing in a variety of modes for a variety of audiences will be expanded through a survey of British literature selected from the course basic text and supplemented by individual reading reports and research projects. This course integrates literature, composition, and language skills and includes a senior review of the conventions of Standard English usage and grammar already developed in previous years.

**AP® ENGLISH LITERATURE AND COMPOSITION**

721015

Year (10 credits)

[12]

W

UC / CSU (b)

This course prepares students for the AP Exam and for success in college writing and literature courses. Students will study intensively representative imaginative works from various genres and historical periods, concentrating on developing skills in close reading. Works selected by the instructor will meet the needs and interests of students. Extensive reading and frequent writing will prepare students to learn and effectively communicate their ideas about such large-scale literary elements as figurative language, imagery, symbolism, and tone.

**Recommendations: Recommendation of current English teacher, a grade of B or higher in current year, completion of application, signed parent/student/teacher contract, Proficient or Advanced on writing assessment, lexile score of 1185 or above on the Reading Inventory test (or equivalent test), and a GPA of 2.8 or higher.**

The College Board suggests that students be “willing and academically prepared” to participate in AP courses.

**ENGLISH ELECTIVES****ACADEMIC LAB A**

723148

Year [2 periods] (20 credits)

[9 / 10 / 11 / 12]

This course is designed to support students who are reading two or more years below grade level using a research-based, direct instruction reading program. In addition, students will receive instruction and practice time to improve their writing skills. This course supports IEP goals in language arts. This course earns elective credit and is taken for two periods, one on A Day and one on B Day.

**Recommendation: Placement based on assessment.**

**ENGLISH 9 SUPPORT**

721009

Year (10 credits)

[9]

Placement in this course is based on test results, previous English grades, and other determining factors. This course is for students two or more grade levels behind in reading comprehension and below basic in writing who are therefore in need of remediation. This required elective course will be paired with English 9.

**Students who fail second semester of eighth grade English may be placed in this course depending on a review of student’s test scores and teacher recommendation. Students in English 9 (721019) who fail first semester may be placed in this course for the second semester and be removed from an elective depending on a review of student’s test scores.**

**ENGLISH 10 SUPPORT**

721040

Year (10 credits)

[10]

Placement in this course is based on test results and previous English grades. This course is for students two or more grade levels behind in reading comprehension and below basic in writing who are therefore in need of remediation. This required elective course will be paired with English 10.

**Students who fail second semester of English 9 (721019) may be placed in this course depending on a review of student's test scores and teacher recommendation. Students in English 10 (721010) who fail first semester may be placed in this course for the second semester and be removed from an elective depending on a review of student's test scores.**

**CREATIVE TECHNICAL WRITING  
FOR CRITICAL THINKING PART A**

720773

(Fall) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

This one-semester course uses a fresh approach to writing using critical thinking skills and the inquiry process. It will help the student become a better thinker, problem solver, speaker, team player, planner, and researcher. Critical and creative thinking, problem solving, communication, and collaboration skills are used in developing unique pieces of writing for creative expression. Units 1 and 2 will be covered.

**CREATIVE TECHNICAL WRITING  
FOR CRITICAL THINKING PART B**

720888

(Spring) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

This one-semester course continues the same approach and objectives as part A, with added emphasis on technical creativity in writing, collaborative communication, and the INQUIRY process in Part B. During this course, units 3 and 4 will be covered.

**MYTHOLOGY, LEGENDS, AND  
FOLKLORE A**

721022

(Fall) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

This course is an overview of myths, legends, and folklore from around the world. Students will gain exposure to legendary figures, creatures, and quests that have dominated our imaginations since before humans began writing. Students will also consider cross-cultural connections to analyze how humans have used legendary figures as tools in telling stories about the human experience. The purpose of this course is to understand man's beliefs, truths, and learning from cultures around the world. The course will analyze myths, legends, and folklore to discover the natural phenomena they explain, the history they teach, and the values they reflect. This first semester course will focus on Roman and Greek Mythology. Students will be introduced to classical mythology, legendary heroes and creatures, will read tales of Greek Gods and Heroes, stories of love and adventure, courage, and great deeds. Students will also read a contemporary fantasy-adventure novel based on Greek mythology.

**MYTHOLOGY, LEGENDS, AND  
FOLKLORE B**

721023

(Spring) Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

This course is an overview of myths, legends, and folklore from around the world. Students will gain exposure to legendary figures, creatures, and quests that have dominated our imaginations since before humans began writing. Students will also consider cross-cultural connections to analyze how humans have used legendary figures as tools in telling stories about the human experience. The purpose of this course is to understand man's beliefs, truths, and learning from cultures around the world. The course will analyze myths, legends, and folklore to discover the natural phenomena they explain, the history they teach, and the values they reflect. This second semester course will focus on Native American legends, World Folklore, Folklore by Tropes to explore the human fears, desires, and behaviors, the fairy tale tradition from around the world, and modern folklore that will explore stories of new and renewed fears and desires. Students will also read stories based on folktales or legends.

**SPORTS WRITING**

721024

Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

**STRUCTURED ENGLISH**

721205

**IMMERSION (SEI) BEGINNING**

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Students will be exposed to literature, film, biographies, and expository writing based around sports and themes common among sports writing (overcoming adversity, prejudice in sports programs, and competition). Students will also learn to write for industry standards (print journalism and live media). The skills developed include: Evaluation/Synthesis of multiple sources; Critique of different genres (film, television, literature, expository writing, and biographical writings); Interpret and Evaluate authors' background and influence on voice, diction, bias, and word choices; Argument development and organization; Recognition and Use of logical, ethical, and emotional appeals; Research skills; and Presenting information (research and evidence to support an opinion or solution in writing and speeches).

This course offers an accelerated one-year program consistent with CA state law for students who possess what is considered less than reasonable fluency in English. (Less than reasonable fluency is Emerging on ELPAC for all grades if needed.) English Language Development (ELD) instruction focuses on listening, speaking, reading, and writing in English at the targeted levels of proficiency and aligned to Common Core ELD Standards. Students in this program are preparing to be placed in the English Language Mainstream Program. ELD is designed to accomplish its goals in a period of one academic year. Late arriving students, or those who would benefit from additional time, will be afforded the opportunity to participate beyond that time period.

**This course fulfills English requirements for graduation; however, it does not meet the a-g requirements.**

**This course is taken concurrently with Designated ELD 1.**

## ENGLISH LANGUAGE DEVELOPMENT

**LTEL SUPPORT 9**

721210

Semester / Year (5 / 10 credits)

[9]

**DESIGNATED ELD 1**

721221

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This required elective course is designed for incoming ninth grade students who have been classified as an English Learner (EL) student for six or more years. Students in this course will receive explicit language/literacy development and support across the curriculum to support them in all classes.

A course designed for emerging English learners (ELs). It is a protected time during the regular school day when students develop critical English language skills, knowledge, and abilities needed for rigorous academic content learning in English. It is to be taken concurrently with Structured English Immersion (SEI) Beginning.

**LTEL SUPPORT 10 – 12**

721220

Semester / Year (5 / 10 credits)

[10 / 11 / 12]

This required elective course is designed for tenth through twelfth grade students who have been classified as an English Learner (EL) student for six or more years. Students in this course will receive explicit language/literacy development and support across the curriculum to support them in all classes.

**ADVANCED ELD**

053036

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (b)

**ENGLISH LANGUAGE  
DEVELOPMENT  
ELECTIVES****ELD TUTORIAL**

721209

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is designed for expanding and bridging English Learners. Students enrolled in this course acquire academic and vernacular vocabulary, grammar, sentence structure, reading of non-fiction and fiction texts, and writing. Students read non-fiction and fiction texts of demanding length and complexity in various genres to prepare them for mainstream English and other content areas. Through quality, collaborative instruction, a print and technologically-rich environment, and ample public speaking opportunities students will increase and improve their academic language proficiency in all domains: listening, speaking, reading, and writing. Students are involved in expository, reflective, and narrative writing that shows deep understanding of the various genres. Moreover, students will learn how to conduct research and cite their sources in MLA format. This course may be taken multiple years for credit.

**This course is taken concurrently with Designated ELD 2.**

This elective course is designed for students who speak English as a second language and who may need extra help with completing coursework in science, math, English, or other academic courses. Study materials will be available and a bilingual classroom instructional assistant will be provided to help students complete their work.

**DESIGNATED ELD 2**

721222

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

A course designed for expanding and bridging English learners (ELs). It is a protected time during the regular school day when students develop critical English language skills, knowledge, and abilities needed for rigorous academic content learning in English. It is to be taken concurrently with Advanced ELD.

# MARKETING AND ENTREPRENEURSHIP

## ENTREPRENEURSHIP / SELF EMPLOYMENT Pathway

### ENTREPRENEURSHIP THROUGH MARKETING CREATIVITY AND INNOVATION 1

727200

Year (10 credits)

[10 / 11 / 12]

### ENTREPRENEURSHIP THROUGH MARKETING CREATIVITY AND INNOVATION 2

727201

Year (10 credits)

[11 / 12]

This course is a project based learning environment where each student begins with a consumer goods or services concept that is developed into a market ready 3D proto-type. Students will study brand identity, naming, typography, color exploration, structures and materials, market research methodologies, package design approaches, forms & elements, ideation techniques, legal requirements, and 2-D & 3- D modeling techniques to aid in generating a market ready prototype. Students will utilize tools such as Adobe Photoshop, Illustrator, InDesign, and Epson label printers during the product innovation process.

This course builds on the skill set developed in Entrepreneurship through Marketing Creativity and Innovation 1. This course will begin by planning for production. Content areas will include the exploration of printing processes and techniques, color management, digital workflow, file delivery, file naming, file formatting, and mechanicals. The production unit could include a field trip to a printing facility to observe a press check, and a production process question and answer session with industry experts. Further exploration in production facilities will examine production efficiencies, bottle-necks, mechanical change parts, and waste factors. The course will transition into business and entrepreneurial principles that include the following content areas: small business startup, cost accounting, financial management, sales and marketing, management and leadership, and business plan development.

**Recommendation: Successful completion of Entrepreneurship Through Marketing Creativity and Innovation 1.**

# MATHEMATICS DEPARTMENT

Center High School utilizes the Integrated Math Program with Integrated Math I, Integrated Math II, and Integrated Math III instead of the traditional math program of Algebra, Geometry, and Algebra II, which began in the 2014-2015 school year. With the new Common Core State Standards and associated testing which will occur at the end of the junior year, we suggest that all incoming freshman who qualify take Integrated Math I and follow the integrated math sequence.

## 9<sup>th</sup> Grade Math Placement Policy

Adopted by CJUSD School Board January 2016

8 <sup>th</sup> Grade Course	8 <sup>th</sup> Grade Math		Math I		
8 <sup>th</sup> grade class grade (report card)	Below a C	C or higher	Below a C	C or higher	B or higher
9 <sup>th</sup> grade placement test	Below 60% on placement test	60% or higher on placement test	Below 60% on placement test	60% to 80% on placement test	Above 80% on placement test
Smarter Balance testing score	Below “Nearly Meets”	“Nearly Meets” or higher	Below “Meets”	“Meets” or higher	“Exceeds”
Students will be placed in the following 9 <sup>th</sup> grade course based on meeting two or more of the above criteria:					
9 <sup>th</sup> Grade Course	Intro to Integrated Math I	Integrated Math I		Integrated Math II	Honors Integrated Math II

**INTRODUCTION TO INTEGRATED MATH I**      720298  
 Year (10 credits)  
 [9 / 10 / 11 / 12]

**INTRODUCTION TO INTEGRATED MATH LAB**      720281  
 Year (10 credits)  
 [9 / 10 / 11 / 12]

The fundamental purpose of Introduction to Integrated Mathematics centers on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Successful completion will prepare students for Integrated Mathematics I. The Standards of Mathematical Practice apply throughout and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

The mathematics support course will focus on mastery of the standards being taught in the associated core academic mathematics course

**INTEGRATED MATH IA**

720292

Year (10 credits)

[9 / 10 / 11]

Integrated Math IA is the first course in a two-year sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete Integrated Math I over a two-year cycle comprising of Integrated Math IA and Integrated Math IB. This course features topics covered in the first (Fall) semester of Integrated Math I. Upon successful completion of this course, students will enroll in Integrated Math IB. Students must complete Integrated Math IB to meet the Algebra requirement for graduation.

**Recommendations: Successful completion of Introduction to Integrated Math I with a C or higher.**

**INTEGRATED MATH IB**

720294

Year (10 credits)

[10 / 11 / 12]

Integrated Math IB is the second course in a two-year sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete Integrated Math I over a two-year cycle comprised of Integrated Math IA and Integrated Math IB. This course features topics covered in the second (Spring) semester of Integrated Math I. Upon successful completion of this course, students will meet the Algebra requirement for graduation.

**Recommendations: Successful completion of Integrated Math IA with a C or higher.**

**INTEGRATED MATH I**

720297

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (c)

The fundamental purpose of Integrated Mathematics I is to formalize and extend the mathematics that students learned in the middle grades or in Introduction to Integrated Mathematics I. The critical areas 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 Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The course ties together the algebraic and geometric ideas studied. The Standards of Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Upon successful completion of this course, students will meet the Algebra requirement for graduation.

**INTEGRATED MATH I LAB**

720282

Year (10 credits)

[9 / 10 / 11 / 12]

The mathematics support course will focus on mastery of the standards being taught in the associated core academic mathematics course.

**INTEGRATED MATH II**

720280

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (c)

The focus of Integrated Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. An investigation of circles, with their quadratic algebraic representations, round out the course. The Standards of Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Recommendation: Successful completion of Integrated Math I or Integrated Math IB with a C or higher.**



**GEOMETRY IN CONSTRUCTION** 720283

Year (10 credits)

[9 / 10 / 11 / 12] UC / CSU (c)

**CONSTRUCTION IN GEOMETRY** 720284

Year (10 credits)

[9 / 10 / 11 / 12]

Geometry in Construction is a great way for students to earn math credits (10 credits) while also earning elective credits (10 credits) in Construction in Geometry, a hands-on class. Students will apply the lessons learned in the mathematics classroom to “real world” situations at the construction job site on the Center High campus. Students will be concurrently enrolled in a two-period block course with both a math and construction teacher. This course will include several aspects of residential construction including framing, wiring, and plumbing. This is a rigorous math class; you will learn similar concepts as students enrolled in a traditional Geometry class. In this unique class, students will understand why they need to know math when they apply their knowledge in constructing hands-on projects that include a to-scale balsa wood garage, a dog house, and a playhouse.

**Recommendation: Successful completion of Integrated Math I or Integrated Math 1B with a D or higher.**

**HONORS INTEGRATED MATH II** 720399

Year (10 credits)

[9 / 10 / 11 / 12] UC / CSU (c)

Honors Integrated Mathematics II will investigate the same course content and standards of the regular math course but in much greater depth. Students must be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. The focus of the course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. An investigation of circles, with their quadratic algebraic representations, round out the course.

The Standards of Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Honors Integrated Mathematics II progresses at a more accelerated pace than the regular math course and assignments and assessments are more rigorous and are designed to prepare students for future honors and AP mathematics coursework.

**Recommendation: Successful completion of Integrated Math I with a B or higher.**

**INTEGRATED MATH III** 720774

Year (10 credits)

[10 / 11 / 12] UC / CSU (c)

Integrated Mathematics III is the third course of a three course sequence including Integrated Math I, II, and III. This course utilizes a problem-centered approach. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics at an intermediate to advanced level including coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

- Students evaluate probability based on the standard deviation of normally distributed data, differentiate between various methods of collecting data and distinguish between population and sample statistical central tendencies.
- Students use the Fundamental Theorem of Algebra to predict solutions to polynomial functions, make and analyze decisions including diagnostic tests and quality control.
- Students use their understanding of function families including transformations of quadratic, cubic, exponential, logarithmic and trigonometric functions and their inverses to model and solve contextual problems adjusting parameters as needed to improve the predictability of their model and critique the models of others.
- Students expand their understanding of triangles to include non-right triangles leading to the development of the Law of Sines and the Law of Cosines including being able to state the number of possible solutions.
- Students understand and employ the Eight Standards of Mathematical Practice on a daily basis to develop the habits of mind necessary to pursue college level course work.

**Recommendation: Successful completion of Integrated Math II with a C or higher.**

<b>HONORS INTEGRATED MATH III</b>	720290
Year (10 credits)	W
[10 / 11 / 12]	UC / CSU (c)

The Honors Integrated Mathematics III course is the third course in a three-year series that replaces the traditional pathway of Algebra 1, Geometry and Algebra 2 based on the Integrated High School Pathway described in the CCSS Appendix A. In addition, this course is modeled to include pre-Calculus topics essential for a student to take an AP Calculus course or college equivalent.

Students that leave this class will be familiar with the mathematical tools and skills available to them in order to properly analyze and model real world phenomena. Students will be immersed in a problem solving environment that will allow them to consider solutions through algebraic, graphical or conceptual and real-world evidence. The modeling focus of the course will have students creating appropriate mathematical models and analyzing those models using the language of mathematics.

The Integrated Mathematics III Honors course goes further than the Integrated Mathematics III course by further exploring the intersections of algebraic and geometric concepts, with a heavy emphasis on trigonometric applications and functions. A heavy emphasis on summations and limits will be the key bridge to understanding derivative and integral calculus.

One purpose of this course is to give students a strong foundation in algebra and geometry concepts that are required for the rest of the Integrated pathway and beyond into higher mathematics. The other primary purpose is to facilitate the Standards of Mathematical Practice outlined in CCSS Mathematics, both in content and practice. Through the use of hands-on labs, projects, and technology assisted models and simulations, students will develop a robust experience in problem solving and data analysis based on real-world problems and solutions.

**Recommendation: Successful completion of Honors Integrated Math II with a C or higher, or completion of Integrated Math II with a B or higher.**

<b>AP<sup>®</sup> STATISTICS</b>	720211
Year (10 credits)	W
[11 / 12]	UC / CSU (c)

Statistics is the science of using data to study real world problems. Data analysis is commonly used in most professions; we use data in the formation of public policy, in all sciences, in business, and in everyday life. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The Advanced Placement Program offers a course description

and exam in statistics to secondary school students who wish to complete studies equivalent to a one semester, introductory course in statistics. Students who take and pass the AP exam in Statistics are eligible to earn college credit. Four broad conceptual themes are covered:

1. Exploring Data: Describing patterns and departures from patterns.
2. Sampling and Experimentation: Planning and conducting a study Anticipating Patterns: Exploring random phenomena using probability and simulation.
3. Statistical Inference: Estimating population parameters and testing hypotheses.
4. Statistical interference: Estimating population parameters and testing hypotheses.

**Recommendation: Successful completion of Integrated Math III with a C or higher.**

<b>PRE-CALCULUS</b>	720216
Year (10 credits)	
[11 / 12]	UC / CSU (c)

This standards-based course is designed for students who have completed Integrated Math III. Its central purpose is to keep college-bound students enrolled in mathematics courses in order to keep more options open to them in college majors which require mathematics. This course focuses on developing problem solving abilities and practicing algebraic skills in the context of exploring more advanced mathematical topics. A TI 83 or TI 84 graphing calculator is recommended for this course.

**Recommendation: Successful completion of Integrated Math III with a C or higher.**

<b>AP<sup>®</sup> CALCULUS A/B</b>	720210
Year (10 credits)	W
[11 / 12]	UC / CSU (c)

Calculus is a one-year, college-level course designed for students who have passed Pre-Calculus with above average grades, have an interest and aptitude for higher mathematics, and have excellent study habits. The topics studied in this standards-based course will include limits and continuity of functions, the derivative, and its applications, the integral and its applications, analytic geometry, exponential and logarithmic functions and improper integrals. Students may expect 60 minutes of homework per class meeting. A TI 83 or TI 84 graphing calculator is recommended for this course. Five units of CSU/UC transferable college credit are available by passing the AP Exam.

**Recommendation: Successful completion of Honors Integrated Math III or Pre-Calculus with a C or higher.**

**SENIOR MATH APPS**

720228

Year (10 credits)

[12]

This course is for seniors who have passed two years of math and need a third mathematics course to meet graduation

requirements. This course introduces students to problem-solving techniques and helps them apply the tools of critical reading and writing, analytical thinking, and mathematics to help solve problems in practical applications. This course includes geometry and measurement, algebra, mathematical reasoning, and number sense.

## MEDIA COMMUNICATIONS ACADEMY (MCA)

The Media Communications Academy (MCA) is a 3-year voluntary program that begins sophomore year. MCA follows the California Partnership Academy model with career-themed curriculum and project-based learning. Students have the opportunity to earn industry certifications within the first semester and multiple more by the time they graduate. Students will experience a 'school-within-a-school' learning environment and a family atmosphere where we focus on academics, professionalism, and community service.

**INTRODUCTION TO ARTS, MEDIA, AND ENTERTAINMENT**

720330

Year (10 credits)

[10]

UC /CSU (g)

**MCA ENGLISH 10: ENGLISH AND DIGITAL MEDIA**

721625

Year (10 credits)

[10]

UC / CSU (b)

**MCA PARTICIPANT STUDENTS ONLY.**

This course is an introductory study in media arts through an emphasis of two/three dimensional design and representation through film, photographs and other digital media. The class is structured around completion of digital media arts applications that synthesize and demonstrate learning from the course of study, and that incorporate themes and topics explored in other fine art courses. Introduction to Arts, Media, and Entertainment emphasizes the theories and elements of art and principles of design, and their use and application in digital mediums to inform, persuade and entertain. Students will work individually and in collaborative groups to design, create, critique, and present two and three dimensional visual and digital media projects using technology and industry based software, including but not limited to Adobe Creative Cloud, Garage Band, and Final Cut Pro. In addition, they will develop their skills in critical thinking, problem solving, writing, analysis and presentation. This course is designed for students to begin earning industry certifications in Digital Media IA and IB.

**MCA PARTICIPANT STUDENTS ONLY.**

This course presents world literature in historical and cultural contexts. Reading, writing, and analysis of literature will be required as students further develop critical thinking skills, work cooperatively, and develop an understanding and respect of diverse views. In addition, the study of literature will involve reading, discussing, and writing about the works in the text in accordance with state standards. Correct grammar, punctuation, and spelling usage are emphasized in accordance with state standards. This course will be integrated with MCA Modern World History, MCA Spanish, and MCA Introduction to Arts, Media, and Entertainment classes.

**DESIGNING THE AMERICAN DREAM: ENGLISH 11 AND MEDIA ARTS** 721630

Year (10 credits)

[11] UC / CSU (b)

**MCA PARTICIPANT STUDENTS ONLY.**

Students analyze a diverse collection of American voices in literature and film as they relate to manifestations of “The American Dream” across time, regions, and cultures. Students think critically about how depictions of “The American Dream” have evolved and been perpetuated by literature and the media, and use this understanding to create textual and visual responses, which reflect a deeper understanding and personal perspective on “The American Dream.” Students integrate this extensive literary knowledge with a mastery of video production technical skills. Throughout the course, students develop as critical thinkers, writers, and filmmakers in the analysis and design of their own American Dreams.

**MCA ENGLISH 12: LITERATURE AND MEDIA** 721623

Year (10 credits)

[12] UC / CSU (b)

**MCA PARTICIPANT STUDENTS ONLY.**

Students will increase communication skills (reading, writing, speaking and listening) through an in-depth study of literature, media, fiction, and nonfiction texts to be prepared for post-high school advancement. This course will concentrate on both the California English Standards as well as the use of media throughout history. Students will write extensively, use technology to publish work, and create and present multimedia projects. This course will be integrated with MCA Government and MCA elective classes.

**MCA MODERN WORLD HISTORY** 721613

Year (10 credits)

[10] UC / CSU (a)

**MCA PARTICIPANT STUDENTS ONLY.**

In this college preparatory course, students focus on the major turning points in the shaping of the modern world from the late eighteenth century to the present. The year begins an exploration of the rise of democratic ideas. Study includes the industrial revolution and age of imperialism which lead to World War I with its consequential results of totalitarianism and World War II. The year concludes with evaluation of the Cold War and studies of the Middle East, Africa, Latin America, and China, and nation-building in the contemporary world. California State Content Standards provide the framework for this class. This MCA course will use media to create and

enhance cross-curricular projects with MCA English 10, MCA Introduction to Arts, Media, and Entertainment, and MCA Spanish classes.

**MCA UNITED STATES HISTORY** 721614

Year (10 credits)

[11] UC / CSU (a)

**MCA PARTICIPANT STUDENTS ONLY.**

In this college preparatory course, students focus on a general chronological survey of U.S. History. The primary focus of the course will be 1900 America to the present. Students will participate in an in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in United States history, and the development of a historical (fix spacing) perspective in relation to contemporary events, which represent the major aspects of the course. Using the textbook and primary documents and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. This MCA course will use media to create and enhance cross-curricular projects with MCA English 11 and MCA Spanish classes.

**MCA US GOVERNMENT** 721615

Year (10 credits)

[12] UC / CSU (a)

**MCA PARTICIPANT STUDENTS ONLY.**

In this college preparatory course, students will evaluate the concepts and controlling ideas behind American style representative democracy. The division of power into federal and state levels and the separation of power into legislative, executive, and judicial branches in each of those levels are analyzed. The Constitution and the founding fathers’ concept of “civic virtue” will be examined and understood in order for students to become knowledgeable, participating citizens of the republic. The second semester will focus on civil rights and how we relate with our California state and local governments with the rest of the world. Current event readings in weekly news magazines and daily newspapers help students synthesize these vital interactions. California State Content Standards provide the framework for this class. This MCA course will use media to create and enhance cross-curricular projects with MCA Literature and Media (MCA English 12).

Community Service is a required component of the US Government class. Twenty hours of community service are required to graduate from Center High School. Community Service must be completed by the end of the third quarter. Students make their own arrangements to complete this requirement. Opportunities are posted in the Government classrooms.

**MCA ECONOMICS**

721619

Semester (5 credits)

[12]

UC / CSU (g)

**MCA SPANISH III**

721603

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

**MCA PARTICIPANT STUDENTS ONLY.**

This semester course studies the systems which enable societies to cope with scarcity, to allocate resources, and to meet their needs. Which goods and services are produced and how they are distributed are decisions every country must make about land, labor and capital that contribute to this decision-making process will also be analyzed.

**MCA SPANISH I**

721601

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

**MCA PARTICIPANT STUDENTS ONLY.**

This course is suitable for college-preparatory students who have limited or no knowledge of Spanish. Students will read, write, speak, and demonstrate comprehension using basic Spanish vocabulary. Students will listen to native Spanish speakers for correct pronunciation and understand the spoken language. Regular completion of projects and homework as assigned is necessary to succeed in this course. Students are expected to participate orally every day.

**MCA SPANISH II**

721602

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

**MCA PARTICIPANT STUDENTS ONLY.**

This course is suitable for college-preparatory students who have completed Spanish 1 with a C or better. Students will learn more about the teenage Spanish speaking world, including the United States. Students will sustain brief conversations on simple, everyday topics demonstrating understandable pronunciation. Students will summarize, orally and in writing, the main points of a simple reading passage. Regular completion of homework and projects as assigned each night is necessary to succeed in this course. Students are expected to participate in impromptu conversations.

**Recommendation: Successful completion of Spanish I with a C or better.**

**MCA PARTICIPANT STUDENTS ONLY.**

This course is suitable for college-preparatory students who have completed Spanish 2 with a C or better. Students will be expected to speak Spanish in class whenever possible. Students will sustain more complex conversations using some specialized vocabulary and structure. Students will summarize main points of reading passages, adding some detail and opinion. Regular completion of homework and projects as assigned each night is necessary to succeed.

**Recommendation: Successful completion of Spanish II with a C or better.**

**MCA SPANISH IV**

721604

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

**MCA PARTICIPANT STUDENTS ONLY.**

This course is suitable for college-preparatory students who have completed Spanish 3 with a grade of C or higher. Students will expand their vocabulary by reading short stories. They will write anecdotes and reports about various countries and cultures where Spanish is the main language. Students will be able to maintain a conversation in Spanish and will use practical Spanish in hypothetical situations of daily life or travel in a Spanish speaking country. The course will include a review of basic grammar as needed to express ideas. Regular completion of homework and projects as assigned each night is necessary to succeed in this course.

**Recommendation: Successful completion of Spanish III with a B or better.**

# MCA ELECTIVES

## INTERMEDIATE ANIMATION 720651

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

### OPEN TO ALL STUDENTS.

#### MCA students are given priority.

Students will learn to create animations and apply the principles of animation through the visual electronic art form of 2D animation. Storyboarding, character development, basic terminology, as well as the historical development and cultural influences on the field of animation will be explored. Storyboarding, character development, visual storytelling skills will be developed as students' complete individual and group projects that incorporate the principles of animation and basic techniques including staging, timing, mechanics, and kinetics using the 2D animation software, Storyboard Pro, Toon Boom Harmony, Photoshop, and more. Drawing skills, life drawing, storytelling, mechanics of motion, and animation camera techniques will be an integral part of the course. This course is designed for students to begin earning industry certifications in Toon Boom.

**Recommendations: Successful completion of Computer Graphics or Introduction to Arts, Media, and Entertainment.**

## ADVANCED ANIMATION 720652

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

### OPEN TO ALL STUDENTS.

#### MCA students are given priority.

3D Animation is for students who are interested in the various concepts and possibilities of 3D Animation as it relates to the visual arts, being a creative communication/language medium, business and career concepts and the potential as a career.

Students will continue their development from previous courses in the fundamentals of animation, writing and creating animated

projects. Students will be instructed on how to plot, script, storyboard, present and create animated projects using various modeling and animation techniques within a variety of professional software (Final Cut Pro X, Maxon Cinema 4D, Storyboard Pro, Toon Boom Harmony, Adobe Photoshop, Adobe Premiere, Adobe After Effects). Storyboards, mechanics of motion, camera techniques, 3D Animation, modeling, texturing and advanced rendering techniques will be integral parts of the course. This course is designed for students to begin earning industry certifications in Toon Boom, 3D Animation, and 3D Graphics.

**Recommendations: Successful completion of Computer Graphics or Intermediate Animation.**

## BEGINNING BROADCASTING 720809

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

### OPEN TO ALL STUDENTS.

#### MCA students are given priority.

Beginning Broadcasting is a course that will enable students to research and study the cultural context of video as well as the history of technology and the impact of television on society. This course is designed to provide students the opportunity to utilize multimedia broadcasting to express themselves by communicating through the visual arts. Students will study/research film history, videography, studio production, video editing, and postproduction. Emphasis will be placed on the following practices: lecture, notes, research, reading, shooting and editing quality pictures, including good content in programs, and taking responsibility for the programs that are produced. Linear and nonlinear editing will be introduced. For those students intending to go on to college, this course will provide the historical background to help students succeed in all courses that require production and artistic skill. This course is designed for students to begin earning industry certifications in Television Production I.

**ADVANCED BROADCASTING** 720807

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

**ADVANCED GRAPHIC DESIGN** 721094

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

Advanced broadcast is a course that will provide the knowledge, understanding, and practical experience of gathering, writing and producing news for broadcast media. Theory and hands-on activities will include; the basic principles of three-point lighting, camera video techniques, teleprompting, script writing and editing; computer graphics and animation, research, videotape editing and performance techniques. Students will be exposed to the operation of a broadcast newsroom, ethics in broadcast journalism, interviewing techniques and media criticism. Students will gain the necessary skills and information to continue their education in the field of broadcast journalism at the college level as well as the option of entry-level internships in video related fields. Students will work in teams, and participate in a series of projects which showcase their reporting, editing, and production skills for broadcast media. This course is designed for students to begin earning industry certifications in Television Production I, Television Production II, Video Production I, and Video Production II.

**Recommendation: Successful completion of Beginning Broadcasting or Introduction to Arts, Media, and Entertainment.**

**GRAPHIC DESIGN** 720609

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

**SPORTS VIDEO PRODUCTION AND BROADCASTING** 721097

Year (10 credits)

[11 / 12]

UC / CSU (f)

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

This year-long course will introduce computer graphic tools and techniques used in producing designs, illustrations, photographs, motion graphics, animations and web page design. Emphasis will be placed on strengthening communication and critical thinking skills, problem solving, and the creative process. Students will gain marketable skills for the workplace and technological proficiency for college. This course meets VPA requirements for graduation and college admissions. This course is designed for students to begin earning industry certifications in Digital Media II.

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

This course will provide students with the necessary skills to seek entry level employment or continue their education toward a degree in film and video. Skills will include application of the techniques of live television and video production, sound recording, camera operation, non-linear editing, as well as an overview of the history of film/video specifically in the field of sports. Students will also develop job seeking, customer service, and marketing skills as they pertain to the sports media industry. This course is designed for students to begin earning industry certifications in Television Production I, Television Production II, Video Production I, and Video Production II.

**Recommendation: Successful completion of Beginning Broadcasting, or Introduction to Arts, Media, and Entertainment.**

**SPORTS WRITING**

721024

Semester (5 credits)

[9 / 10 / 11 / 12]

**OPEN TO ALL STUDENTS**

Students will be exposed to literature, film, biographies, and expository writing based around sports and themes common among sports writing (overcoming adversity, prejudice in

sports programs, and competition). Students will also learn to write for industry standards (print journalism and live media). The skills developed include: Evaluation/Synthesis of multiple sources; Critique of different genres (film, television, literature, expository writing, and biographical writings); Interpret and Evaluate authors' background and influence on voice, diction, bias, and word choices; Argument development and organization; Recognition and Use of logical, ethical, and emotional appeals; Research skills; and Presenting information (research and evidence to support an opinion or solution in writing and speeches).

## NON-DEPARTMENTAL ELECTIVES

**LEADERSHIP 9**

721092

Year (10 credits)

[9]

**INTRODUCTION TO FILM STUDIES**

721096

Year (10 credits)

[11 / 12]

UC / CSU (g)

Leadership is a year-long course with an emphasis on developing a greater understanding of the skills it takes to be a successful leader and effective teen in today's world. Leadership is not just an elective class: it's an opportunity for personal growth, community involvement and school improvement. Students establish leadership skills through group dynamic activities; learn skills of effective communication, interpersonal and intrapersonal communication, decision-making, group facilitation, and understanding diversity.

The purpose of this course is to allow students the opportunity to learn the history and criticism of motion pictures and practice their knowledge through written analysis, scriptwriting, and film production. Students will learn the historical context and social effects of film from its origin in the 19<sup>th</sup> century through the present day. Students will also learn how technology affects storytelling in film and analyze these effects through projects, written assessments, and film reviews. By the end of the course, students will have a thorough understanding of how to read and criticize a film, develop script writing skills, and create film production projects.

**Recommendations: Successful completion of Introduction to Arts, Media, and Communication.**

**LEADERSHIP 10-12**

720093

Year (10 credits)

[10 / 11 / 12]

**STUDENT COUNCIL**

720092

Year (10 credits)

[9 / 10 / 11 / 12]

Leadership is a one-year elective course designed for students who want to get involved in the planning and implementation of Center High School's activities and those seeking to enrich Center High's community. Students enrolled in leadership will additionally learn the following leadership skills based on the CADA standards: project planning and implementation, problem solving, public speaking, interpersonal communication, team building, working collaboratively, critical thinking, goal setting and time management.

This is a one-year course designed to provide students with a venue to demonstrate leadership in governing the student body. The students will develop skills in running effective meetings, prioritizing needs, proposing and implementing solutions. Public speaking, public relations, group effectiveness, personal development, and leadership skills will be taught through simulated real life experiences.

**Placement based on positive attendance, behavior and teacher recommendation.**

**This course is open to elected officers only and is held during zero period, before school. Placement based on teacher recommendation only.**



## OFFICE AIDES

**ATTENDANCE AIDE** 729511

Semester (5 credits)

[11 / 12]

Students will be expected to answer phones, greet the public, distribute passes and perform other clerical tasks as assigned by the office for which they are aiding. This is a semester- length course.

**Recommendation: 2.0 GPA, good attendance and behavior, and attendance supervisor approval.**

**COUNSELING AIDE** 729512

Semester (5 credits)

[11 / 12]

Students will be expected to answer phones, greet the public, distribute passes and perform other clerical tasks as assigned by the office for which they are aiding. This is a semester- length course.

**Recommendation: 2.0 GPA, good attendance and behavior, and counseling supervisor approval.**

**LIBRARY TECH** 721322

Semester (5 credits)

[11 / 12]

Students will be expected to help organize library materials, and other clerical tasks as assigned by the library supervisor. This is a semester- length course.

**Recommendation: 2.0 GPA, good attendance and behavior, and approval from library supervisor.**

**OFFICE AIDE** 729510

Semester (5 credits)

[11 / 12]

Students will be expected to answer phones, greet the public, distribute passes and perform other clerical tasks as assigned by

the office for which they are aiding. This is a semester- length course.

**Recommendation: 2.0 GPA, good attendance and behavior, and office supervisor approval.**

## (AVID) ADVANCEMENT VIA INDIVIDUAL DETERMINATION



**AVID** is a program for students that began in California 25 years ago. **AVID** now exists in 44 states and 17 countries. This program is designed to support students for success in a college-preparatory path, and help prepare students in gaining career readiness and/or admittance to a four-year college or university. **AVID** is an academic, regularly scheduled elective class based on writing as a tool of learning, inquiry method, organization, critical reading and collaboration. **AVID** is a four-year program at Center High School.

**Recommendations: Must fill out an application, have a minimum 2.0 GPA, be on track for a-g eligibility, and have completed an interview.**

**AVID 9** 720502

Year (10 credits)

[9]

UC / CSU (g)

Advancement Via Individual Determination (**AVID**) is an academic elective course that prepares students for college and career readiness. Each week students receive instruction utilizing a rigorous college preparatory curriculum; strengthen analytical reading, writing and communication skills, and student facilitated study groups. Students participate in activities focused on writing, inquiry, collaboration, organization, and reading to support their learning as well as their involvement in their school and community. Students will prepare for college entrance exams while refining study skills and test-taking, note-taking, and research techniques. College exploration includes field trips.

**Recommendation: Application and interview required.**

**AVID 10**

720503

Year (10 credits)

[10]

UC / CSU (g)

In addition to instruction utilizing a rigorous college preparatory curriculum, this course will strengthen analytical reading, writing, and communication skills. Through student facilitate study groups students participate in activities focused on writing, inquiry, collaboration, organization, and reading to facilitate academic growth. In the 10<sup>th</sup> year students continue to refine their academic plans and goals as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will begin to narrow their college and career areas of interest. Students will expand their writing skills to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students continue to prepare for college entrance exams. College exploration includes field trips.

**Recommendations: Application and interview required and previous enrollment in AVID 9 recommended.**

**AVID 11**

720291

Year (10 credits)

[11]

UC / CSU (g)

In addition to instruction utilizing a rigorous college preparatory curriculum, this course will strengthen analytical reading, writing, and communication skills. Through student facilitate study groups students participate in activities focused on writing, inquiry, collaboration, organization, and reading to facilitate academic growth. The 11<sup>th</sup> year is the first part of a

Junior/Senior course that focuses on writing and critical thinking expected of first and second year college students. In addition, there are college-bound activities, methodologies and tasks that should be undertaken during this year to support students as they apply to four-year universities and confirm post-secondary plans. Students also organize and run Cougars 2 College week. College exploration includes field trips.

**Recommendation: Application and interview required and previous enrollment in AVID 10 recommended.**

**AVID 12 – SENIOR SEMINAR**

720193

Year (10 credits)

[12]

UC / CSU (g)

In addition to instruction utilizing a rigorous college preparatory curriculum, this course will strengthen analytical reading, writing, and communication skills. Through student facilitate study groups students participate in activities focused on writing, inquiry, collaboration, organization, and reading to facilitate academic growth. In the 12<sup>th</sup> year, students will continue to refine their academic learning plans and goals, apply to four-year universities and scholarships, complete the FASFA, and represent colleges at the annual College and Career Fair. College exploration includes field trips. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will prepare for college through collaborative study groups utilizing higher order thinking skills.

Upon completion of this course students will receive a digital micro-credential that can be displayed on resumes or portfolios, posted on social media, email signatures, and job search related sites to connect with future employers and other AVID Elective graduates.

**Recommendation: Application and interview required and previous enrollment in AVID 11 recommended**

## PHYSICAL EDUCATION DEPARTMENT

**HEALTH**

720261

Semester (5 credits)

[9]

This semester course is **REQUIRED FOR GRADUATION**. The Health curriculum will include the topics of wellness, physical

health, mental and emotional health, relationships, nutrition and physical activity, personal care, growth and development, drugs, diseases and disorders, and environmental health and safety including CPR and AED training. Family Life Education will incorporate adolescence, the male and female reproductive systems, STD's, AIDS/HIV, prenatal growth and development, and sex trafficking prevention education. Each unit of instruction will allow students to demonstrate ways they can enhance and maintain their own well-being.

**PHYSICAL EDUCATION** 720251  
**COURSE 1**

Year (10 credits)

[9]

This year-long course is **REQUIRED FOR GRADUATION**. Freshman enrolled in this course will participate in a wide variety of activities focused on individual and dual sports, dance, and daily fitness activities. Units will be three weeks in length and will include badminton, circuit training, dance, frisbee golf, golf, pickleball, ping pong, track, 2 on 2 volleyball and 2 on 2 basketball. The Fitnessgram, a state mandated fitness test, is administered to all freshman students. Students are expected to dress properly, participate in activities, demonstrate good attitudes, and show progress in skills and knowledge of activities.

**PHYSICAL EDUCATION** 720252  
**COURSE 2**

Year (10 credits)

[10]

This year-long course is **REQUIRED FOR GRADUATION**. Sophomores enrolled in this course will participate in a wide variety of activities focused on team sports, combatives and daily fitness. Units will be three weeks in length and will include volleyball, football, circuit training, basketball, softball, soccer, field hockey, and body weight exercises. Students are expected to dress properly, participate in activities, demonstrate good attitudes and show progress in skills and knowledge of activities.

**PHYSICAL  
EDUCATION  
ELECTIVES**

All courses listed below count for elective credit and may be taken more than once but do not meet physical education requirements for graduation.

**ADVANCED PHYSICAL** 722101  
**EDUCATION**

Year / Semester (10 / 5 credits)

[11 / 12]

Juniors and seniors enrolled in this course will participate in a wide variety of activities focused on individual, dual, and team

sports. Units will be three weeks in length. Students are expected to dress properly, participate in activities, demonstrate positive attitudes, and show progress in skills and knowledge of activities.

**Recommendations: Successful completion of Physical Education Course 1 and Physical Education Course 2.**

**ATHLETIC PHYSICAL EDUCATION** 722106

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is designed to assist today's student athletes in balancing the demands of athletics and academics. It is meant for serious athletes who desire to improve their athletic and academic skills. Areas of emphasis will be on learning styles, conditioning, endurance training, sports psychology, tutoring, sports theories, injury prevention, nutrition, self-analysis, history of sports, and application of sports knowledge to lifelong learning. This course can be taken for a semester or a year for elective credit.

**Recommendations: Students should receive written permission from head football coach.**

**ADVANCED BASEBALL AND** 721112  
**SOFTBALL**

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Students in this class will focus on fundamentals for advancement in baseball or softball at the high school level. Instruction will have a focus in several areas: hitting, fielding, pitching, base running, mental approach, and field care. Along with the specific sport skills, we will also focus on conditioning the athlete preparing them for competition. We will emphasize physical training that employs all the components of fitness. Evaluation of progress in specific areas will be ongoing throughout the class. These areas will include: swing performance, arm strength and accuracy, "live" hitting, situational knowledge, and officiating a contest.

**Recommendations: Students should receive written permission from the head baseball/softball coach or a physical education teacher.**

**ADVANCED SOCCER**

722105

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Students will focus on the essential fundamentals of the game in order to improve their overall performance on the soccer field. Instruction of the following will be given on technical enhancement ball control, trapping, dribbling, passing, shooting, tactical enhancement formations, position responsibilities, goalkeeping strategies, attacking patterns, defensive positioning / responsibilities, strength and conditioning drills and tasks designed to improve muscle development and stamina specifically for soccer (plyometrics, weight lifting, sprint/distance running). Along with the above mentioned items, students will be given evaluations on specific skills in order to improve individual performance. These tasks will include: juggling performance, shooting accuracy, speed of dribbling, left and right foot development, heading accuracy and positioning strategies. This course can be taken for a semester or a year for elective credit.

**Recommendations: Students should receive written permission from the head soccer coach or a physical education teacher.**

**ADVANCED RACKET SPORTS**

722100

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is designed for students who would like to learn and improve their skills in tennis, pickleball, ping pong, and badminton. Instruction and drills will focus on fundamental skills and strategies for each sport. This course will provide each student an opportunity to increase his/her knowledge and physical ability in order to play the sports recreationally or competitively in and after high school. This course can be taken for a semester or year for elective credit.

**ADVANCED VOLLEYBALL**

721113

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This course is designed for students who want to learn and improve their skills for volleyball. Instruction and drills will be focused on the basic to advanced fundamentals of passing, serving, setting and attacking. Students will learn rules and court strategy for playing the game in all aspects, including, indoor, outdoor (grass), girls/boys, Coed, reverse coed, tournament play, as well as refereeing matches. Emphasis will be on improving skills and knowledge of the sport in order to

play recreationally or competitively as a life time activity. This course can be taken for a semester or a year for elective credit.

**Recommendations: Students should receive written permission from the head volleyball coach or a physical education teacher.**

**BEGINNING DANCE**

720255

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Students will become proficient in dance steps, movement, and choreography at a beginning level. Units will be four to six weeks in length, and will include stretching and flexibility exercises, ballet, jazz, cultural dance, and modern dance. This course can be taken for a semester or a year for elective credit.

**INTERMEDIATE DANCE**

720256

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

Students will become proficient in dance steps, movement, and choreography at an intermediate level. Units will include ballet, modern dance, jazz dance, cultural dance, improvisation, choreography, dance history, dance performances, and dance productions. This course may be taken for elective credit or a year of Performing Arts. This dance course meets the California State University and University of California requirements for Visual Performing Arts (f).

**Recommendations: Successful completion of Beginning Dance or teacher recommendation.**

**FIRMING AND TONING**

721115

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

This is a beginning weight lifting class that will focus on firming and toning your body. It is designed for students who have never been enrolled in weight training or may have felt intimidated in the regular weight room setting. Students will learn proper lifting techniques using free weights as well as be introduced to a variety of lifts, exercises, and safety procedures in the weight room. Students will be taught the fundamentals and techniques for improving muscle tone, with some emphasis on stretching and lengthening. Students will also be taught the muscle groups addressed in each lift and will be able to develop and follow a weight-training program to fit their life-long activity needs. This course can be taken for a semester or a year for elective credit.

**FOOTBALL SPORTS PHYSICAL EDUCATION** 726254

Year / Semester (10 / 5 credits)

[10 / 11 / 12]

This course is designed to assist today's student athletes in balancing the demands of football and academics and to prepare athletes to compete in football at the varsity level by participating in strength training, flexibility training, agility training, cardiovascular fitness training, and technique work. This course can be taken for a semester or a year for elective credit.

**Recommendations: Students must receive written permission from the head football coach.**

**MODIFIED PHYSICAL EDUCATION** 720259

Year / Semester (10 / 5 credits)

[9 / 10 / 11 / 12]

Modified Physical Education (P.E.) is a semester or year-long course designed to meet the needs of students who are restricted from meeting the regular requirements of the Center Joint Unified School District Physical Education curriculum. Modified P.E. will address motor development, skill development and physical fitness based on the teacher's and/or doctor's assessments. Referrals should be for no less than one semester in length. Modified P.E. is designed to accommodate students who have moderate disabilities: long-term injury, recent surgery, exercise-induced asthma, and / or inability to run or jump.

**PHYSICAL EDUCATION INTERN** 721116

Year / Semester (10 / 5 credits)

[11 / 12]

The Physical Education Intern will be responsible for assisting teachers in the Physical Education/Health department. The student will learn to assist students in the locker room, as well as in the classroom setting. The intern's responsibilities will include, but are not limited to the following: set up and clean up equipment, repair equipment, lead the classes in dynamic stretches, assist with drills, refereeing, score keeping, equipment inventory, and uniform distribution.

**Recommendations: Student must receive written permission from teacher.**

**STRENGTH AND CONDITIONING** 722107

Year / Semester (10 / 5 credits)

[10 / 11 / 12]

This course is designed to provide the opportunity to develop high levels of fitness through involvement in weight training, cardiovascular workouts, plyometrics, and calisthenics. Students will learn proper lifting techniques using free weights and machines. Students will develop and follow a weight-training program. Students will improve their overall speed and quickness through speed agility drills. Students will understand the importance of diet and its relationship to muscle body development. Does not replace required PE course 1 or 2. This course may be repeated for credit.

**Recommendations: Successful completion of most recent Physical Education Course (Course 1 or 2).**

# PROJECT LEAD THE WAY - ENGINEERING AND BIOMEDICAL SCIENCES



## SPECIAL ADVANTAGES OF TAKING PLTW COURSES:

- ❖ Students who earn an A or B in IED can receive 3 transferable college units.
- ❖ Students with PLTW background are often preferred over non-PLTW students in the college application process.
- ❖ The College Board now gives special recognition to students who take a combination of three or more AP and PLTW courses and pass exams in each.

## PLTW ENGINEERING

### INTRODUCTION TO ENGINEERING DESIGN (IED) 720750

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (g)

The major focus of this course is learning how to take an idea through a design process that will eventually lead to manufacturing or producing a product. As students learn about various aspects of engineering and design, such as how engineers communicate through drawing, they apply knowledge through various activities, projects, and problems. Students use state-of-the-art 3D modeling software to help them design. Students learn about documenting solutions, solving problems, and communicating solutions to other students and members of the professional community.

**Recommendations:** Successfully completed Math 8, Integrated Math 1, or higher with a C or higher, or demonstrate proficiency on a math entry exam.

### PRINCIPLES OF ENGINEERING (POE) 720754

Year (10 credits)

[10 / 11 / 12]

UC / CSU (g)

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary

engineering course of study. Through hands-on projects and activities, students explore major concepts like mechanisms, energy, statics, materials, kinematics, and automated robotics systems.

**Recommendations:** Successful completion of Introduction to Engineering Design (IED) or be a Junior or Senior who has passed Integrated Math II or higher with a C or better.

### DIGITAL ELECTRONICS 720755

Year (10 credits)

[11 / 12]

UC / CSU (g)

From smartphones to appliances, digital circuits are all around us. This third PLTW Engineering course provides a foundation in electrical engineering, electronics, and circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

**Recommendations:** Successful completion of Principles of Engineering (POE) or be a senior who has passed Integrated Math II or higher with a C or higher.

<b>AP® COMPUTER SCIENCE PRINCIPLES</b>	720756
Year (10 credits)	W
[10 / 11 / 12]	UC / CSU (g)

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

**Recommendations: Successful completion of Integrated Math I with a C or higher.**

## PLTW BIOMEDICAL SCIENCES

<b>PRINCIPLES OF BIOMEDICAL SCIENCE (PBS)</b>	720751
Year (10 credits)	
[9 / 10 / 11 / 12]	UC / CSU (d)

Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. PBS is the first in a series of three biomedical courses offered in succession. Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Applied hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The key biological concepts embedded in the curriculum include homeostasis, metabolism, and inheritance of traits, feedback systems, and defense against disease. Where appropriate engineering principles are also incorporated into the curriculum. These include the design process, feedback loops,

fluid dynamics, and the relationship of structure to function. This is the foundation course for the Project Lead the Way Biomedical program.

**Recommendations: Incoming freshmen should have an A or B in 8<sup>th</sup> grade science.**

<b>HUMAN BODY SYSTEMS (HBS)</b>	720753
Year (10 credits)	
[10 / 11 / 12]	UC / CSU (d)

Human Body Systems is the second course offered in the Project Lead the Way Biomedical Program. Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. Students examine the interaction of human body systems as they explore identity, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.

**Recommendations: Successful completion of PBS with C or higher, or, students new to the program may opt to take HBS instead of PBS, however, it is recommended that they have completed Biology with a C or higher. Freshmen new to the PLTW Biomedical program should enroll in (PBS) Principles of Biomedical Sciences.**

<b>MEDICAL INTERVENTIONS (MI)</b>	724010
Year (10 credits)	
[11 / 12]	UC / CSU (d)

Medical Interventions is the third course offered in the Project Lead the Way Biomedical Program. This course is designed for 11-12 graders who have successfully completed Principles of Biomedical Sciences (PBS) and Human Body Systems (HBS). In this course, "students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics."

*-PLTW program website*

**Recommendation: Successful completion of PBS or HBS with a C or higher or seniors who have completed PBS or HBS only.**

**BIOMEDICAL INNOVATION (BI)** 724011

Year (10 credits)

[12] pending UC / CSU (d)

to design innovative solutions for the most pressing health challenges of the 21<sup>st</sup> century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

**Recommendation: Successful completion of Medical Interventions with a C or higher.**

In the final course of the PLTW Biomedical Sequence, students build on the knowledge and skills gained from previous courses

## PUBLICATIONS AND JOURNALISM COURSES

**BEGINNING JOURNALISM** 720801

Year (10 credits)

[9 / 10 / 11 / 12]

This introductory course provides training in all phases of journalism, focusing on the fundamentals of news writing, examining advertising as a revenue source, and scrutinizing the mass media for impact on society and employment. Legal and ethical issues relating to media will also be studied. Students will learn the fundamentals of desktop publishing and graphic design. This course is recommended for students who have mastered writing and grammar skills.

**ADVANCED JOURNALISM AND PRODUCTIONS (YEARBOOK)** 720802

Year (10 credits)

[9 / 10 / 11 / 12] UC / CSU (g)

This course provides training for work on the school yearbook. The course will build skills in proofreading, text layout, advertising, and basic photography. The students will be assigned spreads and given a list of duties to be performed throughout the course. Students will be responsible for their assigned areas, as well as for sharing responsibility for yearbook production. Students will be expected to help sell advertisement space in the yearbook as part of the training in this course. Students will be expected to be in class regularly, participate in the production of the yearbook, and meet deadlines, which may require extra time after class. Homework in the course will center on improving production skills.

**Recommendations: Teacher recommendation and signed student/parent/teacher contract.**

## SCIENCE DEPARTMENT

**ENVIRONMENTAL SCIENCE** 720321

Year (10 credits)

[9 / 10 / 11 / 12] UC / CSU (g)

population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability. Students will use real-world current events, case studies, a wide range of inquiry activities, and engaging science phenomena throughout the course. Environmental Science uses AVID framed instruction and builds towards a student centered environmental action project the final unit of instruction. This course is an introductory course designed to complete a year of the CHS science requirement (life/biology) for graduation.

This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human



**BIOLOGY**

720303

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (d)

Biology is a college-preparatory course for those students interested in the math/science fields. Successful completion of this course fulfills the UC/CSU laboratory life science requirement for admission. The course covers the major topics of biology including scientific processes, cells, genetics, evolution, ecology, and human biology, while addressing the four disciplinary core ideas of life science: (1) *From Molecules to Organisms: Structure and Processes* (2) *Ecosystems: Interactions, Energy and Dynamics* (3) *Heredity: Inheritance and Variation of Traits* (4) *Biological Evolution: Unity and Diversity*.

An investigative approach will be stressed and ample time for student interaction will occur during various labs and research projects. Labs are conducted 1-2 times per week to reinforce concepts and chapter readings and homework will be assigned 2-3 times per week. Typically, 20-45 minutes should be set aside to complete homework, when assigned. Career and postsecondary educational opportunities are emphasized to make the content more relevant to students. Numerous computer based labs and study guides will be utilized to support the text material.

**Recommendation: Concurrent enrollment in Integrated Math I and successful completion of the previous science with a “B” or higher.**

**HONORS BIOLOGY**

720322

Year (10 credits)

[9 / 10 / 11 / 12]

W

pending UC / CSU (d)

Honors Biology replaces the general biology course and explores concepts in greater depth with supplemental curriculum and assignments. Students are prepared for Advanced Placement Biology and university-level biology by

completing additional investigations and covering topics that are not discussed in Biology. Students will develop critical thinking skills, essential laboratory skills, an understanding of model usage and content knowledge guided by the California High School NGSS Framework Four Course Model. Honors Biology is arranged in four portions: Ecosystems, Molecules to Organisms, Heredity, and Evolution. Each area is examined deeply in learning modules, where students address the four focus areas of NGSS; Disciplinary Core Ideas (DCI’s), Crosscutting Concepts (CCC’s), Science and Engineering Practices (SEP’s) and the Performance Expectations (PE’s). Emphasis is placed on encouraging students to become active independent learners using inquiry labs, dissections, investigations, model creation, discussion, debate and presentations. Students will develop problem-solving skills as they design investigations, analyze data, and communicate results. In addition, students will read, analyze and discuss scientific papers and case studies.

**Recommendation: Successful completion of previous science class with B or better. Concurrent enrollment in Math I or higher.**

**INTRODUCTION TO PHYSICAL SCIENCE**

720318

Year (10 credits)

[10 / 11 / 12]

pending UC / CSU (g)

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the development of critical scientific skills. Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; an introduction to nuclear energy; simple earth principles; and some basic astronomy. Course is an introductory version of chemistry, physics, Earth Science, and Astronomy.

**Recommendations: Concurrently enrollment in Math I or higher.**

**PRINCIPLES OF BIOMEDICAL SCIENCE (PBS)** 720751

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (d)

Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. PBS is the first in a series of three biomedical courses offered in succession. Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Applied hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The key biological concepts embedded in the curriculum include homeostasis, metabolism, and inheritance of traits, feedback systems, and defense against disease. Where appropriate engineering principles are also incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function. This is the foundation course for the Project Lead the Way Biomedical program.

**Recommendations: Incoming freshmen should have an A or B in 8<sup>th</sup> grade science.**

**ASTRONOMY** 720329

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics.

**Recommendation: Concurrent enrollment in Honors Integrated Math II or higher.**

**CHEMISTRY** 720305

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

This introductory course is designed for college bound students who have interests in science related careers. The following topics will be studied within the scope of this course: atomic theory and the mole concept, kinetic theory, atomic structure and chemical bonding, principles of chemical reactions, and oxidation and reduction reactions. Students completing the course will have sufficient background in chemistry to successfully complete a college-level introductory chemistry course. Students are expected to listen attentively in class and during laboratory investigations. Frequent problem sets and lab write-ups are assigned that require disciplined study habits. Students should expect approximately three hours of homework per week. It is recommended that only students with very strong mathematics skills attempt Chemistry as sophomores.

**Recommendation: Concurrent enrollment in Math II or higher.**

**HUMAN BODY SYSTEMS (HBS)** 720753

Year (10 credits)

[10 / 11 / 12]

UC / CSU (d)

Human Body Systems is the second course offered in the Project Lead the Way Biomedical Program. Project Lead the Way is a college preparatory biomedical program designed for students that wish to pursue a post-secondary education with an emphasis on careers in the health sciences. Students examine the interaction of human body systems as they explore identity, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.

**Recommendations: Successful completion of PBS with C or higher, or, students new to the program may opt to take HBS instead of PBS, however, it is recommended that they have completed Biology with a C or higher. Freshmen new to the PLTW Biomedical program should enroll in (PBS) Principles of Biomedical Sciences.**

<b>PHYSICS</b>	720306
Year (10 credits)	
[10 / 11 / 12]	UC / CSU (d)

This course provides mathematical and conceptual understanding of the ideas of physics. Major fields of study will be introduced providing the student with a conceptual base in mechanics, thermodynamics, electricity, and magnet-ism. Students will be encouraged to discover the principles of physics in everything they do and see, recognizing physics as the most fundamental and all-inclusive of the sciences. Students will be expected to think creatively, participate in classroom discussion, analyze cause and effect in demonstrations, and take accurate lecture notes. Frequent problem sets and assigned reading will require approximately three hours of homework per week. It is recommended that only students with very strong mathematics skills attempt Physics as sophomores.

**Recommendation: Concurrent enrollment in Integrated Math III or higher.**

<b>MEDICAL INTERVENTIONS (MI)</b>	724010
Year (10 credits)	
[11 / 12]	UC / CSU (d)

Medical Interventions is the third course offered in the Project Lead the Way Biomedical Program. This course is designed for 11-12 graders who have successfully completed Principles of Biomedical Sciences (PBS) and Human Body Systems (HBS). In this course, “students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.”

*-PLTW program website*

**Recommendation: Successful completion of PBS or HBS with a C or higher or seniors who have completed PBS or HBS only.**

<b>HONORS PHYSICS</b>	720317
Year (10 credits)	W
[11 / 12]	UC / CSU (d)

Honors Physics provides a systematic introduction to the main principles of physics, including: mechanics, electricity and magnetism, kinetic theory, thermodynamics, wave and optics, and modern physics. Advanced algebra and geometry are frequently used as tools to develop the student’s problem solving abilities. Honors Physics provides a foundation in physics for further college study in the fields of life science, pre-medicine and applied sciences as well as advanced study in engineering, chemistry and physics.

**Recommendations: Concurrent enrollment in Honors Integrated Math III or higher.**

<b>AP<sup>®</sup> BIOLOGY</b>	720309
Year (10 credits)	W
[11 / 12]	UC / CSU (d)

This is a college level course designed to prepare students for the rigor of college level science lab classes and the AP Biology exam. This exam, if passed will provide an equivalency of several semester units of science credit or elective credit (see individual colleges and universities). This course covers the Big Ideas of Biology, as set forth by the College Board AP Biology Course Description, including evolution, free energy, information, and systems. A large component of this course is investigative laboratory work conducted by the students, including collection and analysis of data and presentations of the findings. Students should have a strong interest in biology, superior note taking skills, and exemplary laboratory conduct.

**Recommendation: Successful completion of Chemistry and Biology with a B or higher.**

<b>BIOMEDICAL INNOVATION (BI)</b>	724011
Year (10 credits)	
[12]	pending UC / CSU (d)

In the final course of the PLTW Biomedical Sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21<sup>st</sup> century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

**Recommendation: Successful completion of Medical Interventions with a C or higher.**

# SOCIAL SCIENCE DEPARTMENT

## MODERN WORLD HISTORY 721501

Year (10 credits)

[10] UC / CSU (a)

California State Standards provide the framework for this course. In this college preparatory course, students focus on the major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins an exploration of the rise of democratic ideas. Study includes the industrial revolution and the imperialism which lead to World War I with its consequential results of totalitarianism and World War II. The year concludes with evaluation of the Cold War and studies of the Middle East, Africa, Latin America, and China, and nation-building in the contemporary world. California State Content Standards provide the framework for this class.

## HONORS MODERN WORLD HISTORY 721502

Year (10 credits)

[10] W UC / CSU (a)

California State Standards provide the framework for this course. In this college preparatory course, students focus on the major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins an exploration of the rise of democratic ideas. Study includes the industrial revolution and the imperialism leading to World War I with its consequential results of totalitarianism and World War II. The year concludes with evaluation of the Cold War and studies of the Middle East, Africa, Latin America and China, and nation-building in the contemporary world. California State Content Standards provide the framework for this class. This course will provide both breadth and depth of exploration in the subject area and develop writing, research and analytical skills that is more challenging than the college preparatory World History course. This course also requires more extensive reading, a comprehensive final examination, and a research paper.

**Recommendation: Completion of English 9 with an A or a B or higher in Honors English 9, English 9 teacher recommendation, and required student/parent/teacher signed contract.**

## AMERICAN HISTORY 721503

Year (10 credits)

[11] UC / CSU (a)

California State Standards provide the framework for this course. In this college-preparatory course, students focus on a general chronological survey of U.S. History. The primary focus of the course will be 1900 America to the present. Students will participate in an in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in United States history, and the development of a historical perspective in relation to contemporary events. Using the textbook and primary documents and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States.

## AP<sup>®</sup> UNITED STATES HISTORY 721513

Year (10 credits)

[11] W UC / CSU (a)

The College Board provides the framework for this course. Designed for university-bound students, AP U.S. History is a rigorous, in-depth examination of the course of American economic, political, and social development from colonial to contemporary times. Preparation for academic success in college work and testing is a major focus of this course. Students will engage in the process of framing an inquiry, selecting relevant sources, and organizing evidence in support of a hypothesis using primary and secondary sources of information in their analysis. Students will strengthen their skills in logic, analytical reading, critical thinking, and high-level expository writing. AP students are expected to sign up for and take the AP exam. A successful performance on the Advanced Placement Exam will enable students to obtain college credit in United States History at selected colleges and universities. This course follows the national AP United States History framework and not the California State Standards for US History.

**Recommendation: Grade of A in World History and English 10 or B or higher in Honors World History and Honors English 10. Teacher approval and required student/parent/teacher signed contract.**

**It is recommended to take this course concurrently with AP Language.**

**US GOVERNMENT**

721506

Year (10 credits)

[12]

UC / CSU (a)

California State Standards provide the framework for this course. In this college preparatory course, students will evaluate the concepts and controlling ideas behind American style representative democracy. The division of power into federal and state levels and the separation of power into legislative, executive, and judicial branches in each of those levels are analyzed. The Constitution and the founding fathers' concept of "civic virtue" will be examined and understood in order for students to become knowledgeable, participating citizens of the republic. The second semester will focus on civil rights and how we relate with our California state and local governments with the rest of the world. Current event readings in weekly news magazines and daily newspapers help students synthesize these vital interactions. California State Content Standards provide the framework for this class.

Community Service is a required component of the US Government course. Twenty hours of community service are required to graduate from Center High School. Community Service must be completed by the end of the third quarter. Students make their own arrangements to complete this requirement. Opportunities are posted in the Government classrooms. Students make their own arrangements to complete this requirement. Opportunities are posted in the Government classrooms and when brought to our attention, we make those options available on a first come, first serve basis.

**AP® US GOVERNMENT AND POLITICS – UNITED STATES**

721515

Year (10 credits)

[12]

W

UC / CSU (a)

The College Board provides the framework for this course. This college level course is designed for students with an above average grade in previous social studies classes, who have an interest and aptitude in social studies concepts, and have

excellent study habits. The course will prepare students for the AP® Government Exam which, if passed, earns equivalency units at most colleges and universities. In this year-long course, students will develop an understanding of the political culture of the United States through a study of ideas, institutions, policies, roles and behavior of the people.

Throughout our course of study, we will we examine the significance of concepts and themes presented through a political lens by applying reasoning to assess political events and to interpret data with critical analysis. The first semester will cover foundations to US democracy and the development of the two party system in the United States. The second semester will focus on political institutions including Congress, the President and the Courts. The course will end with an intense study of civil rights and liberties in our country. Students who take AP Government are expected to take the AP exam in May.

Community Service is a required component of the AP US Government class. Twenty hours of community service are required to graduate from Center High School. Community Service must be completed by the end of the third quarter.

**Recommendation: Completion of United States History with an A or higher or AP United States History with a B or higher. Teacher approval and required student/parent/teacher signed contract.**

**ECONOMICS**

721505

Semester (5 credits)

[12]

UC / CSU (g)

California State Standards provide the framework for this course. In this college preparatory course, students will master fundamental economic concepts, ranging from the viewpoint of the individual consumer or small business owner to the global economy. Students will study the law of supply and demand, business firms, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. They will use measurement concepts and methods such as tables, charts, and graphs to understand and interpret relevant data. This one-semester course alternates with US Government. California State Content Standards provide the framework for this class.

**AP® ECONOMICS**

721516

Year (10 credits)

W

[12]

UC / CSU (g)

The College Board provides the framework for this course. This college level course is designed for students with an above average grade in previous social science and math classes, have an interest and aptitude in social science concepts, and have excellent study habits. During the year, students will engage in learning designed to prepare them for the AP Microeconomics and AP Macroeconomics test, which if passed carries equivalency units at most colleges and universities. During the fall semester, students will engage with the AP Microeconomics material. The course will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. During the spring semester, students will develop an understanding of the principles of economics as it relates to an economic system of a nation. Throughout our course of study, we will continue to build upon the basic economic concepts of scarcity, opportunity cost, supply and demand, the nature and functions of the products market, the role of government in the economy, the business cycle, unemployment, inflation, and economic growth. With this basic understanding of economics, students will be able to apply the basics to further understand and analyze economic concepts and ideas. The expectation is that all students taking AP Economics will take both AP Microeconomics and AP Macroeconomics exams in May. The course will prepare students for the AP® Macroeconomics and AP® Microeconomics exam which if passed, carries equivalency units at most colleges and universities. This course offers an intense analysis of Economic theory.

**Recommendation: Completion of United States History with an A or AP United States History with a B or higher, completion of Integrated Math II or higher with a B or higher, teacher recommendation, and required student/parent/teacher signed contract.**

## SOCIAL SCIENCE ELECTIVES

**GEOGRAPHY**

720776

Semester (5 credits)

[9]

UC / CSU (a)

In this semester course students will become familiar with the world using the five geographic themes and essential elements.

Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course will compare and contrast these themes across all continents.

**HONORS GEOGRAPHY**

720775

Semester (5 credits)

W

[9]

pending UC / CSU (a)

In this semester course students will become familiar with the world using the five geographic themes and essential elements. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course will compare and contrast these themes across all continents. Special attention must be given to the most essential skills and knowledge of the discipline. The course should focus on geographic habits of mind to promote higher-level thinking and problem solving. The course should require students to apply skills and knowledge to content information involving different regions of the world. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Students are able to apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Recommendations: Completion of 8<sup>th</sup> Grade United States History with a B or higher, 8<sup>th</sup> Grade United States History teacher recommendation, and required student/parent/teacher signed contract.**

**HISTORY OF AMERICAN SPORTS**

722199

Semester (5 credits)

[9 / 10 / 11 / 12]

UC / CSU (a)

In this semester course we will examine the American sporting experience from the colonial period through the 21<sup>st</sup> century. We will focus especially on the rise of organized sports institutions and how race, class, gender, ethnicity, economics and religion have shaped the relationship between sport and society. Students will learn about the histories of boxing, baseball, basketball, football, hockey, soccer, auto racing, horse racing, tennis, golf, college athletics, and the modern Olympic games. This is not a course in sports trivia. Rather, the main goal of the course is to use sports as a tool to better understand American history and how sports have shaped American culture.

**Course is suggested to be paired with Sports Writing.**

**CRIMINAL JUSTICE**

721530

Semester (5 credits)

[11 / 12]

UC / CSU (g)

This semester course introduces students to basic knowledge of the legal system. The purpose of this course is to explore topics of law that are particularly relevant to the lives of students. Criminal Justice provides a basic foundation in law by introducing students to the basics of the legal system, ethics, criminal law and juvenile justice, and individual rights and liberties. This is a general course that focuses on law and new issues from the perspective of the social sciences and humanities and includes instruction in the theory and practice of the legal system, including the statutory, administrative, and judicial components of criminal law.

Criminal Justice is designed to use real world mock trials (simulations of real-life courtroom drama) or moot courts (to engage students in topics that are particularly relevant to the lives of students). Mock trials and moot courts help students gain a basic understanding of the legal mechanism through which society resolves many of its disputes. While learning the details of the trial and appellate process and the substantive content of the case, students also develop a number of skills: critical analysis of problems, strategic thinking, questioning skills, listening skills, skills in oral presentation and argument, and skills in preparing and organizing material.

**PSYCHOLOGY**

721510

Semester (5 credits)

[10 / 11 / 12]

UC / CSU (g)

This semester course studies and tries to explain the relationship between visible behaviors and the invisible mental processes, which cause them. Students will survey psychological topics including: perception, emotion, thinking, learning, and personality. The overall goal of psychology is to understand and predict behavior, so students will examine how psychologists use experiments, tests, interviews and observations to achieve that goal. Students will be expected to complete homework, including one research project, to the best of their abilities.

\*Pending approval from Sierra College, this course may be offered as a dual-enrollment course earning transferable college credits for students.

**Course is suggested to be paired with Sociology or Intro to Abnormal and Forensic Psychology.**

**SOCIOLOGY**

721511

Semester (5 credits)

[10 / 11 / 12]

UC / CSU (g)

This semester course is a study of the behaviors of people in groups. Just as psychology is the study of individual behaviors and attitudes, sociology studies group behaviors, dynamics, and attitudes. Sociology emphasizes American society, social change, cultural / ethnic relations, religion and mass media. Multimedia and video based discussions will be used to look into how groups shape our everyday lives. A group public improvement plan will be assembled and presented as a final project. Students interested in different American cultures and subcultures, student government, or public service are encouraged to take this cooperative course.

\*Pending approval from Sierra College, this course may be offered as a dual-enrollment course earning students transferable college credits.

**Course is suggested to be paired with Psychology.**

**AP<sup>®</sup> PSYCHOLOGY**

721520

Year (10 credits)

[11 / 12]

W

UC / CSU (g)

The College Board provides the framework for this course. AP Psychology course is intended to prepare students to take the AP Psychology exam administered through College Board. This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such stressed topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. This year long offering follows the new course exam description (CED) distinct skills that AP Psychology students should practice throughout the year—skills that will help them learn to think like psychologists, such as applying psychological theories in authentic contexts and analyzing research studies. Hands on experiments, dissections, demonstrations, group projects and peer presentations are part of the requirements.

**Recommendation: Completion of Biology with a B or higher or PLTW Human Body Systems with a C or higher, teacher recommendation and required student/parent/ teacher signed contract.**

# SUPPORT SERVICES DEPARTMENT

The Support Services Program provides instruction and services to meet the needs of the student's Individualized Education Plan (IEP). Support Services will provide consultant and resource material to parents, students, and general education teachers; coordinate special education services with general education programs; monitor pupil progress; and emphasize academic achievement, career and vocational development, and preparation for adult life.

<b>ACADEMIC LAB A: CORRECTIVE READING (LEVEL B)</b>	723148 723413
Year [2 periods] (20 credits)	
[9 / 10 / 11 / 12]	

<b>ACADEMIC LAB A: CORRECTIVE READING (LEVEL C)</b>	723411 723412
Year [2 periods] (20 credits)	
[9 / 10 / 11 / 12]	

This course is designed to support students who are reading two or more years below grade level using a research-based, direct instruction reading program. In addition, students will receive instruction and practice time to improve their writing skills. This course supports IEP goals in language arts. This course earns elective credit and is taken for two periods, one on A Day and one on B Day.

**Recommendation: Placement based on assessment.**

<b>CORE CONNECTIONS COURSE 2 / ACADEMIC LAB B</b>	722228
Year (10 credits)	
[9 / 10]	

<b>CORE CONNECTIONS COURSE 2 LAB / ACADEMIC LAB B LAB</b>	722229
Year (10 credits)	
[9 / 10]	

This course is the second of a four-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections

between concepts. The lessons in the course meet all of the content standards and embed the "Mathematical Practices" of the Common Core State Standards released in June 2010. The following area will be covered in Volume 1: Introduction and Probability, Fractions and Integer Addition, Arithmetic Properties, Proportions and Expressions, and Probability and Solving Word Problems. The following area will be covered in Volume 2: Solving Inequalities and Equations, Proportions and Percentages, Statistics and Angle Relationships, and Circle and Volume. These courses are taken over two periods with a core class on A days and support lab on B days and earns 10 math credits toward graduation and 10 elective credits.

**Recommendation: Placement based on IEP.**

<b>SOCIAL STUDIES</b>	723149
Year (10 credits)	
[10 / 11 / 12]	

**THIS COURSE IS FOR THOSE PURSUING A CERTIFICATE OF COMPLETION.**

This course is a survey of all areas of social studies including world history, US history, government, and economics.

<b>STUDY SKILLS / ACADEMIC LAB C</b>	723105
Year (10 credits)	
[9 / 10 / 11 / 12]	

The Study Skills class is a period of instruction designed to support the academic needs of students who have an active IEP. The Study Skills curriculum consists of active development of study and organizational skills. The specific focus of the academic support is designed to assist students in core subject areas, courses required for graduation, and work toward mastery of IEP goals.

**Recommendation: Placement based on IEP.**



**TRANSITION SKILLS**

723191

Year (10 credits)

[10 / 11 / 12]

The purpose of this year-long course is to aid and assist support services students through the college and career planning process and, ultimately, to help prepare their own Transition/College and Career Action Plan. By following the hands on exercises and gathering related materials throughout this process, the Transition/College and Career Action Plan will help the students to pursue their life, college, and career goals more effectively. This course will give students the opportunity to assess their own individual skills and be able to determine the college, type of jobs they can obtain for employment, as well as the steps to get to their future goal.

**Recommendation: Placement based on IEP.**

## TPP (TRANSITION PARTNERSHIP PROGRAM)

TPP is a partnership between the Department of Rehabilitation and Center High School's WorkAbility to provide secondary and postsecondary support to juniors and seniors with an active Individualized Education Plan or 504 Plan. Qualifying students benefit from the following services; career assessment, job placement, interviewing, individualized career counseling and more.

**JOB SKILLS – TRANSITION PARTNERSHIP PROGRAM**

723144

Year (10 credits)

[11 / 12]

This course introduces the students to a hands-on program that gives students opportunities to assess their own skills and determine the type of jobs they want to have in the future. Career development curriculum offers hands-on, role-play simulations in the classroom where students learn self-management, critical thinking, and relevance between education and real jobs. Additionally, this course will focus on teaching students workplace readiness, acquiring transferrable work skills, strengthening time and task management skills, and developing clear and professional workplace communication skills.

Students will be given the opportunity to explore careers and post-secondary options: college, technical school, internship, on-the-job training, etc.

**Recommendation: Students should participate in the TPP program.**

## ILS (INDEPENDENT LIVING SKILLS PROGRAM)

The central focus of the ILS program is to develop each student's social, adaptive, communicative, and advocacy skills to function independently in the community. The ILS program accomplishes this objective by individualizing curriculum to meet the special needs of each student and providing the staff support to promote individual development. Important skill sets that are cultivated through community based instruction to promote student's successful transition into community life, rest fundamentally on knowledge of community institutions, as well as effective communication and social skills. Also important are the student's work habits and motivation to be successful in whatever activities he/she undertakes. There are a number of activities the students participate in, whether it is work experiences or program activities that forward the development of these skills. Daily living skills such as money handling, time management and concepts, personal safety, recreation, home economics, and hygiene are also developed to foster greater independent living skills. Recognizing that the ability to advocate for oneself is a central feature of daily living, every effort will be undertaken to encourage each student to take additional classes outside the ILS program. These opportunities are provided in a manner that are commensurate with the student's academic, social, and behavioral abilities, as well as the staff support available to insure success in SDC curriculum or general education electives.

**ART**

724004

Year (10 credits)

[9 / 10 / 11 / 12]

Students will be participating in activities such as drawing, directed lessons, and guided craft projects. They will produce varied works using several mediums like pencil, watercolors, crayon, clay, and paint. The materials will feature different textures and materials to heighten tactile awareness. Besides having fun, assignments are designed to develop fine motor skills. Projects will also challenge student's imagination and ability to complete tasks on time. Art activities are created to develop interests that can be pursued through different recreational experiences in the community.

**ENGLISH**

724001

Year (10 credits)

[9 / 10 / 11 / 12]

English is designed to promote the oral and written communication and reading skills of each student. Oral communication will focus on speaking and listening skills through improved understanding of English grammar. A strong focus on the elements of the writing process will be devoted to improving written language skills. Written language will cover the range of composition to include expository and narrative writing, and functional composition contexts like emails, business and personal letters. Student lessons are differentiated to make work highly individualized. Reading skills will be improved through phonemic awareness, contextual analysis, and strengthening decoding ability. Reading lessons will stress building vocabulary, increasing comprehension, and gaining information by developing listening skills. Corrective Reading and other reading programs will develop reading skills. Written composition skills will be developed through a variety of writing skill programs. The class will address the development of reading and writing skills as closely interlinked skill sets.

**LIFE SKILLS**

723003

Year (10 credits)

[9 / 10 / 11 / 12]

The ILS program is created to develop students' increased independence to transition and advocate effectively for themselves in our community. It entails learning about the important institutions like banks, recreation facilities, grocery stores, etc., that students need to understand to function effectively in the community. This effectiveness requires an understanding of monetary exchanges, knowledge of time concepts, as well as organizational and social skills. Work life is addressed in ongoing recycling and gardening projects to instill work values and habits. Daily living skills, like cooking, are also presented in life skills home economics and cooking curriculum. Additional curriculum will support the WORKABILITY program.

**MATH**

724002

Year (10 credits)

[9 / 10 / 11 / 12]

ILS math is developed so that all students are able to progress at a level of complexity and at a pace that respects their special needs. The math class will feature Connective Math Concepts, functional, and other focused math curriculum. Math skills

will teach students to perform basic calculations, increase their problem solving ability, and help them apply math to meet the demands of daily living. This functional math focus will also address time and money handling skills needed in the larger community. In addition, there will be time provided to practice and improve math skills using computer games and manipulatives.

**SCIENCE AND SOCIAL STUDIES**

724003

Year (10 credits)

[9 / 10 / 11 / 12]

Students will participate in group and individual science activities taken from physical, earth, and the life sciences. Physical science will be directed toward understanding the role of the forces of nature. Earth science will address the solar system and dynamic earth forces which shape our world. Life sciences will focus on improving the students' understanding of the human body. Included in this perspective is the importance of understanding the students' body as a system of interdependent organs that help people carry out daily activities. Central to this understanding is the role of the student in maintaining a healthy body, which promotes physical, social, and psychological development. Social studies will address the study of the historical and cultural foundations of the different peoples of the world. The social studies curriculum is broadened to include a focus on community education that helps students understand his/her relationship to the local community.

**PRE-WORKABILITY**

723001

Year (10 credits)

[9 / 10 / 11 / 12]

This course is designed to build career skills and interest. Students participate in activities that build collaborative, leadership, and job skills. Students perform recycling, gardening, and off site work tasks as some of the career building activities.

**FIELD WORKABILITY**

723002

Year (10 credits)

[9 / 10 / 11 / 12]

This course is designed to build career skills and interest. Students participate in activities that build collaborative, leadership, and job skills. Students perform recycling, gardening, and off site work tasks as some of the career building activities.

**TUTORIAL**

723164

Year (10 credits)

[9 / 10 / 11 / 12]

**AUTISM PROGRAM**

The Autism Program focuses on helping each student reach his or her full educational, vocational, social, and emotional potential. Each student is offered highly effective individualized instruction and related support services. A goal is for students to transition seamlessly into the adult community as a self-advocate. Students will work towards a High School Certificate of Completion, or a High School Diploma. Students are challenged and supported both academically and socially. Emphasis is placed on adapted or modified subject matter relating to each individual student's needs by developing and strengthening through cognitive, communication, independent living, and career skills. In the Autism Program, students are part of the culture and community at Center High School.

**FUNCTIONAL ACADEMICS**

723335

Year (10 credits)

[9 / 10 / 11 / 12]

This class is to provide the skills that allow students to be successful in real-life situations at school, home and in the community. This class will use functional curriculum where students will be learning important skills in conjunction with other subject areas such as Arts and Crafts, Science, Math, Independent Living Skills, Communication, and Social Science. Students will be provided hands on activities that will help them to exercise a maximum sense of control, and engage in self-directed activities that will help them be more independent.

**FUNCTIONAL MATH**

723334

Year (10 credits)

[9 / 10 / 11 / 12]

The goal of this course is to provide instruction to help students develop essential mathematical skills for everyday use. This

course is designed for students to develop understanding of concepts and skills needed for everyday life. During the course, students will continue to build a foundation of previous math skills, perform mental math computations and estimations, calculate time, count money, select appropriate operations to solve word problems, solve word problems using the appropriate operations and apply mathematical operations to everyday situations.

**FUNCTIONAL READING**

723104

Year (10 credits)

[9 / 10 / 11 / 12]

The goal of this course is to provide instruction to help students develop essential reading and writing skills for everyday use. Lessons will seek to improve phonemic awareness, sight word reading and fluency. Reading lessons will stress building vocabulary, comprehension, following directions, reading for leisure, reading for information, environmental reading, decoding skills, parts of speech, writing complete sentences and short essays. Students will demonstrate the ability to use resource materials, such as a dictionary.

**ELECTIVE**

723500/723502

Year (10 credits)

[9 / 10 / 11 / 12]

This course will be a survey of art, science, or social science depending on the period offered and students will instruction based on need and curriculum.

**LIVING SKILLS**

724005

Year (10 credits)

[9 / 10 / 11 / 12]

The goal of this course is to provide instruction to help students develop their independent living skills. This course allows students to practice and participate in independent living skills such as communication, domestic skills, social skills, friendship building, personal safety and job skills. Students will work on skills through group communication, teamwork activities and staff instructed lessons.

**TUTORIAL**

723333

Year (10 credits)

[9 / 10 / 11 / 12]

Students in tutorial learn many necessary study skills such as organizing their study area at school. They will also learn the essentials of how to study, how to take meaningful notes and how to follow through with homework assignments. Students are provided the guidance they need to help them become successful and gain the guidance and support they need with challenging lessons.

**WORKABILITY**

723108

Year (10 credits)

[9 / 10 / 11 / 12]

This course is designed to build career skills and interest. Students participate in activities that build collaborative, leadership, and job skills. Students perform task for the PE department, Family Resource Center, and other off-site locations.

## VISUAL and PERFORMING ARTS (VAPA) DEPARTMENT

**BEGINNING BROADCASTING**

720809

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

Beginning Broadcasting is a course that will enable students to research and study the cultural context of video as well as the history of technology and the impact of television on society. This course is designed to provide students the opportunity to utilize multimedia broadcasting to express themselves by communicating through the visual arts. Students will study/research film history, videography, studio production, video editing, and postproduction. Emphasis will be placed on the following practices: lecture, notes, research, reading, shooting and editing quality pictures, including good content in programs, and taking responsibility for the programs that are produced. Linear and nonlinear editing will be introduced. For those students intending to go on to college, this course will provide the historical background to help students succeed in all courses that require production and artistic skill. This course is designed for students to begin earning industry certifications in Television Production I.

**ADVANCED BROADCASTING**

720807

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

Advanced broadcast is a course that will provide the knowledge, understanding, and practical experience of gathering, writing and producing news for broadcast media. Theory and hands-on activities will include; the basic principles of three-point lighting, camera video techniques, teleprompting, script writing and editing; computer graphics and animation, research, videotape editing and performance techniques. Students will be exposed to the operation of a broadcast newsroom, ethics in broadcast journalism, interviewing techniques and media criticism. Students will gain the necessary skills and information to continue their education in the field of broadcast journalism at the college level as well as the option of entry-level internships in video related fields. Students will work in teams, and participate in a series of projects which showcase their reporting, editing, and production skills for broadcast media. This course is designed for students to begin earning industry certifications in Television Production I, Television Production II, Video Production I, and Video Production II.

**Recommendation: Successful completion of Beginning Broadcasting or Introduction to Arts, Media, and Entertainment.**

**GRAPHIC DESIGN**

720609

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

**INTERMEDIATE ANIMATION**

720651

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

**OPEN TO ALL STUDENTS.****MCA students are given priority**

This year-long course will introduce computer graphic tools and techniques used in producing designs, illustrations, photographs, motion graphics, animations and web page design. Emphasis will be placed on strengthening communication and critical thinking skills, problem solving, and the creative process. Students will gain marketable skills for the workplace and technological proficiency for college. This course meets VPA requirements for graduation and college admissions. This course is designed for students to begin earning industry certifications in Digital Media II.

**ADVANCED GRAPHIC DESIGN**

721094

Year (10 credits)

[10 / 11 / 12]

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

This course will cover the fundamental principles and elements of visual communication, including the historical development of such theory in the Western world, through the use of Graphic Design as a medium of visual communication. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. Advanced Graphic Design is intended for self-motivated students who wish to continue their education in Graphic Design, Digital Illustration, and/or Motion Graphics by building a design portfolio and providing design work for the school community through service projects.

Students will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation. They will move on to interact with state-of-the-art graphic design tools, namely, Adobe CS5: Illustrator, Photoshop, After Effects, and InDesign, and also gain a basic understanding of previous technology which has provided the foundation for current methods. This course is designed for students to begin earning industry certifications in Design and Visual Communications.

**Recommendation: Successful completion of Computer Graphics.**

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

Students will learn to create animations and apply the principles of animation through the visual electronic art form of 2D animation. Storyboarding, character development, basic terminology, as well as the historical development and cultural influences on the field of animation will be explored. Storyboarding, character development, visual storytelling skills will be developed as students' complete individual and group projects that incorporate the principles of animation and basic techniques including staging, timing, mechanics, and kinetics using the 2D animation software, Storyboard Pro, Toon Boom Harmony, Photoshop, and more. Drawing skills, life drawing, storytelling, mechanics of motion, and animation camera techniques will be an integral part of the course. This course is designed for students to begin earning industry certifications in Toon Boom.

**Recommendations: Successful completion of Computer Graphics or Introduction to Arts, Media, and Entertainment.**

**ADVANCED ANIMATION**

720652

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

3D Animation is for students who are interested in the various concepts and possibilities of 3D Animation as it relates to the visual arts, being a creative communication/language medium, business and career concepts and the potential as a career.

Students will continue their development from previous courses in the fundamentals of animation, writing and creating animated projects. Students will be instructed on how to plot, script, storyboard, present and create animated projects using various modeling and animation techniques within a variety of professional software (Final Cut Pro X, Maxon Cinema 4D, Storyboard Pro, Toon Boom Harmony, Adobe Photoshop, Adobe Premiere, Adobe After Effects). Storyboards, mechanics of motion, camera techniques, 3D Animation, modeling, texturing and advanced rendering techniques will be integral parts of the course. This course is designed for students to begin earning industry certifications in Toon Boom, 3D Animation, and 3D Graphics.

**Recommendations: Successful completion of Computer Graphics or Intermediate Animation.**

**INTERMEDIATE DANCE**

720256

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

Students will become proficient in dance steps, movement, and choreography at an intermediate level. Units will include ballet, modern dance, jazz dance, cultural dance, choreography, improvisation, dance history, dance performances, and dance productions. This course may be taken for elective credit or a year of Performing Arts. This dance course meets the California State University and University of California requirements for Visual Performing Arts (f).

**Recommendations: Successful completion of Beginning Dance.**

**SPORTS VIDEO PRODUCTION AND BROADCASTING**

721097

Year (10 credits)

[11 / 12]

UC / CSU (f)

**OPEN TO ALL STUDENTS.****MCA students are given priority.**

This course will provide students with the necessary skills to seek entry level employment or continue their education toward a degree in film and video. Skills will include application of the techniques of live television and video production, sound recording, camera operation, non-linear editing, as well as an overview of the history of film/video specifically in the field of sports. Students will also develop job seeking, customer service, and marketing skills as they pertain to the sports media industry. This course is designed for students to begin earning industry certifications in Television Production I, Television Production II, Video Production I, and Video Production II.

**Recommendation: Successful completion of Beginning Broadcasting, or Introduction to Arts, Media, and Entertainment.**

**THEATER ARTS I**

720622

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will begin the exploration of Theatre Arts with an emphasis on creating, performing, and participating in classroom theatre. Students will work on developing their acting skills as they also work on developing a better awareness of their acting skills. They will also work on developing a better awareness of theatre vocabulary and history. This course may be repeated for credit.

**ADVANCED DRAMA**

720655

Year (10 credits)

[10 / 11 / 12]

pending UC / CSU (f)

This course is for students with a passion for theater and the arts. In this intensive course, students develop a deeper understanding of theater and production from different cultural and historical perspectives and build upon past theater experiences. Advanced Drama will strengthen and enhance skills in ensemble and team work, movement, voice, scene and play analysis, scene work including an emphasis on character development and emotional truth, improvisational skills, character analysis and performance, audition skills, career paths, designing, directing and playwriting with an emphasis on performing original work. Students will also have the opportunity to direct their own One Act Play.

**Recommendations: Successful completion of Theater Arts I with a B or higher and audition with teacher.**

**PLAY PRODUCTION**

720643

Year (10 credits)

[10 / 11 / 12]

This course provides students the opportunity to develop an appreciation and respect for the collaborative effort of all involved in play production. Each student will develop a greater appreciation for all facets of producing a play, the criteria of an effective performance, and awareness of the historical influences and contributions of the theater by producing and possibly performing in school productions. Through reading of scripts, researching all aspects of the design process, and participating in the acting and directing aspects of productions, students will have an opportunity to become aware of the world of theater. **This class does not guarantee an acting role in any school production. All CHS students will have the opportunity to audition for fall and spring productions.**

**Recommendations: Successful completion of Theater Arts I and teacher recommendation.**

# ART

## ART I 720601

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

This is a yearlong, two-semester course, in which students learn basic art skills and concepts, such as, drawing, painting, and some sculpture. Students will demonstrate drawing techniques of shading, shadowing, and direction of light. Each assignment will become progressively more involved with each new art concept introduction. Students will learn and practice lettering skills, including template and calligraphy techniques. Students are expected to arrive in class with materials, and work on project assignments as demonstrated by the teacher.

## ART II 720602

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

This two-semester course is designed for students who have successfully completed Art I, or its equivalent. Students in this class will learn how to create, develop, and produce their own fine arts products. Students will learn the use of airbrush, its applications and techniques. Canvas stretching, assembling, and various preparations will be introduced in class, and students will be required to make their own canvasses. All project assignments will be done on professional museum quality stretched canvasses. Students will research and write a paper on the arts and artists in the first semester, and complete a famous artist profile paper in the second semester. Design, color theory, composition, art history and current trends in the arts will be developed within the course. Students will be encouraged into the areas of arts where their special interest lies. The teacher and student can develop individual interests and special problems that challenge singular students within project assignments as determined. Students are expected to arrive in class with materials, and work on projects or assignments as demonstrated by the teacher. Portfolio development is emphasized in this class.

**Recommendation: Completion of Art I with a C or higher.**

## ART III

720635

Year (10 credits)

[10 / 11 / 12]

This course follows Art 2 and is recommended prior to taking AP Art. Students will focus on a series of art works that relate thematically and in technique. Students can decide what materials they will use in the completion of their assignments as they begin to develop their own style of artistry. Gallery visitations, development of a personal web site and the entry into an art contest with public display will be required.

**Recommendation: Completion of Art II with a C or higher.**

## AP STUDIO ART

720634

Year (10 credits)

[10 / 11 / 12]

UC / CSU (f)

This course is for the serious art student who will be expected to develop their creative potential and personal style. Subject matter will include observation and art history. This year long course will also assist in college portfolio development as well as scholarship application. Students will have the option of specializing in either: AP Studio Art-2D Design, AP Studio Art-3D Design, or AP Studio Art-Drawing. This course may be repeated for additional credit.

**Recommendation: Completion of Art II or Art III with a C or higher and teacher recommendation is required. The College Board suggests that students be "willing and academically prepared" to participate in AP courses.**

# MUSIC

## BEGINNING GUITAR

720645

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will learn and work on acoustic guitars in the classroom setting. Students will learn to read and annotate music for their instrument and perform appropriate grade level guitar music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. This class functions as a guided independent study course with in class practice time. Students are advised to have their own guitar.

## ADVANCED GUITAR

720649

Year (10 credits)

[9 / 10 / 11 / 12]

pending UC / CSU (f)

Students will learn and work on acoustic guitars in the classroom setting. Students will learn to read and annotate music for their instrument and perform appropriate grade level guitar music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Performances will include, but are not limited to local concerts and out-of-town music festivals. Students are advised to have their own guitar. **Recommendation: Successful completion of beginning guitar or teacher recommendation.**

## CONCERT BAND

720625

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will work on brass, wind, and percussion instruments involved in marching and concert band. It is the center of the instrumental music program at CHS. Students will learn to read

and annotate music on their instrument and work on the current Concert Band repertoire. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Various styles of traditional and modern concert music will be explored. Performances include, but are not limited to local concerts and out-of-town music festivals. It is suggested that the student provide their own instruments.

**Recommendation: Successful completion of Beginning Band (WCRMS) with a C or higher and/or teacher recommendation.**

## ADVANCED BAND

720611

Year (10 credits)

[9 / 10 / 11 / 12]

pending UC / CSU (f)

Students will work on brass, wind, and percussion instruments involved in concert music. It is the center of the instrumental music program at CHS. Students will advance reading and annotating music on their instrument, and work on the current Concert Band repertoire. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Various styles of traditional and modern concert music will be explored. Performances include, but are not limited to local concerts and out-of-town music festivals. Students will also learn basic harmony, theory and scales. It is suggested that the student provide their own instruments. All performances and after-school rehearsals are mandatory.

**Recommendations: Successful completion of concert band and teacher recommendation.**

## CONCERT CHOIR

720615

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

The Concert Choir is a co-curricular course designed for the serious-minded singer. Music with a higher level of difficulty will be sung. Students will learn to read musical notation and to sing in four-part harmony. Performances will be both local and off-campus. All performances and after-school rehearsals are mandatory.



**JAZZ ENSEMBLE**

720613

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

The Jazz Ensemble is an advanced performing ensemble (with limited enrollment) that explores different sub-genres and styles through performance. Students study will focus on the “Big Band” concept with the instrumentation that includes saxophones, trumpets, trombones and a rhythm section of piano, bass, drums and guitar. Jazz Ensemble will expose students to the cultural history and fundamentals of jazz performance and ensemble playing through the study of idiomatic jazz scales, modes, rhythms, articulations and styles. Students will participate in concerts, festivals, and public performances as a requirement for successful completion of the class. The course will give students foundations and experience in the genre of Jazz. Performance attendance is required.

**Recommendation: Successful completion of Concert Band with a C or higher and/or teacher recommendation.**

**STRING ORCHESTRA**

720229

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (f)

Students will learn and work on orchestral string instruments including violin, viola, cello and string bass. Students will learn to read and annotate music for their instrument and perform

appropriate grade level orchestral music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Performances will include, but are not limited to local concerts and out-of-town music festivals.

**Recommendation: It is suggested that students provide their own instruments. Successful completion of Beginning Strings (WCRMS) with a C or higher and/or teacher recommendation.**

**ADVANCED ORCHESTRA**

720654

Year (10 credits)

[9 / 10 / 11 / 12]

Pending UC / CSU (f)

Students will improve technique on orchestral string instruments including violin, viola, cello, and string bass with a focus on bow stroke, intonation and rhythmic accuracy. Students will improve reading and performing music for their instrument and perform appropriate grade level orchestral music. Students will learn how to apply the principles of blend, balance, articulation, tone production, rhythm, melody, harmony, form, and texture to their playing. Performances will include, but are not limited to local concerts and out-of-town music festivals. Students will also learn to play all scales and basic music theory. It is suggested that the student provide their own instruments. All performances and after-school rehearsals are mandatory.

**Recommendation: Successful completion of String Orchestra with a C or higher and/or teacher recommendation.**

## WORLD LANGUAGES DEPARTMENT

**RUSSIAN I**

720415

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students with limited or no knowledge of Russian. Students will learn to communicate with each other about themselves, school, their lives, and similar topics. The emphasis of this course will be on the development of the four major language skills: reading, writing, listening, and speaking. They will also learn about the culture of Russian-speaking countries.

**RUSSIAN II**

720419

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

Russian II is the second year course of the Russian Language and culture that strikes a true balance between communication and structure. Emphasis is on development of the four major skills: reading, writing, listening and speaking. In addition to those skills, students will expand their knowledge of Russian cultures and heritage through the use of text, video, audio, and workbook program. The course will also provide comprehensive explanations of Russian grammar along with the structural practice students need to build accuracy.

**Recommendation: Successful completion of Russian I with a C or better.**

**RUSSIAN III**

720422

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

Russian III is the third year course in Russian Language. Students will continue to master and refine communication skills developed in Russian I and Russian II. Reading authentic Russian literary and non-literary texts is at the foundation of the Russian III curriculum. The course is structured around contemporary themes and further develops reading, writing, speaking, and listening skills as well as cultural literacy.

**Recommendation: Successful completion of Russian II with a C or better.**

**RUSSIAN IV**

720424

Year (10 credits)

[10 / 11 / 12]

UC / CSU (e)

Russian IV is the fourth year course in Russian Language. Students will continue to master and refine communication skills and to expand upon the knowledge acquired in Russian III and previous levels. Reading authentic Russian literary and non-literary texts is at the foundation of the Russian IV curriculum, including authentic Russian literature, Internet forums, blogs, advertisements, newspaper, magazines, various genres of non-fictional writing, TV reporting, movies and shows. The course is structured around contemporary and culturally relevant themes and further develops reading, writing, speaking and listening skills as well as cultural literacy.

**Recommendation: Successful completion of Russian III with a C or better or teacher recommendation.**

**SPANISH I**

720401

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students with limited or no knowledge of Spanish. Students will learn to communicate with each other about themselves, school, their lives, and similar topics. They will also learn about the culture of Spanish-speaking countries.

**SPANISH II**

720402

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students with a beginning knowledge of Spanish. Students will learn to communicate with each other about expanded topics. They will also acquire more knowledge about Spanish-speaking countries and their culture.

**Recommendation: Successful completion of Spanish I with a C or better or a passing grade on Spanish I final exam.**

**SPANISH III**

720403

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students and others who wish to learn to communicate with a greater degree of fluency and accuracy. The primary emphasis in these courses is on oral communication. Students will begin to communicate about more abstract topics. Cultural exploration will include more in-depth ideas, such as the history and the art of Spanish-speaking countries, as well as continuing the culture of daily life.

**Recommendations: Successful completion of Spanish II with a C or better or a passing grade on Spanish II final exam.**

**SPANISH IV**

720404

Year (10 credits)

[9 / 10 / 11 / 12]

UC / CSU (e)

This course is designed for college-preparatory students and others who wish to learn to communicate with a greater degree of fluency and accuracy. The primary emphasis in these courses is on oral communication. Students will begin to communicate about more abstract topics. Cultural exploration will include more in-depth ideas, such as the history and the art of Spanish-speaking countries as well as continuing the culture of daily life. Since Spanish III and IV are frequently taught as a combined class, separate curricula are offered on alternating years.

**Recommendations: Successful completion of Spanish III with a C or better or a passing grade on Spanish III final exam.**

<b>AP® SPANISH</b>	720406
Year (10 credits)	W
[10 / 11 / 12]	UC / CSU (e)

discuss more abstract topics. Cultural exploration will include more in-depth areas, such as the history and the art of Spanish-speaking countries, as well as continuing the culture of daily life. Students will improve their ability to communicate by expressing opinions, comparing, persuading and commanding others. The primary emphasis of this course is to prepare the student for the AP exam for advanced placement in college. This course will be taught using Spanish 90% of the time in the classroom. Students are expected to stay in the target language.

**Recommendation: Successful completion of Spanish III with a C or better and/or instructor approval.**

This course is designed for college-preparatory students and others who wish to advance their communication, comprehension and writing skills in Spanish. Students will

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## Notes

# Notes