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# CURRICULUM HANDBOOK 2023-2024



## **PRINCIPAL'S MESSAGE**

Hello all Griffins,

Throughout your high school years here at Los Alamitos High School, you will have an opportunity to experience different courses and classes. You will have core path options and a multitude of electives to select from. The Curriculum Handbook is a tool to help students and families make decisions that lead towards their choice. It has the course descriptions and requisites for a high school diploma, college, and career preparation.

Griffins, I would highly recommend you take the time to work with your parents and guardian in discussing your course of study for the next school year. Please know you also have access to counselors and college and career specialists for any questions or additional information you may need.

We look forward to seeing you reach all your academic goals in your years at Los Alamitos High School. We believe in you!

Warmly,

Christiana Kraus  
Principal

# LOS ALAMITOS HIGH SCHOOL

3591 Cerritos Avenue • Los Alamitos, CA 90720

(562) 799-4780

## 2023 - 2024 CURRICULUM HANDBOOK

### ***Los Alamitos Unified School District Statement***

*The mission of the Los Alamitos Unified School District is to educate all students so that they acquire the academic and life skills, and the knowledge, values, and experience necessary to succeed in their school, personal, and professional lives, to continue as lifelong learners, and to contribute to society as respectful and responsible citizens.*

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Counselors

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David Platt

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*Tracy Lam*

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*Alicia Seyfried*

Webmaster  
*Alan Grant*

**LOS ALAMITOS HIGH SCHOOL**  
**MISSION STATEMENT**

Through a diversified and broad approach to the four A's - Academics, Athletics, Arts and Activities, Los Alamitos High School provides a meaningful curriculum, in and out of the classroom, that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to analyze and respond as ethical, socially responsible, and productive members of society.

# **TABLE OF CONTENTS**

<b>GENERAL INFORMATION</b>	1
CONTACT NAMES AND NUMBERS	3
CODE OF CONDUCT	4
ACADEMIC HONESTY CODE	6
NON DISCRIMINATION POLICY / UNIFORM COMPLAINT	7
<b>COLLEGE &amp; CAREER CENTER</b>	9
CAREER PATHWAY CORD INFORMATION	11
<b>GRADUATION REQUIREMENTS</b>	14
<b>GRADE LEVEL PLANNING WORKSHEET</b>	15
<b>RECOGNITION AT GRADUATION</b>	17
<b>SEAL OF BILITERACY</b>	19
<b>COLLEGE ENTRANCE REQUIREMENTS</b>	20
<b>UC-CSU ELIGIBILITY REQUIREMENTS FOR FRESHMAN</b>	25
<b>TESTING AT LOS ALAMITOS HIGH SCHOOL</b>	27
<b>COURSE DESCRIPTIONS</b>	
CAREER TECHNICAL EDUCATION	29
BioMedical Science	32
Computer Science Pathway	34
Emergency Response (ROP)	36
Engineering Pathway	38
Film and Television Production Pathway	41
Patient Care Pathway	43
ENGLISH	48
FINE ARTS	53
Performing Arts	53
Visual Arts	61
HEALTH	65
MATHEMATICS	66
PHYSICAL EDUCATION	70
REGIONAL OCCUPATIONAL PROGRAM (ROP)	73
SCIENCE	76
SOCIAL SCIENCE	80
WORLD LANGUAGE	85
SPECIALIZED COURSES	93
<b>G.A.T.E. / HONORS/ A.P. PROGRAM</b>	96
<b>SPECIAL SERVICES</b>	97

# GENERAL INFORMATION

## COURSE SELECTION

### A Message to Students

One of the most important tasks you must complete each spring is registration for the following school year. You will meet individually with your counselor to select the courses that you need to fulfill graduation requirements and prepare yourself for the future. Your personal educational plan deserves your serious thought and careful planning. Go to the Course Planner in Family Connection at <http://student.naviance.com/losalhi>. Here you will be able to create and update four year plans.

### A Message to Parents

It is important that our students make the most of their high school careers. This can be done only if parents help their students become aware of all courses, programs, and services that are available at school and devise their own four-year educational program. To formulate a successful program, consideration must be given to graduation requirements, college/career goals, and the student's interests and abilities.

Use this handbook as a source of information on courses offered at Los Alamitos High School and various career options available to your student. This handbook is being made available online at [www.losal.org/lahs](http://www.losal.org/lahs) prior to your student meeting with their counselor for their individual registration conference. It is important that parents review and discuss the curricular program for next year with their student, and sign the Schedule Page before meeting with the counselor.

The entire high school staff is available to answer any questions you may have. Use the "Contact Names and Numbers" page to make contact with persons who can be helpful to you.

### Prerequisites

Students should check carefully to see that they have taken the proper prerequisites for courses and have received the necessary grades.

### Credits

It is very important that final grades and credits completed be checked each semester to ensure that satisfactory progress is being made toward graduation. Five credits are earned for passing each course, unless students are repeating a class they have already passed to earn a higher grade. Counselors will review the graduation status for students at their registration conferences. Per Board Policy 5121: Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance. Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report (Education Code 49067).

### Student Schedules

During registration, students will sign up for classes offered in the fall and spring of the next school year. Students will find that some classes and teachers change in the spring semester. Because there are many scheduling options available, changes must be made to give students the courses they need to meet graduation requirements and postsecondary plans.

## **Schedule Changes**

Schedule changes are honored for the following reasons only. **Deadlines apply. See your counselor regarding dates.**

1. Computer or clerical errors in scheduling
2. Graduation requirements omitted from schedule
3. Students fail to meet the prerequisite for higher level courses. Example: Spanish I grade of D cannot move to Spanish II.
4. Special programs (sports, orchestra, band, ROP, etc.)
5. Balancing class sizes
6. Changes in the master schedule

## **Attendance**

1. All persons under 18 years of age who have not graduated from high school are required to attend school a minimum of five periods each semester.
2. Students are expected to attend each of their scheduled classes promptly and regularly. Regular attendance in all classes is one of the greatest contributing factors to success in school. Absences should be avoided whenever possible.
3. Classwork missed because of truancy may not be made up and may result in a failure to earn a passing grade or removal from class.

## **Counseling Program and Services**

As an integral part of the overall school system, the counseling department works with students, teachers, parents, administrators, and community resources to help each student develop his/her potential. In the areas of academic, career, and personal/social development, students are required to make decisions, set goals, and take necessary action to achieve goals. The objectives of counselors are to assist students in:

1. Formulating an individualized educational plan in order to complete high school with the academic preparation essential to choose from a wide range of substantial postsecondary options;
2. Acquiring the skills to investigate the world of work in relation to self-awareness and to make informed career decisions;
3. Acquiring the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

## **Attendance of College Classes**

To attend high school and college concurrently, students must meet with their counselors to make the necessary arrangements prior to taking any college courses. College courses cannot be counted for high school credit or to meet high school requirements, nor are they calculated into the student's high school grade point average.

## **Attendance at other WASC-Accredited High Schools and Adult Schools**

Students who have failed a course necessary for graduation may elect to enroll in the LAUSD summer school program if the course is offered. With prior approval from their counselor, students may also enroll in other high school accredited institutions.

## **Summer School Attendance**

Summer school attendance is encouraged to make up graduation requirements and credits, and may be done at any accredited high school. Students are encouraged to discuss summer school enrollment with their counselor.

# Contact Names and Numbers School

## Telephone: (562) 799 – 4780

<b>PRINCIPAL</b>		Ext.
	Christiana Kraus	82200
<b>ASSISTANT PRINCIPALS</b>		
Curriculum and Instruction	David Platt	82203
Counseling, Sp. Ed, and Technology	Cara Vienna	82236
Student Services and Attendance	Phil Bowen	82206
Activities, Athletes, and Facilities	Eddie Courtemarche	82235
<b>COLLEGE &amp; CAREER</b>		
College Readiness Counselor	Keeley Lewis	82218
College/Career Guidance Specialist	Marianne Schaeffer	82240
College/Career Guidance Technician	Kelly Barton	82244
<b>COUNSELORS - Grades 9-12</b>		
A - Coi	Shelley Riekenberg	82212
Coj - Gre	Jodi Hutchinson	82214
Grf - Lee	Gail Davenport	82239
Lef - Nt	Kevin Garcia	82217
Nu - Shi	Matt Riehm	82211
Shj - Z	Christy Ricks	82210
<b>DEPARTMENT CHAIRS</b>		
Applied Arts / ROP	John Hanson	82155
English	Phil Doran	82306
English	Jessica Hart	82708
Math	Victoria Gallagher	82257
Math	Kimberly Loggins	82275
Performing Arts (Dance, Music, Drama)	Stacy Castiglione	82513
Physical Education	Matthew Nuez	82535
Science	Brighton Merrell	82289
Science	Kelly Rofo	82157
Social Science	Eric Anderson	82612
Special Education	Kristina Cowan	82309
Special Education	Heidi Pelle-Reid	82361
Visual Arts	Karissa Ferrell	82650
World Language	Laura Andersen	82755
World Language	Kristen Whitfield	82757
<b>ACTIVITIES DIRECTOR</b>		
	Tami Sciacca	82421
<b>RECORDS</b>		
	Kendelyn Michaels	82216
<b>SCHOOL PSYCHOLOGISTS</b>		
	Vhenus Belisle	82220
	Grace Carrillo	82209
	Kristine Morris	82232
Wellness Health Counselor	Emily Ledterman	82219
Mental Health Counselor	Ashley Weiss-Wright	82903

# CODE OF CONDUCT

## For Athletics, ASB, Performance & Competition Groups

This form is **REQUIRED** from all students because most Los Alamitos High School students participate in some sort of co- or extra- curricular activity in the course of a year.

An important aspect of high school athletics and activities is learning behavior appropriate to circumstance. Athletes, ASB members, performance and competition groups often represent the school publicly, causing their behavior to be subject to more than the usual scrutiny. Keeping in mind that participation in extra- and co-curricular activities is a privilege and not a right, some behaviors are subject to standard consequences, including removal from the program.

- The Following Rules & Consequences Apply to ALL Athletes, ASB, Performance & Competition Groups, etc

### **DRUGS, ALCOHOL, TOBACCO, NICOTINE, CONTROLLED SUBSTANCES OR INTOXICANTS OF ANY KIND or WEAPONS/CHEMICALS**

*Unlawful possession \* use, sale, transportation or provision of drugs, alcohol, tobacco, nicotine, nicotine products, electronic cigarettes and other vapor-emitting devices with or without nicotine content, intoxicants or any controlled substance or weapons/chemicals pursuant to Ed. Code 48900, at school, going to and from school, or at a school event **shall result in immediate removal of the student from all athletic teams, ASB, performance and competition groups for a period of nine weeks or the season of sport/activity, \*\* whichever is greater.***

\* Possession of alcohol, drugs, tobacco, nicotine, nicotine products, electronic cigarettes and other vapor-emitting devices with or without nicotine content, intoxicants or a controlled substance or weapons/chemicals is a serious offense. The term "possession" is so broad that it covers certain cases where you may not have physically touched or you may have had only momentary contact with the alcohol, drugs, intoxicants or controlled substance or weapons/chemicals. You need only have a small degree of control over the situation, i.e., the ability to leave. In short, if you are in the presence of alcohol, drugs, intoxicants, or a controlled substance or weapons/chemicals, you may be charged with unlawful possession.

\*\* Each sport, ASB, performance and competition group defines in writing its "season of sport/activity."

**Note:** Parent support for this Student Code of Conduct is crucial to its success. Parents who directly or indirectly participate in providing alcohol to students and/or knowingly permit students to drink alcohol are a major concern. These parents are potentially responsible for the adverse consequences to their own child, as well as to the group he/she represents.

- **The Following CIF Rules & Consequences Apply to Athletes:**

#### **INTERACTION WITH OFFICIALS**

If an athlete physically assaults an official, the athlete shall be banned from interscholastic athletics for the remainder of the student's eligibility. (CIF Blue Book Sect. 522)

#### **UNSPORTSMANLIKE CONDUCT**

If an athlete is ejected from a game for any reason, (unsportsmanlike conduct, fighting, etc.), the athlete shall be prohibited from participating in the next contest. (CIF Rule)

**\*\* In addition, many teams, ASB, performance & competition groups have their own written standards for participation for which a student may be suspended or removed from the program.**

**Student Name (print legibly)** \_\_\_\_\_

I have read the Athletic/Activities Code of Conduct and I will abide by the code.

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

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

\_\_\_\_\_  
**Date**

## **ELIGIBILITY**

All students must be living with the parent/guardian within the boundaries of the school attendance area. If not, the student must be eligible under an inter-district permit.

### **ALL STUDENTS**

Los Alamitos Unified School District Board Policy 214 provides that participants with less than a 2.0 average for the last semester grade period are placed on "Academic Probation" for the subsequent semester. Students on Academic Probation will work with school staff to monitor progress and provide guidance and support. Two semesters of less than a 2.0 average will result in ineligibility for the subsequent semester and continue until a 2.0 average is attained. During the four high school years, no student will be placed on academic probation more than once.

### **ASB STUDENTS**

Students elected or appointed to ASB offices have a more stringent academic eligibility requirement. The ASB President and the ASB Vice-President must have a cumulative 3.0 GPA in order to run for office and then must attain at least a 3.0 each semester beginning the semester they are elected. Students elected or appointed to all other ASB positions must have a cumulative 2.5 GPA in order to run for office and then must attain a 2.5 at each semester beginning the semester they are elected or appointed. There is no provision for academic probation for students enrolled in ASB.

### **ATHLETES**

Los Alamitos High School is a member of the C.I.F. Southern Section and Sunset League. To be eligible to participate in C.I.F. athletics, a student must meet the following criteria:

- Before a student can participate in a sport, they must have a clearance from the athletic director stating the student athlete has a physical exam, health insurance, parent consent form, and has signed the Code of Conduct form. (CIF Rule 306)
- Athletes must have passed a minimum of 20 units during the previous semester grading period. Only 5 units can be in physical education. (CIF Rule 204)
- Have proper district residency or be attending on a valid inter-district permit.
- Have proper insurance.
- Be currently enrolled in classes worth 20 credits, only 5 of which may be from Physical Education.
- Be under 19 years of age as of June 15th of a student's junior (or third) year.
- Refer to the 2.0 Rule below.

The 2.0 Rule - Any student participating in extra- or co-curricular activities must maintain a GPA of 2.0 or above each semester. If the student falls below a 2.0 for a semester, they are given probationary status. If the student again falls below a 2.0 for another semester during their high school career, they will be ineligible to participate until a 2.0 semester GPA is achieved at a semester grading period.

# ACADEMIC HONESTY CODE

Los Alamitos High School requires all students to demonstrate honesty and to abide by ethical standards in preparing and presenting materials, as well as in testing situations. Grades should reflect the student's own work in the fairest possible way. Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill which he or she does not possess. It involves any attempt of a student to substitute the product of another, in whole or in part, as his or her own work. It also includes theft, possession, or unauthorized use of any answer keys or model answers.

Violation of the Los Alamitos High School Academic Honesty Code will be subject to disciplinary action up to and including: suspension, dismissal from student offices and all athletics and extracurricular activities, involuntary transfer, and expulsion. This policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class.

## **Cheating includes but is not necessarily limited to:**

### **Copying/Sharing Assignments**

- Copying or giving an assignment to a student to be copied, unless specifically permitted/required by the teacher

### **Plagiarism**

- Plagiarism\* or submission of any work that is not the student's own
- Submission or use of falsified data or records

### **Cheating on Exams or on Major Projects**

- Use of unauthorized material including textbooks, notes, calculators, or computer programs during an examination or on a major project
- Supplying or communicating in any way unauthorized material including textbooks, notes, calculators, or computer programs during an examination or on a major project

### **Forgery/Stealing**

- Unauthorized access to an exam or answers to exam
- Use of an alternate, stand-in or proxy during an examination
- **Alteration of computer and/or gradebook records or forgery of signatures for the purpose of academic advantage**
- Sabotaging or destroying the work of others

**\*PLAGIARISM:** "Plagiarism" is the "act of appropriating the literary composition of another, or parts or passages of their writings, or the ideas or language of the same, and passing them off as the product of one's own mind." It involves "the use of any outside source without proper acknowledgment." In the academic setting, an "outside source" includes "any work, published or unpublished, by a person other than the student." Cheating includes but is not necessarily limited to:

### **YOU ARE CHEATING IF YOU:**

- Copy, fax, duplicate, or transmit using any technology, assignments that will each be turned in as "original" work
- Exchange assignments by printout, disk transfer, modem, or other electronic or recorded means, then submit it as "original" work
- Write formulas, codes, keywords on your person or objects for use in a test
- Use hidden reference sheets during a test
- Use programmed material in watches, calculators, or computer programs when prohibited
- Exchange answers with others (either give or receive answers)
- Submit someone else's assignment as your own, in whole or in part
- Submit material (written or designed by someone else) without giving the author/artist name and/or source (e.g., plagiarizing or submitting work done by family, friends, or tutors)
- Take credit for group work, when little contribution was made
- Do not follow additional specific guidelines on cheating as established by a department, class or teacher
- Steal tests, answers, or materials, or have unauthorized possession of such materials
- Sabotage or destroy the work of others

# LOS ALAMITOS UNIFIED SCHOOL DISTRICT

## Nondiscrimination Statement

District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

## Title IX Statement

Los Alamitos Unified School District is committed to providing an environment free from discrimination. Title IX of the Education Amendments of 1972 protects individuals from discrimination (including sexual harassment and sexual violence) based on sex in any educational program or activity. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination.



For more information contact:

**Uniform Complaint Officer, Nondiscrimination Coordinator & Title IX Coordinator:**

Dr. Jerry , Director of Safety and Personnel Services

[jfriedman@losal.org](mailto:jfriedman@losal.org) ▪ (562) 799-4700 x 80412

10293 Bloomfield Street, Los Alamitos, CA 90720

**Section 504 Coordinator:**

Grace Delk, Director, Special Education

[gdelkhan@losal.org](mailto:gdelkhan@losal.org) ▪ (562) 799-4700 x 80421

10293 Bloomfield Street, Los Alamitos, CA 90720

## **UNIFORM COMPLAINT PROCEDURE FOR SPECIFIC STATE AND FEDERALLY FUNDED PROGRAMS**

The Los Alamitos Unified School District shall comply with all state and federal laws and regulations. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, sexual orientation, sex, race, ancestry, national origin, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures (as set forth in California Code of Regulations, Title 5, Sections 4600-4671) shall also be used when addressing complaints alleging failure to comply with state and/or federal law in: adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs. The Board encourages the early, informal resolution of complaints at the site level whenever possible. The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate mediation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations. The Board prohibits retaliation in any form for the participation in a complaint procedure including but not limited to the filing of a complaint or the reporting of instances of discrimination, such participation shall not in any way affect the status, grades, or work assignments of the complainant. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. A complaint shall be filed with the Assistant Superintendent of Instructional Services who will then refer it to the staff member responsible for the program(s) in question. This staff member shall be knowledgeable about the laws and/or program in question.

**NOTIFICATION PROCESS:** Any individual, public agency, or organization alleging a violation of federal or state statute may file a written complaint regarding special programs with the Los Alamitos Unified School District. Discrimination complaints must be filed with the District or the California Department of Education if direct intervention is requested by a person harmed or by a person on behalf of another. Their complaints must be filed not later than six months from the occurrence of when they are first acknowledged. Complaints must be resolved within sixty (60) days of receipt of a complaint. The attached form provides the filing party an opportunity to present evidence relevant to the complaint.

**APPEAL PROCESS:** If dissatisfied with the District's decision the complainant may appeal in writing to the California Department of Education within fifteen (15) days of receiving the district's decision. The following will be submitted to the California Department of Education on notification of an appeal:

1. The original complaint
2. A copy of the District's decision
3. A summary of the nature and extent of the investigation conducted by the District if not covered in the District's decision
4. A report of the action taken to resolve the complaint
5. A copy of the District's complaint procedures
6. Such other relevant information as the State Superintendent of Public Instruction may require

Complainant(s) may inquire with the Uniform Complaint Procedures Compliance Officer regarding any civil law remedies that may be available.

**CIVIL LAW REMEDIES:** A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. When 15 percent or more of the students in a school speak a primary language other than English, all notices to parents or guardians regarding complaint procedures shall be in the student's primary language other than English.

# COLLEGE AND CAREER CENTER

The College and Career Center, commonly referred to as the “Career Center”, is located downstairs in the STEM Building. Students are encouraged to come before and after school, during nutrition and lunch, and during class when they have permission from their teachers. The Career Center provides services to all students, faculty, parents, and community members.

## College/University Information

- Register students on [www.californiacolleges.edu](http://www.californiacolleges.edu) to monitor progress on “a-g” requirements for admission to a four-year college
- College research through Naviance College and Career Planning system (use the Clever icon when logging in)  
<http://student.naviance.com/losalhi>
- Printed resources: catalogues, brochures, videos
- Scheduled, formal fall visitations from over 50 college representatives (Juniors and Seniors only)
- College Information Night for Seniors and parents (September)
  - Mini Series (August – September)
- Community College Fair/Information Night for Juniors/Seniors and parents (January)
- College Information Night for Juniors and parents (February)

## College Entrance Testing

- Registration information for college entrance examinations: SAT and ACT
- On-site administration of Pre-Act and PSAT (in the Fall semester only)
- SAT/ACT test fee waiver information

## Financial Aid and Scholarship Information

- Financial aid filing (seniors) through [www.californiacolleges.edu](http://www.californiacolleges.edu), go to “My Financial Aid Plan”
- Scholarship applications posted and available from local, state, and national sponsors
- Financial Aid Information Night for Seniors and parents (October)
- FAFSA Workshops for Seniors and parents (November and February)

## Career Information and Activities

- Access to Internet for college/career search using Naviance (use Clever icon to log in)
- Printed resources: books, brochures, magazines, pamphlets
- Formal guest speakers and business site visits representing careers of interest to students
- College and Career Fair for all grades (Spring)
- Facilitate K-14 articulation and postsecondary connections
- Implementation and documentation of Career Pathway Cords for graduation

## Career Assessment

- Naviance Strengths Explorer
- Naviance Career Interest Profiler
- ASVAB (Armed Services Vocational Aptitude Battery) for 10<sup>th</sup> - 12<sup>th</sup>

### Armed Services

- Liaison to all branches of the Armed Services
- Coordinate visitation of recruiters
- Display printed recruitment information
- Register and organize on-site administration of ASVAB
- Facilitate Selective Service Registration

### ROP (North Orange County Regional Occupation Program)

- Course information and guidance
- Course registration and documentation of course completion

### Student Employment Services

- Maintain "Job Board" listings from local business community
- Process Work Permits

### ***NAVIANCE - Begin Lifelong College and Career Planning***

The College and Career Center offers an online program for all students accessed by their GoLosAl account (select the Clever app, then find the Naviance app). Online users will complete the college search and career development process through the online portfolio. Individuals can take assessments and access multiple resources to explore occupations and plan for postsecondary education.

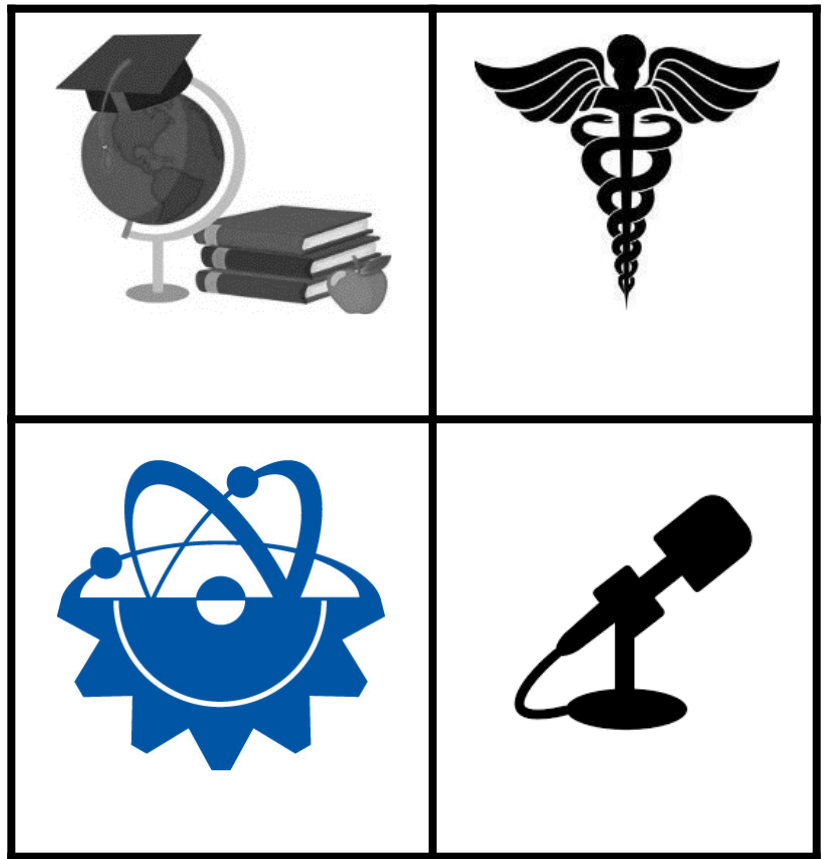
The portfolio includes assessments, favorites list, planning timelines, education planner, resume builder, note taker, job interview planning, occupation search and comparison, college search and comparison, financial aid application and scholarship search. The assessments provide automatic, immediate scoring and reporting available from any Internet location

Explore other options within the portfolio: Assessment Results, Plan for the Future, Explore Careers, Select a Major, Choose a Career, Find Financial Aid. For assistance, contact the LAHS Career Center at (562) 799- 4780, Ext. 82244 or 82240.

**Parents can also get involved**, access additional resources and review your child's portfolio by creating your free Naviance account at: <http://student.naviance.com/losalhi>. Parents will receive an activation code at the beginning of freshman year. Upon receiving an activation code, click on "I need to register" in order to create an account. Encourage your child to show you their assessment reports and review the results together.

# Graduate with a Career Cord

Los Alamitos High School



## CORD REQUIREMENTS

By completing five semester courses within a selected pathway, you may be eligible to wear a special colored cord at graduation. Pathway course performance must be grade B- or better through the fall of Senior year. (Recognition requires an overall 2.0 GPA)

- Industry-Related Courses – 3 semesters
- Subject-Related Courses – 2 semesters

TOTAL = 5 Semesters

## JOB SHADOWING

These activities must be completed at business or community sites within the selected pathway and documented. Hours from Career Day speakers, Mentor Breakfast, pathway-related field trips, summer camps, internships or college program visits (maximum 2 hours) may also apply.

- Ten (10) hours of job shadowing
- Job shadowing must be approved by Mrs. Schaeffer prior to completing hours.
- Hours must be verified by supervisor by completing a job shadowing form.

## PORTFOLIO

- Career Cord Portfolio in Naviance
- Professional Resume must be completed in Naviance or emailed
- PowerPoint/Prezi/Video-emailed, not printed (If using a MAC please save as a PowerPoint Document before emailing.)

Resume and PowerPoint must be emailed to:

[LAHSPathwayCords@gmail.com](mailto:LAHSPathwayCords@gmail.com)

--Please do not print and turn in these pages!--

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REVISED February 2023

# Los Alamitos High School – Career Cords At-A-Glance

<b>Arts and Communication Digital Media Careers (Burgundy Cord)</b>	<b>Arts and Communication Performing Arts Careers (Burgundy Cord)</b>	<b>Arts and Communication Visual Arts Careers (Burgundy Cord)</b>
<p><b>Industry-Related Courses (Choose 3 semesters):</b></p> <p>3D Animation Digital Art I, II, III, IV Digital Video Production I, II, III Film &amp; Television Production I, II Digital Story Telling III Drawing &amp; Painting, I, II, III, IV AP Studio Art- 2D &amp; Photography Photography I, II, III, IV Printmaking/Graphic Design I, II, III, IV</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b></p> <p>Digital Art I, II, III, IV Digital Video Production I, II, III Film &amp; Television Production I, II Digital Story Telling III Yearbook Drawing &amp; Painting, I, II, III, IV AP Studio Art- 2D &amp; Photography Photography I, II, III, IV Printmaking/Graphic Design I, II, III, IV AP Psychology Psychology Sociology</p> <p><b>2</b></p>	<p><b>Industry-Related Courses (Choose 3 semesters):</b></p> <p>Concert Choir Show Choir Women's Ensemble Advanced Women's Ensemble Men's Chorus Beginning/Intermediate/Advanced Band Intermediate/Advanced Jazz Band Orchestra Song/Yell/Cheer/Color Guard Beginning/Intermediate/Advanced Dance Beginning/Intermediate/Advanced Drama Percussion</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b></p> <p>AP English Language AP English Literature Advanced Choir Intermediate/Advanced Band Intermediate/Advanced Dance Intermediate/Advanced Drama Orchestra Song/Yell/Cheer/Color Guard AP Music Theory/Music Appreciation AP Psychology Psychology Student Government (ASB) Percussion Theater Tech</p> <p><b>2</b></p>	<p><b>Industry-Related Courses (Choose 3 semesters):</b></p> <p>Ceramics I, II, III, IV Digital Art I, II, III, IV Digital Video Production I, II, III Film &amp; Television Production I, II Digital Story Telling III Drawing/Painting I, II, III, IV, V AP Studio Art- 2D &amp; Photography Photography I, II, III, IV Printmaking I, II, III, IV 3D Design I, II, III, IV</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b></p> <p>Ceramics I, II, III, IV Digital Art I, II, III, IV Drawing/Painting I, II, III, IV, V AP Studio Art- 2D &amp; Photography Photography I, II, III, IV Printmaking I, II, III, IV AP Psychology Psychology Sociology 3D Design I, II, III, IV</p> <p><b>2</b></p>

<b>Arts and Communication Communications Careers (Burgundy Cord)</b>	<b>Consumer/Human Services Education Careers (Purple Cord)</b>	<b>Consumer/Human Services Hospitality Careers (Purple Cord)</b>
<p><b>Industry-Related Courses (Choose 3 semesters):</b></p> <p>AP Studio Art- 2D &amp; Photography Digital Art I, II, III, IV Journalism/Advanced Journalism Photography I, II, III, IV Printmaking I, II, III, IV Yearbook Digital Video I, II, III Film &amp; Television Production I, II Digital Story Telling III</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b></p> <p>AP Studio Art- 2D &amp; Photography AP English Language AP English Literature Intermediate Drama/Advanced Drama Journalism/Advanced Journalism Digital Art I, II, III, IV Photography I, II, III, IV Printmaking I, II, III, IV AP Psychology Psychology Sociology Yearbook World Language III or above/ Spanish for Native Speakers</p> <p><b>2</b></p>	<p><b>Industry-Related Courses (Choose 3 semesters):</b></p> <p>ROP Careers with Children I ROP Careers with Children II ROP Child Development ROP Preschool/Infant Toddler/ School Age Assistant ROP Preschool Assistant or equivalent - 75 hours of participation is equal to one semester of coursework</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b></p> <p>ROP Careers with Children I ROP Careers with Children II ROP Child Development AP Psychology Psychology Sociology World Language III or above/Spanish for Native Speakers</p> <p><b>2</b></p>	<p><b>Industry-Related Courses (Choose 3 semesters):</b></p> <p>ROP Culinary Arts ROP Restaurant Management ROP Restaurant-Related Careers (CVE) ROP Retail Careers (CVE) ROP Theme Park Tourism</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b></p> <p>AP Psychology Psychology Sociology World Language III or above/Spanish for Native Speakers</p> <p><b>2</b></p>

# Los Alamitos High School – Career Cords At-A-Glance

<b>Consumer/Human Services Human Resources (Purple Cord)</b>	<b>Health Sciences Medical Specialties (Blue Cord)</b>	<b>Health Sciences Medical Professions (Blue Cord)</b>
<p><b>Industry-Related Courses (Choose 3 semesters):</b>  Criminal Law  AP US History  AP World History  History and the Future  Military History  Model U.N./Peer Support/Explorer Program  (75 hours of participation is equal to one semester)  Student Government ASB)  American Sign Language I, II, III, IV</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b>  AP English Language  AP English Literature  AP Govt./Econ  AP US History  AP World History  Military History  History and the Future  AP Psychology  Psychology  Sociology  AP Statistics  Student Government (ASB)  World Language III or above/Spanish for Native Speakers  AP Human Geography</p> <p><b>2</b></p>	<p><b>Industry-Related Courses (Choose 3 semesters):</b>  Anatomy &amp; Physiology  Sports Medicine  ROP Fire Technology  ROP Emergency Responder (prerequisite for EMT)  ROP Emergency Medical Technician (EMT)  ROP Medical Core  ROP Medical Terminology</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b>  Anatomy &amp; Physiology  AP Statistics  Sports Medicine  ROP Emergency Responder  ROP Fire Technology  World Language III or above/Spanish for Native Speakers  AP Biology  AP Chemistry  AP Environmental Science  AP Physics  AP Psychology  Psychology</p> <p><b>2</b></p>	<p><b>Industry-Related Courses (Choose 3 semesters):</b>  Anatomy &amp; Physiology  AP Biology  AP Chemistry  AP Physics  ROP Emergency Responder (prerequisite for EMT)  ROP Emergency Medical Technician (EMT)  ROP Medical Careers 1, 2  ROP Medical Core  ROP Medical Assistant Back Office  ROP Nursing Assistant Long Term Care  Sports Medicine  AP Environmental Science</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b>  Anatomy &amp; Physiology  Pre-Calculus  AP Calculus  AP Statistics  AP Psychology  Psychology  Sociology  World Language III or above/Spanish for Native Speakers</p> <p><b>2</b></p>

<b>Science &amp; Technology Computer Science Careers (Green Cord)</b>	<b>Science &amp; Technology Engineering Careers (Green Cord)</b>
<p><b>Industry-Related Courses (Choose 3 semesters):</b>  AP Computer Science Principles  AP Computer Science A  Intro to Computer Science  Media in Art I, II, III, IV  Video Production I, II  ROP Multimedia Production  ROP Computer Graphics and Design</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b>  Intro to Computer Science  Algebra II  Intermediate Algebra  AP Chemistry  Chemistry  Conceptual Chemistry  AP Physics  Physics  AP Calculus  Pre-Calculus  AP Statistics</p> <p><b>2</b></p>	<p><b>Industry-Related Courses (Choose 3 semesters):</b>  AP Computer Science  AP Chemistry  AP Environmental Science  AP Physics  Introduction to Engineering Design (IED)  Principles of Engineering (POE)  Computer Integrated Manufacturing (CIM)</p> <p><b>3</b></p> <p><b>Subject-Related Courses (Choose 2 semesters):</b>  Chemistry  Conceptual Chemistry  AP Environmental Science  AP Physics  Physics  Pre-Calculus  AP Calculus  AP Statistics</p> <p><b>2</b></p>

This project is funded by the 2016-17 allocation from the U.S. Department of Education under the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

# GRADUATION REQUIREMENTS

All students attending Los Alamitos High School must accumulate 220 credits in grades nine through twelve to graduate from high school. To receive a diploma and participate in graduation ceremonies, students must: 1) pass all required courses; 2) meet the minimum requirement of passing Algebra I or its equivalent.

**The 220 credits necessary for graduation must include:**

- |    |            |               |  |
|----|------------|---------------|--|
| a. | 40 credits | (8 semesters) | <b>English</b> - Must be enrolled every year.  |
| b. | 30 credits | (6 semesters) | <b>History</b> - <u>Must include</u> 10 credits World History, Cultures, & Geography; 10 credits United States History (including Geography); 5 credits American Political Tradition (including American Government & Civics); and 5 credits Economics |
| c. | 20 credits | (4 semesters) | <b>Mathematics</b> – Minimum requirement of Algebra I or equivalent  |
| d. | 20 credits | (4 semesters) | <b>Physical Education</b> or Athletics participation   |
| e. | 20 credits | (4 semesters) | <b>Science</b> - 10 credits Life Sciences and 10 credit Physical Sciences  |
| f. | 10 credits | (2 semesters) | <b>Fine Arts*</b> (Art, Dramatic Arts, Dance, Music) and/or World Language   |
| g. | 10 credits | (2 semesters) | <b>Fine Arts*</b> (Art, Dramatic Arts, Dance, Music) <b>or</b> <b>Applied Arts</b> (Child Development, Computer Education, Industrial Technology, ROP)   |

\*A maximum of 10 credits of Fine Arts can meet either the “f” or “g” requirement, but not both.

These required classes comprise 150 of the 220 required credits. The remaining 70 credits are student elective choices. Students may enroll in a maximum of 40 credits per semester, including Regional Occupational Program (ROP), Career Technical Education (CTE), adult school, and independent study. Students who graduate with the class of 2020 and beyond must also complete their health graduation requirement.

Senior students must be enrolled in a minimum of five classes; at least four of these classes must be scheduled on the Los Al campus during the regular school day. If a senior is on a shortened day, he/she must be enrolled in enough LAHS and/or ROP daytime classes to meet his/her graduation credit requirement. Students must be enrolled as regular students at the comprehensive high school in the last semester of their senior year in order to qualify for a comprehensive high school diploma. Fifth-year seniors are not allowed to remain at the comprehensive high school. A student who completes the second semester of the senior year at the comprehensive high school, but who fails to graduate, may earn a comprehensive high school diploma by: (1) enrolling in continuation high school or (2) completing graduation requirements at any recognized institution within one calendar year of their senior year.

**NOTE:** Course titles in this Handbook are marked “HS” followed by the subject area being met for graduation.

# THE GRIFFIN PLAN:

High School



College

This worksheet is for planning and recording academic courses in preparation for college and career.  
Individual student plans may vary.

Student Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

UC/CSU Requirements	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>a</b> History /Social Science (2 years)	*Elective	*World History	*US History	*Am Political Traditions *Economics
<b>b</b> English (4 years)	English	English	*English	*English
<b>c</b> Mathematics (3 years/ 4 yrs rec)	Math	Math	Math	*Math
<b>d</b> Laboratory Science (2 years/ 3 yrs rec)	Science	Science	*Science	*Elective
<b>e</b> Foreign Language (2 years/3 yrs rec)	World Language	World Language	World Language	*Elective
<b>f</b> Visual/Performing Arts (1 year)	Elective		Elective	
<b>g</b> College Prep Elective (1 year)			*Elective	*Elective
High School Graduation Requirements	P.E./Health	P.E.		
Stay Connected Through Activities!				
College Entrance Exams		PreACT / PSAT	PSAT / SAT, ACT	SAT, ACT (by December)
My AP Career Starts Here	<input type="checkbox"/> Check here	<input type="checkbox"/> Check here	<input type="checkbox"/> Check here	<input type="checkbox"/> Check here









\*Indicates option to take an AP level course which provides rigor and preparation for college. Students enrolled in AP courses should plan to take an AP Exam in May.

- Successfully complete the 'a-g' requirements with a grade of "C" or better.
- Participate in the 4 A's – Academics, Athletics, Activities, and Arts!



# Los Alamitos Unified School District

## UC/CSU 'a-g' Minimum Eligibility Requirements

		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
 Los Alamitos Elementary   J. H. McGaugh Elementary    	a	History/Social Science World History, US History		X	X	
	b	English 4 years	X	X	X	X
	c	Mathematics 4 years recommended Algebra 1, Geometry, Algebra II	X	X	X	X
	d	Lab Science 3 years recommended Biology, Chemistry, Physics	X	X	X	
	e	World Language 3 years recommended same language	X	X	X	
	f	Visual Performing Arts 1 year same course	X	→		X
	g	College Prep Elective 1 year	X	→		X
						       Oak Middle



### THE KEY TO COLLEGE ADMISSION IS PREPARATION



- ~ Successfully complete the UC/CSU 'a - g' course requirements with a grade of "C" or better. ~
- ~ Take an academically rigorous course of study all four years. This can look different for each student. ~
  - ~ Earn good grades in all coursework. (UC requires minimum 3.0 GPA.) ~
- ~ Take at least one Advanced Placement (AP) course as part of your course of study. ~
  - ~ Take the PSAT in 10<sup>th</sup> and 11<sup>th</sup> grades. ~
  - ~ Take the PreACT in 10<sup>th</sup> and 11<sup>th</sup> grades. ~
- ~ Take the SAT and/or ACT in the spring of 11<sup>th</sup> grade and, if necessary, no later than December of 12<sup>th</sup> grade. ~
- ~ Be a leader and participate in extra-curricular and co-curricular activities. (academics, athletics, activities, the arts)

# RECOGNITION AT GRADUATION

**Award of Merit** – This award is given to students who complete the sequence of high school courses required by the University of California and California State University systems to be minimally eligible for admission. Students must have a grade of 'C' or better in each semester of the required courses. See the ***CSU-UC Comparison of Freshman Admission Requirements*** for subject requirements and validation of D/F grades in required courses. Students meeting these requirements wear an Award of Merit medal at graduation.

**Pathway Cords for Graduation** – By completing five semester courses within a selected pathway, students may be eligible to wear a colored cord at graduation indicating this accomplishment. The pathways are Arts and Communication, Business and Marketing, Consumer and Human Services, Health Sciences, or Science and Technology. Pathway course performance must be grade B or better. Recognition requires 2.0 overall GPA and satisfactory citizenship/effort. Ten (10) hours of job shadowing are required and choice of location requires prior approval of pathway advisor, with structured time under the supervision of an adult employee, and experience related to a career area the student has selected. Documentation forms for the portfolio components are available at [www.losal.org/lahs](http://www.losal.org/lahs). All components of the portfolio are due to the career center in April of the graduation year. The specific requirements for each pathway are listed in the *Pathway Cords for Graduation* brochure available in the College and Career Center or online at [www.losal.org/lahs](http://www.losal.org/lahs). Select Academics, Career Center, Pathway Cords.

**Gold Sealbearer (California Scholarship Federation)** – CSF is a scholastic organization and membership is dependent upon grades and points earned in identified academic classes. Application for membership must be made each semester. Students who have been a member of the California Scholarship Federation (CSF) for at least four semesters during grades 10 through 12, including one semester in their senior year, are awarded Gold Sealbearer status at graduation. A gold seal is attached to the student's diploma and notation of this honor is made on the student's permanent transcript. Gold Sealbearers have the opportunity to wear this recognition at graduation if they are an active member and have 60 CSF points.

To be eligible for semester membership, a student must earn a minimum of 10 CSF points. Of these 10 points, 7 points MUST be earned from the academic subjects: mathematics, science, social sciences, foreign language, and English. The remaining points may come from other subject areas. "A" = 3 CSF points, "B" = 1 CSF point, "C" = 0 CSF points. 1 point will be added to a grade of 'A' or 'B' for Honors and AP classes, with a maximum of 2 additional points per semester. A grade of "D" or "F" in any course or a "U" in citizenship shall disqualify the student from membership for the semester.

**Academic Honors** – Students who excel in a rigorous academic program are awarded Academic Honors, which is the school's highest honor at graduation. Eligibility to earn Academic Honors at graduation will first be determined during the senior's second semester (at the 12-week progress report). If a student is not eligible at that time, a determination may be made upon final grades. The method of establishing Academic Honors encourages students to undertake a broader and more difficult academic program.

Students must meet the 'a-g' requirements and earn a total academic GPA (no PE) of 3.85. A grade of "D" or "F" in any course automatically disqualifies a student for Academic Honors.

**National Honor Society** – Membership in the National Honor Society is both an honor and a responsibility. Seniors who maintain a cumulative weighted GPA of 3.8 or higher and have two faculty members attest to their citizenship, service, leadership and work habits may be elected to NHS. Members are expected to continue to demonstrate the qualities of scholarship, service leadership and character for their senior year.

**Community Service Cord** – Students who have completed community service hours are eligible to receive recognition at graduation. Students must keep track of their service hours completed the summer after 8<sup>th</sup> grade through spring of their senior year. An activity log is provided: <https://resources.finalsite.net/images/v1645838298/losalorg/uc9tzc6tenqqicni5yqr/CommunityServiceHoursLog2022.pdf>. All logs are submitted to the Activities office in May of senior year. Activity logs must have a valid signature by an adult/supervisor. Community service hours are not required for graduation, however we encourage students to get connected within their community.

\*Please note the number of volunteer hours were reduced during Covid.

<b>Cord Color</b>	<b>Class of 2023-2024 Volunteer Hours</b>	<b>Class of 2025 + Beyond Volunteer Hours</b>
<b>White</b>	75	100
<b>Silver</b>	325	500
<b>Gold</b>	750	1000

**Valedictorian and Salutatorian at Graduation** – The Valedictorian status will be awarded to the **TOP TEN** students earning the highest weighted grade point average in a specific course of study after seven semesters. All Valedictorians will be recognized at graduation.

**NOTE: Students who have a documented instance of cheating or plagiarism during their high school experience are not eligible for Valedictorian or National Honor Society consideration.**

Cheating and plagiarism have become increasing problems at high schools and colleges/universities nationwide. Cheating and plagiarism can be defined as follows (but are not limited to these descriptions):

***CHEATING:*** To derive something valuable by the use of deceit or fraud (Merriam-Webster); to copy information or answers on an exam / quiz, project or assignment from another person; submit answers that are not your own in an attempt to earn points / credit for said work.

***PLAGIARISM:*** The practice of taking someone else's work or ideas and passing them off as your own (Merriam-Webster). This also includes, but is not limited to, copying directly from printed and or electronic resources (i.e., Wikipedia).

# Seal of Biliteracy

The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English.

The student must demonstrate:

- 1) Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
- 2) Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade eleven, at or above the “standard met” achievement level.
- 3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
  - A. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
  - B. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.
  - C. Passage of a district test with a score of proficient or higher (if the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
  - D. Passage of the SAT II world language examination with a score of 600 or higher.

In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California *Education Code* Section 51461)

# COLLEGE ENTRANCE REQUIREMENTS

## 1. **Admission to the University of California as a Freshman**

Subject, scholarship, and examination requirements for freshman applicants are described below.



### 1. **Subject Requirement**

To satisfy this requirement, you must have successfully completed a specific sequence of high school courses in the subjects listed below. These required high school courses are often called the “a-g subjects.” To be accepted by the University, they must appear on a list certified by your high school principal as “Courses to Meet Requirements for Admission to the University of California.” This list may be found at <https://hs-articulation.ucop.edu/agcourselist/institution/2689;academicYearId=22>

The grades you earn in the a-g subjects taken in the 10<sup>th</sup> and 11<sup>th</sup> grades are the only grades the University will use to calculate your grade point average for admission. Grades earned in the 12<sup>th</sup> grade are carefully reviewed for final admission.

It will take 15 units\* of high school work to fulfill the Subject Requirement. At least 7 of the 15 units must have been earned in courses taken during the last two years of high school.

- a. **History/Social Science**: Two years required; one year of United States history or one-half year of United States history and one-half year of civics or American government; and one year of World History, Cultures, and Geography.
- b. **English**: Four years required, which can include no more than one year of ELD courses (highest level).
- c. **Mathematics**: Three years required (Algebra I, Geometry, Intermediate Algebra / Algebra II); four years recommended.
- d. **Laboratory Science**: Two years required (including at least two of the three core disciplines of biology, chemistry, conceptual chemistry, and physics); three years recommended. (Not more than one year of 9<sup>th</sup> grade laboratory science can be used to meet this requirement.)
- e. **Language Other Than English**: Two years are required; three years recommended (must be from the same language).
- f. **Visual and Performing Arts (VPA)**: One year (two semesters) of the same course is required in any of the following areas: dance, music theatre/drama, or visual arts.
- g. **College Preparatory Elective Courses**: One year (two semesters) required, in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

\*A unit is equivalent to a one-year course.

NOTE: Courses that meet University of California entrance requirements will be marked “U.C.” (subject area).

## 2. Scholarship Requirement

The Scholarship Requirement defines the grade point average (GPA) you must attain in the “a-g” subjects and the SAT Reasoning (or ACT) and SAT II test scores you must earn to be eligible for admission to the University.

If your GPA is 3.0 or above, you satisfy the minimum Scholarship Requirement if you achieve the test score total indicated in the Eligibility Index.

The University calculates your GPA in the “a-g” subjects by assigning point values to the grades you earn, totaling the points, and dividing the total by the number of “a-g” course units. Points are assigned as follows: A = 4 points, B = 3, C = 2, D = 1, and F = 0.

Only the grades you earn in “a-g” subjects in the 10<sup>th</sup> and 11<sup>th</sup> grades are used to calculate your GPA. Final grades you earn in “a-g” subjects in the 12<sup>th</sup> grade are used to confirm that UC eligibility and campus conditions for admission have been fulfilled. Courses you take in 9<sup>th</sup> grade can be used to meet the Subject Requirement if you earn a grade of C or better, but they will not be used to calculate your GPA.

### Honors Level Courses

The University assigns extra points for up to four units of University-certified honors level, Advanced Placement and International Baccalaureate Higher Level and designated Standard Level courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two units (two years or four semesters) of UC-approved honors level courses taken in the 10<sup>th</sup> grade may be given extra points. A grade of ‘D’ in an honors, Advanced Placement or designated International Baccalaureate course does not earn extra points.

To qualify for extra points, high school courses must be in the following academic fields: history, English, advanced mathematics, laboratory science, language other than English (foreign language), visual and performing arts (beyond the introductory level), computer science and social science, *and they must be certified as honors courses by the University*. The following Los Alamitos High School courses have been approved by the University of California to receive extra points when computing the student’s grade point average:

Biology (AP)	Japanese III
Calculus AB (AP)	Japanese IV (H)
Calculus BC (AP)	Japanese (AP)
Chemistry (AP)	Macroeconomics (AP)
Computer Science A (AP)	Music Theory (AP)
Computer Science Principles (AP)	Physics 1 (AP)
English Language & Composition (AP)	Physics C (AP)
English Literature & Composition (AP)	Pre-Calculus (H)
Environmental Science (AP)	Psychology (AP)
French (AP)	Spanish IV (H)
Human Geography (AP)	Spanish (AP)
	Spanish Literature (AP)
	Statistics (AP)
	Studio Art (AP)
	U.S. Government & Politics (AP)
	U.S. History (AP)
	World History (AP)

### D and F Grades

'D' and 'F' grades in the "a-g" courses must be repeated or validated. The best grade will be used in the GPA calculation. A course that was not completed with a 'C' or better can be repeated only once. Consult with your counselor to determine how these grades can be improved and how the University will use them in evaluating your scholarship record. A grade of 'D' in the fall semester in a language other than English is acceptable with a higher grade in the spring semester, or the next higher level course in the same language. A grade of 'D' in the fall semester in Algebra I is acceptable with a higher grade in the spring semester or a grade of 'C' or better in Algebra II. Grades for repeated courses in which you initially earned a grade of 'C' or better will not be used.

### 3. Examination Requirement

You must submit the following test scores:

- a. Either the Scholastic Assessment Test: Reasoning (SAT Reasoning) or the ACT with Writing. The verbal, mathematics, and writing scores on the SAT Reasoning must be from the same sitting. For the ACT, a composite score must be submitted.
- b. Two SAT Subject Tests from two separate areas (English literature, mathematics, foreign language, science or social studies) are not required but can be submitted. Only Mathematics Level 2 will be accepted if choosing mathematics as a Subject Test.

### 4. Eligibility by Examination Alone

If you do not meet the requirements for Eligibility in the Statewide Context or Eligibility in the Local Context, you may be able to qualify for admission to the University by examination.

## 2. Admission to the California State University as a Freshman



The California State University and the University of California have aligned their respective 15 college preparatory course requirements.

Eligibility is determined by a combination of grade point average (which includes the "a-g" courses completed in the 10<sup>th</sup> and 11<sup>th</sup> grades) and ACT or SAT Reasoning scores. CSU will continue to use the highest partial score from multiple sittings of ACT or SAT Reasoning.

### 1. Subject Requirement

First-time freshman applicants are required to have completed, with a grade of 'C' or better in each course, the 15-unit comprehensive pattern of college preparatory study also known as the "a-g" pattern. CSU accepts all high school courses identified by the University of California as meeting the "a-g" requirements. The college preparatory course pattern requires:

- a. **History/Social Science:** Two years required; one year of United States history or one-half year of United States history and one-half year of civics or American government; and a second year of history/social science from either the "a" or "g" subject areas.
- b. **English:** Four years required, which can include not more than one year of ELL courses.
- c. **Mathematics:** Three years required (Algebra I, Geometry, Intermediate Algebra /Algebra II); four years recommended.

- d. **Laboratory Science:** Two years required, including one year of physical science and one year of biological science.
- e. **Language Other Than English:** Two years are required; must be the same language.
- f. **Visual and Performing Arts (VPA):** One year (two semesters) of the same course is required in any of the following areas: dance, music theatre/drama, or visual arts.
- g. **College Preparatory Elective Courses:** One year (two semesters) required, in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

**NOTE:** Courses that meet California State University entrance requirements will be marked “C.S.U.” (subject area).

#### Honors Level Courses

The University assigns extra points for up to four units of University-certified honors level, Advanced Placement and International Baccalaureate Higher Level and designated Standard Level courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two units (two years or four semesters)

of UC-approved honors level courses taken in the 10<sup>th</sup> grade may be given extra points. A grade of ‘D’ in an honors, Advanced Placement or designated International Baccalaureate course does not earn extra points.

To qualify for extra points, high school courses must be in the following academic fields: history, English, advanced mathematics, laboratory science, language other than English (foreign language), visual and performing arts (beyond the introductory level), computer science and social science, *and they must be certified as honors courses by the University.*

#### Eligibility Index

The Eligibility Index is a weighted combination of a student’s grade point average during the final three years of high school and a score on either the ACT or the Scholastic Assessment Test (SAT Reasoning).

Students with grade point averages of 3.0 or above may establish eligibility for admission without submitting test scores. However, applicants are encouraged to take the SAT Reasoning or ACT since test scores may be included among the supplementary criteria used to determine admission to impacted campuses and programs.

#### D and F Grades

‘D’ and ‘F’ grades in the “a-g” courses must be repeated or validated. The best grade will be used in the GPA calculation. There is no restriction on the number of times a course may be repeated. Consult with your counselor to determine how these grades can be improved and how the University will use them in evaluating your scholarship record. A grade of ‘D’ in the fall semester in a language other than English is acceptable with a higher grade in the spring semester, or a grade of ‘C’ or better in the next higher level course in the same language. A grade of ‘D’ in the fall semester in Algebra I is acceptable with a higher grade in the spring semester or a grade of ‘C’ or better in Algebra II. Grades for repeated courses in which you initially earned a grade of ‘C’ or better will not be used.

3. **Admission to the Community College as a Freshman**



Graduates of a four-year high school or its equivalent are eligible for admission and may undertake any program of study for which they are prepared. Math and English Placement Tests will be required to enroll in a mathematics or English course. Others may be eligible if they meet any of the following criteria:

1. Any person possessing a California high school proficiency certificate, OR
2. Any person 18 years of age or older who can profit from instruction.

4. **Admission to Independent Colleges and Out-of-State Public Institutions as a Freshman**

**Subject Requirement**

Subject requirements vary among independent colleges and out-of-state public institutions. However, if students follow the University of California requirements, they probably will meet the requirements for the majority of schools. Refer to the college catalog or website for subject and scholarship requirements for each independent college.

## CSU-UC Comparison of Minimum Freshman Admissions Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 year-long/30 semester college preparatory ‘a-g’ courses are required with letter grades of C or better:	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
A   History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the “a” subject area.
B   English	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):	
	Advanced ESL may be substituted for the first year of the 4 years of English.	ESL/ELD cannot meet the senior year of English.
C   Mathematics	3 years/6 semesters of mathematics (including or integrating topics covered in elementary algebra, two- and three-dimensional geometry, Advanced algebra)*	
	(Also acceptable are courses that address the above content areas, and include or integrate: probability, statistics or trigonometry.)	
	Students applying to UC must complete a geometry course (or integrated math courses with geometry content).	
D   Science	2 years/4 semesters of laboratory science	
	At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area**  Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); or two years of a three-year NGSS integrated science model; or one year of biology, chemistry or physics and one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. <i>Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3<sup>rd</sup> year (or beyond) of the science requirement.</i> Courses must be from the D subject area.
E   Language Other Than English	2 years/4 semesters (or equivalent to the 2 <sup>nd</sup> level high school instruction) of a language other than English* (Courses must be the same language, American Sign Language allowed)	
F   Visual and Performing Arts	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts	
G   College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	
REPEATED COURSES		
	California State University (CSU) (UC) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	University of California
	Required A-G courses must be completed with a grade of C or better <sup>#</sup> . Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.	Required A-G courses must be completed with a letter grade of C or better <sup>#</sup> . Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g. English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

<sup>#</sup> Pass/Credit grades allowed for A-G coursework completed in winter 2020 through summer 2021.

\* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements.

\*\* It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.

## CSU-UC Comparison of Minimum Freshman Admissions Requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
Mathematics	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry.	
	Integrated style Math 2 will be accepted in lieu of a Geometry course.	
	A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the <a href="#">A-G website</a> validates the entire high school college preparatory requirement.	The omission of a full year of geometry <b>cannot</b> be validated by any higher-level coursework.
	A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to CSU's <a href="#">Admission Handbook</a> .	A letter grade of C or better in any semester of an advanced math course will validate two years of the requirement, but not Geometry.
		A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC's Validation Matrix in <a href="#">Quick Reference Guide to UC Admissions</a> .
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refers to <a href="#">ASSIST</a> and looks for the footnote indicating the course is equivalent to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry <u>will</u> validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in <a href="#">Quick Reference Guide to UC Admissions</a> . CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the <a href="#">CSU Admission Handbook</a> .	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required A-G courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests (taken prior to 2021), Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the <a href="#">CSU website</a> ; for UC, refer to <a href="#">Quick Reference Guide to UC Admissions</a> . For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. <b>CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</b>	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does <b>not</b> average grades. <b>However, when completing the UC admission application, all A-G courses and grades must be reported.</b>
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four year long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year long courses (4 semesters) completed in 10 <sup>th</sup> grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	Applicants to CSU are not required to submit ACT or SAT scores. The CSU will temporarily suspend the use of ACT/SAT examinations in determining admission eligibility for all CSU campuses for the 2022-2023 academic year and in awarding CSU scholarships. Students will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college course placement (www.CSUSuccess.org). SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.	UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.

# TESTING AT LOS ALAMITOS HIGH SCHOOL

**ACT:** The ACT is a four-year college entrance exam generally taken during the Junior and/or Senior year, and is accepted by all four-year colleges and universities in the United States. Two test options are available. The ACT (No Writing) is made up of four multiple-choice tests in English, mathematics, reading, and science. Or, the ACT Plus Writing includes the four multiple-choice tests plus a 30-minute Writing Test. Check [www.actstudent.org](http://www.actstudent.org) for a searchable list of colleges that require, recommend, or do not need results from the ACT Writing Test. A fee is required for this test and students can register at [www.actstudent.org](http://www.actstudent.org).

**ADVANCED PLACEMENT TESTS:** These tests are administered on the Los Alamitos High School Campus each May. The test schedule is set by the College Board. Students may earn college course credit based on their exam score. For more information on Advanced Placement Exams, please refer to [www.collegeboard.com](http://www.collegeboard.com). The following Advanced Placement courses are offered at Los Alamitos High School:

Biology (AP)  
Calculus AB (AP)  
Calculus BC (AP)  
Chemistry (AP)  
Computer Science A (AP)  
Computer Science Principles (AP)  
English Language & Comp. (AP)  
English Literature & Comp. (AP)  
Environmental Science (AP)  
French (AP)  
Human Geography (AP)  
Japanese (AP)

Macroeconomics (AP)  
Music Theory (AP)  
Physics 1 (AP)  
Physics C (AP)  
Psychology (AP)  
Spanish Language (AP)  
Spanish Literature (AP)  
Statistics (AP)  
Studio Art (AP)  
U.S. Government & Politics (AP)  
U.S. History (AP)  
World History (AP)



**ASVAB - Armed Services Vocational Aptitude Battery:** Each year an Armed Services representative administers the ASVAB to interested students. Test results help the student determine areas of occupational interest and aptitude. Students interested in this test should visit the Career Center for details. The Armed Services charge no fee for this test, and test-takers are under no obligation to enlist.

**CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM:** This is a test that the State Board of Education offers 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 considered equivalent to a high school diploma. This test is administered by the Educational Testing Services. A fee is charged for this test. Successful passage of this examination provides the student with a "certificate of completion," not a diploma.

**ELPAC— English Language Proficiency for California:** School districts are required to administer this test to students whose home language is not English. The purpose of ELPAC is to identify new students who are English Learners in grades K-12 to determine their level of English proficiency and to annually assess their progress toward becoming fluent in English. Schools must administer the ELPAC annually to all English Learners until they are reclassified from English Learner to Fluent English Proficient. This test assesses the following skill areas: listening, speaking, reading, and writing.



Pre-ACT: The Pre-ACT is a 10th grade multiple-choice assessment that helps students prepare for the experience of taking the ACT test and provides information regarding their future performance on the exam.

PSAT/NMSQT (practice SAT): The PSAT is taken by sophomores or juniors typically during the fall. In addition to providing information about the student's aptitude for college-level studies, the PSAT scores taken the junior year are used by the National Merit Scholarship Qualifying Test (NMSQT) to determine National Merit semi-finalists. A fee is charged for this test and can be paid during registration at the ASB office.

SAT Reasoning - Scholastic Assessment Test Reasoning: This is a four-year college entrance examination generally taken during the Junior and/or Senior year. The SAT Reasoning assesses the student's aptitude for college-level work and students receive a Critical Reading, Math, and Writing score. Please check if your college is requiring this test for admission. A fee is charged for this test and students register directly with College Board ([sat.collegeboard.com](http://sat.collegeboard.com)).

SAT Subject Tests: These one-hour tests determine the student's level of competency in a number of subject areas: foreign language, mathematics, English, science, or history. The more selective colleges require the SAT Subject Tests for placement purposes. A fee is charged for this test and students must register directly with the College Board.

California Assessment of Student Performance and Progress (CAASPP): This is a state-mandated testing program for all students in grades 3-8, and grade 11. It includes tests in the areas of language arts/reading and mathematics.

# Career Technical Education (CTE)

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. Los Alamitos High School offers seven Career Pathways for students to explore: Biomedical, Computer Science, Emergency Response, Engineering, Film and Television Production, Sports Medicine, and Technical Theatre. The Regional Occupational Program (ROP) provides one of the high school's pathways, Emergency Response. All CTE classes at Los Alamitos High School are taught by specially credentialed teachers with proven industry experience and are CSU/UC approved.

- **Biomedical Pathway**
- **Computer Science Pathway**
- **Emergency Response Pathway (ROP)**
- **Engineering Pathway**
- **Film and Television Production Pathway**
- **Patient Care Pathway**
- **Technical Theatre Pathway**

## BIOMEDICAL

### **HUMAN ANATOMY AND PHYSIOLOGY**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Biology, grade of C or better, or completion of science graduation requirements with grades of C or better
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### **ADVANCED ANATOMY AND PHYSIOLOGY**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Human Anatomy and Physiology with a C or higher
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## COMPUTER SCIENCE

### **INTRODUCTION TO COMPUTER SCIENCE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> A timed writing score of at least 25 wpm or certification from middle school
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### **AP COMPUTER SCIENCE PRINCIPLES**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Teacher Recommendation
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### **AP COMPUTER SCIENCE A**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Teacher Recommendation
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## **EMERGENCY RESPONSE (ROP)**

### **ROP EMERGENCY MEDICAL RESPONDER**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None
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### **ROP FIRE TECHNOLOGY**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None
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### **ROP EMERGENCY MEDICAL TECHNICIAN**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Completion of Emergency Medical Responder course with a C or higher; must be at least 17 years of age on class start date.
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## **ENGINEERING**

### **INTRODUCTION TO ENGINEERING DESIGN (IED)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Algebra I recommended
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### **PRINCIPLES OF ENGINEERING (POE)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Algebra I or above; Introduction to Engineering Design with a C or higher
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### **COMPUTER INTEGRATED MANUFACTURING (CIM)**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Algebra I or above; Intro to Engineering Design/Principles of Engineering, teacher recommendation
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## **FILM AND TELEVISION PRODUCTION**

### **FILM AND TELEVISION PRODUCTION**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None
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### **ADVANCED FILM AND TELEVISION PRODUCTION (GRIFFIN NEWS)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Film and Television Production with a C or higher
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**ADVANCED DIGITAL STORYTELLING**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Film and Television Production, Advanced Film and Television Production recommended
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**PATIENT CARE****SPORTS MEDICINE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None
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**ADVANCED SPORTS MEDICINE AND THERAPY**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Sports Medicine with a C or higher
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**TECHNICAL THEATRE****TECHNICAL THEATRE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None
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**TECHNICAL THEATRE II**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Technical Theatre with a C or higher
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**CTE INTERNSHIP****CTE INTERNSHIP**

<b>Credits:</b> 5/semester	<b>Grades:</b> 12	<b>Prerequisite:</b> Must be enrolled in, or have previously taken, the capstone level of their CTE Pathway and teacher recommendation.
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# Biomedical Science



Learning and Growing by Investigating Medical Mysteries - Working with the same equipment and tools used by lab professionals, PLTW Biomedical Science students are empowered to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health. Students work together in teams to find unique solutions, and in the process, learn in-demand, transferable skills like critical thinking and communication.

**Project Lead the Way (PLTW)** is the nation's leading provider of K-12 STEM programs. Their world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

## COURSE DESCRIPTIONS

### **HUMAN ANATOMY AND PHYSIOLOGY - PLTW**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Biology with a C or higher	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Human Anatomy & Physiology / HBS - Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

### **ADVANCED ANATOMY AND PHYSIOLOGY - PLTW**

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Human Anatomy and Physiology	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Advanced Anatomy & Physiology / MI - 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.



## Integrated Program of Study Course Grid

### Health Science and Medical Technology Sector

#### Patient Care Pathway\*



Grade	CTE Courses/VA PA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">Cypress College: Biomedical</a>  <a href="#">GWC: Nursing Programs</a>  <a href="#">OCC: Allied Programs</a>  <a href="#">SAC: OT Programs</a>  <a href="#">SC: Nursing Programs</a>  <a href="#">Cerritos College: PT Assistant</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English 9 or English 9 H(UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Human Anatomy Physiology (UC) Concentrator, CTE	World History or AP World History (UC)	English 10 or English 10 H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Human Anatomy Physiology (UC) Concentrator, CTE	U.S. History or AP U.S. History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre-Calculus	Physics or AP Biology (UC)		World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing	
								Spring		
								Summer		
12	Advanced Anatomy Physiology (UC) Capstone, CTE	Government/ Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)	AP Chemistry or Physics (UC)		AP World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships	
								Spring		
								Summer		
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates		UC/CSU Degree Programs			
		Basic Life Support - CPR			Health Informatics Specialists		CSU Public Health			
					Physical Therapy Assistant		CSU Kinesiology			
					Occupational Therapy Assistant		UC Biology			
Potential Employment & Salary (median salary OC)		Dental Laboratory Technician - \$44			Health Information Technologist - \$77K		Occupational Therapist - \$97K			
		Home Health Aide - \$30K			Physical Therapy Assistant - \$77K		Physician Assistant - \$130K			
		Medical Secretary - \$46K			Occupational Therapy Assistant - \$76K		Physical Therapist - \$101K			

# Computer Science

## COURSE DESCRIPTIONS

### INTRODUCTION TO COMPUTER SCIENCE

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> A timed writing score of at least 25 wpm or certification from middle school	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This is an introductory course in computer science. No previous computer experience or knowledge is required. This course leads students through the process of computer programming utilizing problem solving skills. The course provides a strong foundation for students who later will take the Advanced Placement class. The Java programming language will be the vehicle used for implementing computer-based solutions to particular problems. This course meets one of the requirements for the Computer Science pathway cord.

### AP COMPUTER SCIENCE A

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Teacher Recommendation	<b>Satisfies:</b> HS (g) UC/CSU (g)	<b>Average HW:</b> 1 hour/night
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AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students enrolling in this course are expected to sit for the AP Computer Science A exam in May.

### AP COMPUTER SCIENCE PRINCIPLES

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Teacher Recommendation	<b>Satisfies:</b> HS (g) UC/CSU (g)	<b>Average HW:</b> 1 hour/night
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The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Students enrolling in this course are expected to sit for the AP Computer Science A exam in May .

**Integrated Program of Study Course Grid**  
*Information and Communication Technology Sector Software and Systems  
Development Pathway\**

Grade	CTE/VAPA Courses	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CCC: Information Technology Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art		English 9 or English 9 H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">Cypress College: Computer Information Systems Programs</a> <a href="#">EC: Computer Information Systems, Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Intro to Computer Science (UC) Introductory CTE	World History or AP World History (UC)	English 10 or English 10 H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry or Anatomy & Physiology (UC)	PE-2	World Language (UC) (Required))	<a href="#">IVC: Computer Information Management Programs</a> <a href="#">OCC: Computer Information Systems Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	AP Comp Sci Principles (UC) Concentrator CTE	US History or AP US History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Physics or Anatomy & Physiology (UC)		World Language (UC) (Elective)	<a href="#">SC: Computer Information Management Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	AP Comp Sci A (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or Calculus (UC)	AP Physics or AP Biology or AP Chemistry (UC)		AP World Language (UC) (Elective)	<a href="#">SAC: Computer Information Systems Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates			UC/CSU Degree Programs		
		Oracle Certified Associate			Computer Science			CSU Information Technology		
		CompTIA Network+			C++ Programming			CSU Computer Technology		
					Information Management and Technology			UC Computer Science or Computer Engineering		
Potential Employment/Salary (median salary in OC)		Help Desk Clerk - \$56K			Information Tech. Project Manager - \$80K			Computer and Information Research Scientist - \$129K		
		Data Warehousing Specialist - \$94K			Computer Programmer - \$94K			Computer and Information Systems Manager - \$161K		
		Video Game Designer - \$74K			Computer Systems Analyst - \$102K			Computer Network Architect - \$113K		

# Emergency Response (ROP)

## ROP EMERGENCY MEDICAL RESPONDER

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Whether you want to be a lifeguard, a firefighter, or a medical worker in any branch of medicine, this class will give you a great introduction. You will learn skills to assist Emergency Medical Services providers at the scene. You will study patient assessment, triage, first aid, emergency responsibilities, and ethical/legal issues and responsibilities. This class prepares you for the EMT class and advanced studies in the field. This course meets one of the requirements for the Medical Careers Pathway Cord.

## ROP FIRE TECHNOLOGY

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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If you are very physically fit, self-disciplined and highly ethical, the firefighting service may be a good match. You'll learn about careers within the fire service, about fire behavior, firefighting tactics, ethics, legal issues and history of the fire service. This class trains you for further education. This course meets one of the requirements for the Medical Specialties Pathway Cord.

## ROP EMERGENCY MEDICAL TECHNICIAN

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Completion of Emergency Medical Responder course with a C or higher; must be at least 17 years of age on class start date.	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Start your healthcare career as an Emergency Medical Technician with one of the top public high school EMT programs. An EMT is a front-line, entry-level healthcare provider who is often the first to provide medical assistance to people who are experiencing a medical emergency or traumatic injury. EMT certification and work experience are also critical steps for those seeking Paramedic training. Many doctors, nurses, and other healthcare providers began their careers as EMTs. Success in this course allows you to take the national registry emergency medical technician certification (NREMT).



**Los Alamitos High School**  
**Integrated Program of Study Course Grid**  
*Public Services Sector*  
*Emergency Response Pathway\**



Grade	CTE Courses/V A PA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work- Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physic al Scienc e	PE	World Language HS Credit (optional )	<a href="#">CCC: Emergency Management Programs</a>  <a href="#">Cypress College: Homeland Security Programs</a>  <a href="#">GWC: Criminal Justice Center Programs</a>  <a href="#">OCC: Emergency Medical Services Programs</a>  <a href="#">SAC: Emergency Medical Technician Programs</a>  <a href="#">SC: Emergency Medical Technician Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English 9 or English 9 H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE- 1	World Languag e (UC) (Required)		Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
10	Fire Tech (UC) Intro CTE	World History or AP World History (UC)	English 10 or English 10 H (UC))	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Languag e (UC) (Required)		Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
11	Emergency Medical Response (UC) Concentrator CTE	U.S. History or AP U.S. History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiolog y (UC)		World Languag e (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Emergency Medical Technician (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP Literature (UC)	Pre-Calculus , Finite, AP Statistics or AP Calculus (UC)	AP Chemistry, AP Biology or Physics (UC)		AP World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships	
								Spring		
								Summer		
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates		UC/CSU Degree Programs			
		American Heart Association - Basic Life Support			Public and Human Services		CSU Emergency Services Administration			
		Eligibility for National Registry of Emergency Medical Technicians Exam			Administration of Justice		CSU Public Services Administration			
		Orange County Emergency Medical Services Registry			Emergency Medical Technician		UC Pre-Med or Nursing			
Potential Employment/Salary (median salary in OC)		Lifeguard, Ski Patrol, and Other Recreational Protective Worker \$35K			Firefighter - \$90K		Emergency Room Physician - \$208K+			
		Ambulance Driver and Attendant - \$31K			Emergency Medical Technician - \$35K		Fire Chief - \$146K			
		Personal Care Aide - \$26K			Emergency Room Nurse - \$106K		Nurse Practitioner - \$131K			

# ENGINEERING



## Engineering Pathway Los Alamitos Unified School District

**WORKBASED LEARNING OPPORTUNITIES** for Seniors: Internships, Lab Assistant, Job shadowing, Industry Sector Certification exams. Articulation with postsecondary training/education.

From launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality. PLTW Engineering empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives on any career path they take

**Project Lead The Way (PLTW)** is the nation's leading provider of K-12 STEM programs. Their world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

### INTRODUCTION TO ENGINEERING DESIGN (IED)

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Algebra I recommended	<b>Satisfies:</b> HS (g) UC/CSU (g)
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In this one-year PLTW course, students use a problem-solving model to design solutions to real-world challenges, including improving existing products and inventing new ones. Using sophisticated three-dimensional modeling software, students create designs and communicate product details.

Emphasis is placed on analyzing potential solutions and communicating ideas to others. Students who successfully complete the one-year class are eligible for one year of UC-approved a-g elective credit. This course meets one of the requirements for the Engineering Careers Pathway Cord.

### PRINCIPLES OF ENGINEERING (POE)

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Algebra I or above; Introduction to Engineering Design with a C or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This one-year course uses PLTW curriculum designed by engineers for future engineers! Using activities and projects, students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process. The course addresses social and political consequences of technological change. Students will explore careers in engineering and technology, including technology systems and manufacturing processes. Students who successfully complete the one-year class are eligible for one year of UC-approved a-g elective credit. This course meets one of the requirements for the Engineering Careers Pathway Cord.

**COMPUTER INTEGRATED MANUFACTURING (CIM) HONORS**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Algebra I or above; Intro to Engineering Design/Principles of Engineering with C's or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This one-year PLTW course, Computer Integrated Manufacturing, is a specialized course within the Engineering Pathway. This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through the relationship of design, function and materials, modify their designs, and use prototyping equipment to produce 3-D models. Students who successfully complete the one-year class are eligible for one year of UC-approved a-g honors elective credit. This course meets one of the requirements for the Engineering Careers Pathway Cord.4



## Integrated Program of Study Course Grid

Engineering and Architecture Sector  
Engineering Design Pathway\*



Grade	CTE/VA PA Courses	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning	
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">Cypress College: Engineering Technology Programs</a>  <a href="#">EC: Industrial Drafting Programs</a>  <a href="#">IVC: Drafting Technology &amp; Engineering Programs</a>  <a href="#">OCC: Construction Technology Programs</a>  <a href="#">SC: Drafting Technology Programs</a>  <a href="#">SAC: Engineering Programs</a>	Fall	Guest Speakers, Workplace Tours	
									Spring		
									Summer		
9	Visual or Performing Art (UC)		English 9 or English 9 H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours	
									Spring		
									Summer		
10	Intro to Engineering (UC) Introductory CTE	World History or AP World History (UC)	English 10 or English 10 H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE- 2	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours	
									Spring		
									Summer		
11	Principles of Engineering (UC) Concentrator CTE	US History or AP US History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre- Calculus (UC)	Physics (UC)		World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing		
								Spring			
								Summer			
12	Computer Integrated Manufacturing (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or Calculus (UC)	AP Physics (UC)		AP World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships		
								Spring			
								Summer			
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs Programs/Certificates					UC/CSU Degree	
		Certified SolidWorks Associate			Engineering Design Technology		CSU Construction Engineering and Management				
					Building Construction		CSU Civil Engineering				
					Drafting - CAD Technology		UC Civil Engineering and Mechanical Engineering				
Potential Employment/Salary (median salary in OC)		Mechanical Technician - \$70K			Civil Engineer - \$107K		Architectural and Engineering Manager - \$172K				
		Mechanical Drafter - \$60K			Civil Engineering Technician - \$68K		Construction Manager - \$118K				
		Engineering Assistant - \$54K			Architectural Drafter \$63K		Energy Engineer - \$102K				

# Film and Television Production

The film and television production sector offers a broad range of employment opportunities. The variety of careers in new media in arts accommodates a wide range of personalities and the potential for self-employment and entrepreneurship. Work is project-based and real-world skills are developed alongside time management, meeting deadlines, and interpersonal skills. The academic content is dynamic and changes with emerging technologies. The program promotes teamwork, communication skills, critical thinking, and decision-making abilities. Estimated positive employment growth ranges from 16% to 31% according to the California EDD.

## COURSE DESCRIPTIONS

### FILM AND TELEVISION PRODUCTION

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This course prepares the student to work in a production or post-production facility. Students will plan stories through story-boarding and screenwriting, learn filming techniques, and use editing software. This course meets one of the requirements for the Communications Careers Pathway Cord.

### ADVANCED FILM AND TELEVISION PRODUCTION (GRIFFIN NEWS)

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Film and Television Production with a C or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This course prepares the student to work in a production or post-production facility. Advanced students will be taping school events, sports, classroom activities, etc. to create the *Griffin News* student broadcast, a campus news show that is aired weekly to all students at LAHS. Students will plan stories, learn filming techniques, and use editing software. This course meets one of the requirements for the Communications Careers Pathway Cord.

### ADVANCED DIGITAL STORYTELLING

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Film and Television Production, Advanced Film and Television Production with C's or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Students will understand the historical evolution of digital media from perspectives of verbal, textual and visual literacy. It will include understanding properties and characteristic differences among various emerging digital media and social media (based on text, video, sound or virtual reality). Students will integrate various digital media (text, images, sound, and video) seamlessly in fictional and non-fictional narratives that reflect a variety of purpose and artistic inclination (narrative, visual poetry, documentary, etc.). They will formulate an effective communication strategy to articulate a digital media project from conceptualization, planning and visualization to development and execution. Collaborate effectively with peers will be an expectation of students enrolled in the course. Students will analyze and critique the aesthetics and effectiveness of digital media in a variety of their own works and those of others and communicate those assessments through digital media to their peers and a larger audience. Students will develop critical skills to explore the impact of digital media on individuals and society.

## Integrated Program of Study Course Grid

*Arts, Media, and Entertainment Sector*

*Production and Managerial Arts/Film and Video Production Pathway\**

Grade	CTE Courses/ VAPA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit	College Courses	
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	CCC: <a href="#">Digital Media Arts</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art		English 9 or English 9 H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">Cypress College: Acting and Film Video Production</a> <a href="#">Fullerton College: Cinema and Television</a> <a href="#">GWC: Art Programs</a> <a href="#">IVC: Digital Media Arts</a> <a href="#">OCC: Film and Television</a> <a href="#">SC: Cinema/Television/Ra dio Department</a> <a href="#">SAC: Television/Video Communications</a> <a href="#">SCC: Cinema Studies</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Digital Video 1(UC) Concentrator CTE	World History or AP World History (UC)	English 10 or English 10 H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry or Anatomy & Physiology (UC)	PE-2	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Digital Video I (UC) Concentrator CTE	US History or AP US History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiology or Physics (UC)		World Language (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Advanced Digital Video (UC) Capstone CTE	Government/ Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)			World Language (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates		UC/CSU Degree Programs			
					Film, TV, and Electronic Media		CSU Film			
					Film and Television		CSU Cinema and Television Arts			
					Cinema/Television/Radio		UC Film and Television			
Potential Employment/Salary (median salary in OC)		Audio and Video Technician - \$53K			Film and Video Editor - \$88K		Director - Motion Pictures, Television, and Radio - \$105K			
		Sound Engineering Technician - \$61K			Agent and Business Manager of Artists/Performers - \$89K		Producer - \$105K			
		Lighting Technician - \$85K			Camera Operator - Television, Video, and Motion Pictures - \$67K		Creative Writer - \$76K			

# PATIENT CARE

Los Alamitos High School's Patient Care pathway focuses on Sports Medicine. What is sports medicine? Sports medicine is not a single career, but instead a widely varied group of professionals all concerned with the health and well-being of the athlete. The term "athlete" also encompasses youth, high school, collegiate, and professional athletes, as well as individuals who exercise for health or recreation. Even some workplace injuries are treated by sports medicine professionals - because of their similarity to sports injuries. People of all ages, and different activity levels look to a sports medicine provider for guidance regarding training techniques, injury prevention, and diagnosis and treatment of sports-related problems. Athletic trainer job growth is projected to be significantly higher through 2029 than average job growth in the employment market.

## COURSE DESCRIPTIONS

### **SPORTS MEDICINE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Love sports and fitness? You will learn to prevent sports injuries by the use of proper body mechanics in exercise. You will learn to recognize and evaluate sports injuries when they occur. You will also learn rehabilitation methods and current treatment modalities. By the end of class, you will be able to assess health fitness and develop an exercise regimen to maintain and promote physical well-being. The class prepares you for advanced training and for working under supervision with your school's sports teams' members. This course meets one of the requirements for the Medical Specialties Pathway Cord.

### **ADVANCED SPORTS MEDICINE AND THERAPY / SPORTS MEDICINE AND THERAPY**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Sports Medicine with a C or higher	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This course builds on the skills learned in Sports Medicine, as students gain a greater understanding of the structure and function of the human body, as it relates to recognition/evaluation of injury and illness. Students integrate science, physical skills, clinical experience, and job readiness skills. The skills learned can be applied to everyday life scenarios that will follow students throughout their lives. The requirement for enrolling is successful completion of our Introduction to Sports Medicine course. Basic assessment, treatment and understanding of sports-related rehabilitation would be a course outcome. This course is often taken by students who wish to have deeper knowledge of both Sports Medicine, as well as other related medical professions, and allows for hands-on supervised experience. The Sports Medicine Internship (Student Training Program) works concurrently with this course. This course also meets one of the requirements for the Medical Specialties Pathway Cord.

**Integrated Program of Study Course**  
**Grid** *Health Science and Medical Technology*  
*Sector Patient Care Pathway\**

Grad e	CTE Courses/ VAPA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">Cypress College: Sports Medicine</a> <a href="#">GWC: Nursing</a>  <a href="#">Programs</a> <a href="#">OCC: Allied Programs</a> <a href="#">SAC: OT Programs</a> <a href="#">SC: Nursing Programs</a>  <a href="#">Cerritos College: PT Assistant</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English 9 or English 9 H(UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Sports Medicine (UC) Concentrator CTE	World History or AP World History (UC)	English 10 or English 10 H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Sports Medicine (UC) Concentrator CTE	U.S. History or AP U.S. History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre-Calculus	Anatomy & Physiology (UC)		World Language (UC) (Elective)		Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Sports Medicine Advanced (UC) Capstone CTE	Government/ Economics or AP Govt/Eco n (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)	AP Chemistry, AP Biology or Physics (UC)		AP World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships	
								Spring		
								Summer		
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates		UC/CSU Degree Programs			
		Basic Life Support - CPR			Physical Therapy Assistant		CSU Public Health			
					Fitness Specialist		CSU Kinesiology			
					Athletic Trainer		UC Biology			
Potential Employment/Salary (median salary OC)		Fitness Specialist - \$49K			Physical Therapy Assistant - \$72K		Occupational Therapist - \$97K			
		Personal Trainer - \$49K			Athletic Trainer - \$56K		Sports Medicine Physician - \$208K+			
		Physical Therapy Aide - \$29K			Athletic Coach - \$42K		Physical Therapist - \$100K			

# TECHNICAL THEATRE

Technical theater encompasses the design, construction, and management of props, set pieces, make-up, advertising, and costumes. Students learn about the operation, safety, and programming of lighting, audio and rigging systems.

## TECHNICAL THEATRE

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12, Grade 9 with teacher approval.	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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This course provides an overview of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage lighting, stage audio, costume/makeup design, scenic/props design and construction. Students will be expected to participate in a variety of after school events as crew members working on productions for high school drama, dance and vocal/instrumental music. This class requires physical work.

## TECHNICAL THEATRE II

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> TECHNICAL THEATRE with B or better	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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This course is a continuation of TECHNICAL THEATRE and provides in depth study of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage management, scenic design and drafting, lighting design and programming, stage audio mixing, set construction, rigging, and costume/makeup design. Students will be expected to participate in a variety of after school events as crew members for district performing arts productions in a leadership role. Students are also expected to participate in the CA State Thespian Festival in the spring. This class requires physical work and the ability to be a self-motivated learner. Students will prepare a portfolio of design work. Course may be repeated for credit.



# Integrated Program of Study Course Grid

## Arts, Media, and Entertainment Sector

### Production and Managerial Arts/Professional Theatre Pathway\*



Grade	CTE Courses/ VAPA	Social Science	English Language Arts	Math Non-Integrated	Integrated Science	Misc. Required Courses	World Language	Early College Credit	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CCC: Visual &amp; Performing Arts Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
9	Visual or Performing Art		English 9 or English 9 H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)	<a href="#">Cypress College: Technical Theater Program</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
10	Technical Theatre (UC) Concentrator CTE	World History or AP World History (UC)	English 10 or English 10 H (UC)	Geometry or Algebra II/Trig (UC)	Chemistry or Anatomy & Physiology (UC)	PE-2	World Language (UC) (Required)	<a href="#">Fullerton College: Entertainment Arts Programs</a>	Fall	Guest Speakers, Workplace Tours
									Spring	
									Summer	
11	Technical Theatre (UC) Concentrator CTE	US History or AP US History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiology or Physics (UC)		World Language (UC) (Elective)	<a href="#">IVC: Theater Arts Programs</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing
									Spring	
									Summer	
12	Advanced Technical Theatre (UC) Capstone CTE	Government / Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP English Literature (UC)	Pre-Calculus, Finite, or AP Statistics or AP Calculus (UC)			World Language (UC) (Elective)	<a href="#">SC: Department of Theater Arts</a>	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships
									Spring	
									Summer	
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates		UC/CSU Degree Programs			
					Costume Production and Wardrobe		CSU Theatre Arts			
					Scenic Lighting and Projection		CSU Visual and Performing Arts - Theater Arts			
					Theater Arts		UC Theater, Film, and Digital Production			
Potential Employment/Salary (median salary in OC)		Entertainer and Performers - \$34K			Entertainers and Performers - \$34K		Producer and Director - \$76K			
		Production Assistant - \$36K			Costume Attendant - \$43K		Stage Manager - \$57K			
		Amusement and Recreation Attendant - \$30K			Lighting/Set Technician - \$71K		Lighting Designer/Set Designer - \$58K			

## CTE INTERNSHIP

Take your pathway experience to the next level! The Career Pathway Internship class is available to senior students who are enrolled in a Capstone CTE course or have completed a CTE Pathway. Apply career-ready practices, enhance your personal narrative for college applications and benefit from industry networking and mentorship.

### TECHNICAL THEATRE

<b>Credits:</b> 10/year	<b>Grade:</b> 12	<b>Prerequisite:</b> Enrollment in, or previous completion of, the Capstone class for the selected CTE pathway, teacher recommendation.	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Students will attend one hour of classroom instruction weekly outside of the regular bell schedule and go to their internship work site for an additional four hours per week. Career-ready practices will be taught in class and students will benefit from hands-on learning at their work site. Students may find their own internship placement (with approval from the CTE Internship instructor) or seek placement at options made available to students in the class, depending on pathway and availability.

# ENGLISH

## COLLEGE PREP COURSES

### ENGLISH I

<b>Credits:</b> 10/year	<b>Grades:</b> 9	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English I covers the 9<sup>th</sup> Grade California Common Core State Standards in English/Language Arts. This course represents the beginning of the study of the many concepts, skills, and responsibilities which the student needs to master in senior high school. Students in this course will be given a foundation in the techniques and tools used for expository, argumentative, narrative and research writing. Students will also study the foundations of language and its usage through vocabulary and grammar. From studying various literary selections (novels, short stories, poems, non-fiction articles), students will acquire a fair degree of mastery in the recognition of author's purpose, and the use of rhetorical devices and figurative language. Students will develop and practice listening and speaking skills through performance tasks and culminating projects.

### ENGLISH II

<b>Credits:</b> 10/year	<b>Grades:</b> 10	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English II covers the 10<sup>th</sup> Grade Common Core State Standards in English/Language Arts. The purpose of this course is to enable the student to study and evaluate various authors and their writing. The sampling will include a variety of writing styles and techniques. The course will also give the student a basis for the selection, evaluation, and understanding of the literature he/she chooses to read in the future. Emphasis will be on the communication of ideas through expository writing. Attention will be given to effective choice of words, sentence structure, and the writing of multi-paragraph compositions. Throughout the course, skills, mechanics, and usage will be developed according to each student's needs as seen in his/her compositions. Students will be required to do outside reading from several different types of literature.

### ENGLISH III

<b>Credits:</b> 10/year	<b>Grades:</b> 11	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English III covers the 11<sup>th</sup> Grade Common Core State Standards in English/Language Arts. This year-long course is designed with the specific needs of juniors in mind. The literature of American culture is enhanced by a strong emphasis in analytical reading. As a college preparatory course, skills in SAT preparation, vocabulary study, written critical analysis, oral communication, and technology will be integrated into the curriculum. Students gain an appreciation of the American experience through the study of American novels, essays, short stories, drama, and poetry in coordination with American history, film, music, and art.

### LITERATURE & COMPOSITION IV

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 12	<b>Prerequisite:</b> Teacher/Counselor recommendation only	<b>Satisfies:</b> HS (a)
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This course covers the 12<sup>th</sup> Grade California Common Core State Standards in English/ Language Arts. Literature and Composition IV is a comprehensive high-school English/Language Arts course that emphasizes reading and writing about ideas and current issues. Students will study novels, short stories, films, and plays. Building skills in critical reading, concise writing, logical thinking, and fruitful discussion will lead the students to an awareness and understanding of themselves and others. Students will also gain experience in job skills, interviews, and effective communication.

## HONORS COURSES

### ENGLISH I HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 9	<b>Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS (a) UC/CSU (b)
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English I Honors covers the 9<sup>th</sup> Grade Common Core State Standards in English/Language Arts and is designed for the academically gifted student. It will emphasize all aspects of grammar and usage skills and composition skills from the paragraph through the essay, with particular emphasis on phrases, clauses, and sentence types as they apply to writing. The study of literature will involve all genres and will concentrate on interpretation and analysis. The student will also study vocabulary and analogies in preparation for the PSAT test and further college preparatory work. Attention will be given to listening and speaking to fit the standards, group cooperative learning activities, and the fostering of critical thinking skills.

### ENGLISH II HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 10	<b>Prerequisite:</b> Teacher recommendation	<b>Satisfies:</b> HS (a) UC/CSU (b)
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This course covers the 10<sup>th</sup> Grade Common Core State Standards in English / Language Arts and is designed for the academically gifted student. It will emphasize composition skills through a series of essays (reflective, narrative, and analytical) and a research paper. The study of literature will involve all genres and will concentrate on interpretation and analysis. The student will also study vocabulary and word power in preparation for the PSAT test and further college preparatory work. Students must be prepared to make an exceptional time commitment to extensive reading and writing demands of the course.

### ENGLISH LANGUAGE & COMPOSITION, ADVANCED PLACEMENT

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11	<b>Prerequisite:</b> There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.	<b>Satisfies:</b> HS (b) UC/CSU (b)	<b>Average Nightly HW:</b> may range 0-60 minutes per day
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The following information is excerpted from:

*AP English Language and Composition: Course and Exam Description*. CollegeBoard. 2020.

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

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.

For more information, please follow the link below:

<https://apcentral.collegeboard.org/media/pdf/ap-english-language-and-composition-course-overview.pdf>

**Average Nightly Homework Load:**

The average nightly homework load may range from 0-60 minutes per day, if a student is managing their time appropriately.

For example, short-term (*assigned and due over the course of 1-4 days*) and long-term (*assigned and due over the course 1-5 weeks*) assignments may run concurrently. Therefore, if a student has not been dedicating daily or weekly time to work on a long-term assignment, they may find that they have a higher than average homework load approaching the long term assignment due date in order to compensate for the cumulative impact of not working on the assignment in the weeks leading up to the due date.

**ENGLISH LITERATURE & COMPOSITION, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 12	<b>Prerequisite:</b> B+/A average in English classes (9-11), recommendation of English teacher, and writing sample submitted by student to AP instructors for evaluation	<b>Satisfies:</b> HS (a) UC/CSU (b)	<b>Average HW: 2-3 hours of independent study per hour of class each week</b>
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This course covers the 12<sup>th</sup> Grade California Common Core State Standards as well as the National College Board Standards in English Literature and Composition. It meets the criteria and expectations of a lower-division college literature course and requires students to complete 2-3 hours of independent study per hour of class each week. Those who take this course and pass the National Advanced Placement examination may earn college credit. AP Literature studies begin in the summer preceding the course year when students are required to read two assigned readings and complete reader-response journals for each. During the school year, in preparation for the AP test in May and future college/university studies, students will do extensive work in college-level reading, analysis, and composition. After the AP test, students will continue their studies of literature and the humanities and will complete at least one independent project as part of the final grade for this course. Students enrolling in this course are expected to sit for the AP Literature Composition exam in May.

**SENIOR ENGLISH COURSE OPTIONS (College Prep)****CSU - EXPOSITORY READING AND WRITING COURSE (CSU ERWC)**

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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The Expository Reading and Writing Curriculum (ERWC) is a college preparatory (A-G), rhetoric-based English Language Arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students develop advanced proficiency in expository, analytical, and argumentative reading and writing. One goal of the course is for students to be able to read, comprehend, and respond to non-fiction and literary texts. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They examine the relationship between an author's argument or theme and his or her audience and purpose. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Passing ERWC with a grade of "C" or better enables a higher English readiness category for some CSU first-year students. The Course meets college preparatory requirements for both the UC and CSU.

### BRITISH LITERATURE & COMPOSITION

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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British Literature and Composition addresses the 12<sup>th</sup> grade California Common Core State Standards in English Language Arts. This course highlights contemporary works of English, Irish, and Scottish writers and familiarizes students with classic stories that are the pillars of British Literature. From the authors of *Dracula* to *Harry Potter*, this course explores significant themes throughout literature such as power and ambition, prompting college-bound seniors to analyze the choices and their consequences of literary icons and of themselves. Reading and composition are vital components of the course.

### MODERN LITERATURE & COMPOSITION

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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Modern Literature and Composition addresses the 12<sup>th</sup> grade Common Core State Standards in English / Language Arts. Literary selections from the Modern and Post-Modern periods as well as work from Contemporary writers will be incorporated into the course curriculum. Reading and composition are vital components of the course.

### WORLD LITERATURE & COMPOSITION

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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World Literature and Composition addresses the 12<sup>th</sup> grade Common Core State Standards in English/Language Arts. This course introduces students to both current issues from around the world, and interesting, global voices. Emphasis is placed on the development of critical reading and writing skills in preparation for the students' post-secondary successes.

### ELECTIVE COURSES – College Prep.

(These courses do not meet the English HS graduation requirement.)

### MYTHOLOGY/FOLKLORE LITERATURE & COMPOSITION

<b>Credits:</b> 5/semester	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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Mythology / Folklore Literature and Composition covers the 11<sup>th</sup> – 12<sup>th</sup> Grade Common Core State Standards in English / Language Arts. A major objective of this course is to challenge the student to study and to evaluate the myths of different civilizations, primarily Greek, Roman, Celtic and the tales of King Arthur, in order to increase that student's awareness of and insight into basic human needs and problems and the long-range consequences of both. A second objective is to offer carefully selected and representative myths and literature based on those myths in order that the student can become aware of themselves and others in relation to the past and to the past's influence on the present and future. A third objective is to increase the student's skills in logical thinking, critical reading, fruitful discussion, and concise writing. A fourth objective is a study of roots, prefixes, and suffixes that formed modern-day words and expressions.

**THANATOLOGY LITERATURE & COMPOSITION**

<b>Credits:</b> 5/semester	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (a) UC/CSU (b)
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Thanatology Literature and Composition covers the 11<sup>th</sup> – 12<sup>th</sup> Grade Common Core State Standards in English / Language Arts. This course encompasses the general views about the various types of death and loss and their ramifications. Emphasis will be placed on carefully selected texts from the earliest period up to and including the most contemporary research and literature on the subject. Students will receive practice in both oral and written self-expression, logical thinking, critical listening skills, and concise writing. Emphasis will be placed on the grieving process that one experiences after any loss. Students' assignments will include persuasive essay, autobiographical account, condolence letter, poetry, video production, debate, peer review, book reports, and film critiques.

**ENGLISH I / II / III (ELD)**

<b>Credits:</b> 10/year; take 4 yrs	<b>Grades:</b> 9-12	<b>Prerequisite:</b> CELDT Proficiency Level	<b>Satisfies:</b> HS (a) 1 yr of III = UC/CSU (b)
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This class provides opportunities for English Learners (EL) to converse and practice basic English patterns in a natural setting. The curriculum is thematic and grammatical. Traditionally small classes facilitate individual instruction and provide opportunities for students to expand their oral, writing, and reading competency in English. California Content Standards in English/Language Arts and English Language Development are the emphasis for instruction.

# FINE ARTS

## PERFORMING ARTS

\*Students may elect to take this course for fine arts or physical education credit. See counselor for P.E. credit limitations.

### COURSE DESCRIPTIONS

#### **\*BEGINNING DANCE**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at the beginning level. Students are required to participate in one performance per semester. Students in grades 10-12 may earn P.E. or Fine Arts graduation credit. Students in 9th grade may earn Fine Arts or Elective credit, and then take Dance for PE in grades 10-12. Course may be repeated for credit. Students must register for the class and will receive important course information in June. For more information go to [www.losaldance.net](http://www.losaldance.net).

Student athletes would especially benefit from involvement in the dance program. Dance can be taken for a fine arts requirement, an elective, or PE. Dance will help all athletes improve in flexibility, agility, strength, balance and endurance.

#### **\*INTERMEDIATE DANCE**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Teacher approval through audition	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at varying intermediate levels. Students should have previous dance experience and are encouraged to continue dance training outside of school. Students are required to participate in one performance per semester enrolled. In addition to outside performances, students are required to take a dance vocabulary final and complete written critiques that require attendance at a professional dance performance outside of the school day. Students in grades 10-12 may earn P.E. or Fine Arts graduation credit. Students in 9th grade may earn Fine Arts or Elective credit, and then take Dance for PE in grades 10-12. Course may be repeated for credit. Students must register for the class and will receive notification in April regarding auditions in late May. For more information go to [www.losaldance.net](http://www.losaldance.net).

Student athletes would especially benefit from involvement in the dance program. Dance can be taken for a fine arts requirement, an elective, or PE. Dance will help all athletes improve in flexibility, agility, strength, balance and endurance.

**\*ADVANCED DANCE**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Teacher approval through audition	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at the advanced level. Students must have outside dance experience and must continue training at a dance studio outside of school. Students are required to participate in one performance per semester enrolled. In addition to outside performances, students are required to take a dance vocabulary final and complete written critiques that require attendance at a professional dance performance outside of the school day. Advanced dancers also have conditioning after school every Thursday and conditioning, anatomy, and ballet pointe work on Fridays. Students in grades 10- 12 may earn P.E. or Fine Arts graduation credit. Course may be repeated for credit. Students must register for the class and will receive notification in early April regarding auditions in late May. For more information go to [www.losaldance.com](http://www.losaldance.com).

Student athletes would especially benefit from involvement in the dance program. Dance can be taken for a fine arts requirement or as an elective. Dance will help all athletes improve in flexibility, agility, strength, balance and endurance.

**BEGINNING DRAMA**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Beginning Drama is an introductory performance-based class designed to acquaint the student with various aspects of theatre and performance including acting, technical theatre, history, terminology, and improvisation. Students will do in-class performances of scenes and monologues and participate in theatre games and exercises in class. A full one-night mainstage performance will be created and performed by the students in the Spring. More information can be found on [www.losaldrama.org](http://www.losaldrama.org)

**INTERMEDIATE DRAMA**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Beginning Drama or teacher approval	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Intermediate Drama is a performance-based class. Students will study vocal technique, performance skills, acting theories, and various playwrights. Performances will include a production in the late winter or early spring as part of the season, in-class scene work, and participation at a local theatre festival. Students may enroll after two successful semesters of Beginning Drama or by audition. Auditions are held in April and require a memorized monologue and a cold reading. Previous performance experience is recommended. See teacher in March for audition information. More information can be found on [www.losaldrama.org](http://www.losaldrama.org). This course may be repeated for credit.

**ADVANCED DRAMA**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Teacher approval (audition)	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Advanced Drama is a performance-based class for advanced actors who will participate in productions as part of the Drama Department season. Students also participate in multiple festivals/competitions including CA State Thespian Festival in the spring, one-act festivals. This group will also perform in a Black Box production as part of the main Drama Department season. Auditions are held in April and require a memorized monologue and a cold reading. Previous performance experience is highly recommended. More information can be found on [www.losaldrama.org](http://www.losaldrama.org) This course may be repeated for credit.

## TECHNICAL THEATRE

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 10-12, Grade 9 with teacher approval.	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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Tech Theatre 1 provides an overview of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage lighting, stage audio, costume/makeup design, scenic/props design and construction. Students will be expected to participate in a variety of after school events as crew members working on productions for high school drama, dance and vocal/instrumental music. This class requires physical work. 35 hours of outside work is required each semester (in the form of crewing productions). Students have the opportunity to participate in technical theatre competitions.

## TECHNICAL THEATRE II

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> TECHNICAL THEATRE with B or better	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)
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This course is a continuation of TECHNICAL THEATRE and provides in depth study of the technical aspects of live productions. Topics will vary and may include theatrical terminology, safety, stage management, scenic design and drafting, lighting design and programming, stage audio mixing, set construction, rigging, and costume/makeup design. Students will be expected to participate in a variety of after school events as crew members for district performing arts productions in a leadership role. Students are also expected to participate in various technical theatre competitions, including the CA State Thespian Festival in the spring. This class requires physical work and the ability to be a self-motivated learner. Students are required to complete 50 hours of technical theatre work outside of class each semester by way of crewing productions. Course may be repeated for credit.

## \*BEGINNING / INTERMEDIATE BAND

<b>Credits:</b> 10/year	<b>Grades:</b> 9-10	<b>Prerequisite:</b> Permission of teacher	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to all students who wish to perform on a traditional band instrument. During the fall, this band will combine with the Advanced band to form the marching band. After the marching band season is over, this band will explore traditional and contemporary wind band literature as the Symphonic Band. Attendance and participation at all performances is required.

## \*ADVANCED BAND

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Ability to play a band instrument, audition, and/or permission of teacher	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to all students by audition and/or permission of the teacher. During the fall, this band will combine with the Beginning/Intermediate Band to form the marching band which performs at pep rallies, football games, parades, and field tournaments. During the spring semester (and after the marching season is over) this band becomes the Symphonic Band and performs at festivals and concerts. After the marching band season is over, this band will explore traditional and contemporary advanced wind band literature as the Wind Symphony. Attendance and participation at all performances is required.

**\*COLOR GUARD**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Permission of teacher	<b>Satisfies:</b> Elective course; May count for P.E. credit (for grades 10-12)
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This year-long course is designed to support the marching band activity and will focus on development of traditional and contemporary dance vocabulary, and equipment performance techniques including flag, rifle, sabre, and other props as needed. In the fall, this group performs with the marching band. After marching band season, this group performs as a stand-alone ensemble in local competitions.

\*\*\* Color Guard does not count for high school or UC/CSU Fine Art credits. A student may opt to take color guard for P.E. credit in grades 10-12 only. \*\*\*

**JAZZ BAND - INTRODUCTION LEVEL (Jazz 3)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Some previous band or orchestra experience	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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All 9<sup>th</sup> graders will be placed in this class. Jazz 3 is also open to all Los Alamitos High School students who already play a jazz band instrument with no previous jazz band experience. This class includes the study and performance of intermediate contemporary, jazz, and rock music for the "Big Band" idiom, with emphasis on beginning improvisation and musical style. This band will be a performing group playing concerts and jazz festivals. Attendance and participation at all performances is required.

**JAZZ BAND - INTERMEDIATE LEVEL (Jazz 2)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to 10<sup>th</sup> through 12<sup>th</sup> grade students by audition. This class includes the study and performance of advanced contemporary, jazz, and rock music for the "Big Band" idiom, with emphasis on intermediate improvisation and musical style. This band will be a performing group playing concerts and jazz festivals. Attendance and participation at all performances is required.

**JAZZ BAND - ADVANCED LEVEL (Jazz 1)**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to 10<sup>th</sup> through 12<sup>th</sup> grade students by audition. This class includes the study and performance of advanced and professional contemporary, jazz, and rock music for the "Big Band" idiom, with emphasis on advanced improvisation and musical style. This band will be a performing group playing concerts and jazz festivals. Attendance and participation at all performances is required.

**CHAMBER ORCHESTRA - INTRO/INTERMEDIATE LEVEL**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Some previous instrumental experience; Also open to beginners Violin, Viola, Cello, Bass, Piano	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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All 9<sup>th</sup> graders will be placed in this class. Chamber Orchestra is also open to all Los Alamitos High School students who wish to learn an orchestral string instrument. This is a one-year course providing instruction on beginning and intermediate string and full orchestra performance literature. The course will develop the necessary skills to perform on the student's instrument both as an individual and as part of an ensemble. This course offers continued development of those skills learned in the middle school level orchestra program. Performances may include concerts and festivals on and off campus. Participation and attendance are required at all performances.

**STRING ORCHESTRA- ADVANCED LEVEL**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Audition only- Violin, Viola, Cello, Bass, Piano	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to 10<sup>th</sup> through 12<sup>th</sup> grade students by audition. This is a one-year course providing instruction on advanced string and full orchestra performance literature. The course will develop the necessary skills to perform on the student's instrument both as an individual and as part of an ensemble. This course offers continued development of those skills learned in the chamber orchestra program. Performances may include concerts and festivals on and off campus. Participation and attendance are required at all performances.

**MARCHING BAND**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Permission of teacher	<b>Satisfies:</b> HS (f) or (g) Elective Course; May count for PE credit grade 10-12
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The Marching Band is an active, contemporary outdoor performance ensemble open to all qualified winds, percussion, and color guard students. The ensemble starts rehearsing in the summer and rehearses after school (7th period) and performs at school functions, community events, home football games, and local and regional field competitions. In the Spring, the band performs in local parade competitions. 9th grade participants may delay their PE participation. Students in 10th, 11th, and 12th grade students may opt to earn PE credit. Concurrent enrollment in Symphonic Band, Wind Symphony, or Percussion Ensemble is strongly encouraged.

**PERCUSSION ENSEMBLE**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Previous percussion experience and audition and permission of instructor	<b>Satisfies:</b> HS (f) or (g) Elective Course; May count for PE credit grade 10-12
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This year-long course provides instruction in marching and concert percussion literature and techniques. The course will develop the necessary skills to perform on the student's main instrument as an individual and as part of the ensemble. In the fall, this group performs as the percussion section of the marching band. Performances may include concert festivals, field shows, parades, half-time football games and winter drumline competitions. After marching band season, this group performs as a stand-alone ensemble in local competitions.

**ORCHESTRA**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Previous instrumental experience; audition and permission of instructor	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year course providing instruction on string and full orchestra performance literature. The course will develop the necessary skills to perform on the student's instrument both as an individual and as part of an ensemble. This course offers continued development of those skills learned in the middle school level string orchestra program. Performances may include concerts and festivals on and off campus. Participation and attendance are required at all performances.

**CONCERT CHOIR (Xpressions)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year choral music course for students interested in experiencing a wide range of musical styles and literature suited for a large ensemble at the intermediate to advanced level. Students will perform master choral works along with Broadway Musical Theater productions. Classical Choir festivals may be attended. Although previous choral experience is not required, some high school musical experience is recommended. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. This class is only offered "0" period (7:29-8:23 a.m.). Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Students in grade 9-12 may earn Fine Arts graduation credit. Course may be repeated for credit. This course is for students interested in learning the fundamental techniques of printmaking using a variety of relief printmaking (Building stamps, carving linoleum blocks, and more) and screen printing processes. Students will create their own t-shirt design and print it on a t-shirt. Focus is on the personal, cultural, and societal contexts of art.

**MEN'S SHOW CHOIR (Xtreme)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Instructor Approval	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to all Los Alamitos High School male students, this choir will focus on choral literature and vocal techniques specifically for the men's voice. No previous experience required. A wide range of genres including cappella, Broadway, pop, and jazz is used to develop basic musicianship, vocal production, and performance skills. Culmination of class work will be public performances on campus and participation in show choir competitions. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Course may be repeated for credit. Students in grades 10-12 may earn P.E. or Fine Arts graduation credit.

**BEGINNING WOMEN'S SHOW CHOIR (Axcent)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Instructor Approval	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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Open to all Los Alamitos High School female students, this choir will focus on choral literature and vocal techniques specifically for women's voices. No previous vocal experience required. A wide range of genres including classical, Broadway, pop, and jazz is used to develop basic musicianship, vocal production, and performance skills. Culmination of class work will be public performances on campus and participation in choral festivals and show choir competitions. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Course may be repeated for credit. Students in grades 10-12 may earn P.E. or Fine Arts graduation credit.

**INTERMEDIATE WOMEN'S SHOW CHOIR (Xquisite)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Audition Only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year performing ensemble offered to qualified women with some vocal music background. Show Choir festivals will be attended at the competitive level. Some required activities are scheduled outside of the regular school day including performances and rehearsals. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Course may repeat for credit. Students in grades 10-12 may earn P.E. or Fine Arts graduation credit.

**ADVANCED WOMEN'S SHOW CHOIR (Soundtrax)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Audition only	<b>Satisfies:</b> HS , (f) or (g) UC/CSU (f)
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This is a one-year performing ensemble at the advanced level offered to qualified women with some vocal music background. Show Choir festivals will be attended at the competitive level. Time demands on this ensemble are great and require a serious musical commitment. Many required activities are scheduled outside of the regular school day including performances and rehearsals. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Course may be repeated for credit. Students in grades 10-12 may earn P.E or Fine Arts graduation credit.

**INTERMEDIATE MIXED SHOW CHOIR (Connexion)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year performing ensemble offered to qualified women with some vocal music background. Show Choir festivals will be attended at the competitive level. Some required activities are scheduled outside of the regular school day including performances and rehearsals. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment the following fall. Course may be repeated for credit. Students in grades 10-12 may earn P.E. or Fine Arts graduation credit.

**ADVANCED MIXED SHOW CHOIR (Sound FX)**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Audition only	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This is a one-year advanced course offered to students interested in participating in an entertainment ensemble at the highest professional level. Participation in competitions, festivals, on-campus concerts, community events, and rehearsals is mandatory and will require a great deal of time outside regular class meetings, sometimes requiring the students' attendance out of the regular class schedule. Requirements include consistent class attendance and promptness, attendance at all scheduled rehearsals and performances, acquisition of the appropriate performance apparel, part testing and written assignments and quizzes. Students interested in this class should register for the class and look for information regarding a June audition for enrollment in the following fall. Course may be repeated for credit. Students in grades 10-12 may earn P.E. or Fine Arts graduation credit.

## MUSIC STUDIO

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Audition and teacher approval	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course offers students the opportunity to receive small group and private instruction to develop vocal performance skills, instrument playing skills, music theory and computer music studio recording programs. This course focuses on all the skills needed to become an independent music artist. A variety of music methods and repertoire, including, pop, rock, RnB and jazz, are utilized to refine students' abilities in listening, analyzing, interpreting, and performing. Students will utilize music technology to produce and record their own music at home as well as in a studio. Students will showcase their talents by producing their own songwriting show each semester. The show will feature students original compositions and small ensemble performances. Course may be repeated for credit.

## MUSIC THEORY, ADVANCED PLACEMENT

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Some previous musical experience; ability to read musical notation; knowledge of major and minor key signatures helpful. Teacher permission required.	<b>Satisfies:</b> HS (f) or (g) UC/CSU (f)	<b>Average HW: one hour per night</b>
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This traditional lecture class will focus on the music fundamentals and principles of musicianship and composition. Notation literacy, harmony, form, analysis, and sight-singing will be developed with the ultimate goal of composing, conducting, and a deeper understanding of musical creation. Preparation for the Advanced Placement exam will guide the curriculum. Students enrolled in this course are encouraged to sit for the AP exam in May.

# VISUAL ARTS

Mid-year entry is allowed in all courses. A grade of C or better on all prerequisites is required unless otherwise stated.

## COURSE DESCRIPTIONS

### **CERAMICS 1, 2 (POTTERY)**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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The first-year class explores basic ceramic processes with a variety of techniques. This includes hand building, throwing on the wheel, and high-fire glazing and firing. Students produce well-crafted, functional pottery as well as expressive sculptural work.

### **ADVANCED CERAMICS (POTTERY)**

<b>Credits:</b> 5/semester; can take up to 6 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Ceramics 2 and teacher approval or grade of C or better	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course builds on the knowledge gained in ceramics 2 while adding depth and complexity to the assignments. Students explore alternative clays and glazing methods in a rotating curriculum that ensures course work is not repeated. Students are encouraged to develop an artistic voice as they combine craftsmanship with personal expression.

### **3-D STUDIO ART (CERAMICS), ADVANCED PLACEMENT**

<b>Credits:</b> 10/year; can take up to 3 yrs	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Ceramics (minimum of one semester, portfolio review and teacher recommendation_	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course is designed to complete a portfolio of ceramic works for submission to the Advanced Placement board for 3D-Design AP credit. Students will build on skills learned in earlier ceramics classes as they create, glaze and photograph work that fulfills College Board requirements. Students will create work that shows technical skills also developing a personal artistic voice that investigates an area of visual or philosophical concern.

### **DIGITAL ART 1, 2**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course is for students interested in exploring the creation of art with digital art. Students will create artwork using software like Photoshop, Illustrator and iMovie. Students will also work with hardware like Macintosh computers, drawing tablets, scanners and digital cameras. Emphasis will be on introductory design skills.

### **ADVANCED DIGITAL ART**

<b>Credits:</b> 5/semester; can take up to 6 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Digital Art 2 with grade of C or better	<b>Satisfies:</b> HS (f) or (g) CSU (f) or (g)
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This course is a continuation of Digital Art 2 with an emphasis on more advanced projects. New graphic programs will be added to the students' curriculum in addition to advance design techniques such as 3D rendering or interactive media. Students will also have more opportunities to develop personal style through student directed projects.

**2D STUDIO ART (DIGITAL ART), ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Digital Art (minimum of one semester, with grade of B or better); portfolio review	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW:</b> 0-30 minutes per night (based on student skill and work speed)
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This course is designed for students that want to utilize contemporary media such as computers and tablets to build a portfolio for the Advanced Placement 2D-Design exam. Students will utilize techniques learned in prior Digital Art classes to explore different methods of making well composed art. Students will also advance their personal style by exploring a theme of their choosing. Assignments are in accordance with the College Board exam requirements.

**PRINTMAKING 1, 2**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course is for students interested in learning the fundamentals of 2-Dimensional design through the techniques of printmaking. Students will use a variety of printmaking processes, including stamping, linoleum carving, screen printing, etching and experimental processes. Focus is on the visual elements of art, principles of 2-D design and how personal, cultural, and our society impacts the contexts of art. Completion of this course can lead to AP Studio Art in 2-D Design or to Advanced Printmaking.

**PRINTMAKING ADVANCED**

<b>Credits:</b> 5/semester; can take up to 6 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Printmaking 2 with grade of C or better	<b>Satisfies:</b> HS (f) or (g) CSU (f) or (g)
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This course is a continuation of Printmaking 2 with emphasis on more advanced projects that further develop the student's creativity and craftsmanship. For example, students can learn woodblock carving, dry point, etching, how to screen print stickers and more.

**DRAWING / PAINTING 1, 2**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This class offers a multifaceted approach to exploring drawing and painting. Students will be introduced to design concepts and materials through various activities connecting to historical and contemporary artists with diverse perspectives. Students will use a variety of materials, potentially including, but not limited to, graphite (pencil), pen and ink, colored pencil, tempera paint, monoprinting, collage, watercolor, acrylic paint on canvas, and mixed media to create unique projects that develop hands-on skills. Much of the course focuses on production (creating artwork). Students will also be provided with opportunities to learn from their peers through interactive experiences and in-class discussions encompassing art philosophy, visual criticism, and analysis. We also celebrate the Arts by hosting art shows and events in our Griffin Gallery!

### ADVANCED DRAWING / PAINTING

<b>Credits:</b> 5/semester; can take up to 6 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Drawing/Painting 2 and grade of C or better	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course builds upon the first two semesters of Drawing and Painting by continuing to develop visual awareness, appreciation, and discrimination. Various media will be introduced to further expand working vocabulary and technical skill. Continued study of artistic expression and development of personal voice will be incorporated into more complex and challenging projects. We also celebrate the Arts by hosting art shows and events in our Griffin Gallery!

### 2-D STUDIO ART (DRAWING & PAINTING), ADVANCED PLACEMENT

<b>Credits:</b> 10/year; can take up to 3 yrs, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Drawing & Painting (minimum of one semester), portfolio review and teacher recommendation	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW: 5-10 hours a week</b>
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This course is designed to complete a portfolio of drawing and painting works for submission to the Advanced Placement board for either a 2D (art and design) portfolio or Drawing portfolio. This course builds on previous drawing and painting skills and requires a self-directed learner. Students will develop their own concentration of projects and will become a part of the artistic community within the classroom.

### 3-DIMENSIONAL DESIGN 1, 2 (JEWELRY / CRAFTS)

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course is designed to introduce students to 3-dimensional design concepts and construction techniques through a variety of materials. Students will create jewelry and sculpture projects including rings (small metal construction), sawing, working with found objects, casting, and collaborate on contemporary sculpture and installations. Students learn how to work with a variety of materials including metals, paper, plaster, wood, wax, found objects, resin, and/or stone to design to create a variety of wearable and sculptural work. We also celebrate the Arts by participating in art shows and events in our Griffin Gallery!

### ADVANCED 3-DIMENSIONAL DESIGN (JEWELRY / CRAFTS)

<b>Credits:</b> 5/semester; can take up to 6 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> 3-Dimensional Design 2 with grade of C or better	<b>Satisfies:</b> HS (f) or (g) CSU (f) or (g)
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This course is a continuation of 3-Dimensional Design with an emphasis on more advanced techniques, multimedia construction, and conceptual development. Students will utilize a variety of materials including metals, paper, plaster, wood, wax, found objects, resin, and/or stone to design and create a variety of 3-dimensional work. This course can be repeated for credit (6 semesters) featuring different projects and skill development each semester.

**PHOTOGRAPHY 1, 2**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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An introductory course designed to provide basic instruction in digital camera techniques, editing, composition, and photo analysis. Students will also explore the historical context of photography and how photography fits into the greater art world.

**ADVANCED PHOTOGRAPHY**

<b>Credits:</b> 5/semester; can take up to 7 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> PHOTOGRAPHY 2, with grade of C or better	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)
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This course is an advanced exploration of digital photography. Mastery of camera skills and use of composition are emphasized. Students will improve their portfolios, while developing their style of personal expression. They will also continue to explore the historical context of photography and how photography fits into the greater art world.

**2-D STUDIO ART (PHOTOGRAPHY), ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Photography (minimum of one semester, with grade of B or better) and teacher recommendation.	<b>Satisfies:</b> HS (f) or (g) UC (f) CSU (f) or (g)	<b>Average HW: 1-2 hours per week (dependent on student's choice of portfolio topic)</b>
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This course is devoted to students creating a portfolio based on a topic they define through the use of photography. The emphasis will be placed on quality of technique and self-guided exploration and experimentation of their topic. Assignments are in accordance with the College Board exam requirements.

# HEALTH

## COURSE DESCRIPTION

### HEALTH EDUCATION

Non-credit bearing / Grade 9

Required for high school graduation

The Health Education Graduation Requirement is a non-credit bearing instructional module conducted during Grade 9 in Physical Education 9 courses. The learning consists of 18 hours of instruction and is conducted through regular PE9 class meetings. The completion of the health education module is a state of CA graduation requirement and meets the mandate under the CA Healthy Youth Act. Some units of study include:

- Personal Health
- Nutrition
- Family Living
- First Aid & CPR
- Communicable and Chronic Diseases
- Individual Growth and Development
- Tobacco, Alcohol, and other Drugs

# MATHEMATICS

## COURSE DESCRIPTIONS

*Prerequisites are listed in order to make students aware of the level or proficiency necessary to successfully complete each course. Please do not register for a class unless you have met the prerequisite.*

### **Introduction to Algebra**

<b>Credits:</b> 10/year	<b>Grades:</b> 9	<b>Prerequisite:</b> Teacher Recommendation	<b>Satisfies:</b> HS (c) UC/CSU (g)
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Introduction to Algebra is a course offered prior to taking Algebra 1. The course works to remediate mathematical skills, develop improved number sense, and expose students to algebraic skill. Emphasizes: basic mathematical operations, solving equations, graphing lines, basic quadratics, as well as technology literacy and abstract thinking skills. While this class exposes students to the Common Core State Standards for Algebra 1, it does not cover all the standards. After this class, students would need to enroll in Algebra 1 to fulfill their math requirement.

### **ALGEBRA I**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Math 8, grade of B or better, teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This is the first course in algebra and should be taken by those planning to attend a college or university. It requires abstract thinking and includes topics dealing with rational and irrational numbers and mathematical structure. Common Core State Standards for Mathematics in Algebra I will be covered.

### **PRINCIPLES OF GEOMETRY**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Pass Algebra 1 (spring semester). Algebra I Teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course develops the mathematics skills necessary for successful entry into Intermediate Algebra. The course content is similar to Geometry and satisfies the requirements of the California State Standards. The content of this course deals with the geometry of two-dimensional and three-dimensional figures and the concept of deductive reasoning. The relations of figures of each other through similarities and congruences are dealt with by examining obvious properties and deductively establishing others. Common Core State Standards for Mathematics in geometry will be covered in this course.

### **GEOMETRY**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Algebra I, grade of C or better	<b>Satisfies:</b> HS (c) UC/CSU (c)
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The content of this course deals with the geometry of two-dimensional and three-dimensional figures and the concept of deductive reasoning. The relations of figures to each other through similarities and congruence are dealt with by examining obvious properties and deductively establishing others. Common Core State Standards for Mathematics in geometry will be covered in this course.

## HONORS GEOMETRY

<b>Credits:</b> 10/year	<b>Grades:</b> 9-10	<b>Prerequisite:</b> Algebra I, grade and test average of A at high school and teacher recommendation; or grade of B or better at middle school and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course includes the same content as geometry, but additional topics are studied such as logic, vectors, and locus. All topics are approached with more mathematical rigor than the geometry course. Common Core State Standards for Mathematics in geometry will be covered in this course.

## INTERMEDIATE ALGEBRA

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Completion of Algebra I with a grade of C or better and completion of Geometry with a grade of C or better, or completion of Principles of Geometry with a grade of C or better.	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course is designed for students who do not intend to major in mathematics or science at the college / university level. It does not meet the prerequisite for entry into Advanced Math / Trigonometry. The course is similar in content to that of Algebra II, yet emphasizes the practical applications and necessary background skills for a successful level of achievement on college entrance math placement exams. Common Core State Standards for Mathematics in Algebra II will be covered.

## ALGEBRA II

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Geometry, grade of C or better	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course curriculum includes the real number system through the complex number system and prepares students for trigonometry and higher mathematics courses. Common Core State Standards for Mathematics in Algebra II will be covered. This course meets the college Algebra II requirement.

## ALGEBRA II / TRIGONOMETRY

<b>Credits:</b> 10/year	<b>Grades:</b> 9-11	<b>Prerequisite:</b> Geometry Honors, grade of B or better, and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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Algebra II / Trigonometry is designed for the academically accelerated math student. It combines the normal year course of Algebra II and the normal one-semester course of Trigonometry into a one-year course. Common Core State Standards for Mathematics in Algebra II will be covered. This course meets the college requirements of both intermediate algebra and trigonometry.

## FINITE MATHEMATICS

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Prerequisite:</b> Intermediate Algebra or Algebra II, grade of C or better	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This is a post Intermediate Algebra / Algebra II course for students who desire an additional year of mathematics before, during, or after Trigonometry, Pre-Calculus, or AP Statistics. Topics covered will include logic, linear functions, matrices, linear programming, finance, set and counting theory, probability, statistics and game theory.

### ADVANCED MATH / TRIGONOMETRY

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Algebra II, grade of B or better and minimum test average of 80% and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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Advanced Math / Trigonometry is designed for the student who is college-bound. It provides the necessary background for Pre-Calculus. This course covers the following topics: linear, quadratic and higher degree polynomials; exponential and logarithmic functions; and Trigonometry.

### PRE-CALCULUS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Algebra II/Trigonometry, grade of B or better, minimum test average of 85%, and teacher recommendation; or Advanced Math/Trigonometry, grade of A- or better and teacher recommendation	<b>Satisfies:</b> HS (c) UC/CSU (c)
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This course is designed to prepare students for Calculus. The content includes trigonometry, advanced algebra and functions, the study of limits, polar coordinates and complex numbers, introduction to the limits, math induction, and sequences and series.

### CALCULUS AB, ADVANCED PLACEMENT

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Pre-Calculus, grade C+ or better	<b>Satisfies:</b> HS (c) UC/CSU (c)	<b>Average HW: 45 minutes-1 hour per night</b>
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This course is the lower level calculus course, covering topics such as differentiation, integration, and applications of derivatives and integrals. Properties of elementary functions, such as polynomial, rational, radical, trigonometric, logarithmic, and exponential, are reviewed and extended into applications involving calculus. Students who enroll in a calculus course should have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry, with four full years of mathematics preparation before calculus. Advanced topics in algebra, trigonometry, analytic geometry, complex numbers, and elementary functions should be studied in the pre-calculus course. Most colleges grant one quarter or one semester's credit to students who successfully pass the Calculus AB Advanced Placement examination. This course is designed to prepare students to take the Advanced Placement test in Calculus AB, and students enrolling in this course are expected to sit for the exam in May.

### CALCULUS BC, ADVANCED PLACEMENT

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Pre-Calculus, grade of B+ or better	<b>Satisfies:</b> HS (c) UC/CSU (c)	<b>Average HW: 1 ½ hours per night</b>
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This is the upper level calculus course, covering topics in the AB course, such as differentiation, integration, and applications of derivatives and integrals. Properties of elementary functions, such as polynomial, rational, radical, trigonometric, logarithmic, and exponential, are reviewed and extended into applications involving calculus, as well as infinite series and more advanced topics not covered in the AB course. Students who enroll in a calculus course should have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry, with four full years of mathematics preparation before calculus. Advanced topics in algebra, trigonometry, analytic geometry, complex numbers, the polar coordinate system, vectors, and elementary functions should be studied in the pre-calculus course. Most colleges grant two semesters of course credit (Calculus I and Calculus II) to students who successfully pass the Calculus BC Advanced Placement examination. This course is designed to prepare students to take the Advanced Placement test in Calculus BC, and students enrolling in this course are expected to sit for the exam in May.

**STATISTICS, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Teacher recommendation and one of the following: Grade of A in Algebra II; or Algebra II/Trig, grade of B or better; or Advanced Math/Trig, grade of B or better; or Finite Math, grade of B or better	<b>Satisfies:</b> HS (c) UC/CSU (c)	<b>Average HW: 1 hour per night</b>
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This course is designed to meet the needs of accelerated math students who wish to prepare for college statistics or the Statistics Advanced Placement examination. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. This course is designed to prepare students to take the Advanced Placement test in Statistics, and students enrolling in this course are expected to sit for the exam in May.

**INTRODUCTION TO DATA SCIENCE (PENDING)**

<b>Credits:</b> 10/year	<b>Grades:</b> 12	<b>Prerequisite:</b> Completion of an Algebra II course.	<b>Satisfies:</b> HS (c) UC/CSU (c)
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In this course students will learn to understand, ask questions of, and represent data through project-based units using tools such as Google Sheets, Data Commons, Tableau and computer programming. The units will give students opportunities to be data explorers through active engagement, and develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. Students learn through making sense of complex problems, then through an iterative process of formulation and reformulation come to a reasoned argument for the choices they will make.

# PHYSICAL EDUCATION

Students will need to provide their own shoes, socks, shorts, shirts and necessary underwear. All Physical Education classes are open to students.

To provide a background in a variety of basic skills, 9<sup>th</sup> grade students are programmed into the following activities during the freshman year:

Basketball  
Flag Football  
Tennis  
Volley Tennis  
Aquatics  
Soccer  
Softball

Volleyball  
Physical Fitness State Testing (FIIT)  
Scuba Diving  
Paddle Boarding  
Paddle Tennis  
Spike Ball  
Ultimate Frisbee

Students are required to participate in two semesters of physical education in grade 9.

Students are required to participate in two semesters of physical education in grades 10-12; however, they may select the course of their choice:

Aerobic Dance  
Lifetime Sports

Basketball  
Weight Training

Students who wish to compete at a high skill level may try out for the following competitive athletic teams:

Season	Sport
Fall	Cross Country Football Golf Surf Tennis Volleyball Water Polo
Winter	Basketball Soccer Water Polo Wrestling
Spring	Baseball Golf Lacrosse Softball Surf Swimming/Diving Tennis Track & Field Volleyball

## COURSE DESCRIPTIONS

### **9th GRADE PHYSICAL EDUCATION (CO-ED)**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (d)
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This class stresses the fundamental techniques in team sports and leisure activities. As well, the importance in working cooperatively, in both team sports, individual sports and leisure activities. ***Students in this course will also earn their health education module, a standard required for graduation. Finally targeting the students individual fitness, in preparation for their 9<sup>th</sup> Grade FITT Testing.***

### **BASKETBALL (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Prerequisite:</b> A student needs to receive marks of a B, or better, in 9 <sup>th</sup> Grade Physical Education, and be on good behavioral standings.	<b>Satisfies:</b> HS (d)
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The class stresses fundamental skills of basketball. Students will experience levels of team competition.

### **WEIGHTLIFTING/CONDITIONING (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Prerequisite:</b> A student needs to receive marks of a B, or better, in 9 <sup>th</sup> Grade Physical Education, and be on good behavioral standings.	<b>Satisfies:</b> HS (d)
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The fundamentals, techniques, and terminology of weightlifting and fitness training are taught throughout this course. Targeting the different components of fitness, while developing an individual fitness plan.

### **AEROBIC DANCE (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Prerequisite:</b> A student will have passed 9 <sup>th</sup> Grade Physical Education and is in good behavioral standings on campus.	<b>Satisfies:</b> HS (d)
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This course targets fitness through aerobic and anaerobic movements. Targeting the development of muscular strength, muscular endurance and flexibility.

### **LIFETIME SPORTS (CO-ED)**

<b>Credits:</b> 5/semester	<b>Grades:</b> 10-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (d)
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This class stresses the fundamental techniques in team sports and leisure activities. As well, the importance in working cooperatively, in both team sports, individual sports and leisure activities.

### **\*COLOR GUARD**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Permission of teacher	<b>Satisfies: Elective Course; May count for PE credit grades 10-12</b>
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This year-long course is designed to support the marching band activity and will focus on development of traditional and contemporary dance vocabulary, and equipment performance techniques including flag, rifle, sabre, and other props as needed. In the fall, this group performs with the marching band. After the marching band season, this group performs as a stand-alone ensemble in local competitions. **\*Color Guard does not count for high school or UC/CSU Fine Art credits.** A student may opt to take color guard for P.E. credit in grades 10-12 only.

**\*BEGINNING DANCE (CO-ED)**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Teacher approval through audition	<b>Satisfies:</b> HS(d),(f) or (g)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at the beginning level. Students are required to participate in one performance per semester. Enrollment will count towards the student's P.E. graduation requirement. Course may be repeated for credit. Students must register for the class and will receive notification in early April regarding a late May audition. For more information go to [www.losaldance.com](http://www.losaldance.com).

**\*INTERMEDIATE DANCE (CO-ED)**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Teacher approval through audition	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at varying intermediate levels. Students should have previous dance experience and are encouraged to continue dance training outside of school. Students are required to participate in one performance per semester enrolled. In addition to outside performances, students are required to take a dance vocabulary final and complete written critiques that require attendance at a professional dance performance outside of the school day.

Enrollment will count towards the student's P.E. OR Fine Arts graduation requirement. Course may be repeated for credit. Students must register for the class and will receive notification in early April regarding a late May audition. For more information go to [www.losaldance.com](http://www.losaldance.com).

**\*ADVANCED DANCE (CO-ED)**

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Teacher approval through audition	<b>Satisfies:</b> HS(d),(f) or (g) UC/CSU (f)
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This course teaches dance vocabulary, ballet/jazz dance techniques, performance techniques, and choreography techniques at the advanced level. Students must have outside dance experience and must continue training at a dance studio outside of school. Students are required to participate in one performance per semester enrolled. In addition to outside performances, students are required to take a dance vocabulary final and complete written critiques that require attendance at a professional dance performance outside of the school day. Advanced dancers also have conditioning after school every Thursday and conditioning, anatomy, and ballet pointe work on Fridays.

Enrollment will count towards the student's P.E. OR Fine Arts graduation requirement. Course may be repeated for credit. Students must register for the class and will receive notification in early April regarding a late May audition. For more information go to [www.losaldance.com](http://www.losaldance.com).

# REGIONAL OCCUPATIONAL PROGRAM (ROP)

The North Orange County Regional Occupational Program (ROP) is one of 72 California state-funded programs providing quality job training, career guidance, and job placement assistance for a diverse high school and adult population. These programs and services prepare students for employment, occupational changes, and/or further occupational education, which will enable students to contribute successfully to a rapidly changing society. Besides the community training sites, ROP classes are located on 22 high school campuses and in five centers. New ROP courses are constantly being developed in response to an expressed labor market demand and/or an effort to provide career pathways for high school students.

Courses vary in length from six-week units to two-year certificate programs. High school students receive one credit toward graduation for every fifteen (15) hours of classroom attendance. Thirty (30) hours of paid work experience when attending a CVE class also earns one credit toward graduation. A maximum of 40 credits earned outside the regular school day through ROP may be applied toward high school graduation.

Students who choose to enroll in an on-campus ROP class which is offered during the regular school day should see their high school counselor. Los Alamitos High School offers the Emergency Response Pathway from ROP on-campus as part of the regular school day.

For classes offered after the regular school day, enrollment forms are available from the Career Guidance Counselor in the College and Career Center.

You might enjoy the following nearby ROP classes:

A++ Certification  
Arts, Media & Entertainment Automotive  
Technology Culinary Arts Dental Assistant  
Forensic Science Hospitality/Knott's Berry  
Farm Hospitality/Retail Restaurant IT  
Fundamentals Medical Assistant

Nursing  
Assistant  
Pharmacy  
Technician  
Retail Careers

## For complete ROP course catalog and enrollment information, contact:

Mrs. Marianne Schaeffer College  
and Career Counselor  
Los Alamitos High School  
Phone: (562) 799-4780, ext. 82240  
Fax: (562) 799-4802

- OR -

North Orange County ROP Education  
385 N. Muller Street  
Anaheim, CA 92801  
(714) 502-5874  
[www.nocrop.us](http://www.nocrop.us)

# Emergency Response (ROP)

## ROP EMERGENCY MEDICAL RESPONDER

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Whether you want to be a lifeguard, a firefighter, or a medical worker in any branch of medicine, this class will give you a great introduction. You will learn skills to assist Emergency Medical Services providers at the scene. You will study patient assessment, triage, first aid, emergency responsibilities, and ethical/legal issues and responsibilities. This class prepares you for the EMT class and advanced studies in the field. This course meets one of the requirements for the Medical Careers Pathway Cord.

## ROP FIRE TECHNOLOGY

<b>Credits:</b> 5/semester; can take up to 2 sems	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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If you are very physically fit, self-disciplined and highly ethical, the firefighting service may be a good match. You'll learn about careers within the fire service, about fire behavior, firefighting tactics, ethics, legal issues and history of the fire service. This class trains you for further education. This course meets one of the requirements for the Medical Specialties Pathway Cord.

## ROP EMERGENCY MEDICAL TECHNICIAN

<b>Credits:</b> 10/Year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Recommended completion of Emergency Medical Responder course; must be at least 17 years of age on class start date.	<b>Satisfies:</b> HS (g) UC/CSU (g)
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Start your healthcare career as an Emergency Medical Technician with one of the top public high school EMT programs. An EMT is a front-line, entry-level healthcare provider who is often the first to provide medical assistance to people who are experiencing a medical emergency or traumatic injury. EMT certification and work experience are also critical steps for those seeking Paramedic training. Many doctors, nurses, and other healthcare providers began their careers as EMTs. Success in this course allows you to take the national registry emergency medical technician certification (NREMT). It is strongly suggested but not mandatory that students in this course take Emergency Medical Responder course as well - also offered as one of the Los Alamitos High School career technical education courses.



**Los Alamitos High School**  
**Integrated Program of Study Course Grid**  
*Public Services Sector*  
*Emergency Response Pathway\**



Grade	CTE Courses/V APA	Social Science	English Language Arts	Math	Science	Misc. Required Courses	World Language	Early College Credit Options	College Courses	Work-Based Learning
8	Exploratory CTE	History	Language Arts	Math 8 or Algebra I (UC)	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CCC: Emergency Management Programs</a>  <a href="#">Cypress College: Homeland Security Programs</a>  <a href="#">GWC: Criminal Justice Center Programs</a>  <a href="#">OCC: Emergency Medical Services Programs</a>  <a href="#">SAC: Emergency Medical Technician Programs</a>  <a href="#">SC: Emergency Medical Technician Programs</a>	Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
9	Visual or Performing Art (UC)		English 9 or English 9 H (UC)	Algebra I or Geometry H (UC)	Biology (UC)	Health & PE-1	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
10	Fire Tech (UC) Intro CTE	World History or AP World History (UC)	English 10 or English 10 H (UC))	Geometry or Algebra II/Trig (UC)	Chemistry (UC)	PE-2	World Language (UC) (Required)		Fall	Guest Speakers, Workplace Tour
									Spring	
									Summer	
11	Emergency Medical Response (UC) Concentrator CTE	U.S. History or AP U.S. History (UC)	English 11 or AP English Language (UC)	Algebra II or Pre-Calculus (UC)	Anatomy & Physiology (UC)		World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing	
								Spring		
								Summer		
12	Emergency Medical Technician (UC) Capstone CTE	Government/ Economics or AP Govt/Econ (UC)	ERWC, Literature, or AP Literature (UC)	Pre-Calculus, Finite, AP Statistics or AP Calculus (UC)	AP Chemistry, AP Biology or Physics (UC)		AP World Language (UC) (Elective)	Fall	Guest Speakers, Workplace Tours, Job Shadowing, Internships	
								Spring		
								Summer		
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates		UC/CSU Degree Programs			
		American Heart Association - Basic Life Support			Public and Human Services		CSU Emergency Services Administration			
		Eligibility for National Registry of Emergency Medical Technicians Exam			Administration of Justice		CSU Public Services Administration			
		Orange County Emergency Medical Services Registry			Emergency Medical Technician		UC Pre-Med or Nursing			
Potential Employment/Salary (median salary in OC)		Lifeguard, Ski Patrol, and Other Recreational Protective Worker \$35K			Firefighter - \$90K		Emergency Room Physician - \$208K+			
		Ambulance Driver and Attendant - \$31K			Emergency Medical Technician - \$35K		Fire Chief - \$146K			
		Personal Care Aide - \$26K			Emergency Room Nurse - \$106K		Nurse Practitioner - \$131K			

# SCIENCE

## COLLEGE PREP COURSES

### **BIOLOGY**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Biology is a college preparatory course designed to familiarize the student with the diversity and processes of life. This course emphasizes the ecology of organisms, the role that evolution has played in life on earth, ecological change and stability, the molecular, cellular and organism levels of life, and energy production and flow within living systems. Phenomena and inquiry are included within the context of the Science and Engineering Practices according to the NGSS standards. Students develop the ability to think and express themselves in a scientific manner by focusing on the importance of laboratory skills, experimentation, and analysis.

### **CHEMISTRY OF THE EARTH SYSTEMS**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Completion of year-long Algebra I with a grade of C or better and Biology with a grade of C or better	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Chemistry covers the Next Generation Science Standards through the three-course model of Chemistry in the Earth System from the California Science Framework. The course emphasizes students' ability to demonstrate their knowledge of chemistry and earth science through inquiry within the context of the Science and Engineering Practices delineated in the Next Generation Science Standards. This course specifically examines the role of chemical properties and processes in driving the Earth system. Topics will include the Particle Theory of Matter, Periodic Table and Compounds, Chemical Reactions, Dynamics of Chemical Reactions, and Heat and Energy in the Earth System. These concepts will be explored through the investigation of various environmental phenomena, such as searching for life on other planets, the potential for hydrogen as fuel source, nuclear energy, marine life, and sea level changes.

### **CHEMISTRY OF THE EARTH SYSTEMS- HONORS**

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> For Grades 10-12, completion of year-long Algebra I with a grade of A. For Grade 9, concurrent enrollment in Geometry Honors or higher-level math. Recommended in Grade 9 only for students planning to take multiple AP science classes	<b>Satisfies:</b> HS (e) UC/CSU (d)  unweighted
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The Chemistry Honors course is designed to be an introductory course to college level Chemistry courses addressing greater depth and understanding to similar concepts covered in Chemistry. The course utilizes the Next Generation Science Standards through the three-course model of Chemistry in the Earth System from the California Science Framework. The course emphasizes students' ability to demonstrate their knowledge of Chemistry through laboratory experiments. The language, formulas, and equations of chemistry are used in covering all major topics of Chemistry through the lens of the Earth system. Phenomena and inquiry are included within the context of the Science and Engineering Practices according to the NGSS standards. Topics will include the Particle Theory of Matter, Periodic Table and Compounds, Chemical Reactions, Chemistry and Climate Change, Dynamics of Chemical Reactions and Ocean Acidification, and Heat and Energy in the Earth System.

## PHYSICS

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Concurrent enrollment in Algebra II or higher-level math	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Physics covers the California Content Standards in Physics. This is an introductory one-year college preparatory course based on lecture, demonstrations, and laboratory experiments. Topics studied include: mechanics, heat, waves, energy, and electro-magnetism. Emphasis is on building a strong foundation in principles of physics and how they apply to daily life.

## HUMAN ANATOMY AND PHYSIOLOGY

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Biology, grade of C or better, or completion of science graduation requirements with grades of C or better	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Anatomy & Physiology/HBS- Students examine the interactions of human body systems as they explore identity, power, movement, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

## ADVANCED ANATOMY AND PHYSIOLOGY/ MI

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Human Anatomy and Physiology with a C or higher	<b>Satisfies:</b> HS (e) UC/CSU (d)
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Advanced Anatomy & Physiology/ MI- 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.

## MARINE BIOLOGY/OCEANOGRAPHY

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Biology, grade of C or better, and completion of the physical science graduation requirement	<b>Satisfies:</b> HS (e) UC/CSU (d)
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This course is designed as a science enrichment course for students interested in pursuing additional knowledge in the science area. To familiarize students with the marine environment (an integral part of Southern California), topics such as physical oceanography, marine organismic biology, and marine ecology will be presented. Numerous laboratory exercises will be incorporated throughout the curriculum.

## PHYSICAL SCIENCE OF THE EARTH

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (e)
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This is a one-year course designed to meet the physical science requirement to earn a high school diploma. This survey course will focus on the Earth Science content standards. Topics of study include measurement, earth's chemistry, California Geology, earth's resources, earth's surface, earth's water, mapping, earth's forces, earth's history, oceanography, meteorology, astronomy, and physics.

## ADVANCED PLACEMENT

### **BIOLOGY, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Two years of college prep science courses in Biology and Chemistry/Chemistry H, grades of A, <u>or</u> AP Chemistry, grade of B or better, and teacher approval	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW:</b> <b>two hours per night</b>
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This is a demanding course presented at the college level and is designed to meet the needs of students who want a thorough training in biology. This is a study of biology on a molecular level. This course will emphasize biochemistry, cell biology, genetics, evolution, and ecology. This course prepares students for the Advanced Placement test in Biology, and students enrolling in the course are expected to sit for the exam in May.

### **CHEMISTRY, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Students having taken Chemistry up through 2021-2022 school year, grade of A both semesters, students that take Honors Chemistry 2022-2023 school year and beyond, grade of A both semesters. and teacher approval	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW:</b> one hour per unit per week for homework, reading, and analyzing lab results.
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Advanced Placement Chemistry is a rigorous one-year course provided for students who desire further study in chemistry during high school. The course is designed to examine the principles and properties of matter and to investigate the changes in energy accompanying chemical change. The course is presented at college level. If the student is planning to take both AP Chemistry and AP Biology, enrollment in AP Chemistry is recommended first. This course prepares students for the Advanced Placement test in Chemistry, and students enrolling in the course are expected to sit for the exam in May.

### **ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Completion of two years of college preparatory science courses in both Biology and Honors Chemistry, grade of B or better or an A in Chemistry, teacher approval.	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW:</b> one hour of work per school night for homework, reading, and analyzing lab results.
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The AP Environmental Science course allows students to explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students take part in laboratory investigations and field work. This course prepares students for the Advanced Placement test in Environmental Science, and students enrolling in the course are expected to sit for the exam in May.

**PHYSICS 1, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Algebra II/Trigonometry, grade of B or better, or concurrent enrollment Pre-Calculus	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW: 2 ½ hours per week</b>
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AP Physics is a one-year college-level course covering many of the topics as our regular physics class but with more depth and rigor. An emphasis on problem solving to prepare for the non calculus Advanced Placement Physics I test is balanced with inquiry based experiments. Students enrolling in the course are expected to sit for the exam in May.

**PHYSICS C (MECHANICS), ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Concurrent enrollment or satisfactory completion of Calculus	<b>Satisfies:</b> HS (e) UC/CSU (d)	<b>Average HW: The weekly homework load is roughly 2 hours, 1 hour reading and 1 hour problem solving</b>
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This is the first semester of a one-year college-level, calculus-based physics class spread out over one year at Los Alamitos High School. This would be the college course taken by students majoring in science or engineering and requires concurrent enrollment in or successful completion of calculus. The sequence is more intensive and analytical than that in the AP Physics I course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. This course requires previous exposure to physics. Students enrolling in the course are expected to sit for the exam in May.

# SOCIAL SCIENCE

## COURSE DESCRIPTIONS

### REQUIRED COURSES

**WORLD HISTORY, CULTURES, & GEOGRAPHY** (or see Advanced Placement World History, Cultures, & Geography)

<b>Credits:</b> 10/year	<b>Grades:</b> 10	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (b) UC (a) CSU (g)
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World History, Cultures, and Geography covers the California Content Standards in World History. This is a one-year course designed to introduce students to the study of geographic, political, economic, and social aspects of selected time periods and nation states. After a review of the social sciences, the course will focus on unresolved problems, the rise of democracy, the Industrial Revolution, imperialism, and totalitarianism, and concludes with Nationalism in the Contemporary World.

**UNITED STATES HISTORY** (or see Advanced Placement U.S. History)

<b>Credits:</b> 10/year	<b>Grades:</b> 11	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (b) UC/CSU (a)
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United States History covers the California Content Standards in History. This course is designed to provide students with an understanding of the role of the United States in the world, linking the past to the present. The course is designed in a two-semester format to be taken in the junior year. Emphasis will be placed on skills development (critical thinking, essay writing, map skills). The focus of the course will be from 1880 to the present.

**AMERICAN POLITICAL TRADITION**

<b>Credits:</b> 5/semester	<b>Grades:</b> 12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (b) UC/CSU (a)
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American Political Tradition is a one-semester required course that covers the California Content Standards in American Government. As such, it covers features of our United States political systems - national, state, and local. The intent has been to provide a course which is conceptual and interdisciplinary in approach. While emphasizing political science, it includes insights from psychology, anthropology, sociology, history, and economics.

**\*AMERICAN POLITICAL TRADITION - \*Online Version\***

<b>Credits:</b> 5/semester	<b>Grades:</b> 12	<b>Prerequisite:</b> 2.8 GPA; the opportunity to continue on to second semester is contingent upon passing first semester with a D or better. *Students who complete the first semester with a D- or lower should be moved to a traditional setting to ensure they will pass the second semester.	<b>Satisfies:</b> HS <sup>(b)</sup> UC/CSU (a)
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*Students taking the online version will meet for class on 1 day per week on their assigned period (determined by the teacher) and will be responsible for the remaining work independently. The teacher will provide weekly benchmarks to ensure that students stay on track with the curriculum.*

American Political Tradition is a one-semester required course that covers the California Content Standards in American Government. As such, it covers features of our United States political systems - national, state, and local. The intent has been to provide a course which is conceptual and interdisciplinary in approach. While emphasizing political science, it includes insights from psychology, anthropology, sociology, history, and economics.

**ECONOMICS**

<b>Credits:</b> 5/semester	<b>Grades:</b> 12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS <sup>(b)</sup> UC/CSU (g)
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Economics is a one-semester required course that covers the California Content Standards in Economics. It is designed to provide students with the tools of economic analysis in order to better understand personal, community, national, and international economic issues. The student will be provided an overview of macroeconomic and microeconomic principles, as well as relevant consumer economic information.

**\*ECONOMICS - \*Online version**

<b>Credits:</b> 5/semester	<b>Grades:</b> 12	<b>Prerequisite:</b> 2.8 GPA; the opportunity to continue on to second semester is contingent upon passing first semester with a D or better. *Students who complete the first semester with a D- or lower should be moved to a traditional setting to ensure they will pass the second semester.	<b>Satisfies:</b> HS <sup>(b)</sup> UC/CSU (g)
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*Students taking the online version will meet for class on 1 day per week on their assigned period (determined by the teacher) and will be responsible for the remaining work independently. The teacher will provide weekly benchmarks to ensure that students stay on track with the curriculum.*

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## ELECTIVE COURSES

### **CRIMINAL LAW**

<b>Credits:</b> 5/Semester	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS elective credit
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This course covers the foundations of our legal system, with special emphasis on the rights laid out in the Constitution and Bill of Rights. We will examine the U.S. court system (especially the Supreme Court and its landmark 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Amendment decisions), the criminal justice process (judicial procedures as you go through the criminal legal system), classes of crimes & measurements of crime severity (exploring crime from all sides, including the criminal themselves), punishment and the prison system, the rights of juveniles v. adults, the death penalty, the Three Strikes Law and other controversial criminal law topics. This course is engaging and highly interactive, tackling many criminal justice issues plaguing America today.

### **FINANCIAL LITERACY**

<b>Credits:</b> 5/Semester	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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Financial Literacy is a seminar-style course that immerses students in the world of finance and its effects on the economic, social and political landscape. The course is a history elective although it incorporates elements of economics, political science, mathematics and psychology. The class will focus on a history of banking and various financial instruments followed by a study of the most recent housing crisis. Other topics include the history and roles of international organizations such as the International Monetary Fund and the World Bank and their connections to the international economic and political issues of the day.

We will examine the recent international financial crisis to help students understand the many moving parts of the world of finance.

### **HISTORY AND THE FUTURE**

<b>Credits:</b> 5/Semester	<b>Grades:</b> 9-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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If you're interested in a college prep elective class that uses class discussions, video clips, and projects to foster creative opportunities to explore a variety of topics, then this class is for you. We study Technology, Social Media, Health, the Environment, and Globalization by looking at how the past impacts our present, and considering implications for the future. Course content is regularly updated based on current developments as well as student interest.

### **HUMAN GEOGRAPHY, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, weighted	<b>Grades:</b> 9,11,12	<b>Prerequisite:</b> 2.5 GPA	<b>Satisfies:</b> HS UC/CSU <sup>(b)</sup> (g)
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The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students who complete this course are expected to sit for the AP exam in May.

### MACROECONOMICS, ADVANCED PLACEMENT

<b>Credits:</b> 5/Semester, Weighted	<b>Grades:</b> 12	<b>Prerequisite:</b> Teacher Approval	<b>Satisfies:</b> HS <sup>(b)</sup> UC/CSU (g)	<b>Average HW: Daily Reading and Questions</b> <i>(20-30 minutes daily homework). Course</i> <b>Pace: Accelerated (approximately 70</b> <i>instructional days to complete the course).</i>
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Advanced Placement Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics of study may include basic economic concepts; measurement of economic performance; national income and price determination; financial sector, inflation, unemployment, and stabilization policies; economic growth and productivity; and open economy. Students are prepared to take the Advanced Placement test and are expected to sit for the exam in May.

### MILITARY HISTORY

<b>Credits:</b> 5/Semester	<b>Grades:</b> 10-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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This course will present to the student the military history of the United States by studying wars, campaigns, and battles. It will also include the critical developments in tactics, generalship, doctrine, and technology used in war.

### PSYCHOLOGY

<b>Credits:</b> 5/Semester	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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This course is designed to offer the student an opportunity to examine the history of psychology as well as the principles, concepts, and theories that constitute the core of the study of psychology. The course covers neurobiology, sensation and perception, consciousness, learning and cognition, personality development, and mental health and adjustment.

### PSYCHOLOGY, ADVANCED PLACEMENT

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS <sup>(b)</sup> UC/CSU (g)	<b>Average HW per Night: 35 minutes</b> <b>Average HW per Week: 3 hours</b>
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The AP Psychology 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 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. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year. Students who complete this course are expected to sit for the AP exam in May.

### SOCIOLOGY

<b>Credits:</b> 5/Semester	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> UC/CSU (g)
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Sociology is the scientific study of human society and social behavior. Students learn to view society as a set of related parts and develop an intellectual understanding of the various components of societies and how personal interactions influence societies as a whole. Major concepts covered in this class are culture and social structure, the socialization of the individual across the lifespan, social inequality, and social institution.

**UNITED STATES HISTORY, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11	<b>Prerequisite:</b> (1) Student must earn an A or B in both World History and English (2) 3.0 GPA or teacher approval	<b>Satisfies:</b> HS (b) UC/CSU (a)
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Advanced Placement United States History is a college level course designed for motivated students to study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Students will practice evaluating primary and secondary sources; analyzing claims, evidence and reasoning found in sources; putting historical developments in context and making connections between them; developing claims / thesis statements and explaining / supporting them in writing. Students are prepared for the Advanced Placement test and will be expected to sit for the exam in May.

**UNITED STATES GOVERNMENT & POLITICS, ADVANCED PLACEMENT**

<b>Credits:</b> 5/Semester, Weighted	<b>Grades:</b> 12	<b>Prerequisite:</b> Teacher approval	<b>Satisfies:</b> HS (b) UC/CSU (a)	<b>Average HW: 1 ½ hours per night</b>
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AP United States Government and Politics is a college-level course that explores the political theory and everyday practice that direct the daily operation of our government and shape our public policies. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens within it. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples, including discussions at length of current political issues. Topics of study will include: constitutional underpinnings of United States Government; political beliefs and behaviors; political parties, interest groups, and the mass media; institutions of national government; public policy; and civil rights and civil liberties. It is designed for students with strong ability and interest in social studies who want an in-depth political science course that requires advanced analytical and educational skills. Students are prepared to take the Advanced Placement test and are expected to sit for the exam in May.

**WORLD HISTORY, CULTURES, & GEOGRAPHY, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10	<b>Prerequisite:</b> (1) Student must earn an A or B in English (2) 3.0 GPA or teacher approval	<b>Satisfies:</b> HS (b) UC (a) CSU (g)	<b>Average HW: 50 minutes per night</b>
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The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Students enrolling in this course are expected to sit for the AP exam in May.

# WORLD LANGUAGE

## COURSE DESCRIPTIONS

### **AMERICAN SIGN LANGUAGE I**

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> English teachers/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of American Sign Language I is to give students the ability to function in real-life situations that they may encounter with Deaf and hard of hearing persons. The students will develop skills in the areas of expressive and receptive language in context of thematic units. Students will acquire information, recognize distinctive viewpoints, and further their knowledge of discrete elements of daily life including their likes and dislikes, their school life, leisure time activities, their families and occupations, health concerns, and weather conditions. Students will be able to describe events in the present, the past, and the future. Students use formulaic language, engage in signed conversations, and interpret signed language. Students use appropriate responses to rehearsed cultural situations, and perspectives with the target culture. Students recognize similarities and differences in the target cultures and between students' own cultures and identify cultural borrowings. Students use the five parameters of ASL to understand and produce signs in context. The American Sign Language Glossing system will be introduced.

### **AMERICAN SIGN LANGUAGE II**

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> American Sign Language I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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American Sign Language (ASL) Level II course expands on skills and knowledge of ASL, Level I while developing an understanding and appreciation for the Deaf culture and community. Students expand vocabulary and signing techniques for the alphabet, numbers, and words. Students will practice dialog and will demonstrate comprehensive skills through applications of conversation, storytelling, and interpretation. Students will learn about interpreting as a career option and related certification requirements. Projects are assigned outside the formal classroom setting to provide practice opportunities and to develop proficiency in a real world setting.

### **AMERICAN SIGN LANGUAGE III**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> American Sign Language II, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of American Sign Language III is to further develop the students' abilities to function in situations that they may encounter in Deaf and signing environments. Students acquire information, recognize distinctive viewpoints, and further their knowledge of concrete and factual topics related to the immediate and external environment. Students engage in signed conversations, interpret signed language, and demonstrate understanding of the main idea and key details in authentic language. Students will raise the level of proficiency in signing, and understanding as well as increase their vocabulary, grammatical structures, and cultural awareness. Students will be expected to participate in class discussions and activities using the target language.

## AMERICAN SIGN LANGUAGE IV

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> American Sign Language III, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The fourth American Sign Language course further develops the students' expressive and receptive signing skills, with an emphasis on grammar and fluency. Study of Deaf culture, beliefs, and history is explored as well as research on American Sign Language focused professions. Students are required to sign during the duration of the period to ensure full immersion into their L2/L3 language. Course components include different language skills, building narrative skills, moving from informal to a more formal presentation, developing conversational skills used in everyday discussion, developing the language skills needed to explain ideas or concepts, illustrating how things work and why things are the way that they are, and developing skills to translate written text into American Sign Language (ASL)

The purpose of American Sign Language III is to further develop the students' abilities to function in situations that they may encounter in Deaf-signing environments. Students acquire information, recognize distinctive viewpoints, and further their knowledge of concrete and factual topics related to the immediate and external environment. Students engage in signed conversations, interpret signed language, and demonstrate understanding of the main idea and key details in authentic language. Students will raise the level of proficiency in signing, and understanding as well as increase their vocabulary, grammatical structures, and cultural awareness. Students will be expected to participate in class discussions and activities using the target language.

## FRENCH I

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> English teacher/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course utilizes TPRS (Teaching Proficiency through Reading and Storytelling). The emphasis is on building vocabulary and fluency through storytelling. Instruction will focus on storytelling to build proficiency in speaking, listening, reading, and writing, as opposed to discrete memorization of vocabulary and grammar rules. Students will be expected to be active participants in the storytelling process. Students will read several mini-novels to increase reading proficiency. Students will also begin to develop cultural awareness of Francophone countries.

## FRENCH II

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> French I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French II continues to build proficiency through TPRS, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini- novels, legends, and writing projects as well as cultural components.

## FRENCH III

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> French II, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French III continues to build proficiency through TPRS (learned in French 1 and 2) and some authentic texts, with an increased opportunity for storytelling and developing more advanced language skills and grammatical structures. Students will continue to develop speaking, listening, reading and writing skills. This course also emphasizes an increased focus on reading and writing through mini-novels, stories, authentic texts and writing projects as well as cultural components.

## FRENCH II HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> French I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French II Honors continues to build proficiency through TPRS, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini-novels, legends, and writing projects as well as cultural components. The French II Honors students will do independent reading, grammar and listening activities and will be expected to produce language at a higher level than the French II students.

## FRENCH III HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 10 -12	<b>Prerequisite:</b> French II or II Honors, grade of B+ or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French III continues to build proficiency through TPRS (learned in French 1 and 2) and some authentic texts, with an increased opportunity for storytelling and developing more advanced language skills and grammatical structures through speaking, listening, reading and writing. This course also emphasizes an increased focus on reading and writing through mini-novels, stories, authentic texts and writing projects as well as cultural components. They will also further expand their proficiency in speaking and listening and develop their writing and reading abilities while broadening their cultural awareness and appreciation. Students will be expected to participate in class activities and use the target language consistently. The French III Honors students will do independent reading, grammar and listening activities and will be expected to produce language at a higher level than the French III students.

## FRENCH IV

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> French III or III Honors, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The primary goals of French IV are: (1) the refinement of communicative skills in the four skill areas (listening, speaking, reading, and writing); (2) the enhancement of strategic competence (communicative strategies); (3) the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); (4) the refinement in understanding of French and Francophone culture. French IV builds on themes, structures, vocabulary, and skills learned in French I-III; however, the course aims at moving the students to a more abstract level of language usage at which they learn to work with more extended discourse and to deal with the cultural and sociological (as well as practical) aspects of the topics studied.

## FRENCH IV HONORS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> French III Honors, grade of B or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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French IV Honors is an advanced course in French that may be taken prior to AP French Language and Culture. The course will emphasize skill development in reading, writing, speaking and listening, with additional cultural study within those areas. Students will develop reading comprehension skills of both non-abridged fiction and non-fiction, with an emphasis on summarizing magazine and Internet articles. The course will include essays and other expository writings, speaking, activities such as debates, class discussions, narrations, and will focus on developing understanding of French spoken by native speakers at conversational speed. Students will do an intensive review of basic grammar and study of more advanced topics, with special emphasis on usage of the subjunctive. The class will be conducted entirely in French.

**FRENCH LANGUAGE AND CULTURE COURSE, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> French IV, grade of B+ or better and teacher recommendation or placement test	<b>Satisfies:</b> HS (g) UC/CSU (e)	<b>Average HW:</b> <b>20-25 minutes per night</b>
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This course provides continued development of the four language skills in three modes of Communication: interpersonal, interpretative, and presentational. Emphasis is placed on the use of French for active communication. When communicating, students in AP French will learn to demonstrate an understanding of culture(s), make interdisciplinary connections, and make comparisons between French and native languages in real-life settings. Extensive practice and training in the organization and writing of compositions is included. Revision of all grammatical concepts as well as test-taking techniques constitute an integral part of this course. Students are expected to take the College Board Advanced Placement Examination in French language in May.

**JAPANESE I**

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> English teacher/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Japanese 1 is a one-year course in which students develop basic Japanese language skills in listening, speaking, reading, and writing. The course emphasizes communication skills and a mastery of a core vocabulary, basic expressions, grammatical structures, and Japanese culture. Students will be able to talk about their likes and dislikes, their family, and their school life and leisure time activities. Students learn Hiragana and Katakana characters along with vocabulary and expressions as they explore topics that relate to Japan. Some Kanji characters (20-30 characters) will also be introduced.

**JAPANESE II**

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> Japanese I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Japanese 2 is designed as the second part of a four-year curriculum. This course will continue to develop Japanese language skills and builds on the basics learned in Japanese 1. Students will be able to describe and state opinions and preferences, order at restaurants, make purchases, and compare their culture to Japanese culture. In this course, students learn more vocabulary, expressions, and basic level kanji characters (80-110 characters). Projects are assigned outside the formal classroom setting to provide hands-on experiences and practice opportunities.

**JAPANESE III**

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Japanese II, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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The purpose of Japanese III is to further develop the students' abilities to function in situations that they may encounter in a Japanese-speaking environment. Students will raise the level of proficiency in speaking, listening, reading, and writing and increase their vocabulary, grammatical structures, and cultural awareness. Students will be expected to participate in class discussions and activities using Japanese consistently. Knowledge of Kanji characters is expanded (200-210 characters).

### JAPANESE III HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Japanese II, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)
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This course is a continuation of Japanese II. Students will further develop their abilities to function in situations that they may encounter in a Japanese-speaking environment. Students will raise the level of proficiency in speaking, listening, reading, and writing and increase their vocabulary, grammatical structures, and cultural awareness through enrichment materials. The level of expression will be more varied and sophisticated. Students will enhance their cultural awareness through research and cultural exchange opportunities with Japanese high school students. Knowledge of Kanji characters is expanded (200-210 characters). There are more writing and speaking assignments and expectations are higher than Japanese III. Average amount of daily homework is 15 minutes.

### JAPANESE IV

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Japanese III, grade of C or better	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)
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This course is designed to provide students a continuing opportunity to refine their speaking, listening, reading, and writing skills in Japanese. Students will use Japanese in culturally authentic, real-life, practical situations. The level of expression will be more varied and sophisticated, incorporating idiomatic expressions in greater numbers. They will learn the appropriate language to use in a variety of social interactions. The students will continue the study of Kanji (300-350 characters). Students will be expected to participate in class discussions and activities using Japanese.

### JAPANESE IV HONORS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Japanese III Honors, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)
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Japanese IV Honors is an advanced course that may be taken prior to AP Japanese Language and Culture. Students will read and write 300 plus kanji characters in context and will solidify communicative skills through extensive formal and informal exchanges through use of textbooks, enrichment materials, and short stories. Students will enhance their cultural awareness through exploration of topics of interest, both as presented within enrichment materials and through independent research. Students will be expected to participate in class discussions and activities using Japanese consistently. There are more writing and speaking assignments and expectations are higher than Japanese IV. Average amount of daily homework is 15 minutes.

### JAPANESE LANGUAGE AND CULTURE COURSE, ADVANCED PLACEMENT

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Japanese III, grade of A, teacher recommendation or placement exam and completion of summer assignment; or Japanese III Honors or Japanese IV, grade of B or better, teacher recommendation	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)	<b>Average HW: 15 minutes of daily homework</b>
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This course is designed to be comparable to college/university Japanese courses where students complete approximately 300 hours of college-level classroom instruction. The course develops the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. The course goals are to achieve the skills described in the National Standards for Foreign Language Learning (Communication, Cultures, Comparisons, Connections). Students' proficiency levels at the end of the course are expected to reach the Intermediate Low to Intermediate Mid-range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Students develop an expanding ability to communicate in culturally appropriate manners and in increasingly widening contexts as well as perform successfully on the College Board's Advanced Placement Examination in Japanese Language and culture. Students are expected to sit for the AP test in May.

## SPANISH I

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> English teacher/counselor recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course utilizes TPRS (Teaching Proficiency through Reading and Storytelling). The emphasis is on building vocabulary and fluency through storytelling. Instruction will focus on storytelling to build proficiency in speaking, listening, reading, and writing, as opposed to discrete memorization of vocabulary and grammar rules. Students will be expected to be active participants in the storytelling process. Students will read several mini-novels to increase reading proficiency. Students will also begin to develop cultural awareness of Spanish-speaking countries.

## SPANISH FOR SPANISH SPEAKERS I

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Placement exam and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course is for heritage speakers of Spanish. A heritage language student is one who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English. Placement in this class is determined by an entrance exam and teacher recommendation. The course curriculum will emphasize speaking, reading, and writing in order to improve communication skills in the target language. The class will be conducted entirely in Spanish. It is expected that students enrolled in the course are able to understand conversational Spanish as a prerequisite.

## SPANISH FOR SPANISH SPEAKER II

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Placement exam and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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This course is for heritage speakers of Spanish who have successfully completed Spanish for Spanish Speakers I. Placement in this class is determined by teacher recommendation. The course curriculum will emphasize literature and cultural exploration, as well as refinement of speaking and writing skills – including composition, grammar, and spelling. The class will be conducted entirely in Spanish. It is expected that students enrolled in the course are able to converse in Spanish as a pre-requisite.

## SPANISH II

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Spanish I, grade of C or better	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Spanish II continues to build proficiency through TPRS, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini-novels and writing projects as well as cultural components.

## SPANISH II HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Spanish I, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS (g) UC/CSU (e)
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Spanish II Honors continues to build proficiency through TPRS, with increased opportunity for storytelling and developing more advanced language skills. Students will continue to develop speaking, listening, reading, and writing skills. The course also emphasizes an increased focus on reading and writing through mini-novels, and writing projects as well as cultural components. The Spanish II Honors class will work at a faster pace than Spanish II as well as have more extended reading and writing opportunities. The department does not recommend this course for students who have repeated Spanish I.

### SPANISH III

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Spanish II, grade of C or better	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)
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The purpose of Spanish III is to further develop the students' skills in listening, reading, speaking and writing. The content is based on books and stories read in class. The goal for the students is to develop comprehension, language functions, vocabulary, communication skills, and cultural awareness. Students will be expected to participate in class activities and to use the target language consistently.

### SPANISH III HONORS

<b>Credits:</b> 10/year	<b>Grades:</b> 9-12	<b>Prerequisite:</b> Spanish II with a grade of A and teacher recommendation or Spanish 2 Honors, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)
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Students in Spanish III Honors will continue to develop and expand their proficiency in speaking, listening, reading and writing, and to increase their knowledge of more complex grammatical structures. Books and short stories read in class teach language structures and vocabulary through high-interest and historical topics. The goal for students' is to develop comprehension, language functions, vocabulary, communication skills, and cultural awareness. The class will be conducted entirely in Spanish, and students will be expected to participate in classroom discussions and activities in Spanish.

### SPANISH IV

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Spanish III, grade of C or better	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)
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The purpose of Spanish IV is to give students a continuing opportunity to refine their speaking, listening, reading, and writing skills in the target language. Students will use Spanish in culturally authentic, real-life, practical situations. Literature studied will present well-known authors, including high-interest short stories, drama, poetry, and short novels. Students are expected to participate in class discussions and activities in the target language.

### SPANISH IV HONORS

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Spanish III Honors, grade of B+ or better and teacher recommendation	<b>Satisfies:</b> HS <sup>(g)</sup> UC/CSU (e)
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Spanish IV Honors is an advanced course in Spanish that may be taken prior to AP Spanish Language and Culture. The course will emphasize skill development in reading, writing, speaking and listening, with additional cultural study within those areas. Students will develop reading comprehension skills of both non-abridged fiction and non-fiction, with an emphasis on summarizing magazine and Internet articles. The course will include essays and other expository writings, speaking activities such as debates, class discussions, narrations, and will focus on developing understanding of Spanish spoken by native speakers at conversational speed. Students will do an intensive review of basic grammar and study of more advanced topics, with special emphasis on usage of the subjunctive. The class will be conducted entirely in Spanish.

**SPANISH LANGUAGE AND CULTURE COURSE, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Spanish IV, grade of A, and teacher recommendation; or AP Spanish Language, grade of B or better	<b>Satisfies:</b> HS (g) UC/CSU (e)	<b>Average HW: 15-20 minutes a night</b>
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This course provides development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed upon the use of Spanish for active communication. Extensive preparation in the organization and writing of compositions is included. Knowledge of grammatical fundamentals is expected at this level. In addition to communication, students will gain a wide-range of various cultural aspects from the Spanish-speaking world. Test-taking strategies and practice constitute an integral part of this course. This course seeks to develop language skills and cultural knowledge that are useful and that can be applied to various activities and disciplines, as well as performing successfully on the College Board's Advanced Placement Examination in Spanish Language. Students are expected to take the AP exam in May.

**SPANISH LITERATURE AND CULTURE COURSE, ADVANCED PLACEMENT**

<b>Credits:</b> 10/year, Weighted	<b>Grades:</b> 11-12	<b>Prerequisite:</b> AP Spanish Language and Culture, Native Speaker with Spanish Language Proficiency	<b>Satisfies:</b> HS (g) UC/CSU (e)	<b>Average HW: 15-20 minutes a night</b>
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This course prepares students to take the Advanced Placement exam in Spanish Literature and Culture. Students will do extensive work in college-level reading, analysis, and composition, focusing on an overview of the literature of Spain and Latin America, including novels, short stories, essays, and poetry. Students will need to work independently and may be required to meet with the instructor outside of class. It is essential that students possess a high level of proficiency in reading comprehension as well as strong writing skills. Students are expected to sit for the AP test in May, and students who pass the AP test may earn college credit.

# SPECIALIZED COURSES

## COURSE DESCRIPTIONS

### ETHNIC STUDIES

<b>Credits:</b> 10/year	<b>Grades:</b> 11-12	<b>Prerequisite:</b> None	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This Ethnic Studies course aims to educate students on the ways in which race, ethnicity, and culture have shaped and continue to shape individuals and society in the United States. This course provides an in-depth study of the contributions of American ethnic groups in the United States, and is intended for students of all backgrounds and cultures. Through an interdisciplinary and humanities approach, students make connections between historical, contemporary, and personal events. The intent of this course is to expand students' awareness of the role of ethnic groups in a diverse American society. Units of study will include: (1) The social construction of race; (2) Understanding labels and identity; (3) Historical case studies; (4) Stories that shape me – oral history project; (5) Development of communities; (6) Community organizing; (7) Community-based social movements; and, (8) Participation in a service-learning project.

### STUDENT MENTOR

<b>Credits:</b> 10/year; can take up to 3 yrs	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Teacher / counselor recommendation	<b>Satisfies:</b> HS elective credit
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A Student Mentor is a junior or senior student with a desire to help students succeed at Los Alamitos. Being a Student Mentor allows you to take an elective period where you will be placed according to strengths, interests, and needs into the following programs: Skills Lab intervention classes, The Loft wellness center, and other academic courses. You will be assigned students to help them work on a daily basis doing the following: assisting with homework assignments, completing projects, preparing for tests, developing organizational/study skills, listening to peer struggles, helping connect students to supports, and providing leadership through example. All Student Mentors are required to complete training modules as part of the course, such as leadership, building rapport, confidentiality, engagement, and support. Student Mentors must be in good standing with the school, maintain a minimum 2.5 G.P.A (no D's or F's) and maintain excellent attendance. Please follow the QR to complete the application.



## JOURNALISM

<b>Credits:</b> 5/Semester; can take up to 2 sems	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> Keyboarding or demonstrated skill of typing 25 wpm	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This course is an introduction to the basic skills required by the modern newspaper, including the writing of news, features, critical reviews, editorials, sports, and advertising. The reading and analysis of relevant literature are required. This course teaches the history of journalism and stresses the ethics and responsibilities of the press. Students in this class will write articles for the school newspaper, The Chronicle, and will have the opportunity to take Advanced Journalism second semester and/or the following year. Students must be able to assume responsibility, work cooperatively, and respect the standards of the school community.

## ADVANCED JOURNALISM

<b>Credits:</b> 10/year; can be repeated	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Journalism, grade of C or better, and teacher approval	<b>Satisfies:</b> HS (g) UC/CSU (g)
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This course teaches advanced skills required by the modern newspaper, including the writing of news, features, critical reviews, editorials, sports, and advertising. The reading and analysis of relevant literature are required. This course stresses the ethics and responsibilities of the press. Students in this class will learn newspaper layout and the desktop publishing program Quark XPress. In addition, students will produce the school newspaper, The Chronicle. Students must be able to assume responsibility, work cooperatively, and respect editorial authority and the standards of the school community. Consistent attendance and time commitment are vital.

## LAB ASSISTANT

<b>Credits:</b> 5/semester; 2 sem max	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Teacher approval	<b>Satisfies:</b> HS elective credit
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This course is for students with a background in laboratory sciences who wish to assist an instructor with the preparation of lab activities in science courses. This includes the lab set up, assistance during class lab activities, and lab clean up.

## ASB LEADERSHIP (Student Government)

<b>Credits:</b> 10/year	<b>Grades:</b> 9 -12	<b>Prerequisite:</b> Elected or selected in the previous year (Freshmen are elected in September of the current school year.)	<b>Satisfies:</b> HS UC/CSU
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ASB Leadership (Students Government) is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read about the nature of leadership and its different styles. Additionally, students write frequently, critically, reflectively, persuasively, and speak about the real-world issues that arise from the planning of events. The course uses sections of The Student Leadership Guide by Brendon Burchard. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including communication & public speaking, creativity, service learning and reflection while positively impacting the entire student body.

## TEACHER ASSISTANT

<b>Credits:</b> 5/semester, can take 2 sems	<b>Grades:</b> 11-12	<b>Prerequisite:</b> Teacher approval	<b>Satisfies:</b> HS elective credit
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This course is for students who wish to gain knowledge of simple office procedures, who wish to tutor their peers under the direction of school personnel, and/or who wish to work for individual instructors. Student duties may include such clerical and/or instructional tasks as delivery and organization of messages and materials, room or office arrangement, researching, filing, typing, organizing materials, monitoring equipment, answering phones, assisting visitors, tutoring students, taking notes, or other duties as requested. Level and type of experience will vary with the individual teacher and/or department.

## YEARBOOK

<b>Credits:</b> 5/semester, can take 2 sems	<b>Grades:</b> 10-12	<b>Prerequisite:</b> Teacher approval	<b>Satisfies:</b> HS (g)
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Students are trained in various areas of yearbook production such as copy-writing, interviewing, headline and captions, photographs, layout and design, and computer skills. The entire yearbook is planned, designed, and produced by students on staff. Students are provided with numerous opportunities to assume leadership roles and a great deal of responsibility. They will learn the importance of meeting deadlines, working cooperatively, and paying attention to detail. Students need to possess excellent writing skills and a high degree of creativity. They will learn to work independently and efficiently.

# G.A.T.E / HONORS / A.P. PROGRAM

The Gifted and Talented Education (G.A.T.E.) The program is designed to meet the special needs of students who are intellectually gifted. The state legislature, which provides funding for G.A.T.E., has set the following criteria for all G.A.T.E. programs:

- *Differentiated opportunities for learning commensurate with the gifted and talented individual's particular abilities and talents*
- *Alternative learning environments in which gifted and talented individuals can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials*
- *Elements that help the gifted and talented develop sensitivity and responsibility to others*
- *Elements that help to develop a commitment in gifted and talented individuals to constructive ethical standards*
- *Elements that assist the gifted and talented to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions for his or her environment*
- *Elements that help gifted and talented pupils develop realistic, healthy self- concepts*

To meet these criteria, Los Alamitos High School, with input from parents, students, and staff, sponsors a G.A.T.E. program that provides gifted and high-achieving students with a rich academic experience that helps prepare them for entrance to and success at top universities. The emphasis of the program is in the "differentiated" honors and advanced placement classes rather than in extra- curricular enrichment. Students in these classes are presented with a dense curriculum that moves at a steady and swift pace. Most classes are augmented by staff-sponsored school wide activities such as Science Olympiad, Model United Nations, and Math Team competitions which are also open to all students. G.A.T.E. students typically have a balanced schedule that includes both honors/advanced placement classes, college preparatory classes, and electives.

The G.A.T.E. coordinator oversees the program, supports honors/advanced placement classes, sponsors enrichment activities, and plans workshops for students and parents. The coordinator also works with the counseling department to assist gifted students in reaching academic goals, in dealing with personal issues, and in completing the college application process.

# **SPECIAL SERVICES**

Programs are designed to place students with disabilities in the least restrictive environment for a successful learning experience. Special education teachers are responsible for providing consultation to the general education teachers as needed to enhance the opportunity for the special education students' success in the general education environment.

The goals and objectives of instruction shall be outlined in the Individual Education Program (IEP), and the progress of each pupil shall be reviewed annually. The IEP is written during a meeting with a team of educators, parents, and students who decide on the needs of the individual student and agree on appropriate placement. The IEP contains a statement of the student's present levels of performance and goals. In addition, the IEP contains a statement of specific educational services to be provided and the extent to which the student will participate in general education. Students who wish to be considered for special education services need to speak with their counselors. Parents may request that their student be considered for special education by contacting the student's counselor.

## **PSYCHOLOGICAL SERVICES**

Students demonstrating symptoms of a disability that significantly adversely affects their educational performance may be referred for a multidisciplinary assessment by the Student Study Team. This referral would occur following Student Study Team meetings when general education program interventions have not been successful in assisting students to benefit from their educational program.

Short-term crisis intervention counseling will be provided. Students may self-refer or be referred by their counselors, teachers, parents, and/or peers. A list of community agencies for additional service will be made available.

## **SPEECH AND LANGUAGE PROGRAM**

The Speech and Language Program provides individual, small group, and classroom instruction for those students identified as experiencing significant speech and/or language processing and expression problems. Students suspected of having speech and/or language difficulties undergo a comprehensive evaluation. A written report is then prepared which profiles the student's speech- language skills and provides students, teachers, parents, and other professionals with specific recommendations aimed toward assisting that individual to achieve academic and social success. Consultation with teachers and parents regarding students' speech/language needs is also provided. Service delivery models and the amount of instruction time provided varies from student to student, depending on need. The speech and language pathologist also serves as a resource to the staff.

## **LIMITED ENGLISH PROFICIENT**

According to state guidelines, those students who have been tested and classified as limited English proficient are placed in ELD English, SDAIE content classes, and/or Reading classes as needed.