

*\* California High School \**

# SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT



## HIGH SCHOOL COURSE CATALOG 9<sup>TH</sup>-12<sup>TH</sup> GRADE 2013-2014

*Revised: 6/14/2013*

*\* San Ramon Valley High School \**

*\* Dougherty Valley High School \**

*\* Monte Vista High School \**

## SCHOOL INFORMATION

### **California High School**

9870 Broadmoor Drive

San Ramon, CA 94583

Website: [www.calhigh.net](http://www.calhigh.net)

Registrar: Eileen Wall

### **Dougherty Valley High School**

10550 Albion Road

San Ramon, CA 94582

Website: [www.dvhigh.net](http://www.dvhigh.net)

Registrar: Nancy Ainsworth

### **Monte Vista High School**

3131 Stone Valley Road

Danville, CA 94526

Website: [www.mvhigh.org](http://www.mvhigh.org)

Registrar: Cathy Wilkins

### **San Ramon Valley High School**

501 Danville Blvd.

Danville, CA 94526

Website: [www.srvhs.net](http://www.srvhs.net)

Registrar: Barbara Murray

### **Del Amigo High School**

189 Del Amigo Road

Danville, CA 9452

Website: [www.dahs.srvusd.net](http://www.dahs.srvusd.net)

### **Venture School**

10540 Albion Road

San Ramon, CA 94582

Website: [www.venture.srvusd.net](http://www.venture.srvusd.net)

### **San Ramon Valley Unified School District**

Educational Services

699 Old Orchard Drive

Danville, CA 94526

[www.srvusd.net](http://www.srvusd.net)

## ALTERNATIVE HIGH SCHOOLS

### **DEL AMIGO HIGH SCHOOL**

**189 Del Amigo Road**

**Danville, CA 94526**

Website: [www.dahs.srvusd.net](http://www.dahs.srvusd.net)

Del Amigo is a continuation high school that benefits students needing more individualized academic and personal support. Small class sizes, daily attention from advisory teachers, and a low counselor-to-student ratio mean that no student is left behind or “lost” in the crowd of a large campus. Most courses are NCP (non-college-preparatory). However, students may take Cyber High courses (CP) on campus or concurrently enroll in Community College classes. Many students choose off-campus employment after school hours. Students may graduate with a regular diploma from “Del Amigo High School” or return to their home high school for graduation, provided they have accrued sufficient credits.

### **VENTURE SCHOOL**

**10540 Albion Road**

**San Ramon, CA 94582**

Website: [www.venture.srvusd.net](http://www.venture.srvusd.net)

Venture School offers both college preparatory and non-college preparatory courses through the means of independent study. The flexibility afforded this mode of instruction allows high school students the flexibility to pursue other interests such as:

- Community college courses (based on space availability)
- Early graduation
- Pre-professional sports
- Career opportunities in theater, music, and the arts
- Travel
- Credit recovery

**Digital Literacy and Citizenship:** (9-12) This course empowers students to think critically, behave safely and participate responsibly in our digital world. These 21<sup>st</sup> century skills are essential for students to harness the full potential of technology for learning. Students will learn to use a variety of Web 2.0 tools in support of their academic studies in all disciplines.

For more information on courses, go to [www.venture.srvusd.net](http://www.venture.srvusd.net) and click on the course list.

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# High School Graduation Requirements

<b>History/Social Sciences</b> World Geography, World History, US History, American Government and Economics	<b>35 Credits</b>
<b>English</b>	<b>40 Credits</b>
<b>Mathematics</b> Minimum requirement-must complete Algebra 1 or equivalent	<b>20 Credits</b>
<b>Science</b> 10 credits of Life Science 10 credits of Physical Science	<b>20 Credits</b>
<b>World Languages/Visual &amp; Performing Arts/Voc/Career Tech &amp; Applied Art</b> 10 credits in TWO of the above THREE areas	<b>20 Credits</b>
<b>Physical Education</b> All 9th graders must participate in P.E. for 10 credits Remaining 10 credits can be obtained in 10-12th grades	<b>20 Credits</b>
<b>Health</b>	<b>5 Credits</b>
<b>Additional credits</b>	<b>80 Credits</b>
<b>TOTAL CREDITS FOR GRADUATION</b>	<b>240 Credits</b>

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## High School and College Admission Requirements

Subject Requirements (A-G)	High School Graduation Requirements	Cal State University	University of California
<b>Social Studies (A)</b>	(35 credits) World Geography World History 1/2 US History 1/2 Gov't/Econ	2 years: 1 yr. World History 1 yr. US History or 1 yr. World History 1 sem. Gov't 1 sem US History	2 years: 1 yr. World History 1 yr. US History or 1 yr. World History 1 sem. Gov't 1 sem US History
<b>English (B)</b>	4 yrs. (40 credits)	4 yrs. CP (40 credits)	4 yrs. CP (40 credits)
<b>Math (C)</b>	2 yrs (20 credits)	Algebra 1 Geometry Algebra 2 4th year recommended	Algebra 1 Geometry Algebra 2 4th year recommended
<b>Science (D)</b>	2 yrs (20 credits) 1 yr. Physical and 1yr. Life Science	2 years of lab science (e.g., Biology, Chemistry, Physics, A &P) Integrated Physical Science	2 years of lab science - 3rd year recommended (e.g., Biology, Chemistry, Physics, A &P)
<b>World Language (E)</b>	(20 Credits) required from any two fields	2 yrs of the same language	2 yrs of the same language 3rd year recommended
<b>Visual/Perf. Arts (F)</b>	See World Lang.	1 yr.	1 yr.
<b>Career Tech ED/ Applied Arts</b>	See World Lang.	None	None
<b>Health</b>	1 sem (5 credits)	None	None
<b>Physical Education</b>	2 yrs (20 credits)	None	None
<b>Electives (G)</b>	(80 Credits)	1 year (2 semesters) of additional college prep courses	1 year (2 semesters) of additional college prep courses
<b>Total Credits</b>	240 Credits	Grade of C or higher in all college prep courses	Grade of C or higher in all college prep courses
<b>Test Requirements</b>	Pass the California High School Exit Exam (CAHSEE)	SAT Reasoning Test or ACT Assessment	ACT Assessment plus Writing or SAT Reasoning Test .

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## Create Your Personal Four Year Plan

Grade	Required Courses	Student Courses	Grade		Credit		Career Information and Plans
			1st Sem	2nd Sem	1st Sem	2nd Sem	
9  60 cr	English						Career Goal/Major:  Supporting Activities: (9-12)  Co-Curricular Activities:
	Math						
	Science/Elective						
	Physical Education						
	Geography/Health						
	Elective						
	Elective						
Summer Plan:							Total Credits to Date: ____ of 60
10  120 cr	English						Career Goal/Major:  CAHSEE Scores: ELA ____ Math ____  Co-Curricular Activities:
	Math						
	World History 2/3						
	Physical or Life Science						
	Physical Education						
	Elective/Language						
	Elective						
Summer Plan:							Total Credits to Date: ____ of 120
11  180 cr	English						Career Goal/Major:  PSAT ____ / ____ SAT I ____ / ____ / ____ SAT II ____ / ____ / ____ ACT ____ / ____  Co-Curricular Activities:
	U.S. History 1/2						
	Physical or Life Science						
	Math/Elective						
	Elective/Language						
	Elective						
	Elective						
Summer Plan:							Total Credits to Date: ____ of 180
12  240 cr	English						Career Goal/Major:  Colleges applied to:  Co-Curricular Activities:  Community Service:
	Amer. Govt./Economics						
	Physical or Life Science/Elective						
	Math/Elective						
	Physical Education/Elective						
	Elective						
	Elective						
Post High School Goal: CAREER / JUNIOR COLLEGE / 4 YR COLLEGE							Total Credits to Date: ____ of 240

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## GLOSSARY OF TERMS

**Accelerated:** An advanced high school level curriculum that does not result in a weighted grade (e.g., Accelerated Biology)

**Advanced Placement Program/Exams:** The Advanced Placement (AP) Program is a program of college level courses and exams for secondary school students. Over 90 percent of the colleges that most AP candidates attend give credit and/or Advanced Placement to students whose AP Examination grades are considered acceptable.

In the San Ramon Valley Unified School District we have courses in English, Math, Science, Social Studies, Art, World Languages, Music and Computer Science that meet the criteria of college level work established by committees of college professors. The AP exams that are given each May contain both multiple choice questions and free response questions that require essay writing, problem solving, etc. Each examination booklet is typically graded by four professors and teachers.

Every examination receives an overall grade on a five point scale: 5 (extremely well qualified) to 1 (no recommendation). An AP Grade Report is sent in early July to each student's home address, school and, if the student requested, to his or her college. Students must earn a score of at least 3 to be eligible to receive college credit.

**Advanced Placement and Honors:** These are a more challenging and rigorous high school level curriculum that results in a weighted grade for students who earn a grade of "C" or higher (e.g., A = 5.0, B = 4.0)

**National Collegiate Athletic Association (NCAA):** The NCAA certifies the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. All students must register with the NCAA Eligibility Center. Students must register at end of junior year and submit a final transcript upon graduation. Obtain guidelines at [www.ncaa.org](http://www.ncaa.org). Obtain forms at [NCAA Eligibility Center](#) and to register on-line.

### Regional Occupation Program (ROP)

The ROP, administered cooperatively by the San Ramon Valley Unified School District and the Contra Costa County Office of Education, provides school-to-career preparation classes **for juniors, seniors, and students who are 16 years old or older**. Classes are designed to help students learn about career choices, develop job skills, and gain skills useful in college. Most classes can be taken for one or two periods, and some include internships. Students earn elective credits, and some classes offer transferable college credits. Certificates of proficiency are awarded upon successful completion of performance objectives. Students are also eligible to take ROP classes located off-campus.

### Why is ROP Different?

The emphasis of ROP courses is on career development. Students can use skills acquired in class to prepare for a career after high school, gain experience towards future college majors, and receive skills that lead to jobs before, during and after college. Instruction is individualized, and training is 'hands-on' using state-of-the-art equipment. All classes incorporate employment readiness training, which is an integral part of career planning.

### How to Register:

To register for ROP classes on your campus, see your counselor. To register for off-campus classes see your counselor **and** call the ROP office at **942-3436**. Complete course schedules are located in the counseling office and career center.

**Schools: All.** This refers to all comprehensive high schools, including California High, Dougherty Valley High, Monte Vista High and San Ramon Valley High.

**CSU/UC:** The course meets a CSU and UC requirement within the "A – G" subject range.

**NCP:** Non-college preparatory course.

## GUIDELINES FOR CHOOSING A COURSE

1. **GRADUATION REQUIREMENTS.** Carefully check the graduation requirements.
2. **COLLEGE ENTRANCE REQUIREMENTS.** Look for courses required by many colleges and universities.
3. **CAREER PLANS.** Look for courses that can help you prepare for possible career goals.
4. **YOUR INTERESTS.** Check for courses that let you pursue your own personal interests.
5. **PARENT APPROVAL.** Talk with your parents about your course choices.
6. **TEACHER RECOMMENDATION.** Talk with your teachers about course choices and get their recommendations.
7. **NCAA REQUIREMENTS.** See page 46

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## **SOCIAL STUDIES**

### **World Geography and Culture**

This required semester-long 9th grade course constructs a foundation for 10th, 11th, and 12th grade social science curricula through the study of culture in a geographical context. Physical geography is organized in terms of location, place, environment, movement, and region. Cultural studies focus on understanding concepts that describe political, economic beliefs, and social systems along with learning about present day ways of life around the world and their historical backgrounds. In addition, students will incorporate map work, globes, graphs, the internet, library resources and class discussions.

CSU/UC: “a”

**Schools: All**

### **Advanced World Geography and Culture**

This challenging and accelerated semester-long 9th grade course constructs a foundation for 10th, 11th, and 12th grade social science curricula through the study of culture in a geographical context. Physical geography is organized in terms of location, place, environment, movement, and region. Cultural studies focus on understanding the basic concepts that describe political, economic, social systems and belief systems, along with learning about present day ways of life around the world and their historical backgrounds—including the study of ancient history and religions. Using the “five-circle culture model,” students will compare and contrast diverse major cultures that arose in the world due to specific geographical forces, and also seek to discover the common elements found in all cultures, thereby developing a multi-cultural perspective. Skill development focuses on critical thinking, researching, reading, writing, speaking, and vocabulary enrichment (Cultural Literacy). Study skill development centers upon the use of the student interactive notebook thereby utilizing the “Cornell notes” format for more effective organization and retention. In addition, numerous oral discussions and active participation will be encouraged through the use of “Socratic seminars,” current event updates and a class mock trial simulation.

*Prerequisite: Passing score on qualifying examination.*

CSU/UC: “a”

**Schools: CHS**

### **World History I & II**

This required year long 10<sup>th</sup> grade course presents a narrative of world history from the roots of democracy through the present. The course traces the development of civilizations throughout the world. Themes include political change, economic development, the growth of science and technology, the effect of contact between cultures, and creativity in the arts. Skill emphasis will include reading, analysis, speaking, note-taking, writing and research.

CSU/UC: “a”

**Schools: All**

### **SDAIE World History I & II**

(9-12) This class is designed to cover the same curriculum as other World History classes, but it utilizes techniques specially designed to help English Language Learners master important concepts. It will be rotated every other year with SDAIE U. S. History. The time periods covered in the class is from the 15<sup>th</sup> century to the present day. Some of the major topics covered are the Renaissance, the Protestant Reformation, the French Revolution, the Industrial Revolution, Imperialism, World War I, the Russian Revolution, World War II, Post-WWII Africa, Asia, and Latin America. We will follow the 10<sup>th</sup> grade standards and benchmarks of the state of California as the basis of the key events and themes studies. Other significant events, social movements, philosophies, and national leaders from several countries will be discussed in depth. One of the goals of this class is to improve writing the “5 Paragraph” essay. Developing the ability to analyze and compare historical documentation is also an area of emphasis in this class.

CSU/UC: “a”

**Schools: DVHS (Alternating year)**

### **AP World History**

(10) The primary intent of the AP World History course is to teach the history of the world from a truly global stance. The themes and key concepts are intended to provide foundational knowledge for future college-level course work in history. Command of these course themes and key concepts requires sufficient knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events – to exemplify the themes and key concepts. The three to four key concepts per period define what is most essential to know about each period based upon the most current historical research in world history. This approach enables students to spend less time on factual recall, more time on learning essential concepts, and helps them develop historical thinking skills necessary to explore the broad trends and global processes involved in their study of AP World History. (College Board 2012). The course is organized into five different time periods. Within each time period, students will study several themes, including social structure, humans' interaction with the environment, political structures, and global patterns of interaction. Students will also be asked to analyze change and continuity over time.

**Prerequisite:** A grade of “B” or better in English 9 and World Geography and Cultures.

CSU/UC: pending

**Schools: DVHS**

### **AP European History**

(10–12) This course is a full year introductory college course that covers European history from 1450 to the present. Students will gain an understanding of geography and the chronology of the major events and trends of that time period. Instruction will include the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express historical understanding in writing. The course covers the cultural, political, and socio-economic history of Europe in preparation for the AP exam. For sophomores, this class will replace World History 2/3. For upper classmen, this class will be counted as a Social Studies elective.

**Prerequisite:** “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

CSU/UC: “a”

**Schools: All**

### **United States History I & II**

This 11<sup>th</sup> grade course is required for graduation. This is a survey course covering the major political, economic, social, and cultural developments of United States history.

CSU/UC: “a”

**Schools: All**

### **SDAIE US History I & II**

(9-12) This class is designed to cover the same curriculum as other U.S. History classes, but it utilizes techniques specially designed to help English Language Learners. This course will rotate every other year with SDAIE World History 2/3. The time periods covered in the first semester is pre-colonial era to the turn of the Century. We will examine the major historical events in that period, i.e. the forming of the colonies, Revolutionary War, the writing of the Constitution, the Civil War, Immigration, etc. We will follow the 11<sup>th</sup> grade standards and benchmarks of the state of California as the basis of the key events and themes studies. A goal of this class is to see how one period of time has influenced and shaped succeeding eras. The time period covered in the second semester is 1900 to the present day. We will examine the major historical events in that period, i.e. the two World Wars, the Great Depression, the Cold War, the Civil Rights Movement, Vietnam War, and Watergate. A goal of this class is to see how one period of time has influenced and shaped succeeding eras. The junior year requires all students to complete a research paper on the 20<sup>th</sup> century, which will be conducted in the second semester.

CSU/UC: “a”

**School: CHS**

### **AP United States History**

All students interested in this course should sign-up for U.S. History. Following a possible placement assessment the counselors may place students into U.S. History AP. This class is a challenging two-semester course that is meant to be the equivalent of a freshman college course. The content is comprised of a complete survey of American history from the age of exploration to the present using multiple perspectives. Emphasis will be placed on critical and evaluative thinking skills, essay writing, and interpretation of original historical documents.

**Prerequisite:** “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

CSU/UC: “a”

**Schools: All**

### **American Studies**

This 11<sup>th</sup> grade course is a college preparatory class that mirrors American literature with their historical context. This two-period class is taught by an English teacher and a U.S. History teacher. This class will enliven literature and history by showing their connections. The U.S. History portion in the first semester is a survey course covering the major political, economic, social and cultural developments in the history of the United States, from the country's founding through World War I (1918). During the second semester, the course covers from the end of World War I to the present. The English 11 portion is a course in which students will study traditional and contemporary works drawn from American Literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development. Students will get credit for English 11 and for U.S. History 1 and 2.

CSU/UC: "a"

CSU/UC: "b"

**Schools: CHS**

### **American Government**

This 12<sup>th</sup> grade course will examine the major principles of the American political system. Particular attention will be paid to the political decision making process employed by Federal, State and local government. Students will also analyze the major institutions of the American political system, such as the Constitution, Presidency, Congress, Supreme Court, political parties, voting, elections, civil liberties and the media. Special emphasis will be placed on helping the student understand his/her role within the American political system.

CSU/UC: "a" or "g"

**Schools: All**

### **AP American Government**

This course will examine the nature of the American political system and will be concerned with the development of American political culture over the past two hundred years. The principal processes and institutions through which the political systems function will be studied in detail. Specific areas of study will include: 1) the context of American politics, 2) the political process, 3) major institutions of the national government, 4) civil liberties and civil rights, 5) the nature of American democracy. Students may take the AP Exam at the end of the course.

*Prerequisite: "B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.*

CSU/UC: "a" or "g"

**Schools: All**

### **American Government – NCP**

American Government is required for graduation. In this non-college preparation class students will learn the basic structure and values of the United States Government and will study current issues. Emphasis will be on class work and participation as well as current event study and analysis.

*Prerequisite: Counselor Recommendation Only*

Note: This course is not UC & CSU certified.

**Schools: SRVHS**

### **AP Government and Politics Comparative**

This is a college level course that requires substantial reading and writing and prepares students for the AP exam in May. The course examines the major components of the political system and culture of the United States, including Federalism, the three branches, political parties and pressure groups, etc. The study of the American political systems serves as the basis for the comparison of other contemporary political systems including Britain, Russia, China, Iran, Mexico, and Nigeria. This course meets the American Government graduation requirement.

CSU/UC: "a" or "g"

**Schools: DVHS (linked to English 12); MVHS, SRVHS**

### **Economics**

This 12<sup>th</sup> grade course examines the principles of the American economic system. It includes a study of comparative economic systems, economic policy-making and decision-making, and of economic issues on a personal, national and international level. This course includes principles of micro and macroeconomics.

CSU/UC: "g"

**Schools: All**

### **AP Microeconomics**

(12) AP Microeconomics is an eighteen (18) week study of basic economic concepts and principles, as well as the fundamental concepts and factors concerning individual decision makers, product and factor markets, the structure of firms, and the role of government within the economy. The main areas of concentration include basic economic concepts; the nature and functions of individual product markets including measures of elasticity and indifference curves; forms of competition in the market which include perfect and imperfectly competitive firms and their corresponding models; the nature and function of factor or resource markets including input and labor costs; and, the efficiency, equity, and the role of government in the marketplace. Students are expected not only to know the material but also to apply critical thinking skills to the units covered in preparation for the AP Microeconomics Exam

*Prerequisite: "B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and Algebra II, or successful completion of qualifying assessment.*

CSU/UC: "g"

**Schools: All**

### **AP Macroeconomics**

(12) AP Macroeconomics is an eighteen (18) week study of aggregate economic concepts and principles, as well as the fundamental concepts and factors concerning macroeconomic measurements, aggregate demand and supply, fiscal and monetary policy, economic growth, and international economics. The main areas of concentration include basic macroeconomic measurements and concepts; measuring GDP, national income, inflation/deflation/recession, economic growth, and unemployment; analyzing aggregate supply and demand models; analysis of fiscal and monetary policy; understanding the banking and Federal Reserve system; long-run applications of the aggregate models; and an examination of international trade, exchange rates, balance of payments, and trade deficits. Students are expected not only to know the material but also to apply critical thinking skills to the units covered in preparation for the AP Macroeconomics Exam.

*Prerequisite: "B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and Algebra II, or successful completion of qualifying assessment.*

CSU/UC: "g"

**Schools: CHS, DVHS, MVHS, SRVHS**

### **Economics – NCP**

The study of economics will include microeconomic—individual economic decisions, and macroeconomics—the aggregate national economy including international economics and basic consumer economics. This course meets graduation requirements.

**Note: This course is not UC & CSU certified.**

*Prerequisite: Counselor recommendation only*

**Schools: SRHVS**

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## **SOCIAL STUDIES ELECTIVES**

### **Law (Introduction to)**

(11-12) This course provides students with a basis for understanding the American political and legal systems, with a focus on legal ideas and the legal process. Students participate in moot court and mock trials by assuming the roles of trial attorneys for both the prosecution and defense, developing analytical and critical thinking skills as well as oral presentation and teamwork skills.

CSU/UC: "g"

**Schools: DVHS – Year, MVHS - Year, SRVHS-Semester**

### **AP Human Geography**

(11-12) The purpose of this course is to introduce qualified students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Major content areas to be studied are as follows: the nature of perspectives of geography, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences.

*Prerequisite: Teacher recommendations and pass screening test.*

CSU/UC: "g"

**Schools: MVHS**

### **Psychology**

(11-12) This course focuses on personal growth and provides students a basic introduction to the field of psychology. Students learn to apply basic psychology concepts to themselves so they have a better understanding of who they are and how they can relate better to those around them.

CSU/UC: “g”

**Schools: DVHS, SRVHS, MVHS (Grade 12), (CHS – Year long),**

### **AP Psychology**

(11-12) This class will challenge the student to study psychology at the college level. You will learn about the latest research findings regarding the brain, the mind, and behavior. Units studied will include research methods, consciousness, sensation and perception, neuroanatomy, motivation and emotion, learning theory, mental illness, personality theory, development, etc. This course is designed for the accelerated student seeking college credit through the advanced placement test. It is expected that all students will take the AP exam in May.

*Prerequisites: “B” or better in Psychology, or 3.0 overall GPA, or meeting criteria on placement assessment*

CSU/UC: “g”

**Schools: CHS (Grade 12), DVHS, SRVHS**

### **Roots of Rock Music**

(10-12) This is a one-semester elective designed to introduce students to the rich musical heritage of our country and explore US History in the process. Starting with slavery, the course moves from the blues, to rhythm and blues, jazz, the birth of rock and roll, and the evolution of modern rock music. Units include the blues, rockabilly, jazz, surf and hot rod music, the folk scene, soul and Motown, the British invasion, psychedelic era, 70’s rock, punk rock, techno and hip hop. Via video, the text, supplementary reading, internet, local musicians and the music itself, this class surveys selected topics in US History. Historical themes will include civil rights, war and peace, social class propaganda, and protest. Please bring an open musical mind to this class. Much of the music will be unfamiliar to many students. This class has a text, unit exams, projects, and about one homework assignment per week. Optional field trips to music clubs in the Bay Area will also be offered.

*Prerequisite: Cumulative average of 3.0 or better and a C or better in World History or US History.*

CSU/UC: “g”

**Schools: SRVHS - Semester**

### **Sociology**

(11–12) Whereas psychology emphasized the examination of individual behavior, sociology studies human society, social relations, and behavior in and among groups. This course will examine topics such as culture and social structure, the adolescent in society, and the criminal justice system. Also included will be the examination of social institutions such as marriage and family and religion.

CSU/UC: “g” pending for CHS – Year long

**Schools: CHS - Year, DVHS, MVHS – Semester (Grade 12)**

### **Honors Modern East Asian History**

(11-12) As the world becomes smaller, knowledge of non-western history becomes all the more important. This course analyzes the modern transformation of East Asia. Topics include: the conflict of Sino centrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia.

*Prerequisite: Completion of World History I-II with a grade of B or better*

Meets UC and CSU “g” elective requirement

**Schools: CHS**

### **Vietnam Era**

(11-12) This course examines US involvement in Vietnam as well as the social and political times in which that conflict took place. Students will use readings, videos, music, guest speakers, classroom exercises and simulations to explore the roots of the Vietnam War, the growing US military presence, the soldier’s experience, responses at home and abroad to the war, and the turbulent social and political times in which it took place. The course will examine the Vietnam War from a variety of political perspectives and conclude with a look at Vietnam today and the legacy of the war for both Americans and the Vietnamese.

CSU/UC: “g”

**Schools: SRVHS - Semester**

## **World War II (History of)**

(11-12) This course will be an intensive study of the major events, leaders and themes of the most significant war in modern history. Topics will include: the role of new military technology, social effects on civilians, the impact of the war on post-war Europe and Asia, and the development of the Cold War. This course will allow students a chance to develop analytical skills by examining primary documents from the era and through the completion of a research project based on those primary documents. An emphasis will be on interpretation of key events from various international perspectives. In addition to understanding why events happened during the war, students will study the root cause and effects of the war.

CSU/UC: “g” pending for CHS – Year long

**Schools: MVHS, SRVHS – Semester, CHS - Year**

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## **ENGLISH**

### **English 9**

English 9 is an introductory course that builds on the skills learned in the middle school years and lays a foundation of skills that students will need for high school, college and career. It is a course that integrates literature and non-fiction with an emphasis on critical reading and composition skills. These skills include: close reading, gathering and evaluating information, literary analysis, narrative and analytical writing, timed writing, vocabulary acquisition, collaborative discussion, presentations in a variety of formats, and grammar and usage. Students are exposed to a variety of genres: novels, short stories, plays, poetry, and non-fiction.

CSU/UC: “b”

**Schools: All**

### **English 9 Advanced**

Advanced English 9 exposes students to a wide range of classic and contemporary literature. Students read a variety of literary types, including essays, short stories, poetry, non-fiction, plays, and novels. Students write a variety of assignments relating to the literature, concentrating on analysis and critical thinking. Students have many opportunities to develop formal and informal speaking skills. Assignments differ from regular English 9 coursework in quantity and depth of analysis, and in the level of expectations. Students are expected to enter the course with a high level of reading comprehension and writing skill. Material will be covered quickly, requiring that students must be able to read and comprehend independently and manage their time appropriately. Long-term individual and group projects require that students set realistic short and long-term priorities.

*Prerequisite: qualifying assessment*

CSU/UC: “b”

**Schools: CHS**

### **SDAIE English 9**

This class is designed for English Language Learners. The *Specially Designed Academic Instruction in English* course parallels the content core curriculum for English 9 and is aligned to the California State Language Arts Standards. Students read and study the core literature and learn to write structured paragraphs and essays while also utilizing supplementary support materials to enhance comprehension and learning in reading and writing. This course is offered on a rotating basis with SDAIE English 10 so that students can refine their reading, writing, speaking, and analysis in English.

CSU/UC: “b”

**Schools: CHS, DVHS, MVHS**

### **English 10**

English 10 is a college preparatory language arts course that expands and strengthens the skills developed in English 9. This course emphasizes composition, critical reading, and collaborative speaking skills. Students will study poetry, short stories, drama, non-fiction, and novels. The course also includes writing instruction, focusing on argumentation and informative/explanatory texts. Students will also develop skills in research, digital media, and vocabulary acquisition and use.

CSU/UC: “b”

**Schools: All**



### **English 10 Advanced**

English 10, Advanced is a rigorous course due to the increased expectations regarding volume of reading, maturity of insight, sophistication of language use, and standards of evaluations. This course exposes students to world and multicultural literature through discussion and critical analysis of various genres, including non-fiction, myth, legend, epic, poetry, short story, and the novel. Course work focuses on the development of analytical thinking skills, with an emphasis placed on critical writing in response to literature. The course also includes grammar instruction, root work instruction, and vocabulary development with words taken from the literature as well as from lists designed for SAT preparation.

*Prerequisite: B- in prior advanced English course, or meet criteria on placement assessment.*

CSU/UC: “b”

**Schools: CHS, SRVHS**

### **SDAIE English 10**

This class is designed for English Language Learners. The *Specially Designed Academic Instruction in English* course parallels the content core curriculum for English 10 and is aligned to the California State Language Arts Standards. Students read and study the core literature and learn to write structured paragraphs and essays while also utilizing supplementary support materials to enhance comprehension and learning in reading and writing. This course is offered on a rotating basis with SDAIE English 9 so that students can refine their reading, writing, speaking, and analysis in English.

CSU/UC: “b”

**Schools: CHS, DVHS, MVHS**

### **English 11**

English 11 is a college preparatory language arts course in which students will study traditional and contemporary works drawn from American literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development.

CSU/UC: “b”

**Schools: All**

### **American Studies**

This 11<sup>th</sup> grade course is a college preparatory class that mirrors American literature with their historical context. This two-period class is taught by an English teacher and a U.S. History teacher. This class will enliven literature and history by showing their connections. The U.S. History portion in the first semester is a survey course covering the major political, economic, social and cultural developments in the history of the United States, from the country’s founding through World War I (1918). During the second semester, the course covers from the end of World War I to the present. The English 11 portion is a course in which students will study traditional and contemporary works drawn from American Literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development. Students will get credit for English 11 and for U.S. History 1 and 2.

CSU/UC: “a”

CSU/UC: “b”

**School: CHS**

### **SDAIE English 11**

This class is designed for English Language Learners. The *Specially Designed Academic Instruction in English* course parallels the content core curriculum for English 10 and is aligned to the California State Language Arts Standards.

CSU/UC: “b”

**Schools: DVHS, MVHS**

## **English 12**

English 12 is a year-long course designed to prepare seniors for the rigor and depth of college-level reading and writing requirements. English 12 course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. Students write for a variety of purposes in preparation for college, including application essays, placement assessments, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review and vocabulary development. The course provides extensive and challenging reading of many literary genres, including non-fiction, poetry, fiction, and drama, ranging from classical through contemporary literature. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues.

CSU/UC: "b"

**Schools: All**

## **English 12 SDAIE**

This class is designed for English Language Learners. The *Specially Designed Academic Instruction in English* course parallels the content core curriculum for English 10 and is aligned to the California State Language Arts Standards.

CSU/UC: "b"

**Schools: DVHS, MVHS**

## **English NCP**

(10 -12) Competency English a course designed to help credit deficient students regain English credits toward graduation. Competency English will reintroduce and reinforce critical reading and writing skills. Additionally, students will review California State Standards for the CST and CAHSEE. Since students from 10th, 11th, and 12th grade may enroll in the class, curriculum is not limited to one literary movement, era, or genre. Grades will be based on reading comprehension and writing improvement, discussion strategies and techniques, completion of study skills and other organization –based assignments, daily oral grammar, and speeches. The majority of the assignments will be completed in class.

Prerequisite: Counselor recommendation

This course fulfills the high school graduation requirements, but is not certified for UC and CSU "b" requirement.

**Schools: MVHS**

## **AP English Language and Composition**

AP English Language is a rigorous, college level course emphasizing expository writing and critical reading. Writing assignments include in-class timed writings and out-of-class essays. The analysis of many forms of literature (i.e. novels, non-fiction essays, reflective essays, letters, etc.) focuses on how authors use language and literary devices to inform or persuade. Students also continue to work on grammar and vocabulary development. This is an Advanced Placement course that prepares students to take the AP Language and Composition exam in May.

*Prerequisite: : B- in prior advanced or honors course, or meet criteria on placement assessment.*

CSU/UC: "b"

**Schools: DVHS (Grade 12), CHS, MVHS, SRVHS (Grade 11)**

## **AP English Literature and Composition**

AP English Literature is a rigorous, college level course focusing on the study of significant literary works. Students analyze literature, poetry, and essays in terms of concepts and the role of these concepts in the development of the World. The reading list is extensive and written work emphasizes a mature level of insight, the development of careful and thorough analysis, and sophisticated language use. Participation in class discussion is essential. This is an Advanced Placement course that prepares students to take the AP Literature and Composition exam in May.

*Prerequisite: : B- in prior advanced or honors course, or meet criteria on placement assessment.*

CSU/UC: "b"

**Schools: CHS (Grade 12), DVHS (Grade 11), MVHS, SRVHS (Grade 12)**

## **British Literature**

This survey course of British literature, studied in a historical context, includes the reading and discussion of English authors and novels. Literature-based creative and critical writing is taught. The course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. The challenging content is designed to prepare students for college level reading, thinking, literary analysis, and writing.

CSU/UC: "b"

**Schools: CHS (Grade 12)**



### **Composition**

Seniors learn to write competently for a variety of purposes in preparation for college writing. This course includes literary analysis, development of style and grammar review. Students will prepare senior essay for scholarships and the personal statement for UC. This is not a creative writing course; however, some expressive writing is done.

CSU/UC: “b”

**Schools: CHS (Grade 12)**

### **Creative Writing NCP**

This course offers experiences in reading, writing and publishing. Students read extensively in short fiction and poetry, developing critical reading skills. Students write frequently and participate in response groups. They create their own magazine or author a web site to publish their work. Students also participate in a public poetry reading and have the opportunity to submit their work to a contest or publication outside the school community.

CSU/UC: “g”

**Schools: SRVHS - Yearlong**

### **Expository Reading and Writing**

The goal of the Expository Reading and Writing course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen instructional modules, students in this rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include two full-length works (one novel and one work of fiction), as well as an independent reading component. Written assessments and holistic scoring guides conclude each unit.

CSU/UC: “b”

**Schools: All**

### **Expository Writing**

Expository writing is designed to provide experience in reading selections of poems, vignettes, short stories, screenplays and novels. The course provides extensive reading in the major types of literature, including classics recommended for college bound students. Composition assignments will develop writing methods necessary for success in college as well as creative writing. The course will include a review of writing skills, instruction in stylistic techniques, preparation for the college essay, and preparation of original poems, characters, short stories in a variety of genres. Instruction on children’s literature and screenplay is also included. Students will also be required to read a variety of works independently. Students should expect a considerable amount of homework including challenging reading and writing assignments. ROP credit is available through this course.

CSU/UC: “b”

**Schools: MVHS (Grade 12)**

### **Literature With Emphasis on Movement and Music**

A college preparatory English elective that will count for English 12, *Literature with an Emphasis on Movement and Music*, will help students analyze, investigate, and compare/contrast, literature, movement, music, and visual art through historical time periods. Specific attention will be paid to the parallels between genres of literature, dance, and music, and art, the relationship between words and movement, analysis and critique of performance art and music, and the sociological effects and changes surrounding artistic expression. From a historically chronological perspective, students will study all portions of the literary spectrum (novel, non-fiction, essay, short story, poetry, and film) to explore a wide panorama of opinions, themes, observations, and social commentary related to movement, music and the visual arts. While developing critical thinking skills, students will be asked to formulate ideas through frequent and challenging reading and writing assignments in strict preparation for college level performance. The primary focus of this course is literary exploration, with decreasing emphasis on visual art, movement and music.

CSU/UC: “b”

**Schools: MVHS (Grade 12)**

### **Literary Analysis Through Film**

The curriculum of this course is designed to expose students to a variety of films that includes documentaries, musicals, dramas, comedies and mastering vocabulary specific to the film industry. The course includes curriculum that adheres to the state's Standards & Benchmarks. Students should expect to read and analyze texts throughout the year in addition to reviewing and analyzing films for both industry and literary terms. Writing, discussion and public speaking skills are also an integral part of the course. Independent reading and projects will also be assigned. Students should expect homework that includes both film and text analysis.

CSU/UC: "b"

**Schools: DVHS (Grade 12), MVHS (Grade 12)**

### **Film as Literature (NCP)**

(12) Film as Literature focuses on mastery of the literary elements through the medium of film. Students learn about plot, setting, theme, and irony by analyzing various types of films. The curriculum includes vocabulary specific to the film industry. In addition, the course covers the origins and history of film, propaganda, documentaries, drama, comedies, and other great films. Independent reading is also assigned. Students are required to discuss and analyze film clips for technical aspects. A variety of writing assignments corresponds with the state standards.

*This course fulfills the high school graduation requirement, but is not certified for UC and CSU "b" requirement.*

**Schools: SRVHS**

### **Novel**

Students read classic and contemporary novels and study the writing, stylistic, thematic, and artistic elements of the novel as a form of literature. Close reading and essay response to the literature are major components of this course. Course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Novels are often grouped into thematic units of study. The course includes both whole class study and independent reading of novels.

CSU/UC: "b"

**Schools: CHS (Grade 12)**

### **Shakespeare**

Students study the plays and poetry of Shakespeare, and his influence on literature through time. Students respond to the literature in discussion, essay writing, and group and individual projects. Close reading and analysis of the literature is designed to prepare students for college level reading, thinking, literary analysis, and writing. Students will be required to meet daily reading requirements, write, and participate regularly in class. Course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing.

CSU/UC: "b" – Grade 12

**Schools: MVHS, DVHS**

### **Women's Literature**

Seniors Women's Literature is designed for the student who is committed to serious preparation for college. The course will focus primarily on the general themes of race, class and gender as experienced by women. To enhance our reading and understanding of the texts, we will also study and discuss major trends in women's history, women's involvement in social reform and protest, and how writers depict characters in conflict with vocational roles and family obligations. The course will provide extensive reading in the form of novels ranging from the 17th through the 21st century, as well as essays, poetry, drama and short stories. The writing assignments developed for the course will prepare students for college level writing including the college essay. Students will write frequently about the social issues and human values in the works they have read.

CSU/UC: "b"

**Schools: MVHS (Grade 12)**

### **English ELD**

This course is for students who have been identified as English Learners based on the California English Language Development Test (CELDT) who score at the Beginning or Early Intermediate level. It is designed to develop skills in listening, speaking, reading, and writing for everyday and academic purposes. Instruction focuses on communicative and academic skills based on the California ELD Standards.

CSU/UC: "b"

**Schools: All**

## **English ELD Advanced**

*Meets CSU/UC “b” requirement for one year only.* This class is for Advanced English Language Learners. Students continue to refine skills in reading, writing, speaking, listening, and grammar. Grammar instruction emphasizes the “editing process” for personal habitual error patterns each student makes in the English language. Note-taking skills, vocabulary, and literary analysis are emphasized. Students write analytical papers of between three and six paragraphs in length, depending on personal skills level. Subject matter includes the analysis and comprehension of poetry, short stories, novels, film, art, and cultural awareness topics. Students write memoir and personal response papers and a cultural studies project. The class is conducted in a “seminar” style; hence class discussions and oral participation are emphasized. Field trips occur throughout the year in order to help students develop cultural and aesthetic awareness.

CSU/UC: “b” (one year only)

**Schools: CHS, DVHS, SRVHS**

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## **MATH**

### **Standards Algebra**

This course is designed to satisfy the State of California and San Ramon Valley Unified School District graduation requirement of passing a yearlong course covering the California Algebra 1 standards. This standards based course is NOT a replacement for Algebra 1 and does not satisfy the prerequisites for High School Geometry.

This course is NOT CSU/UC certified.

**School: All**

### **Algebra 1**

The course content includes the essential learnings of working with properties of real numbers, problem solving using real world applications, solving and graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, solving systems of linear equations and inequalities, working with exponents and exponential functions, quadratic equations and functions, radicals and connections to Geometry

*Prerequisite: C or better in Transition to Algebra or proficient on STAR test in General Math.*

CSU/UC: “c”

**School: All**

### **High School Math**

This course is designed for 10<sup>th</sup> graders who need to prepare for the California High School Exit Exam (CAHSEE). This course is also suitable for students who have taken Transition to Algebra.

**Schools: DVHS**

### **Math Lab**

This is an assisted elective course intended to build student confidence and develop basic skills necessary to be successful in the math curriculum. It is meant to be taken concurrently with a math class. The topics will be individualized to meet student needs. This is not a college preparatory class.

**Schools: MVHS**

### **Geometry**

The objective of this course is to help the student understand plane and space relationships. All standards of the CA framework for Geometry are covered. Example topics are: basic spatial concepts, deductive proofs, parallelism, perpendicularity, congruence, quadrilaterals, ratio and proportion, similar polygons, the Pythagorean Theorem, right triangle trigonometry, circles, coordinate geometry, regular polygons, areas, volumes, compass and straight edge constructions, and optional subjects as time allows.

*Prerequisite: C or better in Algebra 1 and proficient on STAR test in Algebra 1.*

CSU/UC: “c”

**Schools: All**

## **Algebra 2**

Algebra 2 is a college prep course which builds on the foundation of Algebra I. Topics covered include: the Real and Complex Number Systems, solving equations and inequalities, functions including linear, quadratic, exponential, logarithmic, and rational. Sequences and series, determinants, conic sections, the Binomial Theorem, permutations, combinations, and probability will also be covered, as will practical applications through the solution of word problems. It also prepares the students for Pre-Calculus w/Trig.

*Prerequisite: C or better in Geometry.*

CSU/UC: "c"

**Schools: All**

## **Algebra 2 for the 21<sup>st</sup> Century**

Students will learn common core focused algebra 2 math concepts and how to write software using BYOB (building your own blocks) or WeScheme. Moreover, students will use web based graphing tools, like geogebra.org, to analyze equations and develop solutions to higher order thinking problems. Students will integrate linear functions, quadratic functions, polynomial function, rational expressions and equations, exponential and logarithmic functions, and systems of equations math concepts into their software. Through the programming projects students understand and master the mathematics and programming necessary to develop simple games using algebra 2 concepts. This University of California approved course integrates the common core Algebra 2 standards that are essential for higher level mathematics as well as technology and programming strategies drawn from the ICT (Information and Communication Technology) world. Students will use traditional learning techniques complemented with software programming to demonstrate higher order thinking abilities.

CSU/UC: "c"

**Schools: All**

## **Advanced Algebra 2**

Advanced Algebra 2 is a rigorous college prep course, that covers the real and complex number systems, solving equations and inequalities, and functions including linear, quadratic, trigonometric, exponential, and rational. Logarithms sequences and series, the Binomial Theorem, determinants, permutations, combinations, and probability will also be covered, as will practical applications through the solution of word problems. This advanced course spends less time on the initial review chapters, and investigates later chapters in greater depth.

*Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.*

CSU/UC: "c"

**Schools: CHS**

## **Math Topics Advanced**

AMT is a year-long course, designed to provide an excellent background for those wishing to take pre-calculus, Statistics, or AP Statistics. This comprehensive course integrates statistics and algebra concepts, and previews calculus in work with functions and intuitive notions of limits. As preparation for success in pre-calculus, AMT coursework will reinforce previously seen advanced algebra topics, and cover several key trigonometric focuses including graphing, solving equations and working with identities. In addition to algebraic themes, there is sufficient study in the area of statistics and statistical modeling to build a strong foundation for future work in statistics courses.

*Prerequisite: C or better in Algebra 2.*

CSU/UC: "c"

**Schools: CHS, MVHS, SRVHS**

## **Pre-Calculus With Trigonometry**

This is a course in functions, development of the trigonometric functions through the use of the concept of circular functions, graphical characteristics of the trigonometric functions-including translations, amplitude, change of period, domain, range, and sums and differences of functions, inverse trigonometric functions-notations and graphs, trigonometric identities, including addition and double-angle and half-angle formulas, use of degree and radian measures, solution of trigonometric equations, polar coordinates and vectors; solution of problems related to force and navigation, matrices and determinants, higher degree equations, logarithmic functions, rational functions, summation notation, mathematical induction, the conic sections (parabola, ellipse, hyperbola), translations and rotations of the axes and curve sketching. Graphical calculator required (TI-84 recommended; TI-89 is not allowed on many exams).

*Prerequisite: C or better in Algebra 2. Recommended: B in Algebra 2.*

CSU/UC: "c"

**Schools: All**

### **Honors Pre-Calculus With Trigonometry**

All students interested in this course should sign up for the regular Pre-calculus with Trigonometry course listed above. A screening process, which includes prior mathematics course and final exam grades, and a placement test, will determine the list of qualified students who will be then placed into Honors Pre-calculus with Trigonometry. This course spends much less time on initial review and investigates the content of in greater depth and rigor, and pace. The chapter on Limits is also covered in the Honors course. A graphical calculator is required (the TI84+ is recommended, the TI-89 is not allowed on many exams).

*Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.*

CSU/UC: "c"

**Schools: All**

### **Algorithmic Geometry**

This course introduces accelerated math students to 2D and 3D vector geometry, working in the medium of Java computer graphics programming.

No previous programming experience is required. Students create problem solution sketches on paper, then translate their solutions into numerical algorithms written in Java. The power of this approach is the ability to piggyback off all previously-solved problems, enabling a rapid ascent into complex, real-world applications. Course projects offered include molecular modeling, computer vision, GPS positioning, 3D CAD rendering, robot arm motor coordination, 3D optics, and interstellar navigation.

*Prerequisite: Precalculus with Trigonometry*

**Schools: DVHS**

### **Calculus**

The topics covered are: functions, limits, continuity, the derivative, rectilinear motion, minima-maxima problems, related rates, the indefinite integral, the definite integral, applications of the definite integral (area between curves, distance, volume, arc length, areas of surfaces of revolution, etc.), transcendental functions-differentiation and integration, and methods of integration. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. Graphical calculator required (TI-84 recommended; TI-89 is NOT allowed on many exams).

*Prerequisite: C or better in Pre-Calculus.*

CSU/UC: "c"

**Schools: DVHS, MVHS, SRVHS**

### **AP Calculus AB**

All students interested in this course should sign up for Calculus. Following the screening process, counselors will place qualified students into AP Calculus AB. This course includes the following topics: functions and graphs, limits, derivative, continuity and sequences; differentiation of algebraic functions; and applications of differential calculus; Rolles and Mean Value Theorems, graphing, applied minima-maxima, concavity, differentials, related rates, anti-derivatives, the theory and applications of integral calculus, methods of integration, differentiation and integration of transcendental functions. Problems requiring the use of graphical calculators will be included in the curriculum. Graphical calculator problems will also be on the AP Exam. Time is spent in preparing for the AP Exam in Calculus. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. (TI-84 recommended; TI-89 is NOT allowed on many exams).

*Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.*

CSU/UC: "c"

**Schools: All**

### **AP Calculus BC**

This course will include a brief review of the topics covered in AP Calculus AB. Additional topics will include: parametric, polar, and vectors functions, including their derivatives and applications; numerical solutions to differential equations using Euler's method; L'Hopital's Rule; applications of integrals including arc length and surface area; all methods of integration; improper integrals; solution of logistic differential equations; sequences and series and tests for convergence and divergence; Maclaurin and Taylor Series. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. Graphical calculator required (TI-84 is recommended; TI-89 is NOT allowed on many exams).

*Prerequisite: Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.*

CSU/UC: "c"

**Schools: All**

## Statistics

This course introduces the discipline of statistics to students to provide a solid foundation in problem solving and processing statistical information. Students will leverage statistical analysis and computation using a variety of real-world problems and information from business, science, economics, and other sources. Graphical calculator required (TI-84 recommended)

*Prerequisite: C or better in Algebra 2.*

CSU/UC: “c”

**Schools: All**

## AP Statistics

This course prepares the student for basic (non-calculus) college statistics. College statistics is necessary for many non-science majors. The topics covered are those required for the Advanced Placement Statistics Exam. Among the topics covered is exploratory analysis of data (observing patterns and departures from patterns while making use of graphical and numerical techniques), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability theory and simulation), and statistical inference (making inferences with the z-test, t-test, chi-square procedure, and regression analysis). A graphical calculator is required (TI-83 or TI-84 is recommended.)

*Prerequisite: B or better in Algebra 2.*

CSU/UC: “c”

**Schools: All**

## Personal Finance With Business Applications

(11-12) Using basic math skills, this course is designed to show how students can apply these same skills to the real world of personal finance. Students will be introduced to elements of every day financial transactions, as well as life’s major financial decisions. Included will be: Banking Transactions, Income Management, Vehicle Ownership, Loans/Credit Cards, Investments, Real Estate, Renting Apartments, and some basic Business (retail oriented).

This course is NOT CSU/UC certified.

**Schools: All**

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# SCIENCE

## BIOLOGICAL SCIENCE

### Life Science

(9-12) Life Science parallels the state standards for Biology. Topics include genetics, cell biology, DNA, body systems, cell chemistry, ecology, and evolution. This course meets the high school life science graduation requirement. Students who pass this course with a “C” or higher and have passed Algebra 1 may take Biology the following year.

This course is NOT CSU/UC certified.

**Schools: CHS, MVHS, SRVHS**

### Biology

(9-12) Biology is a lab-based college prep course that focuses on the major concepts of life science, methods of science, and inquiry-based learning. Topics include science process, genetics, biochemistry, cell biology and physiology, ecology, evolution, and human body systems.

*Prerequisite: Completion of Algebra 1. Concurrent enrollment in Geometry.*

CSU/UC: “d”

**Schools: All**

### Accelerated Biology With Research

(9) Accelerated Biology is designed for students with a strong interest in the sciences. Students in this course will use a college-level textbook to prepare for Honors & AP science courses. The course explores life science standards in greater depth and complexity, incorporating real-world applications in a problem-based/hands-on approach including a research project. Topics include cell biochemistry, cell biology, human body systems, genetics, evolution, biotechnology, and ecology. There is a short summer assignment to prepare for the research project. *This is not a weighted grade course.*

*Guidelines: A’s in English and Science, Concurrent enrollment in geometry or higher math course.*

CSU/UC: “d”

**Schools: MVHS, SRVHS**

### Marine Biology



(10-12) The theme of the marine ecosystem will drive the curriculum involving the coverage of classic biological concepts. Many laboratory activities will be inquiry-based and involve live sea life. Students will also do biotechnology protocols and perform numerous laboratory activities using probe ware interfaced into computers located at each lab station. This course meets the state and district content standards for biology/life science.

*Prerequisite: Biology with a grade of C or better. Must have completed Geometry.*

CSU/UC: “d”

**Schools: CHS, DVHS, SRVHS**

### **AP Biology**

(11-12) AP Biology is for second year Biology students and parallels the content studied in college level introductory biology. Lecture, text, and laboratory experiments will be at the college level, including the 12 required College Board Laboratory Exercises. Students will be encouraged to take the advanced placement exam at the end of the course to earn college/university credit. This course is for the self-motivated student. *Coursework includes a required summer assignment that is due the in the first week of class.*

*Prerequisite: Completion of Biology with an A. Completion of Chemistry with a B or better.*

CSU/UC: “d”

**Schools: All**

### **Biotechnology**

This course instructs students in the laboratory techniques and basic scientific concepts in the field of bioscience. Lab topics include DNA, Electrophoresis, bacteriological techniques, culturing strains of bacteria, manipulating DNA to achieve transformation of colonies. Instruction covers microscopic techniques such as oil-emersion and staining various types of tissue. Students conduct individual and team research projects using effective technical writing skills to express the results of their work. Sound laboratory procedures and safety is stressed.

*Prerequisite: Biology, Chemistry (recommended)*

CSU/UC: “d”

**Schools: DVHS (Not ROP), MVHS (ROP)**

### **Biomedical Sciences (Principles of)**

(9-12) This course is part of the Project Lead the Way Biomedical Sciences Pathway. In this course, students will explore the concepts of human medicine and be introduced to research processes and to bioinformatics. Hands-on Projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

CSU/UC: “d” approved

**Schools: CHS**

### **Human Body Systems**

(10) This course is part of the Project Lead the Way Biomedical Sciences Pathway. In this course, students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries.

CSU/UC: “d” approved

*Prerequisite: Concurrent/Completion of Biology with a C or better.*

**Schools: CHS**

### **Medical Interventions**

This class is the third course in the Project Lead The Way Biomedical Science Pathway. Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent the fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

CSU/UC: “d” approved

**Schools: CHS**

### **Anatomy and Physiology**

(10-12) Anatomy & Physiology provides an in-depth study of the human body, its construction and functions. The topics are reinforced with gross anatomy dissection and laboratory experiments. This course introduces and prepares students to pursue educational and career pathways in science or health science related fields.

*Prerequisite:* Completion of Biology with a C or better.

CSU/UC: “d”

**Schools:** DVHS, MVHS, SRVHS

### **Honors Anatomy & Physiology**

(11-12) Honors Anatomy & Physiology consists of a faster pace and more in-depth study of the topics covered in regular Anatomy & Physiology. Each major organ system (biochemistry and histology) will be studied in depth through a variety of activities, with a heavy emphasis on gross anatomy dissection and laboratory experiments. This course is recommended for students interested in a science or health-related field such as medicine, nursing, physical therapy, exercise physiology, kinesiology, sports medicine, and veterinary science.

*Prerequisite:* Completion of Biology and Chemistry with a B. (C or better for Honors Chemistry).

CSU/UC: “d”

**Schools:** All

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## **PHYSICAL SCIENCE**

### **Integrated Physical Science**

(9-12) Integrated Physical Science covers basic Chemistry, Physics, Earth and Biological Sciences beyond the eighth grade standards. Topics include atomic and molecular structure, chemical bonds, acids and bases, heat and thermodynamics, waves, electric and magnetic phenomena, dynamic earth processes, biogeochemical cycles, California geology, ecology, and evolution. This course is recommended for freshmen who have not met the requirements to enter Biology or Accelerated Biology.

*Prerequisite:* Completion of or concurrent enrollment in Algebra 1.

CSU/UC: “g” Does not meet the UC “d” lab science requirement.

**Schools:** All

### **Chemistry**

(10-12) Chemistry deals with matter, its properties, and the changes that it undergoes. Topics include: atomic structure and theory, properties of gas, solids, and liquids, chemical bonding, and principles of chemical reactions. This course uses an inquiry approach which includes discussion, lecture, laboratory experiments, and demonstrations.

*Prerequisite:* Completion of Geometry with a C or better. Concurrent enrollment in Algebra 2.

CSU/UC: “d”

**Schools:** All

### **Honors Chemistry**

(10-12) Honors Chemistry is designed for students intending to major in science or engineering. It provides a solid foundation for students planning to take chemistry in college. This course includes a more in-depth study of the topics covered in chemistry as well as additional topics. *As an honors level course this class earns a weighted grade.*

*Prerequisite:* Completion of Geometry with a B or better. Concurrent enrollment in Algebra 2 or higher. Completion of Biology with a B or better.

CSU/UC: “d”

**Schools:** DVHS, MVHS, SRVHS

### **AP Chemistry**

(11-12) AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college/university year. Emphasis is given to the theoretical aspects of chemistry, chemical calculations, and laboratory exercises. Topics include: structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and thermodynamics. Students are encouraged to take the advanced placement exam at the end of the course and earn college/university credit.

*Prerequisite:* Completion of Chemistry with an A. Completion of Honors Chemistry with a B or better. Completion of Algebra 2 with a B or better.

CSU/UC: “d”

**Schools:** All



## **Physics**

(10-12) If you have ever wondered about how things worked (your CD player, pager, cell phone, ice skating, tennis, or rainbows to name a few), then this is the course for you. This course is recommended for all students planning to attend college. Basic physical concepts and their applications to everyday activities (toys, sports, and light) are emphasized through a variety of lab activities and problems. Skills taught in class include problem solving strategies, lab techniques, technical writing (lab reports), and graphical analysis of data. Physical concepts basic to all fields of science and critical thinking skills that can be utilized in any college major are introduced. Topics include motion, forces, energy, wave theory, light, electricity, and magnetism.

*Prerequisite: Completion of Geometry with a C or better. Concurrent enrollment in Algebra 2.*

CSU/UC: “d”

**Schools: CHS, DVHS, MVHS**

## **Green up and Go: Energy-neering (Physics)**

(10-12) From electric cars to wind farms, our world is driven by innovations that come to life through the marriage of science and engineering. How do we prepare students to successfully navigate these two worlds? How can an academic course empower students with the knowledge, attitudes and skills that will prepare them to become the next generation of innovators? Hands on Physics: Green Powered Vehicles is that course! This course offers students a real world opportunity to discover and understand principles of physics, engineering, design and green-clean technologies. Students working individually and in teams participate in a series of hands on experimental projects such as building wind generators and personal transportation devices to explore both alternative and traditional energy sources and transportation. The projects provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. Through these experiences students hone critical thinking, communication, collaboration, creativity and Career Technical Education skills to learn advanced engineering, physics and design concepts. This year long lab science course combines elements of physics, engineering and green technology to prepare students for success in college science and engineering as well as careers that can contribute to a greener environment for us all.

*Prerequisite: Concurrent enrollment in Algebra 2*

CSU/UC: “d”

**Schools: SRVHS**

## **Honors Physics**

(10-12) Honors Physics consists of a more in-depth study of the topics covered in regular Physics and some additional topics. The problems, concepts, and exams are more rigorous and academically challenging than in the regular Physics. The course is recommended for students planning to take Physics in college. It is intended for students planning to major in Physical Science, Engineering, or Math.

*Prerequisite: Completion of Algebra 2 with a B or better. Concurrent enrollment in Pre-Calculus With Trigonometry.*

CSU/UC: “d”

**Schools: CHS, MVHS, SRVHS**

## **AP Physics (B)**

(11-12) AP Physics (B) is intended for students with an interest in engineering, science or the medical field. The five general areas that are covered are Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics and atomic and nuclear physics, are required by the College Board. Basic concepts of calculus may be introduced in connection with physical concepts, such as acceleration and work. Students are encouraged to take the AP Exam at the end of the course to earn college/university credit.

*Prerequisite: Completion of Physics with an A. Completion of Honors Physics with a B or better. Completion of Pre-Calculus with a B or better.*

CSU/UC: “d”

**Schools: CHS**

### **AP Physics (C)**

(11-12) AP Physics (C) ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. The C course is the first part of a sequence which in college is sometimes a very intensive one-year course but often extends over one and one-half to two years, with a laboratory component. Students are encouraged to take the AP Exam at the end of the course to earn college/university credit.

*Prerequisite: Completion of Physics with an A. Concurrent enrollment in Calculus.*

CSU/UC: “d”

**Schools: DVHS, SRVHS**

### **AP Environmental Science (ROP)**

This course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them. Job shadowing and internships are encouraged.

*Prerequisites: B or higher in Biology and Chemistry and completion or concurrent enrollment in Algebra 2*

CSU/UC: “d”

**Schools: CHS (Not ROP), MVHS, SRVHS**

### **Forensic Science, Analytical (ROP)**

This class will emphasize understanding the underlying scientific theories of forensic science. The class will build upon the student’s prior knowledge of biology and chemistry, using analytical chemistry techniques to analyze and identify trace evidence, including DNA. This course prepares students to further their science education at the university level.

*Prerequisite: Completion of Biology, Chemistry and Algebra I.*

CSU/UC: “g”

**Schools: CHS (ROP), MVHS (Not ROP)**

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## **WORLD LANGUAGE**

### **American Sign Language I**

This course will teach basic signs, grammar, finger spelling, and cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function.

*Prerequisite: strongly recommended: overall C average.*

CSU/UC: “e”

**Schools: MVHS, SRVHS**

### **American Sign Language II**

This course further develops basic reception and production skills in American Sign Language. Emphasis will be on Deaf Culture, syntax, and vocabulary of more abstract concepts. Students will be required to sign stories, skits, and songs, as well as attending two out-of-class functions, completing one book report and a research paper. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis.

*Prerequisite: C or better in American Sign Language I and teacher recommendation.*

CSU/UC: “e”

**Schools: MVHS, SRVHS**

### **American Sign Language III**

This course further develops basic reception and production skills in American Sign Language. Emphasis will be on Deaf culture, syntax, vocabulary, and the ability to demonstrate abstract ideas and concepts. Students will be required to sign skits, songs, stories, poetry and create a video. There will be frequent translation exercises as well as a book report, two out-of-class functions, and a report on a famous deaf person. This course may not be repeated for credit.

*Prerequisite: C or better in American Sign Language II and teacher recommendation.*

CSU/UC: “e”

**Schools: MVHS, SRVHS**

### **Chinese Mandarin I**

This is a beginning Mandarin Chinese course intended for students with no prior knowledge of any Chinese speaking or writing ability. This course will focus on the Chinese Zhuyinfuhau/Hanyupinyin (phonetic) system: tones, rules of phonetic spelling, and pronunciation drill; and Chinese characters: creation and evolution, stroke order, structure, and the writing system. Reading and writing skills are introduced. Students will learn the basic sentence patterns, and develop the Chinese language skills in listening, speaking, reading, and writing.

CSU/UC: “e”

**Schools: CHS, DVHS**

### **Chinese Mandarin II**

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people. For students who have not taken Chinese 1, please contact the counseling office for a readiness assessment to be admitted to this class.

*Prerequisite: C or better in Chinese Mandarin I and teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.*

CSU/UC: “e”

**Schools: CHS, DVHS**

### **Chinese Mandarin III**

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people. For students who have not taken Chinese 2, please contact the instructor to schedule a readiness assessment to be admitted to this class.

*Prerequisite: C or better in Chinese Mandarin II and teacher recommendation.*

CSU/UC: “e”

**Schools: CHS, DVHS**

### **Chinese Mandarin Honors IV**

This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes intermediate Chinese ability in characters, sentences, and grammar. Emphasis will be placed upon practical use of Chinese, and prepare for college level Chinese courses.

*Prerequisite: B or better in Chinese III and teacher recommendation. For students who have not taken Chinese III, please contact counseling office.*

CSU/UC: “e”

**Schools: CHS, DVHS**

### **AP Chinese Language and Culture V**

This course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities. Extensive training in reading comprehension, oral skills and writing skills will be emphasized. This course also covers Chinese culture and history to provide students with a broad understanding of this 5,000 year old country.

*Prerequisite: B or better in Chinese Mandarin Honors IV and teacher recommendation.*

CSU/UC: “e”

**Schools: CHS, DVHS**

### **French I**

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the French-speaking world.

CSU/UC: “e”

**Schools: All**

## **French II**

A continuation of the course of study of the French language and of the associated cultures started in French I. French II is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased  
*Prerequisite: C or better in French I and/or teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.*

CSU/UC: "e"

**Schools: All**

## **French III**

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the French language becomes imperative and students are given more advanced cultural readings.

*Prerequisites: C or better in French II and/or recommendation of the French II teacher.*

CSU/UC: "e"

**Schools: All**

## **French IV Honors**

Emphasis of this class is French for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of French authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in French. Enthusiasm for French is a must.

*Prerequisites: Grade B or better in French III.*

CSU/UC: "e"

**Schools: All**

## **AP French Language**

This is an intensive course designed to prepare students for the AP French test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year's end, the students will be able to understand the spoken language, be able to read and understand literary excerpts, and be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

*Prerequisites: B or better in French IV Honors and teacher recommendation.*

CSU/UC: "e"

**Schools: All**

## **French V**

This course will cover selected works from the literature of French-speaking countries. Students are expected to read and analyze literature orally and in writing in French. The language proficiency reached by the end of the course is generally equivalent to that of college students who have completed various semesters of French in composition, conversation and grammar. Students should be able to : 1) understand a lecture in French and to participate actively in discussions on literary topics in French; 2) do a close reading of literary texts of all genres in French; 3) analyze critically the form and content of literary works orally and in writing using appropriate terminology.

*Prerequisites: B or better in French IV Honors and teacher recommendation.*

**Schools: CHS**

## **Japanese I**

This course is only for students with NO PRIOR KNOWLEDGE of Japanese. An introduction to the Japanese language with emphasis on proper pronunciation and ability to read and write in two of the three writing systems: Hiragana and Katakana. It will acquaint students with aspects of Japanese tradition, culture and history which affect contemporary lifestyles and beliefs.

*Prerequisite: Strongly recommended: A or B in English, overall C average.*

CSU/UC: "e"

**Schools: MVHS**

## **Japanese II**

This is a continuing course for the students who have completed the curriculum outlined in Japanese I. Further conversation skills are emphasized through video and audio tapes in conjunction with role-playing in the class. Approximately 100 kanji characters are introduced which enhance the reading and writing skills of more complicated Japanese sentences. (Kanji represents the third of three writing systems in Japanese.) Cultural lessons are provided through projects, movies, animation and calligraphy.

*Prerequisites: Required: C or better in Japanese I or equivalent and/or teacher recommendation*

CSU/UC: "e"

**Schools: MVHS**

## **Japanese III**

A continuation of Japanese II; focus is on fluency in spoken and written skill. Students will gain increased oral fluency and communication skills for everyday use, learn approximately 250 new kanji characters to read and write, increase proficiency in reading skills, and gain insight into Japanese cultural and social practices. Class is conducted entirely in Japanese.

*Prerequisite: C or better in Japanese II and/or teacher recommendation*

CSU/UC: "e"

**Schools: MVHS**

## **Japanese IV Honors**

Students entering from another program may be asked to take a placement exam. Emphasis in this class is on oral fluency and reading and writing skills. Students will learn approximately 500 new kanji characters and will read a variety of Japanese literature and current publications. Cultural lessons are designed to further enhance students' knowledge of Japanese social and cultural practices. Class is conducted entirely in Japanese.

*Prerequisite: B average in Japanese III and/or teacher recommendation.*

CSU/UC: "e"

**Schools: MVHS**

## **AP Japanese Language and Culture**

Students entering from another program may be asked to take a placement exam. Students will increase oral fluency and communication skills for a variety of real-world purposes. They will learn approximately 600 kanji characters and will gain increased proficiency in reading, writing, speaking and listening. Class is conducted entirely in Japanese and students will develop an insight into Japanese cultural and social practices. This course will give materials and guidance to prepare students for the AP Japanese Language and Culture exam.

*Prerequisite: B average in Japanese 4 and teacher recommendation*

CSU/UC: "e"

**Schools: MVHS**

## **Korean I**

This is a beginning Korean intended for students with little to no prior knowledge of any Korean speaking or writing ability. This course will focus on the Korean system. Reading and Writing skills are introduced. Students will learn the basic sentence patterns and develop the Korean language skills in listening, speaking, reading and writing.

*Prerequisite: None*

CSU/UC: "e"

**Schools: DVHS**

## **Korean II**

This course is designed for students interested in a continuation of learning Korean. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Korean words, sentences, and grammar. Emphasis will be placed upon practical use of Korean, so that students will experience the world of communication among the Korean language speaking people. For students who have not taken Korean I, please contact the counseling office for a readiness assessment to determine admission to this class.

*Prerequisite: Korean I*

CSU/UC: "e"

**Schools: DVHS**

### **Korean III**

This course is designed for students interested in a continuation of learning Korean. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Korean words, sentences, and grammar. Emphasis will be placed upon practical use of Korean, so that students will experience the world of communication among the Korean language speaking people. For students who have not taken Korean II, please contact the counseling office for a readiness assessment to determine admission to this class.

*Prerequisite: C or better in Korean II and teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.*

CSU/UC: “e”

**Schools: DVHS**

### **Korean IV Honors**

Korean IV is designed for students to further the knowledge of language skills and understanding of the cultural and social context in which the language is used. Students will be able to express themselves appropriately and effectively on a variety of topics in diverse real-life situations as well as in the external environment. The class is conducted completely in Korean.

*Prerequisite: Pass Korean III with a grade B or better or by placement test*

CSU/UC: “e”

**Schools: DVHS**

### **Korean V**

Korean V is designed for students to advance and refine their Korean language skills through a variety of topics covering Korean history, culture, and literature. Students will enhance their communication ability to effectively carry out a wide range of tasks with a high level of control of the linguistic system. By the end of the year, students will be able to fluently and effectively express themselves orally and in writing for informal and formal settings, using culturally appropriate language. The class is conducted completely in Korean.

CSU/UC: pending

**Schools: DVHS**

### **Spanish I**

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the Spanish-speaking world.

CSU/UC: “e”

**Schools: All**

### **Spanish II**

(9-12) – Year. A continuation of the course of study of the Spanish language and of the associated cultures started in Spanish 1. Spanish 2 is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

*Prerequisite: C or better in Spanish 1 and/or teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.*

CSU/UC: “e”

**Schools: All**

### **Spanish III**

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the Spanish language becomes imperative and there are more advanced cultural readings.

*Prerequisites: C or better in Spanish II and/or recommendation of the Spanish 2 teacher*

CSU/UC: “e”

**Schools: All**

### **Spanish IV Honors**

Emphasis of this class is Spanish for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of Spanish and Latin American authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in Spanish. Enthusiasm for Spanish is a must.

*Prerequisite: B or better in Spanish III*

CSU/UC: “e”

**Schools: All**



### **AP Spanish Language**

This is an intensive course designed to prepare students for the AP Spanish test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year's end, the students will be able to understand the spoken language, be able to read and understand literary excerpts, and be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

*Prerequisite: B or better in Spanish IV Honors and teacher recommendation.*

CSU/UC: "e"

**Schools: All**

### **AP Spanish Literature**

This course will cover selected works from the literature of Spain and Spanish America. Students are expected to read and analyze literature orally and in writing in Spanish. The language proficiency reached by the end of the AP course is generally equivalent to that of college students who have completed various semesters of Spanish in composition, conversation and grammar. Students should be able to: 1) understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish; 2) do a close reading of literary texts of all genres in Spanish; 3) analyze critically the form and content of literary works orally and in writing using appropriate terminology.

*Prerequisite: B or better in Spanish IV Honors and teacher recommendation.*

CSU/UC: "e"

**Schools: MVHS**

### **AP Spanish Literature and Culture**

This course is designed to study literature in Spanish of selected works from Spain and Spanish America that represent a range of voices, cultures, and historical events in the Spanish-speaking world. Students will analyze literature and relate the content of the texts they read to literary, historical, sociocultural, and geopolitical contexts in Spanish. The AP course features six themes that provide the basis for making contextual connections among works of different genres, periods, and movements. This course provides students with opportunities to develop their proficiencies in Spanish with special attention to critical reading and analytical writing.

*Prerequisite: B or better in Spanish IV Honors and teacher recommendation.*

CSU/UC: "e"

**Schools: MVHS**

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## **VISUAL AND PERFORMING ARTS**

### **VISUAL ARTS**

#### **Art 1**

This is an introductory skills-based, visual art course that introduces students to a variety of media. Students will also learn about art history and develop aesthetic valuing skills through writing. Class assignments are based on the California Visual Art Standards and introduce students to the Elements of Art and the Principles of Design. This class prepares students for the next level of art classes..

CSU/UC: "F"

**Schools: All**

#### **Art 2**

Students apply artistic processes and skills, using a wide variety of media, to communicate meaning and intent to works of art based on the Elements of Art and the Principles of Design. Students further develop skills learned in Art 1 to create more individualized works of art moving from proficient to advanced levels. The study of Art History and culture are included in the curriculum. Assignments are based on the California Visual Arts Standards.

*Prerequisite: C or better in Art 1.*

CSU/UC: "F"

**Schools: DVHS, MVHS, SRVHS**

### **Art 3**

(10-12) This advanced year long class emphasizes developing artwork of portfolio quality. Students learn to apply design elements in increasingly sophisticated ways. Strong emphasis upon creativity and craftsmanship. Wide range of mediums available including pastel pencils, acrylic, scratchboard, collage and calligraphic pens. Printmaking will be introduced. Sketchbook work and two research papers required.

*Prerequisite: C or better in Art 1 and 2, or permission of instructor*

CSU/UC: "F"

**Schools: CHS**

### **AP Art History**

(10-12) Students will examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They will learn to look at and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. In addition, this course is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. Students may receive college credit for this course by taking and passing the AP Art History exam in the spring.

CSU/UC: "F"

**Schools: DVHS**

### **Advanced Art 5**

In this advanced class, students can expect to demonstrate a mature understanding of the Elements of Art and the Principles of Design in a rigorous series of lessons. Students increasingly incorporate their own perspectives and style as they explore various media to produce substantial work. Art history and culture and aesthetic valuing form a significant part of the course. Students begin to build a portfolio as a preliminary step for AP Art. Assignments are based on the California Visual Art Standards.

*Prerequisite: C or better in Art 1 and Art 2 or permission of instructor.*

CSU/UC: "F"

**Schools: DVHS, MVHS**

### **AP Studio Art Drawing**

Students work at an advanced skill level to produce an individual portfolio of two-dimensional and/or three-dimensional work. This rigorous class requires that students be self-motivated as they prepare to submit a portfolio for the College Board Advanced Placement Exam in the Spring. All work must follow class specifications to assure variety and meet the demands of the portfolio contents with multiple measures for quality production. Students must be able to demonstrate mastery in various media and artistic concepts while producing two categories of work to meet the Concentration and Breadth requirements of the AP portfolio. All assignments are based on the CA Visual Art Standards. Summer work is expected.

*Prerequisite: Teacher recommendation.*

CSU/UC: "F"

**Schools: All**

### **Art and Animation I**

(10-12) Art and Animation introduces students to the fundamentals associated with computer-based modeling and animation, manual techniques, and the industry's technical evolution. Students will be using both paper materials and computer software to generate cartoons and animations. The course may be repeated using alternate projects to enhance and further develop skills.

CSU/UC: "F"

**Schools: MVHS, SRVHS**

### **3D Art 1**

This art class is an introduction to basic design elements and principles with three dimensional design applications. Students work in a variety of media and with varied techniques to create original works of art. There is a strong emphasis on creativity and craftsmanship. This course is aligned with the California Visual Art Standards.

CSU/UC: "F"

**Schools: All**



### **3D Art 2**

This advanced three-dimensional art class explores the Elements of Art and the Principles of Design in increasingly sophisticated ways when applied to a variety of forms and sculptures. Students work in a variety of media with advanced techniques, to create in-depth original works of art. This course is aligned with the California Visual Art Standards.

*Prerequisite: C or better in 3D Art 1.*

CSU/UC: "F"

**Schools: DVHS, SRVHS**

### **3D Art 3**

(10-12) This is an advanced three-dimensional art class which allows students to create larger sculptures using advanced materials and methods.

*Prerequisite: C or better in 3D Art 1 and 2.*

CSU/UC: "F"

**Schools: CHS, DVHS**

### **Ceramics 1/2 (Year long)**

This course explores a variety of techniques in clay construction, wheel throwing, glazing and surface decoration. Students apply the Elements of Art and the Principles of Design using the medium of clay. This course also focuses on historical and cultural influences. Students will develop aesthetic perception skills and strengthen their creative expression in the areas of sculpture and pottery. This course is aligned with the California Visual Art Standards.

UC/CSU: "F"

**Schools: CHS**

### **Advanced Ceramics 3**

Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and gauze techniques, and the firing processes. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

*Prerequisites: C or better in Ceramics 1/2, teacher recommendation or portfolio of student work.*

CSU/UC "F" pending approval

**Schools: CHS**

### **Architectural Design (ROP)**

This course allows the students to express themselves visually and showcases their creativity. Instruction in the following areas: elements of design, architectural history, sketching and computer design. Students are guided through a series of projects using computer aided design (CAD) software. This competency-based course prepares students for entry-level positions or further training in architectural design. Integrated into the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

*Recommended not required Algebra I, Geometry and/or approval of the instructor.*

CSU/UC: "F"

**Schools: MVHS**

### **Advanced Architectural Design (ROP)**

This course allows the students to express themselves visually and showcases their creativity. This course goes more deeply into the elements of artistic design, architectural history and computer design. The course provides the opportunity for students to specialize in an area of concentration such as environmental design, architectural model making, civil engineering or 3D development. Students are required to complete a major project of their own design and submit it for further review by entering an approved competition or to a licensed architect/engineer.

*Prerequisites: Architectural Design*

CSU/UC: "F"

**Schools: MVHS**

### **Photography 1**

This is an introductory class in which students will learn to shoot, process and print their own black and white photographs. The course curriculum is aligned to the California Visual Art Standards and addresses the Elements of Art and the Principles of Design with specific applications to photography. Access to a 35 mm camera, auto or manual, is preferable.

CSU/UC: "F"

**Schools: CHS-Year, MVHS and SRVHS-Year (9 -12)**

### **Photography Advanced (Year) (ROP)**

Students will further develop their skills in photography, producing pictures worthy of publication and presentation. Students will apply the Elements of Art and the Principles of Design in increasingly sophisticated ways. Curriculum is aligned to the California Visual Art Standards. Access to a 35 mm camera, auto or manual, is preferable.

*Prerequisite: C or better in Beginning Photography.*

CSU/UC: "F"

**Schools: CHS, MVHS, SRVHS**

### **Digital Photography**

(11-12) This digital photography class will explore the many facets of digital imagery. Students are expected to produce and preserve images that paint a picture, tell a story, or record an event. Students will be exposed to a wide variety of technical editing strategies and techniques through the use of Adobe Photoshop. This digital photography program will deepen the understanding of composition and image design; focusing on color, theory, and practical applications.

CSU/UC: "F"

**Schools: CHS, DVHS, MVHS**

### **Video Production [Art of] (ROP)**

(10–12) Students will acquire the visual arts skills to create quality video productions. Emphasis is on the uses of communication and organizational skills. Students learn the basic skills to produce their own videos while exploring aspects of pre-production, script writing, camera work, lighting and sound.

*Prerequisite: Basic computer skills, fine arts, photography, drama or journalism are recommended.*

CSU/UC: "F"

**Schools: CHS, DVHS (not ROP),SRVHS, MVHS**

### **Video Production [Art of] 2**

This advanced course provides students with opportunities to work on individual and small group video projects. Workshop methods will be employed to provide students with understandings of advanced principles and practices of videography. Students in this course will be expected to develop project treatments, write and rewrite shooting scripts, develop storyboards, record and edit projects.

CSU/UC: "F"

**Schools: DVHS (ROP), SRVHS (Not ROP)**

### **Digital Arts/Designs for the Web**

This is a college preparatory course designed to enable students to achieve an understanding and appreciation of artistic expression and be able to use that expression to enhance communication. Students will create original digital arts projects using contemporary media techniques. Outside research is part of the curriculum.

CSU/UC: "F"

**Schools: CHS, DVHS, SRVHS – (Not ROP)**

### **Computer Graphic Arts (ROP)**

Students will explore drawing techniques and tools used in computer arts and digital graphics. They will create original art projects using contemporary techniques in computer graphics. Students will keep design journals, critique their work and the work of others, and maintain portfolios of their artwork and writing.

CSU/UC: "F"

**Schools: MVHS, DVHS-Not ROP**

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# PERFORMING ARTS

## DANCE

### Dance 1

(9-12) This is an introductory course for **BEGINNING** level students. Course includes training in basic dance techniques and a variety of dancing styles. Freshmen may take this course for Fine Arts credit only.

CSU/UC: “F”

Schools: All

### Dance 2

(9-12) For **INTERMEDIATE** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshman may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

*Prerequisite: Entrance by audition only. See instructor.*

CSU/UC: “F”

Schools: All

### Dance 3

(9-12) . For **INTERMEDIATE II** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

*Prerequisite: Entrance by audition only. See instructor*

CSU/UC: “F”

Schools: All

### Dance 4

(9-12) For **ADVANCED INTERMEDIATE** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

*Prerequisite: Entrance by audition only. See instructor.*

CSU/UC: “F”

Schools: All

### Dance 5

(11-12) For **ADVANCED** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

*Prerequisite: Entrance by audition only. See instructor.*

CSU/UC: “F”

Schools: CHS, MVHS, SRVHS

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## MUSIC (Instrumental and Vocal)

### AP Music Theory

(11-12) This course intends to provide the serious music student with a class equivalent to an undergraduate college level course in music theory and ear training. The ultimate goal of the AP Music Theory course is to develop the student’s ability to recognize, understand and describe the basic materials and processes of music that are heard in a score. The achievement of this goal may be best promoted by integrated approaches to the student’s development of: aural skills, sight singing skills, compositional skills, and analytical skills through listening exercises, performance exercises, written exercises, creative exercises and analytical exercises. As with all Advanced Placement courses the grade is weighted and students are expected to take the Advanced Placement Exam.

*Prerequisite: Ability to read music and consent of the instructor.*

CSU/UC: “F”

Schools: All

### **Music Today**

(9-12) Music Today...and Yesterday is a class designed to help students better comprehend our heritage, culture, and the music creating process, through a historically-oriented study of Western Art, Music, Jazz, and Popular Contemporary music. Activities include analyzing musical compositions, studying music through recorded media, and researching various artists, often in group presentations. The first semester will focus primarily on learning to read and comprehend printed music, understanding the music making process and the Baroque, Classical, Romantic, and Contemporary music periods. The second semester will focus primarily on American art forms including Jazz, Musical Theater, and Rock. Students will still work on some of the concepts learned in the first semester.

CSU/UC: "F"

**Schools: CHS**

### **Concert Band**

(9-12) The focus of this class is to develop instrumental techniques, using a wide spectrum of wind band literature. The class will include elements of music theory, historical and cultural context, and connections to other disciplines. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

*Prerequisite: Open to all students with previous music experience on a woodwind, brass or percussion instrument or students developing a second instrument.*

CSU/UC: "F"

**Schools: CHS, DVHS, SRVHS**

### **Orchestra**

(9-12) The focus of the class is to develop string and instrumental ensemble techniques. A variety of orchestra literature will be covered. Previous string experience is encouraged. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

*Prerequisite: All String players are welcome. Wind and Percussion instruments by audition/consent of instructor.*

CSU/UC: "F"

**Schools: All**

### **Symphonic Band**

(10-12) The focus of this class is a continuation of intermediate/advanced instrumental techniques using a wide spectrum of intermediate/advanced wind band literature. This class will include a more in depth study of musical elements, historical and cultural context, and connections to other disciplines. 9<sup>th</sup> graders are welcome to audition. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

*Prerequisite: Audition/consent of instructor*

CSU/UC: "F"

**Schools: All**

### **Wind Ensemble**

(10-12) The focus of this class is a continuation of advanced instrumental techniques using a wide spectrum of advanced wind ensemble literature. This class will include an advanced study of musical elements, historical and cultural context, and connections to other disciplines. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

*Prerequisite: Audition/consent of instructor*

CSU/UC: "F"

**Schools: CHS, DVHS, MVHS**

### **Jazz Band**

(9-12) This is considered an intermediate jazz course. Students must have prior experience on a traditional jazz instrument: saxophone, trumpet, trombone, piano, bass, electric guitar or drum set. The class will include elements of jazz theory, historical and cultural context, and connections to other disciplines. Introduction and enhancement of improvisation skills and techniques will be covered. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

*Prerequisite: Successful completion of audition process*

CSU/UC: "F"

**Schools: All**

**Jazz Ensemble**

(10-12) This is considered an advanced jazz course. The class will include advanced elements of jazz theory, historical and cultural context, and connections to other disciplines. Advanced improvisation skills and techniques will be utilized. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

*Prerequisite: Successful completion of audition process*

CSU/UC: "F"

**Schools: CHS, MVHS, SRVHS**

**Marching and Auxiliary Program (Fall Semester)**

(9-12) The focus of the class is to develop instrumental techniques, using a wide spectrum of marching band literature. The class will include elements of movement and performance skills. This group will represent the school at school, community and regional events. Participation in regularly scheduled co-curricular performances is mandatory.

*Prerequisite: All musicians welcome. Auxiliary by audition.*

This course is NOT CSU/UC certified.

**Schools: CHS, MVHS, SRVHS**

**Men's Ensemble**

(9-12) This beginning level class is open to all men who wish to sing and develop a joy for music. They will learn the basics and fundamentals of good singing and musicianship. No prior experience and no audition is necessary, however students must accurately match pitch. Literature includes classical repertoire, folk songs, pop and jazz. Participation in regularly scheduled co-curricular performances is mandatory. A performance outfit may be required.

CSU/UC: "F"

**Schools: All**

**Women's Ensemble**

(9-12) This beginning level class is open to all women who wish to sing and develop a joy for music. They will learn the basics and fundamentals of good singing and musicianship. No prior experience and no audition is necessary, however students must accurately match pitch. Literature includes classical repertoire, folk songs, pop and jazz. Participation in regularly scheduled co-curricular performances is mandatory. A performance outfit may be required.

CSU/UC: "F"

**Schools: All**

**Concert Choir**

(10-12) This class is an intermediate vocal music course. Students will expand their mastery of music fundamentals, vocal technique, and historical/cultural perspectives of choral music. Students are exposed to a wide variety of music ranging from classical to contemporary. Participation in regularly scheduled co-curricular performances is mandatory. This class may take performance related tours. A formal performance outfit may be required.

*Prerequisite: Audition or consent of the instructor*

CSU/UC: "F"

**Schools: All**

**Chamber Singers**

(10-12) This group is an advanced ensemble of dedicated and committed students. Members are expected to understand and master music theory, sight-reading, and sing complex music in a variety of genres and performance styles. This group performs extensively throughout the year and a formal performance outfit is required.

*Prerequisite: Audition or consent of the instructor*

CSU/UC: "F"

**Schools: All**

**Treble Choir**

(10-12) Members of this intermediate level class continue their vocal development, appreciation of music and music reading skills. This group sings more complex music than that of the beginning level choirs. Participation in regularly scheduled co-curricular performances is mandatory. A performance uniform is required.

Audition or consent of the instructor

CSU/UC: "F"

**Schools: All**

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# THEATRE ARTS

## Oral Interpretation

Oral Interpretation is the art of reading, analyzing and interpreting drama, prose, and poetry through the use of voice and body. This course will offer students opportunities to interpret published works as well as to study rhetoric to create and enhance their own works for performance. Students will also be critically assessing and analyzing oral interpretations by professional performers and speakers. In addition, the course offers students a chance to perform outside the classroom at community and school sponsored events. Students will do extensive research and may be required to attend and participate in at least two outside speech contests per semester.

CSU/UC: "F"

**Schools: DVHS, MVHS, SRVHS**

## Theatre Arts 1

This course is an exploration in voice, diction, and movement. You will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

CSU/UC: "F"

**Schools: All**

## Theatre Arts 2

Students with a commitment to excellence in theatre will continue more advanced studies of acting techniques, advanced improvisation, and theatre history. Students will create short productions for a final exam performance that reflects the skills and techniques learned.

*Prerequisite: Completion of Theatre Arts 1 with a grade of C or better.*

CSU/UC: "F"

**Schools: All**

## Theatre Arts 3

To qualify for theatre Arts 3, a student must have basic and/or technical skills and a willingness to make a commitment to excellence in theatre. This class includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles in acting. Students will create a production for a final exam performance that reflects the skills and techniques learned during the year.

*Prerequisite: Theatre Arts 1-2 and permission of instructor (audition requirement).*

CSU/UC: "F"

**Schools: All**

## Theatre Arts 4

Students learn all aspects of producing a play, including directing, acting, scene design, construction, costume, sound, and lighting design. Makeup, properties acquisition, construction, publicity, and design are also surveyed. Students will perform and/or assist with two productions and compete in local theatre competitions. Class may be repeated once for credit.

*Prerequisite: Completion of Theatre Arts 1 and 2 with a C or better and audition.*

CSU/UC: "F"

**Schools: SRVHS**

## Theatre Production

This course investigates technical theatre as a professional vocation. Stage design, lighting design, and sound design are accented while costume design, makeup design, and general properties design are surveyed. Stage management is a major focus of this course. A general knowledge of theatre is required.

*Prerequisite: Theatre Arts 1 and permission of instructor.*

CSU/UC: "F"

**Schools: DVHS, MVHS, SRVHS**

## Play Production (ROP)

Students learn all aspects of producing a play including directing, acting, scene design, construction, costume, sound, and lighting design. Makeup, properties acquisition, construction, and publicity design are surveyed also. Students will perform and/or assist with two productions and compete in local theatre competitions. Class may be repeated once for credit.

*Prerequisite: Completion of Theatre Arts 1 and 2 with a C or better and audition.*

CSU/UC: "F"

**Schools: CHS, MVHS, DVHS**

### **Performing Art Production Assistant**

(10-12) This course is designed for Intermediate to Advanced students in dance, theatre art, vocal or instrumental music interested in developing skills in directing and producing shows. Fine arts credit only. Not College Prep.

*Prerequisite: Teacher approval for placement is required.*

**Schools: DVHS, MVHS, SRVHS**

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## **CTE/ELECTIVES/NON-DEPARTMENTAL**

### **Academic Enrichment**

(9-12) Academic Enrichment is a course that focuses on study skills, learning strategies, writing skills, note taking strategies, vocabulary development and academic goal setting.

*Prerequisite: Teacher and counselor recommendation.*

**Schools: CHS, DVHS, MVHS**

### **Alternative Fuels/Vehicles**

(10-12) This course will be an exploration of the use of alternative fuels and of the evolution of the alternative fuel powered automobile. There will be various group projects which will lead to the design of an electrically powered robot.

**Schools: SRVHS**

### **Auto 1**

(9-12) This course combines theory and practical applications of automotive technology to acquaint the student with the tools and equipment of the trade. The student need not drive a car to benefit. Systems covered include engines, transmissions, final drives, brakes and clutches. The majority of the class time will be committed to hands on learning in the shop. The course is directed toward students who want a working knowledge of their personal auto as well as toward those who are pursuing a career in automotive technology.

**Schools: SRVHS**

### **Auto 1 (District)**

(9-12) This course is open to all district high school students. Special "Early A Period" (7:10 am – 8:00 am). This course combines theory and practical applications of automotive technology to acquaint the student with the tools and equipment of the trade. The student need not drive a car to benefit. Systems covered include engines, transmissions, final drives, brakes and clutches. The course is directed toward students who want a working knowledge of their personal auto as well as toward those who are pursuing a career in automotive technology. The course will meet at the SRVHS CTE facility on Tuesday and Thursday and will meet via video conferencing from their home school site Monday, Wednesday and Friday same time. Students and their parents are responsible for transportation to and from SRVHS on Tuesdays and Thursdays.

**Schools: SRVHS**

### **Auto 2 (ROP)**

A continuation of Auto 1, this course is an expansion of the principles and skills already learned. The rest of the systems of the modern automobile are covered. The emphasis is on learning the shop environment. The course is directed toward students who want to round out their knowledge of automotive technology.

*Prerequisite: Successful completion of Auto1*

**Schools: SRVHS**

### **Auto Technology**

This course prepares the student for entry-level employment and provides the knowledge and skills required to enter into advanced training in the automotive field. The course follows ASE (Automotive Service Excellence) guidelines and includes engine repair, fuel delivery systems, wheel alignment, computer control, air conditioning, electrical systems, brake service and repair, front-end repair, diagnostic equipment and technical reading and writing. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

**Schools: SRVHS**



### **AVID – Advancement Via Individual Determination**

(9-12) AVID is a year-long program that helps prepare students in the middle with potential for success in rigorous secondary curriculum for four-year college eligibility. It is an academic elective program based on writing as a tool of learning, inquiry method, and collaborative grouping. The three main components of the program are academic instruction, tutorial support, and motivational activities. *Prerequisite: Teacher and counselor recommendation*

**Schools: All**

### **AVID Tutor**

(10-12) AVID tutor is a one year elective course for students wishing to be tutors in the AVID elective program. Students will tutor 5-7 AVID students a minimum of two days per week during the tutorial portion of the AVID elective class, and assist the teacher in providing academic and organizational skills to students. The tutors are expected to be able to help in at least three academic subjects in which they have been successful at in an Honors or Advanced Placement level. These could include, but are not limited to: World Languages, Language Arts, Mathematics, Sciences, and Social Sciences. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students.

*Prerequisite: Students must complete an application for the course.*

**Schools: All**

### **AVID Senior Seminar**

(11-12) The AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of writing, inquiry, collaboration and reading strategies than experienced in prior years of AVID. These higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year.

*Prerequisite: Concurrent enrollment in at least one Honors or Advanced Placement course during both 11<sup>th</sup> and 12<sup>th</sup> grade years; completion of at least one year in an AVID class.*

CSU/UC: “g”

**Schools: DVHS, MVHS**

### **Careers with Children (ROP)**

(11-12) Semester or Year. 10th graders may take this course if they are 16 by the first day of class.

This ROP course prepares students for employment as teachers in the field of child care. Training includes working with preschool children in a well-equipped nursery school. Instruction includes child development, child health, safety, nutrition, parent-child relationships and preschool operations. California State Law SB1331 allows students who complete the Child Development Occupations Program and earn a certificate to be eligible for hire as a pre-school teacher when they are 18 years old. Articulation local community colleges.

**Schools: MVHS**

### **Careers in Teaching (ROP)**

This course invites the student to explore careers in teaching and other school site educational professions. Effective teaching, foundations of teaching and learning, critical issues in education, student diversity and career options are emphasized. Active class participation is enhanced by field work at school sites under the guidance of a mentor teacher. This course is designed for students considering teaching as a profession. Completion of this course with a “C” or better and a “B” or better on the final exam will earn the student college credit from DVC which is 100% transferable to the UC and the state college system.

**Schools: CHS, DVHS, SRVHS**

### **Civil Engineering and Architecture (Project Lead the Way) (ROP)**

(11-12) In this course students will apply what they learn about various aspects of civil engineering architecture to the design and development of a property. Working in teams, students explore hands-on activities to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software design solutions to solve major course projects. Students learn about documenting their project, solving problems communicating their solutions to their peers and members of the professional community of civil engineering architecture.

CSU/UC: “g”

**Schools: CHS**



### **Child Development**

(10-12) We will explore the social, emotional, and physical development of children from conception to the toddler years. Focus will be placed on prenatal care, month-by-month prenatal development, baby safety, care and feeding of infants, the psychological developments of children from birth to the toddler years, and discipline issues. During the class each student will take a “Baby Think it Over” simulator to care for. This experience is designed to simulate what it would be like to be a teen parent. The final is an observation and lesson-planning activity with a toddler playgroup. In the second semester we will explore the social, emotional, and physical development of children from the preschool years to late adolescence. Focus will be placed on parenting skills, discipline, child safety, child abuse and neglect, puberty, and the teen years. During the class, students will teach a lesson to elementary age children and demonstrate their knowledge of a specific subject area. The final will include a group presentation of the knowledge they have gained from the class.

CSU/UC: “g” Pending approval

**Schools: CHS**

### **Computer 1 (Semester)**

(9-12) College bound students need a working knowledge of computer software in order to be successful throughout college and into the work place. Take this course to develop your functional keyboarding skill and your command for integrating technology in your life. Emphasis is on computer application software including Microsoft Office and Google Docs.

**Schools: All**

### **Computer Systems Maintenance**

In this class, students will learn the architecture of computers by assembling, upgrading and repairing computers. Students will learn the technical aspects of computer hardware, how to install operating systems and application software. Emphasis is on teamwork and developing problem solving skills.

**Schools: MVHS**

### **Computer Science C++ (VS.NET)**

(9-12) This is the year long beginning level programming class for students who have little programming experience. Students will learn to use the Visual Studio NET programming environment. Students will develop algorithms while programming in languages such as C++, JAVA and Visual Basic. This beginning level course concentrates on logic and analytical thinking skills and is recommended for students who want to investigate computer programming, plan on a business, math or Science major, or are preparing for the AP Computer Science courses.

*Prerequisite: Must pass an introductory computer course or the competency exam demonstrating application and computer operation skills.*

CSU/UC: “g”

**Schools: DVHS, MVHS**

### **AP Computer Science A**

In this class, students learn Java and object-oriented programming language. Instruction includes problem solving and algorithm development, as well as data structures and design. This course is designed to provide the skills for an entry-level position in computer programming or provide a foundation for further studies in computer science at the college level.

*Prerequisite: VS.net or for CHS pass a placement test*

**Schools: CHS, DVHS, MVHS-(ROP)**

### **Computer 2 (Semester)**

(9-12) Continue developing your functional computer applications skills in preparation for college and the world of work by integrating software applications in word processing, multimedia, database management, spreadsheet manipulation and beginning programming. HTML and the use of the Internet will be incorporated throughout this course. Contemporary computer application software, Microsoft Office 2010 and Google Docs, are utilized to develop your computer applications skills.

*Prerequisite: Recommend Computer 1 and experience using computers at the introductory level.*

CSU/UC: “g” requirement

**Schools: All**

### **Computer Integrated Manufacturing (ROP) (Project Lead the Way)**

(11) This course is part of the Project Lead the Way Engineering pathway. In this course students will learn automated manufacturing concepts by creating three-dimension designs with modeling software and producing models of their designs on computer numerically controlled (CNC) machine tools. The topics covered include machine tool operation, industrial practices, tool motion, CNC programming, simulations, prototyping, robotics and manufacturing systems.

CSU/UC: “g”

**Schools: CHS**

**Culinary Arts 1 (Year)**

(9-12) This course is designed to give basic knowledge to the beginning cooking student. It covers a wide range of foods from omelets and crêpes to pizza and lasagna. There are practical food labs in which you cook at least three times a week. Learn many helpful cooking hints, including how to prepare foods for yourself as well as a fantastic meal for your guests.

**Schools:** All (*SRVHS offers this course as a one year or one semester (Spring) course*)

**Culinary Arts 2 (Year)**

(10-12) This course is designed for the experienced cooking student. Students learn to prepare and serve gourmet meals, study the specifics of meat, poultry, yeast breads, pies, pasta and foreign foods. Students may repeat this course for credit.

*Prerequisite: Culinary Arts 1 or teacher permission.*

**Schools:** DVHS, MVHS (ROP), SRVHS

**Culinary Arts 3 – Catering (Year)**

(10-12) This course refines culinary skills while learning catering applications in this advanced cooking class. Students will be creating dishes for events and to fine tune their presentation skills. Between catering events the class will cover Italian French, Regional Americana, and Spanish cuisine. Students will take a field trip to a culinary college and hear speakers in the field. Finding the cost of creating a dish will help students understand the financial aspect of owning a business.

*Prerequisite: Culinary Arts 1 and 2 or teacher permission.*

**Schools:** CHS

**Developmental Psychology of Children (ROP)**

(11-12) This course is a study of the developmental stages of children from conception through adolescence. It offers both a theoretical and applied academic foundation to the components of psychology, including cognitive development, biosocial development and psychosocial development. Students have the opportunity for research, clinical observation and application through an internship or practicum in a preschool or elementary school setting.

CSU/UC: “g”

**Schools:** CHS, MVHS

**Engineering Design and Development (Project Lead the Way) (ROP)**

(12) This course is part of the Project Lead the Way Engineering pathway. In this capstone course, teams of students will work together to design and construct solutions to engineering problems. Emphasis will be placed on research methods, design problem statement, continuous improvement, cost analysis, prototyping, testing methods, project construction and project presentation. The student’s final project will include all supporting documentation, drawings, test evaluations, a parts list and commentary to describe the theory, operation, and purpose of their project.

CSU/UC: “g”

**Schools:** CHS

**Engineering Design (Introduction to) (Project Lead the Way)**

(9-12) This course is part of the Project Lead the Way Engineering pathway. In this course, students will gain a basic understanding of the design process used in engineering fields and the application of computer modeling software. Emphasis is placed on the design process, geometric relationships, visualization, technical sketching, modeling documentation, assemblies and production processes. Students will apply the design process to solve problems by improving existing products, inventing new ones, and communicating the details of the product to others.

CSU/UC: “g”

**Schools:** CHS

**Engineering (Principles of) (Project Lead the Way)**

(10) This course is part of the Project Lead the Way Engineering Academy. In this course, students will explore technology systems and engineering processes to learn how math, science and technology help people. The topics introduced include the design process, communication and documentation, engineering systems, statics, properties of materials, quality assurance, materials testing, and engineering for reliability. Through student activities, projects, and problems students will explore the wide variety of careers in engineering and technology and examine various technology systems and manufacturing processes.

CSU/UC: “g”

**School:** CHS

**Engineering (Introduction to) (ROP)**

(11-12) This course is designed to provide students who are interested in pursuing careers in engineering early exposure to engineering and its links to science. As engineering is interdisciplinary, this course embraces a wide variety of topics from different areas of study. This is a project-based course, where students will develop their critical thinking skills by designing and performing experiments that simulate real-world engineering experiences.

CSU/UC: “g”

**Schools: MVHS, SRVHS**

**Engineering (Principles of) (ROP)**

(11-12) This course explores the interaction of science and technology. Students are introduced to different types of engineering (mechanical, civil, electrical, computer, and chemical) as well as the underlying mathematics and scientific concepts associated with these disciplines. Using the design team as a model, students work in small groups to research, design, and construct engineering projects. Students will deepen their understanding of science by building on their knowledge of physics and mathematics and by conducting investigative research. Included is instruction in the history of engineering and the scientific theory behind technological advances in civilization.

CSU/UC: “g”

**Schools: DVHS**

**Fashion and Interior Design**

(9-12) The semester long class will help you develop and discover your creative ability while learning about the fashion and interior design industries. Students will learn about fashion design, merchandising, clothing construction, interior design, furnishings, architecture, and décor.

**School: CHS**

**Fashion Merchandising (ROP)**

(11-12) This course is designed for students with a career goal in the field of fashion merchandising, marketing or management. Instruction in the concept areas of advertising, communications, display/visual merchandising, management, marketing, operations and product technology will provide students with a foundation in all aspects of the fashion industry. Individual research projects and portfolios will be designed and exhibited.

**Schools: CHS**

**Game Art Design (ROP)**

This course is designed to teach students about the computer game industry from three main areas of focus; design, programming, and business. The students will gain entry level competency in the skills needed for employment in the computer game industry. Instruction will be provided through programming art, and design of popular computer games. Course competency is defined as having the ability to describe the computer game development cycle and building simple computer games.

CSU/UC: Pending “g”

**Schools: CHS, MVHS**

**Health**

(9-12) This course provides a variety of learning experiences related to major health issues and behaviors. Students are provided with content and opportunities to enable them as individuals and as members of society, to make informed decisions, evaluate and modify behaviors, and increase health literacy. The course topics include: Personal and Community Health, Nutrition and Physical Activity, Mental, Emotional, and Social Health, Alcohol, Tobacco, and other drugs, Injury Prevention and safety, Growth, Development, and Comprehensive Sexual Health Education.

**Schools: All**

**Hospitality Management**

(10-12) Previous graduates of Culinary Arts 1 or 2 can apply to be interviewed for this class. Students are selected by teacher. This course is an entry level class to understanding management basics. Students will learn how to communicate effectively and professionally with peers and adults, including delegation and follow –up. Students will learn how to give effective presentations to groups of 30 + people. Students will learn time management skills in order to work efficiently. They will need to think critically and problem solve independently with a sense of urgency. They will learn and demonstrate organizational skills. They will learn about professionalism, responsibility, and accountability at the work place. This class will ultimately prepare them for any job in the real world.

*Prerequisite: Graduate of Culinary Arts 1 or 2 with B or higher. Interview process. Selected by Chef Kellie Joe.*

**Schools: MVHS**

### **Internet/HTML**

(9-12) (Internet is 1st semester/HTML is 2nd semester)

Internet: This course focuses on how to utilize computer application programs and the Internet to support your work in and outside the classroom. Students will learn to communicate on the web, move and copy data on the web, do data and file searches, and use the Internet to perform in depth research.

HTML: This course is designed to allow students to begin creating HTML documents and then extend their knowledge of programming and applications. Students will develop HTML documents in support of the complete web site.

*Prerequisite: Must pass Internet course or competency exam demonstrating application and computer operation skills.*

CSU/UC: “g”

**Schools: MVHS**

### **Introduction to Business and Entrepreneurship**

(11-12) This survey course provides an introduction to the study of the modern business enterprise. Included will be the examination of business as it relates to the U.S. and world economies, business ethics, entrepreneurship, types of businesses, organizational structure and ownership models, impact of technology, decision making as influenced by internal and external factors. Managing personal finances will also be addressed, including financial planning, time value of money, protecting your credit and net worth. Through the study of these business topics students will develop an understanding of the role of business as it relates to them, as well as develop critical thinking skills that will shape their decisions concerning future studies and career planning.

*Prerequisite: Completion of Algebra 2 or concurrent enrollment in Algebra 2*

CSU/UC “g” approval pending

**Schools: MVHS**

### **iQuest**

(12) iQuest will provide students an opportunity to learn and explore an area of interest or passion and connect classroom learning to the world of work. Students are empowered to take ownership of their education and develop an internship or self-study that connects to their individual needs and interests. The practical experience gained through this program will enhance their high school education beyond the traditional classroom.

*Prerequisite: Application and interview must have a specific area of interest, final approval of instructor.*

**Schools: CHS, MVHS, SRVHS**

### **Journalism (ROP)**

Students expand their English/Language Arts skills through creating and publishing the school newspaper and posting stories on the school newspaper web site. Students practice varied forms of journalistic writing including news, features and sports stories, as well as reviews and editorials.

Meets UC and CSU “g” Elective requirement

*Prerequisite: English II*

**Schools: MVHS**

### **Journalism (Not ROP) (Semester)**

(9-12) Through the exploration and analysis of all types of journalistic writing, students will become aware of the purposes and responsibilities of the professional journalist. They will learn about the vast scope and influence of the mass media and develop basic news writing skills. This course does require that the student write on a variety of topics and journalistic styles.

CSU/UC: “g”

**Schools: CHS-Year, MVHS, SRVHS**

### **Leadership**

(9-12) The Leadership/Student Council class is the student council and student activities center. All class officers and ASB officers are elected to leadership. A number of other positions are open to students through an application process. Positions for the upcoming school year are filled during spring of the previous year. Students are responsible for the activities and spirit of the student body. Leadership students must have a willingness to serve the student body as well as set a positive example to fellow students and the community. The goal of the leadership class is to develop the skills necessary for students to fulfill the duties of their positions and to become effective leaders in the future. The course gives students an opportunity to work with their peers, school staff, and community members in order to promote a positive school experience and develop a school community of which we can be proud.

*Prerequisite: Election or appointment.*

**Schools: All**

**Life Skills - Year**

(10-12) This course is designed for students who want to learn more about life beyond high school and what it takes to succeed when living “on your own”. You will learn about goals, budgeting, credit cards, college, careers, housing, health, nutrition, parenting and relationships.

**Schools:** CHS

**Mock Trial**

(9-12) Mock Trial is a project-based course. Students learn the basics of a criminal case and then focus on one particular case to reenact. Students act as attorneys, witnesses, and supporters. They create and practice direct examinations, cross-examinations, opening and closing statements, and objections. After-school time is required to compete in the Contra Costa County Mock Trial Competition in February, but most other work is done in class.

**Schools:** CHS, MVHS

**Newspaper (ROP)**

(10-12) This semester long course will produce the student newspaper. There will be an emphasis on basic skills of journalism including reporting, writing, editing and layout. Some after school time is required.

*Prerequisite: Teacher permission and interview or completed Journalism*

CSU/UC: “g”

**Schools:** CHS, SRVHS (Not ROP Grade 9 -12)

**Reading Strategies 180**

(9) Reading strategies with an emphasis on non-fiction literature. Strategies include: critical and deductive reasoning practice through the use of context clues, previewing techniques, comparison and contrast, cause and effect relationships, etc. Vocabulary development skills include root word comprehension and phonics and the use of the SCHOLASTIC READ 180 interactive reading skills program.

*Prerequisite: Enrollment determined by score on annual assessment testing and/or teacher recommendation.*

**Schools:** CHS

**Robots/Vehicles (Building Basic)**

(9-12) This year course provides a hands-on experience to build and test robots. It will introduce basic robotic applications using computers and Lego kits. The VEXKIT will also be introduced. Catch the robotics revolution!

*Prerequisites: Required Algebra 1 enrollment concurrent with this course.*

**Schools:** CHS, SRVHS

**Robotics Engineering Technology (ROP)**

This course explores the interaction of science and technology. Students will apply the scientific method and build on physics and mathematical concepts. Using the engineering design team concept as a model, students work in small groups to research, design, program and construct robotic devices used in competition.

*Prerequisites: Algebra, Geometry. Recommended: Computer programming, architectural design or physics*

CSU/UC: “g”

**Schools:** DVHS, MVHS (Not ROP)

**Speech and Debate**

(9-12) This course content involves the study and performance of public speaking. Students will also be given the opportunity to participate in dramatic and humorous interpretation. Students will learn the fundamentals of public speaking through the study and performance of a wide variety of speeches. Students will participate in committees, research topics of current interest, and write and debate bills in a mock congress. Students will also write and deliver speeches on a variety of subjects (i.e. campaign, graduation, acceptance, persuasive, dramatic, humorous, newscast, pet peeve, etc.) Tournament competition is encouraged but not a requirement of the course.

CSU/UC: “g”

**Schools:** CHS

## **Speech 2**

Speech 2 will give students extended practice in the major speech forms: expository, persuasive, debate, impromptu, congress, and literary interpretation. Speech 2 is also specifically designed to prepare students for speech competition. Students will be critically assessing and analyzing speeches as well as debating and discussing relevant issues with their peers. Students will work on research, organizational skills and technology to improve their communication skills. Students will be required to participate in at least two outside speech contests per semester. Does not meet the English requirement for graduation.

*Prerequisite:* Successful completion of Oral Interpretation and/or teacher permission.

CSU/UC: “g”

**Schools: SRVHS**

## **Speech and Debate (Advanced with Debate Emphasis)**

(10-12) The course involves the study and performance of public speaking with an emphasis on debate. Students will learn the fundamentals of public speaking through the study and performance of a wide variety of speeches and debates. Students will participate in committees, research topics of current interest, and write and debate bills in a mock congress. Students will also write and deliver speeches on a variety of subjects (i.e., campaign, graduation, acceptance, persuasive, Lincoln-Douglas style, Public Forum debate, parliamentary debate, newscast, etc.) Tournament competition is encouraged but not a requirement of the course.

**Schools: DVHS, MVHS**

## **Speech and Debate (Advanced with Speech Emphasis)**

The course content involves the study and performance of public speaking. Students will also be given the opportunity to participate in dramatic and humorous interpretation. Students will learn the fundamentals of public speaking through the study and performance of a wide variety of speeches. Students will participate in committees, research topics of current interest, and write and debate bills in a mock congress. Students will also write and deliver speeches on a variety of subjects (i.e., campaign, graduation, acceptance, persuasive, dramatic, humorous, newscast, pet peeve, etc.) Advanced students are expected but not required to attend tournaments.

CSU/UC: “g”

**Schools: DVHS, MVHS**

## **Sports Medicine (ROP)**

This course explores human anatomy and physiology and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity. Students taking this class may be eligible for an after-school sports medicine practicum with the school’s athletic teams.

*Prerequisite:* Biology

CSU/UC: “g”

**Schools: All**

## **Sports Medicine [Advanced] (ROP)**

This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts learned in Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries. Internship opportunities are available at after-school athletic events and working with other health care professionals.

*Prerequisite:* Biology, Signature of Sports Medicine Instructor

**Schools: All**

## **Teacher Aide**

(11-12) Teaching assistants are used by teachers in all fields to help in organization and preparation of materials, small group work, tutoring, clerical duties, etc.

*Prerequisite:* Teacher permission.

**Schools: All**

## **Tutor**

(10-12) Tutor is a one year elective course for student tutors. These tutors may provide tutorial support in other academic courses or information programs.

*Prerequisite:* Students must complete an application for the course.

**Schools: All**



## **Video Broadcasting ROP**

(11-12) This is an advanced video production class in which students build upon previously acquired skills and work together to create a news and entertainment magazine for TV, which can be broadcast through the school network, through a local community channel, or uploaded to the Internet. The class structure mimics the workplace environment of a broadcasting studio by creating job titles in which students specialize to produce the show. Students fulfill all roles of a broadcasting studio, including production manager, lead story editor, audio engineer, special effects and graphic designer, acquisition manager, tape logger, promotion and commercial developer, producer, writer, correspondent, camera operator, and editor. By meeting together as a group to produce a product, the students learn what it's like to produce a TV show in a working broadcast environment. This competency-based course prepares students for entry-level positions in the broadcasting industry, as well as preparing them for advanced communication studies at the postsecondary level. Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge.

CSU/UC: "g" approval pending

**Schools: CHS**

## **Work Experience**

(11-12) Work Experience is a class for high school juniors and seniors working a part-time job and wants to receive up to 20 elective credits for the year. Students attend class once a week and are expected to work at least 10 – 20 hours per week for their "hands-on" job training. Each week in class students complete assignments on job and career related topics. The Work Experience coordinator visits their job site each term to give each student feedback on their job performance. Students are graded on their attendance in class, assignments completed, job performance, and hours turned in.

*Prerequisite: Students must find their own part time job and be covered by the employers Worker's Compensation Insurance.*

**Schools: MVHS, SRVHS**

## **Yearbook (Year)**

Students in this class are responsible for the production of a high quality yearbook. Students enrolled will perform tasks of reporting, copywriting, word processing, graphic design, photography and desktop publishing. Selection into this course will be based on submittal of an application form. You will learn skills basic to the assembly of a publication: data gathering, layout, design, accurate writing, teamwork and above all the meaning of the words commitment and deadlines.

*Prerequisite: Teacher permission; application required at MVHS*

**Schools: CHS, DVHS (9-12), MVHS (9-12), SRVHS (10-12)**

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# **PHYSICAL EDUCATION**

## **PE 9 (Year)**

A required course for all 9<sup>th</sup> graders. An orientation and introduction to high school physical education. Activities will align with the State Standards and Framework, level 1 in the fall and level 2 in the spring. Level 1 Standards include aquatics, rhythms/dance, individual and dual activities, and fitness. Level 2 Standards include combative, gymnastic/tumbling, team activities and fitness. This course will include the State Fitness Gram in the spring.

**Schools: All**

**Students scoring below the State standards on 2 or more of the Fitness Gram tests will be required to enroll in a Physical Education Course in 10<sup>th</sup> grade**

## **Aquatic Certification**

(10-12) Year. This course will provide certification in the areas of Lifeguard Training, First Aid, and CPR for the Professional Rescuer as well as a water safety Instruction. Students who apply for lifeguard positions will benefit from this class along with students who want to have the knowledge of basic safety skills in these areas.

*Prerequisite: Must be 15 years of age, be able to swim 500 yards using crawl stroke with rhythmic breathing, breast stroke using pull, breath, kick and glide method and swim 20 yards, surface dive 7-10 feet to retrieve a 10 lb. object from bottom of pool and return to surface, swim 20 yards to starting point with object and exit the water without using a ladder or steps all within 1:40 time. Have some knowledge of lifeguard training, first aid and CPR.*

**Schools: DVHS, SRVHS**

## **Badminton**

(10–12) Fall/Spring. Students will be given the opportunity to improve their badminton skills and knowledge. This course may consist of doubles and singles format as well as conditioning as needed to improve badminton strategies.

**Schools: DVHS, MVHS**



**Basketball**

(10–12) Fall/Spring. This is a highly structured disciplined co-ed program designed to improve skills specific to ball handling, shooting, offense and defense in basketball. This class will include conditioning specific to preparing students for an advanced level of competition.

**Schools: DVHS, SRVHS**

**Body Boot Camp**

(10–12) Fall/Spring. Combines weight lifting and aerobic exercise. This course will give students the opportunity to develop cardio respiratory efficiency, muscular strength and endurance and flexibility through a variety of activities. This course is designed to help students shape their bodies through exercise, to be physically fit and lead a healthy lifestyle.

**Schools: DVHS**

**Cardio Fitness**

(10–12) Fall/Spring. Combination of aerobic activities including warm-up techniques, high and low impact aerobics, step training, flexibility exercises, hand-held weights resistance training and specific muscle group work designed for both men and women. May include cardio walking off campus.

**Schools: CHS, DVHS**

**\*\*Dance Classes are listed under fine arts and may be used for either Fine Arts or PE credit. Please consult your counselor.**

**Kickboxing**

(10–12) Fall/Spring. This course is designed to provide an introduction to basic kickboxing techniques (Muay Thai). Students will be given the opportunity to improve fitness, discipline and self-confidence and be introduced to different cultures.

**Schools: MVHS**

**Net Sports**

(10–12) Fall/Spring. This course will provide students with the opportunity to learn skills and techniques in a variety of net games. Emphasis will be placed on team, partner and individual strategy and may include badminton, tennis, volleyball and pickle ball.

**Schools: CHS, DVHS, SRVHS**

**Power Walking**

(10–12) Fall/Spring. Students will be given the opportunity to learn how power walking can increase cardiovascular endurance and encourage mental well being.

**Schools: DVHS**

**Sports Conditioning**

(10–12) Fall/Spring. This co-ed course provides student athletes with general conditioning concepts and activities, as well as sport specific training techniques and practices.

**Schools: All**

**Team Sports**

(10–12) Fall/Spring Students will be given the opportunity to learn the skills and techniques of a variety of team sports through participation. Sports may include flag football, indoor/outdoor soccer, basketball, volleyball, softball, hockey and ultimate Frisbee. Emphasis will be placed on sportsmanship and team strategy.

**Schools: CHS, DVHS, SRVHS**

**Tennis**

(10–12) Fall/Spring. This course is designed to instruct students in the fundamentals of tennis strokes and serves. Basic rules and scoring will be covered as well as tournament play.

**Schools: DVHS, SRVHS**

**Weights**

(10–12) Fall/Spring This course will provide instruction for students with little or no experience, as well as opportunities for intermediate-advanced level students to develop individualized lifting programs. Students will receive instruction in lifting techniques, spotting, and breathing techniques. The curriculum may include Olympic lifting techniques, plyometrics, and a variety of movement activities.

**Schools: All**

**Yoga**

(10–12) Fall/Spring Presents selected exercises from yoga techniques, which allow the student to increase his/her efficiency, and quality of living through improved breathing patterns, habits of relaxation, and posture that contribute to the development of strength, flexibility, balance and coordination. The program may include power walking.

**Schools: All**

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## **SPECIAL EDUCATION**

Students who are eligible for special education, and have a current Individualized Education Plan (IEP), may receive special education services in a variety of ways: in a general education class with support from a special education teacher, in a tutorial or academic success class taught by a special education teacher, individually or in a small group in a special education classroom with a special education teacher for a part of a school day, or in a Special Day Class (SDC) with core academics taught by a special education teacher. Scheduling for any of these options is based on the services outlined in a student's IEP and coordinated by the student's special education case manager in conjunction with the counseling office.

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# NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA certifies the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. All students must register with the NCAA Eligibility Center. Students must register at end of junior year and submit a final transcript upon graduation.

NCAA Division I Freshman - Eligibility Standards

All students must register with the NCAA initial - Eligibility Clearinghouse. Students must register at end of junior year and submit a final transcript upon graduation.

Obtain guidelines at [www.ncaa.org](http://www.ncaa.org).

Obtain forms at [NCAA Eligibility Center](#) and to register on-line. There are changes in eligibility for Division I and II and athletic aide for Division I. Detailed information about the changes are on the NCAA Eligibility Center website located under Resources. Please make sure you read these changes very carefully as these changes may impact your student athlete's eligibility for college sports.

## **DIVISION I**

### **16 Core Courses:**

4 years of English  
3 years of mathematics (Algebra 1 or higher)  
2 years of natural/physical science  
(1 year of lab if offered by high school)  
1 year additional English, mathematics or natural/physical science  
2 years Social Science  
4 years of additional courses (from any area above or World Languages, comparative religion/philosophy, computer science\*).

## **DIVISION II**

### **16 Core Courses (Starting August 1, 2013):**

3 years of English  
2 years of mathematics (Algebra 1 or higher)  
2 years of natural/physical science (1 year of lab if offered by high school)  
3 years of additional English, mathematics or natural/physical Science  
2 years of Social Science  
4 years of additional courses (from any area above or World Languages, non doctrinal religion/philosophy, computer science\*).

If you have questions about NCAA eligibility, please log on to [NCAA Eligibility Center](#)

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