A letter from the Superintendent

Dear Parents and Guardians:

The Course Directory is published annually to provide you with the most accurate and up-to-date information that you and your student will need throughout his/her high school career.

This directory includes brief course descriptions as well as information on the 240-unit graduation requirement, college entrance information, and a 4-year planning guide to assist you in determining the best course of action that suits your student’s academic interest.

If you have additional questions after perusing this directory, please contact your student’s counselor for the best source of information.

We take a great deal of pride in the success of our students within our District and getting them, along with their parents, as much academic information as possible along the way is a fundamental goal of ours. There are many great programs and pathways in place for our students to experience on their journey towards graduation. It is our goal that all students attending our schools receive the necessary support and instruction to help them be college and/or career ready when they walk across the stage at graduation.

The education of our high school students is a partnership among parents, our schools, and communities. We look forward to working with you in this partnership.

Sincerely,

Stephen Wehr
Superintendent
DISTRICT OFFICE

BOARD OF TRUSTEES
David Del Rio
Kevin W. Brown
Timothy M. Cary
Lori M. Veerkamp
Todd R. White

BOARD MEETINGS
6:30 p.m. on the 2nd and 4th Tuesdays of most months in the District Office Boardroom, unless otherwise specified. Refer to the District website for the latest information.

DISTRICT OFFICE
4675 Missouri Flat Road
Placerville, CA 95667
TEL (530) 622-5081 or (916) 933-5165
FAX (530) 622-5087
Website: www.eduhsd.k12.ca.us

ADMINISTRATION
- Stephen Wehr—Superintendent

BUSINESS AND OPERATIONS SERVICES
- Baldev Johal—Associate Superintendent
- Marti Zizek—Director, Fiscal Services
- Dan Augino—Director, Maintenance and Operations
- Dennis Vanderpool—Director, Transportation

EDUCATIONAL SERVICES, TESTING, ROP AND CAREER TECHNICAL EDUCATION
- Christopher Moore—Assistant Superintendent

HUMAN RESOURCES
- Tony DeVille—Assistant Superintendent

STUDENT SERVICES, SPECIAL EDUCATION, AND ALTERNATIVE EDUCATION
- Steve Volmer—Assistant Superintendent, Student Services
- Pam Bartlett—Director, Special Education and 504
- Chuck Palmer—Director, Educational Options and Innovations

COMPREHENSIVE HIGH SCHOOLS

EL DORADO HIGH SCHOOL
Chas Prior, Principal
561 Canal Street
Placerville, CA 95667
TEL (530) 622-3634
FAX (530) 622-1802
Website: http://cougar.eduhsd.k12.ca.us

OAK RIDGE HIGH SCHOOL
Aaron Palm, Principal
1120 Harvard Way
El Dorado Hills, CA 95762
TEL (530) 677-4402 or (916) 933-6980
FAX (916) 933-6987
Website: http://www.orhsnowline.com

PONDEROSA HIGH SCHOOL
Lisa Garrett, Principal
3661 Ponderosa Road
Shingle Springs, CA 95682
TEL (530) 677-2281 or (916) 933-1777
FAX (530) 677-2299
Website: http://bruin.eduhsd.k12.ca.us

UNION MINE HIGH SCHOOL
Paul Neville, Principal
6530 Koki Lane
El Dorado, CA 95623
TEL (530) 621-4003
FAX (530) 622-6034
Website: http://umhs.eduhsd.k12.ca.us

CHARTER SCHOOL / ALTERNATIVE EDUCATION SCHOOLS / ROP PROGRAM

EDUHSD VIRTUAL ACADEMY
Chuck Palmer—Director, Educational Options and Innovations
6540 Koki Lane
El Dorado, CA 95623
TEL (530) 622-6212
FAX (530) 622-1071
Website: http://www.edvirtualacademy.com

INDEPENDENCE CONTINUATION HIGH SCHOOL
Alison Gennai, Principal
385 Pleasant Valley Road
Diamond Springs, CA 95619
TEL (530) 622-7090
FAX (530) 642-2291
Website: http://ihs.eduhsd.k12.ca.us

CENTRAL SIERRA REGIONAL OCCUPATIONAL PROGRAM (ROP)
Christopher Moore, Assistant Superintendent
4675 Missouri Flat Road
Placerville, CA 95667
TEL (530) 622-5081, ext. 7233 or 7239 or Direct (530) 621-0123, ext. 7239
FAX (530) 642-0287
Website: http://cte.eduhsd.k12.ca.us/
ON-LINE RESOURCES

Applying for College and Financial Aid

How to prepare for a CSU
www2.calstate.edu/apply/Pages/high-school-students.aspx
Admission requirements for each California State University campus, financial aid options, and on-line application.

CSU How to get to College
www.calstate.edu/college
A California State University step-by-step guide for getting to a 4-year university.

University of California Admissions
www.universityofcalifornia.edu/admissions
Admission requirements, scholarship opportunities, dates and deadlines, information on each campus, and on-line application.

University of California ELC Program
www.ucop.edu/sas/elc
University of California Eligibility Local Context Program. One of three paths to freshman eligibility to University of California, along with Eligibility in the Statewide Context and Eligibility by Examination Alone.

Association of Independent California Colleges and Universities
www.aiccu.edu
Research private colleges in California, school comparisons, online mentor program.

FAFSA Federal Student Aid
www.fafsa.ed.gov
Information on applying for federal and state financial aid. Obtain an on-line PIN (Personal Identification Number) access code at www.pin.ed.gov.

California Student Aid Commission
www.csac.ca.gov
California Student Aid Commission website offering information on financial aid options through the state.

Fastweb
www.fastweb.com
Database of local and national scholarships.

Naviance
https://succeed.naviance.com
Online counseling for students and families to assist with college and career readiness.

College Board
www.collegeboard.org
Information about applying to college (calendars and action plans), financial aid, registering for the SAT, comparing schools.

Applying for Community College and Financial Aid

Los Rios Community College District
www.losrios.edu
Campuses:
American River College: www.arc.losrios.edu/
Cosumnes River College: www.crc.losrios.edu/
Folsom Lake College: www.flc.losrios.edu/
Sacramento City College: www.scc.losrios.edu/

Sierra Community College District
www.sierracollege.edu/
Community Colleges outside the Sacramento Area
www.cccco.edu

I Can Afford College
www.icanaffordcollege.com
A community college website focusing on financial aid

Other Important Resources

NCAA eligibility information for student-athletes
www.eligibilitycenter.org

National Association of Intercollegiate Athletics Clearinghouse for NAIA schools
www.playnaia.org

College Navigator
https://nces.ed.gov/collegenavigator/
Information tool to find and compare over 7,000 colleges across the United States.

High School Career Centers

- EL DORADO HIGH SCHOOL
  (530) 622-3634, ext. 1033
- OAK RIDGE HIGH SCHOOL
  Alyce Rogers
  (530) 677-4492, ext. 3065 or (916) 933-6980, ext. 3065
  arogers@eduhsd.k12.ca.us
- PONDEROSA HIGH SCHOOL
  Cammie Escobar
  (530) 677-2281, ext. 2224 or (916) 933-1777, ext. 2224
  cescobar@eduhsd.k12.ca.us
- UNION MINE HIGH SCHOOL
  LeeAnn Galbraith
  (530) 621-4003, ext. 4206
  lgalbraith@eduhsd.k12.ca.us
## College Planning Guide

Select up to 7 courses per grade if attending El Dorado High School, Ponderosa High School or Oak Ridge High School. Select up to 8 courses per grade if attending Union Mine High School or EDUHSD Virtual Academy.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course(s) Selected</th>
<th>Course Description</th>
<th>Course(s) Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td></td>
<td>10th Grade</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>World Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Fitness</td>
<td>Life Fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health / Information Communication Technology</td>
<td></td>
<td>World History (AP or non-AP)</td>
<td></td>
</tr>
<tr>
<td>&quot;a-g&quot; Elective</td>
<td>&quot;a-g&quot; Elective</td>
<td>Optional General Elective</td>
<td></td>
</tr>
<tr>
<td>Optional General Elective</td>
<td></td>
<td>Optional General Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course(s) Selected</th>
<th>Course Description</th>
<th>Course(s) Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th Grade</td>
<td></td>
<td>12th Grade</td>
<td></td>
</tr>
<tr>
<td>English (AP or non-AP)</td>
<td></td>
<td>English (AP or non-AP)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>American Government / Economics (AP or non-AP)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>&quot;a-g&quot; Elective</td>
<td>&quot;a-g&quot; Elective</td>
</tr>
<tr>
<td>World Language</td>
<td>&quot;a-g&quot; Elective</td>
<td>Optional General Elective</td>
<td></td>
</tr>
<tr>
<td>U.S. History (AP or non-AP)</td>
<td></td>
<td>&quot;a-g&quot; Elective</td>
<td>&quot;a-g&quot; Elective</td>
</tr>
<tr>
<td>Optional General Elective</td>
<td></td>
<td>Optional General Elective</td>
<td></td>
</tr>
</tbody>
</table>

Course descriptions can be found on the following pages:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page Numbers</th>
<th>Course Description</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13-16</td>
<td>Social Science</td>
<td>19-21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17-18</td>
<td>Visual and Performing Arts</td>
<td>23-26</td>
</tr>
<tr>
<td>Science</td>
<td>18-20</td>
<td>World Language</td>
<td>26-29</td>
</tr>
</tbody>
</table>

The Career Technical Education pathways are listed below. The course descriptions for each pathway can be found on the following pages.

### CAREER TECHNICAL EDUCATION PATHWAYS

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page Numbers</th>
<th>Course Description</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>29-31</td>
<td>Hospitality, Tourism and Recreation</td>
<td>34</td>
</tr>
<tr>
<td>Arts, Media, and Entertainment</td>
<td>31</td>
<td>Information and Communication Technologies</td>
<td>34</td>
</tr>
<tr>
<td>Building and Construction Trades</td>
<td>32</td>
<td>Manufacturing and Product Development</td>
<td>35</td>
</tr>
<tr>
<td>Education, Child Development, and Family Services</td>
<td>32</td>
<td>Public Services</td>
<td>35</td>
</tr>
<tr>
<td>Engineering and Architecture</td>
<td>32-33</td>
<td>Transportation</td>
<td>35-36</td>
</tr>
<tr>
<td>Fashion and Interior Design</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science and Medical Technology</td>
<td>33-34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRADUATION REQUIREMENTS

Guidance counselors are available at all campuses to provide assistance in planning a course of study.

CURRENT GRADUATION REQUIREMENTS (BP 6146.1)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YRS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics (minimum of Algebra I)</td>
<td>3**</td>
<td>30</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Biological Science</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>U.S. History / Geography</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>American Government/Civics</td>
<td>0.5</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>0.5</td>
<td>5</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts / World Language</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Technical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education (unless exempted per E.C. 51225.3)</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Health Education</td>
<td>0.5</td>
<td>5</td>
</tr>
<tr>
<td>Technology Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT Foundations or Exploring Computer Science</td>
<td>0.5</td>
<td>5</td>
</tr>
<tr>
<td>Core Units (required subjects)</td>
<td></td>
<td>160</td>
</tr>
<tr>
<td>Elective Units</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Units Required to Graduate</td>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>

**Completion, prior to grade 9, of algebra course work that meets or exceeds state academic content standards shall not exempt a student from the requirement to complete three mathematics courses (30 credits) in grades 9-12. (Education Code 51224.5)**

CERTIFICATE OF COMPLETION

Students with disabilities may be awarded a certificate of completion rather than a diploma as determined by their Individualized Education Plan (IEP). Parents may contact their child’s special education case manager for information.

HIGHER EDUCATION ADMISSION REQUIREMENTS

NAVIANCE

Every student in the District is provided with online college and career planning tools from Naviance. Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. This college and career readiness resource empowers students and families to connect learning and life and helps students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results. Please talk with your guidance counselor to obtain access to Naviance.

CALIFORNIA COMMUNITY COLLEGES

The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and science degrees.

http://www.cccco.edu/

CALIFORNIA STATE UNIVERSITY SYSTEM UNDERGRADUATE

The California State Universities offer undergraduate instruction leading to bachelor’s degrees in the liberal arts and sciences, the applied fields, and the professions. The CSU attempts to accept applicants from the top one-third of California high school graduates.

ADMISSION

Visit the Cal State Apply website for the most up-to-date information, at: www.calstate.edu/apply

Freshman Minimum Eligibility Requirements:

You are eligible for admission if you:

- Have or will have graduated from high school.
- Meet the eligibility index with your grade point average and test scores.
- Have or will have completed with a grade C or better the pattern of courses listed in the following table, which total 15 units (a unit is 1 year of study in high school).

- You may be required to meet higher admission requirements for impacted majors or certain campuses.
- Up to 8 semesters of honors/advanced placement (AP) courses taken in the last 3 years of high school will be granted additional points (an A in an honors/AP course will receive a total of 5 points, B–4 points, C–3 points). No more than two approved honors/AP courses taken in the 10th grade will be given additional grade points.
- The Eligibility Index Table is the combination of test scores and required grade point averages. Log on to:

  www2.calstate.edu/apply/eligibility-index/

The CSU requires a 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade C or higher is required for each course you use to meet the subject requirement.

a. History and Social Science, 2 years required:
- Including 1 year of U.S. history or 1 semester each of U.S. history and civics or American government and 1 year of social science.

b. English, 4 years required:
- 4 years of college preparatory English composition and literature.

c. Mathematics, 3 years required, 4 years recommended:
- Including Algebra I, Geometry, Algebra II. Math in the grade 12 recommended.

d. Laboratory Science, 2 years required:
- Including 1 year biological science and 1 year earth and space science

e. Language, Other than English, 2 years required:
- 2 years of the same language; American Sign Language is applicable.

f. Visual and Performing Arts, 1 year required:
- Dance, drama, theater, music, or visual art.

g. College Preparatory Elective, 1 year required:
- 1 more year of any college preparatory subject.

High School GPA is calculated using grades in all college prep “a–g” classes completed after the 9th grade. (Do not expect to use grades earned in the
senior year, since applications for most campuses are due by November 30.)

Verifying Eligibility: The CSU may offer you early provisional admission based on your work completed through the junior year of high school and planned for your senior year. A transcript showing final grades and graduation from high school is required prior to attendance in CSU classes (to verify that you met all admission requirements).

Senior year counts! Colleges look at courses and grades earned in the senior year to finalize your admission.

Waiver of World Language Requirement: If you can demonstrate competency in a language other than English which is equivalent to or higher than that expected of students who have completed 2 years of world language study, you may be allowed a waiver to the world language requirement. For further information, contact the CSU campus to which you are applying.

Subject Requirement Substitution for Students with Disabilities: All freshman applicants are encouraged to complete 15 units of college preparatory subjects. If you are unable to complete certain subjects because of your disability, you should contact the Director of Disabled Student Services at the CSU campus you wish to attend to receive further information about your eligibility to attend the campus.

Transfer Admission Requirements: All the campuses of the CSU welcome applications from transfer students. If you complete college units after the summer following graduation from high school, you are considered a transfer student. The number of units you have completed at the time you enter a CSU determines the admission standards that will apply to your application. It is important to identify which admission requirements apply to you.

Lower-Division Transfer Admission Requirements: Many CSU campuses do not accept lower-division transfers, so be sure to check with the campus if you are considering transfer as a lower-division student.

If you have completed 59 or fewer semester or 89 or fewer quarter transferable units by the time you enter a CSU, you are considered a lower-division applicant. To make admissions decisions, CSU admissions offices look at the following:

• High school requirements:
  – Courses you completed in high school
  – Your high school grades and test scores
  – Graduation from high school

• Your college and courses or grades

• Whether you are in good standing at the last college or university attended. Some campuses will also expect you to complete, with a C or better, general education classes in English composition and general education mathematics prior to admission.

If you did not complete the 15-unit pattern of college preparatory subjects required for freshman admission while in high school, you must make up the deficiencies.

If you are a lower-division student and do not meet the eligibility index from high school, we recommend that you continue your education at a California community college and complete 60 or more transferable semester units (90 or more quarter units) before attempting to transfer to a CSU campus.

Upper-Division Transfer Admission Requirements: Grades are obviously an important factor in your admission as an upper-division transfer. It is important to note that there are different ways grades are used in the admissions process.

Your overall grade point average must be at least 2.0 (2.40 for California non-residents). You must have a minimum of 60 semester or 90 quarter units. GPA is calculated on all of your transfer units attempted to meet minimum admission requirements.

Generally, 30 units of general education work, with a minimum grade of C in each course, are also required. Typically, you must complete at least 10 general education courses with a grade of C or better. In the case of high-unit majors, you may have fewer than 30 semester or 45 quarter units, but the campuses will be looking at your general education grades. If you are in a high-unit major, be sure to check with the CSU campus for their requirements in this area.

Finally, general education courses in the English language and mathematics sections of general education must also be at a level of C or better for each course. These four classes are part of the 30-semester units of general education.

Remember, these are minimums, and in the case of high-demand majors and campuses, a 2.0 GPA may not be high enough to be admitted to some majors and campuses.

THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM UNDERGRADUATE ADMISSION

The University of California accepts fully eligible students from among the top eighth of California public high school graduates through regular statewide admission, or the top 9% of any given high school class through Eligibility in the Local Context.

For the most up-to-date information, log on to:
http://admission.universityofcalifornia.edu/

For UC-approved courses offered at each high school, log on to:
www.ucop.edu/agguide/

Admission as a Freshman: The University considers you a freshman applicant if you have graduated from high school and have not enrolled in a regular session at any college or university. If you attend a summer session immediately after graduating from high school, you are still a freshman applicant. If you are a mid-term graduate and enroll in any community college class after December, you will be considered a transfer student.

The freshman admission requirements described in this section represent the minimum level of achievement you must demonstrate to be eligible for admission to the University.

California Residents: To be eligible for admission to the University, you must meet the Subject, Scholarship, and Examination Requirements.

Residency Status: The requirement for bona fide California residents also applies to dependents of University of California graduates and employees. The manner in which legal residence is defined for tuition purposes is different. If you have any questions about your residency status, contact the Admission or Registrar's Office at the campus you wish to attend.

Subject Requirements: To satisfy this requirement, you must complete the high school courses listed below with a grade point average defined by the Scholarship Requirement. This sequence of courses is also known as the “a–g” requirements. The University of California and
California State systems require the same subject requirements.

You must take 15 units of high school courses to fulfill the Subject Requirement, and at least 7 of the 15 units must be taken in your last 2 years of high school. (A unit is equal to an academic year, or 2 semesters, of study.) Therefore, multiple certified lists will be used if the applicant attended more than one high school.

Applicants from California High Schools:
To be acceptable to the University, courses must appear on a list certified by your high school principal as meeting the University’s admission requirements. Your counselor or principal will have a copy of this list. Note—certified courses originate from the school at which the course was completed.

a. History/Social Science, 2 years required:
2 years of history/social science to include 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography.

b. English, 4 years required:
4 years of college preparatory English which include frequent and regular writing, and reading of classic and modern literature, poetry and drama. Not more than 2 semesters of 9th grade English can be used to meet this requirement.

c. Mathematics, 3 years required,
4 years recommended:
3 years, including elementary algebra, geometry and second-year (advanced) algebra. Math courses taken in the 7th and 8th grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

d. Laboratory Science, 2 years required, 3 years recommended:
2 years providing fundamental knowledge in at least two of these three areas: biology, chemistry, physics. Laboratory courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry or physics. Not more than 1 year of grade 9 laboratory science can be used to meet this requirement.

e. World Language, 2 years required, 3 years recommended:
2 years of the same world language. Courses should emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, and composition.

f. Visual and Performing Arts, 1 year required:
1 year of art, dance, drama/theater, or music

g. College Preparatory Elective, 1 year required:
1 year in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, social science, English, advanced mathematics, laboratory science, and languages other than English (a third year in the language used for the "e" requirement or 2 years of another language).

D and F Grades: If you have earned a D or F in an “a-g” course, you must repeat the course with a grade C or better in order to apply it toward your Subject Requirement. The original D or F grade will not be included in the GPA calculation, and the new grade will be used. If you repeat a course in which you initially earned a grade C, the second grade will not be used.

UC ADMISSION EXAMINATION REQUIREMENT

All prospective freshmen must submit scores from either the ACT with Writing or the SAT with Essay. For the ACT With Writing Test, UC will focus on the highest combined score from the same test administration. For the SAT With Essay, UC will focus on the highest total score from a single test date. While SAT Subject Tests are not required, some campuses recommend that freshman applicants interested in competitive majors take the tests to demonstrate subject proficiency. Details are available on the UC Admissions website.

If a student does not meet UC's minimum requirements, the student may be considered for admission to UC if the student earns high scores on the ACT Plus Writing or SAT Reasoning Test and two SAT Subject Tests. To learn more visit the following:
http://admission.universityofcalifornia.edu/

How UC Applications are Reviewed:

UC evaluates students’ academic achievements in light of the opportunities available to them and their demonstrated capacity to contribute to the intellectual life at UC. The 14 factors UC weighs are:

1. Academic grade point average in all completed "a-g" courses, including additional points for completed UC-certified honors courses.
2. Scores on the following tests—ACT Plus Writing or the SAT Reasoning Test.
3. Number of, content of and performance in academic courses beyond the minimum "a-g" requirements.
5. Identification by UC as being ranked in the top 9 percent of your high school class at the end of your junior year (Eligible in the Local Context, or ELC).
6. Quality of your senior-year program as measured by the type and number of academic courses in progress or planned.
7. Quality of your academic performance relative to the educational opportunities available in your high school.
8. Outstanding performance in one or more specific subject areas.
9. Outstanding work in one or more special projects in any academic field of study.
10. Recent, marked improvement in academic performance as demonstrated by academic GPA and the quality of coursework completed or in progress.
11. Special talents, achievements and awards in a particular field, such as visual and performing arts, communication or athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the student’s promise for contributing to the intellectual vitality of a campus.
12. Completion of special projects undertaken in the context of your high school curriculum or in conjunction with special school events, projects or programs.
13. Academic accomplishments in light of your life experiences and special circumstances, including, but not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or
educational environment, difficult personal and family situations or circumstances, refugee status or veteran status.

14. Location of your secondary school and residence.

ELIGIBILITY IN A LOCAL CONTEXT
Students who rank in the top 9 percent of students in their California high school class may be eligible for ELC designation. The ELC program ensures that academically talented and deserving students from all over California have the opportunity to be admitted to a UC campus. ELC status adds value to the application and is one of the 14 factors considered when applications are reviewed. In addition, ELC students not admitted to any of their campus choices are offered a spot at a UC campus that has space, if minimum UC requirements are met.

ADMISSION AS A TRANSFER
The University considers you a transfer applicant if you graduated from high school and enrolled in a regular session at another college or university. Do not disregard your college record and apply as a freshman.

If you plan to attend a California community college before applying to the University, you should take courses that (1) are transferable, (2) satisfy University requirements, and (3) fulfill prerequisites in your major. Advisors in the Admissions Office at the UC campus you wish to attend and community college counselors can help you with your planning.

The transfer admission requirements described in this section represent the minimum level of achievement to be eligible for admission to the University.

Minimum Admission Requirements for Transfer Students:

California Residents—there are several ways to meet UC’s minimum admission requirements for transfer students, as described below. The path you use depends on the degree to which you satisfied minimum eligibility requirements for freshmen at the time you graduated from high school. In all cases, you must have at least a C (2.0) average in all transferable course work. If you need assistance in determining whether you met the requirements, contact a UC Admissions or Relations with Schools Office.

1. If you were eligible for admission to the University when you graduated from high school—meaning you satisfied the Subject, Scholarship, and Examination Requirements, or were identified by the University during your senior year in high school as eligible under the Eligibility in the Local Context (ELC) program—you are eligible to transfer if you have a C (2.0) average in your transferable course work.

2. If you met the Scholarship Requirement but did not satisfy the Subject Requirement, you must clear the course deficiency by taking transferable college courses in the missing subjects, earning a C or better in each required course, and have an overall C average in all transferable coursework to be eligible to transfer.

3. If you were not eligible for admission to the University when you graduated from high school because you did not meet the Scholarship Requirement, you must complete the following by the deadline established by the campus you wish to attend:

A. Complete 60 semester units or 90 quarter units of transferable college credit (see www.assist.org) with a grade point average of at least 2.4 (no more than 14 semester/21 quarter units may be taken, and

B. Complete the following course pattern requirement, earning a grade C or better in each course:

• two transferable college courses (3 semester units or 4–5 quarter units) in English composition, and

• one transferable college course (3 semester units or 4–5 quarter units) mathematical concepts and quantitative reasoning, and

• four transferable college courses (3 semester units or 4–5 quarter units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, and the earth and space and biological sciences. (Students who satisfy the Intersegmental General Education Transfer Curriculum or IGETC prior to transferring to UC may satisfy Option 3B of the transfer admission requirements.)

PRIVATE COLLEGES AND UNIVERSITIES

Students wishing to attend a private college or university should consult the various schools for their catalogs regarding admission requirements.

COLLEGE ENTRANCE EXAMS

To obtain registration forms and information about the tests you must take to fulfill the Examination Requirement, talk to your counselor or visit your Career Center.

SAT Reasoning and SAT Subject Tests:
Educational Testing Service
College Board/ATP
PO Box 23470
Oakland, CA 94623-0470
www.collegeboard.org

ACT:
American College Testing Program
Registration Unit
PO Box 168
Iowa City, IA 52240
www.act.org

COLLEGE ENTRANCE EXAM DATES

• ACT:
  2018
  September 8
  October 27
  December 8
  2019
  February 9
  April 13
  June 8

• SAT Reasoning and Subject Tests:
  2018
  October 6
  November 3
  December 1
  2019
  March 9
  May 4
  June 1

• PSAT/NMSQT:
  2018
  October 10
  October 13
  October 24

• Advanced Placement Exams:
  2019
  May

Check with your school counselor for future updates or check the collegeboard.org website.

NCAA ELIGIBILITY (www.ncaa.org)

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions — Divisions I, II, and III. Institutions are members of one or another division according to the size and scope of their athletic program and whether they provide athletic
s the NCAA Eligibility Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial eligibility requirements for all prospective students-athletes.

Essentially, to apply you must meet minimum requirements for certification, as follows:

Eligibility Center:
www.eligibilitycenter.org

(Click on Academic Standards, then at bottom of page, click on Eligibility Center)

NCAA Publications for the College-Bound Student-Athlete:
https://www.ncaapublications.com

DIVISION I CERTIFICATION

<table>
<thead>
<tr>
<th>Required</th>
<th>Core Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Core</td>
<td>4 years</td>
</tr>
<tr>
<td>Math Core</td>
<td>3 years</td>
</tr>
<tr>
<td>Science Core (1 year of lab science if offered)</td>
<td>2 years</td>
</tr>
<tr>
<td>Social Science Core</td>
<td>2 years</td>
</tr>
<tr>
<td>Additional English, Math, or Science</td>
<td>1 year</td>
</tr>
<tr>
<td>Additional Core</td>
<td>4 years</td>
</tr>
<tr>
<td>Total Core Units</td>
<td>16</td>
</tr>
</tbody>
</table>

Additional Division I Requirements:
1. Graduate from high school.
2. Earn a minimum GPA in core courses.
3. Earn a combined SAT or ACT sum score that matches your core course GPA and test score sliding scale.

DIVISION II CERTIFICATION

<table>
<thead>
<tr>
<th>Required</th>
<th>Core Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Core</td>
<td>3 years</td>
</tr>
<tr>
<td>Math Core</td>
<td>2 years</td>
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<tr>
<td>Science Core (1 year of lab science if offered)</td>
<td>2 years</td>
</tr>
<tr>
<td>Social Science Core</td>
<td>2 years</td>
</tr>
<tr>
<td>Additional English, Math, or Science</td>
<td>3 years</td>
</tr>
<tr>
<td>Additional Core</td>
<td>4 years</td>
</tr>
<tr>
<td>Total Core Units</td>
<td>16</td>
</tr>
</tbody>
</table>

Additional Division II Requirements:
1. Graduate from high school.
2. Earn a minimum 2.0 GPA in core courses.
3. Earn a combined SAT score of 820 or an ACT sum score of 68.

*Requires 2 years of math at the level of Algebra I or above.

Note—Completion of 16 core courses will be required if you enroll in Division II College on or after August 1, 2013, requiring 4 years in ‘Additional Core’ courses and 3 years in additional ‘English, math or natural or earth and space science’ courses.

DIVISION III

Division III does not use the NCAA Initial Eligibility Clearinghouse. Contact your Division III college regarding its policies on financial aid, practice, and competition.

Log on to the following NCAA websites for the latest complete information and application forms:

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE PROGRESS (CAASPP)

The CAASPP for high school age students consists of three exams: 10th grade Life Science, 11th grade English Language Arts (online), and 11th grade Mathematics (online). The English Language Arts and Mathematics exams are also used by California State Universities (CSU) and the majority of California Community Colleges (CCC) for the Early Assessment Program (EAP). The EAP allows students to measure their readiness for college-level English and Mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. The goal of the program is to have California high school graduates fully prepared to begin college-level study. The test reports show how a student performed in key areas, also called claims, in English Language Arts (ELA) and Mathematics:

- ELA Areas: Reading, Writing, Listening, and Research/Inquiry

Students receive a CAASPP score from 2000 to 3000. The overall score falls into one of four achievement levels:

1. Standard Exceeded: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

EDUHSD Virtual Academy

The Virtual Academy is a blended learning academy. Blended learning combines the traditional high school classroom with advanced technology. Students attend course specific classes within a normal high school day. But the technology allows for greater personalization and one on one instruction. As students progress through their course work they can earn their way to attending fewer days of school in person.

As a WASC accredited and California Certified Charter School, the EDUHSD Virtual Academy is available to high school students both within El Dorado County as well as surrounding counties. All of our instructors are highly qualified and CTAP certified blended and online instructors.

A blended college schedule offers a mix of yearlong courses and courses that are completed in the traditional “semester” time frame. Students are provided with college-preparatory support needed for all major subject areas, including science labs, world language, advanced placement courses and core subjects. Weekly tutorials are available for students needing additional support. Please visit our website for our student success data and student feedback on our program.

www.edvirtualacademy.com
ALTERNATIVE EDUCATION

The El Dorado Union High School District offers several alternative programs for students to complete their education. These programs are planned to help individuals earn a high school diploma.

Independence High School (IHS) is a continuation high school designed to meet the needs of students in grades 10–12 who require an alternative setting. Most students enroll at Independence as voluntary transfers. Eight class sessions are available throughout the school day. Smaller class sizes, flexible curriculum, easy access to teacher assistance and counseling services, and variable credit make it possible for struggling students to secure academic success. Graduation requirements at Independence High School are the same as those at the comprehensive sites.

Independent Study Program (ISP) is available at El Dorado, Oak Ridge, Union Mine and Ponderosa high schools for students whose needs require study outside of the regular classroom setting. Success in this program requires disciplined study habits. Graduation requirements for students in the ISP are the same as those of the comprehensive sites. Contact the counseling office at your respective school for further information.
This publication will be used by students at all schools in the district to select classes. It is important when selecting a course to note if the class is available at your school and whether it is a (Y) year or (S) semester class. At Union Mine High School, courses noted as year (Y) classes earn 10 credits and are completed in one half-year terms (August–December or January–May). Please read about each course you may be interested in taking, and note whether or not it is open to your grade level and if there are any prerequisites. The number to the right of each course title must be written on your course request form. No course may be repeated for credit unless so stated.

Course information printed in this directory may be subject to change; not all courses may be offered. Please consult your counselor for most accurate course offering information.

**ENGLISH 1 (Y) #0101**

**PREREQUISITE:** None

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<tbody>
<tr>
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<tr>
<td>Virtual Academy</td>
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</table>

Meets UC Requirement: “b”

English 1 exposes students to a variety of genres that are entered upon transcendent themes, including the following: Literary Elements and a Writer's Message; Heroism in Western Culture; Moral Dilemma; Youth on the Threshold; Culture and Conflict; and Introduction to Argument. Students will develop the following skills: analysis and synthesis of literary and informational texts; writing convention and strategies; and speaking and listening techniques and expectations.

**ADVANCED ENGLISH 1 (Y) #0102**

**PREREQUISITE:** None

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<td>ORHS</td>
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<td>UMHS</td>
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Meets UC Requirement: “b”

Advanced English I exposes students to a variety of genres that are entered upon transcendent themes, including the following: Literary Elements and a Writer's Message; Heroism in Western Culture; Moral Dilemma; Youth on the Threshold; Culture and Conflict; and Introduction to Argument. Students will develop the following skills: analysis and synthesis of literary and informational texts; writing convention and strategies; and speaking and listening techniques and expectations. The main difference between Advanced English 1 and English 1 is the pace and the number of additional supplemental texts taught.

**ENGLISH 2 (Y) #0111**

**PREREQUISITE:** Successful completion of English 1 or Advanced English 1 or teacher recommendation.

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<tr>
<td>Virtual Academy</td>
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</table>

Meets UC Requirement: “b”

In English 2 emphasis is on writing, speaking, and reading of both core works of literature and informational texts. Students will develop an understanding of, and appreciation for, world literature.

**ADVANCED ENGLISH 2 (Y) #0112**

**PREREQUISITE:** Successful completion of English 1 or Advanced English 1 or teacher recommendation.

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<td>ORHS</td>
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Meets UC Requirement: “b”

In Advanced English 2 emphasis is on writing, speaking, and reading of both core works of literature and informational texts. Students will develop an understanding of, and appreciation for, world literature. The main difference between Advanced English 2 and English 2 is the pace and the number of additional supplemental texts taught.

**HONORS ENGLISH 2 (Y) #0115**

**PREREQUISITE:** Completion of Advanced English 9 or teacher approval. ORHS students should be concurrently enrolled in Advanced Placement History.

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<tr>
<td>ORHS</td>
<td>10</td>
<td>5 units per semester</td>
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</table>

Meets UC Requirement: “b”

This course teaches World Literature. It is a demanding sophomore course that challenges students to examine world cultures, world views, and a variety of world philosophies through various literary genres. Further, readings and discussions will lead to written responses that examine ideas and issues of the aforementioned topics.

**ENGLISH 3 (Y) #0121**

**PREREQUISITE:** Successful completion of English 1 and 2.

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<tr>
<td>Virtual Academy</td>
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</table>

Meets UC Requirement: “b”

English 3 will focus on exposing students to the literature and texts of the United States of America, from origination to the present. This course will expand the role that literature, writing, and information literacy plays in a student's participation in and interaction with the world around him/her. The curriculum will act as a platform to explore how the world around us shapes our lives as well as how literature has impacted history and vice versa. The reading selections and activities are intended to deepen students' interactions with the text and the issues embedded within the text so as to create critical thinkers and problem solvers who are able to contribute in a productive and positive way to their communities.
Advanced English 3 will focus on exposing students to the literature and texts of the United States of America, from origination to the present. This course will expand the role that literature, writing, and information literacy plays in a student's participation in and interaction with the world around him/her. The curriculum will act as a platform to explore how the world around us shapes our lives as well as how literature has impacted history and vice versa. The reading selections and activities are intended to deepen students' interactions with the text and the issues embedded within the text so as to create critical thinkers and problem solvers who are able to contribute in a productive and positive way to their communities. The main difference between Advanced English 3 and English 3 is the pace and the number of additional supplemental texts taught.

ENGLISH 4:  SCIENCE FICTION (Y)  #0138

This is a survey course in the literary genre of science fiction. This course will define, analyze, and interpret the genre of Science Fiction. The course covers contemporary science fiction writers such as Orson Scott Card to classic works of science fiction from authors like Heinlein, Herbert, and Asimov. A great deal of reading and writing will be demanded in this course. For a reading list of the titles taught, contact your site's course instructor. This class will meet the 4th year English requirement for a-g.

ENGLISH 4:  LITERATURE AND ENVIRONMENT (Y)  #0123

This course will provide students with an opportunity to explore how literature is used to examine the relationships between humans and the environment, from solitary experiences to the complexities of environmental needs in a modern society. Students will engage with the many dimensions of environmental literature, from place-based writing, to persuasion in advocacy and politics, to personal narratives about adventure and discovery. The course is designed to meet the rigorous requirements for UC approval.

ENGLISH 4:  SHAKESPEARE (Y)  #0127

The World of Shakespeare is a four-year course that centers on the in-depth study of William Shakespeare's plays and poetry beyond the core literature assigned in grades 9 and 10 English classes. The class will read several tragedies, two comedies, a history play, some of his later works, and the sonnets. In addition to reading and analyzing the plays, the students will also look at the time period, the writer's biography, and the theater venue. Class format will be interactive with an emphasis on active participation.

ADVANCED ENGLISH 3 (Y)  #0122

This course emphasizes works of British literature. Written and oral communication skills will be standards based. Students will develop an understanding of British Literature and the English language. This class will meet the 4th year English requirement.

ENGLISH 4:  CONTEMPORARY LITERATURE (Y)  #0133

This course will focus on exposing students to literature from the 21st century. The reading selections will allow students to focus on how we understand ourselves through understanding others. The material will also act as a platform to confront how the world around us shapes our lives. Reading selections and activities are intended to deepen students' interactions with the text and the issues embedded within so as to create critical thinkers who are able to contribute in a productive and positive way to their communities. This course meets all of the CCSS in language arts.

ENGLISH 4:  SCIENCE FICTION (Y)  #0138

This is a survey course in the literary genre of science fiction. This course will define, analyze, and interpret the genre of Science Fiction. The course covers contemporary science fiction writers such as Orson Scott Card to classic works of science fiction from authors like Heinlein, Herbert, and Asimov. A great deal of reading and writing will be demanded in this course. For a reading list of the titles taught, contact your site's course instructor. This class will meet the 4th year English requirement for a-g.

12TH GRADE EXPOSITORY READING AND WRITING (Y)  #0144

This course helps prepare students for the reading and writing demands of their first year in college as a part of the California State University's Early Assessment Program. The main focus of the course is expository reading and writing and only two full texts of literature are used. The assignments meet the standards of the English Placement Test for the OSU system; meet the expectations of college and university faculty; meet the California English-Language Arts Content Standards; and also develop literacy skills critical to lifelong participation in the worlds of work and the community. Each assignment is a sequence of integrated reading and writing. Students learn to make predictions about texts, analyze both the content and the rhetorical structures, and use material properly from the texts they read in supporting their own written arguments.

ENGLISH LANGUAGE DEVELOPMENT 1 (Y)  #0107L1

This course is designed for English Language Learners who are acquiring English as a second language. Instruction in listening, speaking, reading, vocabulary development, and writing are included in the program at levels that are appropriate to the English fluency of the student as determined by the student's performance levels on the California English Language Development Test (CELDT). The ELD course assists students in developing the English skills that they must acquire to become proficient in the structured English immersion mainstream courses required for graduation. This course may be used as one of the 4 years of required English. It may also be used for elective credit.
ENGLISH LANGUAGE DEVELOPMENT 2 (Y)  #0107L2

**PREREQUISITE:** CELDT testing and placement.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADES</th>
<th>CREDIT</th>
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</thead>
<tbody>
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<td>EDHS</td>
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<td>5 units per semester</td>
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<tr>
<td>ORHS</td>
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<td>UMHS</td>
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</table>

ELD 2 curriculum develops students' reading, writing, speaking, and listening skills as specified within the California ELA Standards. This course is for students scoring in the Early Intermediate and Intermediate ranges on the CELDT exam.

ENGLISH LANGUAGE DEVELOPMENT 3 (Y)  #0107L3

**PREREQUISITE:** CELDT testing and placement.

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<thead>
<tr>
<th>SCHOOL</th>
<th>GRADES</th>
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<tbody>
<tr>
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</tbody>
</table>

ELD 3 curriculum develops students' reading, writing, speaking, and listening skills as specified within the California ELA Standards. This course is for students scoring in the Early Advanced and Advanced ranges on the CELDT exam.

READING ELECTIVE COURSES

READING IMPROVEMENT (Y)  #0134

**PREREQUISITE:** Two or more years below grade level in reading as measured by 8th grade standardized test scores or another standardized reading test.

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<tr>
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<tbody>
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<tr>
<td>IHS</td>
<td>Virtual Academy</td>
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</table>

This class will emphasize the development of critical analysis in reading. Self-monitoring comprehension strategies will be taught. Silent reading skills and fluency will be stressed. Attitudes about reading will be addressed, and students will be encouraged to develop realistic and positive concepts of themselves as readers. The goal of the class is to make students more active, strategic readers which will promote learning in all subject areas.

CREATIVE WRITING: FICTION (Y)  #0128

**PREREQUISITE:** Grade C or better in previous English courses.

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<th>SCHOOL</th>
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<tbody>
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<td>ORHS</td>
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<td>Virtual Academy</td>
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</table>

This class will offer students an elective in the English department, a class that will allow and encourage an interest in literature as an art form, and help students develop as writers of fiction. This class will meet the 4th year English requirement.

CAREER COMPOSITION AND READING (Y)  #0143

**PREREQUISITE:** English 1, 2, and 3.

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</table>

This year-long course of English 12 is designed to strengthen students' critical thinking, writing, reading, speaking, and listening skills through differential and varied instruction. Students will work at developing skills in grammar, syntax, and literary analysis to heighten their emerging writing and critical thinking skills.

YOUTH IN CONFLICT (Y)  #0136

**PREREQUISITE:** Successful completion of English 1, 2, and 3.

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This survey course uses contemporary fiction and nonfiction in dealing with problems of teenagers as they come into conflict with their peers, parents, society, and themselves. Emphasis is placed on how individuals solve their problems and improve their situation. Students will read, write, research, analyze, discuss, debate, and explore a wide variety of issues, influences, trends, temptations, and dangers which confront America's youth. This class will meet the 4th year high school English requirement.
Students will learn the basic principles of speech delivery through oral presentations in class. Assignments will include extemporaneous, impromptu, and formal orations. Also included will be oral interpretation as well as the influence of mass media, interviewing skills, and parliamentary procedure. Competition is encouraged, not required. This class may meet the 4th year English graduation requirement.

MEDIA LITERACY (S) #0129

PREREQUISITE: None.

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Meets UC Requirement: “g”

This on-line course teaches students how to build the critical thinking, writing, and reading skills required in a media rich and increasingly techno-centric world. Today students need to be able to read, comprehend, analyze, and respond to nontraditional media with the same skill level they engage with traditional print sources. A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in nontraditional media genres, such as blogging and podcast scripting. Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

ENGLISH ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (Y) #0126AP

PREREQUISITE: Grade A in English 2 or Grade A or B in Advanced English 2.

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Meets UC Requirement: “b”

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purpose.” (Advanced Placement Program Course Description: The College Board). Upon passing the exam, a student may earn up to a year of college credit.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION (Y) #0138AP

PREREQUISITE: Grade B or better in English 3 or Advanced English 3 or Grade A, B, or C in AP Language and Composition.

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Meets UC Requirement: “b”

An Advanced Placement English course in Literature and Composition should enable students in the careful reading and critical analysis of imaginative literature. The course should include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.” (Advanced Placement Program Course Description: The College Board) Advanced Placement is a program of college-level courses and exams for secondary school students. It is challenging and stimulating, and, compared to other high school courses, it often takes more time, requires more work, gives greater opportunity for individual progress and accomplishment, and goes into greater depth. Upon passing the exam, a student may earn a year of college credit.

HEALTH / PHYSICAL EDUCATION

LIFE FITNESS 1 (Y) #0271

PREREQUISITE: None.

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This course emphasizes personal fitness for a healthy lifestyle including the physiological effects of exercise. This course will include dance, aquatics, games, individual and dual activities, and fitness activities. The course will encourage demonstration of responsible personal and social behavior in a physical activity setting. The students will understand the relationship between culture and movement activities.

LIFE FITNESS 2 (Y) #0273

PREREQUISITE: Completion of 2 semesters of Life Fitness 1.

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This course promotes a physically active lifestyle. Students will participate in aquatics, dance, outdoor education, and team, dual or individual games and sports. (All activities will emphasize the analysis of physiological and biomechanical principles involved in human movement.) They will develop a personalized plan for lifetime fitness. This course provides activities for developing cooperative social interaction and leadership skills.

ADVANCED PHYSICAL EDUCATION (S) #0274

PREREQUISITE: Grade C or better in Life Fitness 1 and 2 and instructor approval.

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This is an elective class to attract students to pursue a personalized fitness-training program based on their needs. This class will be open to any student ranging from modified activities to advanced athletes. All students will participate in health and skill related components of health. Students will also receive information on diet analysis, performance nutrition, ergogenic aids, heart rate monitors, biomechanical analysis, and creating a personal training program.

PERSONAL FITNESS TRAINING (S) (Y) #0270

PREREQUISITE: Grade C or better in Life Fitness 1 and 2 and instructor approval.

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This elective course is for the individual interested in utilizing a personal fitness program. Both non-athletes and athletes will participate in strength training, agility training, and speed development specific to their personal needs. Body composition, diet analysis, and performance analysis will also be covered. Internet research will be used to aid the student’s personal fitness level. Guest speakers in the athletic and health professions will be invited for possible future career choices.
of lines of parallel and perpendicular to a line and a given point, simplifying exponential expressions, function multiplying and factoring polynomials, solving quadratic equations by factoring, the quadratic formula and completing the square, operations with rational expressions and constructing and analyzing box-and-whisker plots for a set of data.

GEOMETRY (Y) #0221

PREREQUISITE: Placement based on multiple measures, including grade in previous math course, standardized test results, teacher recommendation.

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Meets UC Requirement: "c"

This course meets all of the CCSS for math and engages students bound for college or career technical training in topics as inductive and deductive reasoning, properties and proofs of parallel and perpendicular lines and congruent triangles, relationships with triangles, properties of polygons and quadrilaterals, similar shapes and proportional reasoning, trigonometry, transformations, properties of circles, finding area and perimeter of triangles, various quadrilaterals, regular polygons and circles, and finding the surface area and volume of prisms, pyramids, cones, cylinders, and spheres.

ALGEBRA 2 (Y) #0213

PREREQUISITE: Grade C or better in Geometry.

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Meets UC Requirement: "c"

This course meets all of the CCSS for math and satisfies a high school graduation requirement. This course will engage students in solving multi-step and absolute value equations, solving proportions, solving a system of equations algebraically, solving and graphing compound inequalities, solving and graphing absolute value inequalities and systems of inequalities, graphing linear equations and systems of linear equations, writing equations of lines between two points and

MATHEMATICS

ALGEBRA FOUNDATIONS (Y) #0239

PREREQUISITE: Junior high school teacher recommendation.

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This course will prepare students for success in Algebra 1. Students will achieve proficiency on prerequisite skills for Algebra and selected CCSS. Upon completion of this course, students will enroll in Algebra 1.

ALGEBRA 1 (Y) #0212

PREREQUISITE: Placement based on multiple measures; grade in previous math course, standardized test results, and teacher recommendation.

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Meets UC Requirement: "c"

This course meets all of the CCSS for math and satisfies a high school graduation requirement. This course will engage students in solving multi-step and absolute value equations, solving proportions, solving a system of equations algebraically, solving and graphing compound inequalities, solving and graphing absolute value inequalities and systems of inequalities, graphing linear equations and systems of linear equations, writing equations of lines between two points and

ACCOUNTING (Y) #0482

PREREQUISITE: None

SCHOOL UMHS

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Earns math credit for graduation

This course is designed to familiarize students with the principles of business accounting. Topics include the accounting cycle, and concepts and principles used in recording assets, liabilities, equity, revenues, and expenses. Students will use critical thinking skills in accounting simulations to process, analyze, and prepare financial information. Students will practice math skills that are specific to the accounting process. This course will introduce students to computerized accounting using what is currently available.
This course is designed to meet the needs of students who want an additional year of mathematics, especially those who would like the experience with the skill and concepts of statistics but do not choose to attempt the pace and rigor of an Advanced Placement Statistics course.

This college-prep class engages students in an in-depth study of CCSS for math. Topics include equations, functions families and their graphs, rational, polynomial, exponential, logarithmic, and trigonometric functions, trigonometric identities and applications, and conic sections. Students successfully completing this course will have an extensive background in advanced level mathematics preparing them for college-level coursework.

This course is a prerequisite for AP Calculus and is designed for college-bound students interested in math and science. This course engages students in an in-depth study of CCSS for math. Topics include equations, functions families and their graphs, rational, polynomial, exponential, logarithmic, and trigonometric functions, trigonometric identities and applications, vectors, polar and parametric equations, and a study of limits. Students successfully completing this course will have an extensive background in advanced level mathematics preparing them for college-level coursework.

This advanced level mathematics course is designed to provide a review of Pre-Calculus concepts and an introduction to a first semester Calculus course at a college or university. Topics include limits, rules of differentiation, applications of derivatives, integration, and volume of solids.

This is an advanced high school math course for the student who wishes to complete the equivalent of the first two levels of the college calculus series. The course is preparation for the third-level college calculus course and the Calculus BC Advanced Placement Exam.

Students will investigate the various areas of earth and space science. This is an introduction to equipment and techniques that will be applied in biology, chemistry, and physics. Satisfies Earth and Space graduation requirement.

Biology is the study of living systems. Those concepts fundamental to the understanding of all life include: biological molecules, energy transfer through photosynthesis, cell respiration and fermentation, cell structure and function, classification, DNA structure and function, protein synthesis, genetics, evolution, and ecology.
Advanced Chemistry (Y) #0320

**PREREQUISITE:** Grade C or better in Algebra 1, Geometry, and Biology. Concurrent enrollment in Algebra 2 or Advanced Algebra 2 is recommended. Otherwise instructor approval is required.

ORHS students must be concurrently enrolled in Algebra 2 or Advanced Algebra 2.

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Meets UC Requirement: “d”

Students in this laboratory science course study the natural elements and the changes they undergo. This course will develop the capacity to reason and provide evidence to answer questions from which students can draw conclusions about the properties of the elements and their interactions. This course satisfies Earth and Space Science graduation requirement. This course is suitable for all college-bound students with strong math skills and an interest in a science or technology career.

Physics (Y) #0330

**PREREQUISITE:** Grade B or better in Geometry; current enrollment in Algebra 2 or Advanced Algebra 2 required; completion of Chemistry highly recommended.

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Meets UC Requirement: “d”

This course is designed for students who wish to understand the functions and applications of such areas as forces, motion, energy, heat, light, sound, electricity, and electronics. This course satisfies the Earth and Space Science graduation requirement.

Elective Courses

Environmental Science (Y) #0303

**PREREQUISITE:** Grade C or better in Biological Science and Earth and Space Science.

ORHS Students must successfully complete Biology, and be concurrently enrolled in Chemistry or Advanced Chemistry.

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Meets UC Requirement: “d”

This course focuses on the biochemistry, anatomy, and physiology of the human body. Cells, tissues, organs, and organ systems will be studied. Some dissection is expected as well as use of simulations, lab demonstrations, pathologies, and activities that require students to use mathematical and computational thinking, asking and defining problems, developing and using models, analyzing and interpreting data to construct explanations and design solutions. Students will engage in argument from evidence, and obtain, evaluate, and communicate information.

Human Physiology (Y) #0313

**PREREQUISITE:** Grade B or better in Biology, and grade C or better in Chemistry or Advanced Chemistry is highly recommended.

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Meets UC Requirement: “d”

This course focuses on the biochemistry, anatomy, and physiology of the human body. Cells, tissues, organs, and organ systems will be studied, with an emphasis on the medical field. Some dissection is expected.

Advanced Placement Environmental Science (Y) #0303AP

**PREREQUISITE:** Grade B or better in Biology, and concurrent enrollment in Chemistry or Advanced Chemistry.

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Meets UC Requirement: “d”

This Advanced Placement course is equivalent to a first-year college-level course in Environmental Science. It provides a stimulating and challenging experience for able students, preparing them for the Advanced Placement Environmental Science Exam.

Advanced Placement Physics C: Mechanics (Y) #0330AP

**PREREQUISITE:** Grade B or better in Chemistry and Math Analysis. Concurrent enrollment in Calculus required.

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Meets UC Requirement: “d”

This Advanced Placement course is equivalent to a college-level first-year college course in Physics. It provides a stimulating and challenging experience for able students, preparing them for the Advanced Placement Physics C Exam.
ADVANCED PLACEMENT PHYSICS 1 (Y) #0326AP

PREREQUISITE: Chemistry (B or better), Algebra II (B or better), concurrent enrollment in Math Analysis or higher.

This course provides an introduction to college level physics. The curriculum includes motion in one and two dimensions, forces, energy and momentum, rotational motion and torque, oscillation and waves, electricity, and DC circuits. There are rigorous mathematical and laboratory components, preparing students for the Advanced Placement Physics 1 Exam.

ADVANCED PLACEMENT BIOLOGY (Y) #0311AP

PREREQUISITE: Grade B or better in Biology and Chemistry, or teacher recommendation.

Meet UC Requirement: “d”

Equivalent to first-year college biology course. This course is designed to be taken by students after the successful completion of a first course in high school biology and high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Prepares student for AP Biology exam. This course is conducted at college level.

ADVANCED PLACEMENT CHEMISTRY (Y) #0320AP

PREREQUISITE: B in Advanced Chemistry or an A in Chemistry, B or better in Algebra 2.

Meet UC Requirement: “d”

This AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. This class will review basic chemistry concepts learned in the first year chemistry, go more in-depth for the topics of acids/bases, buffers, electrochemistry, thermodynamics, solubility, equilibrium.

SOCIAL SCIENCE

WORLD HISTORY (Y) #0174

PREREQUISITE: None.

Meet UC Requirement: “a”

This is a required survey course that covers world history, geography and culture in the modern world. This course is designed to give students an appreciation of the many cultures and civilizations which have contributed to the development of the world today.

U.S. HISTORY/GEOGRAPHY (Y) #0163

PREREQUISITE: None.

Meet UC Requirement: “a”

This is a required course for all 11th grade students. This course meets the state requirement for United States History. It is a survey course offering a multidisciplinary approach to the study of the history of our nation. It will enable the student to develop and practice a variety of intellectual activities and work skills appropriate to the social sciences.

AMERICAN GOVERNMENT (S) #0171

PREREQUISITE: Completion of U.S. History/Geography or department approval.

Meet UC Requirement: “a” and “g”

This is a required course for seniors which covers the Constitution of the United States, including the study of American institutions and ideals and the principles of state and local government.

ECONOMICS (S) #0187

School: ORHS
Grades: 12
Credit: 5 units per semester

Meet UC Requirement: “g”

A required course for seniors that covers basic economic concepts and vocabulary; the development and operation of the U.S. market economy; microeconomic principles; study of the macroeconomy including the study of U.S. government's monetary, taxation, and regulatory policies as they affect the economy; globalization and international trade.

SOCIAL SCIENCE ELECTIVE COURSES

GEOGRAPHY AND WORLD CULTURES (S) #0175

PREREQUISITE: None.

This on-line course offers a curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have contributed to the development of the world around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

MULTICULTURAL STUDIES (S) #0176

PREREQUISITE: None.

This on-line course examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regional-ism, culture and the media, and the formation of new cultures. In online discussions and polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.
SOCIOPY (S) #0182

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Meets UC Requirement: “g”

The course is designed to enhance student awareness of current social issues, relationships, and institutions. It has been created out of a need to develop critical thinking, speaking, research, writing, and collaborative skills in conjunction with a more societal perspective. Students will be asked to research social issues, discuss cause and effect, formulate opinions, draw conclusions, and develop potential solutions to social problems. These problems fall under four main headings: Sociology, Culture, Socialization, Social Stratification, Social Inequalities, and Social Institutions.

PSYCHOLOGY (Y) #0183

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Meets UC Requirement: “g”

This course is a study of human and animal behavior, and our mental processes. Students are introduced to the scientific method and the core ideas and theories of psychology and gain an understanding of the complexities and diversity of human thought and behavior.

20TH CENTURY HISTORY AND FILM (Y) #0168

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Meets UC Requirement: “g”

This course provides students an opportunity to study the history of film and American history through movies improving their analytical, writing, presentation, and evaluation skills. This course surveys the history of American films from inception in the late 19th century today. Students will learn to evaluate the medium of film as an art form and understand its significance as an instrument of cultural diffusion in American history. Students will also analyze film as a reflection of the larger trends in popular culture, with an emphasis on how film reflects the issues of gender, race, and class in American society.

SOCIAL SCIENCE ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT PSYCHOLOGY (Y) #0183AP

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Meets UC Requirement: “g”

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. This course provides a stimulating and challenging experience for able students, preparing them for the Advanced Placement Psychology Exam.

ADVANCED PLACEMENT WORLD HISTORY (Y) #0174AP

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Meets UC Requirement: “a”

The purpose of the Advanced Placement World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This course focuses primarily on the past 1,000 years of the global experience and builds on an understanding of cultural, institutional, and technological precedents that, along with geography, sets the human stage prior to 1,000 A.D. This course provides a stimulating and challenging experience for able students, preparing students for the Advanced Placement World History Exam.

ADVANCED PLACEMENT U.S. HISTORY (Y) #0163AP

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Meets UC Requirement: “a”

This course is designed to prepare students for the rigorous AP exam covering colonial times to the present, emphasizing political, sociological, economic, and aesthetic aspects of our nation’s history.

ADVANCED PLACEMENT US GOVERNMENT AND POLITICS (Y) #0171AP

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Meets UC Requirement: “a” and “g”

This course meets the graduation requirement as well as prepares students for the AP exam. Readings are on college introductory course level. Written and oral presentations require critical thinking skills and organization.

ADVANCED PLACEMENT MACROECONOMICS (S) (Y) #0189AP

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The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

ADVANCED PLACEMENT MACROECONOMICS (S) (Y) #0187AP

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Meets UC Requirement: “g”

Work is on a college introductory course level. An AP course in Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops familiarity with economic performance measures, economic growth, and international economics.
Career Experience will teach students valuable work skills in exploring employment opportunities and maintaining a job. Students will work under supervision at various job sites to gain real-world work experience. This class will also review budgeting paychecks, managing time, and maintaining a healthy lifestyle.

**INDEPENDENT LIVING SKILLS A–D (Y) #0817**

**PREREQUISITE:** IEP team recommendation.

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This course meets elective credit only and may be repeated.

This class will focus on practical applications of daily living skills, self-help skills, communication, personal management, and community skills. Students will build individual skills as well as work in teams/groups to apply independent living skills. Each course, A through D, will progress through the same benchmarks, but with emphasis in different activities.

**LIFE SKILLS MATH (Y) #0774**

**PREREQUISITE:** IEP team recommendation.

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This course meets elective credit only and may be repeated.

This class will focus on math-related concepts that are used in daily living tasks. Students will build on individual math skills as well as work in teams/groups to apply practical math concepts.

**PRACTICAL MATH (Y) #0805**

**PREREQUISITE:** IEP team recommendation.

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This course meets elective credit only and may be repeated.

Students will improve their proficiency in basic computational and procedural skills, develop conceptual understanding, and become more adept at problem solving.

**READING BASICS (Y) #0806**

**PREREQUISITE:**

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This course meets elective credit only and may be repeated.

This reading course will emphasize the development of decoding strategies, fluency, and comprehension. Students will be provided with the basic support of comprehension strategies as needed to understand a variety of reading materials. These skills will support students to be more active, strategic readers and will promote learning in all subject areas as well as reading for pleasure and in practical situations. Attitudes about reading will be addressed and students will be encouraged to develop positive concepts of themselves as readers.

**PRACTICAL ENGLISH I (Y) #0801**

**PREREQUISITE:** IEP team recommendation.

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This course meets elective credit only and may be repeated.

This English class will primarily focus on reading comprehension skills in fiction and nonfiction literature, with an emphasis on reading fluency. Vocabulary and writing will be an essential part of creating a mastery of the literature. Students will also focus on spelling and sentence writing skills, which will progress to paragraph and simple essay structures that can be applied to everyday use. Collaborative learning will be enhanced as students work on peer editing and creating personal connections to literature. Computer and technology integration will be an integral part of each unit.

**CAREERS ENGLISH (Y) #0763**

**PREREQUISITE:** IEP team recommendation.

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This course meets elective credit only and may be repeated.

This class will focus on and build English skills and related concepts that will allow the students to prepare for a school-to-career transition. They will work on reading comprehension and writing, build communication skills, improve their vocabulary and become familiar with career pathways. Students will develop an understanding of the SCANS foundations and competencies as they relate to employer expectations and successful job experiences. Technology, guest speakers, and field trips will be utilized along with independent, small group, and team activities/assignments.

**LIFETIME HEALTH (Y) #0827Z**

**PREREQUISITE:**

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This course meets elective credit only and may be repeated.

This 1-semester health course will offer students the opportunity to learn matters related to their physical, mental, and emotional wellbeing. This course is designed for special education students to learn skills enabling them to practice good health habits for a lifetime. This class will be taught at a slower pace and at a level that will take into consideration the special needs of specific learning styles as well as student disabilities. Students will learn the importance of consciously controlling their own health so that they may lead long and productive lives in society. This course does not address all of the standards necessary for a high school diploma; however, the course may be taken as preparation for the general education health class or as a standalone elective credit for high school certificate of graduation.

**COMPUTER FUNDAMENTALS (Y) #0765Z**

**PREREQUISITE:** IEP team recommendation.

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This course meets elective credit only and may be repeated.

This 2-semester class will integrate activities to develop research, problem
solving and communication skills through individual and group projects that will be
taught at a level and speed conducive to
the learning needs of special education
students. Students will learn to improve or
develop keyboarding skills, create and edit
documents using computer applications as
Word, Excel, Multimedia/Desktop
Publishing, and use the Internet to access
information. This course does not address
all of the standards necessary for a high
school diploma; however, this course may
be taken as preparation for the general
education computer technology class, or
may stand alone as elective credit for a
high school certificate of graduation.

HISTORICAL AND GEOGRAPHICAL
PERSPECTIVES OF THE U.S.-S (Y) #0820

PREREQUISITE: IEP team recommendation.

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This course meets elective credit only.

This elective course will explore American
historical perspectives, including geography
and government, with a focus on U.S.
growth and involvement with the world.

HISTORICAL AND GEOGRAPHICAL
PERSPECTIVES OF THE WORLD (Y) #0821

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This course meets elective credit only.

This course will explore world cultures
including global, cultural, and historical
backgrounds. The course will emphasize
cohesive learning, classroom discussion,
and technology to promote and enhance
the understanding of world cultural views.

APPLIED AMERICAN
GOVERNMENT (Y) #0738

PREREQUISITE: IEP team recommendation.

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This course meets elective credit only.

This course will include the study of the
Constitution, Bill of Rights, the Courts, the
Legislative Branches, and state and local
governments. It will also include an
opportunity for all students to become
involved in community activities by
attending a meeting and experiencing the
process. Daily, the students will scan
newspapers for aspects of government that
affect them directly, as we “apply”
government.

PRACTICAL ECONOMICS (Y) #0739

PREREQUISITE: IEP team recommendation.

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This course meets elective credit only.

In this course, students will study the
market system of the U.S. economy. The
course will include a study of basic
economic concepts and vocabulary, and
the development and operation of the U.S.
market economy from both the
microeconomic and macroeconomic
class. Students will compare the U.S.
economy to other countries to help better
understand global economics and how it
affects everyone. This will be taught at a
level that is consistent with the needs of special
education students at all levels to best
provide them with an opportunity to learn
about a critical part of our world that affects
everyone.

VISUAL AND
PERFORMING ARTS

ART 1 (Y) #0601

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ART 2/ADVANCED (Y) #0602

PREREQUISITE: Grade B or better in Art 1
and teacher approval.

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Meets UC Requirement: “I”

This is an introductory art class into the
fundamentals of drawing, painting, print-
making, art history, art appreciation, and
aesthetic judgment. Projects in the class
will emphasize the elements and principles
of design and varied technical skills, such
as drawing and painting. This course is a
prerequisite for Art II/ Advanced and AP Art.

ART APPRECIATION (Y) #0619

PREREQUISITE: Grade B or better in Art 1
and teacher approval.

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Based on national standards developed by
the Consortium of National Arts Education
Association and key state standards.

This online learning course is a survey of
the history of Western visual arts, with a
primary focus on painting. Students are
introduced to the basic principles of painting
and learn how to critique and compare
works of art. Students also explore
prehistoric and early Greek and Roman art
before they move on to the Middle Ages.
Emphasis is placed on the Renaissance
and the principles and matters that
emerged in Italy and northern Europe.
Students continue their art tour with the
U.S. during the 20th century and finish by
studying traditions from Africa, Asia,
Oceania, and the Americas.

3-D DESIGN (Y) #0607

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Meets UC Requirement: “I”

Introduces the basic elements and
principles of design involved with 2- and 3-
dimensional art. Areas of study may include
ceramics, sculpture, fiber art, stained glass,
computer graphics, and other media. The
course involves 2- and 3-dimensional
design and satisfies the VAPA graduation
requirement. This course is a prerequisite
for Advanced 3-Dimensional Design.
Problem solving is emphasized.

ADVANCED 3-D DESIGN (Y) #0608

PREREQUISITE: Grade B or better in
3-Dimensional Design and permission of
instructor.

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Meets UC Requirement: “I”

This course may be repeated for elective
credit with a grade B or better and teacher
approval.

This course is designed for the serious art
student who wants to continue working with
2-and 3-dimensional design on a more
advanced level. Class work and individual
assignments will be emphasized throughout
the year. Elements and principles of design
are emphasized. Computer graphics may
be presented. This course satisfies the
VAPA graduation.
This is a school-to-career course for the digital artist. Students will master computer graphics applications as Adobe Photoshop and Adobe Illustrator to manipulate artistic contents. Students will learn to operate peripheral devices, such as scanners, digital cameras, and graphic tablets. Student products will have a foundation in the elements and principles of design. Copyright law is a critical component of this course.

**ART ADVANCED PLACEMENT COURSES**

**ADVANCED PLACEMENT STUDIO ART (Y) #0606AP**

**PREREQUISITE:** Teacher approval.

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**Meets UC Requirement:** “f”

This course may be repeated for credit with a grade B and teacher approval.

The AP Studio Art program enables highly motivated students to do college-level work in studio art while in high school. AP Studio Art is not based on a written examination; instead, candidates submit a portfolio of work for evaluation and possible college credit at the end of the school year. AP work does involve significantly more time and commitment than most high school courses; therefore, the program is intended for students seriously committed to the study of art.

**DANCE**

**DANCE I (S) #0627**

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<td>CREDIT</td>
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Meets UC Requirement: “f”

Dance I is an introduction to different types of dance and basic dance technique—jazz and ballet primarily. Creative expression, music interpretation, and elements of choreography will be explored as well as the History of Dance.

**DANCE II (S) #0628**

**SCHOOL**

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Meets UC Requirement: “f”

Dance II continues to develop the dancer as artist and technician. Emphasis is placed on technique and style, choreography, and performance components. Production elements, such as basic training in makeup, costuming, and directing, will be developed throughout this course. A course requirement includes 5 hours per semester of extracurricular dance/theater experience. Each student will perform in front of a school or community audience regularly.

**DANCE III (S) #0640**

**SCHOOL**

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Meets UC Requirement: “f”

Dance III is a course designed for students who are interested in pursuing an academic and extracurricular experience in dance but need to further develop technical and performance skills before enrolling in Dance Production. Emphasis will be placed on developing technical strength, performance confidence, and personal responsibility in developing artistic goals. Each student may perform in front of a school or community audience regularly.

**DANCE PRODUCTION (S) #0629**

**SCHOOL**

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Meets UC Requirement: “f”

This yearlong course is designed to support serious dancers in pursuing academic and extracurricular experience in dance. Students will be required to develop artistic goals and work to achieve them through technique and performance. Students will study in detail various dance styles through research and choreography as well as create, develop, and teach their own dance works to the school and community. A focus on the elements of production will be required, including, but not limited to, sets, costumes, lighting, and make-up. Attendance is mandatory at all performances and extra rehearsals.

**DRAMA**

**DRAMA (Y) #0620**

**SCHOOL**

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Meets UC Requirement: “f”

The first semester will survey the basic skills every actor needs, such as theatre terminology, movement, improvisation, and vocal techniques. The second semester will explore acting techniques, including extensive practice in character development, line interpretation, and stage presence, culminating in performance. Course requirement includes 10 hours per semester of extracurricular theatre experience.

**ADVANCED DRAMA (Y) #0621**

**SCHOOL**

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Meets UC Requirement: “f” and “g”

This course may be repeated for elective credit.

Advanced acting requires a full understanding of the theatre, past and present, so students will study history and genre through class activities and scene work in a variety of periods and types of plays. Training in makeup, costuming, sound and lighting techniques, and directing will also be offered. Play production will be part of the class as well. Students will develop a promotional campaign, design programs and sets, pursue acting and script skills such as identification of a playwright’s intent, what mood a play requires and how sets affect the play. The emphasis will be on theatre as an art form. Course requirement includes 20 hours per semester of extracurricular activity. Advanced Drama ( #0621) and Advanced Drama Second Year ( #0622) will meet the 4th year high school English requirement.
MUSIC APPRECIATION (Y) #0671

PREREQUISITE: None.

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<td>All Sites</td>
<td>9–12</td>
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Meets UC Requirement: “f” pending. Also meets graduations requirements for VAPA.

This on-line course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world. Music Appreciation introduces students to the history, theory, and genres of music from the most primitive surviving examples through the classical to the most contemporary in the world at large. The course is offered in a two semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.
This is a basic singing class. This is the only singing class open to freshmen without auditions. It is required for preparation for advanced singing courses. Basic techniques of breath control, tone production, reading music, vowel tone, and consonant articulation. Some public performance is required.

This is an advanced two-, three-, and four-part singing course. Attendance is required at all performances. All members are automatically members of combined chorale.

This course includes three- to eight-part singing a cappella as well as accompanied. Attendance is required at all performances. All members are automatically members of combined chorale.

This course is recommended for serious students of music who want to improve their musicianship as well as their musical knowledge.

This course develops the four skills of communication: listening, speaking, reading and writing, and further deepens student knowledge of cultures of French-speaking world. Students are provided language-use activities that enable them to function in most informal and some formal settings; understand the main ideas and most supporting details in concrete and factual texts (oral/written), and produce paragraph-level discourse, simple narration, description, and explanation; deal with topics related to the external environment; comprehend and produce oral/written paragraphs; and comprehend and be understood by sympathetic French speakers.

This course develops the four skills of communication: listening, speaking, reading and writing, and further deepens student knowledge of cultures of the French-speaking world. Students are provided language-use activities that enable them to function in most informal and some formal settings; understand the main ideas and most supporting details in concrete and factual texts (oral/written), and produce paragraph-level discourse, simple narration, description, and explanation; deal with topics related to the external environment; comprehend and produce oral/written paragraphs; and comprehend and be understood by sympathetic French speakers.
GERMAN 1 (Y)  #0405

**PREREQUISITE:** Grade C or better in English; interest in the Germanic language and culture, and good study habits.

**SCHOOL**
**EDHS**  **GRADES**  **CREDIT**
9–12  5 units per semester

Meets UC Requirement: “e”

This course is an introduction to German language that includes grammatical structures and development of all four skills of communication: listening, speaking, reading and writing. The class will use an oral and written approach to practice structural material. Students must actively participate at all times and complete daily homework assignments. Students will also explore the cultural aspects of German-speaking countries.

GERMAN 2 (Y)  #0406

**PREREQUISITE:** Grade C or better in German 1; interest in the Germanic language and culture.

**SCHOOL**
**EDHS**  **GRADES**  **CREDIT**
9–12  5 units per semester

Meets UC Requirement: “e”

This course is a continuation of elementary German, further developing speaking, listening, reading and writing skills through activities centered around topics like family life, school life, leisure activities, travel, geography, and festivals, that help students increase their understanding of Germanic cultures and customs.

GERMAN 3 (Y)  #0407

**PREREQUISITE:** Grade C or better in German 2; good study habits, and teacher recommendation.

**SCHOOL**
**EDHS**  **GRADES**  **CREDIT**
9–12  5 units per semester

Meets UC Requirement: “e”

This course is a continuation of language usage and structure study, taking students through a thorough review of all verb tenses as subjunctive mood is introduced. Students will further develop their language skills via oral and written activities. Students will study history of Germanic-speaking countries and people, and read and interpret Germanic literature.

GERMAN 4 (Y)  #0408

**PREREQUISITE:** Grade C or better in German 3; good study habits; interest in Germanic language and culture; and teacher recommendation.

**SCHOOL**
**EDHS**  **GRADES**  **CREDIT**
9–12  5 units per semester

Meets UC Requirement: “e”

Students will use Italian themes and issues to continue learning language usage, grammar, and structure. This course includes a review of previously learned Italian language grammar and in-depth instruction of verb tenses and complicated verb conjugations. This class further develops listening and speaking skills through oral improvisations and prepared speeches, as well as Italian reading and writing skills.

ITALIAN 1 (Y)  #0431

**PREREQUISITE:** Grade C or better in English; interest in Italian language and culture.

**SCHOOL**
**ORHS**  **GRADES**  **CREDIT**
9–12  5 units per semester

Meets UC Requirement: “e”

This course offers an introduction to Italian language, which includes grammatical structures and development of all four skills of communication: listening, speaking, reading, and writing. This class will use oral/aural approach to practice structural material. Students must actively participate at all times and complete daily study/review homework assignments.

ITALIAN 2 (Y)  #0432

**PREREQUISITE:** Grade C or better in Italian 1; interest in Italian language and culture.

**SCHOOL**
**ORHS**  **GRADES**  **CREDIT**
9–12  10 units per term

Meets UC Requirement: “e”

This course offers a continuation of Italian 1 in both format and content. It involves a more advanced study of conversational material, grammar rules, their application to oral skills and proficiency, further study of customs and culture of Italy. Students are required to write sentences and paragraphs in increasing complexity.

ITALIAN 3 (Y)  #0433

**PREREQUISITE:** Grade C or better and approval of teacher; Italian 1 and 2 or language proficiency; interest in Italian language and culture.

**SCHOOL**
**ORHS**  **GRADES**  **CREDIT**
10–12  5 units per semester

Meets UC Requirement: “e”

This course offers an introduction to Italian culture, customs and culture of Italy. Students are required to write sentences and paragraphs on the cultures and customs of Italy, as well as an introduction to the Italian language beyond the paragraph, simple narration, description and explanation; (3) deal with topics related to the external environment; (4) comprehend and produce oral/written paragraphs and essays; and (5) comprehend and be understood by non-sympathetic natives.

ITALIAN 4 (Y)  #0434

**PREREQUISITE:** Grade C or better in Italian 3; good study habits.

**SCHOOL**
**ORHS**  **GRADES**  **CREDIT**
11–12  5 units per semester

Meets UC Requirement: “e”

This course continues to develop the four skills of communication (listening, speaking, reading, and writing) and to deepen knowledge of cultures of the Italian-speaking world. Grammar from level 1 to 3 is reviewed. Italian is the primary language of classroom communication and instruction. Students are provided language-use activities that enable them to (1) function in an informal and most formal settings; (2) understand the main ideas and supporting details in concrete, factual, and some abstract texts (oral/written); produce language beyond the paragraph, simple narration, description and explanation; (3) deal with topics related to the external environment; (4) comprehend and produce oral/written paragraphs and essays; and (5) comprehend and be understood by non-sympathetic natives.

JAPANESE 1 (Y)  #0425

**PREREQUISITE:** Grade C or better in English; interest in Japanese language and culture.

**SCHOOL**
**ORHS**  **GRADES**  **CREDIT**
9–12  5 units per semester

Meets UC Requirement: “e”

Japanese 1 develops the four skills of communication: listening, speaking, reading and writing, and explores cultures of the Japanese-speaking world. Students are provided language-use activities that enable them to function in common daily settings for which they have rehearsed; understand learned words and phrases in unfamiliar texts (oral/written) and produce learned words and phrases; deal with discrete elements of life; comprehend and produce memorized material orally and in writing; and comprehend and be understood by sympathetic Japanese speakers.
Japanese 2 continues to develop the four skills of communication (listening, speaking, reading and writing) and further deepens student knowledge of the Japanese-speaking world. Students are provided language-use activities that enable them to function in common daily settings for which they have rehearsed; understand learned words and phrases in unfamiliar texts (oral/written) and produce learned words and phrases; deal with discrete elements of life; comprehend and produce memorized material orally and in writing; and comprehend and be understood by sympathetic Japanese speakers.

**SPANISH FOR HERITAGE LEARNERS 1**

**PREREQUISITE:** Teacher of counselor approval.

**SCHOOL:**
- EDHS
- UMHS

**GRADES:** 9–12

**CREDIT:** 5 units per semester

**Meets UC Requirement:** “c”

This course directs itself to a Heritage Learner – a student who speaks and understands Spanish in the home with limited fluency, and has limited to no skills in reading and writing Spanish. The student may experience problems with spelling, reading and written work (such as written accents, common spelling and grammatical tendencies for Heritage Learners). The course explores the Heritage Learner’s first language of Spanish, and the cultural experiences brought to the classroom. It also explores the culture, history and heritage of the principal groups of Hispanics in the United States and the twenty-one Spanish-speaking countries.

**SPANISH FOR HERITAGE LEARNERS 2 (Y)**

**PREREQUISITE:** Teacher or counselor approval.

**SCHOOL:**
- EDHS

**GRADES:** 9–12

**CREDIT:** 5 units per semester

**Meets UC Requirement:** “e”

This course directs itself to a Heritage Learner – a student who speaks and understands Spanish in the home with some fluency, and has some degree of skills in reading and writing Spanish. The student may experience problems with spelling, reading and writing work (such as written accents, common spelling and grammatical tendencies for Heritage Learners). The course explores the Heritage Learner’s first language of Spanish, and the cultural experiences brought to the classroom. It also explores the culture, history and heritage of the principal groups of Hispanics in the United States and of the twenty-one Spanish-speaking countries.

Japanese 3 continues to develop the four skills of communication (listening, speaking, reading and writing) and further deepens student knowledge of the Japanese-speaking world. Japanese is the primary language of classroom communication and instruction. Students are provided language-use activities that enable them to function in informal and formal settings; understand the main ideas and supporting details in concrete, factual, and some abstract texts (oral/written); and produce language beyond the paragraph, simple narration, description, and explanation; deal with topics related to the external environment; comprehend and produce oral/written paragraphs and essays; and comprehend and be understood by sympathetic Japanese speakers.

**SPANISH 1 (Y)**

**PREREQUISITE:** Grade C or better in Spanish 1; an interest in the Spanish language and culture.

**SCHOOL:**
- EDHS
- ORHS
- PHS
- UMHS
- IHS
- Virtual Academy

**GRADES:** 9–12

**CREDIT:** 5 units per semester

**Meets UC Requirement:** “e”

Spanish 1 develops the four skills of communication: listening, speaking, reading and writing, and explores cultures of the Spanish-speaking world. Students are provided language-use activities that enable them to function in common daily settings for which they have rehearsed; understand learned words and phrases in unfamiliar texts (oral/written) and produce learned words and phrases; deal with discrete elements of life, comprehend and produce memorized material orally and in writing; and comprehend and be understood by sympathetic Spanish speakers.

**SPANISH 2 (Y)**

**PREREQUISITE:** Grade C or better in Spanish 1; good study habits.

**SCHOOL:**
- EDHS
- ORHS
- PHS
- UMHS
- IHS
- Virtual Academy

**GRADES:** 9–12

**CREDIT:** 5 units per semester

**Meets UC Requirement:** “e”

Spanish 2 continues to develop the four skills of communication: listening, speaking, reading and writing, and to deepen student knowledge of cultures of the Spanish-speaking world. Students are provided language-use activities that enable them to function in common daily settings for which they have rehearsed; understand learned words and phrases in unfamiliar texts (oral/written) and produce learned words and phrases; deal with discrete elements of life, comprehend and produce memorized materials orally and in writing; and comprehend and be understood by sympathetic Spanish speakers.
Spanish 3 (Y) #0413

**PREREQUISITE:** Grade C or better in Spanish 2; good study habits.

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Meets UC Requirement: “e”

Spanish 3 continues to develop the four skills of communication: listening, speaking, reading, and writing, and to deepen student knowledge of cultures of the Spanish speaking world. Spanish is the primary language of classroom communication and instruction. Students are provided language-use activities that enable them to function in most information and some formal settings; understand the main ideas and most supporting details in concrete and factual texts (oral/written), and produce paragraph-level discourse, simple narration, description, and explanation; deal with topics related to the external environment; comprehend and produce oral/written paragraphs; and comprehend and be understood by sympathetic Spanish speakers.

Spanish 4 (Y) #0414

**PREREQUISITE:** Grade C or better in Spanish 3; teacher recommendation; an interest in the Spanish language and culture.

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Meets UC Requirement: “e”

Spanish 4 continues to develop the four skills of communication: listening, speaking, reading, and writing, and further deepens student knowledge of cultures of the Spanish-speaking world. Grammar from levels 1 to 3 is reviewed. Spanish is the primary language of classroom communication and instruction. Students are provided language-use activities that enable them to function in informal and most formal settings; understand the main ideas and supporting details in concrete, factual, and some abstract texts (oral/written), and produce language beyond the paragraph, simple narration, description, and explanation; deal with topics related to the external environment; comprehend and produce oral/written paragraphs and essays; and comprehend and be understood by sympathetic Spanish speakers.

**WORLD LANGUAGE AND CULTURE**

**ADVANCED PLACEMENT COURSES**

**ADVANCED PLACEMENT SPANISH LANGUAGE (Y) #0410AP**

**PREREQUISITE:** Grade B or better in Spanish 3 or Spanish 4; teacher recommendation; an interest in the Spanish language and culture.

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Meets UC Requirement: “e”

This course is equivalent to a 3rd year college course in Spanish composition and conversation, taught exclusively in the target language with no English. The course also stresses oral skills, composition, and grammar. Students are trained in organizing and writing compositions. The reading of a variety of Spanish literature is required. A College Board Examination that measures achievement in this course is administered in the spring by which a student may receive college credit, depending upon college entrance policies.

**ADVANCED PLACEMENT SPANISH LITERATURE (Y) #0417AP**

**PREREQUISITE:** Completion of AP Spanish Language and an interest in the Spanish language and culture.

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Meets UC Requirement: “e” and “g”

The Advanced Placement program in Spanish Literature consists of a course designed to provide well-motivated students with an intellectual challenge through the advanced study of Hispanic literature. A College Board Examination that measures achievement in this course is administered in the spring by which a student may receive college credit. As with other electives, this course will only be offered if enough student requests for the course are received.

**ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE (Y) #0420AP**

**PREREQUISITE:** Grade of A in French 3 and teacher recommendation; interest in French language and culture.

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Meets UC Requirement: “e”

Equivalent to a 3rd-year college French course in grammar, reading, composition, and conversation. Stressing speaking and listening skills, composition, and grammar. This course provides extensive preparation for the spring administration of the AP exam. This course is conducted in French.

**CAREER TECHNICAL EDUCATION (CTE)**

**AGRICULTURE AND NATURAL RESOURCES**

**AGRICULTURE SCIENCE I (Y) #0704**

**PREREQUISITE:** Interest in Agriculture.

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This course is available to all students who have never taken a vocational agriculture class. It is the first year of a 2-year core program followed by Agriculture Biology. The course introduces students to the basic elements of plant science, animal science, agriculture business, California agriculture, leadership, and the FFA (Future Farmers of America). Students will have the opportunity to gain field experience through the development of a supervised occupational experience. As a vehicle for developing leadership skills students will be exposed to the FFA and its many opportunities.

**AGRICULTURE BIOLOGY (Y) #0706**

**PREREQUISITE:** Successful completion of Earth and Space Science 9th grade course and/or completion of Algebra 1.

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Meets UC Requirement: “d”

Agricultural Biology is a 1-year, laboratory science course designed for the student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among the following topics: molecular and cellular aspects of life, chemical and structural basis of life, energetics of life, growth and reproduction in animals, evolution of modern plants and livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications and other curricular areas, including written and oral reporting and leadership.
AGRICULTURAL MECHANICS TECHNOLOGY (Y) #0702

**PREREQUISITE:** None

**SCHOOL**  
**PHS**  
**UMHS**  
**GRADES** 10–12  
**CREDIT** 5 units per semester

This course will offer students, who have a career interest in the field of agriculture, the opportunity to advance their skills in the area of agricultural mechanics. Students will learn, understand and employ basic skills in the area of woodworking, electrical systems, plumbing, cold metal processes, concrete, welding technology, and small engines. Application of current safety standards and procedures will be a component of each study unit. Additional areas of study will include career planning and leadership development through participation in FFA. The maintenance of a Supervised Agricultural Experience (SAE) project to develop hands-on skills outside of class will be an integral part of the course.

ADVANCED AGRICULTURAL MECHANICS TECHNOLOGY (Y) #0725

**PREREQUISITE:** Agricultural Mechanics Technology, Instructor Permission

**SCHOOL**  
**PHS**  
**UMHS**  
**GRADES** 10–12  
**CREDIT** 5 units per semester

Advanced Agricultural Mechanics Technology is an extension of and builds upon skills and knowledge learned in Agricultural Mechanics Technology. This course will offer Sophomores, Juniors and Seniors the opportunity to further advance their skill prophecies in the areas of woodworking, metalworking, project planning, tool fitting, electricity and electronics, plumbing, cold metal processes, concrete, welding technology, hydraulic and pneumatic systems and basic construction techniques. Comprehensive understanding and application of current safety standards and procedures will be a component of each study unit. Career planning and leadership development through participation in FFA and the maintenance of a Supervised Agricultural Experience (SAE) project will be an integral part of the course.

FLORAL AND LANDSCAPE DESIGN (Y) #0703

**PREREQUISITE:** Agriculture Science.

**SCHOOL**  
**PHS**  
**UMHS**  
**GRADES** 11–12  
**CREDIT** 5 units per semester

Meets UC Requirement: "F"

This course is designed to teach students the theories and principles of artistic design. The students will apply an artistic approach to floral design while exploring and acquiring practical skills. Students will perform 2- and 3-dimensional designs, understand the history of floral art, develop arrangement styles and techniques, and design seasonal and holiday designs. Students will achieve this through using balance, symmetry, harmony, unity, and texture throughout the course. The curriculum will include problem solving, creative thinking, and written and verbal communication skills. This college-prep course will meet the VAPA requirement for high school graduations.

AGRICULTURE LEADERSHIP (Y) #0708

**PREREQUISITE:** Completion of Agriculture Science with a grade C or better.

**SCHOOL**  
**PHS**  
**UMHS**  
**GRADES** 10–12  
**CREDIT** 5 units per semester

This elective course is designed to improve the leadership skills of students interested in agricultural occupations. In addition to exploring different leadership styles, this course will improve students’ skills in the areas of Goal-setting, Organization, Communication, Time and Resource Management, Public Speaking, Career Development, and Conflict Resolution. This course will combine the areas of classroom, FFA, and supervised occupational experience programs for the complete education of future leaders in agriculture.

AGRICULTURE BUSINESS AND ECONOMICS (Y) #0701

**PREREQUISITE:** Completion of Agriculture Biology or teacher approval.

**SCHOOL**  
**PHS**  
**UMHS**  
**GRADES** 11–12  
**CREDIT** 5 units per semester

Meets UC Requirement: "g"

This course is designed for students interested in pursuing advanced studies in the field of agriculture. Students will understand and employ basic economic principles as they relate to agriculture business management, production agriculture, and individual consumers. The course will include study of basic economic concepts, vocabulary, the development and operation of the U.S. market economy from both the macroeconomic and microeconomic context, as well as comparative economic systems and the global market economy. Students will be required to develop a “business” to include product management, packaging, price determination, and marketing. Students will keep accounting-based records of expenses, receipts, and profit/losses. At the conclusion of the course, profits will be split equally amongst the partners. The course will also include development of the skills necessary for the preparation of resumes, job applications, interview skills, and college and scholarship applications.

ANIMAL SCIENCE (Y) #0724

**PREREQUISITE:** Completion of Agriculture Science, or teacher approval.

**SCHOOL**  
**PHS**  
**UMHS**  
**GRADES** 11–12  
**CREDIT** 5 units per semester

This course will expand on Animal Science knowledge that was learned in Agriculture Science. Students will learn scientific concepts related to animals and apply these in hands-on situations. The FFA leadership organization and Supervised Agricultural Experience Projects are an integral part of this class.

ROP ANIMAL HEALTH (Y) #0965

**PREREQUISITE:** Biology.

**SCHOOL**  
**PHS**  
**UMHS**  
**CREDIT** 360 hours, 10 units per semester

2 Hours Per Day

The intent of this yearlong course is to prepare high school students to work in the Animal Health industry. The course focuses on livestock and small animals. Upon completion of this course, students will have knowledge and hands-on experience in the areas of specific animal species, health and diseases, animal behavior, livestock and small animal procedures, and veterinary assistance. Second semester, students work in community classrooms related to the Animal Health industry. Examples of community classrooms may include veterinary clinics, pet groomers, retail animal health businesses, horse facilities, ranches, and zoos. Students will meet once per week in the classroom and then be in community classrooms for the remainder of their hours. Field trips and guest speakers will enhance instruction. The course also includes instruction in the FFA leadership organization, careers, and supervised occupational and agricultural experience projects, and job readiness.

Students wishing to earn the Certified Veterinary Assistant certification may continue for a third semester.

ROP classes are available to all district students. Students are responsible for their own transportation to classes.

CALIFORNIA NATURAL RESOURCES 1 (Y) #0336

**PREREQUISITE:** Biology, Chemistry, and Geometry.

**SCHOOL**  
**EDHS**  
**GRADES** 11  
**CREDIT** 5 units per semester

Meets UC Requirement: "g"

This course is the first CTE course in the Natural Resources program at EDHS. During the year, students will investigate local ecosystems and the environmental issues associated with these areas. Students will complete field studies to help relate cause and effect patterns within the environment. Community service will be an ongoing part of this program.
This course is the second and final science-based CTE course in the Natural Resources program at EDHS. During the year, students will focus on independent projects, develop project management skills, and manage an independent or small group project to develop leadership skills, inquiry skills, goal setting, time management, and communication skills. Students will continue to complete field studies to help relate cause and effect patterns within the environment. Community service and a senior project are a required part of this program.

ENVIROMENTAL BOTANY (Y) #0332

PREREQUISITE: Biology, with a passing grade of C- or better

This upper division science course is offered to students with a desire to learn about ecologic and economic functions of plant cultivation with respect to common horticultural and native plants. They will study and know how to identify, grow, harvest and care for commonly grown species of plants. Students will learn about the biological role of plants and the human impacts on, and care of plants, within an ecosystem. moreover, they will gain knowledge of nursery and greenhouse management that will ultimately prepare the student to gain employment, study plant conservation, or tend to and care for their own garden.

ARTS, MEDIA, AND ENTERTAINMENT

INTRO TO TELEVISION PRODUCTION (Y) #0487

PREREQUISITE: Grade C or better in ICT Foundations and Grade B or better in English or recommendation from the most recent English teacher.

This course provides an introduction to the field of television production. Students will be introduced to analog and digital video cameras and digital still cameras, techniques for editing video on linear and nonlinear tape editors and on the computer, and how to create a daily news broadcast for the school. Students will learn how to create basic graphics and animation for video using various computer concepts and applications. Further, students will explore career options in the field of broadcast news. Students will be required to create a portfolio of their work for prospective employers.

VIDEO PRODUCTION (Y) #0489

PREREQUISITE: Grade C or better in ICT Foundations, a grade B or better in English, and successful completion of Introduction to Television Production.

This course will use various computer technology concepts and applications to apply the skills of pre-production through post-production, including development of treatments, storyboarding, script writing, filming, and editing to the production of projects, programs, and broadcasts in the DB-TV Studio. Students will learn to work in production teams as directors, on-air talent, audio engineers, switchers, graphics technicians, etc., as they produce longer quality feature programs for the school network, and, potentially, for community cable broadcasts. The class will also offer opportunities to visit area television studios and to participate in summer training at UCLA.

WEB PAGE AUTHORING AND CREATION (Y) #0468

PREREQUISITE: Grade B or better in ICT Foundations, or teacher approval.

This course provides a comprehensive introduction to the essentials of web design, from planning page layouts to publishing a complete site to the web. Through real-world projects and engaging activities, participants learn fundamental design concepts and hands-on techniques for creating compelling, easy-to-use web pages. Using Dreamweaver, participants learn how to combine their graphic design skills with the technical knowledge needed to build and publish websites with ease.

DESKTOP PUBLISHING UMHS—(S) #0469

PREREQUISITE: Grade C or better in ICT Foundations, or teacher recommendation.

This course takes students beyond the fundamentals of desktop publishing introduced in previous computer technology courses. Students will work with a variety of desktop publishing applications and learn how to create professional quality print and web ready publications for business and the consumer. Emphasis will also be placed on exploring desktop publishing certification, career opportunities, and creating the Yearbook.

DIGITAL IMAGING ORHS—(Y); UMHS—(S) #0635

PREREQUISITE: Art 1, ICT Foundations.

This is an elective school-to-career course for the digital artist. Students will master computer graphics applications as Adobe Photoshop and Adobe Illustrator to manipulate artistic contents. Students will learn to operate peripheral devices, such as scanners, digital cameras, and graphic slates. Student products will have a foundation in the elements and principals of design. Copyright law is a critical component of this course.

ICT DIGITAL MEDIA (Y) #0453

PREREQUISITE: ICT Foundations with a grade C or better.

Information and Communication Technology (ICT) Digital Media is designed for college-bound students who have already mastered the skills taught in the Foundations course and are interested in a career that requires a working knowledge of effective technology, or are ready to join the workforce. Students are provided with the skills necessary to read, write, and compute as they carry out instruction. Listening and oral communication skills are emphasized as students interact with other members of a team. A cornerstone of this class includes accepting job responsibilities and applying the ability to know how to learn and be willing to learn to keep competitive in our ever-changing digital world, along with the teamwork necessary to complete a task and enhance presentations with technical, graphic, and design skills. The focus of this course is the graphic design skills, along with technical and business principles, that students will gain as they select a product for their business to effectively promote.
BUILDING AND CONSTRUCTION TRADES

WOODWORKING AND CARPENTRY (Y) #0520

PREREQUISITE: None

SCHOOL EDHS GRADES 9–12 CREDIT 5 units per semester

Basic techniques in basic construction, cabinet making, furniture construction, upholstery, woodworking, wood finishing, and wood turning. Students develop accuracy, judgment, and craftsmanship, and participate in creative project activities. The correct and safe uses of tools, machines, materials, and processes are emphasized. Second semester offers techniques in finish carpentry, wood finishing related to these areas and wood turning. The student will use tools, machines, and techniques related to the light construction industry. Accuracy, neatness, and sound work habits and safe work practices are stressed.

FINISH CARPENTRY (Y) #0528

PREREQUISITE: Woodworking and Carpentry or Engineering Design I.

SCHOOL EDHS GRADES 10–12 CREDIT 5 units per semester

This course will enhance the student’s ability to use the tools of the construction trades while gaining the confidence to work safely. The student will learn advanced techniques and applications of the use of tools and equipment in the construction of those elements that make up the job of a finished cabinetmaker and carpenter. Second semester offers techniques in finish carpentry, wood finishing related to these areas, and wood turning. The student will use tools, machines and techniques related to the light construction industry. Accuracy, neatness, sound work habits, and safe work practices are stressed.

BUSINESS & FINANCE

ACCOUNTING (Y) #0482

PREREQUISITE: None

SCHOOL EDHS GRADES 11–12 CREDIT 5 units per semester

ORHS

PHS

UMHS

IHS Virtual Academy

This course is designed to familiarize students with the principles of business accounting. Topics include the accounting cycle, and concepts and principles used in recording assets, liabilities, equity, revenues, and expenses. Students will use critical thinking skills in accounting simulations to process, analyze, and prepare financial information. Students will practice math skills that are specific to the accounting process. This course will introduce students to computerized accounting using what is currently available.

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES

CHILD DEVELOPMENT (Y) #0581

PREREQUISITE: Student interest.

SCHOOL PHS GRADES 10–12 CREDIT 5 units per semester

UMHS

Meets UC Requirement: “g”

This course will prepare individuals to understand the physical, mental, emotional, and social growth and development of children, as well as their care and guidance as it pertains to careers and future parenting.

ENGINEERING AND ARCHITECTURE

INTRODUCTION TO ENGINEERING DESIGN (IED) PLTW (Y) #0535

PREREQUISITE: None.

SCHOOL UMHS GRADES 9–10 CREDIT 5 units per semester

Meets UC Requirement: “g” and CTE

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

PRINCIPLES OF ENGINEERING (POE) PLTW (Y) #0536

PREREQUISITE: None.

SCHOOL UMHS GRADES 9–12 CREDIT 5 units per semester

Meets UC Requirement “g” and CTE

The major focus of POE is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

COMPUTER INTEGRATED MANUFACTURING (CIM) PLTW (Y) #0537

PREREQUISITE: Intro to Engineering (#0535) and Principles of Engineering (#0536). Recommended Geometry completed with a grade B or better.

SCHOOL UMHS GRADES 10–12 CREDIT 5 units per semester

Meets UC Requirement: “g”

CIM is one of the specialization courses in the Project Lead the Way high school engineering program. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.

ENGINEERING DESIGN AND DEVELOPMENT (EDD) PLTW (Y) #0538

PREREQUISITE: Intro to Engineering (#0535) and Principles of Engineering (#0536). Recommended Geometry completed with a grade B or better and PLTW Computer Integrated Mfg. (#0537).

SCHOOL UMHS GRADES 11–12 CREDIT 5 units per semester

Meets UC Requirement: “g”

Utilizing the activity-project/problem-based (APPB) teaching and learning pedagogy, students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Finally, student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with a community mentor and experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

ENGINEERING DESIGN AND ARCHITECTURE I (Y) #0517

PREREQUISITE: None.

SCHOOL EDHS GRADES 9–12 CREDIT 5 units per semester

ORHS

IHS Virtual Academy

This is a 1-year course for students with little or no drafting background. This course is recommended as a prerequisite for all engineering, construction, and manufacturing classes. Basic skills of sketching, board drawing, and computer operations are emphasized.
ENGINEERING DESIGN AND ARCHITECTURE II (Y) #0518

PREREQUISITE: Engineering Design and Architecture I

SCHOOL
EDHS
ORHS
IHS

GRADES
10–12

CREDIT
5 units per semester

This is a 1-year course for students who wish to continue learning about design. Students will use principles learned in Engineering I, understand how basic machines work, and apply these techniques to design features to solve engineering problems. Problem solving techniques will also be applied to architectural problems. All work will be assembled into the student’s portfolio.

ARCHITECTURAL DESIGN AND GRAPHICS (Y) #0512

PREREQUISITE: Engineering Design and Architecture I for Art 1.

SCHOOL
EDHS

GRADES
10–12

CREDIT
5 units per semester

Meets CSU and UC Requirement: "f"

ARCHITECTURAL DESIGN AND GRAPHICS (Y) #0512

Advanced Manufacturing and Engineering Technology builds upon the skills and knowledge learned in Manufacturing and Engineering Technology. This course will offer Sophomores, Juniors and Seniors the opportunity to further advance their skill and proficiencies in the areas of graphic design, machine tooling and forming, engineering design, project planning, tool fitting, and product innovation and design. Comprehensive understanding and application of current safety standards and procedures will be a component of each study unit. Career planning, project innovation, and ship will be integral parts of the course.

FASHION AND INTERIOR DESIGN

FASHION APPAREL AND TEXTILES (Y) #0561

PREREQUISITE: Student interest.

SCHOOL
PHS
UMHS

GRADES
9–12

CREDIT
5 units per semester

This course may be repeated for elective credit. Meets UC Requirement: "f"

This course emphasizes factors affecting clothing choices and decisions, and teaches students to be better consumers of ready-to-wear apparel. Construction techniques are practiced in a laboratory environment. Career options in this field will also be studied.

ADVANCED FASHION APPAREL AND TEXTILES (Y) #0562

PREREQUISITE: Student interest.

SCHOOL
PHS
UMHS

GRADES
10–12

CREDIT
5 units per semester

This course may be repeated for elective credit.

This course is designed to provide further study and practice to effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market, or to transition to postsecondary education.

ROP COSMETOLOGY (Y) #0927

M-F
High School Students: 5 Hours Per Day

SCHOOL
Virtual Academy*

CREDIT
1,660 hours, 15 units per semester

Enter the exciting career of cosmetology and become a hairstylist, platform artist, salon owner, or one of many numerous opportunities available as a licensed cosmetologist. In 1,660 hours (approximately 58 weeks), students learn all of the things necessary to take the California State Board Examination course of study: cutting, setting, coloring, permanent waving, and chemical relaxing of hair; artificial nails, manicuring, and pedicuring; and facials and makeup. Available to men and women at least 16 years of age who have completed 10th grade.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes.

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

MEDICAL ARTS AND SCIENCE I (Y) #0281

PREREQUISITE: 9th grade Health and enrollment in Health Academy.

SCHOOL
EDHS
UMHS

GRADES
10–12

CREDIT
5 units per semester

This one-year course will contain content-specific information and skill-building standards which focus on health-related careers. Specific studies will include the history of the health care industry, knowledge concerning the function of human body systems, knowledge of medical care service systems, and introduction to the standards for learning basic health care skills. Semester II will focus on local health career opportunities, health care systems in America, personal application to health careers, and community service participation.

MEDICAL ARTS AND SCIENCE II (Y) #0284

PREREQUISITE: Medical Arts and Science I, concurrent enrollment in Algebra 2 or higher, and Chemistry.

SCHOOL
EDHS

GRADES
11–12

CREDIT
5 units per semester

Meets UC Requirement: "d"

This one-year advanced health course will be taught in two integrated semesters. Each semester contains information with specific content and skills building. Semester I will focus on basic health history, knowledge and facts of the human body, systems of medical care, and introductions to health careers. Semester II will focus on health career opportunities, health care systems in America, personal application to health careers, and community service participation.
This 1-year advanced health course will be taught in two integrated semesters. Each semester contains information with specific content and skills building. Semester I will focus on basic health history, knowledge and facts of the human body, systems of medical care, and introductions to health careers. Semester II will focus on health career opportunities, health care systems in America, personal application to health careers, and community service participation.

ROP HEALTH CAREERS (Y) #0944
2 Hours per Day / M–F

This two-semester course provides students with the basic knowledge and skills necessary to obtain entry-level employment or decide on a specific focus for further vocational training in a variety of health settings.

After spending the first 18 weeks in the classroom learning how to work in a patient care setting and studying medical terminology, vital signs, CPR, and basic anatomy/physiology, the student is then placed in one of the many health care training sites. After placement, students will follow a training plan for their assigned health facility 8 hours per week and will report for classroom instruction 1 day per week. Students have the opportunity of firsthand experience in as many as three different settings, allowing them to pursue a specific area in higher education and/or gain employment upon completion of the course.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes

ROP DENTAL CAREERS (Y) #0928
3 Hours per Day / M–F

This two-semester course provides students with basic knowledge of the duties of a dental assistant. After classroom instruction, students receive in-service training in a local dental office where they observe and perform dental procedures. This community class training consists of approximately 220 hours. After placement, students will follow a training plan for their assigned dental facility 12 hours per week and will report for classroom instruction 1 day per week.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes

HOSPITALITY, TOURISM AND RECREATION

CULINARY I (Y) #0553

PREREQUISITE: Student interest.

SCHOOL EDHS ORHS CREDIT
Grades 9–12 5 units per semester

Meets UC Requirement: “g”

This course covers the relationship of nutrition to health and well-being; the selection, preparation and care of food, meal management and optimal use of food dollars. In addition, the course demonstrates competencies needed for planning, preparing and serving food attractively and nutritionally within a given time schedule. At ORHS, cooking lab is limited to once per week.

CULINARY II (Y) #0556

PREREQUISITE: Culinary I with a grade C or better and teacher approval.

SCHOOL EDHS ORHS CREDIT
Grades 10–12 5 units per semester

Meets UC Requirement: “g”

This course builds on those units and skills learned in the Culinary I class. It covers selection, preparation, and care of food in meal management, as well as budgeting. Students prepare and serve meals to staff and/or students during the second semester. In addition, students study and prepare foods from geographic regions in the United States and/or foods of other cultures. Career options and speakers are emphasized in this course.

ROP CULINARY ARTS (Y) #0961

3 Hours, 20 minutes per Day / 3 Days per Week / M, T, Th or M, W, F

SCHOOL EDHS CREDIT
Virtual Academy* 360 hours, 10 units per semester

This competency-based course prepares students for entry-level positions in the restaurant/food service industry. Included are core content standards, such as sanitation, food service operations, nutrition, food preparation, and presentation. Integrated throughout the course are career preparation standards, such as basic academic skills, communication, interpersonal skills, problem solving, safety, technology, and other employment skills.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes

INFORMATION AND COMMUNICATION TECHNOLOGIES

EXPLORING COMPUTER SCIENCE (Y) #0455

PREREQUISITE: Completion of an Algebra 1 course. No previous computer science course is required to take this course.

SCHOOL EDHS ORHS CREDIT
Grades 9–12 5 units per semester

Meets UC Requirement: “g” and CTE

Course meets District technology requirement.

Exploring Computer Science is a hands-on introduction to computer architecture, programming, and using the computer as a creative tool. The class is taught in the computer lab and is project-based, rather than textbook-based. The class is divided into six basic units. Units consist of: a survey of computer architecture and human/computer interaction, algorithmic problem-solving, web site development, program design and development using Scratch, data analysis, and robotics. Each unit uses a series of projects of increasing complexity to introduce, refine, and integrate programming and development concepts, culminating with a “capstone” projects as a unit final.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (Y) #0241AP

PREREQUISITE: Completion of Algebra 1.

SCHOOL EDHS ORHS CREDIT
Grades 10–12 5 units per semester

Meets UC Requirement: “g”

Designed to be equivalent to a first-semester introductory college computing course. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.
This course includes all the topics of Advanced Placement Computer Science A emphasizing object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. The course is designed for students with no prior computing experience and is meant to be the equivalent of a first-semester college-level course in Computer Science.

ROP DATABASE DESIGN AND SQL PROGRAMMING (Y) #0454

PREREQUISITE: Grade C or better in Geometry

This two-part course is designed to meet the needs of college-bound students who would like to experience college-level database design and Structured Query Language (SQL) programming. In Part 1, database design curriculum, students learn to analyze complex business scenarios and create a data model, a conceptual representation of an organization's information. In Part 2, database programming curriculum, students implement their database design by creating a physical database using the industry-standard SQL. Upon completion of this course, students have the opportunity to take an exam to earn industry certification: Oracle Database SQL Certified Expert.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes.

MANUFACTURING AND PRODUCT DEVELOPMENT

METALS (Y) #0530

This program is designed to provide the student with vocational experiences associated with the general metals area of sheet metal and bench metal, welding, foundry, forging, and machine tools. The student will explore the modern concepts and trends affecting the metalworking industry. It also looks into the social, economic, and ecological impact technology has had on our society. This program also provides the student an opportunity to develop competencies in metal fabrication and machine tool operation.

PUBLIC SERVICES

ROP LAW ENFORCEMENT (S) (Y) #0933

2 Hours per Day / M–F

SCHOOL: PHS
CREDIT: 360 hours, 10 units per semester

This course is designed to acquaint the student with every facet of the criminal justice field and includes instruction in firearms, elementary law, unarmed defense, rights of citizens, and court procedure. The entire scope of careers in law enforcement is discussed, covering every level from federal to state to local. Students learn how to apply for and pass law enforcement entry examinations.

In addition, students are taught the proper way to complete job application forms and are exposed to a "mock oral," which simulates the stress of an actual job interview. The student has an opportunity to get to know professionals in the field through the many field trips made available.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes.

ROP FIRE CONTROL TECHNICIAN (Y) #0948

2 Hours per Day / M–F

SCHOOL: UMHS
CREDIT: 360 hours, 10 units per semester

This course is designed to prepare students for entry-level positions in the fire service. This would include city fire departments, county fire districts, California Department of Forestry, California Parks, U.S. Forest Service, Bureau of Land Management, and private companies involved in fire service and fuels management. Major areas of training and/or certification include State Firefighter I Training, Wild Land Fire Training, EMS First Responder Training, Hazardous Materials Training, and CPR Training. As part of their training, students will also be expected to spend part of the second semester in an on-the-job training experience with local fire agencies.

College credit for this course may be available through El Dorado Center of Los Rios Community College.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes.

AUTOMOTIVE TECHNOLOGY I (Y) #0540

PREREQUISITE: Teacher permission.

SCHOOL: EDHS
GRADES: 10–12
CREDIT: 5 units per semester

This is an introductory class designed to expose the student to the basic automotive systems and their functions. Information will be presented through lecture, demonstrations, and selected lab activities. Topics include the automotive industry, engine performance, power train components, ignition, fuel, emissions, cooling, and suspension and brake systems. In the beginning class, students will remove and replace parts; in the advanced class, students will remove and repair parts.

ADVANCED AUTOMOTIVE TECHNOLOGY (Y) #0541

PREREQUISITE: Automotive Technology I and/or Instructor approval.

SCHOOL: EDHS
GRADES: 10–12
CREDIT: 5 units per semester

Advanced auto is an extension of the skills and knowledge acquired in Automotive Technology I. This is a project-oriented/hands-on course designed to give the student an opportunity to develop advanced diagnostic, repair, and managerial skills as applied to the automotive industry. In the beginning class, students will remove and replace parts; in the advanced class, students will remove and repair parts.

ROP AUTOMOTIVE ENGINE (S) (Y) #0921

2 Hours per Day / M–F

SCHOOL: EDHS
CREDIT: 360 hours, 10 units per semester

This program helps students prepare for a career in the mechanics trade. Students receive in-depth classroom theory and detailed lab instruction in operation and trouble-shooting of all major systems and components. Emphasis for the first semester is on tune-ups, complete checking of batteries, starting and charging systems, fuel injection systems, and valve work. Major emphasis is placed on automotive electricity. Second semester emphasis is on complete drum and disc brake theory and servicing. Wheel alignment and power trains are also included. A working knowledge of basic math, including fractions and decimals, is highly desirable.

* ROP classes are available to all district students. Students are responsible for their own transportation to classes.
### ICT Foundations (S) #0451

**Course Description:**
ICT Foundations is designed to prepare students to employ critical thinking and problem solving skills in a variety of real world scenarios. The overarching objective of the course is to expose students to an array of programs, applications, and technology and provide the groundwork for success throughout a student’s educational career. Students will engage in a host of hands-on activities designed to enhance technological efficiency and promote a positive future in the digital world. ICT Foundations will provide students with tools necessary to be well-qualified participants in today’s perpetually changing global economy. After completing this course students will have fulfilled the El Dorado Union High School District Technology Requirement needed for graduation and be able to select from a variety of courses within the ICT pathway.

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This course combines classroom instruction with leadership practices in a laboratory of practical school situations. It provides student leaders with the opportunity to study the basic concepts of democratic government, the meaning and techniques of leadership, parliamentary procedure, group processes, and the principles of human behavior, the objectives of education, and many problems of school administration. It provides opportunities to develop speaking and writing skills; to improve in courtesy, poise, and appearance; to work with peers of diverse backgrounds and attitudes; and to share responsibilities with adults and consider common problems. After school participation is mandatory.

### Yearbook (Y) #0600

**Course Description:**
This course offers instruction in and practice of the principles of yearbook production. Students will gain skills in design, layout, photography, salesmanship, PageMaker, and word processing computer skills. (PageMaker is not offered at EDHS.)

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Meets UC Requirement: "Y"
organizational skills, reading analysis, note-taking, test-taking, and other strategies to promote self-directed learners across the curriculum.

**ACADEMIC PEER TUTORING (Y)** #0905

**PREREQUISITE:** Teacher recommendation, 3.0 or higher GPA, tutor application and interview. (Class enrollment in Honors and/or Advanced Placement classes is site-specific.)

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This elective course trains peer tutors to enhance the skills of students. Tutors will model and practice effective tutorial group strategies, develop higher order questioning techniques, review methods of working with students’ writing, and provide an opportunity for students to discuss and solve problems. Under the supervision of the classroom teacher, the peer tutors provide instruction individually and in small groups, assist in all subject areas using class notes and materials, and determine from these materials the concepts that need to be reviewed. They conduct brainstorming and prewriting sessions, working with students at all phases of the writing process. Tutors lead discussions and analysis of the academic subjects in which students are enrolled. Other responsibilities may include grading tests and/or homework.

**WORK EXPERIENCE (S) (Y)** #0873

**PREREQUISITE:** Student must be 16 years of age, eligible to receive a work permit, and complete the Work Experience Education Training Agreement.

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Work Experience Education (WEE) is designed to give the student a thorough knowledge of the fundamental principles of work and to provide training in a semi-skilled/skilled service occupation. The principles are applied to actual school approved work-related worksites on a part-time basis. The classroom instructor is the WEE teacher coordinator and works with the student to be successful. Real-world experiences through hands-on applications at the worksite are strengthened through the students’ daily-related class. The student’s general educational background is enhanced as it relates to the student’s employment. This also teaches the student the role of worker and citizen. This knowledge is helpful to each student for personal employment/careers and further educational attainment. The student must pass both classroom and employer’s evaluation to receive credit. Students are responsible for transportation to their worksite.

**AVID I INTRODUCTORY SKILLS (Y) (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)** #0907

**PREREQUISITE:** Recommended 2.0–3.5 GPA, enrollment in Algebra 1 or Geometry, successful completion of 8th grade and student interview, parent contract, teacher recommendation. Recommended for first in family to attend college.

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This elective course is for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep course work, students work individually as well as in tutor-led collaborative groups. The course offers instruction in time use, organizational skills, textbook analysis, listening skills, library and reference skills, mnemonic techniques, note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness. In addition, the course includes college motivational activities. The AVID curriculum focuses on writing, inquiry, collaboration (WICOR) through the AVID high school libraries in both teacher- and tutor-led activities.

**AVID II (Y)** #0908

**PREREQUISITE:** Recommended 2.0–3.5 GPA, enrollment in Algebra 1 or Geometry, successful completion of AVI I or student interview, high school motivation and attitude, parent contract, teacher recommendation. Recommended for first in family to attend college.

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This elective course is for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep course work, students work individually as well as in tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. The course also includes college motivational activities. The AVID curriculum focuses on writing, inquiry, collaboration (WICOR) through the AVID high school libraries in both teacher- and tutor-led activities.

**AVID III JUNIOR SEMINAR (Y)** #0909

**PREREQUISITE:** AVID II.

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Meet CSU and UC requirement "g."

This course is an elective class for college-bound students. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Students work individually as well as in tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. The course also includes college motivational activities. The AVID curriculum focuses on writing, inquiry, collaboration (WICOR) through the AVID high school libraries in both teacher- and tutor-led activities.

**AVID IV SENIOR SEMINAR (Y)** #0911

**PREREQUISITE:** At least 2.0 GPA, enrollment in Algebra 2 or Advanced Algebra 2, AVID III.

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Meet CSU and UC requirement "g."

This course is an elective for college-bound students. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Students work individually as well as in tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. The course also includes college motivational activities. The curriculum focuses on writing, inquiry, collaboration (WICOR) through the AVID high school libraries in both teacher- and tutor-led activities.
This elective course trains peer tutors to enhance the skills of students. Tutors will model and practice effective tutorial group strategies, develop higher order questioning techniques, review methods of working with students’ writing, and provide an opportunity for students to discuss and solve problems. Under the supervision of the AVID teacher, the AVID tutors provide instruction individually and in small groups, assist in all subject areas using class notes and materials, and determine from these materials the concepts that need to be reviewed. They conduct brainstorming and prewriting sessions, working with students at all phases of the writing process. Tutors lead discussions and analysis of the academic subject in which students are enrolled in as well as lead Socratic Seminars that focus on critical thinking skills. Other responsibilities may include grading AVID binders for organization and content.

This online course teaches students what it takes to be a successful college student and how to begin thinking about their careers. Students are informed about the importance of high school performance in college admissions, how to prepare for college testing, and know the types of schools and degrees they may choose to pursue. Students will also gain exposure to the financial resources available. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters and how smart preparation and skill development in high school can lead to expansive career opportunities. Students who complete this course have the basic skills and foundation of knowledge to progress to the more advanced college and career preparation courses.

This on-line course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options. This course also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities, such as job shadowing and internships, when preparing for a career. Students who complete this course obtain a deeper understanding of college and career rough interactive, informative critical thinking and analysis activities while sharpening their time management, organization and skills to be successful in college and beyond.

During the course students will have the opportunity to prepare for the future job market, as well as learn how to manage their money once they have a job. Students will also research the process of buying a car and renting/buying an apartment or house. They will become smart consumers and develop a decision-making process that can be used in their everyday lives. Finally, relationships, family relations and child rearing will be discussed in terms of financial and emotional implications.

Student Assistant is an alternative course offering for 11th and 12th grade students who wish to gain experience in such areas as teacher, laboratory, and library or office assistants.

Students who successfully perform the duties assigned to them earn a grade and elective credit. The grade and credit count toward graduation and are included in the student’s grade point average.

Enrollment in any of the student assistant classes must be arranged in advance. See your counselor for specific information. Students may earn a maximum of 10 credits as a Student Assistant during their high school career.

Semester classes are limited to a 1-semester assignment. Under special circumstances a student, with concurrence of teacher and parent, may petition the principal to be allowed to extend the assignment another semester. The extension may not exceed one semester.

The principal must be assured that the student will receive new skills, training and/or experiences that will be beneficial to an academic/vocational career.

This course is a continuation of Tech Team 1, a lab/textbook course. In this course students will continue to improve their knowledge and skills in computer technology. Students will serve as the first response team to computer hardware and software repair needs for their schools. Students will do the initial diagnosis of the problem and then complete the repair or escalate the problem to the next level of response. Students will be required to keep records on all repairs, update the records for the school and monitor users. Students will serve as technical support in the computer labs when teachers bring classes in to work on projects. Students will be required to keep current on developments in the area of computer technology and participate in field trips, as available, to businesses in the field.
CAFETERIA ASSISTANT (S) (Y)  #0881
PREREQUISITE: Consent of Cafeteria Manager.

SCHOOL  GRADES CREDIT
EDHS   11–12  5 units per semester
ORHS
PHS
UMHS

In this course, students receiving training by assisting cafeteria staff in the preparation and service of food and cleaning utensils and dishes.

OFFICE ASSISTANT (S) (Y)  #0882
PREREQUISITE: Good attendance record, 2.0 GPA, good citizenship, ability to handle detail, appearance and clothing acceptable for a public office, and office staff member approval.

SCHOOL  GRADES CREDIT
EDHS   11–12  5 units per semester
ORHS
PHS
UMHS
IHS
Virtual Academy

Students work as assistants to office staff doing varied clerical duties such as typing, filing, etc. Some business experience preferred but not required. Arrangements to sign up for an office assistant must be made by the respective office personnel and student in advance.

SCHOOL SERVICE/TEACHER AIDE (S) (Y)  #0879
PREREQUISITE: Completion and approval of application and consent of teacher, counselor, and assistant principal.

SCHOOL  GRADES CREDIT
EDHS   11–12  5 units per semester
ORHS
PHS
UMHS
IHS
Virtual Academy

Teacher’s Aide assists teacher with basic computer tasks, files, teaching materials; corrects objective tests and quizzes; delivers messages; and performs other clerical tasks to assist the assigned teacher or department.

LIBRARY/MEDIA ASSISTANT (S) (Y)  #0880
PREREQUISITE: A liking for attention to detail, good attendance, a grade C or better average in English, consent of the librarian and completions of ICT Foundations is required.

SCHOOL  GRADES CREDIT
EDHS   11–12  5 units per semester
ORHS
PHS
UMHS

The class for library/media assistants consists of many areas of training and practice of clerical, scholastic, and technical skills. It involves working with people, shelving, circulation and processing of materials, book repairing, filing, handling of audiovisual materials and equipment, and working with students on multimedia projects.

LIBRARY SCIENCE (Y)  #0878
PREREQUISITE: ICT Foundations, 2.5 GPA, good English skills, and approval of library media teacher.

SCHOOL  GRADES CREDIT
EDHS   11–12  5 units per semester
ORHS
PHS
UMHS
IHS
Virtual Academy

In addition to the duties listed under Library/Media Assistant (#0880), this course will explore the library in-depth. Censorship, effective research methods that include print and electronic resources, library careers, and designing and furnishing a library will be covered. Assignments will follow the new California Standards for information literacy.

SCIENCE LABORATORY ASSISTANT (S) (Y)  #0884
PREREQUISITE: Grade C or better in previous science classes or Department approval.

SCHOOL  GRADES CREDIT
EDHS   11–12  5 units per semester
ORHS
PHS
UMHS

In this course, students assist the teacher in preparing laboratory experiments, grading objective tests, performing classroom demonstrations, and generally maintaining clean and safe laboratory working area conditions.

SERVICE LEARNING (Y)  #0894
PREREQUISITE: Student interest.

SCHOOL  GRADES CREDIT
EDHS   11–12  5 units per semester
ORHS
PHS
UMHS
IHS
Virtual Academy

This course is designed for students interested in changing the world. Students work several days each week during school hours in a variety of community service settings from homeless shelters to recycling centers to legislative offices. Placements are determined by student interest and availability. Students also meet in the classroom once a week to discuss their field work and plan other ways to improve society.
EL DORADO UNION HIGH SCHOOL DISTRICT
Career Technical Education (CTE) Pathway Courses

Agriculture and Natural Resources
- Agriculture Leadership (PHS) (UMHS)
- Agriculture Biology (PHS)
- Agriculture Science (PHS) (UMHS)
- Agriculture Floral & Landscape Design (PHS)
- Agriculture Business and Economics (PHS)
- Agriculture Mechanics Technology (PHS) (UMHS)
- Advanced Agriculture Mechanics Technology (PHS)
- CA Natural Resources I & II (EDHS)
- Environmental Botany (EDHS)
- Animal Science (PHS) (UMHS)
- ROP Animal Health (ALL)

Arts, Media and Entertainment
- Intro to Television Production (UMHS)
- Video Production (UMHS)
- Web Page Authoring & Creation (EDHS) (UMHS)
- Digital Imaging (ORHS) (UMHS)
- ICT Digital Media (PHS) (UMHS)
- Desktop Publishing (UMHS)

Building and Construction Trades
- Woodworking & Carpentry (EDHS)
- Finished Carpentry (EDHS)

Business and Finance
- Accounting (ORHS) (UMHS)

Engineering and Architecture
- PLTW – Intro to Engineering Design (UMHS)
- PLTW – Principles of Engineering (UMHS)
- PLTW – Computer Integrated Manufacturing (UMHS)
- PLTW – Engineering Design and Development (UMHS)
- Architectural Design & Graphics (EDHS) (ORHS)
- Engineering Design & Architecture I (EDHS) (ORHS)
- Engineering Design & Architecture II (EDHS)
- Manufacturing & Engineering Technology (ORHS)
- Advanced Manufacturing & Engineering Technology (ORHS)

Education, Child Development, and Family Services
- Child Development (PHS) (UMHS)

Fashion and Interior Design
- Fashion Apparel & Textiles (PHS) (UMHS)
- Advanced Fashion Apparel & Textiles (PHS) (UMHS)
- ROP Cosmetology (ALL)

Health Science and Medical Technology
- Medical Arts & Science I & II & III (EDHS)
- ROP Health Careers (ALL)
- ROP Dental Careers (ALL)

Hospitality, Tourism, and Recreation
- Culinary I (ALL)
- Culinary II (EDHS) (PHS) (ORHS) (UMHS)
- ROP Culinary Arts (ALL)

Information and Communication Technologies
- Exploring Computer Science (ALL)
- AP Computer Science Principles (ALL)
- AP Computer Science A (ORHS) (PHS)
- Database Design & SQL Programming (ORHS)

Manufacturing and Product Development
- Metals (EDHS)

Public Services
- ROP Law Enforcement (ALL)
- ROP Fire Control Technician (ALL)

Transportation
- Automotive Technology I (EDHS) (PHS) (ORHS)
- Advanced Automotive Technology (EDHS)
- ROP Automotive Engine (ALL)
- ROP Diesel Engine (ALL)

Sign up with your Guidance Counselor or contact:
CENTRAL SIERRA REGIONAL OCCUPATIONAL PROGRAM
4675 Missouri Flat Road, Placerville, CA 95667
(530) 622-5081 ext. 7239  www.eduhsd.net
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