

***BONITA UNIFIED SCHOOL
DISTRICT***

***HIGH SCHOOL HANDBOOK
and
COURSE HANDBOOK***



2018-2019

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BONITA UNIFIED SCHOOL DISTRICT



OUR MISSION

**For the students in our care,
and in partnership with the community,
we will create a safe,
challenging and comprehensive
learning environment that will
shape character, nurture intellect and
build skills for success in an
ever-changing world.**

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INTRODUCTION

This manual is intended to provide students, teachers, parents, and counselors with a guide to academic requirements and course descriptions at the high schools in Bonita Unified School District. The information contained in this document can be a useful tool in planning for high school and beyond.

NONDISCRIMINATION

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

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

GENERAL INFORMATION

GRADUATION REQUIREMENTS FOR ALL STUDENTS

Subject and Credit Requirements

A minimum of 220 semester credits must be earned in order to meet all Bonita Unified School District graduation requirements. In addition to the subject requirements listed below, all students must complete a senior project/experience prior to graduation.

SUBJECT REQUIREMENT	SEMESTER CREDITS	COURSE
English	40	I, II, III, IV
Social Studies/ History	10	World History
	10	U. S. History
	5	Government
	5	Economics
Mathematics	10	Integrated 1 or higher
	10	Other Math Course
Science	10	Physical Science
	10	Biological Science
Physical Education	20	
Career Technical Education	10	
Visual/Performing Arts	10	
Electives	70	
Total	220	

+ *Electives/Service Credits: A maximum of 20 elective service credits may be counted toward graduation. Examples: Teacher Assistant, Library Assistant, Office Assistant, Lab or Shop Assistant.*

Alternative Requirements for Students in Foster Care or Identified as Homeless

California Education Code 51225.1 and 51225.3 allow for students in foster care, or students identified as homeless, who change schools following the completion of their second year of high school, and who do not have sufficient time to complete all Bonita Unified graduation requirements by the end of their fourth year, to be offered two options for earning a high school diploma. The first option would allow the student to complete the minimum California state requirements for a high school diploma, which are listed below, by the end of their fourth year. The second option would allow the student to remain for a fifth year of high school in order to complete all of the Bonita Unified requirements (see previous page). Entering students are reviewed on a case-by-case basis to determine available options.

California State Minimum Requirements for Earning a High School Diploma

A minimum of 130 semester credits must be earned.

SUBJECT REQUIREMENT	SEMESTER CREDITS	COURSE
English	30	Up to 20 credits from courses I or II + up to 20 credits from courses III or IV
Social Studies/ History	10	World History
	10	U. S. History
	5	Government
	5	Economics
Mathematics	10	Integrated 1 or higher
	10	Other Math Course
Science	10	Physical Science
	10	Biological Science
Physical Education	20	
Foreign Language or Career Technical Education or Visual/Performing Arts	10	
Total	130	

California High School Exit Exam

As of the graduating class of 2015, the California High School Exit Exam is no longer a requirement for high school graduation in California.

Senior Project/Experience

Bonita High School

The Senior Project at Bonita High School is designed to be a culminating experience, allowing students to expand their knowledge about – and gain hands-on experience with – a topic that is meaningful and interesting. Housed in the English class, it consists of four phases, all of which must be completed to an acceptable level in order to pass English and therefore graduate.

The first phase is a research paper which follows strict Modern Language Association (MLA) guidelines. The process leading up to the final draft takes most of the first semester.

The second phase is the physical project, requiring students to spend a minimum of 15 hours outside of the school day engaged in activities that connect with their research paper topics. The third phase is the portfolio, a collection of all of the materials that went into the project.

The fourth and final phase is the speech which covers the information from the research paper and the experience gained from the project hours. Students deliver the speech to a board of 3 to 6 faculty members and community volunteers.

San Dimas High School

The San Dimas Connection Project (SDCP) is a portfolio-based graduation requirement at San Dimas High School that includes the following components:

- *Best Work* (samples submitted each year by all students)
- *Community Volunteer Service* (completed each year by all students)
- *Senior Presentation* (seniors)
- *High School and Beyond Plan* (part of the Senior Presentation)
- *Personal Story* (part of the Senior Presentation)

Each student must complete all components of the SDCP. Students with 504 plans must complete all of the same tasks, with accommodations made in accordance with the student's individualized learning goals and requirements. See SanDimasHigh.com for the entire SDCP Handbook.

Chaparral High School

The Senior Experience gives students an opportunity to create a post-graduation plan, expand their knowledge, and refine their public speaking skills. Students will choose a career and supportive educational path beyond high school to research and present. All Chaparral students will conduct a career exploration, create a website, and present their plan before a panel of judges.

Eligibility for a Bonita Unified School District High School Diploma

To receive a Bonita Unified School District High School diploma, seniors must remain enrolled in a full schedule of five or six classes during the last semester of attendance. For mid-year graduates, the last semester of attendance is the fall semester. For June graduates, the last semester of attendance is the spring semester. To participate in commencement ceremonies, seniors must have completed all district requirements by the close of senior checkout day.

Proficiency Exam In Lieu Of Diploma

Persons who are 16 or older, or have completed the tenth grade may take the California High School Proficiency Examination (CHSPE). There is a fee for this test. The examination is given at two scheduled times throughout the year. Students must continue in school until they have officially passed the test and have presented verified parental permission to leave. The State Board of Education awards each person who passes the CHSPE a "Certificate of Proficiency", which is legally equivalent to a high school diploma. A student who passes the CHSPE does not qualify for a Bonita Unified School District High School Diploma, and is only eligible for district high school graduation ceremonies at Chaparral High School and Vista School.

High School Credit for College Courses

To earn high school credit for a class taken at an accredited college or university, the student must first see the Counselor (COUNSELOR) to make proper arrangements.

On-Line and Correspondence Courses

On-line courses are offered by a wide range of schools and agencies. They are an option students may choose in order to enroll in a course not offered in one of our schools or for make-up of a course that was failed. Students interested in taking on-line courses for original or make-up credit should see their Counselor before making a commitment to any program. Prior to taking an on-line course students must follow the approval process outlined in Board Policy and Regulations. The Counselor can provide interested students with the forms needed to apply for credit for the on-line course. The principal/designee will review the course to determine if it is offered through an accredited program and if the course offers the academic rigor found in traditional Bonita Unified School District high school courses. Credit may not be granted for completion of an on-line without prior approval.

Mathematics: Transition to Integrated Mathematics Pathway

Beginning in the 2016-2017 school year, the Bonita Unified School District will implement a transition from a “traditional” mathematics pathway to an “integrated” mathematics pathway. The transition will take three years, in order to allow all students who have begun coursework in the traditional pathway to complete all courses in that pathway. Course sequencing for the next three years can be found below.

2016-2017 School Year

Course Successfully Completed in 2015-16	2016-2017	2017-2018	2018-2019
Math 8	Integrated I	Integrated II	Integrated III
Algebra I	Geometry	Algebra II	Advanced Courses
Geometry	Algebra II	Advanced Courses	Advanced Courses
Algebra II	Advanced Courses	Advanced Courses	Advanced Courses

NOTE: Students will not be placed in an Algebra I course beginning in 2016-2017. Students completing Math 8, or who failed an Algebra I course in 2015-2016, will be placed in an Integrated I course in 2016-2017.

2017-2018 School Year

Course Successfully Completed in 2016-17	2017-2018	2018-2019	2019-2020
Math 8	Integrated I	Integrated II	Integrated III
Integrated I	Integrated II	Integrated III	Advanced Courses
Geometry	Algebra II	Advanced Courses	Advanced Courses
Algebra II	Advanced Courses	Advanced Courses	Advanced Courses

2018-2019 School Year

Course Successfully Completed in 2017-18	2018-2019	2019-2020	2020-2021
Math 8	Integrated I	Integrated II	Integrated III
Integrated I	Integrated II	Integrated III	Advanced Courses
Integrated II	Integrated III	Advanced Courses	Advanced Courses
Algebra II	Advanced Courses	Advanced Courses	Advanced Courses

2019-2020 School Year: only the Integrated Mathematics Pathway is available

GRADING SYSTEM

The grade given in any course represents the teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. An administrator cannot change a mark issued by a teacher unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be demonstrated through a review process (California Education Code 49066).

Grade Point Average (GPA)

Grade point average is calculated by multiplying grade points earned for each grade in each course by credits, adding the results for all courses, and dividing by the number of credits attempted. Credit is earned for grades of A through D in all courses. Standard classes receive 5 credits for each semester course passed. An extra grade point (A=5, B=4, C=3) is added to Honors and Advanced Placement level courses that are approved by the University of California. The GPA that is calculated each semester is recorded on the student's transcript.

A = 4 grade points (5 in Honors and Advanced Placement classes)
B = 3 grade points (4 in Honors and Advanced Placement classes)
C = 2 grade points (3 in Honors and Advanced Placement classes)
D = 1 grade point

F, WF, I, P/F, NM = 0 grade point

For example, the grade point average of a student who took six classes and earned 2 A's, 2 B's, 1 C, and 1 D in a semester is calculated below.

$$A = 4 \times 5 \text{ credits} = 20$$

$$A = 4 \times 5 \text{ credits} = 20$$

$$B = 3 \times 5 \text{ credits} = 15$$

$$B = 3 \times 5 \text{ credits} = 15$$

$$C = 2 \times 5 \text{ credits} = 10$$

$$D = 1 \times 5 \text{ credits} = \underline{5}$$

85

$$85 \text{ grade points} \div 30 \text{ credits} = 2.83 \text{ GPA}$$

Definition of A – F Grades and Other Marks

A = Superior Achievement. The student has excelled and has done work of exceptional quality.

B = Above Average Achievement. The student has done more than is expected of a student who satisfactorily completed the objectives.

C = Average achievement. The student has satisfactorily accomplished the course objectives.

D = Below Average Achievement. The student has poorly met the minimum requirements. University of California does not recognize courses completed with a grade of D or lower.

F = Failure to meet the minimum requirements. No credit and no grade points are awarded.

WF = Withdraw Failure. Issued for a course that is dropped after the first four weeks of school.

I = Incomplete Work. Issued with the approval of the teacher. Assignments required by the teacher must be made up within 6 weeks of the start of the semester.

P = Passing. A mark of Pass (P) or Fail (F) must be used in assigning grades to all service classes. BHS – Pass/Fail may be assigned to students taking Honors and AP classes with parent and teacher consent.

NM = No Mark. Issued to students transferred into a class too close to the grading period to have earned a grade.

NOTE: foster students withdrawing mid-semester will be issued partial credits, not exit grades, in each course in which the student is earning a passing grade.

Citizenship/Work Habit Marks

Citizenship and/or Work Habits are indicated on the student report cards to inform parents. These marks appear only on report cards and progress reports, and will not appear on a student's transcript. Citizenship marks and Work Habit Marks are defined as follows:

- O = Outstanding
- S = Satisfactory
- N = Needs to Improve
- U = Unsatisfactory

A mark of N or U may disqualify students from some honor societies, scholarships, Valedictorian and/or extra-curricular activities.

Report Cards

Report cards are issued and mailed home at the end of each semester (San Dimas High School sends home semester 1 report card with students, and mails home semester 2 report card). First and third quarter report cards are progress reports and do not appear on the transcript. Semester grades issued twice per school year are final grades and appear on the student's transcript.

Notice of Unsatisfactory Performance

Warning of possible failure in courses will be sent home after four to five weeks of a nine-week quarter, or may be sent by teachers at any time. The purpose of such notification is to document reasons for unsatisfactory performance.

Eligibility for Athletics and Extra-Curricular Activities

Students who participate in athletics or extra-curricular activities are required to pass at least four classes and earn a minimum grade point average of 2.0. Grades will be checked quarterly to determine eligibility. Classes taken Pass/Fail are not calculated in the GPA, but may count toward the four passed classes.

Athletic Probation

A student who passed at least 20 semester credits but earned less than a 2.0 grade point average on a 4.0 scale may apply for probationary status through the assistant principal in charge of athletics. A probation period is limited to one quarter. Students may be on probation no more than two quarters during the student's entire high school experience. No two probation quarters may be back to back. Students must achieve eligibility at least once before the second probation can be used.

Repeating Courses

Courses that may be repeated for credit will be noted in the course description. A student may also elect to repeat a course without earning additional credit for the purpose of earning a higher grade in the course.

Class Change/Withdrawal Policy – BHS and SDHS

Changing Classes

Requests to change classes must be submitted to the student's counselor no later than the end of the fourth week of the semester. Changes will be made only if class size limits will not be exceeded. Parent or guardian approval is required for all student requests for schedule changes except for correction of errors. Students must attend all classes in which they are enrolled until an official program change has been made and signed by the counselor and the teacher.

Requests considered acceptable for class changes:

1. Schedules showing less than a minimum day (5 classes)
2. Student failed a course in the spring and cannot continue in the next course in the fall because of the failure.
3. To make up a graduation requirement if the course is not offered in summer sessions or adult school.
4. School Service, R.O.P., and Work Experience classes may be added with appropriate approval.
5. Level changes require parent, teacher, and COUNSELOR approval and petition.

Requests considered unacceptable for class changes:

1. Change from a requested elective to a different elective.
2. Change from one teacher to a different teacher in the same subject.
3. Change the period order of subjects or teachers.
4. Drop a required subject.

Withdrawal from a Course

Withdrawal from class without penalty of an F grade for the semester must be made within the first four weeks of the semester. Limited second semester class space may prevent replacement of classes dropped during the fall semester. Withdrawals from class after the fourth week of a semester will result in a “WF” mark for the class on the transcript. Withdrawals from class for excessive truancy or disciplinary reasons will receive a grade of “WF”. Withdrawals require a conference with parent, administrator and student.

Final Examinations

A final examination schedule is in effect during the closing days of each semester. The purpose is to provide students the best opportunity to prepare for and take final examinations during an extended uninterrupted class period, with the least possible pressure and distraction. Final examinations are to be taken seriously and every effort should be made to meet this responsibility.

Students will not be permitted to take final examinations before the scheduled examination period. Students may make up final examinations when arrangements are made in advance with the teacher, counselor, or administrator.

ACADEMIC INTEGRITY

Education is a partnership between students, teachers, parents, and staff. The goals of our school community depend on the acceptance of responsibility for conduct in both social and academic endeavors. Every faculty member and student belongs to a community of scholars where academic integrity and the pursuit of excellence are fundamental commitments. Students come to this school not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also build character. This pursuit is characterized by individual responsibility for personal learning as well as by giving credit to sources of information.

This Academic Integrity Policy is intended to promote and protect an atmosphere of trust, fairness, and respect. Academic Integrity requires that students produce work that is their own work, and, if questioned, that each student is able to explain all work products to demonstrate understanding of the material.

Demonstrating and Supporting Academic Integrity

Administrators and Counselors Will:

- Ensure that all faculty, students, and parents have been informed of and have access to the Academic Integrity policy.
- Create a school-wide environment that promotes honesty and integrity in work.
- Maintain cumulative records of reported violations.
- Enforce appropriate disciplinary actions when violations of the policy occur.

Teachers Will:

- Provide students with explicit requirements and directions for both work and technology.
- Structure positive conditions for testing.
- Be specific as to whether work is to be cooperative or individual.
- Teach and review the correct method of documentation.
- Refer to the Academic Integrity Policy for policies and procedures.

Students Will:

- Complete all work individually unless the teacher gives explicit permission otherwise, and use technology appropriately when producing work.
- Avoid situations that might contribute to academic dishonesty.
- Protect work he or she has completed or is completing from being used by others.
- Document borrowed materials by citing sources.
- During a test or quiz, ensure all answers are products of his or her own knowledge, and refrain from discussing tested materials with other students until directed to do so.
- Be able to explain all work products if questioned to show understanding of the material.
- Ask the teacher when unclear about a topic or assignment, either in directions or content.

Parents/Guardians and Other Adults Supporting Students Will:

- Support the student's effort to complete work him/herself.
- Be aware of a student's need for supplies as well as a quiet time and place to work.
- Have knowledge of the Academic Integrity Policy and the student's consequences of not abiding by it, and provide a positive example for adhering to and supporting the enforcement of the policy.
- Reduce the pressure for "success at any cost", and give support even when his or her best effort doesn't earn an "A".

Violations of Academic Integrity Expectations

ACADEMIC CONSEQUENCES

If a student violates any of the expectations for academic honesty, the teacher of the course in which the incident occurs may:

- 1) Lower the grade for the assignment(s) on which the academic dishonesty occurred, including assigning a zero for the assignment(s).
- 2) Lower the citizenship mark issued on the semester report card for the term in which the incident occurred, including issuing a “U”, even for a first offense.

DISCIPLINARY CONSEQUENCES

The examples below are common violations of expectations for academic integrity. Each is listed with guidelines for disciplinary consequences issued by a counselor or administrator. The list is not meant to be exhaustive. Teachers and administrators may elect to issue academic and/or disciplinary consequences for incidents not listed below, but which violate the expectations listed in the “Demonstrating and Supporting Academic Integrity” section of this policy.

	1st Incident	2nd Incident	3rd Incident
LEVEL 1			
Copying work assigned to be done independently or allowing someone to copy your own or another's work	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Copying or closely paraphrasing sentences, phrases or passages from an uncited source for a paper, or for research (plagiarism)	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Looking at or allowing someone else to look at your own or another's paper on a quiz	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Using "cheat" notes on a quiz	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Talking or communicating with another student by any means during a quiz	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Giving or receiving quiz information to or from students in other periods of the same teacher or same course	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension

	1st Incident	2nd Incident	3rd Incident
LEVEL 2			
Looking at or allowing someone else to look at your own or another's paper on a test	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Using "cheat" notes on a test	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Talking or communicating with another student by any means during a test	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Giving or receiving test information to or from students in other periods of the same teacher or the same course	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Submitting papers taken from the Internet, other publications, or other students or resubmitting prior work as original (plagiarism)	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Extensive copying or closely paraphrasing sentences, phrases, or passages from an undocumented source for a major paper, or project (plagiarism)	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Submitting individual projects that are not wholly your own work	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Forgery of signatures	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Fabricating or alternating laboratory data	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Submitting translations from Internet translation programs in a language class (plagiarism)	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing

	1st Incident	2nd Incident	3rd Incident
LEVEL 3			
Tampering with official records including altering grades in a gradebook or on a computer database.	1-5 days suspension; possible referral to disciplinary hearing	3-5 days suspension; possible referral to disciplinary hearing	5 days suspension; possible referral to disciplinary hearing
Stealing, accessing, or distributing exams or answer keys to an exam by any means	1-5 days suspension; possible referral to disciplinary hearing	3-5 days suspension; possible referral to disciplinary hearing	5 days suspension; possible referral to disciplinary hearing
Cheating on a high stakes test such as Advanced Placement or CAASPP	1-5 days suspension; possible referral to disciplinary hearing	3-5 days suspension; possible referral to disciplinary hearing	5 days suspension; possible referral to disciplinary hearing

Consequences for violations of the Academic Integrity Policy are cumulative for the school year in which the first incident occurs, plus the entire following school year.

In addition to the consequences listed above, students in violation of any aspect of the Academic Integrity Policy may also be subject to:

- Removal from a teacher assistant or office assistant assignment
- Removal from a leadership position within the school
- Loss of eligibility for honor societies and academic recognition

Unauthorized Access to Student Records

Unauthorized access and/or modification of the content of a student record, whether physically or electronically, is a serious violation of the Academic Integrity Policy.

In addition, unauthorized modification of the contents of a student record is considered to be a theft of District property under California Education Code 48900(g).

Unauthorized access/modification includes, but is not limited to, the following:

- A student who accesses a Bonita Unified staff account without permission from the account holder, whether or not any changes are made.
- A student who makes changes to their own or another student's records, (whether or not he/she derives personal benefit as a result of making changes).
- A student who requests or knowingly allows changes to be made to his/her record, even if he/she is not aware of the details of the changes.
- A student who facilitates unauthorized access to a staff account or a student record by any means.

Consequences for unauthorized access and/or modification of the content of a student record, whether physically or electronically, even for a first offense, may include:

- Suspension for up to 5 days.
- Recommendation for involuntary transfer within the district.
- Recommendation for expulsion.
- Report to law enforcement.

ATTENDANCE, ABSENCES, TARDINESS, AND TRUANCY

Good attendance should be emphasized as a priority within our school and community. Academic and social success is significantly related to regular attendance. The State of California mandates that the student attend school. The parent is responsible for seeing that the student attends. Attendance is taken in each class every day.

Duty to Remain at School

A student may not leave the school premises at any time of the school day except when cleared by the Attendance Office.

Absences per Education Code 48205

Excused absences are granted for the following reasons:

- (1) Due to illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the student's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

Notification of Absences

A parent/guardian is expected to contact the school attendance office on the day the student is absent. If prior contact is not possible, a parent call or note on the day the student returns is

required. If the absence is not cleared within three school days, the absence may be recorded as Unexcused.

If a student is placed on an attendance contract as a result of a School Attendance Review Team (SART) or School Attendance Review Board (SARB) meeting, additional requirements may be put in place in order to clear absences.

Students with an unexcused absence cannot participate in any extracurricular activity that day.

Illness at School

If a student becomes ill at school and plans to go home, he or she must be checked out from the Attendance or Health Office by a parent before leaving campus. If the student leaves campus without being checked out at the Attendance or Health Office, the student may be marked truant, which may also result in disciplinary action.

Tardies

Tardiness is defined as the student not being in the classroom when the tardy bell rings. Tardiness is a disruption in the process of education. Continued tardiness will have a negative effect on the learning process and progress in a class, and may result in disciplinary action for the student.

Truancy

In Bonita Unified, a student is considered truant from class or school if it is determined that the student willfully missed a scheduled class, including being more than 30 minutes late to a scheduled class. A student who is truant may face disciplinary action, and may be referred to law enforcement for a citation.

A student who is chronically truant may be subject to attendance intervention steps, up to and including a referral to the Los Angeles County District Attorney for mediation.

Chronic Absenteeism

A student is considered to be chronically absent if, at any time during the school year, the number of absences, for any reason, exceeds 10% of the days of enrollment.

A student who is chronically absent may be subject to attendance intervention steps, up to and including a referral to the Los Angeles County District Attorney for mediation.

AWARDS AND RECOGNITION

Honor Roll (BHS, SDHS)

Students with outstanding academic achievement at the end of each semester are recognized by being placed on the Honor Roll. The following guidelines determine Honor Roll eligibility.

<u>Grade Point Average</u>	<u>Honor Roll</u>
4.0	Principal's Honor Roll
3.5 – 3.9	High Honor's Honor Roll
3.0 – 3.4	Honors

California Scholastic Federation (BHS, SDHS)

The California Scholastic Federation (CSF) is a statewide high school honor society based on academic achievement with membership open to sophomores, juniors and seniors. Freshmen are eligible for membership at the end of their first semester. There are three membership levels: Life Membership, 100% Membership, and Exemplary Membership. A minimum of four semesters of membership qualifies students for honors at graduation, and may qualify students for college scholarships.

Membership is not automatic. Applications must be submitted during an enrollment period at the beginning of each semester. Retroactive membership will not be granted to any student who missed the application deadline. For further information, see your COUNSELOR or the CSF adviser.

At Bonita High School, CSF members must also earn at least 25 community service points in the semester immediately following the semester in which they qualify for membership in order to wear regalia during the graduation ceremony. Students who meet both the academic and community service requirements are eligible for the following regalia:

- Life Members Gold Tassel
- 100% Members Gold Tassel and Gold Cord
- Exemplary Members Gold Tassel and Gold Stole

National Honor Society (BHS, SDHS)

In order to continue to showcase outstanding students, both comprehensive high schools have chartered a chapter of the National Honor Society (NHS). By applying for the NHS, students join a unique and exciting organization that affords its members the highest of accolades. The NHS is an organization founded on the principles of scholarship, leadership, character, and service to the community. Students accepted into NHS have completed an application screening process where they are required to demonstrate outstanding qualities in all four criteria. A faculty council reviews the applications and accepts those students who meet the requirements. The program is open to students in the 10th – 12th grades who have attended a BUSD high school for at least one semester prior to application. Once accepted, NHS students continue to demonstrate the traits of the organization by continuing to achieve in the classroom, in the community, and as a leader in both. Club activities will include a Spring Induction Ceremony, fundraising efforts, and community service opportunities. Since it is a national organization, NHS students are widely regarded as the best a school has to offer.

Valedictorian Criteria (SDHS)

Students for Valedictorian and Salutatorian will be selected using a point system. Students will receive points for overall unweighted GPA, total credits earned, and number of AP courses completed and tests taken. In addition, there must be no incidence of academic dishonesty, “U” citizenship grades, or disciplinary action resulting in suspension under Ed. Code section 48900.

The following criteria is valid for the class of 2019.

Total Credits Earned	Points
220	0
225	1
230	2
235	3
240	4
245	5
250	6
255	7
260	8
265	9
270+	10

Unweighted GPA Grades 9 - 12	Points
4.00	40
3.95 – 3.99	35
3.90 – 3.94	30
3.85 – 3.89	25
3.80 – 3.84	20

In addition, AP classes will earn 3 points for each class and AP test completed.

The following criteria is valid starting with the class of 2020.

Total Credits Earned	Points
220	0
225	1
230	2

235	3
240	4
245	5
250	6
255	7
260	8
265	9
270+	10

Unweighted GPA	Points
Grades 9 - 12	
4.00	40
3.95 – 3.99	35
3.90 – 3.94	30
3.85 – 3.89	25
3.80 – 3.84	20

Students will earn 3 points for each class and AP test completed. **In addition any AP test taken in 2019 or later will receive the following additional points.**

AP Score	Points
5	3
4	2
3	1

Valedictorian Criteria (BHS)

Bonita High School’s Valedictorian and Salutatorian will be selected using a point system. Students will receive points for overall non-weighted GPA, total credits earned, number of AP courses completed and tests taken, and number of honors courses completed. Points or “Total Credits Earned” will be capped at 240 credits, and points will only be given for credits earned in “graded” classes. Violations of the academic integrity policy may result in disqualification for consideration for these awards.

Unweighted GPA Grades 9 - 12	Points
4.00	40
3.95 – 3.99	35
3.90 – 3.94	30
3.85 – 3.89	25
3.80 – 3.84	20

Total Credits Earned	Points
220	0
225	1
230	2
235	3
240+	4

# of Honors Courses Completed Includes Accelerated Geometry & Accelerated Algebra II	Points
1	1
2	2
3	3
4	4
5	6
6	8
7	10

# of AP Courses/ Tests Completed	Points
1	4
2	6
3	8
4	10
5	12
6	14
7	16
8	18
9	20
10	22

*2 points per additional
AP course beyond 10,
no limit*

Only courses that receive a letter grade may be used in the selection of Valedictorian and Salutatorian. To be considered for Valedictorian and Salutatorian, students may not opt for a Pass/Fail if a letter grade is available.

PLANNING A COURSE OF STUDY

Your four-year plan of studies at High School should be created to reflect your interests, needs, aptitudes, and career goals. It is advisable for high school students to plan a four-year program in the freshman year. Considerations in planning should include:

1. Minimum graduation requirements
2. Career plans
3. Interests and aptitude
4. Life needs and goals
5. Immediate value or use of a course

Registration

San Dimas and Bonita High Schools

Eighth grade students will be pre-registered for the ninth grade in the spring at the middle school by the high school counselors. Ninth, tenth, and eleventh grade students will pre-register in the spring at the high school for the following year.

The student's counselor will be available to advise and assist the student with his/her course selections during the four years of high school. The student should discuss courses with teachers, parents, and other students in addition to conferences with his/her counselor. It is the responsibility of the student to monitor his course of study and credits earned throughout high school.

Chaparral and Vista High Schools

Students interested in applying for admittance to an alternative program at Chaparral or Vista High Schools should make an appointment with their counselor. Once a student has applied for admittance, they must remain in the comprehensive high school classes until they and their parents have attended the Parent/Student Informational Meeting. After a student has been notified that they are accepted to Chaparral or Vista, they must complete the process of checking out of the comprehensive high school. A mandatory intake meeting will be scheduled for all new students. Students enrolling from Bonita or San Dimas High School must bring a copy of their withdrawal form. Students who come from out of district must bring a completed registration packet. Students are scheduled into classes or selected programs following completion of the Parent/Student Informational Meeting.

Student Academic Load

1. Freshmen and sophomores are required to be enrolled in six classes. Juniors and seniors must be enrolled in a minimum of five classes.
2. Juniors and seniors enrolled in five classes may not take more than one ROP, work experience, or other site-approved off campus course.
3. These requirements must be met to retain full-time status. Only full-time students attend SDHS and BHS. Part-time students must seek alternative placement to complete their high school experience.
4. Student load at the Chaparral/Vista campuses will vary.

Sample Courses of Study

	Freshman	Sophomore	Junior	Senior
Graduation Plan	English I Integrated Math 1 Freshman Studies+ Freshman Foundations+ Physical Science Elective Physical Education	English II Integrated II World History Biology Elective Physical Education	English III Elective U.S. History Elective Visual/Performing Arts	English IV Elective Gov't/Economics Elective Career Technical Education
Tot. Credits	60	60	50	50
College Preparatory Plan *	English I/Acc Algebra I Freshman Studies+ Phys. Science/Acc Foreign Language I Physical Education	English II/English H Integrated II World History Biology/Biology H Foreign Language II Physical Education	English III Integrated III U.S. History Chemistry/Chem H Foreign Language III Visual/Performing Arts	English IV Advanced Math Gov't/Economics Physics/Hum. Anat. Foreign Language IV Career Technical Education
Tot. Credits	60	60	60	60
	Freshman	Sophomore	Junior	Senior
Advanced Placement Options *	English I Acc Integrated II H/Acc Freshman Studies+ AP Human Geography Phys. Science Acc Biology Acc Foreign Language I Physical Education	English II H Integrated III/Acc AP World History Biology H/AP Foreign Language II Physical Education	AP English III Adv. Math H AP U.S. History Chem.H/AP Envir. Sci. Foreign Language III Visual/Performing Arts	AP English IV AP Calculus AP Amer. History AP Physics/ AP Chem AP Foreign Lang. IV Career Technical Education
Tot. Credits	60	60	60	60

* Subject requirements must be passed with a grade of C or higher for UC consideration.

+ BHS: Freshman Studies

+ SDHS: Freshmen Foundations

Graduation Plan

The Graduation Plan is a broad program that includes required courses, as well as a variety of special and exploratory courses. It can prepare students for post-graduate plans in service occupations, the military, or other work-related fields. Maintaining a minimum grade point average of 2.0 is recommended. Enrollment in vocational courses at a community college after graduation from high school is recommended.

Students following this plan should enroll in:

1. Graduation requirements in grades 9 through 12
2. Electives - one or more in the following departments:
Career Technical Education, Visual/Performing Arts, Physical Education
3. One or more advanced courses in the above departments

College Preparatory Plan

The College Preparatory Plan leads to enrollment in a four-year college or university, or enrollment in community college and transfer to a four-year institution. A grade point average of 3.0 or higher is recommended. Students should take the PSAT as a sophomore and as a junior, as well as the SAT or ACT at the end of the junior year or early in the senior year to establish aptitude for college work. Subject requirements must be passed with a grade of C or higher.

Students following this plan should enroll in:

1. Minimum graduation requirements in grades 9 through 12
2. Three to four years of higher mathematics (Algebra I and above)
3. Two to four years of college preparatory laboratory science
4. Two to four years of the same foreign language
5. AP and Honors classes for qualified students
6. Electives selected to support the potential college major field of study (recommended, not required)

Accelerated, Honors, and Advanced Placement Options

Accelerated Courses	Honors Courses	Advanced Placement Courses
<ul style="list-style-type: none"> ● Advanced courses taken by 9th and 10th grade students ● Prepares students for Honors and AP courses ● Counts as a regular 4.0 grade point scale (A = 4.0 pts.) 	<ul style="list-style-type: none"> ● Advanced courses taken by 10th, 11th and 12th graders ● Prepares students for AP courses ● Adds an extra grade point on the GPA for grades of C or better (A = 5.0 pts.) 	<ul style="list-style-type: none"> ● Advanced courses taken by 9th-12th graders ● Prepares students for AP courses ● Adds an extra grade point on the GPA (A = 5.0 pts.) ● Students complete a national end of course exam for college credit.

Students following the College Preparatory Plan may choose to take Advanced Placement Classes and Honors or Accelerated courses to satisfy some of the subject requirements. The student may take as few or as many AP classes as their schedule allows, keeping in mind the teacher recommendation requirement and the time commitment required of the student.

Advanced Placement (AP) Options

Students may be placed in AP classes based upon the following criteria: teacher recommendation, consistent superior academic performance, high-test scores and available

Child Development	Family and Human Services
Accounting Services	Health Informatics
Food Services and Hospitality	Protective Services
Vehicle Maintenance, Service and Repair	Fashion Design, Manufacturing and Merchandising

CTE

Career Technical Education classes allow students to gain and apply job specific training in a career field. This is accomplished through providing rigorous and relevant career specific learning opportunities that enhance the District’s efforts to empower students with the knowledge to make informed career choices for the 21st century and the skills necessary to succeed in their chosen professions.

Students with Special Needs

Special needs students may have additional services and class accommodations available to them. These classes are designed to enhance access to the core district programs.

COLLEGE ADMISSION REQUIREMENTS

It is important to see your counselor early in your high school career to begin planning for admission to college or university. Your counselor can suggest schools in California and out of state. Two weeks notice must be given to counselor if letters of recommendation are required. The College/Career Center located in the Media Center is an invaluable source of career, college, and scholarship information, as well.

Community College

Community colleges provide transfer programs, which enable students to transfer to four-year institutions such as the University of California, the California State University system, and independent colleges. They provide courses in occupational education programs that lead to vocational proficiency and in some cases the Associate of Arts degree. They also provide general education courses. Students are encouraged to visit the website or California Community Colleges for more information: www.cccco.edu or www.californiacolleges.edu.

1. 18 years of age or older - Open admission
2. Under 18 years of age - High school diploma or pass the California High School Proficiency Exam
3. Placement tests in English and Math are required regardless of age

California State University

The California State University is the largest system of senior higher education in the nation. There are twenty-three campuses throughout the state. Students are encouraged to visit the CSU website, www.csumentor.edu where they can create an account, obtain information regarding all aspects of the CSU system, access the Freshman Student Planner, and use the website to apply online.

Subject Requirements “A-G” for admission to the California State University include:

4 Years	English
3 Years	Mathematics, including Algebra 1, Integrated 1, Integrated 2
2 Years	U.S. History and Social Science
2 Years	Laboratory Science, including 1 physical and 1 biological science
2 Years	Foreign Language (the same language)
1 Year	Visual and Performing Arts
1 Year	Additional electives chosen from the subject areas above

Scholarship Requirement—

All subject requirements must be passed with a grade of C or higher.

Examination Requirements—

- SAT or ACT Test (optional)

Eligibility for admission to a California State University or College directly from high school depends on two factors: (1) The student’s grade point average for the 10th and 11th grades, and (2) either the SAT I or ACT scores. Final grades in 12th grade are used to confirm that CSU eligibility and campus conditions for admission have been fulfilled.

The higher the grade point average, the lower the test scores can be in determining eligibility. This combination is used to compute an Eligibility Index for each applicant. Students should refer to the CSU website to determine their eligibility index.

University of California

University of California has eight campuses throughout the state. Students are encouraged to visit the University of California website: www.ucop.edu to obtain information regarding all aspects of the UC system.

Students who expect to be successful at the University of California should enroll in six courses each semester for eight semesters and include at least four academic courses each semester, with special attention to advanced courses in the junior and senior years. Minimum requirements for admission identify those students who are eligible to be selected. Selection by the University of California depends on performance over and above the minimums.

Subject Requirements “A-G” for admission to the University of California include:

“a”	2 Years	History/ Social Science (including one year of U.S. History or one half year of U.S. History and one half year of Civics or American government; and one year of World History, Cultures and Geography)
“b”	4 Years	English
“c”	3 Years	Mathematics (Algebra I, Integrated 1, Integrated 2, Integrated 3) 4 years recommended
“d”	2 Years	Laboratory Science (in at least two of these areas: Biology, Chemistry and Physics) 3 years recommended
“e”	2 Years	Foreign Language (the same language) 3 years recommended
“f”	1 Year	Visual and Performing Arts (dance, drama, music and/or visual art)
“g”	1 Year	College Preparatory Electives (chosen from the following areas: History, Social Science, English, advanced Mathematics, Science, Foreign Language, non-introductory Visual and Performing Arts)

Scholarship Requirement—

A GPA in the “a-g” subjects of 3.0 or higher makes an applicant eligible for admission to the University of California. It does not assure selection. Subject requirements must be passed with a grade of C or higher.

Examination Requirement—

- SAT with Essay or ACT + Writing test

Independent Colleges and Universities

Admission policies of independent colleges and universities vary widely. Admission is based on the following criteria:

- Course selection
- Grade point average
- Score on SAT or ACT (Essay requirements vary)
- Personal recommendations

- Participation in extracurricular activities

Students considering a highly competitive college should take four years in most academic areas, have a grade point average of 3.75 or higher, SAT scores totaling 1200 or higher, and ACT scores in the 600's or higher. Participation in school-community activities with significant achievement in one area outside of the classroom counts heavily in the admissions process. Variety and depth of study in academic subjects is essential.

Financial Aid

Federal and state governments as well as colleges and universities are major sources of financial aid to students. Students should talk to their counselor or College/Career Center counselor concerning various financial aid opportunities.

To apply for most financial aid, you need to complete the Free Application for Federal Student Aid (FAFSA). It is available on the website: www.fafsa.ed.gov. The State of California Cal Grant A, B, and C program is a state scholarship program designed to provide financial aid to qualified students. The Cal Grant Program is an entitlement program and awards are guaranteed to every graduating high school senior who meets the academic, financial and eligibility requirements, and applies on time.

STUDENT SERVICES

Student Services and activities are carefully designed to help students plan for a positive and productive high school education and future career. Each student is assigned a Counselor (COUNSELOR) whose role is to provide the student with information and guidance in making educational and career plans. Students can make an appointment with his/her COUNSELOR by going to the Student Services Department before school, at break, lunch or after school, and filling out an appointment request form. The request must be written with a very specific description of the problem, in order for the COUNSELOR to prioritize appointments. COUNSELOR's are available to handle emergency appointments as needed.

Student Services

The following is a sample of the Student Services offered at the school sites:

➤ 4-Year Plans	➤ Educational Planning
➤ Tutoring	➤ Financial Aid Workshops
➤ Academic Counseling	➤ IEP Meetings
➤ ASVAB	➤ Middle School Orientation
➤ Alcohol and Drug Awareness	➤ Parent Conferences
➤ Attendance Issues	➤ Peer Counseling
➤ Career Day	➤ Personal Development and Counseling
➤ Career Development and Education	➤ Registration
➤ College Applications	➤ Scheduling

➤ College Fair	➤ Scholarship Searches
➤ College Forum	➤ Senior Orientation to College
➤ College Letters of Recommendation	➤ Special Education
➤ College Representatives	➤ Student Study Teams
➤ Community Outreach Programs	➤ Crisis Intervention
➤ Conflict Mediation	➤ Vocational/Trade School Information

College Planning

College planning becomes very important to students in the junior and senior years. As juniors, students are counseled about their educational needs and goals. An evaluation of their credit status and a review of their educational plans and goals are prepared. Parents are notified by mail of any problems found during the review. Other informational opportunities for students and their parents occur during the junior and senior years. Workshops covering the college application process and the financial aid process are available to parents and students.

The Student Services staff informs and assists students in several different testing procedures, such as the American College Test (ACT), the Achievement Test (ACH), the Scholastic Aptitude Test (SAT) and the Preliminary Scholastic Aptitude Test (PSAT). Required for college admissions, the SAT or ACT tests are offered repeatedly to students during their junior and senior years. The PSAT, which is a shorter version of the SAT, is given each year in October to juniors and to accelerated sophomore students. For sophomores, the test is a "practice" run for the following year. For juniors, the PSAT serves as a qualifying test for the National Merit Scholarships annual competition. Students can visit the test website for testing dates and to apply online: www.collegeboard.com.

Each year San Dimas High School and Bonita High School cooperate in a College Fair that is open to all high school students and current eighth graders. This event provides an opportunity for students to obtain a wide variety of information and to plan a college education. Our "College Forums" series is recommended for parents of sophomores and juniors. The Student Services staff encourages students to use the College/Career Center, which provides information to help them explore career goals, vocational aptitudes and work opportunities.

For college-bound students, counselors provide letters of recommendation as requested. A two-week notice must be given to the counselor if letters of recommendation are required. A personal profile must accompany a recommendation request.

For students who are not planning to go to college, a special emphasis is placed during the junior and senior years on further exploration of the education needs/options, and a thorough study of vocational and work opportunities. An extra effort is made to encourage these students to rely on the information and assistance available to them in the College/Career Center.

Online Grade Reporting

SDHS and BHS offer on-line grade reporting. This system allows parents to closely monitor their child's academic progress in each class using the on-line program. Parents and students are given a unique username and password to access their own information. Parents can communicate with teachers via phone, email, or conference. This access to progress information helps to keep concerned parents in close touch with their child's effort and achievement in school.

Counseling

The Student Services Department provides limited personal counseling on request and refers students for special services such as special education and English Language Proficiency evaluation. Emotional or behavioral problems and crisis intervention referrals are made to a school psychologist. Family therapist information is available. Parents are encouraged to contact the Student Services Department if their child is experiencing emotional difficulties or adjustment problems, either at school or at home. Parent conferences with COUNSELORS can be scheduled on request. All junior students and their parent/guardian are expected to participate in a conference with the COUNSELOR. All sophomore students and their parent/guardian are requested to participate in a conference with their COUNSELOR to explain the academic test data, department records, educational options, the coursework and academic progress needed for satisfactory completion of high school.

College/Career Center

San Dimas High School and Bonita High School provide career resources to serve students, parents, and staff for career and educational information. The College/Career Center is located near the media center and is available during school hours. Some available resources include:

- Internship Information
- Job Placement
- Military Information
- Regional Occupational Program (ROP)
- Financial Aid Information
- Scholarship Opportunities
- Testing Information
- Career/Trade School Information
- Career Fair

Additional information regarding particular events is shared in school newsletters, announcements, and on site and district websites.

OTHER STUDENT INFORMATION

Directory Information

Any parent not wishing directory information to be supplied to non-profit entities (such as the military) may request in writing to the principal that the information be withheld. (California Education Code 49073)

Identification Cards

An Identification (I.D.) card will be issued to each student at the start of the new school year. Students are expected to carry their cards with them at all times. Students are expected to present the cards upon request of staff members. I.D. cards are used when checking books out of the media center, using the school internet, and when leaving/entering campus at lunch time (qualified juniors/seniors with off-campus privilege only).

Payment of Debts

Students with outstanding debts may be excluded from extracurricular activities, including dances. A diploma may be withheld until all outstanding debts are cleared through the finance office.

Student Store and Finance Office

The Student Store is open and available to the students and staff. It provides school supplies and other valuable items that the school community needs. The Finance Office is the place where student accounts can be cleared. P.E. clothes can also be purchased at the Finance Office. The Student Store and Finance Office are open during break and lunch.

Summer School

Summer School programs may vary from year to year. Please check with your school of attendance in the spring for information.

Work Permits

All students under 18 years of age who are working must have a valid work permit. Students working without a permit are illegally employed and employers may be fined. Work permits are issued at each school site through the Career Center. Work permits must be renewed in August of each year. Summer work permits are issued in June through the District Office.

If you need additional information regarding this, please see your site Career Technician or call the Office of Student Services at (909) 971-8200 ext. 5324.

ENGLISH/LANGUAGE ARTS

Students are required to take 40 credits of English. In addition to the required courses, students may elect to take Journalism or Yearbook. Courses offered at Chaparral High School and Vista School do not meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
English I	S, B	9	English	b	
English I	C, V	9	English		
English I Acc	S, B	9	English	b	Teacher Rec.
English II	S, B	10	English	b	
English II	C, V	10	English		
English II Acc English II H	S B	10	English	b	Teacher Rec.
English III	S, B	11	English	b	
English III	C, V	11	English		
English III Acc	B	11	English	b	Teacher Rec.
English IV Acc	B	12	English	B	Teacher Rec.
AP English III	S, B	11	English	b +	Teacher Rec. Summer Reading
English IV	S, B	12	English	b	
AP English IV	S, B	12	English	b +	Teacher Rec. Summer Reading
ELD I,II, III, IV	S, B	9, 10, 11, 12	English		English Proficiency Testing
Language!	S, B, C, V	9, 10, 11, 12	Elective		none

Site: S= San Dimas High School
C= Chaparral High School

B = Bonita High School
V= Vista School

- + *Advanced Placement weighting for UC*
 - * *Check with your school site to verify grade level offering for this course.*
- Electives and advanced course offerings depend upon enrollment*

NOTE: If a student is eligible for graduation under AB216, other courses may be counted toward meeting the graduation requirements for English I and English II. These courses include core replacement courses such as Language! or Read 180, and ELD courses.

ENGLISH I, ENGLISH I ACCELERATED

Grade: 9 **10 Credits** **Year Long**

Prerequisites: None for English I and English 1P, Teacher Recommendation for Accelerated

Ninth grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. They will begin to master the following: reading literacy and comprehension skills, writing strategies and applications, listening techniques, and formal/informal oral communication.

Reading: Vocabulary and concept development; Structural features of informational materials; Comprehension and analysis of grade appropriate texts

Writing: Organization and focus; Research and technology; Biographical and autobiographical narratives; Business letters and technical documents

Written and Oral English Language Conventions: Grammar and mechanics; Manuscript form

Listening and Speaking: Comprehension (evaluating evidence); Organization and delivery; Analysis and evaluation of oral and media communications

Speaking Applications: Narrative presentations

Meets the English Graduation Requirement

Meets the University of California "b" Subject Area Requirement at SDHS, BHS

SDHS, BHS, CHS, VS

ENGLISH II, ENGLISH II ACCELERATED, ENGLISH II HONORS

Grade: 10 **10 Credits** **Year Long**

Prerequisites: None for English II and English IIP, Teacher Recommendation for Honors

Tenth grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. They will master the following: reading literacy and comprehension skills, literary response and analysis skills, writing strategies and applications, listening techniques, and formal/informal oral communication.

Reading: Vocabulary and concept development, Comprehension and analysis of grade appropriate texts, Expository critique

Literary Response and Analysis: Structural features of literature, Narrative analysis of grade appropriate text, literary criticism

Writing: Organization and focus, Research and technology, Evaluation and revision, written expository and persuasive compositions

Listening and Speaking: Organization and delivery of oral persuasive arguments,

Speaking Applications: Expository and persuasive presentations, interviewing techniques

*Meets the English Graduation Requirement
Meets the University of California “b” Subject Area Requirement at SDHS, BHS
SDHS, BHS, CHS, VS*

ENGLISH III

Grade: 11

10 Credits

Year Long

Prerequisites: None

Eleventh grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. The emphasis in literature will be on American authors. They will master the following: in-depth analysis of literary patterns and arguments, historically and culturally significant works of literature that reflect and enhance their studies of history and social science, well defined and tightly reasoned compositions of a variety of genres, sophisticated use and command of standard English conventions, focused and coherent presentations that demonstrate solid reasoning, oral reports based on historical investigations.

Reading: Vocabulary and concept development (Etymology of significant terms, analogies and inferences); Structural features of informational materials (analysis of public documents); Comprehension and analysis of grade appropriate texts; and expository critique of public documents.

Literary Response and Analysis: Structural features of the characteristics of sub-genres (satire, parody, allegory, pastoral); Narrative analysis of grade appropriate text; and literary criticism of political and philosophical works

Writing: Organization and focus (elements of discourse, advanced rhetorical devices, precise and relevant examples); Research and technology (integrate databases, graphics and spreadsheets into word processed documents); Written fictional, autobiographical and biographical narratives

Written and Oral English Language Conventions: Advanced control of syntax, grammar, and appropriate manuscript formatting

Listening and Speaking: Comprehension of media strategies; Organization and delivery of oral communication (classical and contemporary logical arguments; emotional appeals; rehearsal and performance strategies); Analysis and evaluation of the four basic types of persuasive speech

Speaking Applications: Oral delivery of complex historical investigations

*Meets the English Graduation Requirement
Meets the University of California “b” Subject Area Requirement at SDHS, BHS
SDHS, BHS, CHS*

ENGLISH III ACCELERATED

Grade: 11

10 Credits

Year Long

Prerequisites: Teacher Recommendation

Students enrolled in Honors English III will study modern and classic literature, and nonfiction from American authors, as they continue to develop and refine their reading skills. Students will read and understand grade level appropriate material and analyze organizational patterns, arguments, and positions. Students will demonstrate their ability in rhetorical analysis, argumentation, and synthesis of information, as well as observing the intentions behind the author's piece. Reading and responding to historically or culturally significant works from the humanities, students will conduct in-depth analyses of recurrent patterns and themes. Students will learn to construct their own responses in the five major modes of written discourse: narrative, expository, persuasive, informational, and descriptive. Students will write to improve their skills by going through the process of drafting, revising, editing and producing a final draft. In relation to their own writing, students will study standard usage, mechanics and spelling. Also, students will deliver focused and coherent presentations that convey a clear perspective tailored to the audience and purpose. Students will be encouraged to do the following: sign up for the Senior AP English course, and the Advanced Placement examination the following year.

*Meets the English Graduation Requirement
Meets the University of California "b" Subject Area Requirement at SDHS, BHS*

BHS

ENGLISH IV ACCELERATED

Students enrolled in Accelerated English IV will study contemporary and classic literature, and nonfiction from a variety of authors, as they continue to develop and refine their reading skills. Students will read and understand grade level appropriate material and analyze organizational patterns, arguments, and positions. Students will demonstrate their ability in rhetorical analysis, argumentation, and synthesis of information, as well as observing the intentions behind the author's piece. Reading and responding to historically or culturally significant works from the humanities, students will conduct in-depth analyses of recurrent patterns and themes. Students will learn to construct their own responses in the five major modes of written discourse: narrative, expository, persuasive, informational, and descriptive. Students will write to improve their skills by going through the process of drafting, revising, editing and producing a final draft. In relation to their writing, students will study standard usage, mechanics and spelling. Also, students will deliver focused and coherent presentations that convey a clear perspective tailored to the audience and purpose. Students will be prepared for success in college level English.

Meets the English Graduation Requirement

Meets the University of California “b” Subject Area Requirement at , BBHS

Grade: 12

10 Credits

Year Long

Prerequisites: Teacher Recommendation

*Meets the English Graduation Requirement
Meets the University of California “b” Subject Area Requirement at SDHS, BHS*

BHS

AP ENGLISH III LANGUAGE AND COMPOSITION

Grade: 11

10 Credits Year Long

Prerequisites: Teacher Recommendation, Summer Reading

Students enrolled in Advanced Placement Language and Composition will study modern and classic literature and non-fiction as they continue to develop and refine their reading skills. Students will read and understand grade level appropriate material and analyze organizational patterns, arguments, and positions. Reading and responding to historically or culturally significant works, students will conduct in-depth analyses of recurrent patterns and themes. Students will learn to construct their own responses in the four major modes of written discourse: narrative, expository, persuasive, informational, descriptive. Students will write to improve their skills by going through the process of drafting, revising, editing and producing a final draft. In relation to their own writing, students will study standard usage, mechanics and spelling. Also, students will deliver focused and coherent presentations that convey a clear perspective tailored to the audience and purpose. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the English Graduation Requirement
Meets the University of California “b” Subject Area Requirement*

SDHS, BHS

ENGLISH IV

Grade: 12

10 Credits

Year Long

Prerequisites: None

Twelfth grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. The emphasis in literature will be the British tradition. Students will master the following: in-depth analysis of literary patterns and arguments,

historically and culturally significant works of literature that reflect and enhance their studies of history and social science, well defined and tightly reasoned compositions of a variety of genres, focused and coherent presentations that demonstrate solid reasoning, oral presentations that connect personal experiences to broader literary themes.

Reading: Vocabulary and concept development (application of Greek, Latin and Anglo-Saxon roots, prefixes and affixes), Comprehension and analysis of grade appropriate texts

Literary Response and Analysis: Narrative analysis of grade appropriate text, Analysis of archetypes, mythologies and traditions from a variety of world authors, Comparison of major literary forms, themes and traditions across times and cultures, Evaluation of philosophical, political and cultural influences of diverse historical periods that shaped the characters, plots and settings of literature

Writing: Organization and focus (use language in natural, fresh and vivid ways to establish a specific tone), Research and technology (use clear research questions and creative and critical research strategies)

Evaluation and Revision: Revision of text to improve voice, purpose, tone and style

Written and Oral English Language Conventions: Write responses to literature, reflective compositions, historical investigation reports, job applications and resumes, deliver multimedia presentations

Listening and Speaking: Analysis and interpretation of the impact of the media, organization and delivery of oral communication (use of rhetorical questions and literary and figurative devices to achieve clarity, force and aesthetic effect; use effective, interesting and appropriate language; use research and analysis for various presentation strategies), analysis and evaluation of oral and media communication to identify logical fallacies and techniques used for a target audience

*Meets the English Graduation Requirement
Meets the University of California "b" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS

AP ENGLISH IV LITERATURE AND COMPOSITION

Grade: 12

10 Credits

Year Long

Prerequisites: Teacher Recommendation, Summer Reading

This course is designed to meet the composition and literary needs of the university bound student. The student will develop analytical and writing skills necessary to succeed in college classes. In-depth literature study and extensive essay writing will be emphasized as students learn to recognize the relationship between form and content. Students will explore all facets of writing in the four major modes: sensory/descriptive, imaginative/narrative, practical/informative, and expository/analytical. The student will also review grammar, vocabulary, test-taking skills, and the research project. A large amount of homework is assigned. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the English Graduation Requirement
Meets the University of California "b" Subject Area Requirement*

SDHS, BHS

LANGUAGE!

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisites: None

Language! is an intensive reading and writing intervention course designed for students three or more years behind in their reading level when entering high school. The course may also be used for students in other grades who need additional English instruction in a Specialized Academic environment. The course covers all domains of reading and writing, including phonics, vocabulary development, reading comprehension, and writing. Three levels are offered – A/B, C/D, and E – in order to best match students to the specific intervention needed. In most cases, the course meets for two periods per day.

Meets the Elective Graduation Requirement

SDHS, BHS, CHS, VS

ELD – ENGLISH LANGUAGE DEVELOPMENT (ELD I, ELD II, ELD III, ELD IV)

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisites: Language Proficiency Testing

These courses are designed to teach English Language Learners (ELL) the necessary vocabulary for language production through listening, speaking, reading, and writing exercises. Students will be placed in appropriate levels of instruction based on language ability as determined by language proficiency testing for ELL students. Subsequent ELD classes continue the work begun in prior classes with increased emphasis on reading skills, writing skills, literature and the core curriculum.

Meets the English Graduation Requirement

SDHS, BHS

FOREIGN LANGUAGE

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
French I	S, B	9, 10, 11, 12	Elective	e	B in English
French II	S, B	10, 11, 12	Elective	e	C in French I
French III	S, B	11, 12	Elective	e or g	C in French II
French IV	B	12	Elective	e or g	C in French III Teacher Recommendation
French IV AP	S	12	Elective	e or g +	Teacher Recommendation
Spanish I	S, B	9, 10, 11, 12	Elective	e	B in English
Spanish II	S, B	9, 10, 11, 12	Elective	e	C in Spanish I
Acc Spanish II	B	10,11,12	Elective	e	A/B in Spanish I
Spanish III	S, B	10, 11, 12	Elective	e or g	C in Spanish II
Span. IV AP *	S, B	11, 12	Elective	e or g +	Teacher Recommendation
American Sign Language I	S,B	9, 10, 11, 12	Elective or Career Tech Ed	e	
American Sign Language II	S	10, 11, 12	Elective or Career Tech Ed	e	C in ROP ASL I suggested
American Sign Language III	S	11, 12	Elective or Career Tech Ed	e	C in ROP ASL II suggested

Site: S = San Dimas High School

B = Bonita High School

Elective and advanced course offerings depend upon enrollment.

+ *Advanced Placement weighting for UC*

* *Check with your school site to verify the grade level offering for this course*

FRENCH I

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisites: B in English

Communication based activities will provide the student the opportunity to gain proficiency in the areas of language, listening, speaking, reading, and writing. Study is also devoted to the culture of France and other French speaking civilizations.

*Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement*

SDHS, BHS

FRENCH II

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: C in French I/Teacher Recommendation

This course is a continuation of French I with an increased emphasis in conversation. Introduction of complex verb tenses, simple literature, and writing techniques are included.

*Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement*

SDHS, BHS

FRENCH III

Grade: 11, 12

10 Credits

Year Long

Prerequisites: C in French II/Teacher Recommendation

Emphasis is on spoken language and the refinement of written French. The development of bilingual students is the goal of this course.

*Meets the Elective Graduation Requirement
Meets the University of California "e" or "g" Subject Area Requirement*

SDHS, BHS

FRENCH IV

Grade: 12

10 Credits

Year Long

Prerequisites: C in French III/Teacher Recommendation

This course is a continuation of French III. By the end of the year, you will be able to maintain extended conversations. In addition, you will be able to understand simple stories, news and letters, as well as written narratives, descriptions, and summaries.

Meets the Elective Graduation Requirement

Meets the University of California "e" or "g" Subject Area Requirement

BHS

AP FRENCH IV

Grade: 12

10 Credits

Year Long

Prerequisites: Teacher Recommendation

This course continues the French III program, with emphasis on refining reading and writing skills. This course includes an intensive study of advanced vocabulary and grammatical structure with the goal of the Advanced Placement test in May. The strengthening of conversational skills will be continued. **Students take the Advanced Placement examination in the spring for college credit.**

Meets the Elective Graduation Requirement

Meets the University of California "e" or "g" Subject Area Requirement

SDHS

SPANISH I

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisites: B in English

Communication based activities will provide the student the opportunity to gain proficiency in the areas of language, listening, speaking, reading, and writing. The cultural background of Spanish speaking peoples will also be covered.

*Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement*

SDHS, BHS

SPANISH II

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: C in Spanish I/Teacher Recommendation

This course is a continuation of Spanish I with an increased emphasis on listening comprehension and oral presentation. More fundamental vocabulary and grammatical concepts will also be covered.

*Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement*

SDHS, BHS

ACC SPANISH II

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: C in Spanish I/Teacher Recommendation

Accelerated Spanish II is a class designed for motivated students who anticipate taking the AP Spanish Language exam in their senior year. The class covers more material at a faster pace than Spanish II. Class activities often require higher order thinking skills, the use of deductive reasoning, and decoding skills. Oral presentations in front of the class and written compositions are required. This course will focus on more in depth writing and conversational components which will provide students a stronger foundation to prepare them for higher levels of Spanish in high school and college.

*Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement*

BHS

SPANISH III

Grade: 11, 12

10 Credits

Year Long

Prerequisites: C in Spanish II/Teacher Recommendation

This course is a continuation of Spanish II with an increased emphasis on listening comprehension and oral presentation. More fundamental vocabulary and grammatical concepts will also be covered.

*Meets the Elective Graduation Requirement
Meets the University of California "e" or "g" Subject Area Requirement*

SDHS, BHS

AP SPANISH IV

Grade: 11, 12

10 Credits

Year Long

Prerequisites: Teacher Recommendation

The remaining advanced grammatical concepts are presented. Specialized vocabulary, emphasis on written and verbal use of Spanish, and reading of Spanish authors are major components of this course. Review for the Advanced Placement test is emphasized. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Elective Graduation Requirement
Meets the University of California "e" or "g" Subject Area Requirement*

SDHS, BHS

ROP AMERICAN SIGN LANGUAGE I

Grade: 9 - 12

10 Credits

Year Long

Prerequisites: C in English suggested

Study of the fundamentals of American Sign Language, preparation for visual/gestural communication including basic information relating to Deaf culture, intensive work on comprehension skills and grammatical structures. Students will build basic knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

*Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement*

SDHS, BHS

ROP AMERICAN SIGN LANGUAGE II

Grade: 10 - 12

10 Credits

Year Long

Prerequisites: C in ROP American Sign Language I suggested

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Students will build basic knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement

SDHS

ROP AMERICAN SIGN LANGUAGE III

Grade: 11 - 12

10 Credits

Year Long

Prerequisites: C in ROP American Sign Language II suggested

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Students will build more advanced knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

Meets the Elective Graduation Requirement
Meets the University of California "e" Subject Area Requirement

SDHS

SOCIAL SCIENCE

Students are required to take 30 credits of Social Science. Courses offered at Chaparral High School and Vista School do not meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
Freshman Foundations	S	9	Elective		
Freshman Studies	B	9	Elective		
Freshman Studies Acc	B	9	Elective		Acc. CORE Students Only
World Cultures and Geography °	S	9	Elective	a	
AP Human Geography	S,B	9	History/Social Sci		Teacher Rec.
World History *	S, B	10, 11, 12	History/Social Sci	a	
World History H	B	10, 11, 12	History/Social Sci	a	
World History	C, V	10, 11, 12	History/Social Sci		
AP World History *	S, B	10, 11, 12	History/Social Sci	a or g +	Teacher Rec.
U.S. History *	S, B	11, 12	History/Social Sci	a or g	
AP U.S. History *	S, B	11, 12	History/Social Sci	a or g +	Teacher Rec.
U. S. History	C	11, 12	History/Social Sci		
Amer. Govt. °	S, B	12	History/Social Sci	a	
Amer. Govt.	C	12	History/Social Sci		
Economics °	S, B	12	History/Social Sci	g	
Economics	C	12	History/Social Sci		
AP Govt and Politics	S, B	12	History/Social Sci	a +	Teacher Rec.
AP European History	B	11,12	Elective	a or g +	Teacher Rec.
Psychology	B	11, 12	Elective	a or g	
Psychology/Sociology	S	12	Elective	g	
AP Psychology	S, B	12	Elective	g +	Teacher Rec.

- Site: S = San Dimas High School C = Chaparral High School
 B = Bonita High School V = Vista School
 Elective and advanced course offerings depend upon enrollment
 + *Advanced Placement weighting for UC*
 ° *Semester Course*
 * *Check with your school site to verify the grade level offering for this course.*

FRESHMAN FOUNDATIONS

Grade: 9

5 Credits

Semester Long

Prerequisites: None

This required, elective credit course is a semester class designed to promote awareness of good practices and engage students in meaningful activities that will foster the development of optimal physical, mental, and emotional well-being and lead to healthy choices and lifelong good health. This course addresses central ideas for health literacy including acceptance of personal responsibility for lifelong health and respect for and the promotion of the health of others. Mandated drug, alcohol, tobacco, and STD/HIV/AIDS education will be addressed. The guidance component of the course is designed to prepare the student for a successful high school experience and future. Decision-making, study skills, college preparation, and career exploration will be emphasized. Curriculum is structured to meet these objectives through a student-centered approach by providing all students opportunities for participation, self-assessment, recognition, and achievement.

Meets the Elective Graduation Requirement

SDHS

FRESHMAN STUDIES, FRESHMAN STUDIES ACC

Grade: 9

10 Credits

Year Long

Prerequisites: Accelerated available to Accelerated CORE Students only

This course is taught as the Social Studies component of the Freshman CORE program. It focuses on three major components throughout the year. First, the course is designed to assist the incoming student to adapt to the high school environment with an emphasis on study skills, career awareness and preparation. Second, the course will be the base component for technology awareness. Students will be introduced to and use internet research and evaluation, word processing, spreadsheet, presentation software, and databases using Microsoft Office 2000. The third component of Freshman Studies is physical and cultural geography. The fourth component of Freshman Studies will include mandated drug, alcohol, tobacco, and substance abuse education. This unit of the course will enable students to be better prepared for success in the Social Science course requirements in the 10th, 11th, and 12th grades. Additionally, students in the accelerated program will participate in a variety of major projects, which involve working with community businesses, local government, and the elementary schools in the Bonita Unified School District.

Meets the Elective Graduation Requirement

BHS

AP HUMAN GEOGRAPHY

Grade: 9

10 Credits

Year Long

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course is divided into seven broad topical units of study: Geography: Its Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use.

*Meets the History/Social Science Graduation Requirement
Meets the University of California "a" Subject Area Requirement*

SDHS, BHS

WORLD CULTURES AND GEOGRAPHY, WORLD CULTURES AND GEOGRAPHY ACCELERATED

Grade: 9

5 Credits

Semester Long

Prerequisites: None

This course introduces the student to the mosaic of regional cultures in Africa, Asia, Europe, Latin America, the Middle East, and the Pacific Basin. The philosophies, religions, ethics, and values of a culture are studied and related to the languages, laws, education, literature, technology, and applied and performing arts. Physical geography and map reading skills are integrated in each area. Cultures presented in this course will deepen the student's understanding of cultural diversity and similarity in societies around the world.

*Meets the Elective Graduation Requirement
Meets the University of California "a" Subject Area Requirement*

SDHS

WORLD HISTORY H, WORLD HISTORY

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: None

In this standards-based course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world. World History H (offered at BHS) will have an increased depth of coverage in each unit of study.

*Meets the History/Social Science Graduation Requirement
Meets the University of California "a" or "g" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS, VS

AP WORLD HISTORY

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This course focuses on World History from 1000 C.E. to present. The course highlights the nature of changes in international frameworks, focusing on causes and consequences as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents relevant to the time period. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement
Meets the University of California "a" or "g" Subject Area Requirement*

SDHS, BHS

U.S. HISTORY

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

In this standards-based course, the students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the Federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

*Meets the History/Social Science Graduation Requirement
Meets the University of California "a" or "g" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS

AP U.S. HISTORY

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This course integrates the intellectual development of the political, social, and economic revolutions in the United States from the 16th century to the present time. U.S. domestic and foreign affairs will be analyzed and the growth of political parties, national interests and international ascendancy will be studied. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement
Meets the University of California "a" or "g" Subject Area Requirement*

SDHS, BHS

AMERICAN GOVERNMENT

Grade: 12

5 Credits

Semester

Prerequisites: None

In this standards-based course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

*Meets the History/Social Science Graduation Requirement
Meets the University of California "a" or "g" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS

ECONOMICS

Grade: 12

5 Credits

Semester Long

Prerequisites: None

In a one-semester standards-based course in economics, students should deepen their understanding of the economic problems and institutions of the nation and world in which they live. They should learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. In this capstone course students should add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.

*Meets the History/Social Science Graduation Requirement
Meets the University of California "g" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS

AP AMERICAN GOVERNMENT/AP ECONOMICS

Grade: 12

10 Credits

Year Long

Prerequisites: AP U.S. History and/or Teacher Recommendation

The Advanced Placement course in American Government covers two areas: AP American Government and Economics. The course examines the institutions, structure and policy making process of American government. The goal of the course is to increase understanding of the American political system, its components, traditions, values, and framework. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement
Meets the University of California "a" Subject Area Requirement*

SDHS, BHS

AP EUROPEAN HISTORY

Grade: 11, 12

10 Credits

Year Long

Prerequisites: None

Advanced Placement European History is a year long course that is equivalent to an introductory college level class. The course focuses on the history of Europe since 1500. In addition to providing a basic narrative of historical events and movements, students will develop an understanding of the principal themes in modern European history, and the ability to analyze historical evidence and to express that understanding in writing. Students enrolled in this course will be expected to take the Advanced Placement examination given in May that will allow them to receive college credit for the course, if a passing grade is achieved. The course is open to juniors and seniors as a social studies elective.

*Meets the Elective Graduation Requirement
Meets the University of California "a" or "g" Subject Area Requirement*

BHS

PSYCHOLOGY

Grade: 11, 12

10 Credits

Year Long

Prerequisites: None

In this course students are introduced to psychology with a focus on the scientific study of human development, learning, motivation, and personality. Students will develop some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior. Exposure to major scholars in the field includes: Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B.F. Skinner.

*Meets the Elective Graduation Requirement
Meets the University of California "a" or "g" Subject Area Requirement*

BHS

PSYCHOLOGY/SOCIOLOGY

Grade: 12

10 Credits

Year Long

Prerequisite: None

In this two-semester course students will have one semester of psychology and one semester of sociology. During the psychology semester students are introduced to psychology with a focus on the scientific study of human development, learning, motivation, and personality. Students will develop some basic concepts of psychology and a historical perspective on psychology as a study of individual behavior. Includes exposure to major scholars in the field including: Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B. F. Skinner.

During the sociology semester students are introduced to sociological concepts, theories, and procedures. Students will learn how sociologists analyze the basic structures and functions of societies and of groups within societies, discover how these societies became organized, identify the conditions under which they became disorganized, and predict the conditions for their reorganization.

Meets the Elective Graduation Requirement
Meets the University of California "g" Subject Area Requirement

SDHS

AP PSYCHOLOGY

Grade: 12

10 Credits

Year Long

Prerequisites: A or B in English and/or Teacher Recommendation

This course introduces students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major sub-fields in psychology. This course provides students with a learning experience equivalent to most college introductory psychology courses. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Elective Graduation Requirement
Meets the University of California "g" Subject Area Requirement*

BHS, SDHS

MATHEMATICS

Students are required to take 20 credits of Mathematics. Courses offered at Chaparral and Vista High Schools do not meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
Introduction to Algebra	V	9, 10	Other Math		Placement Res
Integrated I	S, B, C, V	9, 10, 11	Algebra	c (S, B)	
Integrated II	S,B,C,V	9,10,11	Algebra or Other Math	C (S,B)	
Integrated II Acc	S	9	Algebra or Other Math	c	Placement Res
Integrated III	S, B	9, 10, 11, 12	Algebra or Other Math	c	Placement Res
Integrated III	C	11, 12	Algebra or Other Math		Placement Res
Integrated III Acc	B	9	Algebra or Other Math	c	Placement Res
Integrated III H	S, B	10, 11, 12	Algebra or Other Math	c	Placement Res
Adv Alg with Financial App	B	10, 11, 12	Other Math	c or g	Algebra I and Geometry
Advanced Math	S	10, 11, 12	Other Math	c or g	Placement Res
Advanced Math H	S	10, 11, 12	Other Math	c or g +	Placement Res
Pre-Calculus	B	10, 11, 12	Other Math	c or g	Placement Res
Pre-Calculus H	B	10, 11, 12	Other Math	c or g +	Placement Res

AP Calculus AB, BC	S, B	11, 12	Other Math	c or g +	Placement Res
AP Statistics	S, B	11, 12	Other Math	c or g +	Placement Res
Stat Reasoning in Sports	S, B	11, 12	Other Math	c or g	Teacher Rec
Statistics	B	11, 12	Other Math	c or g	C or better in Algebra II

Site: S = San Dimas High School B = Bonita High School C = Chaparral High School V = Vista School
+ *Advanced Placement weighting for UC* Electives and advanced course offerings depend upon enrollment

INTRODUCTION TO ALGEBRA

Grade: 9, 10, 11

10 Credits

Year Long

Prerequisites: Placement test and assessment scores

This course is designed to overcome learning problems in mathematics and to provide a strong foundation for the study of algebra. The curriculum will cover the first nine standards of Algebra I. It will include hands-on activities such as algebra tiles, fraction strips, balance scales and game situations to focus on the prerequisite standards for algebra. Included will be a balance of computational and procedural skills, conceptual understanding, and problem solving.

Meets the Mathematics Graduation Requirement

CHS, VS

THE INTEGRATED MATHEMATICS PATHWAY

The courses in the Integrated Pathway present mathematics as a coherent subject by strengthening concepts in one conceptual category through related standards in another conceptual category. Connections will be made between algebra, geometry and statistics throughout the courses. State standardized testing will assess students on standards taught in Integrated I, Integrated II and Integrated III. Students are strongly encouraged to complete all three courses in the Integrated Pathway to meet the requirements for UC / CSU admission.

INTEGRATED MATH I

Grade: 9, 10, 11

10 Credits

Year Long

Prerequisites: Placement test and assessment scores

Students will investigate relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proof and constructions. The critical topics will deepen and extend student understanding by connecting concepts to the real world using mathematical modeling. Students will be able to:

Reason quantitatively

Explain and justify the processes used in solving problems

Communicate mathematical understanding through the use of multiple representations

Develop and extend strategies to transition from application of concepts to theoretical reasoning

This course is aligned with the California State Standards.

*Meets the Algebra Graduation Requirement
Meets the University of California "c" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS, VS

INTEGRATED MATH II

Grade: 9, 10, 11

10 Credits

Year Long

Prerequisites: Placement test and assessment scores

Students will investigate: extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, geometric proofs, and circle with and without coordinates. Connections will be made between algebra and geometry throughout the course. This course is aligned with the Common Core State Standards. This course will meet the A-G requirement for UC/CSU.

*Meets the **Integrated Math I** Graduation Requirement
Meets the University of California "c" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS, VS

INTEGRATED MATH III

Grade: 9*, 10, 11, 12

10 Credits

Year Long

Prerequisites: Completion of Integrated II

Integrated III content will have students apply and extend what students have learned in previous courses by making connections between representations of functions in different manners, transformations of different functions and graphing equations of polynomials and finding zeros of polynomials. Additionally, students will calculate the sums of arithmetic and geometric series, including infinite geometric series. Finally, through the use of real-world models, students will understand the normal distribution in making statistical conclusions.

Meets the Integrated Math I Graduation Requirement

Meets the University of California "c" or "g" Subject Area Requirement

SDHS, BHS, CHS

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: Completion of Algebra I and Geometry

Financial Algebra is a mathematical modeling course that is algebra-based, applications-oriented and technology dependent, based on both the California standards for Algebra II and the Career/Technical Education standards for finance and business. The course provides students with a context for understanding and applying the principles of personal and business finance through rigorous, relevant, project-based learning delivered with research-based design protocols.

Meets the Mathematics Graduation Requirement

Meets the University of California "c" or "g" Subject Area Requirement

BHS

ADVANCED MATH

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: Placement test and CST scores

This course focuses on pre-calculus and trigonometry skills that must be mastered prior to enrollment in Calculus. Selected topics include: vectors, limits, polar coordinates, induction, curve sketching, conics and logarithms.

*Meets the Mathematics Graduation Requirement
Meets the University of California "c" or "g" Subject Area Requirement*

SDHS

ADVANCED MATH HONORS

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: Placement test and CST scores

This course is a more rigorous study of pre-calculus and trigonometry, with a faster pace and more difficult examinations. This class is for students who are planning to take AP Calculus.

*Meets the Mathematics Graduation Requirement
Meets the University of California "c" or "g" Subject Area Requirement*

SDHS

PRE-CALCULUS

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: Placement test and CST scores

This course focuses on pre-calculus and trigonometry skills that must be mastered prior to enrollment in Calculus. Selected topics include: vectors, limits, polar coordinates, induction, curve sketching, conics and logarithms.

*Meets the Mathematics Graduation Requirement
Meets the University of California "c" or "g" Subject Area Requirement*

BHS

PRE-CALCULUS HONORS

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: B in Algebra II and Geometry

This course provides a solid foundation for those students planning college majors in mathematics, engineering, or science. Selected topics include: real-valued functions, inequalities, analytical geometry, and an introduction to limits.

*Meets the Mathematics Graduation Requirement
Meets the University of California "c" or "g" Subject Area Requirement
BHS*

AP CALCULUS AB, BC

Grade: 11, 12

10 Credits

Year Long

Prerequisites: B in Advanced Math, Algebra II, Pre-Calculus

This course presents the essentials of elementary calculus. Selected topics include: analytic geometry, limits, series, elementary differentiation, circular and exponential functions, and elementary integration. A graphing calculator is required for this class. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement
Meets the University of California "c" or "g" Subject Area Requirement*

SDHS, BHS

AP STATISTICS

Grade: 11, 12

10 Credits

Year Long

Prerequisites: Placement test, B or better in Precalculus or equivalent

This Advanced Placement course introduces students to the major tools for collecting, analyzing, and drawing conclusions from data. The course is equivalent to a college course in introductory statistics. Although AP Statistics requires no mathematical skills beyond Algebra II, students must be highly motivated and possess sufficient mathematical maturity and quantitative reasoning ability. This course is taught at the college level and has daily homework. A graphing calculator is required for this course. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement
Meets the University of California "c" or "g" Subject Area Requirement*

SDHS, BHS

STATISTICAL REASONING IN SPORTS

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Passing grade in Integrated III

This course introduces students to the main concepts of introductory statistics. Students will collect, analyze, and draw conclusions from data. Selected topics include displaying and summarizing data, linear regression, probability, sample surveys, experiments, confidence intervals, and hypothesis tests. In addition, students will be expected to reason quantitatively and provide substantial written explanations. The intent of the course is to prepare students for an introductory level college statistics course or AP Statistics. The textbook is a study of all of the above concepts from a sports perspective.

*Meets the Mathematics Graduation Requirement
Meets approval for the University of California "c" or "g" Subject Area Requirement
SDHS, BHS*

SCIENCE

Students are required to take 10 credits of Life Science and 10 credits of Physical Science. Courses offered at Chaparral High School and Vista School do not meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
Phys. Science	S, B	9	Phys. Science	g	
Acc Physical Science	S, B	9	Phys. Science	g	Tchr Rec./Alg I BHS - Acc Core Students only
Physical Science	C, V	9, 10, 11, 12	Phys. Science		
Biology	S, B	10, 11, 12	Life Science	d or g	Phys. Science
Biology H/Acc Biology	S, B	10, 11, 12	Life Science	d or g	Teacher Rec., C in Acc Phys Science or B in Phys. Science
AP Biology	S, B	10, 11, 12	Life Science	d or g +	Teacher Rec. B in Biology
Earth Space Science	S, B CHS, V	10, 11, 12	Phys. Science	d or g	Integrated Math I
Chemistry *	S, B	10, 11, 12	Phys. Science	d or g	Teacher Rec. Phys. Sci, C in Alg II
AP Chemistry	S, B	11, 12	Physical Science	d or g +	Teacher Rec., B in Chemistry
Chemistry H *	S, B	10, 11, 12	Phys. Science	d or g +	Teacher Rec. B in Int. Math I
Physics	S, B	10, 11, 12	Phys. Science	d or g	Teacher Rec. co-

					enrolled Int. Math II or higher
AP Physics 1 *	S, B	10, 11, 12	Phys. Science	d or g +	Teacher Rec. co-enrolled in Int. Alg II or higher
AP Physics 2 *	S, B	11, 12	Phys. Science	d or g +	Teacher Rec. co-enrolled in Int. Alg II or higher
Environmental Science	S	10, 11, 12	Physical/Life Science	g	Teacher Rec. Biology
AP Environmental Science *	S, B	10, 11, 12	Physical/Life Science	d or g +	Teacher Rec. Int. Alg II or higher Biology
Human Anatomy & Physiology *	S, B	10, 11, 12	Life Science	d or g	Teacher Rec. Int. Math I, C in Bio
Forensic Science Investigation	S	10, 11, 12	Life Science	d or g (approval pending)	Biology & C in Int. Math I

Site: S= San Dimas High School C= Chaparral High School Elective and advanced course offerings depend upon enrollment
 B= Bonita High School V= Vista School

+ Advanced Placement weighting for UC

* Check with your school site to verify the grade level offering for this course.

ACCELERATED PHYSICAL SCIENCE, PHYSICAL SCIENCE

Grade: 9

10 Credits

Year Long

Prerequisite: Teacher Recommendation and Algebra I for Accelerated Physical Science

Physical Science covers California State science standards in physics, chemistry, astronomy, and earth science. Students will investigate physics concepts including motion, conservation of energy, heat and thermodynamics, waves, electricity, and magnetism. Chemistry concepts taught in this course include atomic and molecular structure, chemical bonding, conservation of matter, gases, acids and bases, solution chemistry, equilibrium, and organic chemistry. The fundamentals of the earth and space sciences including astronomy, earth dynamics (tectonics, seismicity, and volcanism) and meteorology are also taught. Physical science is a quantitative laboratory course taught in the ninth grade that emphasizes mathematical rigor and reinforces math skills and problem solving. Physical science provides a solid foundation in the fundamentals required to pursue and succeed in higher-level science courses. At BHS, the Accelerated class is available to students in the Accelerated CORE only.

*Meets the Science Graduation Requirement
 Meets the University of California "g" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS, VS

EARTH AND SPACE SCIENCE

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Integrated Math I

Earth and Space science is a course designed for students to develop a concrete understanding of the Earth and its systems as well as Earth's place in the universe. Students will use a blend of inquiry and direct instruction based lessons designed to deepen their critical thinking, engineering, and experimental design skills as well as their understanding of chemistry and physical science concepts. The course is designed around three major unit themes. These themes include, Earth's Place in the Universe, Earth's Systems and how these systems are interrelated/connected and finally, Earth and Human Activity and how they correlate with one another. The all-encompassing theme is to have students develop the understanding that the Earth and Universe are not single systems acting independently, but instead how the various systems are dependent upon one another.

Meets the Science Graduation Requirement

SDHS, BHS, CHS, VS

BIOLOGY

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: None

Biology studies life at many different levels. A major principle explored is the concept of evolution through natural selection. From the study of evolution, a foundation is set for the exploration of ecology, living and nonliving matter, photosynthesis, cellular respiration, reproduction, genetics, and physiology. Students will function through a process of observation, experimentation, and evaluation to arrive at a global understanding of the biosphere.

Meets the Science Graduation Requirement

Meets the University of California "d" or "g" Subject Area Requirement

SDHS, BHS

ACCELERATED/HONORS BIOLOGY

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, C in Accelerated Physical Science

This course is a rigorous two-semester examination of the biological sciences. Students will learn the nature of the scientific process, data interpretation, and the interaction and unification of all life forms in the biosphere. Selected topics include: cell biology, genetics, biochemical genetics, ecology and evolution.

Meets the Science Graduation Requirement

Meets the University of California "d" or "g" Subject Area Requirement

SDHS, BHS

AP BIOLOGY

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, B in Biology

This course offers the serious science student a college-level learning experience. College texts and laboratory experiments are an integral part of the course. Selected topics include: organic chemistry, cellular biology, evolution, cellular energetics, heredity and molecular genetics, biological diversity, structure and function of organisms, and ecology. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Science Graduation Requirement
Meets the University of California "d" or "g" Subject Area Requirement*

SDHS

CHEMISTRY

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, Physical Science, C in Alg II

This course is designed to provide students with an opportunity to study basic chemical principles without rigorous mathematics. Selected topics include: Organic Chemistry, nuclear chemistry, inorganic chemistry, and the chemistry of everyday life.

*Meets the Science Graduation Requirement
Meets the University of California "d" or "g" Subject Area Requirement*

SDHS, BHS

AP CHEMISTRY

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, B in Chemistry

This course offers the serious science student a college-level learning experience. College texts and laboratory experiments are an integral part of the course. Selected topics include: Organic Chemistry, nuclear chemistry, inorganic chemistry, and the chemistry of everyday life.

*Meets the Science Graduation Requirement
Meets the University of California "d" or "g" Subject Area Requirement*

SDHS, BHS

HONORS CHEMISTRY

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, B in Algebra II

Honors Chemistry is designed to prepare the student for successful enrollment in freshman college chemistry. Chemistry requires high-level problem solving skills, such as designing experiments and solving word problems. Selected topics include: introductory quantum mechanics, the periodic table, balancing chemical equations, states of matter and behavior of gases, chemical bonding, and chemistry of metals and nonmetals.

*Meets the Science Graduation Requirement
Meets the University of California "d" or "g" Subject Area Requirement*

SDHS, BHS

PHYSICS

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, concurrent enrollment in Algebra II or completion of Algebra II

Physics is a trigonometric-based study of physical phenomena that will serve as a foundation for understanding the science and technology that shape our society. Selected topics include: mechanics, wave phenomena, thermodynamics, electricity and magnetism, and quantum theory. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

*Meets the Science Graduation Requirement
Meets the University of California "d" or "g" Subject Area Requirement*

SDHS, BHS

AP PHYSICS 1

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, concurrent enrollment in Algebra II or higher level math class

Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students take the Advanced Placement examination in the spring for college credit.

Meets the Science Graduation Requirement

Meets the University of California “d” or “g” Subject Area Requirement

SDHS, BHS

AP PHYSICS 2

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, concurrent enrollment in Algebra II or higher level math class

Physics 2 is the second year of an algebra-based, introductory college-level physics course that explores topics such as fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic/nuclear physics. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students take the Advanced Placement examination in the spring for college credit.

Meets the Science Graduation Requirement

Meets the University of California “d” or “g” Subject Area Requirement

SDHS, BHS

ENVIRONMENTAL SCIENCE

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, Biology

This course focuses on physical processes and earth's environment. Selected topics include: environmental geology, mineral and energy resources, water resources, atmospheric studies, and land management. Field trips to local outdoor resources will provide opportunities to study environmental issues firsthand.

*Meets the Science Graduation Requirement
Meets the University of California "g" Subject Area Requirement*

SDHS

AP ENVIRONMENTAL SCIENCE

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, Algebra I, Algebra II, Biology

This course is intended to be an in-depth study of the environment, the natural processes at work in the environment, and man's effect on it. Students will identify environmental problems, evaluate the risks associated with these problems, and critically examine solutions. The course will involve both laboratory and field investigations. **Students will take the Advanced Placement examination in the spring for college credit.**

Meets the Science Graduation Requirement

Meets the University of California "d" or "g" Subject Area Requirement

SDHS, BHS

HUMAN ANATOMY AND PHYSIOLOGY

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation, Algebra I, C in Biology

Human Anatomy is a course designed for students who are interested in following a career in the sciences or medical fields. This course will study the eleven systems of the human body. Within each system, students will explore the development, function, structure, and chemical processes. Students will be involved in a variety of modes of learning. The goal of this course is to provide the student with a general working knowledge of the human anatomy so that it can be applied in the advance courses of a medical career path.

Meets the Science Graduation Requirement

Meets the University of California "d" or "g" Subject Area Requirement

SDHS, BHS

FORENSIC SCIENCE INVESTIGATION

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: C in Algebra I, C in Biology

Forensic Science Investigation is a lab science, college prep course designed to deepen student understanding of biology with an emphasis on forensic science. It will include studies in molecular biology, human body tissues and analysis of wounds, bacteria, viruses and fungi, toxicology, and DNA analysis.

*Meets the Science Graduation Requirement
University of California "d" or "g" Subject Area Requirement approval pending*

SDHS

VISUAL AND PERFORMING ARTS

Students are required to take 10 credits of Visual and Performing Arts. Courses offered at Chaparral High School and Vista School do not meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
ART:					
Intro to Art	S,C	9, 10, 11, 12	Visual and Performing Arts or CTE or Elective	f	
Advanced Art	S	10, 11, 12	Visual and Performing Arts or Elective	f or g	Teacher Rec.
AP Studio Art	S	11, 12	Visual and Performing Arts	f or g +	Teacher Rec.

			or Elective		
Drawing and Mixed Media	BC	9, 10, 11, 12	Visual and Performing Arts	f	
Advanced Paint and Drawing *	B	10, 11, 12	Visual and Performing Arts	f	Teacher Rec.
Fiber Arts I	B	10, 11, 12	Visual and Performing Arts	f	
Fiber Arts II	B	11, 12	Visual and Performing Arts	f	Teacher Rec. C in Fiber Arts I
Fine Art of Printmaking *	B	9, 10, 11, 12	Visual and Performing Arts	f	

Site: S= San Dimas High School C= Chaparral High School Elective and advanced course offerings depend upon enrollment
 B= Bonita High School V= Vista School

+ Advanced Placement weighting for UC

- Check with your school site to verify the grade level offering for this course.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement.	Pre-Requisite
ART (Continued):					
Illustration and Design	B	9, 10, 11, 12	Visual and Performing Arts	f	
Jewelry I	B	11, 12	Visual and Performing Arts	f	Teacher Rec.
Jewelry II	B	11, 12	Visual and Performing Arts	f	Teacher Rec.
ROP Digital Photography I	S	10, 11, 12	Visual and Performing Arts or CarTechEd	f #	
ROP Digital Photography II	S	11, 12	Visual and Performing Arts or CarTechEd	f #	ROP Digital Photography I
ROP Visual Communications	S	10, 11, 12	Visual and Performing Arts		
ROP Visual Communications II	S	11, 12	Visual and Performing Arts		Successful completion of Vis Com
MUSIC THEORY:					
History of Rock and Roll	B	9, 10, 11, 12	Visual and Performing Arts	f	none
AP Music Theory	B	11, 12	Visual and Performing Arts or Elective	f or g	Teacher Rec.
BAND:					
Symphonic/Marching Band	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective		Teacher Rec.
Advanced Band/Wind Ensemble	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective	f (SDHS only) g	Teacher Rec.

Drum Line	S	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective		Teacher Rec.
Jazz Band Jazz Ensemble	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	f or g	Teacher Rec.
Pageantry/Tall Flags	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective		Tryouts

VISUAL AND PERFORMING ARTS (continued)

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement.	Pre-Requisite
CHOIR:					
Chorale	S, B	9, 10	Visual and Performing Arts		Teacher Rec. Audition
Concert Choir	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	f	Teacher Rec. Audition
Chamber Singers	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	f	Teacher Rec. Audition
Women's Vocal Ensemble	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	f	Teacher Rec. Audition
Men's Choir	B	10, 11, 12	Visual and Performing Arts or Elective	f	Teacher Rec. Audition
DANCE:					
Dance, Intro to	S	10, 11, 12	Visual and Performing Arts or PE or Elective	f	
Advanced Dance	S, B	10, 11, 12	Visual and Performing Arts or PE or Elective	f	Teacher Rec. Intro to Dance
DRAMA:					
Drama I	S	9, 10, 11, 12	Visual and Performing Arts or Elective	f	
Drama II	S	10, 11, 12	Visual and Performing Arts or Elective	f	Drama I
Theatre Arts	B	9, 10, 11, 12	Visual and Performing Arts	f	
Adv. Theatre Arts	B	10, 11, 12	Visual and Performing Arts	f or g	Teacher Rec.

Site: S= San Dimas High School C= Chaparral High School B= Bonita High School V= Vista School

* Check with your school site to verify the grade level offering for this course.

Elective and advanced course offerings depend upon enrollment

VISUAL AND PERFORMING ARTS (continued)

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
ANIMATION:					
Animation I	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	f, g	none
Animation II	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	f, g	Successful completion of Animation I
ROP Film Making and Animation	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	f #	
ROP Advanced Film Making	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	f #	Successful completion of ROP Film Making and Animation
VIDEOGRAPHY:					
Video 1 (Introduction to Contemporary Media)	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective		
ROP Video 2 (ROP Creative Productions)	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	f #	Video I and/or Instructor Approval
ROP Video 3 (ROP Advanced Media)	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	f # (pending)	ROP Video II
Video 4 (Cinema Analysis/Screenplay Writing)	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	f (pending)	One of Video I, II or III and Instructor Approval
ROP Video I/Video Media Production	B	11, 12	Visual and Performing Arts or Car/TechEd or Elective	#	
ROP Video II	B	11, 12	Visual and Performing Arts or Car/TechEd or Elective	#	

Site: S= San Dimas High School C= Chaparral High School B= Bonita High School V= Vista School

* *Check with your school site to verify the grade level offering for this course.*
Elective and advanced course offerings depend upon enrollment

INTRODUCTION TO ART

Grade: 9, 10, 11, 12

10

Credits

Year Long

Prerequisite: None

This course is designed as a beginning course in painting and drawing. The elements and principles of design will be studied and emphasized with each project. Students will work with various media including: pencil, chalks, pen and ink, tempera, and watercolor.

Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement

Meets the University of California "f" Subject Area Requirement

SDHS CHS

ADVANCED ART

Grade: 10, 11, 12

10

Credits

Year Long

Prerequisite: Teacher Recommendation

This course is designed as a continuing step towards the development of the student's painting and drawing skills. Art criticism will also be explored and practiced. A variety of subject matter and materials will be used. This course may be repeated for credit.

Meets the Visual and Performing Arts or Elective Graduation Requirement

Meets the University of California "f" or "g" Subject Area Requirement

SDHS

AP STUDIO ART

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation or Advanced Art

This course is designed for students who are seriously interested in the practical experience of making 2D art. This course demands a significant commitment to projects and time outside of the classroom. AP credit is awarded based on a submitted portfolio of work, rather than an exam. This course will be taught at the pace and level of a college art foundations class and rigor is to be expected.

Meets the Visual and Performing Arts Graduation Requirement

Meets the University of California “f” or “g” Subject Area Requirement

SDHS

DRAWING AND MIXED MEDIA

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

Students will engage in intensive study of a variety of techniques with a wide range of materials and media. This introductory class covers many important fundamentals of art. Selected topics include: shading, composition, color theory, creative design, and perspective. Students will be exposed to elements of art history as it applies to the units of study.

*Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California “f” Subject Area Requirement*

BHS, CHS

ADVANCED PAINTING AND DRAWING

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This course provides a variety of advanced art experiences that enable the serious art student to explore and develop greater skills of expression in several art media including: pen and ink, collage, acrylics, pastels, colored pencil, pencil, mixed media, and computer programs. Work is directed to a portfolio presentation for college admission. This course may be repeated for credit.

*Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

BHS

FIBER ARTS I, FIBER ARTS II

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Fiber Arts II - Teacher Recommendation and/or C in Fiber Arts I

This course has been redesigned to accommodate new interests. Students will learn a variety of fabric dyeing techniques including: tie dye, airbrush, silk screen, and batik. Students have a lot of fun creating stuffed animals, sculptures of their own invention, clothing, quilts, and much, much more!

*Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California "f" Subject Area Requirement (Fiber Arts I only)*

BHS

FINE ART OF PRINTMAKING

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This is a great class! No pre-art skills are required as students may use many different resources for their projects. Students will carve their unique designs into linoleum and wood, print T-shirts using silk-screens, and etch and draw beautiful images to print through a variety of techniques.

*Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California "f" Subject Area Requirement (BHS only)*

BHS

ILLUSTRATION AND DESIGN

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This is a great class for learning how to put together creative artwork fit for professional reproduction. Students learn tools of the trade including comprehensive instruction in using an airbrush. Creative projects include illustrations for stories, CD covers, corporate logos and theme posters.

*Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

BHS

JEWELRY I, JEWELRY II

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This course covers the design and creation of new gold and silver jewelry. Emphasis will be on methods, materials, and basic techniques, with an introduction to casting techniques, gem familiarization, and the history of jewelry. Jewelry II will cover more advanced techniques. Jewelry II may be repeated for credit.

Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California "f" Subject Area Requirement (Jewelry I only)

BHS

ROP DIGITAL PHOTOGRAPHY I

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: None

ROP Digital Photography students will learn techniques for operating digital cameras as well as terminology and proper usage of equipment. A focus on the effects of different lenses, lighting techniques, and printing techniques will enable students to hone their skills in this area. Color theory and management will be an emphasis, along with composition, special effects, digital darkroom, and presentation techniques. An emphasis will also be placed on job opportunities and skills for attaining and keeping a position within the industry.

Meets the Visual and Performing Arts or Career Technical Education or Elective Graduation Requirement

SDHS

ROP DIGITAL PHOTOGRAPHY II

Grade: 11, 12

10 Credits

Year Long

Prerequisite: None

ROP Digital Photography students will learn more advanced techniques for operating digital cameras as well as terminology and proper usage of equipment. A focus on the effects of

different lenses, lighting techniques, and printing techniques will enable students to further develop their skills in this area. Color theory and management will be an emphasis, along with composition, special effects, digital darkroom, and presentation techniques. An emphasis will also be placed on job opportunities and skills for obtaining and keeping a position within the industry.

Meets the Visual and Performing Arts or Career Technical Education or Elective Graduation Requirement

SDHS

HISTORY OF ROCK AND ROLL

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This course focuses on the roots and development of rock and roll music throughout the twentieth century. Students will develop an understanding of basic music theory as it pertains to rock and roll, and special attention will be given to the manner in which sociological, political, and economic conditions affected the evolution of this music.

*Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

BHS

AP MUSIC THEORY

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation and B in Wind Ensemble

Students will read, notate, compose, perform and listen to music. Students learn the development of aural skills. Throughout the course, students will listen to musical works attentively and analytically, developing their "musical memory" and their ability to articulate responses to formal stylistic and aesthetic qualities of music performances. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "g" Subject Area Requirement*

BHS

SYMPHONIC/MARCHING BAND

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This course is an investigation into proper instrumental performance technique for concert band literature. The year is spent sight reading, with emphasis on preparing for a limited number of concerts and competitions. The 1st semester focuses on field performance skills and parade marching skills, and can be applied to the Art or PE graduation requirement. The 2nd semester receives Art credit. This course may be repeated for credit.

Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement

ADVANCED BAND/ WIND ENSEMBLE

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

The 1st semester Marching Band course focuses on field performance skills and parade marching skills, and can be applied to the Art or PE graduation requirement. Students perform in parades and at football games. The 2nd semester Wind Ensemble course receives Art credit. The group studies, rehearses, researches, and performs wind ensemble literature of a high degree of difficulty. Students also study main points of theory, composition and history. This course may be repeated for credit.

Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement

Meets the University of California "f" or "g" Subject Area Requirement (SDHS only)

Meets the University of California "f" Subject Area Requirement (BHS only)

DRUM LINE

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

Drum line is a course designed for the marching and concert percussionist. The course covers 1st semester – Marching band season (available for PE or Art credit), and 2nd semester – Drum Line season (available for Art credit). In order to be in the instrumental program, all percussionists must take Drum Line class. This course may be repeated for credit.

Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement

JAZZ BAND, JAZZ ENSEMBLE

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This course provides the advanced instrumental student with the opportunity to study all phases of modern jazz. Syncopation in its most complex forms will be studied. Basic improvisation talent will be developed. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" or "g" Subject Area Requirement*

SDHS, BHS

PAGEANTRY/TALL FLAGS

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Band Director Recommendation and tryouts

Course credit may be applied to P.E. in the 1st semester, and Art on the 2nd semester, OR the student may receive P.E. credits for the entire year. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts Graduation Requirement
Course is PE or Elective Credit for SDHS*

SDHS, BHS

CHORALE

Grade: 9, 10

10

Credits

Year Long

Prerequisite: Teacher Recommendation and Audition

This is a select choral ensemble that serves as a training choir for the Concert Choir. Focus is on vocal technique and musicianship as well as the rehearsal and performance of choral literature in a variety of styles from different periods in history. This course may be repeated for credit.

Meets the Visual and Performing Arts Graduation Requirement

SDHS, BHS

CONCERT CHOIR

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation and Audition

This course offers a variety of musical experiences for the student who is interested in singing and performing. Music includes spirituals, folk songs, and traditional or contemporary arrangements. The class participates in school concerts, festivals, and community performances. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

SDHS, BHS

CHAMBER SINGERS

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation / Audition

This course offers vocal music instruction for students who are ready for more advanced work. This is a highly select group of singers who perform frequently in the community. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

SDHS, BHS

WOMEN'S VOCAL ENSEMBLE

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation and Audition

This course offers a variety of musical experiences for the student who is interested in singing and performing. Music includes spirituals, folk songs, and traditional or contemporary arrangements. The class participates in school concerts, festivals, and community performances. This course may be repeated for credit.

Meets the Visual and Performing Arts or Elective Graduation Requirement

SDHS, BHS

MEN'S CHOIR

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation and Audition

The Men's Choir is an intermediate-level choir which studies and performs the standard choral repertoire for men's voices in a variety of genres. The goals of this course are: learning proper vocal technique, advancing the skills of music reading and ear training, studying historical and cultural influences in choral music, and public performance. This course may be repeated for credit.

Meets the Visual and Performing Arts or Elective Graduation Requirement

BHS

INTRODUCTION TO DANCE

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This course is designed to introduce students to the basic techniques, vocabulary, culture, and history associated with a variety of traditional, contemporary, and international forms of dance. Grading is based on enthusiasm, behavior, and full participation in group and individual performances. Students will become aware of their physical self while developing cardiovascular endurance, muscle strength, agility, rhythm, and grace. This course may be repeated for credit at SDHS.

*Meets the Visual and Performing Arts or Physical Education or Elective Graduation Requirement
Meets the University of California "f" Subject Area Requirement (BHS only)*

SDHS, BHS

ADVANCED DANCE

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation or Introduction to Dance

This second year course is designed to further develop the skills introduced in Introduction to Dance. Grading is based on effort, behavior, and full participation. Technique is emphasized through slightly more difficult dance combinations. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Physical Education or Elective Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

SDHS, BHS

DRAMA I

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This is a performance-based class where students will be called upon to demonstrate acquired skills through daily exercises, memorized monologues and scenes, and original works. Students must be willing to perform in front of the class.

*Meets the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

SDHS

THEATRE ARTS

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This is a performance-based class where students will be called upon to demonstrate acquired skills through daily exercises, memorized monologues and scenes, and original works. Students must be willing to perform in front of the class.

*Meets the Visual and Performing Arts Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

BHS

ADVANCED THEATRE ARTS

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This course extends knowledge and skills learned in Drama I or Theatre Arts. Students learn advanced techniques of acting and fundamental concepts of directing. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" or "g" Subject Area Requirement*

BHS

ANIMATION I

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

Animation I introduces students to basic cartooning and appreciation of the art of cartooning. Students draw cartoons for a pencil animation. Students also design and construct a clay sculpture for a stop motion animation. Students learn elements of stagecraft, film design, storyboarding, production planning, as well as produce an animated film. Traditional skills of illustration and photography are combined with state-of-the-art digital computer editing so that students can produce a DVD-based portfolio of their work. 3D computer animation is taught using Cinema 4D XL software.

*Meets the Career/technical Education or the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" or "g" Subject Area Requirement*

SDHS

ANIMATION II

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Successful completion of Animation I

Advanced animation courses are rigorous and designed to prepare the serious animation student for entrance into a college program. A strong work ethic and the ability to work independently are required for this course. Animation II builds on the skills learned in Animation I, and is taught during the same class time as Animation I. In order to prepare for acceptance into a college animation program, each student must choose an area of concentration in either traditional pencil drawing or 3D computer animation drawing using Maya software. Students complete a series of (up to) 25 exercises in their chosen area. Students also study and prepare for the Mt SAC entrance exam for computer animation, and make a student film to enter in competition.

*Meets the Career/technical Education or the Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" or "g" Subject Area Requirement*

SDHS

ROP FILM MAKING AND ANIMATION

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This introductory course was developed with input from animators in major animation studios and will give students skills needed to enter the modern career of filmmaking and animation. Selected topics include character development, history of animated films, storyboarding, two-dimensional cell animations, and 3-D computer animation. Students will produce an animated film. Each student will also produce a portfolio including sketchbook, storyboard example, and videotape example of their work.

*Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

SDHS

ROP ADVANCED FILM MAKING AND ANIMATION

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Successful completion of ROP Film Making and Animation

Advanced film making classes are very rigorous and are designed to prepare the serious animation student for entrance into a college program. A strong work ethic and the ability to work independently is required for this class. The advanced class provides students with the opportunity to review their animation technique and continue their work in sound, editing, and special effects. Each student will spend the majority of the class planning, organizing, producing, and editing their own film. Students will produce two films per year. Like Animation II, each student will choose an area of concentration, either 2-D pencil animation, or 3-D computer animation using Maya software. Students will complete up to 25 exercises in each area and during the second semester of the class, students will prepare for the MSAC entrance exam for computer animation.

Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement

SDHS

SAN DIMAS DIGITAL VIDEO MEDIA

SDHS offers students the opportunity to take a full four years of video classes. These classes begin at an introductory level of basic camera, lighting, audio, and editing operations, and continue through to advanced post production techniques (mattes, color correction, soundtracks, etc.) and distribution formats and channels. Students learn the techniques and the discipline needed to produce excellent films, commercials and documentaries.

ADVANCED COURSES:

Beginning in the fall of 2010, students who have completed the Video I class may apply for further courses dedicated to cinema analysis and creative writing, creative production, and advanced media. These advanced courses will qualify the student for University of California (a – g) credit. At the time of writing, the ROP Video II course has been approved by UC, and the other courses are in the application process. Space is limited in advanced courses.

VIDEO 1 (INTRODUCTION TO CONTEMPORARY MEDIA)

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

Video I (Contemporary Media) gives students a brief introduction to the history of cinema and its development to the present day. The primary focus is basic visual storytelling with light and sound. Modern cameras and computer programs provide the tools to tape and edit productions. Teamwork is emphasized as integral to modern production, and assignments must be completed to specifications and deadlines, just as in the real world.

Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement

SDHS

ROP VIDEO 2 (ROP CREATIVE PRODUCTIONS)

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Video I and Instructor Approval; None

ROP Video II (ROP Creative Productions) challenges students with more advanced production and postproduction techniques including green-screen, live switching, and multi-camera shooting and editing. A small number of classic films are reviewed for creative fuel. The entire production cycle is emphasized for each project, including storyboarding, characterization and plotline. A wide variety of student programs are produced (commercials, PSAs, reportage, drama, etc.). Limited to 25 students.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement
Meets the University of California "f" Subject Area Requirement*

SDHS

ROP VIDEO 3 (ROP ADVANCED MEDIA)

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: ROP Video II and Instructor Approval; None

ROP Video 3 (ROP Advanced Media) provides students with the artistic knowledge, perception and technical skills to express and produce compelling visual stories. Students learn to think critically—by thoroughly planning complete digital postproduction process for projects—and to solve problems by resolving issues that arise in the digital postproduction process. Advanced non-linear editing (NLE) techniques covered include motion tracking, filters (audio and video), color correction, compositing, and multiple effects. Program delivery projects include DVD authoring and web distribution formats/techniques. Limited to 10 students per class.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement
Meets the University of California "f" Subject Area Requirement (pending)*

SDHS

VIDEO 4 (CINEMA ANALYSIS/SCREENPLAY WRITING)

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: One of Video I, II, or III, and Instructor Approval

Video 4 (Cinema Analysis/Writing) focuses on the analytical and creative aspects—not the direct production—of motion media. In the first semester, students view a broad range of historical and contemporary cinema, and learn to write analytical reviews, critiques, and comparisons of these viewings. The emphasis in the second semester is developing students’ own creative writing skills by developing completed screenplays in different filmic genres through the concept, treatment, outline, and script stages using professional scriptwriting software. Limited to 20 students.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement
Meets the University of California “f” Subject Area Requirement (pending)*

SDHS

ROP VIDEO I/VIDEO MEDIA PRODUCTIONS

Grade: 11, 12

10 Credit

Year Long

Prerequisite: Teacher Recommendation
None

This course provides the student with basic elements of video production. The focus will be on camera work, story boarding, scripting, and editing. The student will participate in the production of BHS shows for cable TV, as well as in the production of his/her own videos.

Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement

BHS

ROP VIDEO II

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

None

In this course, the student will study more advanced camera techniques, as well as work in scripting, story boarding, editing, and basic special effects. The student will also assist in the planning and editing of the yearbook. The student will complete the year with a resume of his/her completed work. This course may be repeated for credit. Students who repeat this course will be encouraged to seek internships with professionals working in the video business.

Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement

BHS

PHYSICAL EDUCATION

Students are required to successfully complete 20 credits of Physical Education.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
P.E. 9	S	9	PE		
P.E. 9/10	B, C, V	9, 10	PE		
P.E. 10, 11, 12	S	10, 11, 12	PE		
P.E. Sports	S, B	9, 10, 11, 12	PE		Athletic Dir. Rec.
Dance, Intro to	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Advanced Dance	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Pageantry/ Tall Flags	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Rally – Spirit	S, B	9, 10, 11, 12	PE or Visual and Performing Arts		Tryouts
Weight Training	S	10, 11, 12	PE		Successful completion PE9
Independent Study P.E.	C, V	9, 10, 11, 12	PE		

ROP Athletic Training	S, B	10, 11, 12	Career Tech Ed or Elective	#	
ROP Advanced Athletic Training	S, B	11, 12	Career Tech Ed	#	Successful completion of ROP AthTrain I
ROP Personal Fitness I	B	10, 11, 12	PE or Elective	#	PE 9/10
ROP Personal Fitness II	S, B	10, 11, 12	PE or Elective	#	Personal Fitness I

Site: S= San Dimas High School

B= Bonita High School

C= Chaparral High School

V= Vista School

None

Elective and advanced course offerings depend upon enrollment

PHYSICAL EDUCATION 9

Grade: 9

10 Credits

Year Long

Prerequisite: None

Freshmen are automatically enrolled in this graduation requirement class. Students will participate in instruction related to aquatics, fitness, individual sports (e.g., weight training, circuit course and track and field) and dual sports (e.g., tennis and badminton). Fitness training is integrated throughout the course preparing students to take the state physical fitness test at the end of the year. Instruction is aligned to the physical education state standards with instruction addressing motor skills, movement patterns and strategies to build skills. All activities include a focus on developing social skills, group dynamics and individual responsibility.

Meets the Physical Education or Elective Graduation Requirement

SDHS

PHYSICAL EDUCATION 9/10

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

Two years of PE coursework is required for all students. There are three key objectives to accomplish in the two-year program. Students develop knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students are expected to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. In addition, students develop knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

*Meets the Physical Education or Elective Graduation Requirement
May be repeated for credit*

BHS, CVS, VS

PHYSICAL EDUCATION 10, 11, 12

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: None

Sophomores are automatically enrolled in this graduation requirement class. The course is also open to juniors and seniors needing PE credit or wishing to take the class for an elective. Students will participate in instruction related to team sports (e.g., basketball, football, volleyball, etc.), gymnastics (e.g., balance, coordination and floor work) and combatives (e.g., self defense and kickboxing). Fitness training is integrated throughout the course encouraging students to develop lifelong skills for fitness. Instruction is aligned to the physical education state standards with instruction addressing motor skills, movement patterns and strategies to build skills. All activities include a focus on developing social skills, group dynamics and individual responsibility.

Meets the Physical Education or Elective Graduation Requirement

SDHS

P.E. SPORTS

Grade: 9, 10, 11, 12

5

or

10

Credits

Semester or Year

Prerequisite: Athletic Director Recommendation

This is a select class for students who are participating in interscholastic athletics. Emphasis is placed on specialization and conditioning. Interscholastic sports are included. Students whose sports are out of season will participate in the regular physical education program. This course may be repeated for credit.

Meets the Physical Education Graduation Requirement

SDHS, BHS

INTRODUCTION TO DANCE

See page 80

ADVANCED DANCE

See page 80

PAGEANTRY/TALL FLAGS

See page 78

RALLY/ SPIRIT

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Tryouts

This course is designed to develop skills and to coordinate spirit and Rally activities for the year. All Rally/Spirit members are expected to enroll. This course may be repeated for credit.

Meets the Physical Education or Visual and Performing Arts Graduation Requirement

SDHS, BHS

WEIGHT TRAINING

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Successful completion of PE 9

The weight-training course is designed to develop increased strength, flexibility, agility, speed and endurance. Proper methods of weightlifting are taught with emphasis on safety and personal improvement. Physical conditioning is emphasized.

Meets the Physical Education Graduation Requirement

SDHS

ROP ATHLETIC TRAINING

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This course is an introductory course designed to provide students with the opportunity to learn about the career of Athletic Training and Sports Medicine. Students will study basic anatomy and physiology, injury prevention, evaluation and treatment of sports related injuries. First Aid and CPR training will be provided in the course through American Red Cross. Students will be required to complete hands-on practical hours under the direct supervision of a Certified Athletic Trainer. This course may be continued at the advanced level.

Meets the Career Technical Education or Elective Graduation Requirement

SDHS, BHS

ROP ADVANCED ATHLETIC TRAINING

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Successful completion of ROP Athletic Training
None

Advanced Athletic Training is a second-year course that builds on the first year and prepares students for the programs offered at most community colleges and four-year universities. Students will get the opportunity to demonstrate their knowledge and skills in a practicum situation. Students will be required to complete a team assignment and clinical rotation at a designated Physical Therapy Clinic. All students must have completed the introductory course and have teacher permission to enroll in the course.

Meets the Career Technical Graduation Requirement

SDHS, BHS

CAREER TECHNICAL EDUCATION

Course	Site	Grade	Graduation Requirement	UC/CSU a- g Requirement	Pre-Requisite
BUSINESS AND MARKETING					
2 + 2 Accounting: Computerized/Man.	B	10, 11, 12	Career Tech Ed	g	1 year High School Math
Adv Accounting – Tax Preparation	B	11, 12	Career Tech Ed		
ROP Business Career Exploration	C	10, 11, 12	Career Tech Ed	#	
ROP Computer Applications	C	10, 11, 12	Career Tech Ed	#	Intro to Comp.
Graphics and Multiple-Media Design	B	10, 11, 12	Vis/Perf Arts or Career Tech Ed	f, g	Freshman Studies Computer Class
Intro to Computers	S, C	9, 10, 11, 12	Career Tech Ed		
ROP Fashion/ Fabric Design I and II	B	11, 12	Career Tech Ed	#	
ROP Home Interior Design	B	11, 12	Career Tech Ed		
Journalism *	S, B, C	9, 10, 11, 12	Career Tech Ed	g	Journalism Advisor Rec.
Leadership (ASB)	S, B, C	9, 10, 11, 12 10, 11, 12	Elective or Career Tech Ed		ASB Dir. Rec.
Work Experience	S,B	11, 12	Career Tech Ed		Valid Work Permit
Yearbook *	S, B	10, 11, 12	Career Tech Ed		Yearbook Advisor Rec.
HEALTH					
ROP Athletic Training	S, B	9, 10, 11, 12	Career Tech Ed or Elective	#	
ROP Advanced Athletic Training	S, B		Career Tech Ed	#	Successful completion of ROP Ath Train

ROP Personal Fitness I	S, B	10, 11, 12	PE or Elective	#	
ROP Personal Fitness II	S, B	10, 11, 12	PE or Elective	#	Personal Fitness I

Site: S= San Dimas High School C= Chaparral High School
 B= Bonita High School V= Vista School

None

Elective and advanced course offerings depend upon enrollment

CAREER TECHNICAL EDUCATION (Cont.)

Course	Site	Grade	Graduation Requirement	UC/CSU a- g Requirement	Pre-Requisite
HUMAN SERVICES					Career Tech Ed
ROP American Sign Language I	S	9, 10, 11, 12	Career Tech Ed or Elective	# <i>e</i>	complete function of one hand
ROP American Sign Language II	S	10, 11, 12	Career Tech Ed or Elective	# <i>e</i>	C in ROP ASL I suggested
ROP American Sign Language III	S	11, 12	Career Tech Ed or Elective	# <i>e</i>	C in ROP ASL II suggested
Child Development/ Relationships	B	10, 11, 12	Career Tech Ed		
Relationships/ Parenting	S	9, 10, 11, 12	Career Tech Ed or Elective		
Child Development, Devel Psychology	S, B	10, 11, 12	Career Tech Ed or Elective	g (approval pending)	Teacher Rec/ Relationships/ Parenting
Clothing and Design/ Design II	B	9, 10, 11, 12	Career Tech Ed		
ROP Cosmetology	B	11, 12	Career Tech Ed	#	
ROP Event Planner	C	11, 12	Career Tech Ed	#	
Foods/Creative Cooking	B	9, 10, 11, 12	Career Tech Ed		
ROP Forensic Science	B	11, 12	Career Tech Ed	#	
ROP Hospitality/Foods	S, B C	11, 12	Career Tech Ed	#	
ROP Advanced Hospitality/Foods	B, C	12	Career Tech Ed	#	Successful Completion of ROP Hospitality.
ROP Law Enforcement	B	11, 12	Career Tech Ed	#	
Ethics and Integrity in Policing	B	11, 12	Career Tech Ed		
SCIENCE AND TECHNOLOGY					Career Tech Ed
AP Computer Science Principles	B	10,11,12	<i>Career Tech Ed</i>	<i>G</i>	
ROP Film Making and Animation	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>

Site: S= San Dimas High School
B= Bonita High School

C= Chaparral High School
V= Vista School

None

Elective and advanced course offerings depend upon enrollment

Career Technical Education (Cont.)

Course	Site	Grade	Graduation Requirement	UC/CSU a- g Requirement	Pre-Requisite
ROP Adv. Film Making and Animation	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
ROP Digital Photography I		<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
ROP Digital Photography II		<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
Video 1 (Introduction to Contemporary Media)	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
ROP Video 2 (ROP Creative Productions)	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
ROP Video 3 (ROP Advanced Media)	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
Video 4 (Cinema Analysis/Screenplay Writing)	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
ROP Video/Video Media Production I	B	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
ROP Video II	B	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
ROP Video Game Design	B	10, 11, 12		#	
ROP Web Design	B	11, 12	Career Tech Ed	#	Teacher Rec., Computer Class
Automotive Technology I	B	9, 10, 11, 12	Career Tech Ed		
ROP Automotive Tech IIA	B	10, 11, 12	Career Tech Ed	#	
ROP Automotive Tech IIB	B	10, 11, 12	Career Tech Ed	#	Teacher Rec. Auto. Tech. I
ROP Visual Communications I	S	10, 11, 12	Visual and Performing Arts		
ROP Visual Communications II	S	11, 12	Visual and Performing Arts		Successful completion of Vis Com I

Site: S = San Dimas High School C = Chaparral High School
 B = Bonita High School V = Vista School

Elective and advanced course offerings depend upon enrollment

* *Advanced Placement weighting for UC*

None

BUSINESS AND MARKETING

2 + 2 Articulation is a partnership between Bonita Unified School District high school programs and our local community colleges. Articulation is offered to assist with the transition from high school to college without delay or duplication of learning.

2 + 2 ACCOUNTING: COMPUTERIZED AND MANUAL

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: 1 year High School Math

This course teaches the fundamentals of Accounting including journals, ledgers, financial reports, payroll records, and banking using 10-key calculators, activity books and computer applications. Students will also learn how to prepare income tax returns, and get certified through the IRS. Use the internet to learn how to invest your money in the stock market. Certificate or college credit may be earned for successful completion of this course.

*Meets the Career Technical Education Graduation Requirement
Approval pending for the University of California "g" Subject Area Requirement*

BHS

AP COMPUTER SCIENCE PRINCIPLES

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite:

In this class, students will increase their level of knowledge of computational content, computational thinking skills, and creative aspects of the computer science field.

Students will also be introduced to the fundamental concepts of programming through JavaScript and Python. This course will provide students with the theories and practices of computational thinking which will provide them the understanding of how computing changes the world.

*Meets the Career Technical Education Graduation Requirement
Approval pending for the University of California "g" Subject Area Requirement*

BHS

ROP BUSINESS CAREER EXPLORATION

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This course is designed to allow students to explore different career choices primarily related to business. Students complete job interest inventories, fill out job related documents, practice interviewing skills, learn how to work effectively, and how to recognize proper work conditions along with safety rules and regulations at the job site. Students will learn how to obtain a job, retain it, and resign from it. Students will create short-term and long-term goals, develop economic awareness, and learn personal financial skills. Upon completion of class, all students will have gained the necessary skills to look for employment. The course will also integrate the use of technology in lessons.

Meets the Career Technical Education Graduation Requirement

CHS

ROP COMPUTER APPLICATIONS

Grade: 11, 12

10 Credits

Year Long

Prerequisites: Introduction to Computers;

None

Students will learn computer application skills in relation to basic computer software and operations. They will learn keyboarding skills, use word processing, data base management, spread sheet, and presentation software. Students will also learn job search skills along with proper attitudes required in the workplace. A training plan will be followed and upon completion students will receive a certificate verifying proficiency, equivalent to entry-level employment in computer applications.

Meets the Career Technical Education Graduation Requirement

CHS

GRAPHICS AND MULTI-MEDIA DESIGN

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Freshman Studies Computer Class

Graphic and Multimedia design is a year long introductory course in computer graphics where students will learn how to apply the principles of graphic design to digital art and animation. Students will learn how to create and manipulate digital photographs, design 3D images and tell a digital story through an animation.

*Meets the Visual/Performing Arts or Career Technical Education Graduation Requirement
Meets the University of California "f" or "g" Subject Area Requirement*

BHS

INTRODUCTION TO COMPUTERS

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This introductory course provides an opportunity for students to learn computer fundamentals along with a variety of software programs and the Internet. The course covers spreadsheets, presentations, word processing, networking, HTML, Javascript and CSS, with emphasis on the design and structure of dynamic information architecture.

Meets the Career Technical Education Graduation Requirement

SDHS, CHS

ROP FASHION/FABRIC I and II

Grade: 11, 12

10 Credits

Year Long

Prerequisite: None

This course is designed for students who have an interest in sewing and design. Students work at their own ability and progress at their own rate. Students will learn about jobs and careers in the fashion industry. This course may be repeated once for credit.

Meets the Career Technical Education Graduation Requirement

BHS

JOURNALISM

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisites: Journalism Advisor Recommendation

This course is designed to teach the terms and skills necessary to compete in the field of journalism. Students will be responsible for writing, editing, composing and publishing the school newspaper (and the year-end Senior Magazine at Bonita High School). Methods of presenting the news and the use of photography in a newspaper will be taught. This course may be repeated for credit.

*Meets the Elective or Vocational Education Graduation Requirement
Meets the University of California "g" Subject Area Requirement at SDHS, BHS*

SDHS, BHS, CHS

JOURNALISM/YEARBOOK

Grade: 11, 12 **10 Credits** **Semester**

Prerequisites: None

This course is designed to teach the terms and skills necessary to compete in the field of journalism. Students will be responsible for writing, editing, composing and publishing the school newspaper and yearbook. Methods of presenting the news and the use of photography in a newspaper will be taught.

Meets the Elective Requirement at CHS

CHS

LEADERSHIP (ASB)

Grade: 9, 10, 11, 12 **10 Credits** **Year Long**

Prerequisite: ASB Director Recommendation

This is a class for students who have been elected or appointed as Associated Student Body Officers. It is designed to demonstrate the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in a laboratory of practical school situations. This course may be repeated for credit.

Meets the Career Technical Education and the Elective Graduation Requirement

SDHS, BHS,

RENAISSANCE

Grade: 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation

This class is designed to give students hands-on leadership opportunities and to build their leadership and communication skills. and to demonstrate the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in practical school situations. This course may be repeated for credit.

Meets the Career Technical Education and the Elective Graduation Requirement

CHS

ROP HOME INTERIOR DESIGN

Grade: 11, 12

10 Credits

Year Long

Prerequisite: None

The coursework will address the aesthetic, social, technological and economic aspects of home arts and design. Students will learn to analyze interiors for furnishing and décor needs, taking into account aspects of functionality, aesthetics and durability. Students may design a home and party environments using drawings, scale models or collage. Students would craft new materials (sewing focused) for the home. Additionally, there will be units on repurposing (upcycling) furniture, holiday and special occasion décor, planning and budgeting for parties and special events. Student will gain a foundation on how to use technology to budget, photograph, price, market and sale home arts items. The class will center around teaching students how to use their gained skills to create items of quality and how to market and sale those items.

Meets the Career Technical Education and the Elective Graduation Requirement

BHS

ADVANCED ACCOUNTING - TAX PREPARATION

Grade: 11, 12

10 Credits

Year Long

Prerequisite: BHS 2+2 Accounting and teacher approval

This course teaches Accounting concepts relating to the Accounting cycle for a Service business organized as a Sole Proprietorship and a Merchandising business organized as a partnership

using, activity books and computer applications. Students will also learn how to prepare income tax returns from the Basic to advanced level, and get certified through the IRS as VITA Volunteer Preparers. They will use the internet to learn how to invest their money in the stock market. Students will also get valuable leadership/ business experience by helping the teacher as a Teacher's Assistant. A certificate may be earned for successful completion of this course.

Meets the Career Technical Education and the Elective Graduation Requirement

BHS

COMPUTER-AIDED DESIGN

Grades 11, 12

10 Credits

Year long

Pre-requisite: None

The Design with CAD (Computer Aided Design) course will provide students with an exploratory STEM elective option. Using industry-standard computers and software, students will learn computerized drawing, editing, and annotation skills to produce 2D drawings and documentation, communicate designs with 3D modeling and visualization tools, and use these models to create virtual walkthroughs and physical 3D parts using a 3D printer. This elective course will support/reinforce math skills and prepare students with applicable skills for the 21st century workplace. The course will prepare students to take the industry-recognized Autodesk Certification test.

Meets the Elective Graduation Requirement

CHS

ETHICS AND INTEGRITY IN POLICING

Grades 11, 12

10 Credits

Year long

Pre-requisite: ROP Law Enforcement

The course exposes students to the various philosophical approaches for developing appropriate ethical decision-making tools for the criminal justice professional. Ethical decision-making tools are illustrated in actual application in police, courts, corrections, criminal justice policy, and criminal justice research scenarios. Emphasis is placed on professional integrity and leadership skills that support laws, policies, and procedures in criminal justice. Students will learn the significance of ethics and to reflect critically on matters especially pertinent within criminology and criminal justice curricula.

Meets the Career Technical Education and the Elective Graduation Requirement

BHS

WORK EXPERIENCE

Grade: 11, 12

5

or

10

Credits

Semester or Year

Prerequisite: Valid Work Permit

Students acquire employability and industry specific skills through paid on-the-job experience. Students are responsible for locating their own employment. Classes are held once a week with instruction in career planning, human relations, and employability skills. Work Experience coordinator visits job site to evaluate the student's progress. Students submit monthly time sheets to the coordinator.

Meets the Career Technical Education Graduation Requirement

SDHS, BHS

YEARBOOK

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisites: Yearbook Advisor Recommendation

This course is designed to teach students the fundamentals of yearbook production. Students take responsibility for the organization and presentation of accurate information, copy writing, layout design, photo taking, selection and cropping, word processing, page layout, and editing while meeting "real world" company deadlines. This course may be repeated for credit.

Meets the Elective or Vocational Education Graduation Requirement

SDHS, BHS

HEALTH SERVICES

See PHYSICAL EDUCATION section

ROP ATHLETIC TRAINING

ROP ADVANCED ATHLETIC TRAINING

ROP PERSONAL FITNESS I

ROP PERSONAL FITNESS II

HUMAN SERVICES

See FOREIGN LANGUAGE section

ROP AMERICAN SIGN LANGUAGE I

ROP AMERICAN SIGN LANGUAGE II

ROP AMERICAN SIGN LANGUAGE III

CHILD DEVELOPMENT/ RELATIONSHIPS

Grade: 10, 11, 12

10 Credits

Year Long*

Prerequisite: None

Child development is the study of the physical, intellectual, social, and emotional growth of babies and young children. Family planning and decision-making, communication, discipline and guidance, and encouraging healthy self-esteem are components of this class. The Relationships portion of the course is designed to prepare students to understand the nature, function, and significance of human relationships. Emphasis is placed on student self-understanding and awareness, communication skills, goal setting, decision making and problem solving. * **Child Development is a semester course, and Relationships is a semester course.**

Meets the Career Technical Education Graduation Requirement

BHS

RELATIONSHIPS/PARENTING

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisites: None

Relationships is a one-semester course designed to prepare students to understand the nature, function, and significance of human relationships. Instruction is given in the concepts and principles related to various lifestyle choices and family living conditions; the establishment and maintenance of relationships; and the preparation for marriage, parenthood, and family life. Emphasis is placed on students' self-understanding and awareness, goal setting, decision making and problem solving, and communication skills. This course can be taken as part of a sequence of courses in an Education, Child Development, and Family Services pathway.

Parenting is a one-semester course which focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication, and guidance to develop knowledge and skills that will help them in parenting in the future. Topics covered in the course will include parenting roles and responsibilities; the impact of attitudes, opinions, culture and society on parenting; nurturing, communication, discipline, and guidance; conception, prenatal development, and birth; parenting alternatives; services and resources for parents; and laws and regulations related to parenting. This course can be taken as part of a sequence of courses in an Education, Child Development, and Family Services pathway.

Meets the Career Technical Education Graduation Requirement

SDHS

CHILD DEVELOPMENT

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: Teacher Recommendation; Relationships/Parenting

Child Development is a year-long course designed as a comprehensive study of the physical, cognitive, social, and psychological/emotional growth during the various developmental stages from conception through adolescence. Study will include the major theories of development, the influences of heredity and environmental factors on development, and theories of current brain research. This course can be taken as part of a sequence of courses in an Education, Child Development, and Family Services pathway and is seeking UC approval.

*Meets the Career Technical Education or Elective Graduation Requirement
Meets the University of California "g" Subject Area Requirement (approval pending)*

SDHS

CLOTHING AND DESIGN, CLOTHING AND DESIGN II

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: Clothing and Design or Design II

This course is designed for students who have an interest in sewing and design. Students work at their own levels of ability and progress at their own rate. Design II covers more advanced techniques. This course may be repeated once for credit.

Meets the Career Technical Education Graduation Requirement

BHS

ROP COSMETOLOGY

Grade: 11, 12

10

Credits

Year Long

Prerequisite: None

Students prepare for the State of California Cosmetologist's License. Students learn theoretical and practical applications in haircutting, styling, coloring, tinting and bleaching, permanents, facials, and manicuring. Course requires 1600 hours of training necessary to take the California Board of Cosmetology Examination. Interested students must see Counselor for enrollment.

Meets the Career Technical Education Graduation Requirement

BHS

ROP EVENT PLANNER

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This course provides entry-level training in event planning, sales, and marketing. Employment possibilities include event planner, meeting manager, wedding consultant, and certified trade show marketer. Instruction covers the following areas: selling, promotion, budget and finance, negotiations and contracts, computer applications, room set-ups, food and beverage, health and safety relating to meetings, seminars, conventions, exhibitions, trade shows and special events. Special focus is placed on marketing and advertising. It also focuses on leadership skills and abilities, as well as general employment training.

Meets the Career Technical Education Graduation Requirement

CHS

FOODS/CREATIVE COOKING

Grade: 9, 10, 11, 12

10 Credits

Year Long*

Prerequisite: None

Foods is a beginning course in the fundamentals of cooking, food selection for health and energy, kitchen planning and equipment, and meal planning and shopping. Creative Cooking covers preparation, meal planning, nutrition, consumer buying skills, and foreign and regional cooking. ***At SDHS, Foods is a semester course, and Creative Cooking is a semester course.**

Meets the Career Technical Education Graduation Requirement

BHS

ROP FORENSIC SCIENCE

Grade: 11, 12

10 Credits

Year Long

Prerequisite: None

Upon completion of the Forensic Science course, students will have developed or be able to: Critical thinking skills and problem solving; Investigation techniques, crime scene evaluation skills; Properly collect and scientifically evaluate data; Record results of data collection and draw logical conclusions based on the evidence obtained; Communication of results of investigative work through proper channels based on the conclusions drawn; Understanding of all sciences involved in forensics including chemistry, toxicology, serology, physical science, anatomy, dental science, psychiatry, and others; Written and oral communications skills including report writing and verbal testimony; Computer proficiency and knowledge of related software; and Understanding of cultural diversity as it relates to investigations.

Meets the Career Technical Education Graduation Requirement

BHS

ROP HOSPITALITY/FOODS

Grade: 11, 12

10 Credits

Year Long

Prerequisite: None

This course is designed to prepare students for exciting career opportunities in the Food and Hospitality Services industry. You will get an overview of the foods industry, learn about various careers in this field, proper food handling, workplace safety, employment skills, customer service skills, job training, knowledge of cooking and nutrition through classroom instruction, and hands-on experience. As an integral part of the hands-on curriculum, we will be utilizing the kitchen to cook on a weekly basis throughout the semester.

Meets the Career Technical Education Graduation Requirement

BHS, SDHS, CHS

ROP ADVANCED HOSPITALITY/FOODS

Grade: 12

10 Credits

Year Long

Prerequisites: Successful completion of ROP Hospitality

In this Advanced Hospitality/Foods course, we will go more in-depth into the knowledge you acquired in year 1. This will include a comprehensive look at the following areas: the foods industry, employment and management, proper food handling, running a restaurant, job training, cooking, advanced culinary techniques, and nutrition through classroom instruction, field trips and hands-on experience.

Meets the Career Technical Education Graduation Requirement

BHS

ROP LAW ENFORCEMENT

Grade: 11, 12

10

Credits

Year Long

Prerequisite: None

Training is provided for those students who are interested in a career in law enforcement. Students have the opportunity to learn the role and responsibilities of each segment of the criminal justice system.

Meets the Career Technical Education Graduation Requirement

CREATIVE DESIGN

See VISUAL AND PERFORMING ARTS Section

ROP DIGITAL PHOTOGRAPHY

ROP FILM MAKING AND ANIMATION

ROP ADVANCED FILM MAKING

VIDEO 1

(Introduction to Contemporary Media)

ROP VIDEO 2

(ROP Creative Productions)

ROP VIDEO 3

(ROP Advanced Media)

VIDEO 4

(Cinema Analysis/Screenplay Writing)

ROP VIDEO/VIDEO MEDIA PRODUCTION I

ROP VIDEO II

ROP VIDEO GAME DESIGN

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisite: None

Video Game design is a year long course in the art and design of video game production. The course will cover the design process from storyboarding, character and story development to game play and design. Students will learn how to develop 3D characters, create backgrounds and scenes, and program game interactivity. The successful completion of the course requirements will result in a certificate.

Meets the Career Technical Education Graduation Requirement

BHS

ROP WEB DESIGN

Grade: 11, 12

10 Credits

Year Long

Prerequisite: None

Web design is a year-long course in the art and development of web pages. Students will learn how to create web pages using the latest web standards: XHTML, CSS, and JavaScript. In addition to creating personal and client web sites, students will be responsible for the production and maintenance of the school's web site. Student editors, writers and photographers will be needed to produce the site. The successful completion of the course requirements will result in a certificate.

Meets the Career Technical Education Graduation Requirement

BHS

AUTOMOTIVE TECHNOLOGY I

Grade: 9, 10, 11, 12

10 Credits

Year Long

Prerequisite: None

This course acquaints the beginning student with various automotive systems and components including lubrication, braking, suspension, electrical, ignition, fuel injection, and computer control systems. Students will become proficient in the safe use of tools and machinery. Students will use the latest diagnostic equipment including digital meters and computerized test equipment. Twenty-one late model shop cars are provided for students to perform lab work in one of the best-equipped labs in the state of California.

Meets the Career Technical Education Graduation Requirement

BHS

ROP AUTOMOTIVE TECHNOLOGY II A

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: Automotive Technology I, Teacher Recommendation

This advanced course focuses on engine performance and electrical systems. This course prepares students for diagnosis of ignition systems and computer control systems. Specific lab activities give the student experience using up-to-date testing equipment to test and diagnose late-model vehicles. This class meets 1 period per day for 1 year. Students may sign up for either IIA or IIB or may take both classes during the same school year. This class prepares the student for entry into the Citrus College Toyota T-Ten factory sponsored program, Universal Technical Institute's Automotive Technology program, or similar programs.

Students may take either ROP Automotive Technology II A or B after successfully completing Automotive Technology.

Meets the Career Technical Education Graduation Requirement

BHS

ROP AUTOMOTIVE TECHNOLOGY II B

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: Automotive Technology I, Teacher Recommendation

This advanced course focuses on emission, braking, suspension, and engine systems. Specific lab activities give the student experience using up-to-date testing equipment to test and diagnose late model vehicles. This class meets 1 period per day for 1 year. Students may sign up for either IIA or IIB or may take both classes during the same school year. This class prepares the student for entry into the Citrus College Toyota T-Ten factory sponsored program, Universal Technical Institute's Automotive Technology program, or similar programs.

Students may take either ROP Automotive Technology II A or B after successfully completing Automotive Technology I.

Meets the Career Technical Education Graduation Requirement

BHS

ROP VISUAL COMMUNICATIONS

Grade: 10, 11, 12

10 Credits

Year Long

Prerequisites: None

This introductory course developed with input from graphic designers from studio-driven companies provides students with the artistic appreciation, perception, art theory and technical skills to express and produce compelling visual art. Focusing on drawing and design, students learn to plan and complete commercial art, illustration, and sculpture. These traditional skills of illustration and design are combined with state-of-the-art digital computer programs (Illustrator and Photoshop) so that students can produce art in a DVD-based portfolio of their work.

Meets the Career Technical Education Graduation Requirement

SDHS

ROP VISUAL COMMUNICATIONS II

Grade: 11, 12

10

Credits

Year Long

Prerequisites: Successful completion of Visual Communications

Visual Communication II is a rigorous course preparing the serious graphic design student for entrance into a college programs. Visual Communication II builds on the skills learned in Visual Communication I, and is taught during the same class time as Visual Communication I. Selected topics include commercial art, design development, history of illustration, digital illustration, and Photoshop. Each student produces a portfolio including sketchbook and a DVD-based portfolio of his/her work.

Meets the Career Technical Education Graduation Requirement

SDHS

ADDITIONAL COURSES

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Pre-Requisite
Library Tech/ Media Ctr Aide *	S, B	9, 10, 11, 12	Elective		Librarian Rec.
Office Aide *	S,B, C	11, 12	Elective		Office Rec.
Open Period	S, B	11, 12			Min 5 periods, 1 st and 7 th period only
Senior Experience	C	12	Elective		
Single Survival	S	9, 10, 11, 12	Elective		
Study Skills +	S, B	9, 10, 11, 12	Elective		
Teacher Aide *	S,B, C	11, 12	Elective		

Site: S= San Dimas High School
 B= Bonita High School
 C= Chaparral High School
 V= Vista School

* Check with your school site to verify the grade level offering for this course.

+ Summer school

LIBRARY TECHNICIAN/ MEDIA CENTER AIDE

Grade: 9, 10, 11, 12

**5 or 10 Credits
Semester or Year**

Prerequisite: Librarian Recommendation

Student librarian technician aides will learn the language of the library, how to find and store resources in the library, how to process and mend materials, how to create MARC records of materials, and how to use library software. This course may be repeated for credit. Grade will be assigned as Pass/Fail.

Meets the Elective Graduation Requirement

SDHS, BHS

OFFICE AIDE

Grade: 9, 10, 11, 12

**5 or 10 Credits
Semester or Year**

Prerequisite: Office Recommendation and good attendance

Students receive office training and work experience in the various school offices. This course may be repeated for credit. Grade will be assigned as Pass/Fail.

Meets the Elective Graduation Requirement

SDHS, BHS, CHS

OPEN PERIOD

Grade: 9, 10, 11, 12

0 Credits

Semester or Year

Prerequisite: Must be enrolled in 5 courses

This course is available during 1st and 7th periods only.

SDHS, BHS

SINGLE SURVIVAL

Grade: 9, 10, 11, 12

10 Credits

Year long

Prerequisite: None

This course is designed to help the high school student master necessary survival skills as they approach graduation and prepare for the transition into the world as a single adult. Selected topics include self awareness, decision making skills, money management and budgeting, relationship and social issues, etiquette, clothing purchase and care, and food preparation and nutrition.

Meets the Elective Graduation Requirement

SDHS

STUDY SKILLS

Grade: 9, 10, 11, 12

10 Credits

Year long

Prerequisite: None

Students learn how to become organized and prepared for each class in which they are enrolled. Students will improve academic performance by utilizing study skill techniques such as reading logs, homework calendars, notebook organization, tutorials and test taking practice. Class is offered during summer school.

Meets the Elective Graduation Requirement

SDHS, BHS (summer school only)

TEACHER AIDE

Grade: 9, 10, 11, 12

10 Credits

Semester or Year

Prerequisite: Teacher Recommendation

This course is open to students interested in assisting instructors in routine tasks. Juniors and seniors can also serve as tutors in subject areas. This course may be repeated for credit. Grade will be assigned as Pass/Fail.

SDHS, BHS, CHS
